

GENDER REPORT

2017



**University
of Ferrara**

GENDER REPORT

University of Ferrara | Year 2017

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**University
of Ferrara**

In the future since day one

2017 Gender Report

To develop the 2017 Gender Report, a Scientific Committee was created, comprising:

- Emidia Vagnoni, Full Professor at the Department of Economics and Management;
- Silvia Borelli, member of the Equality Council, Associate Professor at the Department of Law;
- Cristiana Fioravanti, Delegate of the Dean for Disabilities, Associate Professor at the Department of Law;
- Maria Gabriella Marchetti, President of the Equality Council, Researcher at the Department of Life Sciences and Biotechnology;
- Cinzia Mancini, President of the Central Guarantee Committee (until 17th July 2018) - Head of Coordination of Equal Opportunity and Disability Policies;
- Federica Danesi, President of the Central Guarantee Committee (from 18th July 2018) - Administrative Manager of Department of Law;
- Lucia Manzalini, Member of the Central Guarantee Committee, University Coordinator for Gender Report - Administrative Manager of Medical-Chemical Intermediate Structure;
- Chiara Oppi, Research Assistant at the Sant'Anna School of Advanced Studies in Pisa, collaborator at the Department of Economics and Management;
- Chiara Graps - Head of the Central Accounts and Accounting Department

and a Control Group composed by:

- Roberta Pancaldi, member of the Equality Council, coordinator of University Guidelines and Conventions, for administrative support and revision of texts in accessible format;
- Erika Foli, member of the Equality Council, assigned to administrative support at the Department of Engineering;
- Maria Chiara Pozzovio, administrative employee of University Guidelines and Conventions, for revision of gender language;
- Andrea Trevisani, technician at Center of Technologies for Communication, Innovation and Distance Learning, for information and communication technical support;
- Enrico Borghi, collaborator of the Central Guarantee Committee, administrative officer for Supply Distribution, for management of the website *"Equality & Diversity"*

Veronica Del Buono, Delegate of the Dean for support of image and reputation of the University of Ferrara, as Head of the editorial development and of supervision and coordination of layout and graphics of the final document, with the technical support of SE@ Unife Center of Technologies for Communication, Innovation and Distance Learning, and the collaboration of Ilaria Fazi, Head of Press Office and Institutional and Digital Communication.



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Prof. Giorgio Zauli - Archive Unife

I. Presentation

The seventh edition of the Gender Report of the University of Ferrara is considerably enriched by insightful contents and suggestions. The publication examines and compares the main University data from a gender perspective and, year after year, has become a key tool for application of the principle of equal opportunities and for establishing relevant corrective actions.

I believe that the Gender Report is not a simple operative tool. First of all, it represents an opportunity to develop a program of internal policies to make our actions more effective towards social equality in terms of rights, dignity and responsibility. The analyses of the Gender Report also allow the setting of strategies for a real cultural change, based on the awareness of differences between females and males in needs, conditions, paths, life, work and participation opportunities.

The gender equality in the different areas of society is a central objective also in international conventions, in the main European directives, in the Italian Constitution and in the National legislation. The existence of gender inequalities represents not only a problem of fairness, but also of efficiency, because it rules out the most competent people on equal terms.

The way to defeat inequalities is perhaps long, but our University firmly believes in equality and has been working for years along this path, implementing actions such as the preparation of the Gender Report, the establishment of the University Center for Studies on Gender Medicine, the publication of the University “Handbook for the use of gender in administrative language and for drafting of accessible documents”. All these actions are a direct application of article 5 of our Statute “*In drawing all academic documents, the University uses the Italian language in the awareness, respect and appreciation of gender differences*”.

Giorgio Zauli
The Rector of the University of Ferrara



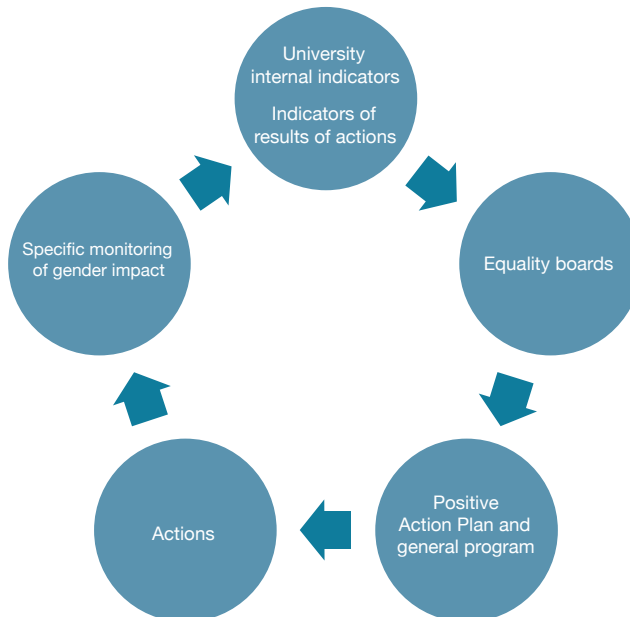
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II. Methodological note

The **2017 Gender Report** (hereinafter **GR**) reports the different gender composition of the groups operating within the University of Ferrara (student community attending degree, specialization and doctorate courses, and technical, administrative and teaching personnel, either in service or not), and the involvement of women and men in the Management Boards of the University.

It also reports the composition of the academic authorities whose role is to promote equality and equal opportunities, together with the Three-Year Positive Action Plan established by the University of Ferrara. It finally includes a chapter dealing with the assessment of gender impact on policies supporting equal opportunities, through analyses of management of allocated resources and of the effects of undertaken actions, according to what established by the Three-Year Positive Action Plan.

The GR is part of a cyclical process of planning, performing, monitoring and reviewing policies for equal opportunities implemented by the University of Ferrara. The process involves the phases shown in the figure below. The figure shows the indicators able to monitor at all levels gender composition in the analysed background and the effects of undertaken actions. Based on the highlighted indicators, it is possible for the Equality boards to set medium and long-term objectives, explained in the Three-Year Positive Action Plan and in the general planning. The actions planned and carried out within the program are subsequently monitored to analyse their gender impact. The cycle then continues with the representation of the background and of the effects of undertaken actions through the previously described indicators.



The GR therefore represents a relevant opportunity to draw attention to the results of University policies and to the analysis of the University background, identifying the problems that will be dealt with in the future.

The GR is divided into 5 chapters, as follows:

- The first chapter concerns the composition of the Equality board in the University and its role in pursuing equal opportunity policies;
- The second one describes the details of the Three-Year Positive Action Plan implemented at the University and the multi-year objectives that the University intends to achieve;
- The third one deals with background indicators, analysing in detail the gender composition of the community operating within the University;
- The fourth one concerns economic indicators, paying special attention to the use of resources allocated by the University to equal opportunities;
- The fifth one analyses the results of the implemented policies for equal opportunity, according to the Three-Year Positive Action Plan.

From the 2012 GR edition, the University of Ferrara collaborates with two members of the Statistical Office of the Ministry of Education, University and Research (MIUR), Maria Teresa Morana and Simonetta Sagradora, Italian representatives within the Helsinki Group of the “*She Figures*” program, promoted by the European Commission. Through this collaboration, each year it is possible to include in the University of Ferrara GR the same indicators (or similar ones) used within the “*She Figures*” program. Along the side of each table and figure showing the results of the GR program, flags of the European Union have been inserted in addition to the data source and the indication of page, table number or figure of reference in the “*She Figures*” 2015 Report. This collaboration allows to extend the analysis of the University gender background to average Italian data and, in many cases, to average European data, providing the reader with the opportunity to compare GR and “*She Figures*” 2015 results. The report may be downloaded at https://ec.europa.eu/research/swafs/pdf/pub_gender_equality/she_figures_2015-final.pdf

To emphasize the commitment to protect equal opportunities and also pay attention to the use of Italian language, the GR was drawn up in accordance to the “*Handbook of the University of Ferrara for use of gender words in administrative style and in writing accessible documents*”, edition May 2018, supervised by Laura Bafle and Cristiana Fioravanti (University of Ferrara) and by Giuliana Giusti (University “Ca’ Foscari”, Venice).

By the academic decree no. 582 (19th April 2018), the University Dean appointed a stable composition of the Scientific Committee and the Operational Group for GR, authorizing them to annually compile the GR for the academic period 2018-2021, according to the following expertise:

Scientific Committee:

- Emidia Vagnoni, Full Professor at the Department of Economics and Management;
- Silvia Borelli, member of the Equality Council, Associate Professor at the Department of Law;

- Cristiana Fioravanti, Delegate of the Dean for Disabilities, Associate Professor at the Department of Law;
- Maria Gabriella Marchetti, President of the Equality Council, Researcher at the Department of Life Sciences and Biotechnology;
- Cinzia Mancini, President of the Central Guarantee Committee (until 17th July 2018) - Head of Coordination of Equal Opportunity and Disability Policies;
- Federica Danesi, President of the Central Guarantee Committee (from 18th July 2018) - Administrative Manager of Department of Law;
- Lucia Manzalini, Member of the Central Guarantee Committee, University Coordinator for Gender Report - Administrative Manager of Medical-Chemical Intermediate Structure;
- Chiara Oppi, Research Assistant at the Sant'Anna School of Advanced Studies in Pisa, collaborator at the Department of Economics and Management;
- Chiara Graps - Head of the Central Accounts and Accounting Department

Operating Group:

- Roberta Pancaldi, member of the Equality Council, coordinator of University Guidelines and Conventions, for administrative support and revision of texts in accessible format;
- Erika Foli, member of the Equality Council, assigned to administrative support at the Department of Engineering;
- Maria Chiara Pozzovio, administrative employee of University Guidelines and Conventions, for revision of gender language;
- Andrea Trevisani, technician at Center of Technologies for Communication, Innovation and Distance Learning, for information and communication technical support;
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Veronica Del Buono, Delegate of the Dean for support of image and reputation of the University of Ferrara, as Head of the editorial development and of supervision and coordination of layout and graphics of the final document, with the technical support of SE@ Unife Center of Technologies for Communication, Innovation and Distance Learning, and the collaboration of Ilaria Fazi, Head of Press Office and Institutional and Digital Communication.

We thank the University of Ferrara personnel for their kind availability and collaboration in providing the required data. We also owe thanks to Maria Teresa Morana and Simonetta Sagramora from the Statistical Office of MIUR for their valuable support, and to Milvia Chicca, Department of Life Sciences and Biotechnology, for revision of the English version of GR 2017.

Any suggestions, comments, ideas or advice about GR may be sent to:
bilancio_genere@unife.it

Enjoy the reading!



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III. 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 OF FERRARA

Article 3, paragraph 2

The University pursues its objectives while respecting the dignity of the human person, pluralism of ideas and transparency of information and procedures. The University protects the freedom of ideas and the expression of political, trade union and religious freedom; it guarantees the necessary conditions to express and freely communicate ideas to all the university staff and students.

Article 5 - Equal opportunities and non-discrimination

1. The University establishes and promotes appropriate structures and initiatives for implementation of the constitutional principles of equal opportunities and non-discrimination, as well as supporting and protecting differences in work and study.

2. The University ensures respect for the constitutional principle of equal opportunities for men and women in access to public offices, promotes the equal representation of each gender in the appointment of members of each University body and also the balanced presence of genders in elective organs.

3. In drafting official documents, the University uses the Italian language in the awareness, respect and support of gender differences.

Article 7 - Quality of University life

1. The University promotes the quality of life for its community, with special attention to working and studying conditions, health and safety at work, physical, mental and social well-being in carrying out activities, harmonizing life and work, promoting the complete social integration of people with disabilities, overcoming barriers, supporting cultural, sport and recreational activities.

At the University of Ferrara, actions to support equality between women and men and equal opportunities for both genders are promoted and realized by:

- the Equality Council (henceforth EC);
- the Central Guarantee Committee (henceforth CGC)¹;
- the Ethical Committee;
- the Board for Work Well-being;
- the Office for Development and Organizational Well-being;
- the Coordination of Equal Opportunity and Disability Policies

Initiatives and information about the Delegate of the Dean, the EC and the CGC are available (only in Italian) at:

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

¹ Although art. 21 of L. 183/2010 (amending Art. 57 of D. Lgs. 165/2001 above) provides for the establishment of a central committee, the University of Ferrara has chosen to maintain the Equal Opportunity Committee (now Equality Council) next to the CGC. The presence of the two bodies allows a full representation of all University components.

The Rector's Deputy for equal opportunities

Since 1998, a Delegate of the Dean for Equal Opportunities has been appointed within the University of Ferrara, and up to date this office has been assigned to a woman. The past Delegates of the Dean for Equal Opportunities were:

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

Chiara Scapoli, from 2010 to 2013 (D.R. 1280, 19th October 2010) and from 2007 to 2010 (D.R. 1662, 28th November 2007).

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

From September 2016 to the current date, the University Dean has appointed by academic decree (D.R. No. 1640, 27th November 2017) to the Presidents of the Equality Council and the Central Guarantee Committee the monitoring of activities related to the strategic area "Equality, Equal Opportunity and Well-being for Students and Workers at the University of Ferrara", included in the three-year Strategic Plan 2017-2019.

Equality Council (EC)

STATUTE OF THE UNIVERSITY OF FERRARA

Article 27 - Equality Council

1. *The Equality Council promotes initiatives for the implementation of equal opportunities and promotion of differences, under current Italian and EU laws, monitors the observance of the principle of non-discrimination and provides support for victims of violations and abuses of power.*
2. *The Council is composed of members, identified on equal bases among university teachers, technical and administrative personnel and students.*
3. *The definition, composition and functioning of the Council shall be established by guidelines.*
4. *On the first meeting, the Council shall elect a President who shall summon the Council at least once every six months.*
5. *The Council collaborates with the Central Guarantee Committee for implementation of equal opportunity policies.*

The Equality Council is a tripartite organ to which academic teachers (including research fellows), technical and administrative personnel and students (both graduate and postgraduate) participate on equal bases.

The functioning of the Equality Council is regulated by a special Guideline² recently updated by D.R. no. 488, 5th April 2018.

² Available only in Italian:
<http://www.unife.it/ateneo/organismi-universitari/statuto-e-regolamenti/regolamenti-organismi-collegiali>

NOMINATION AND MANDATE

The different members of the Equality Council shall remain in office for three years and are appointed as follows:

- 4 delegates of university teachers are selected by the Academic Senate based on evaluation of cover letters, curricula and suitable experiences in the field of equal opportunities and fight against discriminations;
- 4 delegates of technical and administrative personnel are appointed by the Administrative Council, based on evaluation of cover letters, curricula, suitable experiences in the field of equal opportunities and fight against discriminations
- 4 delegates of students are appointed by the Student Council among undergraduate, graduate, doctoral and specializing students, also external to the Council.

The delegates of teachers and technical and administrative personnel shall remain in office for four years, while the delegates of the students shall remain in office for two years.

The EC currently in office was appointed by D.R. 1502/2017 and is composed as follows:

Delegates of teachers	Delegates of technical and administrative personnel	Delegates of students
<ul style="list-style-type: none"> • Gabriella Marchetti Maria - President • Silvia Borelli • Francesco D'Urso • Paola Verlicchi 	<ul style="list-style-type: none"> • Omar Paolucci - Vice President • Erika Foli • Roberta Pancaldi • Roberta Russo 	<ul style="list-style-type: none"> • Nicolò Fabbri • Sofia Gualandi • Lorenzo Gualandi

FUNCTIONS The EC promotes, along with CGC, initiatives for implementation of equal opportunities and promotion of differences, monitors the observance of the principle of non-discrimination and provides support for victims of violations and abuses of power. The EC identifies the forms of discrimination directly or indirectly related to gender, age, sexual orientation, ethnic origin, disability, religion, beliefs or language which hinder the full realization of equal opportunities in working and studying activities of the University community, promoting the initiatives required for their removal.

The Central Guarantee Committee (CGC)

Legislative Decree no. 165/2001

Article 57 paragraphs 01-04

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 Central Guarantee Committee for equal opportunities, the enhancement of the welfare of workers and against discrimination", which, by unifying skills, summons in a central body the committees for equal opportunities and the joint committees on mobbing, established according to collective bargaining. The central body assumes all functions required by the law, by the collective agreements of public administration or by other provisions.

The Central Guarantee Committee for equal opportunities and the enhancement of welfare of workers against discrimination has an equal composition and is composed of a member appointed by each of the most representative trade unions at the administrative level and of an equal number of administrative delegates, ensuring in general the equal representation of both genders. The President of the Committee shall be appointed only by the administration.

Within the public administration, the Central Guarantee Committee has advisory, consultative and verification tasks, in collaboration with the National Council for Equality. It contributes to enhance the productivity of public employment, improving the efficiency of services guaranteeing a work environment characterized by respect of principles of equal opportunity, of organizational well-being and contrasting all forms of discrimination and moral or psychic violence against workers.

The operating procedures of the Central Guarantee Committee are governed by guidelines contained in a directive jointly issued 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 issue of this provision.

The failure to set up a Central Guarantee Committee implies responsibility of executives in charge of personnel management, evaluated also to achieve the objectives.

STATUTE OF THE UNIVERSITY OF FERRARA

Article 28 - Central Guarantee Committee

1. The Central Guarantee Committee for Equal Opportunities, the promotion of the well-being of workers and fight against discrimination shall assume all functions according to the law, based on collective agreements on public administration employees or other provisions.

2. The Committee has the task of advising and monitoring the implementation of equal opportunities and respect for the dignity of the person at the workplace. The Committee oversees all forms of discrimination and contributes to the implementation of organizational well-being.

3. The members are appointed within the technical and administrative personnel, respecting parity and gender equality

4. The constitution, functioning and competences of the Committee are governed by special guidelines approved by the Board of Directors and subject to the favourable opinion by the Academic Senate.

5. The Committee shall co-operate with the Equality Council in the implementation of equal opportunity policies.

NOMINATION AND MANDATE

Only technical and administrative personnel may be part of CGC, as required by law. The CGC is composed of a designated member from each of the representative trade unions according to the law, and of an equal number of delegates from the Administration. For each member a substitute is also appointed.

The delegates of the Administration are designated by the Director of the Administration based on evaluation of curricula and suitable experiences in the field of equal opportunities and of contrast to discrimination, mobbing and harassment. The trade unions should preferably follow the same criteria to designate their delegates.

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

The current CGC is composed as follows:

Administrative delegates	Union delegates
<ul style="list-style-type: none">• Cinzia Mancini - President• Lucia Manzalini - member• Gianluca Rizzati - member• Federica Danesi – substitute• Cinzia Buzzoni - substitute• Riccardo Raneri - substitute	<ul style="list-style-type: none">• Gloriano Bigli - member• Elettra Mantovani - member• Daniela Siri - member• Beatrice Zucchi - substitute• Letizia Minotti - substitute• Stefania Zanellati - substitute

FUNCTIONS

The functioning of the Committee is governed by a specific Guideline³, recently issued in D.R. no. 127, 5th February 2018.

The main tasks of CGC are:

1. to ensure gender equality and equal opportunities, supporting the protection of workers;
2. to ensure 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 Available only in Italian:
<http://www.unife.it/ateneo/organi-universitari/statuto-e-regolamenti/regolamenti-organi-collegiali>

3. to optimize productivity of public employment, improving the efficiency of work performance and creating a work environment characterized by stance against any form of discrimination.

Every year the CGC, in association to EC, will present a request for funds to support its activities. In 2017, 31,220.00 were allocated to CGC and EC: among these, 5,220 were the proceeds from University commercial activities aimed to support the projects for equal opportunities.

To improve the implementation of their projects, EC and CGC formed working groups composed of people from both Committees and additional University personnel, selected on the basis of experience and knowledge required to pursue the project.

In 2017, according to 2017-2019 PAP (see. Chapter 4), the following working groups were established:

Project WELL-BEING AT WORK, composed by: Cinzia Mancini, Maria Gabriella Marchetti, Roberta Russo, Claudia Zamorani.

Project CONCILIATION OF LIFE, WORK AND STUDY TIMES, composed by: Cinzia Mancini, Maria Gabriella Marchetti, Roberta Russo, Claudia Zamorani, Gloriano Bigli, Letizia Minotti, Erika Foli, Paola Verlicchi.

Project DIGITALIZATION OF POLICIES FOR EQUAL OPPORTUNITIES OF UNIFE, composed by: Cinzia Mancini, Maria Gabriella Marchetti, Claudia Palandri, Enrico Borghi.

Project PROMOTION OF INITIATIVES TO GUARANTEE A PARITY OF PRESENCE OF MEN AND WOMEN IN THE ORGANS OF UNIFE, composed by: Cinzia Mancini, Maria Gabriella Marchetti, Paola Verlicchi.

Project FIGHTING DISCRIMINATION, composed by: Cinzia Mancini, Maria Gabriella Marchetti, Michela Capris.

Project INFORMATION, TRAINING AND SENSITIZATION TO INCREASE THE CULTURE OF EQUALITY AND EQUAL OPPORTUNITIES, composed by: Cinzia Mancini, Maria Gabriella Marchetti, Beatrice Zucchi, Omar Paolucci, Federica Danesi, Roberta Pancaldi, Michela Capris.

Project MONITORING AND PROMOTION OF RESEARCH PROJECTS TO PROMOTE EQUAL OPPORTUNITIES, composed by: Cinzia Mancini, Maria Gabriella Marchetti, Lucia Manzalini, Erika Foli, Roberta Pancaldi.

Project FUND RAISING composed by: Cinzia Mancini, Maria Gabriella Marchetti, Roberta Russo.

The Ethical Committee

STATUTE OF THE UNIVERSITY OF FERRARA

Articolo 6 – Code of Ethics

1. *The University adopts the Code of Ethics of the University Community.*
2. *The Code of Ethics, in accordance with the core values of the University community, promotes the recognition and respect of individual rights and the acceptance of duties and responsibilities towards the institutions of belonging; The Code of Ethics describes the rules of conduct within the community.*
3. *The Code of Ethics aims to prevent any form of discrimination and abuse, as well as settle cases of conflict of interest or concerning intellectual property.*
4. *The Code of Ethics is approved by the Academic Senate, with an absolute majority of its members, following a favourable opinion by the Board of Directors.*

FUNCTIONS The **Ethical Committee** of the University is 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 the University of Ferrara, as required by Article 2 paragraph 4 of Law 240/2010, was approved in July 2011. The Code of Ethics defines the rules that should govern the conduct of anyone involved in the University activities.

The Ethical Committee:

- provides consulting, investigation and monitoring on implementation and compliance with rules of the Code of Ethics and on their interpretation;
- operates on non-anonymous reports or on initiative;
- encourages, when possible, a friendly resolution of conflicts;
- informs the bodies involved about violations of the Code of Ethics;
- annually submits a report which provides the Academic Senate with information on issues raised and decisions taken;
- submits to the competent organs any proposal of revision and/or integration of the Code of Ethics.

NOMINATION AND MANDATE

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

By the decree of the Dean no. 758/2017, 31st May 2017, the Ethical Committee of the University of Ferrara was composed as follows:

- Andrea Pugiotto, President, Full Professor
- Gian Matteo Rigolin - Teacher and researcher delegate - Associate Professor
- Ciro Grandi - Teacher and researcher delegate - Researcher

- Paola Migliori - Vice President - Technical administrative delegate
- Annalisa Barichello - Student delegate
- Cinzia Mancini - Technical-administrative support

In order to facilitate the access to the Ethical Committee, a form was prepared through which University students and personnel could apply to the Committee for an opinion on implementation of the Code of Ethics, or verify possible violations of the Code.

In 2017 only one person appealed to the Ethical Committee but later asked to interrupt the ascertainment of the violation.

The Board for Work Well-being

FUNCTIONS The **Board for Work Well-being** was established in 2011 through the *Code of Conduct of the University of Ferrara for protection of personal dignity and prevention and contrast of mobbing, sexual and moral harassment*. The article 11 of the Code defined a technical task force to improve and guarantee psychophysical well-being and psychological serenity at the workplace to everybody working or studying at the University.

NOMINATION AND MANDATE In 2015, by incorporating the Code of Conduct into the Code of Ethics of the University of Ferrara, this task force was inserted in article 19: *“The Administration, using the Central Guarantee Committee and the Equality Council, in order to improve and guarantee to all persons working or studying at the University, psycho-physical, work and organizational well-being, may establish technical task forces for intervention and set up a counselling office for anybody who perceives to have been the target of a behaviour harmful to his/her dignity”*.

In 2017 the survey promoted in 2016 by the Board for Work Well-being, concerning the organizational well-being perceived by the teaching and research personnel, was completed by Professor Stefano Bonnini, Associate Professor of Statistics of the Department of Economics and Management (See Chapter 5).

By the decree of the Dean no. 1719, 13th December 2017, the Workplace Well-being Board was re-established, updating its composition by including the new members of EC and CGC for the four-year period from 2017 to 2021.

In 2018, the Board for Work Well-being will support the research activity of Professor Roberto Manfredini *“Good working and studying at Unife”*, in collaboration with CGC and with the Delegate of the Dean for Disabilities.

The Office of Organizational Development and Welfare

The **Office of Organizational Development and Welfare** coordinates the procedures for access to teleworking, according to the Guidelines for teleworking issued by D.R. no. 1281, 1st October 2015.

From 1st March 2015 to 30th August 2016 the Office collaborated with the **Central Guarantee Committee** and the **Equality Council** for implementation of the Positive Action Plan 2014-2016 and other activities promoting organizational well-being, aimed to foster a more attentive and functional organization to promote the employees' personal well-being and to prevent discomfort.

Every year a report on implementation of the Plan for the use of teleworking is published in March by the Office (Article 9, paragraph 7 of Legislative Decree 18th October 2012, no. 179, converted by Law 17th December 2012 no. 221 "Development Decree-bis") are available (only in Italian) at:

<http://www.unife.it/ateneo/sviluppo-organizzativo/telev lavoro>

The Office of Development and Organizational Wellness is composed of a manager and two assistants.

The Coordination of Equal Opportunity and Disability Policies

Since 2016, the activities related to equal opportunity policies have been supported by a special office that, following a reorganization in March 2018, is now called Coordination of Equal Opportunity and Disability Policies, directly depending on the Head Office.

The functions of this office related to equal opportunities are the following:

- Design, implementation and diffusion of the Positive Action Plan, in agreement with EC and CGC;
- Planning and promoting initiatives for removal of discrimination based on gender inequality, disability, ethnicity, sexual orientation, age and religion in study and work environments;
- Planning interventions for promotion of quality of university life, also by general leading projects directly dealing with the structures involved.
- Identification of access to national and international funds for research projects dealing with equal opportunities and disability;
- Coordination aimed to attain the objectives of the University Strategic Plan;
- Support for writing the Gender Report;
- Support for the activity of Board of Work Well-being;
- Agreements and settlements;
- Management of the allocated budget.

The establishment of the Coordination of Equal Opportunity and Disability Policies represents a commitment and a special attention by the Administration to implement these policies for the University community. The staff is composed of a manager and two female collaborators, one of whom is a teleworker.

For more information: <http://www.unife.it/ateneo/org/cnapi> (available only in Italian)



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IV. Positive Action Plan

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

Article 48

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” (Article 42, paragraph 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.

APPROVAL AND DURATION

On 21st December 2016, the Academic Senate and the Board of Directors of the University of Ferrara approved the **Positive Action Plan for the three-year period 2017-2019**, prepared and approved in the joint meeting of 1st December 2016 by the Equality Council and the Central Guarantee Committee of the University.

CONTENT

The **Positive Action Plan 2017-2019** (hereinafter referred to as PAP 2017-2019), has been drawn up in compliance with the principle of equality and the principles of non-discrimination enshrined in the Italian Constitution, in the Charter of Fundamental Rights of the European Union, in the European Convention on Human Rights and in the University Statute, and in compliance with the provisions of Legislative Decree no. 198 of 11th April 2006, Legislative Decree no. 151 of 26th March 2001, Legislative Decree no. 165 of 30th March 2001 and following amendments, after an analysis of the situation based on information acquired from the Gender Report.

The PAP 2017-2019, aimed at guaranteeing equal opportunities, promoting organizational well-being and removing obstacles to effective equality between students, teaching staff and technical-administrative staff of the University, pursues the following objectives:

1. Reconciliation of life, work and study times
2. Promotion of occupational well-being
3. Digitalization of equal opportunity policies
4. Promotion of initiatives aimed at guaranteeing an equal presence of men and women in the University organizations
5. Full integration of male and female students, teachers and technical-administrative personnel from European or extra-European countries
6. Fight against discrimination
7. Information, training and awareness-raising to enhance a culture of equality and equal opportunities
8. Monitoring and promotion of research projects aimed at promoting equal opportunities

For each objective, the PAP 2017-2019 identifies the following actions to be planned, adopted and promoted.

EFFECTIVENESS The University included the full contents of the **Positive Action Plan within the three-year strategic plan 2017-2019**, approved by the Board of Directors on 29th March 2017, within the strategic area no. 9 *“Equality, equal opportunities and well-being for those studying and working at Unife”*.

In 2017, the objectives of PAP 2017-2019 were also included in the **Integrated Plan 2017-2019** among the mission statements of the same strategic area *“Equality, equal opportunities and well-being for those studying and working at Unife”*.

The **Gender Report** represents the monitoring tool on the effectiveness of implementation of the PAP 2017-2019.

It should be noted that the actions planned for PAP 2017-2019 have been and will be implemented according to the economic resource limits assigned by the University.

It should also be noted that the University of Ferrara participates to the monitoring established on 23th May 2007 by the directive of the Department of Public Service *“Measures to implement equality and equal opportunities between men and women in public administrations”*, by answering its questionnaire. This monitoring involves all administrations, according to Legislative Decree no. 165 of 30th March 2001, article 2, paragraph 2.

POSITIVE ACTION PLAN FOR 2017-2019

by the Equality Council and the Central Guarantee Committee

University of Ferrara

OBJECTIVE 1

Reconciliation of life, work and study times

- Flexibility of incoming and outgoing working hours for technical-administrative personnel
- Support and development of telework in a smart working perspective
- Monitoring of the application of the rules on reconciliation of life and work, regulation of tasks, provisions on employment relationships and equal opportunities and any other provision of law issued in the three-year period 2017-2019
- Maintenance and development of childcare facilities, care and assistance services for the elderly and disabled
- Project "Ludoteca" ("Playroom")
- Maintenance and development - Baby pit stop project
- Implementation of the use of video conference systems for staff meetings, access to training and receiving students.

OBJECTIVE 2

Promotion of occupational well-being

- Maintenance and development of a technical table on organizational well-being, in order to identify elements favouring or hindering the well-being of those who work and study at the University
- Listening Service Project
- Time-banking

OBJECTIVE 3

Digitalization of equal opportunity policies

- Development of the site "Equality & Diversity"
- Development of apps for teachers, technical administrative personnel and students

OBJECTIVE 4

Promotion of initiatives aimed at guaranteeing an equal presence of men and women in the University organizations

- Monitoring of all University appointments and designations for the correct application of the principle of equal opportunities
- Monitoring of the obligation to justify the choice of the under-represented candidate in the case of recruitment or promotion, if two or more candidates have the same qualification (art. 48, paragraph 1 of Legislative Decree 198/2006)
- Monitoring of the obligation to reserve at least one third of the members of the competition committees for women (art. 57 of Legislative Decree 165/2001)
- Reducing the teaching load for teachers in institutional positions

OBJECTIVE 5

Full integration of male and female students, teachers and technical-administrative personnel from European or extra-European countries

- International Place in collaboration with Informagiovani and Informacittà*

OBJECTIVE 6

Fight against discrimination

- Drafting of the "Guidelines for the use of gender in administrative language in Unife" and implementation of the principles expressed in the Charter of Intent "I speak and do not discriminate"
- Interventions to combat sexual, moral and psychological harassment, bullying, straining and discrimination of any kind

OBJECTIVE 7

Information, training and awareness-raising to enhance a culture of equality and equal opportunities

- Organization of the Summer School / Master / Mooc "Equality & Diversity"
- Maintaining and developing the course "Pluralism, diversity and identity: a multidisciplinary approach to knowledge"
- Organization of seminars, conferences, courses on issues of equality, organizational well-being and equal opportunities, aimed at students, teachers and technical-administrative personnel

OBJECTIVE 8

Monitoring and promotion of research projects aimed at promoting equal opportunities

- Gender Report and central budget: the gender approach in the preparation of the University budget
- Participation to HORIZON 2020 and other research projects in the areas of equality, equal opportunities and promotion of organisational well-being
- Scholarships for degree theses on equality, equal opportunities and occupational well-being
- Support to research projects of female researchers of the University of Ferrara



University
of Ferrara

Equality
& Diversity

www.unife.it/progetto



V. Gender in the University

1. People in University

Overall, considering students and personnel at different levels, the University of Ferrara maintains an essential balance between genders. However, the data of 2017 reveal a slight increase in the percentage of females (57.36%) in comparison to the data of 2015 (54.49%). Concerning the gender composition, several aspects should be emphasized (see Table 1.1): the presence of female students shows an increasing trend: in 2017 they were 57.85% of the total number of Unife students (54.56% in 2015), thus male students decreased from 45.44% in 2015 to 42.15% in 2017. In 2017 there was also a slight increase in the presence of female PhD students (from 52.61% in 2015 to 55.09% in 2017) and a decrease in female Grade D staff (from 52.42% in 2015 to 49.43% in 2017). Concerning all other Unife categories, a reduction can be noticed in the percentage of female students attending Medical School (60.67% in 2017 vs 64.94% in 2015), among technical and administrative staff (69.48% in 2017 vs 69.78% in 2015) and among academic personnel (33.39% in 2017 vs 32.50% in 2015).

Table 1.1: People in University, by gender, 2015-2017.

	Women			Men		
	2015	2016	2017	2015	2016	2017
Students (ISCED 6-7)*	8,665	8,814	11,001	7,218	7,137	8,014
PhD (ISCED 8) students	201	169	184	181	151	150
Grade D	130	124	129	118	123	132
Student Doctors**	289	258	253	156	164	164
Grade A, B, C	206	204	199	409	402	397
Technical and administrative staff	388	382	371	168	167	163
Total	9,879	9,951	12,137	8,250	8,144	9,020

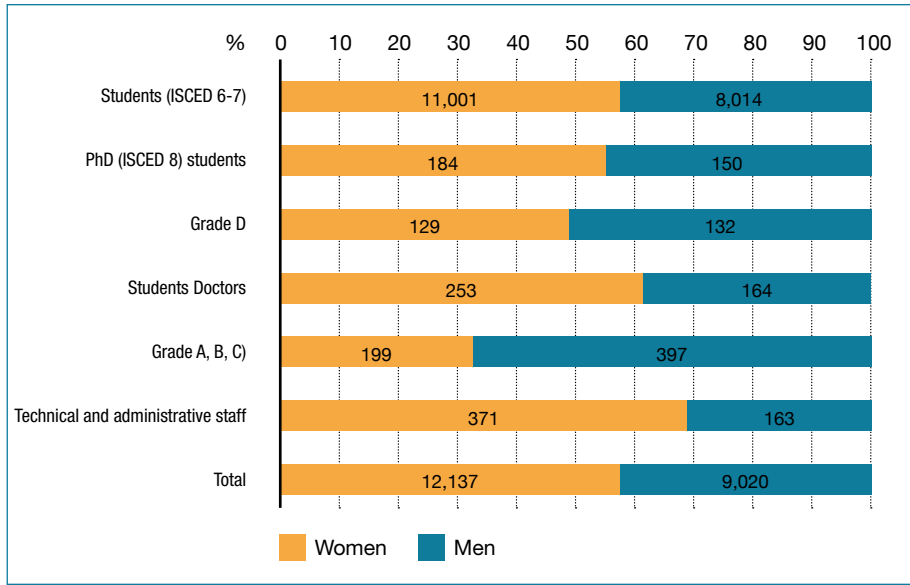
*Data refers to A.A.Y.Y. 2015/2016, 2016/2017, 2017/2018

**Data refers to AA.YY. 2014/2015, 2015/2016, 2016/2017 (data of 2017/2018 not available)

Source: HR Division Unife and Statistical Office of MIUR

The above data are summarized in Figure 1.1 with reference to 2017.

Figure 1.1: Composition of students, academic, technical and administrative staff by gender, 2017



Source: HR Division Unife and Statistical Office of MIUR



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2. Students

Table 2.1 shows the total number of students enrolled in first and second level of university courses according to the department of affiliation and the percentage of females among them in the academic years from 2015/2016 to 2017/2018. The highest increase of students in 2017/2018 (+172%) involves the Department of Life Sciences and Biotechnology, due to the open access to the three-year graduation course in Biotechnology, which was previously a course with a programmed number. A lower increase also involves the Departments of Humanities (+ 14%), Economics and Management (+ 13%), Engineering and Chemical and Pharmaceutical Sciences (both + 7%). The percentage of female students generally increases from 55% to 58% of the total number of students, also due to a stabilization of the number of female students in many departments except Architecture, Biomedical Sciences and Advanced Therapies, Chemical and Pharmaceutical Sciences, in which there is a decrease in percentage of female students. At Engineering, the percentage of female students is stable along the three academic years (18%).

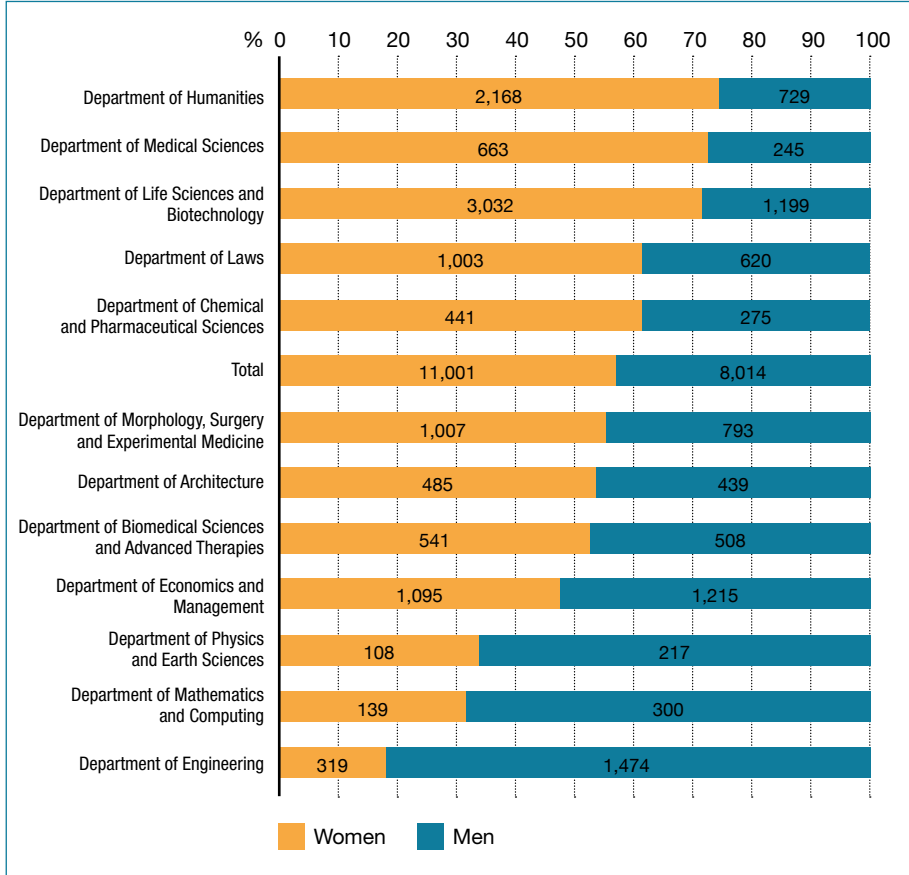
Table 2.1: Enrolled students by department and gender, 2015/2016-2017/2018

Departments	A.Y. 2015/2016		A.Y. 2016/2017		A.Y. 2017/2018	
	Total	Proportion of women	Total	Proportion of women	Total	Proportion of women
Architecture	922	53	941	52	924	52
Economics and Management	2,242	46	2,048	47	2,310	47
Physics and Earth Sciences	383	28	383	31	325	33
Laws	1,927	61	1,814	62	1,623	62
Engineering	1,623	18	1,671	18	1,793	18
Mathematics and Computing	407	31	453	34	439	32
Morphology, Surgery and Experimental Medicine	1,866	54	1,866	55	1,800	56
Biomedical Sciences and Advanced Therapies	969	53	1,022	51	1,049	52
Chemical and Pharmaceutical Sciences	683	64	669	62	716	62
Life Sciences and Biotechnology	1,596	69	1,551	70	4,231	72
Medical Sciences	985	71	992	72	908	73
Humanities	2,286	74	2,541	75	2,897	75
Total	15,883	55	15,951	55	19,015	58

Source: Internal Audit Division Unife

Concerning the academic year 2017/2018 (Figure 2.1), the highest number of female students is enrolled in the departments of Humanities, Medical Sciences, Life Sciences and Biotechnology, Laws and Chemical and Pharmaceutical Sciences.

Figure 2.1: Share of enrolled students by department and gender, 2017/2018.



Source: Internal Audit Division Unife

Table 2.2 shows the students enrolled in the academic year 2017/2018 according to department and study course degrees (bachelor, master, single-cycle) compared to degree programs before the 2010 university reform. The data show a general prevalence of females over males, but some degree programs show an under-representation of female students in comparison to male students. For example, females are under-represented in all courses affiliated to the departments of Engineering and Physics and Earth Sciences and in bachelor courses affiliated to Mathematics. They are also under-represented in bachelor and master courses affiliated to Chemical and Pharmaceutical Sciences and Architecture (with the exception of the single-cycle degree), in bachelor and master courses affiliated to Morphology, Surgery and Experimental Medicine, and in bachelor courses affiliated to Economics and Management.

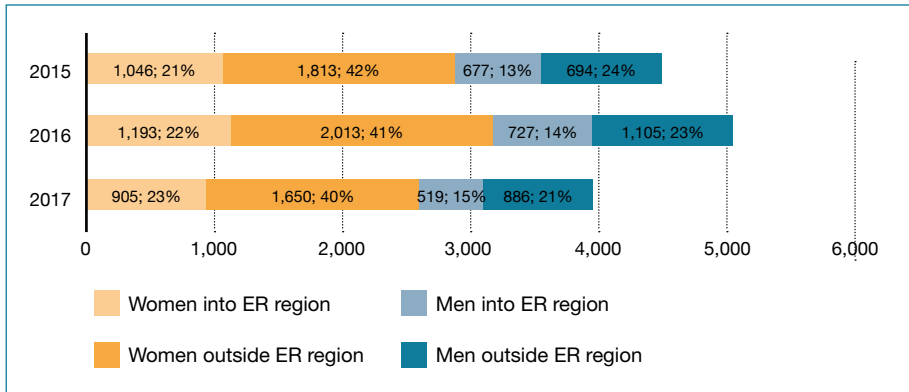
Table 2.2: Students enrolled in degree programs before the reform, bachelor degrees, master degrees and single-cycle degrees by gender, 2017/2018

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	221	44	4	0	693	56
Economics and Management	1	100	1,829	47	480	50	0	0
Physics and Earth Sciences	3	0	249	32	73	40	0	0
Laws	45	67	311	64	6	100	1,261	61
Engineering	14	14	1,389	17	390	22	0	0
Mathematics and Computing	0	0	405	30	34	56	0	0
Morphology, Surgery and Experimental Medicine	53	68	209	48	53	45	1,485	57
Biomedical Sciences and Advanced Therapies	0	0	786	50	155	57	108	54
Chemical and Pharmaceutical Sciences	8	63	189	41	70	40	449	74
Life Sciences and Biotechnology	16	56	3,297	72	153	69	765	72
Medical Sciences	0	0	820	73	88	75	0	0
Humanities	16	88	2,553	75	328	73	0	0
Total	162	61	12,258	57	1,834	51	4,761	62

Source: Internal Audit Division Unife

Figure 2.2 shows the number of participants to admission tests for access to limited-number study courses from 2015 to 2017, according to gender and provenance (from Emilia-Romagna region, including the Republic of San Marino, or from other Italian regions). In 2016 there was a significant increase in the number of participants, but in 2017 the total number decreased also in comparison to 2015, showing a decline in the tendency of the student community to attend Unife. This decrease mainly involved male students (-23% in 2017 in comparison to 2016) rather than female students (20%). In both cases, the decrease in the number of participants to admission tests should be attributed to the decrease in students from the Emilia-Romagna Region.

Figure 2.2: Participants to entry tests of degree courses with admission test*, 2015-2017



N.B.: ER, Emilia-Romagna region includes the Republic of San Marino.

* Tests refer to some courses of the Departments of Architecture, Engineering, Chemical and Pharmaceutical Sciences, Life Sciences and Biotechnology (only for 2015 ad 2016) and Medical School.

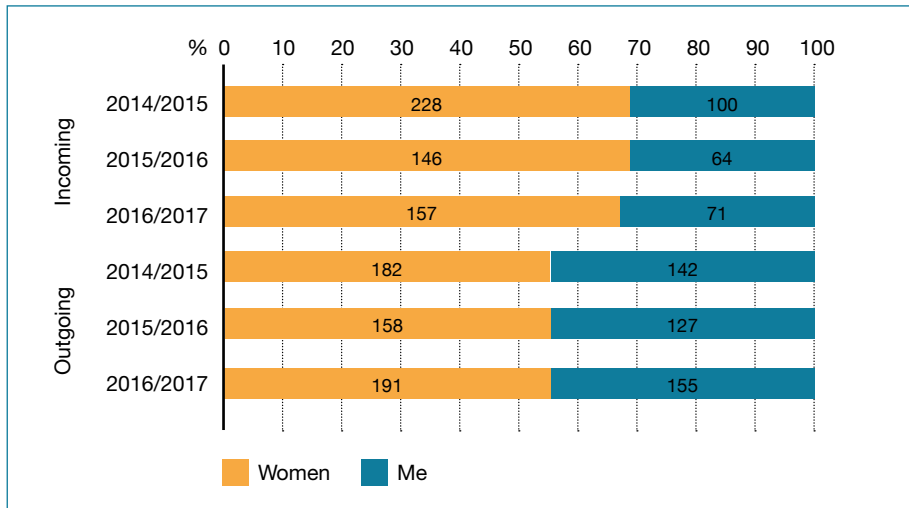
Source: Internal Audit Division Unife



Scientific and Technology Pole - Archive Unife

Figure 2.3 shows the data concerning the number of Erasmus students incoming and outgoing Unife in the academic years from 2014/2015 to 2016/2017, by gender. The percentage of incoming and outgoing students is stable over the three years, with a general prevalence of female students both incoming (69.6% in 2015 and 2016, 68.9% in 2017), and outgoing (56% in 2015, 55% in 2016 and 55% in 2017).

Figure 2.3: Incoming and outgoing Erasmus students by gender, 2014/2015-2016/2017



Source: Post-graduate and International Education Office Unife

Considering the ability to complete the course of studies on time (Table 2.3), female students show a better performance than males: about 60% of graduates on time are females, with a peak of 62.1% in 2016.

Table 2.3: Percentage of students able to complete the course of studies on time by gender, 2015-2017

Year	Graduates on time (%)	Proportion of women (%)
2015	50.3	59.8
2016	52.3	62.1
2017	53.8	59.9

Source: Internal Audit Division Unife

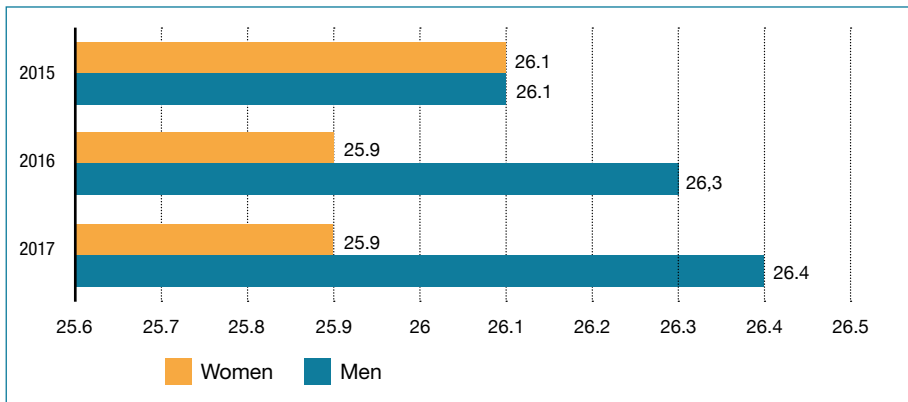
In agreement with data reported in Table 2.4, the percentage of female students who graduate on-time is higher than the male ones. An average percentage of 57% of total female graduates achieved their educational qualifications within the regular deadlines, in comparison to 50% for males. However, in courses from the departments of Architecture, Law and Engineering male students showed a higher percentage of on-time graduated in comparison to females.

Table 2.4: Distribution of total and on-time graduates by department and gender, 2017.

Departments	Females		Males	
	Total	On-time (%)	Total	On-time (%)
Architecture	101	51	73	53
Economics and Management	208	57	219	52
Physics and Earth Sciences	18	67	42	43
Laws	155	14	87	22
Engineering	56	50	266	53
Mathematics and Computing	37	62	48	58
Morphology, Surgery and Experimental Medicine	148	57	116	53
Biomedical Sciences and Advanced Therapies	143	87	102	67
Chemical and Pharmaceutical Sciences	93	51	42	43
Life Sciences and Biotechnology	217	58	101	39
Medical Sciences	186	63	83	53
Humanities	330	63	104	51
Total	1,692	57	1,283	50

Source: Internal Audit Division Unife

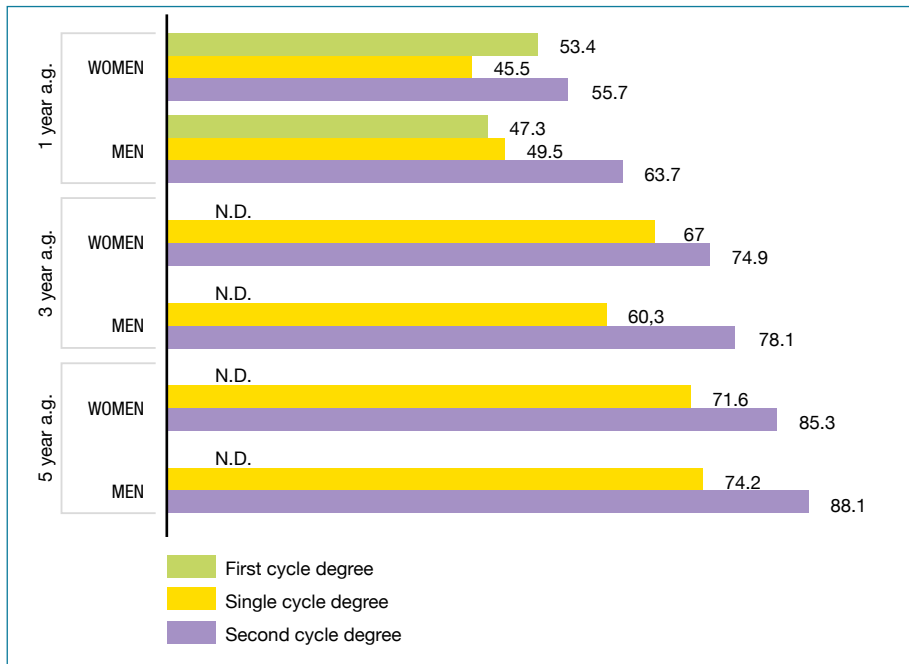
Figure 2.4: Average age of graduation by gender, 2015-2017



Source: AlmaLaurea

Figure 2.4 shows the average age of graduation by gender from 2015 to 2017. In 2015 it was aligned between genders, settling at 26.1, but in 2016 and 2017 the performance of female students was better than that of males, with a lower average age of graduation. However, for women there is a tendency, albeit slight, to reduce the average age of graduation. Male students showed a slight trend towards an increase of average graduation age from 2016 to 2017.

Figure 2.5: Employment situation (percentage) of graduates at 1, 3 and 5 years after graduation (a.g.), by gender, 2017

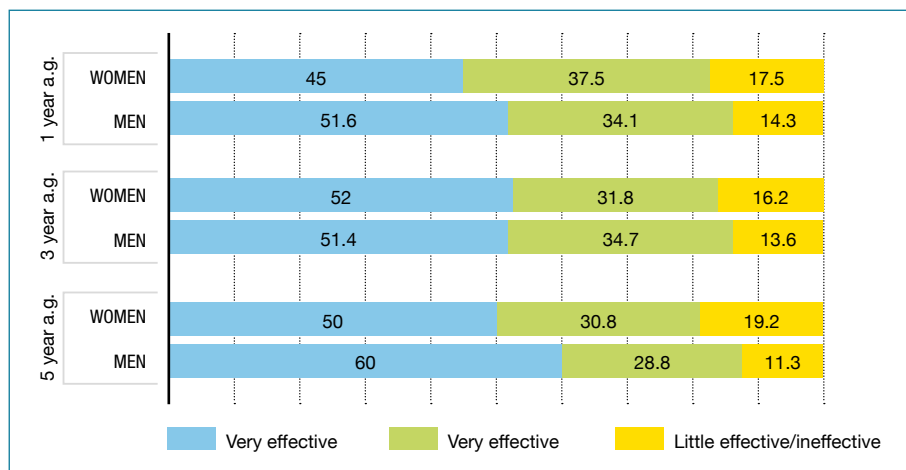


Source: AlmaLaurea – Occupational Condition Survey of May 2017 graduates

Figure 2.5 shows the employment situation of graduates in 2017 from one to five years after graduation. An increasing difficulty to find an employment may be noticed for female students, regardless of period (1, 3 or 5 years after graduation). This trend is reversed only for bachelor graduates at 1 year from graduation and for single-cycle graduates at 3 years after graduation, for which female graduates have a 7-point advantage in percentage.

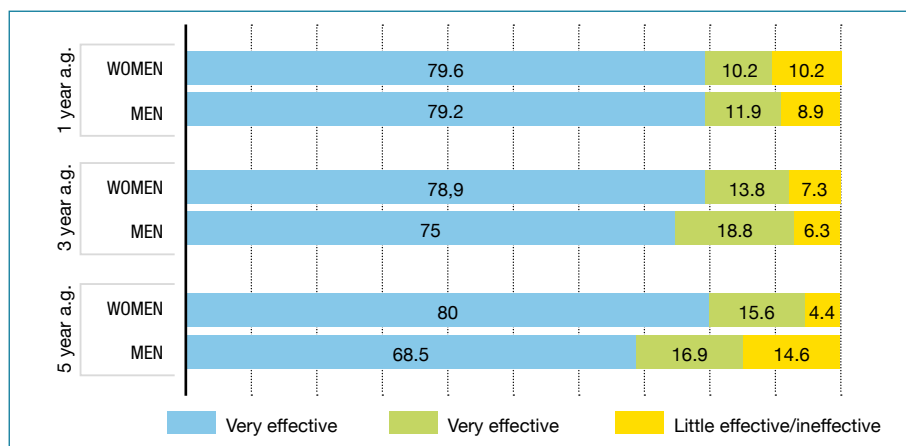
The data provided by AlmaLaurea on the effectiveness of degree for employment purposes (Figure 2.6 a and b) show that single-cycle degrees are more effective for female graduates at 1, 3 and 5 years after graduation. On the contrary, in master courses (second-cycle degrees) a higher percentage of female graduates consider their degree ineffective for employment purposes in comparison to male ones.

Figure 2.6a: Effectiveness of second-cycle degrees for employment purposes at 1, 3 and 5 years after graduation (a.g.), by gender, 2017



Source: AlmaLaurea – Occupational Condition Survey of May 2017 graduates

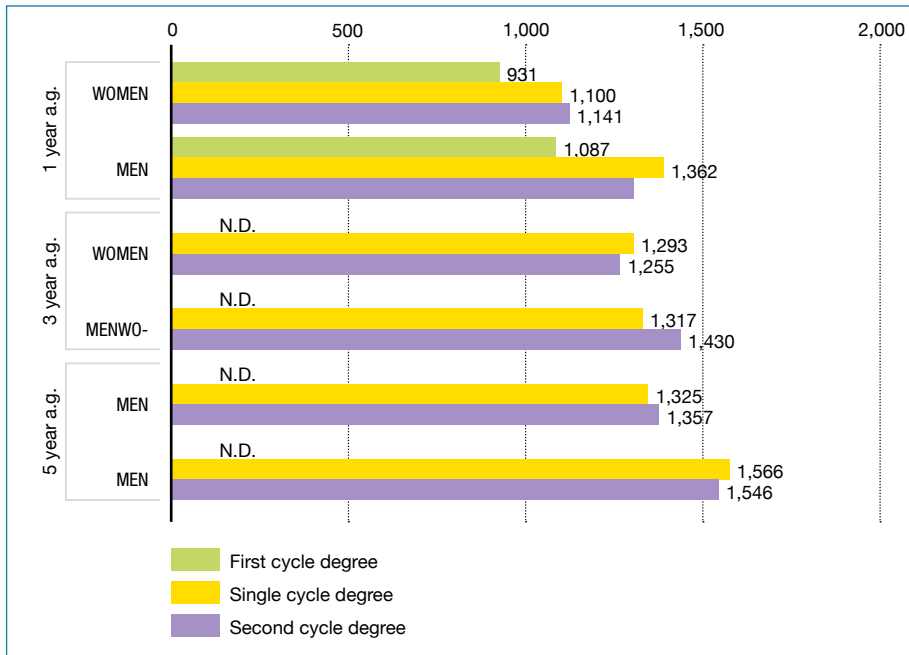
Figure 2.6b: Effectiveness of single-cycle degrees for employment purposes at 1, 3 and 5 years after graduation (a.g.), by gender, 2017



Source: AlmaLaurea – Occupational Condition Survey of May 2017

Again in reference to employment after graduation, Figure 2.7 shows the average monthly wages in Euros by gender: the average monthly wages are lower for female graduates, regardless of the number of years after graduation.

Figure 2.7: Average monthly wages in Euros at 1, 3 and 5 years after graduation (a.g.), by gender, 2017



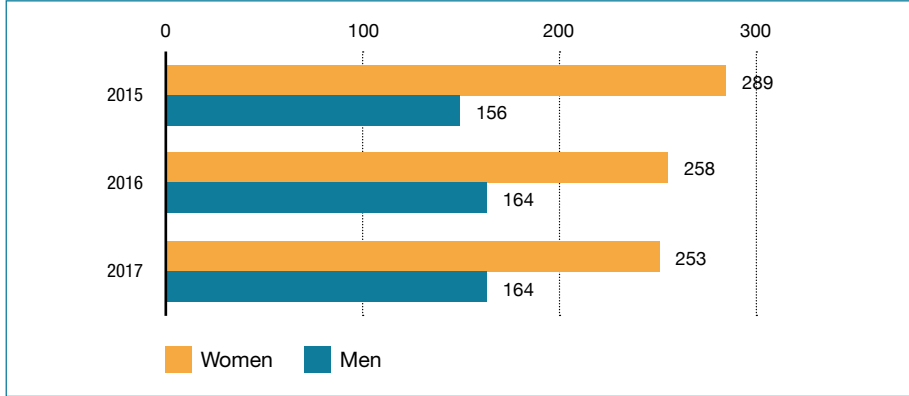
Source: Almalaurea



Biomedical Chemistry Pole - Archive Unife

Concerning students enrolled in Medical School (Figure 2.8), there was a higher percentage of females in 2015-2017, although a slight decline could be observed in the three-years period in the total number of students, mostly affecting females.

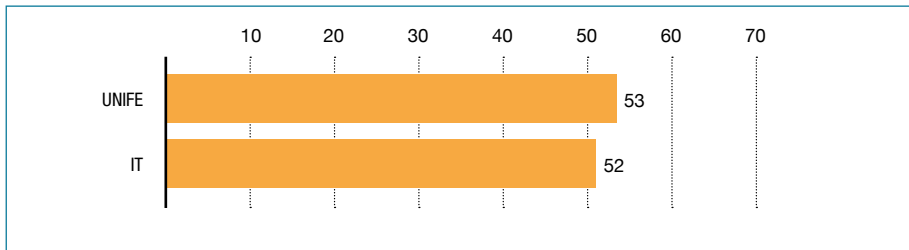
Figure 2.8: Students enrolled in Medical School by gender, 2015-2017



Source: Health and Medical Post-graduate Schools Office Unife

Figure 2.9 shows the percentage of female PhD graduates at the University of Ferrara and in Italy in 2016, the most recent year with available data. The University of Ferrara has a higher average of female PhD graduates than the national one: these graduates are indeed 53% of the total number of students who completed their degree, one-point percentage higher than the Italian average.

Figure 2.9: Percentage of female PhD graduates (ISCED 8), 2016



N.B.: 2016 is the most recent year with available data
Source: Statistics Office of MIUR

However, comparing Unife data for the period 2006-2016 (Figure 2.10), the growth rate of female PhD graduates is slightly negative, while the growth rate of male PhD graduates is slightly positive. A slightly negative trend can be observed for both genders in the national rate of PhD graduates.

Figure 2.10: Compound annual growth rate of PhD graduates (ISCED 8) at UNIFE and in Italy (IT) by gender, 2006-2016

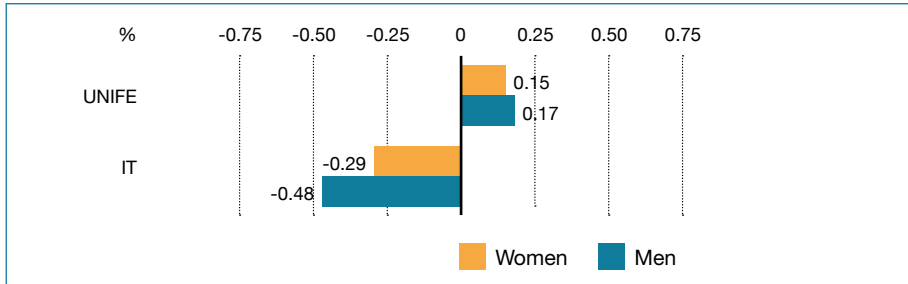


Fig. 2.3
pag. 25

N.B.: 2016 is the most recent year with available data
Source: Statistics Office of MIUR

Figure 2.11: Distribution of PhD graduates (ISCED 8) in various study fields, by gender, 2016

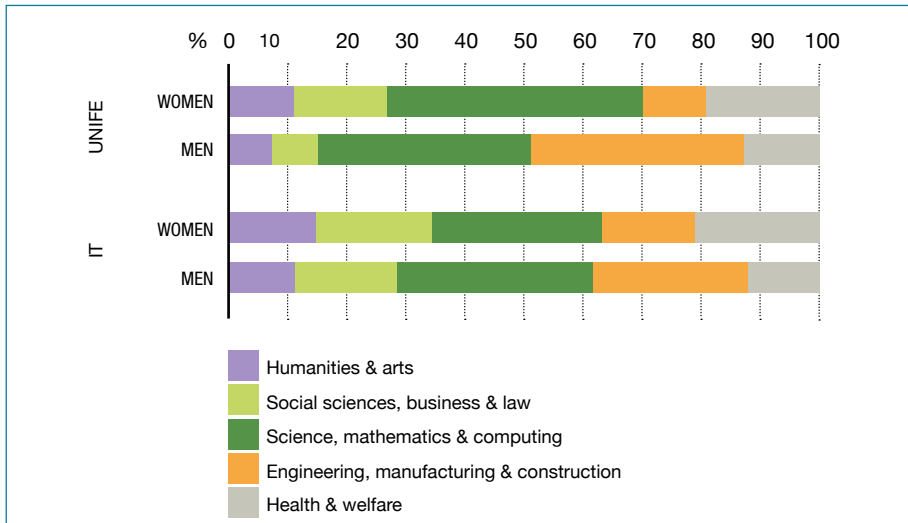
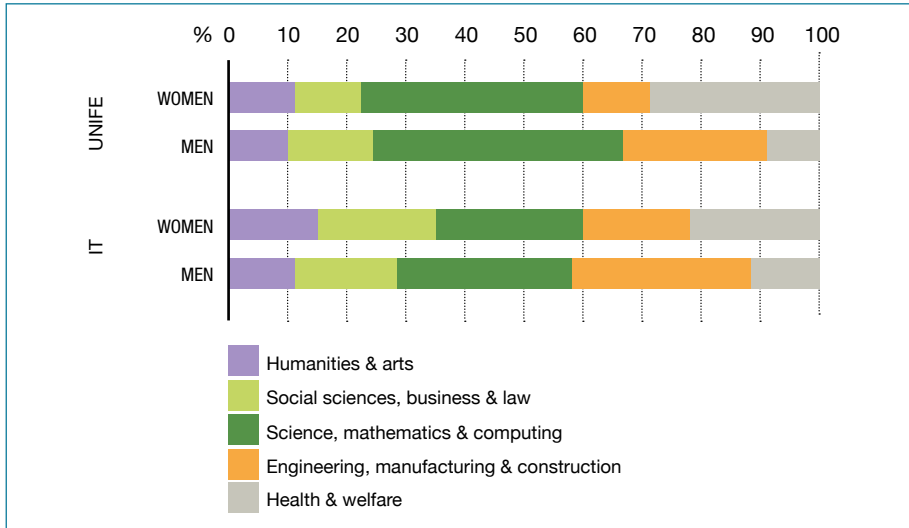


Fig. 2.4
pag. 29

N.B.: 2016 is the most recent year with available data
Source: Statistics Office of MIUR

The previous gender distribution is confirmed by the data shown in Figure 2.11, which refer to PhD graduates in various study fields at Unife and in Italy in 2016. In comparison to national data, female PhD graduates from Unife are more numerous in the field of Science, Mathematics & Computing, but are under-represented in other fields. The field of Engineering, Manufacturing & Construction is largely dominated by male PhD graduates in Unife in comparison to national data and these trends are confirmed by the distribution of PhD students across fields (Figure 2.12).

Figure 2.12: Distribution of PhD students (ISCED 8) in various study fields, by gender, 2016



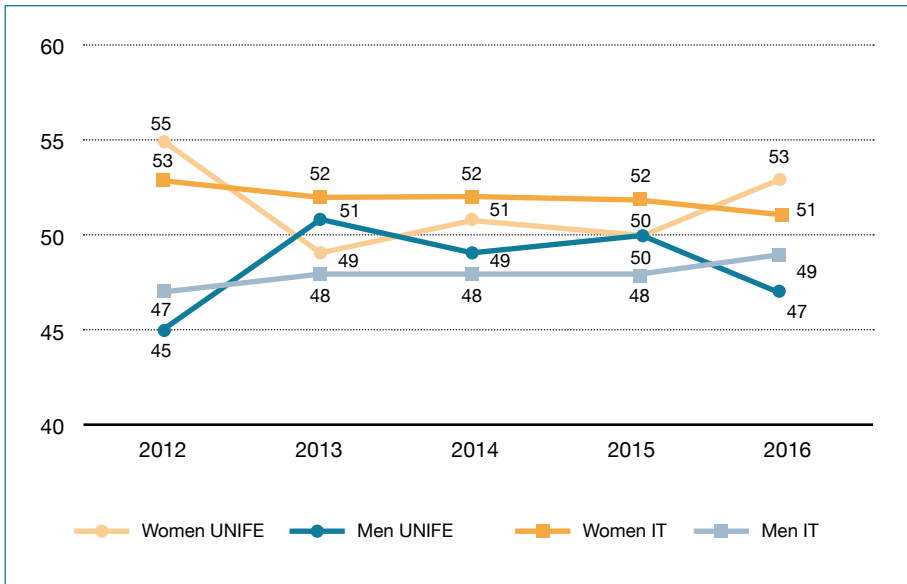
N.B.: 2016 is the most recent year with available data
 Source: Statistics Office of MIUR

Figure 2.13 reports the number of female and male PhD graduates from 2012 to 2016 at Unife and in Italy: the number of female PhD graduates at Unife is lower than the national average in the first year of observation (2012) and in the last (2016), but is higher in the other years. The University of Ferrara shows a general increase in the number of female PhD graduates in the last two years (2015 and 2016), on the contrary of what occurred at national level.



Department of Economics and Management - Archive Unife

Figure 2.13: Percentage of PhD graduates (ISCED 8) by gender, 2012-2016



N.B.: 2016 is the most recent year with available data
Source: Statistics Office of MIUR

Table 2.5 shows the data related to the use of maternity/paternity leaves.

Table 2.5: Maternity/paternity leaves of Grade D, PhD students, Medical School students by gender, 2017

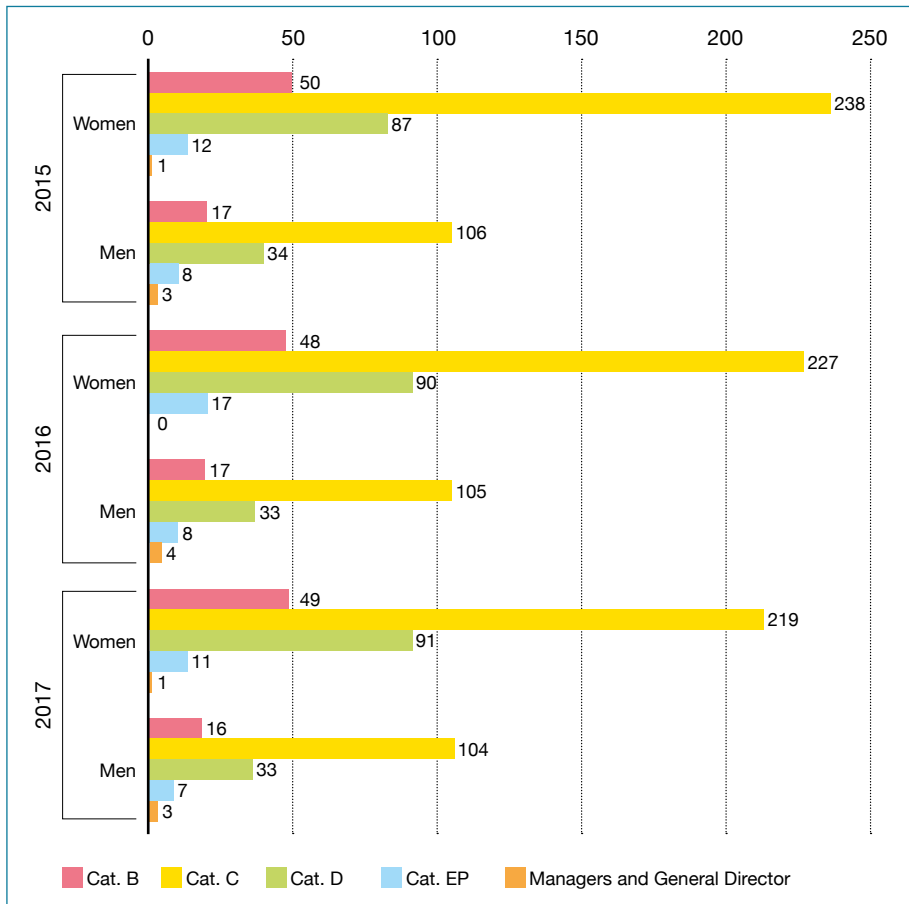
	Maternity/paternity leaves			
	Women		Men	
	N° of days	N° of people	N° of days	N° of people
Grade D	807	8	0	0
PhD (ISCED 8)	n.d.	13	n.d.	1
Medical School	2,124	17	0	0

Source: HR Division, Post-graduate and International Education Office, Health and Medical Post-graduate Schools Office, Unife

3. Technical and administrative staff

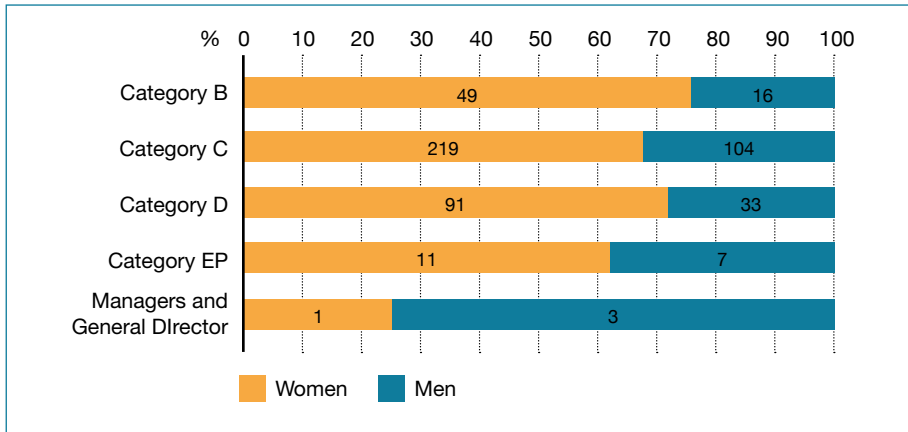
Within human resources active at the University of Ferrara, the number of people belonging to technical and administrative staff (TAS) is high. The data show that the majority of TAS belongs to the female gender: this composition is analyzed in relation to categories and gender from 2015 to 2017 in Figure 3.1. In categories B, C, D and EP there is a higher number of females in comparison to males, but the trend is reversed at the higher manager positions (Managers and General Directors), where a majority of males is recorded in all three years analysed. This shows a higher difficulty for females to reach top positions of university administrative careers. In 2017, of the four managers of Unife three were males and only one was female. The managerial staff includes the General Director of the University (a male) whose mandate begins in 2017. In 2015 and 2016 the same position was always assigned to a male.

Figure 3.1: TAS (excluding temporary staff) by category (Cat.) and gender, 2015-2017



Source: HR Division Unife

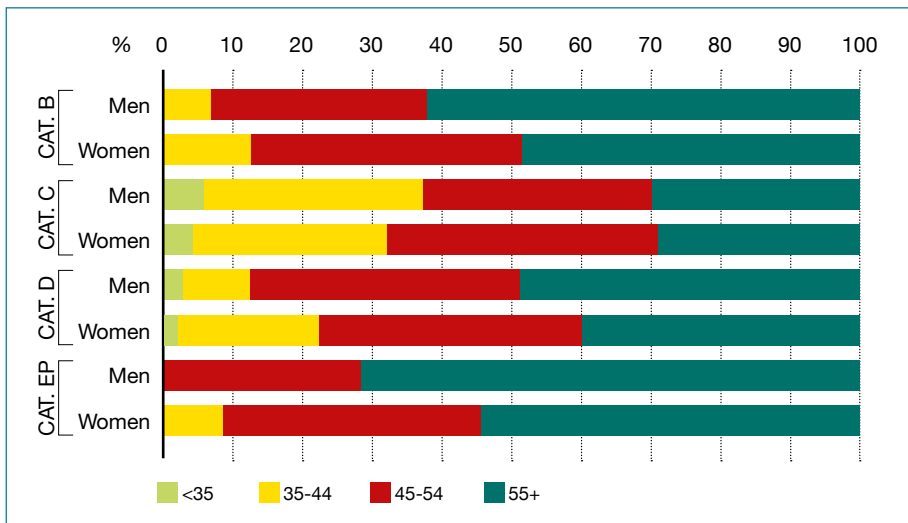
Figure 3.2: Break down of TAS by category and gender, 2017



Source: HR Division Unife

Figure 3.2 shows in more details the composition of TAS by category and gender in 2017 and Figure 3.3 by category and age groups. The percentage of TAS in the younger age groups (<35 and 35-44) is lower. In the age group under 35 the percentage is higher in category C for both genders, the level at which TAS employees are normally hired. There is a slight tendency to hire under 35 employees also in category D.

Figure 3.3: Distribution of TAS by category, gender and age group, 2017

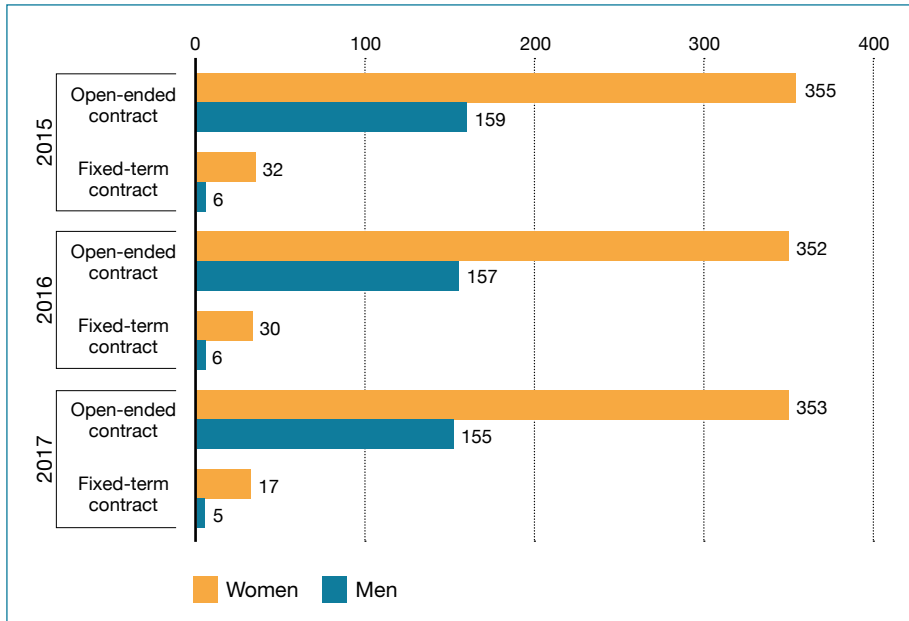


N.B.: To the data, a General Director (a male, age group 55+) and three managers (two males, one of the age group 45-54 and the other 55+, and a female of age group 45-54) are to be added.

Source: HR Division Unife

Figure 3.4a shows the gender composition of TAS with open-ended and fixed-term contracts at Unife from 2013 to 2015. In agreement with a higher number of female TAS, the data show a majority of females in both types of employment.

Figure 3.4a: TAS with open-ended and fixed-term contracts by gender, 2013-2015



N.B.: The data do not include the General Director and the managers
Source: HR Division Unife

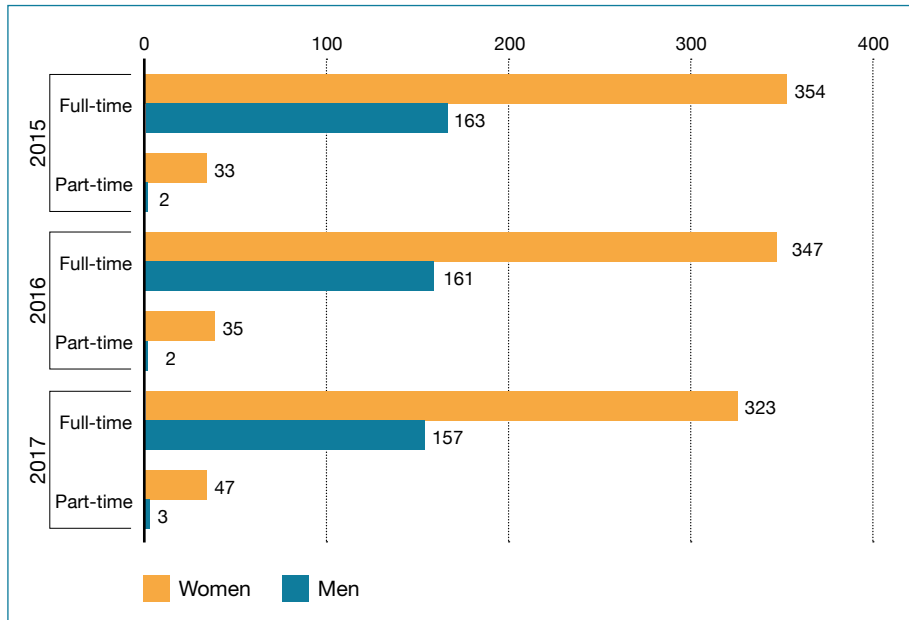


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Figure 3.4b shows the data concerning full-time and part-time TAS by gender from 2015 to 2017. According to Italian and European trends, females represent the higher percentage of part-time workers also at Unife. Table 3.2 shows the submitted and accepted requests for progression of TAS contracts from full-time to part-time in the period 2015-2017, by gender. It should be noticed that the requests to convert the full-time contract in a part-time one involved two men in the years 2015 and 2016, who became 3 in 2017.

Figure 3.4b: Full-time and part-time TAS by gender, 2015-2017



N.B.: The data exclude the General Director and the managers.
Source: HR Division Unife

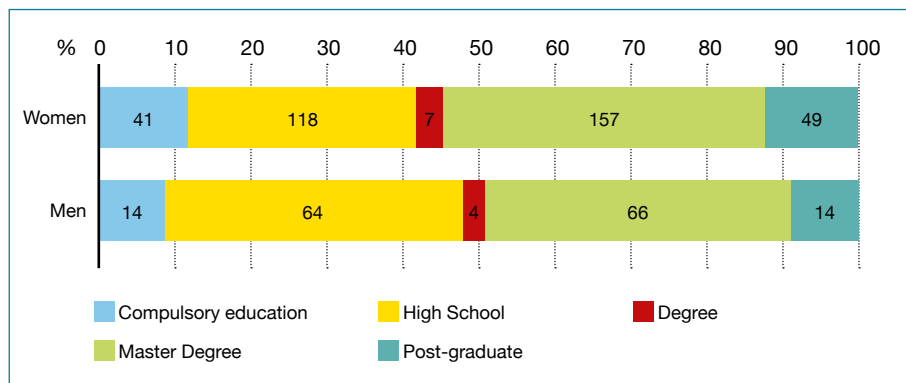
Table 3.1: Submitted and accepted requests for progression of TAS contracts from full-time to part-time by gender, 2015-2017

	Requests submitted		Requests accepted	
	Men	Women	Men	Uomini
2015	3	0	3	0
2016	4	0	4	0
2017	3	0	3	0

Source: HR Division Unife

The data concerning the educational qualifications of TAS (Figure 3.5) show that in 2017 females were more qualified than males, but females has more difficulties in reaching the highest positions available for TAS at the University of Ferrara. For both genders, over 50% of TAS had high degrees of education (Master or higher).

Figure 3.5: Distribution of TAS by educational qualification and gender, 2017



Source: HR Division Unife

Table 3.2 shows data concerning additional salaries (liability or position compensations) paid to TAS from 2014 to 2016 (data of 2017 are not yet available). The number of TAS females receiving additional salaries is slightly higher in comparison to males, but it should be noticed that 70% of TAS are females (see Table 1.1 and Fig. 1.1). The index relating to economic horizontal progression (Table 3.4) follows TSA gender composition.

Table 3.2 a, b: TAS receiving liability compensations (a) or position compensations (b) by gender, 2014-2016 (2017 not available)

a	2014		2015		2016	
	Women	Men	Women	Men	Women	Men
Liability compensation						
Up to € 800*	13	2	13	2	14	1
Up to € 2,065 (Cat. D)	4	0	5	1	10	9
Up to € 3,000 (Cat. D)	30	12	31	12	37	14
Up to € 4,300 (Cat. D)	10	5	10	5	13	7

b Position Compensation (Category EP)	2014		2015		2016	
	Women	Men	Women	Men	Women	Men
Up to € 4,500	2	6	2	6	n.d.	n.d.
Up to € 5,500	1	1	1	1	n.d.	n.d.
Up to € 7,000	7	0	7	0	n.d.	n.d.
Up to € 10,500	3	1	3	1	n.d.	n.d.

* Category C (women 12; men 1); Category D (women 2)
Source: HR Division Unife

Table 3.3: Economic horizontal progression of TAS, 2010-2012 (latest year available)

	Category	1.1.2010		1.1.2011		1.1.2012	
		Total number	Proportion of women (%)	Total number	Proportion of women (%)	Total number	Proportion of women (%)
TAS who could apply	B	32	66	32	66	34	76
	C	189	67	189	67	227	69
	D	73	70	73	70	93	69
	EP	13	62	13	62	17	65
Applications submitted	B	25	68	25	68	29	76
	C	161	69	161	69	202	70
	D	65	68	65	68	88	72
	EP	12	67	12	67	17	65
TAS receiving progression	B	7	57	7	57	7	71
	C	44	68	44	68	50	82
	D	19	74	19	74	21	67
	EP	3	67	3	67	4	75

Source: HR Division Unife

Tables 3.4, 3.5 and 3.6 show data of TAS concerning respectively the maternity/paternity leaves, parental leaves (paid at 100%, 30% and unpaid) and paid or unpaid leaves due to child illness. Once again, it is confirmed that TAS personnel taking leave of absence to care for family members are mostly females, a well-known fact. This trend appears fairly stable from 2015 to 2017. However, about males it should be noticed that the percentage of TAS using parental leave paid at 100% was slightly reduced along the years, while that of males using unpaid parental leave increased. Females always had a higher tendency to use maternity and parental leave.

Table 3.4: Maternity/paternity leaves of TAS by gender, 2015-2017

	Maternity/paternity leave			
	Women		Men	
	N° of days	N° of employees	N° of days	N° of employees
2015	795	7	0	0
2016	1,323	10	0	0
2017	1,266	10	0	0

Source: HR Division Unife

Table 3.5: Parental leave of TAS by gender, 2015-2017

	Parental leave paid at 100%				Parental leave paid at 30%				Unpaid parental leave			
	Men		Women		Men		Women		Men		Uomini	
	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
2015	236	10	51	4	476	13	10	3	44	8	3	1
2016	258	12	14	2	493	19	7	2	91	8	0	0
2017	258	11	20	2	482	18	9	4	36	6	3	3

Source: HR Division Unife

Table 3.6: Paid or unpaid leaves of TAS due to child illness by gender, 2015-2017

	Paid leave				Unpaid leave			
	Men		Women		Men		Uomini	
	N° of days	N° of employees	N° of days	N° of employees	N° of days	N° of employees	N° of days	N° of employees
2015	78	15	35	7	29	9	1	1
2016	71	13	16	4	20	8	0	0
2017	82	13	16	4	14	6	0	0

Source: HR Division Unife

The analysis of TAS career progression (Figure 3.7) shows that over the years the difference between females and males in category D is increased in favor of females.

Table 3.7: Career progression of TAS by gender, 2015-2017

	From Category C to D	
	Women	Men
2015	3	0
2016	1	1
2017	2	0

Source: HR Division Unife

As shown in Table 3.8, the facilities of the university available to TAS are used more by male employees than by female ones: in 2017 only two females used these facilities in comparison to four males.

Table 3.8: TAS who benefited from facilities for the university enrolments, by gender, 2015/2016-2017/2018

	Women	Men	Total
2015/2016	3	5	8
2016/2017	4	6	10
2017/2018	2	4	6

Source: HR Division Unife



4. Academic staff

The research personnel is composed of:

- Grade A;
- Grade B;
- Grade C;
- Grade D.

Figure 4.1 shows the percentage of female researchers within this personnel in 2015: at the University of Ferrara this percentage is slightly lower in comparison to national data.

Figure 4.1: Percentage of female researchers in Higher Education , 2015

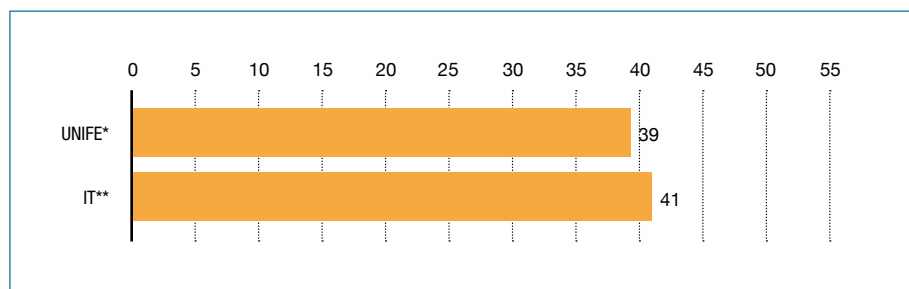


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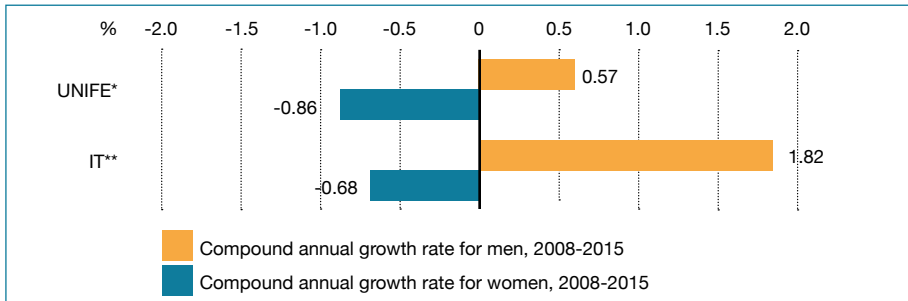
N.B.: December 31, 2015 the latest data available
Source: *HR Division Unife; **Eurostat dataset

The compound annual growth rate is an index representing the growth rate of a given value in a chosen time interval and describes the percentage rate at which the initial value may grow to the end value through a steady change. This index does not describe a real situation but only the rate at which the initial value may increase by a linear growth.

Considering the compound annual growth rate of researchers, significant differences may be observed between Unife and the Italian average. The University shows an unfavorable performance for both genders: females have a compound annual growth rate lower than the national average (+0.57 against +1.82), although slightly positive, while males show a significant decrease in comparison to national average (-0.86% against -0.68%).

Figure 4.2: Compound annual growth rate of researchers, by gender, 2008-2015

Fig. 4.8
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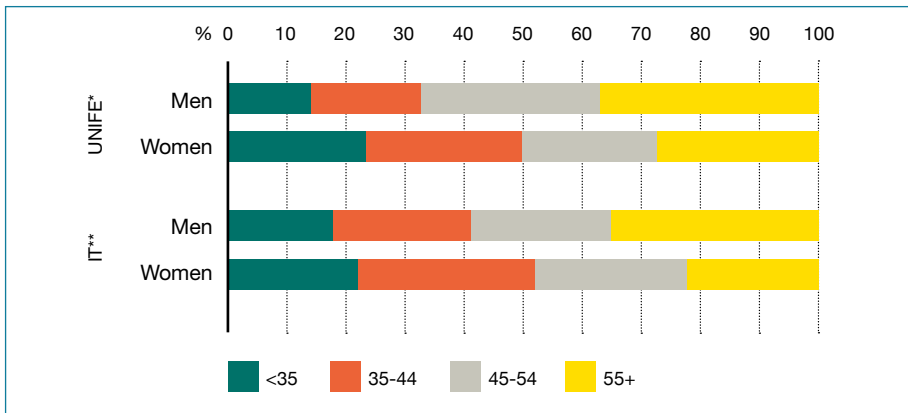


N.B.: December 31, 2015 the latest data available
Source: *2008 data: Social Report Unife; 2015 data: HR Division Unife. ** Eurostat dataset

Concerning the distribution of researchers by age groups at Unife and in Italy (Figure 4.3), it appears that Unife has a greater ability to attract young female researchers (<35 years) in comparison to the national average. There is also a higher percentage of researchers in the age group +55, mostly females.

Figure 4.3: Distribution of researchers by gender and age group, 2015

Fig. 4.11
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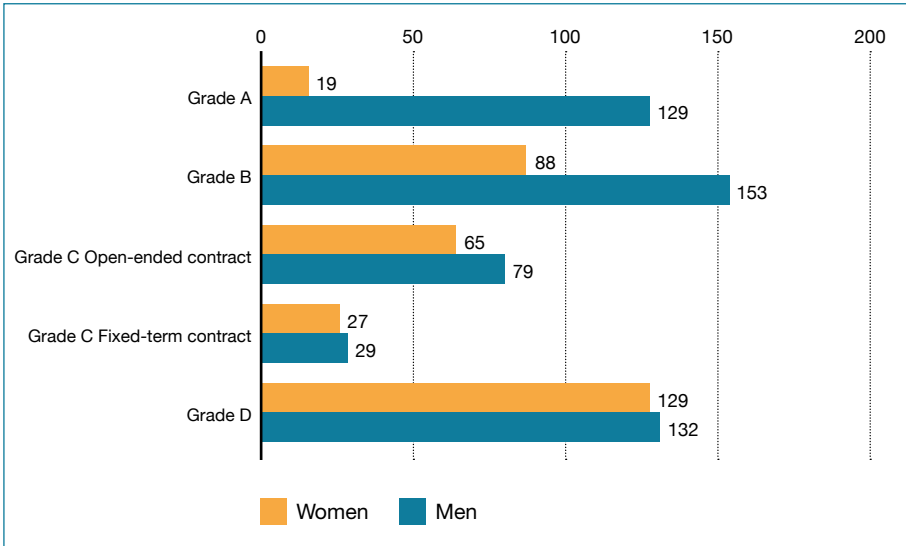


N.B.: December 31, 2015 the latest data available
Source: *HR Division Unife; **Eurostat dataset

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 to 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.

Figure 4.4 clearly shows that at the University of Ferrara there is a prevalence of males among academic personnel, dramatically increasing at the top of the academic career. Females of Grade A represent only 12.84% of the total Grade A personnel, those of Grade B 36.51% and those of Grade C 48.21%. Grade D includes precarious workers, although skillfully trained in scientific research, such as research fellows: females in Grade D are 49.42% of the total number of owners of research fellowship at Unife.

Figure 4.4: Academic personnel by type of contract and gender, 2017



N.B.: To the data, seven males with Grade A fixed-term contract (Law 230/2005) should be added
 Source: HR Division Unife

The above data describe the difficulty of female academic personnel to reach top positions, as previously described for TAS. This condition is known in the literature as glass ceiling and has different values according to the background.

Table 4.1 shows data concerning the highest level of academic career in 2017 at Unife and in Italy by gender. Over the years the University has recruited a higher number of male academics in comparison to national data, thus in 2017 there is a gender gap unfavorable to females in all academic positions (grades A, B, C, D), which increases in the top ones. The Unife data are in agreement with Italian averages in all grades except A, where the percentage of females is 13%, ten points lower than the Italian average.

Table 4.1: Proportion of female academic staff by grade and total, 2017



Tab. 6.1
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	Grade A	Grade B	Grade C	Grade D	Total average
UNIFE	13	37	46	49	39
IT	23	37	47	50	40

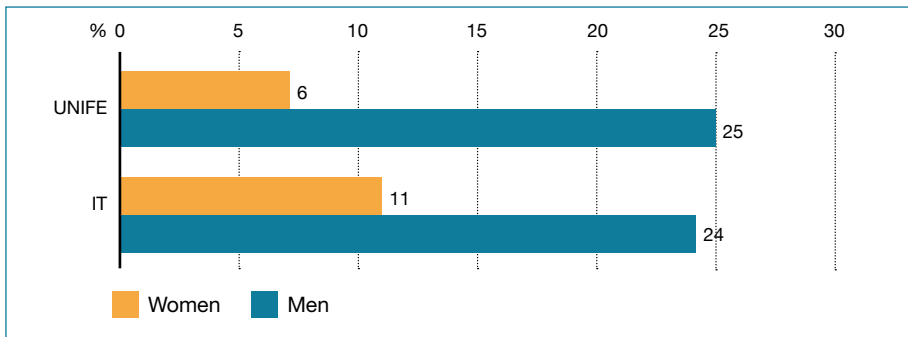
Source: Statistics Office of MIUR

Figure 4.5 shows the percentage of full professors (senior academic position, grade A) by gender in comparison to all academic personnel in 2017 at Unife and in Italy. Again, the Unife data show a much higher chance for males to reach the highest position of the academic career, even in comparison to national average.

Figure 4.5: Percentage of full professors (senior academic position, grade A) among all academic staff, by gender, 2017



Fig. 6.4
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Source: Statistics Office of MIUR

Table 4.2 analyses the academic career by field of science in 2017 at the University of Ferrara and in Italy, considering also Grade D (research fellows). In comparison to national data, those of Unife show a greater difficulty for females to achieve the highest grades of academic career in the majority of fields of science. The table shows in bold the percentage values lower at Unife in comparison to Italian ones. At Unife, no scientific field has a percentage of females in Grade A equal or higher than the national average. Concerning the lower levels of the academic career, again females experience the highest difficulties in the “hard sciences”.

Table 4.2: Percentage of females in Grade A, B, C and D by main field of science, 2017

		Natural sciences	Engineering and technology	Medical Sciences	Agricultural Sciences	Social sciences	Humanities
Grade A	UNIFE	22.2	4.0	0.0	-	16.7	11.1
	IT	23.7	12.7	15.4	17.7	26.8	37.4
Grade B	UNIFE	35.7	15.8	31.7	0.0*	50.0	61.9
	IT	40.2	23.4	28.0	41.5	42.6	49.9
Grade C	UNIFE	51.3	25.7	51.0	0.0*	44.0	58.3
	IT	50.3	29.6	44.6	48.7	50.4	55.5
Grade D	UNIFE	51.4	33.8	56.8	100.0	58.8	80.0
	IT	50.5	32.5	71.6	57.5	57.1	56.4



Tab. 6.2
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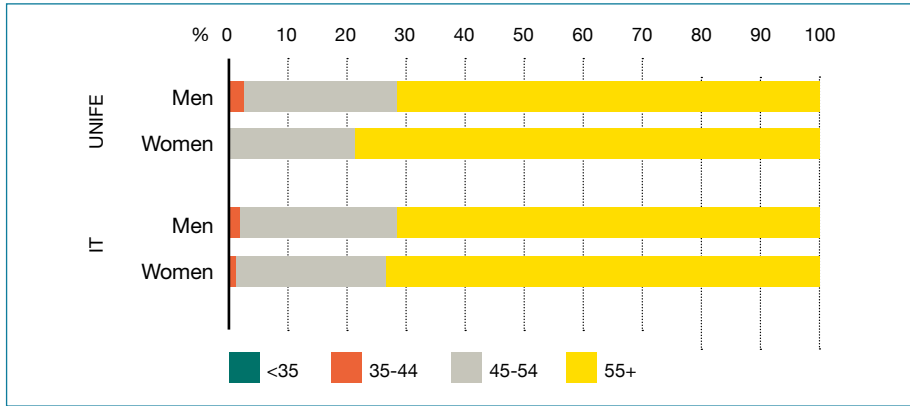
*In these fields of science, all academics are males.
Source: Statistics Office of MIUR

Figures from 4.6 to 4.10 show the percentage of academic positions of all grades by age group and gender in 2017 at the University of Ferrara and in Italy. A comprehensive analysis of all figures shows for both genders the preponderance of the age group +55 in Grade A, of 45-54 age group in Grade B, of 35-44 age group in Grade C and of age group under 35 in Grade D. Comparing the Unife data to the national ones it appears a constant delay by the University in employing females belonging to the lower age groups.

Figure 4.6: Distribution of Grade A staff across age groups, by gender, 2017

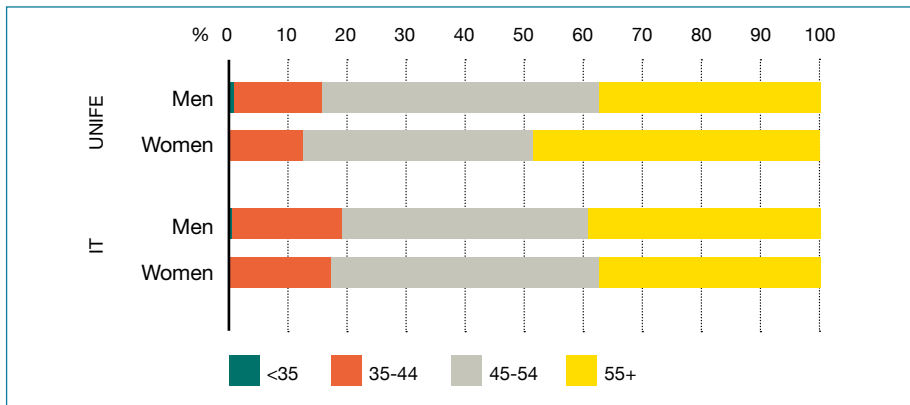


Fig. 6.7
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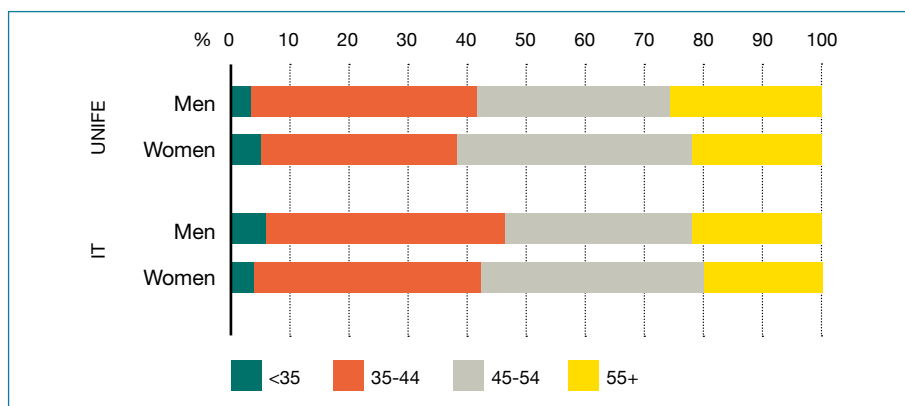
Source: Statistics Office of MIUR

Figure 4.7: Distribution of Grade B staff across age groups, by gender, 2017



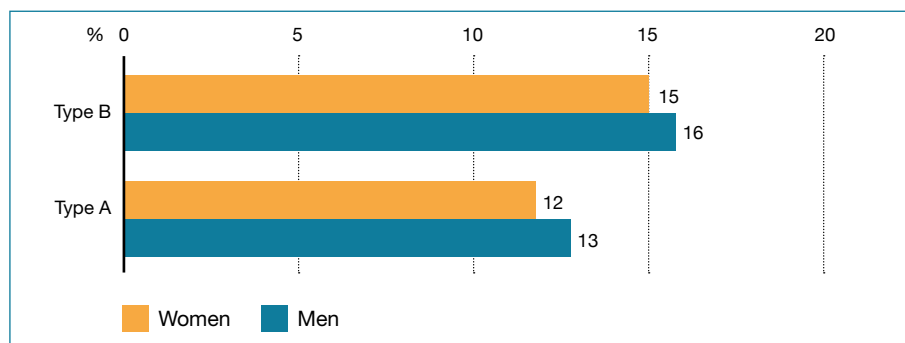
Source: Statistics Office of MIUR

Figure 4.8: Distribution of Grade C staff across age groups, by gender, 2017



Source: Statistics Office of MIUR

Figure 4.9. Percentage of academic positions of fixed term Grade C, type A and B, by age group and gender, 2017



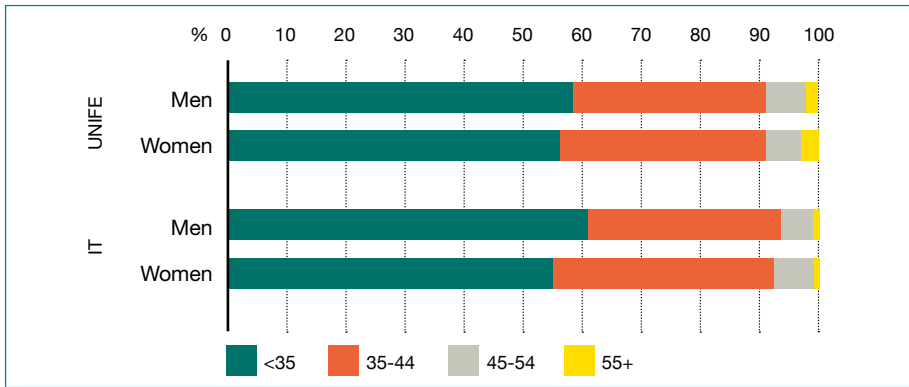
Source: HR Division Unife

LAW 230/2005 AND LAW 240/2010

Law 230/2005 (the so-called “Moratti Law”), art. 1, comma 14, ratified the end of the role of open-ended researcher, replacing it with similar fixed-term roles. According to the law, the contracts could last for a maximum of three years and could be renewed for other three years. However, this article was cancelled by Law 240/2010 (“Gelmini Law”), and replaced by two types of researcher role:

- the fixed-term researcher type A (known as “RTD-A” or “junior researcher”) with a three-year contract renewable only once for two more years;
- the fixed-term researcher type B (known as “RTD-B” or “senior researcher”) with a non-renewable three-year contract, with an option to become associate professor upon approval by a National Scientific Qualification and the positive evaluation of the University.

Figure 4.10: Distribution of Grade D staff across age groups, by gender, 2017



Source: Statistics Office of MIUR



Archive Unife

THE GLASS CEILING INDEX

The Glass Ceiling Index (GCI) measures the chances of females to reach a top position in comparison to males. The GCI compares the percentage of females in Grade A positions (equivalent to Full Professor) to the percentage of females in the academic career (Grade A, B and C) and indicates the opportunity (or lack of opportunity) for females to move up the hierarchical ladder in their profession. A GCI score of 1 indicates no difference in promotion between females and males, a score of less than 1 indicates that females are over-represented at Grade A and a score of more than 1 indicates that women are underrepresented in Grade A ("Glass Ceiling Effect"). The higher the GCI value, the thicker the Glass Ceiling is and the higher is the difficulty for females to move into a higher position.

The data in Figure 4.11 show that the University of Ferrara prevents females to achieve grade A level more than the rest of Italy. From 2011 to 2017, the Italian data show a reduction of the *Glass Ceiling* Index and therefore a slow progression towards the desired value (1), but the contrary occurs at Unife, where there is an increasing difficulty for females to achieve the highest level of academic career.

Figure 4.11: Glass Ceiling Index, 2011-2017

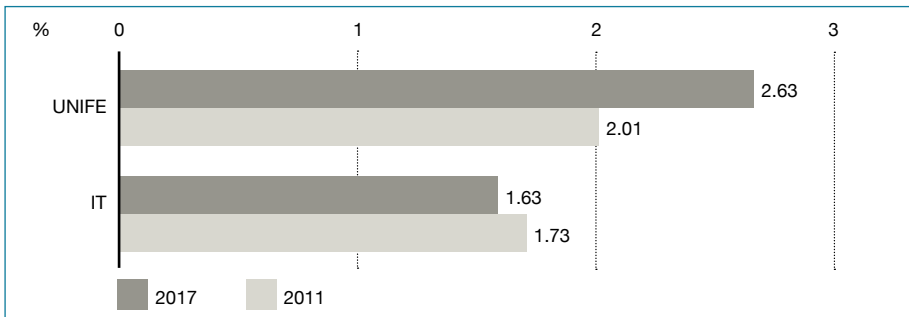
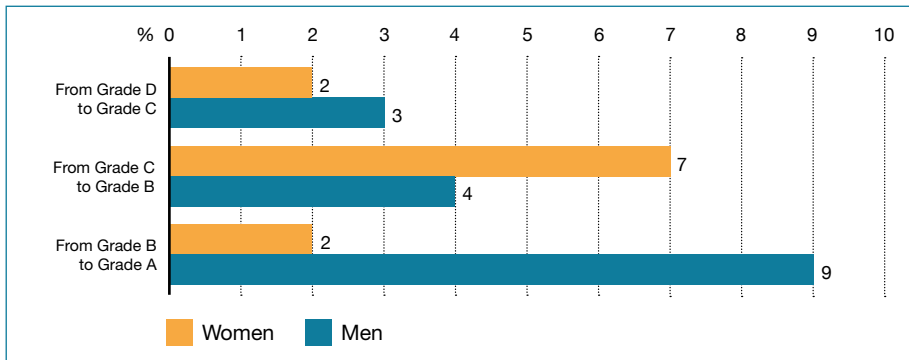


Fig. 6.6
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Statistics Office of MIUR

Figure 4.12a and Tables 4.3a report the details of career progression by gender in 2017 from Grade D to Grade, and according to the department. The recruitment of university research personnel in 2017 involved five research fellows, three males and two females. Although the progression from Grade C to Grade B mostly involved females (64%), the progression from Grade B to Grade A involved males in 82% of cases.

Figure 4.12a: Career progressions by gender, 2017



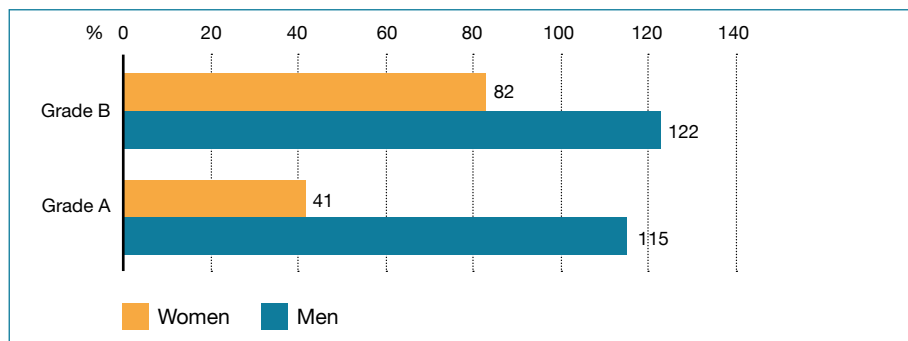
Source: HR Division Unife

Table 4.3a: Career progressions by department and gender, 2017

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	1	0	1
Economics and Management	0	0	0	1	1	1
Physics and Earth Sciences	0	1	0	0	0	1
Laws	0	0	0	0	0	2
Engineering	0	0	0	0	0	1
Mathematics and Computing	0	0	0	0	1	0
Morphology, Surgery and Experimental Medicine	0	1	1	0	0	0
Biomedical Sciences and Advanced Therapies	1	0	1	2	0	0
Chemical and Pharmaceutical Sciences	0	0	2	0	0	0
Life Sciences and Biotechnology	0	0	1	0	0	0
Medical Sciences	0	0	1	0	0	1
Humanities	1	1	1	0	0	2
Total	2	3	7	4	2	9

Source: HR Division Unife

Figure 4.12b: Researchers who obtained Grade A and Grade B qualifications by gender, 2012-2017



N.B.: 13 females and 45 males obtained the qualification for both Grade A and Grade B.

Source: HR Division Unife

Figure 4.12b shows the percentage of male and female researchers from Unife who obtained the national scientific qualification for Grade A and Grade B from 2012 (the beginning of the qualification process) to 2017. It is clear that male researchers largely outnumber female researchers in the number of qualifications obtained.

Table 4.3b: Number of publications by relevance, role and gender (percentage of female authors), 2015-2017

Year	Relevance	Grade D		Grade C open-ended and fixed-term contract		Grade B		Grade A	
		Total	Proportion of female authors (%)	Total	Proportion of female authors (%)	Total	Proportion of female authors (%)	Total	Proportion of female authors (%)
2015	International	237	58	567	43	734	27	628	19
2016	International	263	53	494	42	801	30	556	17
2017	International	330	49	603	40	699	29	662	20
2015	National	119	55	230	48	259	38	278	5
2016	National	134	59	233	43	306	27	261	4
2017	National	103	60	174	28	227	25	191	7

N.B.: The table reports the last role of the authors at the time of data collection and not the role at the time of publication (for example, a publication in 2015 authored by a Grade B researcher who at the time of data collection was a grade A was included in Grade A). The publications are also duplicated for each category in which they appeared (for example, a publication with two authors, a Grade D male and a Grade A female, was included in both categories).

Source: HR Division Unife

Table 4.3b shows the percentage of publications according to international and national relevance, to role (from Grade D to Grade A) and to gender. In accordance with the distribution of personnel in the role categories, it is clear how the publications with female authors are more numerous at the lower levels of the academic career (Grade D and Grade C). However, a decreasing trend is observed in these two

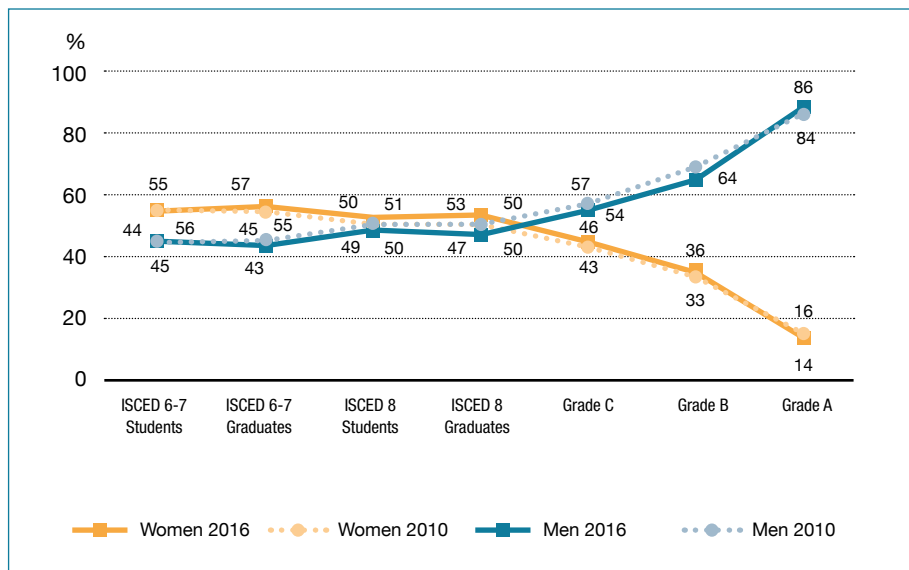
grades from 2015 to 2017: international publications authored by Grade D female researchers decreased from 58% in 2015 to 49% in 2017, and international publications by Grade C female researchers from 43% in 2015 to 40% in 2017. In Grade C there was also a significant reduction (20%) in the number of publications of national relevance from 2015 to 2017.

Considering the publications authored by Grade B and Grade A researchers, a slight increase in publications by female authors was observed in both roles since 2015. A similar trend occurred for publications of national relevance authored only by Grade A researchers.

Figure 4.13 shows the percentage of males and females along the different stages of academic career at the University of Ferrara from 2010 to 2016. The data show a well-known shape, called *fish diagram*, common to many European countries: females initiate the academic career in a higher number in comparison to males, but at the highest levels appear in lower numbers. The figure clearly shows the difficulty for females to pursue and achieve in a stable way the highest levels of academic career, notwithstanding their numeric advantage at the earlier stages and in achieving the PhD. Over the period considered, the gender gap has remained almost unchanged, when Grade A is observed, that is to say the highest position of the academic career.

Figure 4.13: Proportions of men and women in a typical academic career, students and academic staff, 2010-2016

Fig. 6.1
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N.B.: The latest data available are those of 2016.
Source: Statistic Office of MIUR

Figure 4.14 shows the same type of data of Figure 4.13 with reference to Italy. By comparing the two figures, it is clear that the University of Ferrara displays a delay in bridging the gender gap in the highest positions of the academic career: at national level, there is an improvement of 2 percentage points at the highest levels of the academic career, and at Unife the improvement is also 2 percentage points. When the data are compared to those of 2010, Unife shows a percentage 6 points lower than the national one.

Figure 4.14: Proportion of men and women in a typical academic career, students and academic staff, Italy, 2010-2016

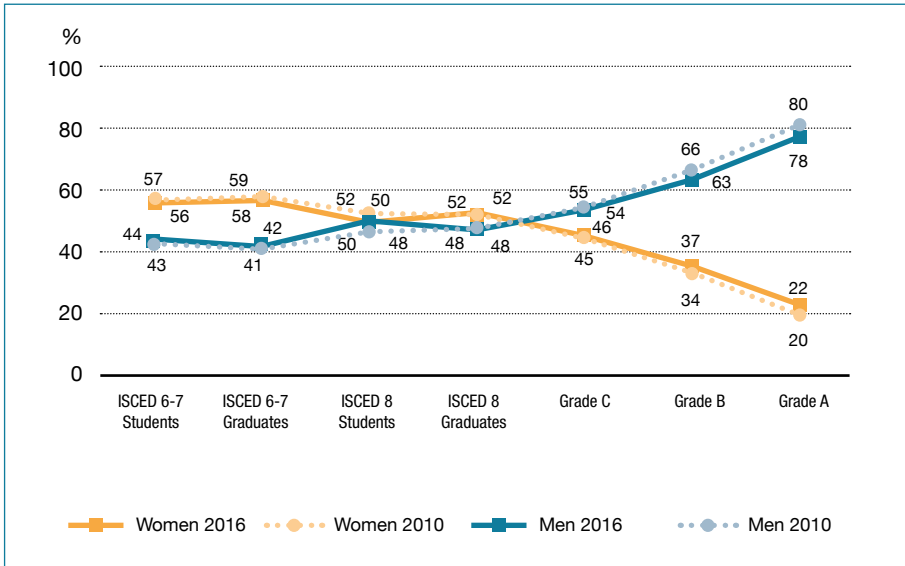



Fig. 6.1
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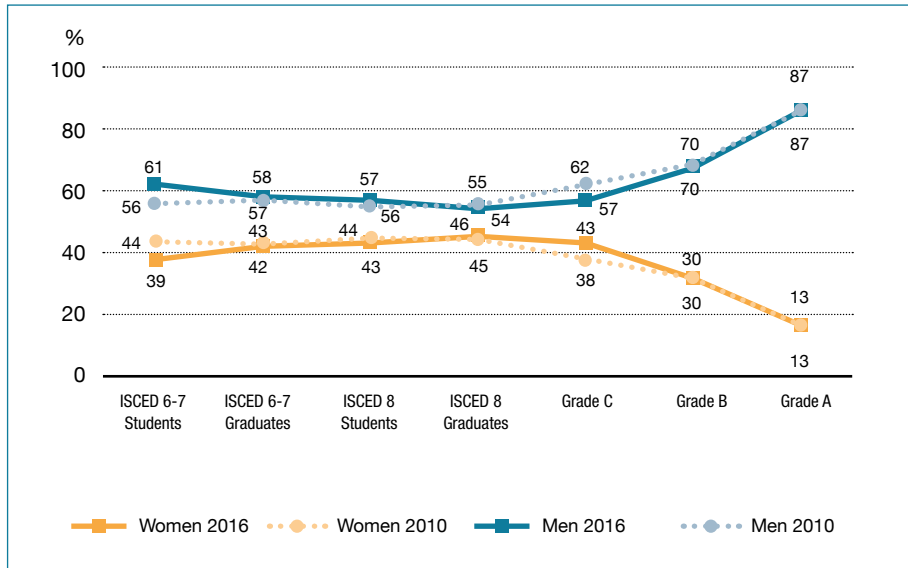
N.B.: The latest data available are those of 2016.
Source: Statistics Office of MIUR

Figures 4.15 and 4.16 show the percentage of males and females along the stages of an academic career in science and engineering from 2010 to 2016, respectively at the University of Ferrara and in Italy. There is a clear difference between the data of Unife and the Italian ones: although the percentage of female students, graduates, PhD students and PhD graduates at Unife is higher than the national one, at Unife the distribution curve according to gender in academic positions shows percentages of females constantly lower in comparison to national ones. If at national level appears a slight improvement in the situation between 2010 and 2016, at the highest levels of the academic career the situation in Unife appears unchanged.

Figure 4.15: Proportion of men and women in a typical academic career in science and engineering, students and academic staff, University of Ferrara, 2010-2016



Fig. 6.2
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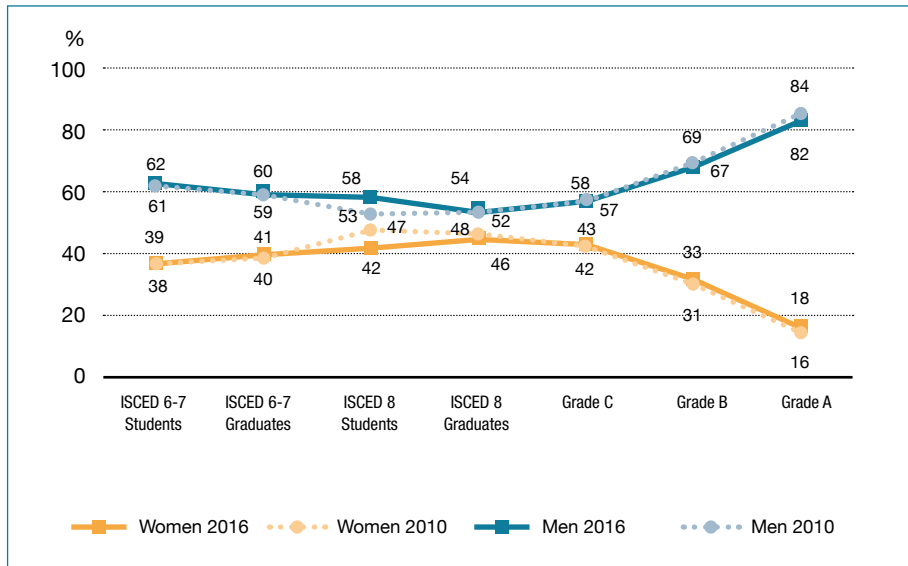


N.B.: The latest data available are those of 2016.
Source: Statistics Office of MIUR

Figure 4.16: Proportion of men and women in a typical academic career in science and engineering, students and academic staff, Italy, 2010-2016



Fig. 6.2
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N.B.: The latest data available are those of 2016.
Source: Statistics Office of MIUR

Tables 4.4 a, b and c report data which are in contrast with those reported for TAS: it appears that in Grade A and B those who mostly take leave of absence to care for family members are males, not females. However, the opposite occurs for Grade C and Grade D.

Table 4.4 a, b, c: Days of leave by gender, 2015-2017

a 2015	Leave for sickness		Leave in accordance with Law n. 104/92		Leave for maternity/paternity, parental care, 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	5
Grade D	61	34	n.d.	n.d.	1,166	0
Total	133	377	52	9	1,897	14

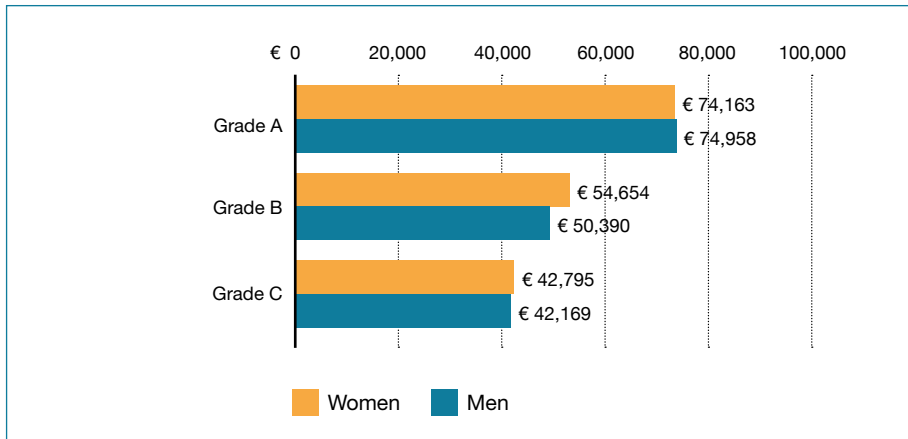
b 2016	Leave for sickness		Leave in accordance with law n. 104/92		Leave for maternity/paternity, parental care, child illness	
	Men	Women	Men	Women	Men	Uomini
Grade A	4	98	0	5	0	0
Grade B	189	145	0	10	0	0
Grade C	204	106	53	0	420	0
Grade D	53	0	n.d.	n.d.	1,232	0
Total	450	349	53	15	1,652	0

c 2017	Leave for sickness		Leave in accordance with law no. 104/92		Leave for maternity/paternity, parental care, child illness	
	Women	Men	Women	Men	Women	Men
Grade A	71	139	0	12	0	0
Grade B	337	215	0	0	20	26
Grade C	43	172	54	0	954	5
Grade D	13	0	n.d.	n.d.	1,169	0
Total	464	526	54	12	1,897	31

N.B.: Law n. 104/1992 is the "Law for assistance, social integration and rights of disabled people"
Source: HR Division Unife

Figure 4.17 shows the average annual salary in Euros for academic roles of Grade A, Grade B and Grade C at Unife in 2017, by gender. In Grade A the average annual salary is higher for males, probably because of a shorter service period of female academic personnel in Grade A and of a higher percentage of males in positions entailing additional earnings. This condition is reversed for Grade B and Grade C, because of the longer service period of females in these roles.

Figure 4.17: Average annual salary of academic staff by gender, 2017



Source: Accounting Division Unife

Table 4.5 shows the number of national Coordinators (applicants and beneficiaries) of research funds SIR (Scientific Independence of young Researchers) at the University of Ferrara and in Italy in 2014, the latest year available because no other research funds were assigned after that date. The national data show a high presence of female coordinators for national projects, but a generally lower number of female beneficiaries of these funds. Moreover, the success rate in Italy in receiving SIR funds in 2014 (measured as the ratio between the total number of beneficiaries and the total number of applicants) is always higher for males in all fields.

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	
	Wo-men	Men	Wo-men	Men	Wo-men	Men	Wo-men	Men	Wo-men	Men	Wo-men	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

N.B.: The latest data available are those of 2014.

*Only national Coordinators are considered.

Source: Statistics Office of MIUR

Table 4.6: Number of responsibilities and total economic amount of projects by gender (PRIN 2015*)

	Women	Men
Number of Responsible academic personnel**	5	14
Total economic amount of projects (MIUR and Unife)	€ 378,400	€ 711,251

*Latest year available

**Both national Coordinators and Responsibles of Operative Units are considered

Source: Research Division Unife

The gender gap in academic personnel is also shown by the data of Table 4.6, concerning the academic personnel (national Coordinators and Responsibles of Operative Units) responsible for PRIN projects at Unife and MIUR in 2015 (last year available): 74% of academic personnel responsible for PRIN research projects in 2015 were males. However, no significant differences in the average economic amount of projects were detected in 2015 and this represented an advantage for females: the average economic amount of projects coordinated by female academic personnel was about € 76,000 and that coordinated by male academic personnel was about € 51,000.

Table 4.7 a and b show the number of applicants and beneficiaries of PRIN research funds in 2015 (last year available) according to the field of science in Italy and in Europe, within the European programme *She Figures*. The success rate of females in obtaining PRIN research funds in 2015 was 8.77%, slightly higher than that of males (8.33%). Concerning the European projects, the success rate of females was 9.0%, in comparison to 11.1% of meals. The total amount of funds assigned for *Horizon 2020* projects whose beneficiaries were males was € 505,027, while funds for *Horizon 2020* projects whose beneficiaries were females was € 56,250.

Table 4.7a: Number of applicants and beneficiaries of PRIN 2015* research funding by scientific field and gender

	Natural sciences		Medical sciences		Agricultural sciences		Engineering and technology		Humanities		Social sciences	
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
Applicants	27	60	4	31	17	25	0	0	3	14	6	14
Beneficiaries	2	6	0	2	2	3	0	0	0	1	1	0

*Latest year available

Source: Research Division Unife

Table 4.7b: 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	
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
Applicants*	2	14	6	12	1	5	0	0	1	5	1	0
Beneficiaries	0	2	0	2	1	0	0	0	0	0	0	0

* Projects partially not yet evaluated
Source: Research Division Unife

An analysis of the academic personnel conducting research at the laboratories of the Technopole of the University of Ferrara (TekneHub, T&ATech, MechLav and LTTA in the years 2014, 2016 and 2017 by gender reveals a limited percentage of women in all laboratories, and the lowest one in MechLav. The average rate of female participation in the Technopole was stable along the years, settling at about 27%.

Table 4.8: Total number of academic personnel conducting research at laboratories of the Technopole and percentage of females over the total , 2014-2017*

	TekneHub		T&ATech		MechLav		LTTA		Total	
	Total	% Women	Total	% Women	Total	% Women	Total	% Women	Total	% Women
2014	30	40	34	29	14	7	24	21	102	27
2016	48	29	40	33	30	3	33	36	151	26
2017	43	35	48	25	30	3	29	41	150	27

* 2015 not available
Source: HR Division Unife

It should finally be considered the composition of the University Boards of Unife by gender. Table 4.9 shows the composition of the Academic Senate (AS) from 2015 to 2017 by gender. The number of female members in this University body progressively decreased along the years, from 30% in 2015 to 28% in 2016 and 29% in 2017. However, the data concerning the composition of the Board of Directors (BoD), shown in Table 4.10, indicate that the percentage of females (40%) did not change in the last two years (2016 and 2017), while in 2015 the percentage was 20%.

Table 4.9: Composition of the Academic Senate by gender, 2015-2017

	Women	Men	Total
2015	7	16	23
2016	5	13	18
2017	7	17	24

Source: Collegiate Bodies Office

Table 4.10. Composition of the University Board by gender, 2015-2017

	Women	Men	Total
2015	2	8	10
2016	4	6	10
2017	4	6	10

Source: Collegiate Bodies Office Unife

Table 4.11 shows the gender composition of all University bodies formalized by the Statute of the University of Ferrara. The Academic Senate has a predominantly male composition (17 members out of 24 are males), thus the female composition is only 29%. The prevalence of male components is also due to the presence within Academic Senate of Directors of the Departments, who are mostly males. The percentage of females in the Board of Directors is 40%. In the Research Council (an advisory board) the percentage of female members is 41%.



Scientific and Technology Pole - Archive Unife



Table 4.11: Number of members in the University bodies formalized by the Statute of the University of Ferrara (Academic Senate, University Board and Research Council) by gender, 2017

Bodies and reference to the Statute of the University	Members	Women	Men
Academic Senate (art. 15 c. 3 of the Statute)	a) The Dean of the University	0	1
	b) The Directors of Departments	3	9
	c) The Chairman of the Research Council	0	1
	d) Two members of Grade B and two of Grade C elected among the members of the Research Council	2	2
	e) Two delegates of the technical and administrative staff, elected by the Council of Technical and Administrative Staff	1	1
	f) Four student delegates, elected by the Student Council	1	3
University Board (art. 16 c. 4 of the Statute)	a) The Dean of the University	0	1
	b) Four members of the academic personnel chosen by the Academic Senate	2	2
	c) Two members who did not belong to the University for at least three years, selected by public call and appointed by the Dean;	1	1
	d) One delegate of TAS, elected by the Technical and Administrative Staff Council among all TAS roles	0	1
	e) Two student delegates, elected by the Student Council.	1	1
Research Council (art. 20 c. 5 of the Statute)	The Council is composed of academic personnel elected by the Italian National University Council as follows: for scientific areas with a number of structured personnel between 10 and 49, one member; for areas with a number of structured personnel of 50 or more, two members. For each academic member, the scientific area must be chosen at the time of tenure or appointment by the University, or upon change to a different teaching or research area: the Academic Senate must approve the choice of the area. Areas with less than 10 units of structured personnel (that is without "passive" electoral rights), must express their "active" electoral rights within similar scientific areas. The electoral rules are established by the General Regulations of the University.	7	10

Source: Dean/General Director Secretary, Central bodies and elections, Unife

Concerning the composition of the Technical and Administrative Staff Council, Table 4.12 shows that the number of TAS delegates of both genders decreased from 2015 to 2017: female delegates decreased from 65% in 2015 and 2016 to 61% in 2017. Comparing these data to those shown in Figure 3.1 about the general composition of TAS, it is clear that male delegates are over-represented in this body.

Table 4.12: Composition of the Technical and Administrative Staff Council, by gender, 2015-2017

Year	Women	Men	Total
2015	26	14	40
2016	26	14	40
2017	14	9	23

Source: Dean/General Director Secretary, Central bodies and elections, Unife

Concerning the Student Council (Table 4.13), from 2015 to 2017 the number of female delegates was always significantly lower in comparison to the number of male delegates (25.8% in 2015, 35.4% in 2016 and 34.6% in 2017).

Table 4.13: Number of components in the Student Council, by gender, 2015-2017

Year	Women	Men	Total
2015	8	23	31
2016	11	20	31
2017	9	17	26

Source: Dean/General Director Secretary, Central bodies and elections, Unife



Considering other university bodies (Table 4.14) within the Board of Auditors (an independent advisory board aimed to internal control of administrative and accounting fairness) there was an essential gender balance in 2017. Within the Evaluation Unit (inner institutional and technical unit of the University aimed to monitor and evaluate the University management, providing counselling and advice), four members out of six were males in 2017. However, within the Quality Unit (working group whose main task is to supervise and guarantee the procedures for Quality Assurance), the number of female and male components is the same.

Table 4.14: Number of components of other University bodies formalized by the Statute of the University of Ferrara (Board of Auditors, Evaluation Unit and Quality Presidium), by gender, 2017

Bodies and reference to the Statute of the University	Members	Women	Men
Board of Auditors (art. 17 c. 4 of the Statute)	a) President chosen by the Academic Senate among State administrative magistrates, accountants and lawyers, and appointed by the Dean of the University	0	1
	b) A regular member and a substitute, appointed by the Italian Ministry of Economy and Finance	0	2
	c) A regular member and a substitute, appointed by the Italian Ministry of Education, University and Research (MIUR)	2	0
Evaluation Unit (art.18 c. 5 of the Statute)	a) A full professor from the University of Ferrara	1	0
	b) Four delegates possessing high professional qualifications outside the University, whose CV is published on the University website	1	3
	c) A student delegate elected by the Student Council	0	1
Quality Unit (art. 21 c. 1 of the Statute)	The members are appointed by the Academic Senate upon proposal by the Dean based on specific skills acquired in fields related to quality management	5	5

Source: Dean/General Director Secretary, Central bodies and elections, Unife

Concerning the team of professors chosen by the Dean as delegates for support of University management, Table 4.15 shows that females are 43% of the total.

Table 4.15: Professors chosen by the Dean as delegates for support of University management, by gender, 2017

	Women	Men
Number of delegates	12	16
Type of delegation	<ul style="list-style-type: none"> • Teaching (two delegates) • International teaching, mobility and communication of the University (three delegates) • Planning (two delegates) • Image and international rank of the University of Ferrara • Disability • Relations with local territory • International PhD projects • University Museum System 	<ul style="list-style-type: none"> • Budget, bureaucracy reduction and enhancement of human resources • Building • Teaching • Health and safety at work and supplementary negotiation • University Library System • Orientation and post-graduate studies • International teaching mobility and communication of the University • Planning (two delegates) • Image and international rank of the University of Ferrara • Stabilization and development of incoming orientation at the University of Ferrara • Scientific research • Theatre as social activity • Sustainability of medical specialization schools • Inter-university conventions and teaching mobility (art. 6 paragraph 11 and art. 7 Law 240/2010) • Rights to education and services for all students

Source: Dean/General Director Secretary, Central bodies and elections, Unife

Table 4.16: Academic personnel acting as Coordinator of PhD courses, by gender, 2017

	Women	Men
Number of Coordinators	1	12
PhD course	<ul style="list-style-type: none"> • Economics and Management of Innovation and Sustainability (local coordinator of a PhD course based on another University) 	<ul style="list-style-type: none"> • European Union law and national laws • Economics and management of innovation and sustainability • Physics • Mathematics • 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-graduate and International Education Office Unife

The data about academic personnel acting as Coordinators in PhD courses at the University of Ferrara (Table 4.16) reveal that all of them are males: the only female Coordinator is actually a local coordinator of a PhD course based on another University.

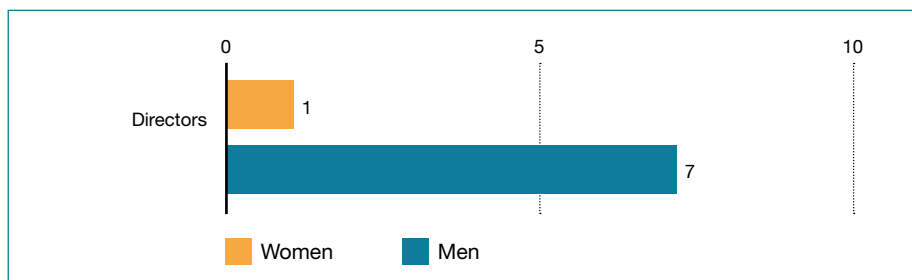
Table 4.17: Directors of Departments, by gender, 2017

	Women	Men
Number of Directors	3	9
Departments	<ul style="list-style-type: none"> • Economics and Management • Morphology, Surgery and Experimental Medicine • Chemical and Pharmaceutical Sciences 	<ul style="list-style-type: none"> • Architecture • Physics and Earth Sciences • Laws • Engineering • Mathematics and Computing • Biomedical Sciences and Advanced Therapies • Life Sciences and Biotechnology • Medical Sciences • Humanities

Source: Dean/General Director Secretary, Central bodies and elections, Unife

Finally, Table 4.17 and Figure 4.18 show the gender distribution respectively among Directors of Departments and Research Centres. This distribution is clearly unbalanced in favour of males: among Directors of Departments, 9 out of 12 are males (75%) and among Directors of Research Centres 7 out of 8 are males (87,5%). However, it is worth to notice that in three Departments related to science and economics the Director is a female.

Figure 4.18: Directors of Research Centres, by gender, 2017



Source: Dean/General Director Secretary, Central bodies and elections, Unife



VI. Resources for Equal Opportunities

As part of the policies implemented by the University for equal opportunities in the Positive Action Plans 2014-2016 and 2017-2019, the University of Ferrara showed within its forecast budget a growing commitment to initiatives related to equal opportunities, but only in the two-year period 2016-2017. Unfortunately, in 2018 there was a sharp and serious reversal of the trend (-39% compared to 2017).

The activities included in the calculation presented in this chapter concern interventions mainly aimed at reconciling life and work times of employees and of the university community in general.

In detail, the table and plot below show the areas of the interventions financed by the University (i.e. the sums made available by Unife in the field of equal opportunities) and traceable to:

- Furniture and fittings: setting up of baby pit stop stations in university facilities and creation of the winter playroom
- Office hardware and equipment: setting up of teleworking stations and remote connections for videoconference work meetings
- Research grants: a project entitled “*Working and studying well in Unife*”, funded by the Department of Medical Sciences
- Scholarships and prizes: establishment of scholarships for refugees or other people entitled to additional protection
- Agreements for services and concessions for students and holders of scholarships: discounts for public transport passes for students and employees in offices of the University Hospital in Cona (Ferrara)
- University publishing costs: costs related to the publication of the volume *Gender Report*
- Transfers to partners of coordinated projects: participation in the 2017 call for proposals of the National Civil Service, in association with the Municipality of Ferrara (leading institution), with the project “*Beyond all obstacles*”; flat-rate contributions for coordination and programming activities to the Association “*Agire Sociale - Centro di servizi per il Volontariato*” of Ferrara (leading institution), belonging to the established network of provincial organizations endorsing the “*Contract of commitment and responsibility in the field of Universal Civil Service*”
- Conferences, seminars and other events: lectures on equal opportunity policies for the university community
- Other services: English translation of the volume “*Gender Report*”
- Utilities and fees: internet connections for teleworking employees
- Assistance for personnel: discounted parking passes for employees of offices of the Dean of the University kindergarten agreements and summer camps (only in 2016 and 2017) for sons and daughters of students, teachers and technical administrative personnel

- Membership fees: participation of the University to the provincial association for accreditation to the 2018 Universal Civil Service through a membership in the Provincial Coordination of Civil Service Associations (Co.Pr.E.S.C.) of Ferrara
- Refunds and repayments: refunds for energy consumption by teleworking employees

The above report shows that the items most affected by the reduction in funds allocated to equal opportunities concern assistance for personnel (-80%) and office hardware and equipment (-69%).

At the same time, there has been an increase in the funds allocated to other items not present in 2017, such as the activation of research grants and the assignment of scholarships and prizes

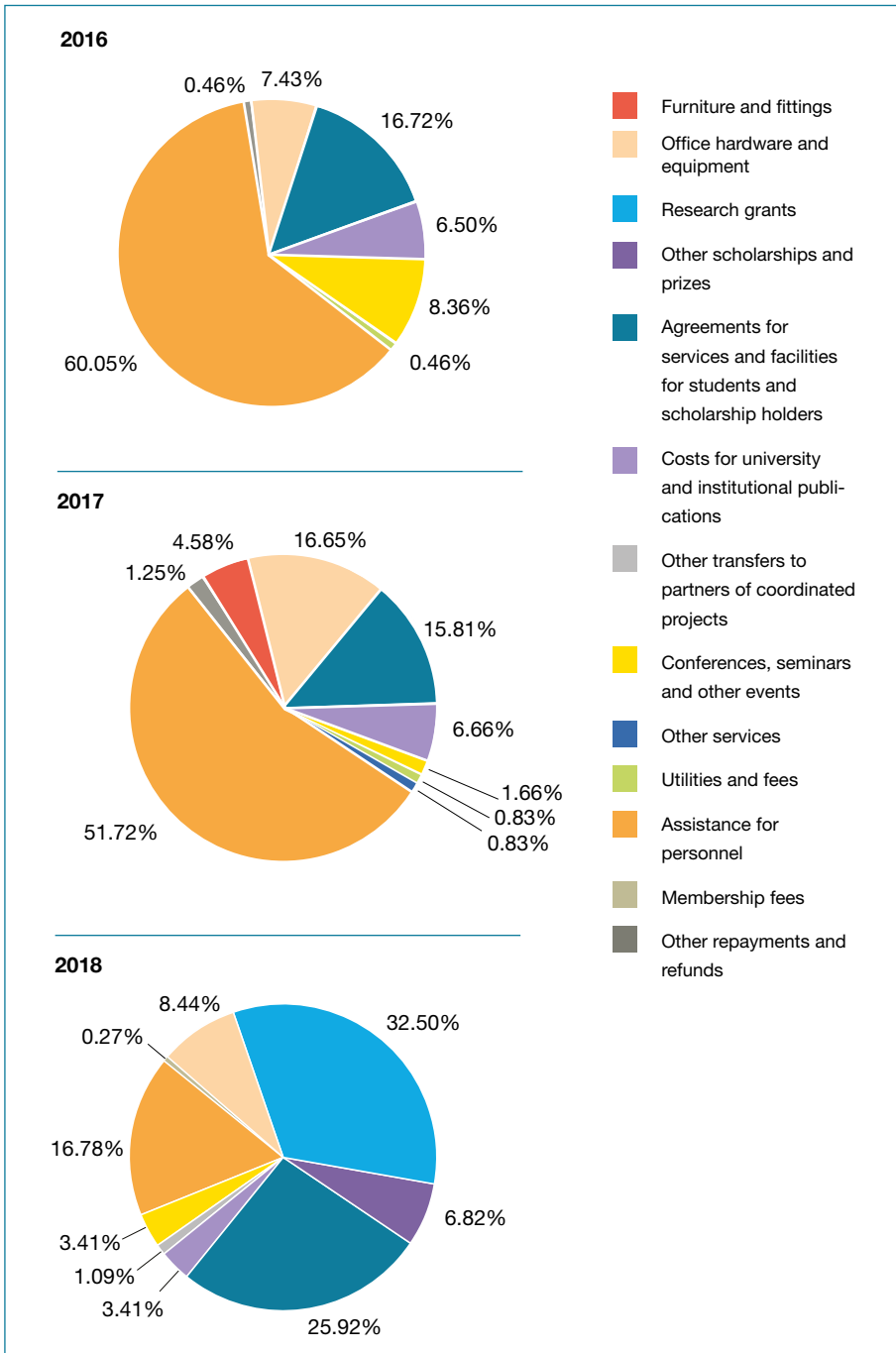
It should be noted that the data reported below in Table 6.1 and Fig. 6.2 refer to the three-year period 2016-2018, and that the approval of budgets by Unife Board of Directors respectively occurred in December 2015 (for the 2016 budget), December 2016 (for 2017 budget) and December 2017 (for 2018 budget). The decisions of the University Boards are actually authorised through the approval of prearranged budgets in accordance with the reporting period of the present Gender Report.

Table 6.1. Equitable-funded interventions, by type of expenditure, 2016-2018

Items	Year (Euro)		
	2016	2017	2018
Furniture and fittings	0	5,500	0
Office hardware and equipment	8,000	20,000	6,187
Research grants	0	0	23,822
Other scholarships and prizes	0	0	5,000
Agreements for services and facilities for students and scholarship holders	18,000	19,000	19,000
Costs for university and institutional publications	7,000	8,000	2,500
Other transfers to partners of coordinated projects	0	0	800
Conferences, seminars and other events	9,000	2,000	2,500
Other services	0	1,000	0
Utilities and fees	500	1,000	0
Assistance for personnel	64,640	62,140	12,300
Membership fees	0	0	200
Other repayments and refunds	500	1,500	1,000
TOTAL	107,640	120,140	73,309

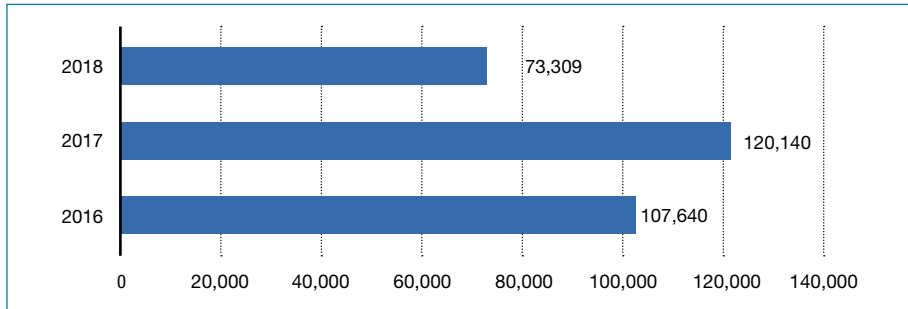
Source: Accounting Division - Unife

Figure 6.1. Percentage impact of the individual items of expenditure on the total of actions financed for equal opportunities, 2016-2018



Source: Accounting Division - Unife

Figure 6.2. Total resources allocated to equal opportunities, 2016-2018 (in Euros)



Source: Accounting Division - Unife

As mentioned above, in the three-year period 2016-2018 there was an overall investment by Unife in equal opportunities, which first increased from 107,640 in 2016 to 120,140 in 2017 and finally decreased to 73,309 in 2018. These amounts were mostly allocated to welfare assistance for personnel (2016: 60.05%; 2017: 51.72%; 2018: 16.78%), to service agreements and facilities for students and scholarship holders (2016: 16.72%; 2017: 15.81%; 2018: 25.92%), and to office hardware and equipment (2016: 7.43%; 2017: 16.65%; 2018: 8.44%).

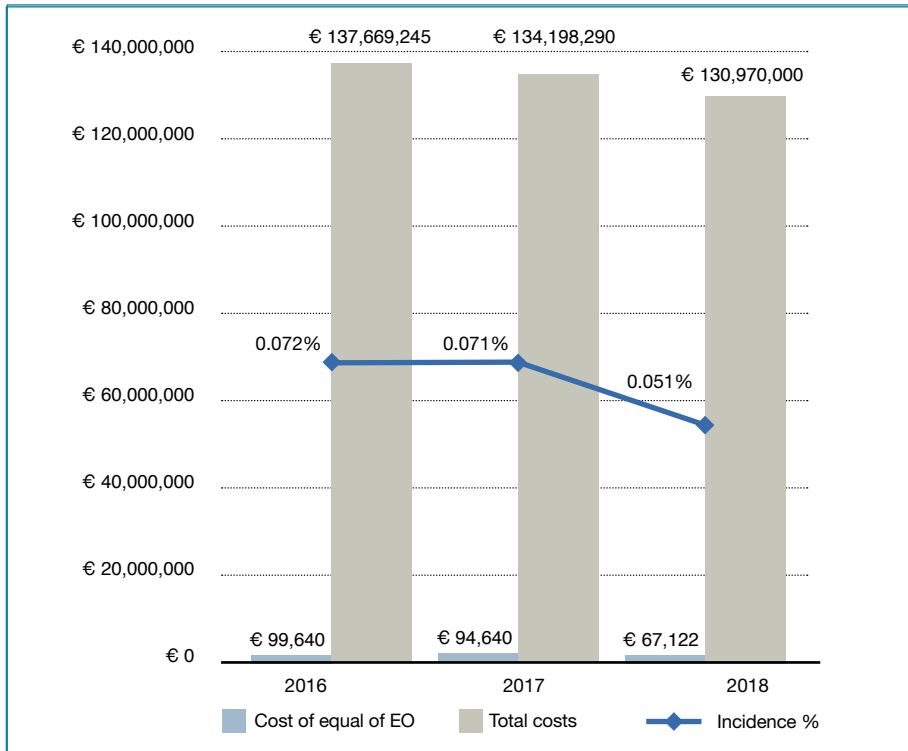
However, by analysing only the estimated budget costs and not considering each investment item (furniture and furnishings, hardware and office machinery), it is possible to calculate for each reference year an index able to measure the overall incidence of costs financed by the University for equal opportunities, compared to the total costs financed, as shown in Table 6.2 and Fig. 6.3.

Table 6.2. Total costs, costs for equal opportunities and percentage costs, 2016-2018

Year	Costs for equal opportunities	Total costs	Incidence % costs equal opportunities on the total
2016	99,640	137,669,245	0.072%
2017	94,640	134,198,290	0.071%
2018	67,122	130,970,000	0.051%

Source: Accounting Division - Unife

Figure 6.3: Percentage of cost for equal opportunities (EO) percentage on total costs, 2016-2018



Source: Accounting Division - Unife

The percentage of costs incurred by Unife for equal opportunities compared to the total costs in the three-year period 2016-2018 appears variable and with a low level of significance in terms of impact. (0.072% in 2016, 0.071% in 2017, 0.051% in 2018).

Continuing the analysis, it is also possible to calculate the percentage incidence of investments for equal opportunities compared to the total investments in the category of movable assets, i.e. those assets used for more than one accounting period and therefore useful over time (e.g. office furniture, personal computers, equipment, scientific equipment, instruments, cars, etc.).

The following table and charts show, in percentage terms, the ratio between the total costs incurred by the investment fund for equal opportunities and the total amount of Unife in the category of movable property. The data below shows a growing trend of percentage incidence from 0.66% in 2016 to 1.79% in 2017 than to 0.54% in 2018.

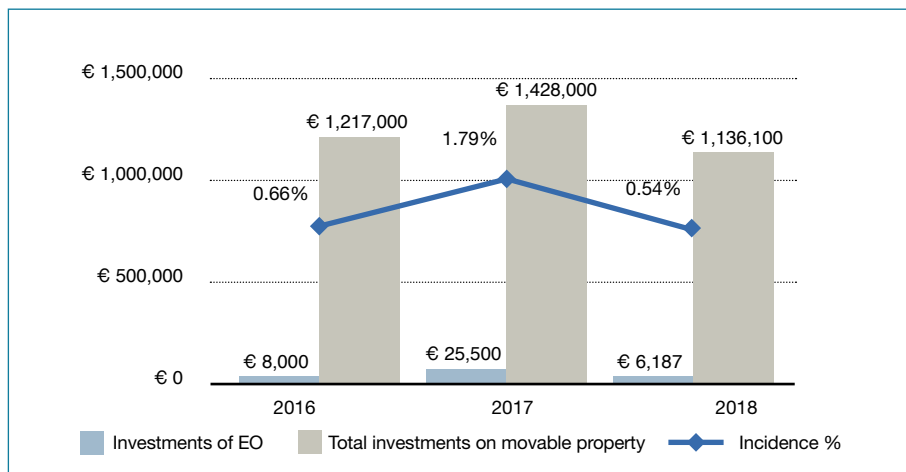
The percentage incidence of the costs for investments for equal opportunities and the total costs incurred by the University in the category of movable assets are shown in Table 6.3 and Fig. 6.4.

Table 6.3. Incidence of equal opportunities investments on movable property investments, 2016-2018

Year	Equal opportunities investments	Total movable property investments	Incidence % opportunities investments on total
2016	8,000	1,217,000	0.66%
2017	25,500	1,428,000	1.79%
2018	6,187	1,136,100	0.54%

Source: Accounting Division - Unife

Figure 6.4: Incidence of equal opportunities investments on movable property investments, 2016-2018



Source: Accounting Division - Unife

VII. Actions Undertaken – Analysis of results and effects

As mentioned in Chapter 4 of this volume, in December 2016 the Academic Bodies of the University of Ferrara approved the Positive Action Plan (PAP) 2017-2019. In 2017 the actions undertaken in the previous three-year program continued and new and relevant actions were started with the aim to promote equal opportunities, improve the quality of work and professional well-being and provide support for the personnel. The following is an analysis of the results and effects of actions carried out during the first year of the PAP 2017-2019.

OBJECTIVE 1: Conciliation of life, work and study times

1.a Flexibility of working hours for technical-administrative staff

The project includes a revision of the timetable rules for the administrative and technical staff of Unife, to meet requests for more timetable flexibility for personnel with heavy familiar or personal responsibilities.

The revision of timetable rules is closely connected to the new National Collective Labor Agreement (CCNL) of the University, not yet approved in 2017. The CCNL hypothesis, signed on 9th February 2018, concerns the new unit “Education and Research” which includes School, University, Research and Art, Music and Dance Schools (AFAM) and whose task is to modify and integrate parts of the previous CCNL for each sector which was established in 2007. In the new CCNL, paragraph 3 of the article 41, subordinate to supplementary contracting, repeats the general criteria to identify time slots for in-out work flexibility for an increased conciliation between work and family life. The Central Guarantee Committee (CGC), jointly composed by trade unions and administrative personnel, will be responsible for improvement of Regulations of timetable rules according to Legislative Decree n. 2446/2008.

1.b Support and development of teleworking and smart working

The project includes the revision of Regulations for teleworking, according to Law 124/2015 “*Delegations to the Government concerning the reorganization of public administrations*” - article 14 -Promoting the reconciliation of life and work times in public administrations.

According to paragraph 3 of article 14 of Law 124/2015 and to Law 81/2017 “*Measures for the protection of non-entrepreneurial self-employment and measures aimed at favoring the flexible articulation in the times and places of subordinate work*”, the Directive n. 3/2017 about agile work provides indications on work organization and management of personnel, to promote for employees reconciliation of life and work time, well-being at workplace and support of the rights of female and male workers.

Due to engagements in reorganization of offices, the administration asked in 2016 to postpone any amendment of the Regulations on teleworking and smartworking. Thus, the President of CGC submitted the above-mentioned Directive in 2017, analyzing all responsibilities and identifying the competent personnel to negotiate for the application of the same Directive at the University of Ferrara. The negotiation did not start in 2017, so the joint CGC and EC group resumed work on the Regulations in 2018: the results will be submitted to the University Boards.

1.c Monitoring of the application of the rules about conciliation of life and work, tasks, employment and equal opportunities

The project includes the revision of rules and agreements concerning technical-administrative personnel to facilitate the application of current Regulations and remove obstacles to the exercise of rights guaranteed by law.

According to this plan, Unife applied the rules of Legislative Decree 80/2015 to all the institutions involved, among which:

- Mandatory leave
- Infant child disease
- Economic treatment
- Paternity leave
- Parental leave (hourly)
- Compensation for parental leave
- Adoptions and assignments

Legislative Decree n. 151/2015 simplifies the procedures and obligations for citizens and companies and regulates other provisions about work and equal opportunities.

The provisions made by Unife concerned Legislative Decree 81/2008 and Article 1 of Law 123/2007, regulating the protection of health and safety at the workplace, deleting the “register of accidents” and introducing, among methods to assess the risk, paragraph 5-bis of art. 190 concerning the sound emission of work equipments and machineries, which provides a new and easier tool for prior risk assessment.

1.c.1 Teleworking, Agile working and Smart working

The term “**Teleworking**” indicates work performed by employees at their home, for a few days, with the prevalent support of information and communication technologies. The term “**Agile working / Smart working**” refers to a work activity taking place partially within the company offices and partially elsewhere, without a fixed location and within the maximum limits of working time daily and weekly, using technological tools.

The University of Ferrara supports teleworking since 2011: employees may perform part of their work at home, based on a working plan identifying the distance

service compatible with an adequate functionality and quality of the service and simultaneously allowing a better organization of familiar and professional commitments without any reduction of wages.

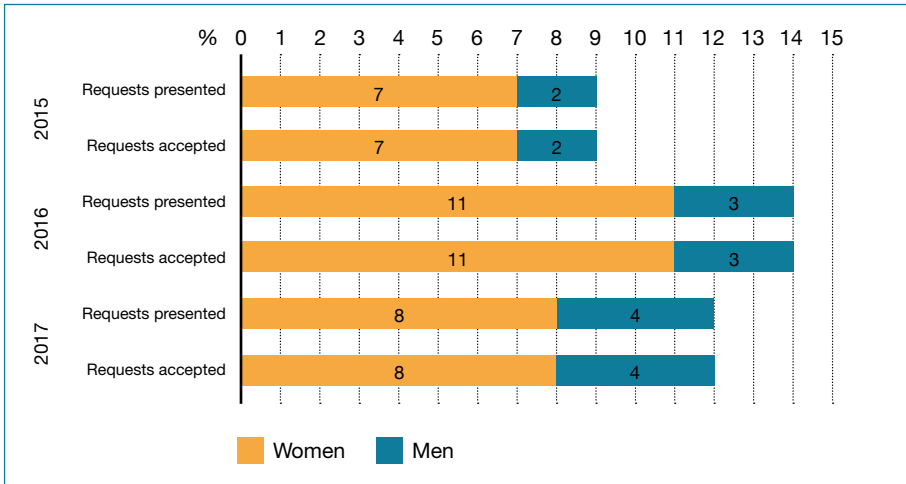
To avoid isolation of employees, Unife decided to allow teleworking only for a maximum of three days per week, arranged with the responsible of the office of the teleworking employee. Full-time or part-time employees of the University of Ferrara may apply for telework only after a minimum of one year of seniority.

The following activities about teleworking were carried out in 2017:

- announcement of the activation in 2017 of teleworking positions within the allocated budget. A total of 13 applications were received (one of which was submitted after the deadline): all teleworking positions requested were accepted by the Committee. The announcement included the assignment of a score based on presence and number of sons and/or daughters under the age of 14, assistance to family members affected by disability and distance from the workplace;
- testing of working “**by telework**” for a maximum of three days during the week from 22nd to 26th May 2017. During this week, it was possible for all interested personnel to work in a different place from the usual one, upon agreement with the responsible/responsibles of the service. To participate to the test, the workers had to apply and submit a telework project. The first 60 applications received within the deadline were accepted;
- joining the “**Agile Work Week**”. As part of the Positive Action Plan, Unife decided to join the “Agile Work Week”, organized by the Municipality of Milan from 22nd to 26th May 2017 to promote a more flexible organization of work and encourage discussion about topics related to a work organization more oriented towards results and sustainability;
- organization of the symposium “**Agile work: reality, stereotypes, concrete experiences and future in Ferrara**”, 23rd May 2017.

Figure 1.1 summarizes data related to the available telework positions, requests submitted and accepted, from 2015 to 2017.

Figure 1.1: Available telework positions (requests presented and accepted) and applicants by gender, 2015-2017



Source: HR Division Unife

The data of Figure 1.1 show that Unife accepted all teleworking requests received from 2015 to 2017. Generally, there is more interest in teleworking by women: the number of requests presented by women is higher than men and thus the teleworking positions assigned to women are more numerous. In 2017, however, one third of requests for telework were presented by men.

The budget assigned to the project was based on the fixed flat-rate refund costs (€ 75.00 per person per year for refunds of electric utilities, plus allocations for possible purchase of working equipment). Comparing the budget assigned to actual costs of the service (Table 1.1), it is interesting to notice how the average costs for teleworking changed along the years but settled at a lower value than the estimated budget. The average cost for individual teleworking position was € 304.00 in 2015 but lowered to € 169.00 in 2017.

Table 1.1: Teleworking, estimated budget and actual costs, 2015-2017

Year	Budget	Costs
2015	€ 7,000.00	€ 4,677.99
2016	€ 9,000.00	€ 4,257.00
2017	€ 6,500.00	€ 2,025.44

Source: HR Division Unife

1.d Agreements with public and private bodies for easier access to childcare services and care and assistance services for elderly and disabled people

1.d.1 Nurseries and kindergartens

The project “Nurseries and kindergartens” aims to identify ways for an easier access and attendance to nursery and primary school by children of personnel and students of the University of Ferrara,

In 2017, the University renewed with the Municipality of Ferrara the convention guaranteeing 10 additional places in all nurseries affiliated and indirectly managed by the municipality. These places were reserved for children of the students (including postgraduate and specializing students) and of the University personnel (including research fellows).

According to the criteria for access to educational services of the municipality, the additional places were assigned to Unife students and personnel excluded from assignments based on municipal rankings, regardless of their residence. When the agreement was renewed, some rules were added to ensure the continuity of teaching and equal opportunity for all children to whom additional places were assigned, applying the same criteria and scores for admissions to municipal educational services.

For reserved places, the University of Ferrara has paid the municipality a contribution equal to the difference between the cost of the place supported by the Municipality and the fees to be paid by the user.

The data in Table 1.2 show that the assigned places from academic years 2014/2015 to 2016/2017 are lower than those reserved by Unife. For 2014/2015 it is possible that the allocated places were below the reserved ones because the reserved places were available only at one municipal asylum, probably far from the residence or the workplace of interested personnel. In 2015/2016, the agreement was extended to all municipal nurseries, to guarantee the same opportunities for school-home and school-work transit to all personnel. In 2016/2017, however, only two places were assigned, probably because most applications found available places in other public structures.

Concerning the budget and the actual costs (Table 1.2), the large difference between them in 2014/2015 and 2016/2017 (€ 8,025), compared to 2015/2016 (€ 18,567.00) may reflect the income differences of families that obtained a place in the municipal ranks within two years. The University actually compensates the cost of a place for a child by financing the integration of the cost of the place fixed by the municipality.

Table 1.2: Reserved places in municipal nurseries (upon agreement and/or reservation), budget assigned and actual costs, 2014/2015-2016/2017

Year	Reserved places	Allocated places	Budget	Costs
2014/2015	10	6	€ 20,000.00	€ 8,025.38
2015/2016	10	5	€ 20,000.00	€ 18,567.00
2016/2017	10	2	€ 20,000.00	€ 8,025.44

Source: HR Division Unife

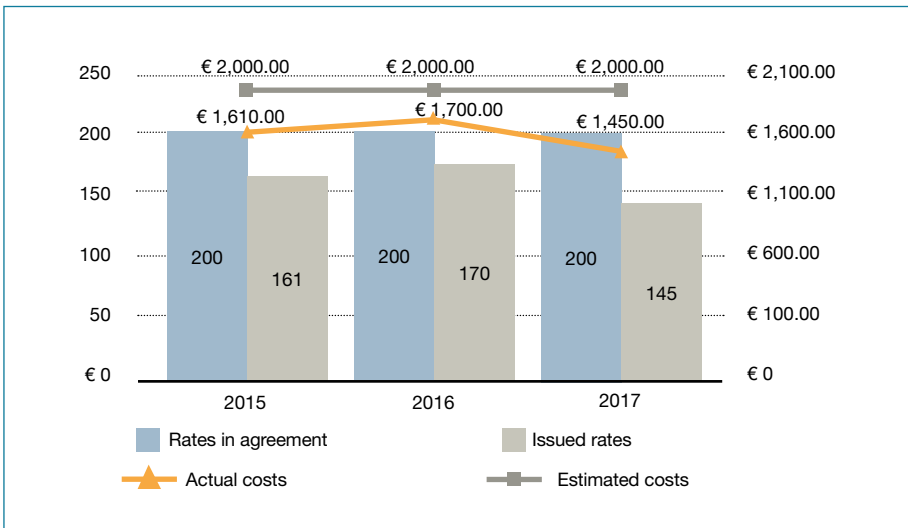
Simultaneously to the above described initiatives, since 2014 the University of Ferrara has published applications for accreditation of private structures organizing nursery schools, for children of students (including those attending post-graduate courses) and of University personnel (including research grant holders and specializing students) with a minimum 10% discount of 10% on fees.

1.d.2 Summer camps

The “**Summer Camps**” Project has the purpose to provide a contribution for enrollment of children of personnel and students of the University of Ferrara to the services of summer camps / solar camps, as well as to obtain discounted rates from the University Centre for Sports (CUS) and from other local institutions through special agreements.

In summer 2017, the University has signed again the agreement for admission at reduced rates to CAMPUS GAME, organized by CUS of Ferrara.

Figure 1.2: Special rates (in agreement and issued) for enrollment in summer camps of the University, estimated budget and actual costs, 2015-2017



Source: HR Division Unife

The data show that the initiative is highly appreciated, although in 2017 there is an apparent decline in enrollments: in 2015 the percentage of units issued amounted to 80.5% of total available shares, in 2016 it was 85%, but in 2017 it decreased to 72.5%.

Since 2015, the University of Ferrara simultaneously published applications for accreditation of private structures organizing summer camp activities for children of students (including those attending postgraduate courses) and of the University personnel (including research fellows and specializing students) with a minimum 10% discount on fees.

1.d.3 Structures for care and assistance of elderly people

There were no initiatives in 2017 for care and assistance of elderly and disabled people. However, these activities may begin in the second or third year of PAP planned from 2017 to 2019.

1.e “Ludoteca” Project

The “**Ludoteca**” project has not yet started because it was not included among actions planned in the University Strategic Plan from 2017 to 2019. The project included a play area for 5-10 year old children of employees and students of Unife, which could be used on afternoons, or when schools are closed (Christmas, Easter and summer holidays), or during training courses. This activity may begin in the next three years of the programmed plan.

1.f Maintenance and development of the Baby Pit Stop project

The project concerns monitoring of the use of “**Baby Pit Stop**” stations activated at the University of Ferrara and at the Department of Law in Rovigo: these units are protected and reserved points for students and employees of the University where they may take care of their children.

The *Baby Pit Stop* provides a protected environment allowing fathers and mothers to breastfeed or bottle-feed children, providing also, when necessary, change diaper facilities within the university structures. The initiative aims to support mothers in breastfeeding their children when they are away from home, allowing a longer period of lactation with health benefits for newborns and families, and helping fathers and mothers to attain a rapid reintegration in working and social life.

The list of available *Baby Pit Stop* stations has been added to *Baby Pit Stoppers*, a web app that can be used by any device (only requiring an Internet connection) to find in advance the active units both locally and in all national territory.

Table 1.3 shows the *Baby Pit Stop* stations activated at Unife and the number of visualizations by web app recorded in 2017.

Table 1.3: Baby Pit Stop stations activated at Unife and number of visualizations by web app, 2017

Postazioni Baby Pit stop	Visualizations
Department of Engineering	30
Department of Physics and Earth Sciences	37
Department of Economics and Management	88
Department of Law	37
Department of Law (Rovigo)	3
Department of Architecture	63
Library of S. Maria delle Grazie	75
Rectorate	42
Technological Scientific Hub – Teaching Secretariats	3
Department of Humanistic Studies	4

Source: Coordination of equal opportunities and disability services of Unife

In 2017 it was planned to join the *Baby Pit Stop campaign of UNICEF* (United Nations International Children’s Emergency Fund), a project supporting the fundamental rights of children to breastfeeding. The agreement with the Italian Committee for UNICEF was signed in March 2018, thus from 2018 the Baby Pit Stop will be part of the membership *Baby Pit Stop UNICEF*.

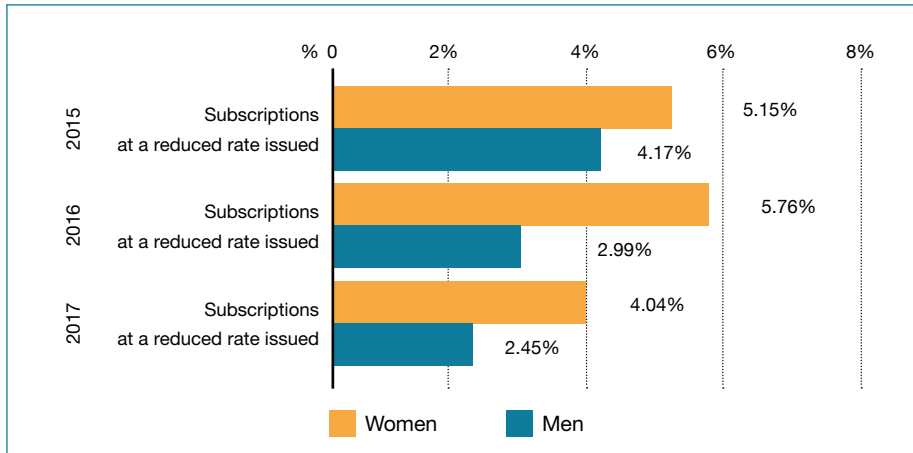
1.g Videoconferencing systems for personnel meetings, access to training and receiving students

The project was aimed to help people unable to reach the University structures due to difficulty in reconciling work or study time with family duties. This project was not included among actions planned in the 2017-2019 University Strategic Plan, but could begin in the next three years.

1.h Sustainable mobility

The University of Ferrara renewed for 2017/2018 an agreement with TPER (Transport Passengers Emilia-Romagna) Ltd., Bologna, for purchase of annual personal subscriptions at a reduced fee for technical-administrative staff and graduate or specializing students. The University of Ferrara also renewed an agreement with TPER Ltd. and the Municipality of Ferrara for promotion among university personnel and students of the use of urban buses for mobility to the University Hospital “S. Anna”, located in Cona (Ferrara). The agreements provide a 5% discount by TPER Ltd. on the cost of each annual subscription. The University of Ferrara pays to TPER Ltd. € 50.00 for each subscription issued, up to a maximum of 380 subscriptions, thus providing an additional discount of € 50.00 upon request of this subscription at reduced rate. All requests submitted by the interested persons were accepted.

Figure 1.3a: Percentage of subscriptions at reduced rate issued to technical-administrative personnel on the total TAS number, by gender, 2015-2017



Source: Security and Environment Office of Unife

The data concerning subscriptions of annual tickets for public transport by technical-administrative personnel were examined from 2015 to 2017. Figure 1.3 shows the percentage of TAS by gender to which subscriptions at reduced rate were issued: the percentage of female personnel using public transport for work and consequently the percentage of subscriptions issued at reduced rate is slightly higher, although the percentage of male personnel using these subscriptions increased from 2016 to 2017.

Table 1.4a shows the budget allocated for subscriptions at reduced rates for technical-administrative personnel and the actual costs from 2014 to 2016 (no data were available for 2017).

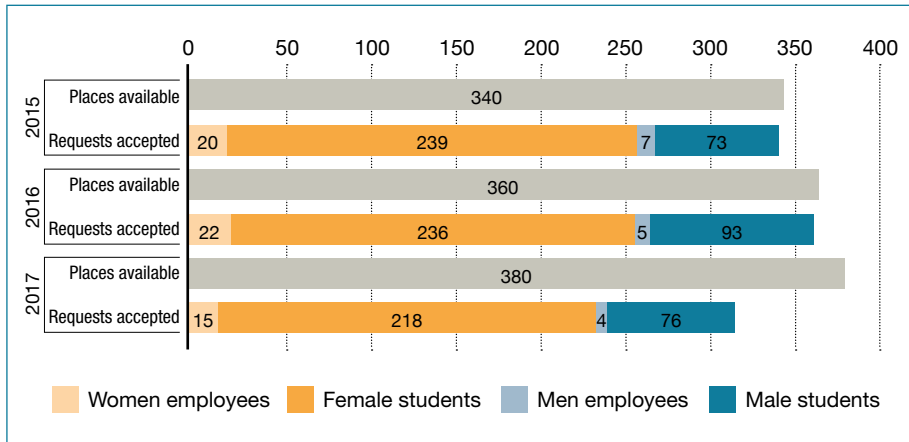
Table 1.4a: Budget allocated for subscriptions at reduced rates for technical-administrative personnel and actual costs, 2014-2016*

Year	Budget	Costs
2014	€ 8,000.00	€ 7,859.00
2015	€ 8,000.00	€ 7,861.00
2016	€ 8,000.00	€ 7,800.00

*2017 data not available

Source: Security and Environment Office of Unife

Figure 1.3b: Number of places available for subscriptions at reduced rate and subscriptions issued to employees and students for mobility to and from the University Hospital “S. Anna” by gender, 2015-2017



N.b.: The monitored period was from the beginning of July of the indicated year to the end of June of the following year. The employees included teaching and research personnel, medical personnel in specializing schools and technical-administrative personnel; the students included those attending the Hospital in Cona for courses within the degree in Medicine and Surgery or for internships in courses of health profession degrees.

Source: Security and Environment Office Unife

The subscriptions at reduced rate shown in Figure 1.4b were issued to employees and students for mobility to and from the University Hospital “S. Anna” from 2015 to 2017. The data show a stable number of requests in 2015 and 2016, but a decrease in 2017. It is also clear that mostly women, both employees and students, chose to benefit from the service, with percentages over 70% for both categories and around 80% for employees in 2016 and 2017. It should however be noticed that these data do not necessarily indicate a higher tendency by women to use the public transport because women represent the gender majority in both categories.

Table 1.4b: Budget allocated for subscriptions at reduced rates for technical-administrative staff and students, and actual costs for mobility to and from the University Hospital “S. Anna”, 2015-2017

Year	Budget	Costs
From 01/07/2015 to 30/06/2016	€ 17,500.00	€ 16,950.00
From 01/07/2016 to 30/06/2017	€ 18,000.00	€ 17,800.00
From 01/07/2017 to 30/06/2018	€ 19,000.00	€ 15,650.00

N.b.: The monitored period was from the beginning of July of the indicated year to the end of June of the following year.

Source: Security and Environment Office Unife

Table 1.4b shows the budget allocated for subscriptions at reduced rates for technical-administrative staff and students, and the actual costs for mobility to and from the University Hospital “S. Anna” (Cona, Ferrara) from 2015 to 2018. In all years included in the study, the actual costs met by Unife for providing subscriptions at reduced rates were lower than the allocated budget. Concerning 2017/2018, in comparison to a larger allocated budget, costs were significantly lower than in previous years, due to a sharp decrease drop in subscription requests by both employees and students

1.i Children in the office

The University of Ferrara decided to join also in 2017 the initiative “**Children in the office**”, which involved several University offices on Friday 26th May 2017. The initiative concerned a day in which children of the University personnel were allowed to attend offices, emphasizing the need to reconcile life and working times, giving children the opportunity to know the working environment of their parents and to attend recreational and educational activities at some University facilities. This event was promoted by the Corriere della Sera magazine, under the patronage of the Presidency of the Council of Ministers, Department for Family Policies. Many public and business administrations and other associations joined the initiative. To involve all family members, in 2017, in addition to children, also other relatives and friends of the University personnel were invited to participate to the initiative. In 2017 the theme for thoughts and entertainment chosen by the University was “*The colored Science*”. On the day of the initiative, the show “*On the desert island*” staged by the Teatrino Alambicco (“Leo Scienza” Cultural Association) was presented to all participants.

1.l Guide for University Workers

A “**Guide for University Workers**” established in December 2014 at the web address (only in italian):

www.unife.it/progetto/guida-lavoratori connected to the Equality & Diversity website <http://www.unife.it/progetto/equality-and-diversity> of the University of Ferrara. Paying special attention to participation, sharing and transparency, the guide contains information on the different aspects of the employment relationship, indicating the source of regulations and the responsible offices and providing a common reference for contacts. The Guide is available to teaching and administrative personnel, to collaborators and all people working with different tasks at the University of Ferrara.

OBJECTIVE 2 - Promotion of well-being at work

2.a Maintenance and development of a Technical Table on organizational well-being, identifying the elements that favor/obstruct the well-being of University workers and students

The project involves surveys and careful analyses of the results of questionnaires, in order to plan intervention strategies towards critical issues and any detected situations of malaise detected, together with development of proposals for positive actions or further investigations on all aspects connected to work stress.

2.a.1 Technical table for well-being at work

The Technical Table for well-being was reinstated (see Section 3) by Decree of the Dean n. 1719/2017 based on art. 19 of the Code of Ethics, updating the composition of the group by including the new members of the Equality Council and the Central Guarantee Committee appointed for the four-year period 2017-2021. The Table supports the research by Professor Roberto Manfredini “*Working and studying well at Unife*” resulting from the collaboration with the Central Guarantee Committee and the Delegate of the Dean for disabilities.

The objectives and the research hypotheses are the following:

- the improvement of well-being at Unife may increase study and work performances, respecting the individual circadian rhythms through information collected from personnel and students about their quality of life at Unife and also verifying possible gender differences;
- the collected data may allow to carry out a research with the purpose to increase theoretical knowledge and analyze practical experiences linked to study and work at Unife, with the aim to introduce improvements.

2.a.2 Survey of occupational wellness for teaching personnel

As part of the objective to promote well-being at work, after the survey conducted in 2015 among technical administrative personnel, a new survey was devised for detection and evaluation of the degree of well-being at work of teaching and research personnel, including temporary personnel (for example research fellows and PhD students). In order to optimize resources and distribution, a single questionnaire was devised with different objectives:

- identify the opinions of people doing teaching and research activities, according to the organization and to the work environment;
- consequently, identify possible actions to improve the general conditions of public employees.
-

The questionnaire, which was administered between 22nd November and 23rd December 2016, was a relevant opportunity to acquire useful information suitable to improve the quality of university life. The survey was coordinated by Stefano Bonnini, Associate Professor at the Department of Economics and Management.

The questionnaire was sent in November 2016 to all the above mentioned personnel of the University of Ferrara (a total of 1,194 individuals) but recorded a low participation rate (185 respondents, about 15% of the total).

The teaching and research personnel revealed a high degree of well-being for the following reasons:

- they did not feel overburdened by too many hours of research-related activities and were even ready to spend more time in these activities;
- they were willing to dedicate more hours to teaching;
- the teaching personnel and researchers did not consider the possibility of moving abroad or to another Italian university, and had no desire to change department or research group within the University.
- On the other hand, the same personnel expressed a low level of well-being for the following aspects:
 - spending too many hours on activities not related to teaching or research: they did not want to spend additional hours on these activities;
 - believing that in Italy the academic career is not linked to meritocracy;
 - believing that pursuing an academic career in Italy provides fewer perspectives and is increasingly synonymous with insecurity and uncertainty;
 - they did not approve the evaluation criteria and the methods of academic progression both in the Italian university system and in the University of Ferrara.

For further information, you can consult the complete report at the web address (only in italian): <http://www.unife.it/at/performance/benessere-organizzativo>

2.b Listening Service Project

The project involves testing a listening service open to all personnel for the promotion of individual psychophysical health by providing listening, guidance and support for the prevention and reduction of work problems.

The launch of the **Listening Service Project** was postponed to the end of the administrative reorganization process, which at the time of writing the report was still underway in all Unife facilities and involved a large number of administrative and technical units.

2.c Time bank

The project involves building a network for the exchange of skills and experiences among the entire university community, and of demands and offers through the University intranet. However, this project had not yet started in 2017.

OBJECTIVE 3 - Digitalization of policies for equal opportunities

3.a Development of the *Equality & Diversity* website

Thanks to the activity of Enrico Borghi, an administrative colleague and external CGC support, the new *Equality & Diversity* website of Unife was developed. The gateway of the website was completely renewed in its graphic design, more appealing and up-to-date. The new website was also made easier to navigate and more intuitive.

OBJECTIVE 4 - Promotion of initiatives to guarantee an equal presence of men and women in the University Bodies

4.a Monitoring all University appointments and designations for a correct application of equal opportunities

When the new Statute of the University was activated on 30th October 2016, the principle was inserted in art. 5 “Equal opportunities and non-discrimination”, paragraph 2, which reads:

“The University guarantees respect for the constitutional principle of equal opportunities between men and women in access to public offices, promotes the equal representation of each gender in the appointment of the members of each University Body and the balanced presence of genders in the organs elective”.



Archive Unife

Table 4.1: University elections: number of applications, possible reopening of terms, applications received after reopening and members elected, by gender, 2017

Organs	Applications		Balanced presence of genders	Reopening of terms	Applications after reopening		Elected members	
	Women	Men			Women	Men	Women	Men
Academic Senate, 1 TAS representative	3	1	Yes	No	-	-	1	0
Academic Senate, 1 student representative	0	1	No	No*	-	-	0	1
Directors of Departments	0	1	No	No**	0	0	0	1
Council of TAS, election of 25 representatives	14	9	Yes	No	-	-	14	9
Research Council, election of the President	0	2	No	Yes	0	0	0	1
Evaluation Team, election of a student representative	0	1	No	No*	-	-	0	1

* no formal application was submitted before the meeting, therefore there was no reopening of the terms; the interested persons, members of the Student Council, proposed themselves and were elected

** There was no reopening of deadlines due to the lack of possible female candidates among the passive electorate

Source: Office for Collegiate Bodies and Elections of Unife

Table 4.1 shows that the resolution to ensure a gender balance in the constitution of the Academic Bodies had no significant effect in almost all cases. There were also cases in which it was not applicable. Overall, the potential benefits deriving from application of the resolution were not attained, at least on a short term.

These data suggest that the achievement of an equal representation in the Academic Bodies is not an easy path and that there are reasons for the lack of candidacy by the less represented gender that require further investigations and new resolutions to remove obstacles hindering candidacies.

4.b Monitoring of the obligation to motivate the choice of the underrepresented candidate in case of assumptions or promotions, when two or more candidates have similar qualifications and professional preparation (Legislative Decree 198/2006)

In 2017 the Office of Personnel did not register any recruitment or promotions in which candidates, one of which belonged to the underrepresented gender, achieved the same qualification or professional preparation.

4.c Monitoring of the obligation to reserve at least one third of the members of the academic competition commissions (Legislative Decree 165/2001)

Legislative Decree 165/2001 states that, in order to guarantee equal opportunities between men and women for access to work and treatment at work, public administrations should reserve to women at least one third of the memberships in academic competition commissions.

Analyzing the composition of the academic competition commissions established in 2017 for the selection of research personnel, research fellows and technical-administrative personnel (Table 4.2), it is possible to observe that the law is not respected in many cases, with special reference to the competition commissions for research grants and for grade A research personnel. In the latter case, only slightly more than half of the commissions met the requirements stated in Legislative Decree 165/2001. Only the competition commissions for the technical-administrative personnel comply with the law.

Table 4.2: Type and number of academic competition commissions, components and percentage meeting the requirements of Legislative Decree 165/2001 by gender, 2017

Type of commissions	Number of commissions	Components		Percentage of commissions meeting the requirements
		Women	Men	
Researcher Grade D	24	17	55	54
Researcher Grade C (type a)	13	8	31	54
Researcher Grade C (type b)	6	5	13	67
Technical-administrative staff	3	7	5	100

Source: Coordination of equal opportunities and disability of Unife

4.d Reduction of the teaching load for teachers with institutional assignments

The project includes the revision of the Regulations on attribution, self-certification and verification of teaching activities and service to students by the academic personnel.

The revision process started after activation of the new CGC and EC offices in November 2017: a working group was established and began to work in January 2018.

OBJECTIVE 5 - Full integration of students, teachers and technical-administrative personnel from European or extra-European countries

5.a International Place in collaboration with Informagiovani and Informacittà

The project concerns the study to establish a meeting point for information and reception of students, teachers and technical administrative personnel from European or extra-European countries. The project has not yet started due to lack of funding from the University, but may begin in the next three years of programming

OBJECTIVE 6 - Fight against discrimination / “Alias” procedure for female and transsexual students

6.a Drafting of “Guidelines for the use of gender in administrative language at Unife” and implementation of the principles stated in the document “I speak and do not to discriminate”

6.a.1. Guidelines for the use of gender in administrative language at Unife

In 2017 the Dean entrusted to a working group composed of personnel belonging to the Central Guarantee Committee and the Equality Council, together with other personnel who voluntarily joined the project, the draft of the Guidelines for the use of the gender in the administrative language at Unife. The “*Guidelines for the use of gender in administrative language at Unife and for the preparation of accessible documents*” was published in May 2018 in association to the new visual identity of the University

The document was inspected and verified by Laura Bafile and Cristiana Fioravanti, Professors of the University of Ferrara and Giuliana Giusti, Professor at the Ca’ Foscari University of Venice.

6.a.2. Monitoring the preparation of all University documents according to the use of Italian language in awareness, respect and appreciation of gender differences - Study and implementation of initiatives and projects of the University related to the document “I speak and do not discriminate”.

In 2016, the University of Ferrara joined the Charter of Intentions “*I speak and do not discriminate*” promoted by the University of Turin, the Piedmont Region and the Metropolitan City of Turin. The Charter has the purpose to avoid “the discriminatory use of the language” related to gender, with negative consequences on social equality and dignity, and to “promote a culture sensitive to removal of causes” of such discriminations.

Key documents of the University of Ferrara, such as the Gender Report or the Regulations of the Central Guarantee Committee and the Equality Council, and all texts produced by the Press Office and by institutional and digital communication offices, were drafted in gender-respectful language. By adopting the *Guidelines for the use of gender in administrative language* and with the purpose to avoid stereotypes and all gender-based linguistic discrimination, the University has taken the further step to uniform the language used in all expressions, legislative and administrative acts, application forms and websites. By this initiative Unife also intends to fulfill its teaching role, which includes the promotion of correct Italian language not only at the even at the semantic and gender level, but also at the grammatical one (from the introduction to Handbook by the Dean, Professor Giorgio Zauli).

It should be emphasized that art. 5, paragraph 3 of the new Statute of the University of Ferrara (activated on 30th October 2016) states: “*In drafting its acts, the University uses the Italian language in awareness, respect and appreciation of gender differences*”.

6.b Interventions to fight sexual, moral and psychological harassment, bullying, straining (forced stress at the workplace) and discriminations of any kind

The project involves the identification of strategies to prevent these negative events, by planning specific courses and seminars, in order to prevent problems and establish a relaxed work or study environment, free from anxiety and conflicts.

6.b.1 Free self-defense courses

Since 2014, the Equality Bodies of the University of Ferrara, in collaboration with the Center for University Sports (CUS) of Ferrara, promoted free courses of self-defense for female students and University employees: together with martial art techniques, these courses also included detailed psychological aspects and criminal profiles.

A total of 30 places were available in 2014, distributed as follows: 23 for female students (3 of which as priority places for disabled students) and 7 for employees. In March 2017, the courses were open also to male participants with the same ap-

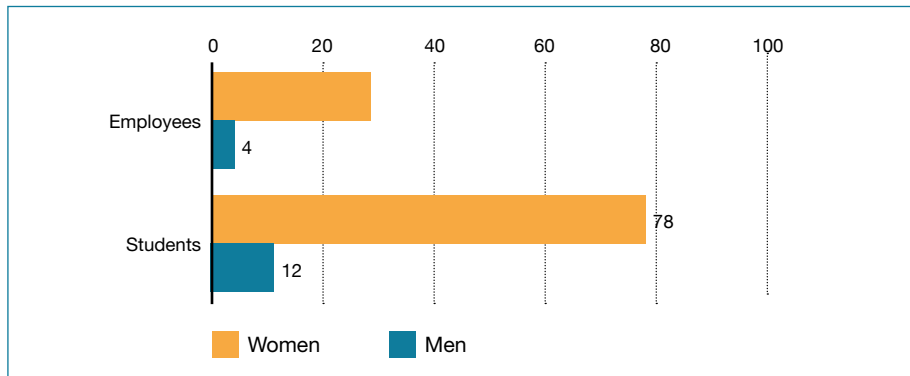
proach: the participation was fairly successful. A total of 118 people participated in 2017, distributed as follows:

- female students 78
- male students 12
- female employees 24
- male employees 4

The budget allocated was Euro 1,000 and was completely spent for the initiative. Between September and October 2017 a second edition of the course was planned only for students, to accommodate people who could not attend the previous edition and to insert 25 new places which were made available. This edition had new rules: the participants could take with them their own children, who could attend dedicated spaces for games or sports. A budget of 500 euros was allocated for this initiative and was completely spent.

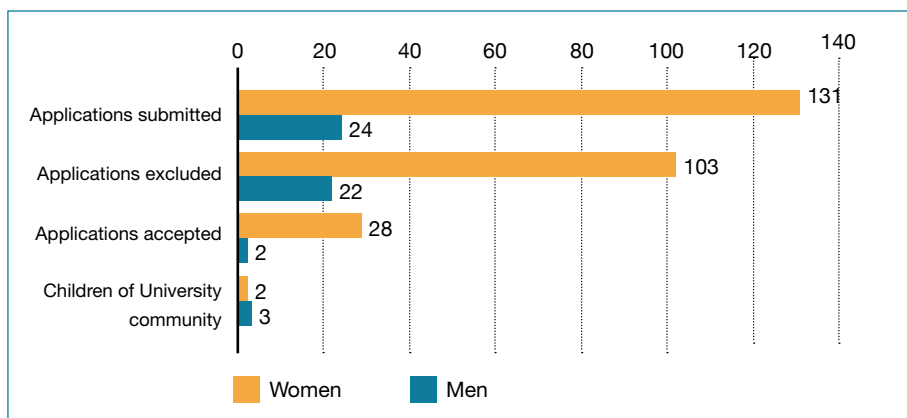
The available places for this edition were 25. A total of 131 females and 24 males applied: 28 applications from females and 2 from males were accepted. In both editions of 2017, a higher number of people were welcomed to attend in comparison to the available places, compatibly with the allocated structures.

Figure 6.1a: Participation to the free self-defense course by gender, March 2017



Source: Coordination of equal opportunities and disability of Unife

Figure 6.1b: Participation to the free self-defense course by gender, October 2017



Source: Coordination of equal opportunities and disability Unife

6.b.2 VADEMECUM against gender violence

Since 2013 the University of Ferrara promoted the publication of a **Vademecum containing information and useful suggestions to fight gender-based violence**.

The vademecum, translated into English, French, Russian, Chinese and Arabic, derives from the introductory Seminar of the free course of self-defense for female students and employees of Unife.

It is currently being updated with the help of law enforcement officers participating to the Protocol to Fight Violence against Women. The update is expected to be completed within 2018.

6.b.3 Double transcript of records

The project “**Double transcript of records**” was established to meet the needs of students who were in situations of gender transition. For students undertaking a gender transition path, some university procedure, such the exam rounds, may be embarrassing for the obvious contrast between external appearance and legal names: this embarrassment may lead to renounce enrolling at the university at the end of senior high school or to drop out of university studies when already enrolled. In order to avoid these discomforts and promote the well-being of the entire student community, the University of Ferrara has decided that in these cases it is possible to acquire an “alias identity”, namely use a name different from the personal one in the interactions with the University, for example for rounds, booking and registration of exams.

To provide rules for the procedure to be followed and for creating an “*alias identity*”, a specific working group was set up in June 2014: the group analyzed the related laws and provided a feasibility study. The procedure for the assignment of an “alias identity” academic career, the drafting of the Guidelines for the attribution of this identity and a *Confidential Agreement* to be signed between the interested party

and the University were therefore established.

The process did not require a specific budget and was approved by the Academic Bodies in October 2014. Until the end of 2017, two people requested the activation of this procedure.

6.b.4 Protocol of agreement to fight violence against women and minors

In July 2014, the University of Ferrara, together with the Prefecture of Ferrara, the Province of Ferrara, the Municipality of Ferrara, the Court of Ferrara, the Juvenile Court of the Emilia Romagna Region and numerous local associations, signed the “Memorandum” for promotion of shared strategies to prevent and fight violence against women and minors. This “memorandum” was renewed in November 2016. Among the objectives of the memorandum there are analyses and shared monitoring of the phenomenon, and development of coordinated actions to prevent and fight it through targeted educational, informative and lifelong learning paths for operators. Other objectives are coordinated strategies for reporting and coordinating interventions, and to support victims, in full respect of the institutional role of each member.

In detail, the University commits itself to:

- support and actively participate in already developed initiatives to promote equal opportunities, awareness and diffusion of culture of human rights and principles of non-discrimination;
- design educational programs for the student community;
- establish appropriate paths for reintegration of female students who are victims of violence;
- develop a specific training course for lawyers providing free legal aid for women and minors who are victims of violence.

Completano il Protocollo:

- the “*Guidelines for reception and treatment in health services of women who are victims of violence*”, rules of conduct for health professionals when a woman victim of violence comes under their attention by direct declaration or suspicion;
- the “*Protocol for the Police Forces regarding domestic and vulnerable offenses*”, containing guidelines for Police forces in cases of violence, mistreatment or abuses involving vulnerable people.

6.b.5 Protocol between Unife and Ferrara District Court

A Protocol was signed on 21st December 2015 between the University of Ferrara and the Ferrara District Court. This protocol, currently undergoing renewal, establishes a mutual commitment to promote enrollment and remove obstacles, including economic ones, to guarantee access to education for people undergoing restriction of liberty, according to the Presidential Decree 230/2000.

The Protocol provides access to courses of the University of Ferrara in the Departments of Law, Economics and Management, Humanities, Mathematics and Compu-

ter Science; it also guarantees economic help and assistance for textbooks and other materials for exams, through the two Protocol referents.

The Ferrara District Court has sections of “security” different from those of other Italian penitentiary structures. The two interested parties, belonging to differentiated detention circuits, could not apply for the University campus of the District Court in Bologna because its inmates belong only to the “medium security” circuit.

Nel corso del 2017 risultano iscritti ai corsi dell’Ateneo due studenti, entrambi immatricolati a corsi di studio del Dipartimento di Studi Umanistici ed entrambi appartengono a circuito detentivo differenziato.

In 2017, two inmate students are enrolled at the University, both in study courses of the Department of Humanistic Studies: both belong to a differentiated detention circuit.

The Biennial Project (2017/18-2018/2019) has the purpose to organize strong and motivated actions of orientation (to enroll an increasing number of students), providing training courses either personalized or compatible with the detention status of the students.

Other interventions to promote “meeting and exchange” between the University and the District Court involve the organization of cultural events in the detention center. These interventions are not necessarily linked to the project “life after detention” but involve short seminars and lectures on topics of general interest (health, reading, music). These events are devised as “open” to the entire population of the prison (not only to students enrolled in university courses), according to the detection rules, and are based on interests shown by the detainees through collection of suggestions and requests.

6.b.6 Protocol for Contrasting Omotransnegativity - Protocol of actions and intervention against discrimination based on sexual orientation

Since 2012, the University of Ferrara has joined the Protocol for Contrasting Omotransnegativity - Protocol of actions and intervention against discrimination based on sexual orientation.

The Protocol, currently under renewal and promoted by the Municipality and the Province of Ferrara, establishes a local anti-discrimination network and an anti-discrimination working table composed of public bodies and private associations, committed to planning, implementing and monitoring awareness actions and fight against discrimination based on sexual orientation and gender identity. The Anti-Discrimination Working Table, protecting differences and contrasting discriminations, among its tasks includes a Provincial Action Plan which could be integrated by other subjects, formally invited by the same Table to debate special issues.

The Protocol was signed by:

- Province of Ferrara
- Municipality of Ferrara
- Ferrara University Hospital

- USL Public Service Corporation of Ferrara
- University of Ferrara
- Circomassimo Arcigay-Arcilesbica of Ferrara
- A.GE.D.O. Association of Parents of Homosexuals
- Rainbow Families Association
- CGIL - New Rights Area
- UIL – Ferrara
- Center for Justice to Women
- Equal Councilor for the Province of Ferrara
- C.A.M. Center for Listening to Maltreating Men
- UISP Provincial Committee of Ferrara

As part of the actions planned within the Protocol, in 2017 Unife implemented the second edition of the project “Unife makes a personal stand” (see paragraph 6.b.7).

6.b.7 “Unife makes a personal stand”

On International Day against homophobia and transphobia, celebrated on 17th May, in 2017 the University renewed the project “*Unife makes a personal stand*”, involving the production of a new poster with the faces of university people and the Unife message “*Unife makes a personal stand to say no to homophobia and transphobia*”. The poster was affixed in the main structures of the University. This initiative embodies the refusal by the University of Ferrara of all forms of physical or psychological discrimination and violence against people belonging to the LGBT community (Lesbian, Gay, Bisexual and Transgender) and working and studying at the University.

OBJECTIVE 7: Information, training and awareness to increase the culture of equality and equal opportunities

7.a - 7b. Organization of Summer School/Master/MOOC “Equality & Diversity”, and maintenance, development and teaching of “Pluralism, diversity and identity: a multidisciplinary approach to knowledge”

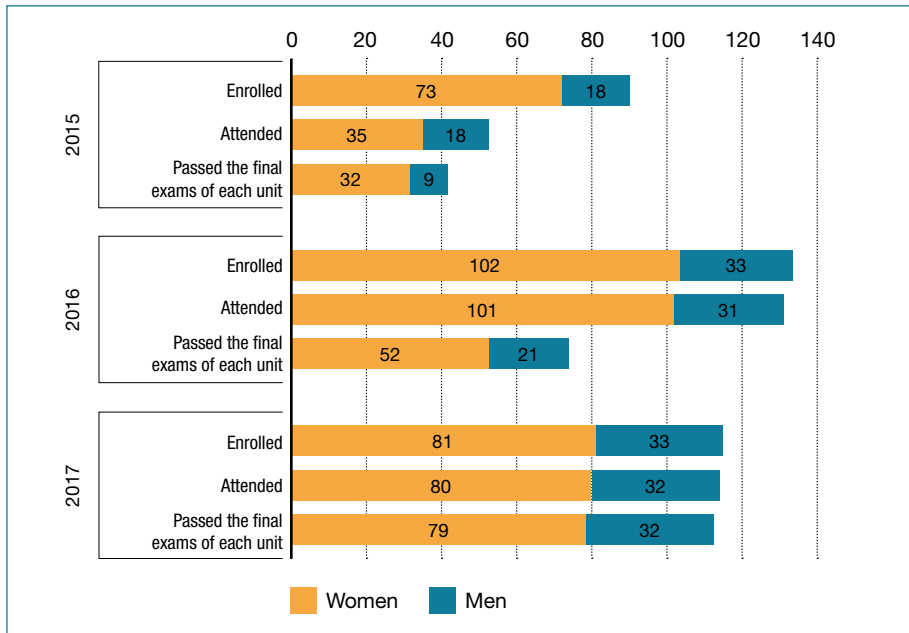
In 2017, the Equality Bodies of Unife decided to gather in the Project “**Pluralism, diversity and identity: a multidisciplinary approach to knowledge - Interdepartmental seminars**” the two actions planned in Objective 7 of the 2017-2019 PAP. The two actions were 7a) Organization of Summer school/Master/MOOC “*Equality & Diversity*” and 7b) Maintenance, development and teaching of “*Pluralism, diversity and identity: a multidisciplinary approach to knowledge*”.

The project was initially a multidisciplinary educational initiative to allow students to discover how pluralism can be expressed in different disciplines and to acquire tools for approaching diversity in many scientific and social fields. The

multidisciplinary interdepartmental seminars “*Pluralism, diversity and identity: a multidisciplinary approach to knowledge*” began in the academic year 2014/2015 and the third edition was held in 2016/2017. The seminars are organized in three different interconnected units, each worth 2 ECTS, for a total of 6 ECTS: students may choose to attend the entire course or only individual units.

All attending students receive a certificate of attendance and those who pass the final exam for each unit obtain credits for their study plan, according to the resolutions by individual Academic Bodies of their course of study.

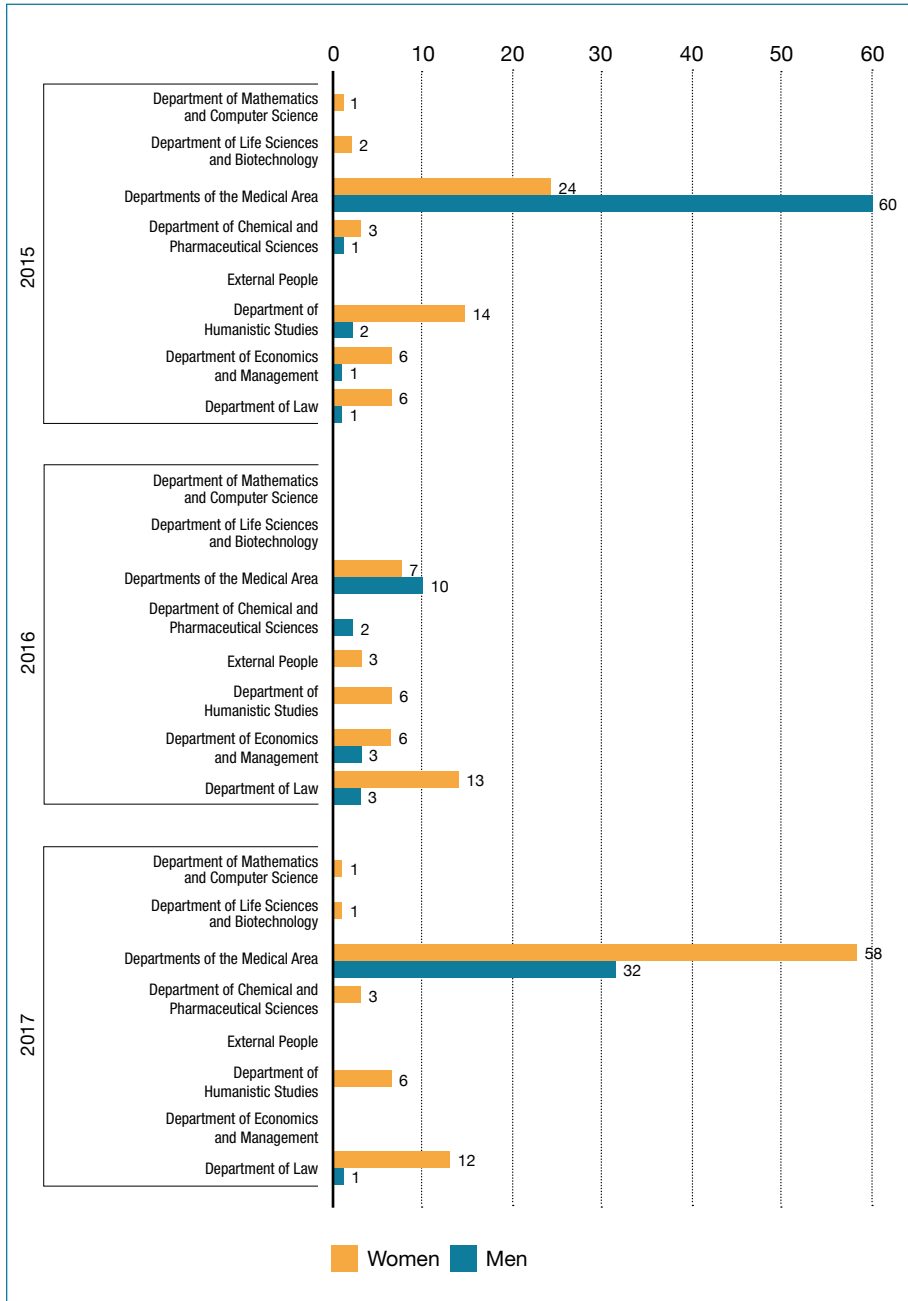
Figure 7.1a: Enrollment, attendance and final exams of the Interdepartmental Seminars on Pluralism by gender, 2015-2017



Source: Training Working Group of Unife

Figure 7.1a shows the gender distribution of students who enrolled in one or more seminar units, attended the seminars and passed the final exam. According to the number of people who enrolled online, the data reveal that the initial interest in the discussed topics was higher among women, although with a decreasing trend (80.2% in 2015, 75.6% in 2016 and 71.0% in 2017). Analyzing the data on frequency, it is possible to observe that in 2015 the percentage of attendance by female students was 71.4% and in 2016 was 76.5%. However, in 2017 this attendance was reduced to 66.0%.

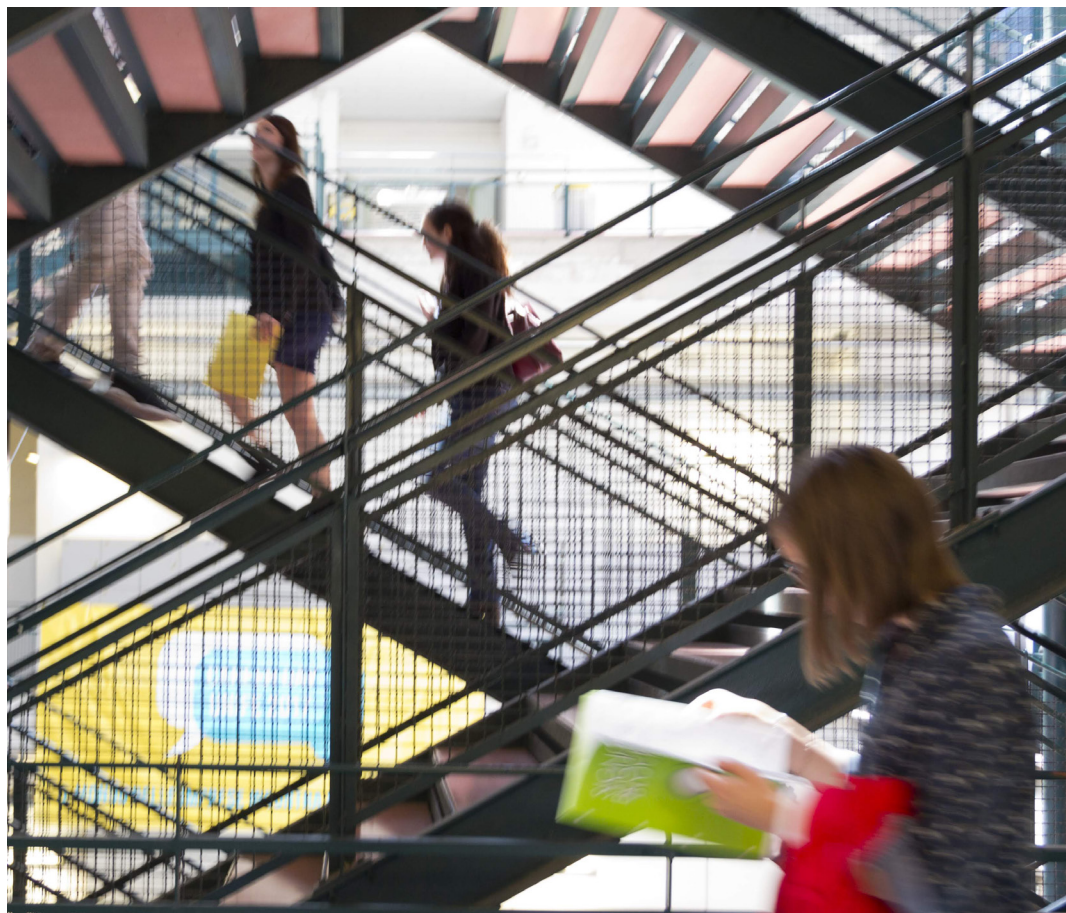
Figure 7.1b: Attendance of Interdepartmental Seminars on Pluralism by Department and gender, 2015-2017



Source: Training Working Group Unife

The data concerning the Departments of the students attending the seminars (Fig. 7.1b) show that the Departments of the Medical Area (Departments of Medical Sciences, Biomedical and Specialist Surgical Sciences, Morphology, Surgery and Experimental Medicine) are the most represented ones. Concerning the gender, a predominant attendance by male students occurred in 2015 and 2016 (the respective percentages were 71.4% and 58.8%) and of female students in 2017 (64.4%). The Department of Law was second, with 92.3% female students attending the seminars in 2017, and the Department of Humanistic Studies was third, with attendance only by female students. It is also possible to observe that in 2017 the students attending the seminars were 78.9% from the Departments of the Medical Area.

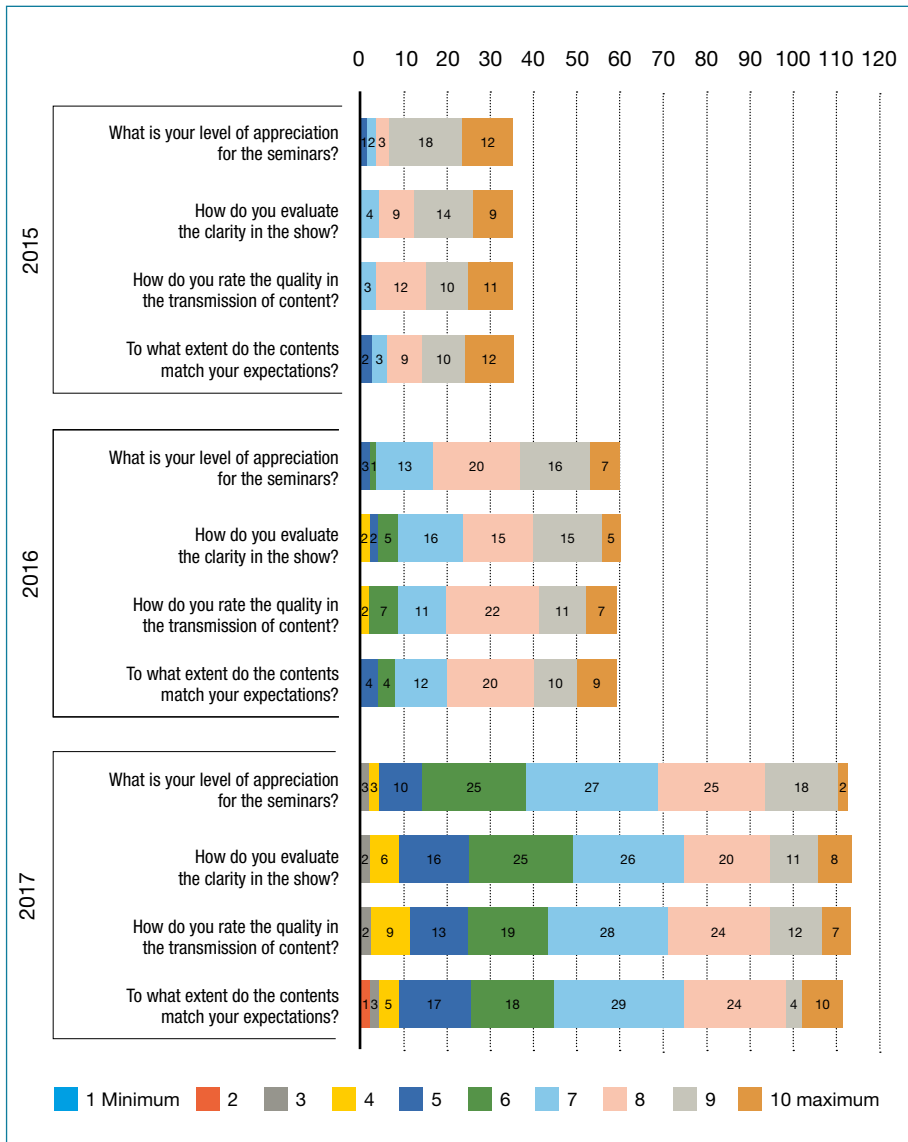
The wide participation in the seminars by students of the Medical area is apparently due to the success achieved by the first edition and to the ever-increasing relevance attributed to gender medicine by students enrolled in medical studies. Direct information by students attending these seminars in 2015 has probably persuaded an increasing number of students to choose the seminars in the next two years.



Scientific and Technology Pole - Archive Unife



Figure 7.1c: Results of satisfaction questionnaires about the Interdepartmental Seminars on Pluralism, 2015-2017



Source: Training Working Group of Unife

At the end of each seminar, an anonymous questionnaire was distributed to verify the level of satisfaction of the participants in relation to the topics proposed and to the usefulness of the information received.

In 2017, a total of 114 questionnaires were distributed to the students attending the seminars. In comparison to the previous years, the students expressed an average lower assessment of the seminars. Analyzing the data shown in Figure 7.1c, it is possible to observe that the maximum degree of satisfaction was expressed by 9% of the students for what concerned correspondence between contents of seminars and expectations, while only 1.8% reported a maximum degree of satisfaction about the seminars. There is a significant difference with data recorded in 2016 and in 2015, where the maximum degree of satisfaction was respectively expressed by 11.67% and 33.33% of the students.

Finally, it should be mentioned the organizational coordination of the course and all teaching personnel involved in the seminars provided their activities free of charge; no costs related to this positive action therefore occurred.

The fourth edition (in the academic year 2018-2019) will provide seminars in blended learning mode, integrating traditional classroom teaching with distance learning. Future editions will probably be proposed by MOOC (Massive Open Online Course).

7.c Organization of seminars on equality, organizational well-being and equal opportunities, aimed at students, teachers and technical-administrative personnel

7.c.1 Italian Sign Language

In the first semester of the academic year 2017-2018, a course on “**Language of Italian Signs (LIS)**” was activated with compulsory attendance at the Department of Humanistic Studies, based on the Master Degree in Foreign Languages and Literatures. The course has the purpose of deepening the grammatical and lexical proficiency in the Italian Sign Language. The course is offered to the entire student community of the University and may be attended by a maximum of 23 students from any study field. In many cases, the course may be included as a free-choice exam or as a supernumerary exam.

7.c.2 Master in “Defense, rights and protection of minors”

The Department of Humanistic Studies has activated a first-level distance Master in “**Defense, rights and protection of minors**”. The Master, in e-learning mode, deals with issues linked to the specificity of child development, with special attention to family dysfunctions and/or problems in socializing with peers. Its interdisciplinary content guarantees the acquisition of skills for analyzing issues by a comprehensive professional approach. This method also allows devising of specific strategies useful to prevent and support children enduring gender and ethnic prejudice, psychosocial risk and family dysfunctions (negligence, abuse and mistreatment). The Director of the course is Paola Bastianoni, Professor at the University of Ferrara.

7.C.3. Culture of inclusion and social responsibility

The Delegate of the Dean for Disabilities, in collaboration with the Central Guarantee Committee and the Equality Council, promoted a training course to build up a culture of inclusion and social responsibility. The course, organized from February to April 2017, was addressed to all technical-administrative personnel and required from participants the attendance of three units:

- legislative unit: sharing the concept of health and disability with the related definitions, sharing regulatory sources to support disabilities at the workplace and at Unife;
- psychological-relational unit: informative and training interventions for changing the mental attitude towards disability, with in-depth analyses of physical, psychic and relational disabilities (person, disability, difficulty, novelty, change and resistance);
- individual-organizational unit: practical exercise involving the design of an intervention respecting the health and well-being of all working people and presentation of a case with discussion and sharing of results.

7.c.4 EduCARE at Unife

The project “**EduCARE at Unife**” provides a series of meetings for all parents working and studying at the University of Ferrara.

The meetings are held by experts in psychology, education and youth issues and are aimed to present solutions to support an incredibly difficult task (parenting) by addressing transversal themes for children of different age groups. Various topics are analyzed during the meetings, among which education, caring and services offered to families in Ferrara.

In 2017, the fourth edition of *EduCARE* at Unife included the following events dedicated to the theme “*Cyberbullying and Bullying: learning to defend children and teaching them to defend themselves*”:

- **16th November 2017:** reserved for parents of children of any age and discussing security issues online, to ensure a mindful and correct use of the network, to make Internet a safe place to navigate.
- **21st November 2017:** reserved for boys and girls of middle and upper secondary schools, discussing topics related to the telematic world.
- **23rd and 30th November, 4 December 2017:** reserved for boys and girls of middle and upper secondary schools. The discussed topics were self-defense techniques to help boys and girls to become more confident in fighting any manifestation of bullying against them, to clarify when physical play becomes provocation and submission and to disengage from unpleasant personal situations.

7.c.5 SeniorCARE at UNIFE

The project “SeniorCare at Unife” provides information meetings on services available to all people working and studying at the University of Ferrara.

Within the positive actions planned for 2017-2019, the Central Guarantee Committee and the Equality Council are defining with the Center of Services to the Person in Ferrara the set-up of an office dedicated to all people working and studying at the University of Ferrara, in order to access services about care of elderly people.

7.c.6 International Family Equality Day

The **International Family Equality Day (IFED)** is an international event promoted by Nelfa (Network of European LGBTIQ Families Associations), which includes the “Rainbow Families”.

Together with 36 nations and 74 cities all over the world, the associations representing LGBTIQ families joined other associations and social organizations to give visibility to the struggle for equality and recognition of a globally increasing family condition. The Council of Europe recognizes IFED as an important tool to oppose homophobia and transphobia and to promote an inclusive society, by increasing the awareness of issues related to sexual orientation and gender identity.

Every country expresses this day according to its social and juridical peculiarities, to carry on the common struggle for full equality.

In Ferrara, the IFED festival not only focused on issues closely related to homogenitorial families, but provided a meeting on problems of families in contemporary society and a celebration day for all families, regardless of their kind.

The motto chosen for the 2017 edition “*Every family is a revolution*” emphasizes once again that there are many types of family, according to the number of components, sexual orientation or gender identity, and every family has its own characteristics and peculiarities.

The festival, open to all citizens and to all families, took place on Sunday 7th May 2017. The program included a round table discussion and recreational activities. The festival received the patronage of the Municipality of Ferrara, the Emilia-Romagna Region, the University of Ferrara, the Parity Council of the University of Ferrara and the Master in “Defense, rights and protection of minors” of the University of Ferrara.

7.c.7 Europe Day

On 9 May 2017 (“Europe Day”), the Informagiovani-Eurodesk and the Antenna Europe Direct of the Municipality of Ferrara, in collaboration with the Center for Documentation and Studies on the European Communities of the University of Ferrara, organized a free screening of the film “*I’m with the bride*”, directed in 2014 by Antonio Augugliaro, Gabriele Del Grande and Khaled Soliman Al Nassiry. The

¹ Lesbian, Gay, Bisexual, Transgender, Intersexual, Queer.

film narrates of a Palestinian poet and an Italian journalist who help five Syrian and Palestinian refugees to reach Sweden without being arrested by the authorities, staging a wedding procession, since “no one would ever stop a wedding procession”. During the journey through Europe, the protagonists narrate their stories, hoping for a future without wars or borders.

7.c.8 HIV - Protecting ourselves from the virus and from the related stigma: we are all involved

On World Day for fight against AIDS (1 December 2017) the initiative “**HIV - Protecting ourselves from the virus and from the related stigma: we are all involved**” took place with the aim to promote health and correct information for prevention of HIV infection.

For the 2017 campaign against AIDS, the Municipality of Ferrara, the USL Public Service Corporation, the University Hospital and the University of Ferrara decided to focus attention not only on prevention, but also on the fight against discrimination and prejudices (“stigma”) affecting HIV-positive people, which often makes the topic of HIV a “taboo”. This HIV-related stigma not only provokes hurts and sufferings, but also feeds disinformation and silence on the virus, one of the causes of the constant increase of new infections, especially among young people.

OBJECTIVE 8. Monitoring and promotion of research projects for equal opportunities

8.a Gender Report and central budget: a gender approach in the preparation of the University budget

The **Gender Report** of the University of Ferrara is a permanent monitoring tool to evaluate the implementation and effectiveness of the planned actions, to identify the critical points within the University related to equal opportunities and to define the main actions for improvement. The volume is issued every year as part of the internal policies to increase efficiency, transparency, democracy and redistribution of public resources, for the benefit of the entire university community. Included in the Plan of Positive Actions (PAP), the Gender Report is the essential starting point to define action plans and policies to promote equal opportunities.

Concerning the budget for the project (costs for layout, proofreading, preparation of files for printing and pdf downloadable from the Unife website, costs for printing and for revision of the English version) and actual costs to produce the volume (Table 8.1), it is interesting to note how the total costs, although changed from 2015 to 2017, have steadily settled at a value lower than the allocated budget.

Table 8.1: Gender Report, allocated budget and actual costs, 2015-2017

Year	Budget	Costs
2015	€ 8,000.00	€ 5,223.00
2016	€ 6,800.00	€ 6,013.00
2017	€ 9,000.00	€ 7,061.00

Source: Office for Collegiate Bodies and Elections of Unife

An analysis of the feasibility of the project **Gender Report and Central Budget: the gender approach in the preparation of the University budget, as a tool to integrate and direct economic planning and allocation of University resources**, is currently underway. This project is included in the 2017-2019 PAP, based on elaboration of results of the three-year budget allocated by the University for positive actions.

The decision of the University of Ferrara to make the Gender Report a “*routinary*” experience included in administrative and programming procedures of the University, confirms the close connection of this tool with the general processes of the Report and the University performance cycle.

In order to publicize the Gender Report model developed by Unife among Italian Universities, many seminars and meetings were organized along the years at other universities, followed by the project Gender Report for Public Administrations (GeRPA). The **GeRPA Project** was based on an agreement between the University of Ferrara and the Department for Equal Opportunities of the Presidency of the Council of Ministers for drafting of a “Gender Report model” to be implemented in public administrations. Since 2017, a representative of the Scientific Committee of the Gender Report of the University of Ferrara attends the “*Working Group on Gender Equality*” at the Conference of the Deans of Italian Universities (CRUI), coordinated by Francesca Caroccia, Professor at the Department of Industrial Engineering and Information and Economics at the University of L’Aquila. As part of the Working Group, a project was initiated in 2018 to define common methods to prepare Gender Reports in Italian Universities.

The Gender Report of the University of Ferrara was adopted as a starting model for the construction of national guidelines shared by other Universities, to make an easier comparison among different data and experiences within the University system.

8.b Participation to HORIZON 2020 and other research projects about equality, equal opportunities and promotion of organizational well-being

The project has not yet started due to lack of funding from the University, but may begin in the next three years of programming.

8.c Scholarships for dissertations on equality, equal opportunities and work well-being

The project has not yet started due to lack of funding from the University, but may begin in the next three years of programming.

8.d Support for research projects by Unife researchers on equality, equal opportunities and work well-being

The project has not yet started due to lack of funding from the University, but may begin in the next three years of programming.

At the end of this chapter, it is relevant to state that working groups were established for all previously mentioned objectives (see Chapter 3) and all activities mentioned in this section were successfully carried out, thanks to the work (free) of members of both CGC and the EC, and of people outside the committees who believe in the policy of equal opportunities for those who study and work at Unife.

VIII. Conclusions

The *Gender Report* (GR) of the University of Ferrara is a tool for monitoring policies for equal opportunities, aimed at analyzing the gender composition at all levels and the impact of actions already implemented under the Positive Action Plan (PAP) 2017-2019. The *Gender Report* was prepared and approved by the Equality Council and the Central Guarantee Committee, then endorsed by the Academic Bodies of Unife and fully integrated into the University Strategic Plan. The 2017 edition of GR continues to monitor activities that are part of the cyclical process of planning, implementing, monitoring and reviewing policies for equal opportunities carried out by the University. It is a relevant document that should be carefully examined, in order to identify how and when to intervene and what should be included in future plans.

An in-depth analysis of the 2017 GR reveals the following points:

- concerning the student component, as in previous GR editions it appears that female students usually graduate before male ones and more rarely out of the set time for studies: the percentage of female students on total graduates is 59.9%. The percentage of female students attending the admission tests for courses with “*numerus clausus*” is therefore higher, as also the percentage of female Erasmus students, both coming from abroad (68.9%) and going abroad (55.0%)

Regardless of better results and higher mobility of female students, it is still possible to observe an “*horizontal segregation*”, namely female students are mostly enrolled in humanistic studies. This segregation reveals the permanence of gender stereotypes, recurring in all stages of the career of female students, researchers and teachers, as shown in Figure 4.15 concerning the presence of females and males in a typical academic career in the area of Science and Engineering. These data replicate those provided by Almalaurea concerning the work market: three years after graduation, there is a 7% point gap between female and male employees, which reflects the difficulty of females to find employment.

- concerning academic teachers, there are two alarming data: the small number of female professors (19 female full time professors on a total of 129 full time professors, and 88 female associate professors on a total of 153 associate professors in 2017) and the small number of female members in the academic bodies (7 females on a total of 24 members in the Academic Senate, 3 Directors of Departments on a total of 11, 4 in the Board of Directors on a total of 10, 7 in the Research Council on a total of 17). Inequality is also clear in the composition of the Board of Auditors (2 females on a total of 5 members) and of the Evaluation Unit (2 females on a total of 6 members).

The only exceptions are - not surprisingly - the CGC (where the number of female members is almost equal to male ones), the EC (almost exclusively composed of female members) and the TAS Council (characterized by a large female prevalence in its active and passive electorate). It is worth mentioning that the composition of the Presidium of Quality perfectly comply with gender equality (five female and five male members).

- concerning technical and administrative personnel, the more frequent use of family leave by female employees is confirmed, together with a higher percentage of part-time contracts issued to female employees (47 against only three male employees). Moreover, from 2015 to 2017 only females requested the conversion of full-time to part-time contracts. Therefore, employees who must renounce to work at the University because of family commitments are mostly women, as confirmed also by data on use of family leave by academic personnel. The data on 100% paid parental leave also show that males are more likely to use parental leave when they maintain their full wages: in 2017, only three TAS male employees received unpaid leave for a total of three days. It is clear that the work-family conciliation policies initiated by the University must be strengthened, developed and oriented towards a shared family care.

The *Glass Ceiling* phenomenon is also observed among technical-administrative personnel: at Unife, two out of three managers and the General Manager are males. Another situation highly negative for females is that of allowances, whose beneficiaries are mostly males.

The monitoring of the first year of the PAP 2017-2019 shows that most actions carried out within the plan were directed to all people working and studying at Unife. In planning and implementing PAP actions, an attempt was always made to involve a larger audience, as shown by training interventions for not only students, but also teachers and technical and administrative personnel (see for example the Interdepartmental Seminars on Pluralism, Diversity and Identity, the course on Culture of Inclusion and Social Responsibility, the self-defense courses). Actions reserved for only a part of people at Unife have the purpose to solve specific problems, such as teleworking (reserved for technical-administrative personnel) and the “double transcript of records” (reserved for students undertaking a gender transition path).

The integrated approach to factors preventing a real equality within the University allowed to modulate positive actions and improve their effectiveness. For example, teleworking and *Baby Pit Stop* positions were designed to reconcile family commitments and work, or to solve the problem of distance between home and the workplace.

The gathering of positive actions under the eight objectives of PAP 2017-2019 may overshadow their actual extent, but an identification of specific objectives is required to establish the duties and the role of each Academic Body in the University.

Another essential step was the communication and diffusion of the developed actions. Thanks to the constant support of many University people who spent time and energy for the activities of the Equality bodies, the *Equality & Diversity* portal and the Newsletter were established, and the *Facebook page Equality & Diversity* was activated. Members of the Equality bodies attended conferences and seminars to explain the actions planned and implemented.

The Delegate of the Dean for disabilities, the EC and the CGC also established numerous relationships with local public and private bodies. An agreement for the use of municipal and affiliated nursery schools was signed with the Municipality of Ferrara; with the collaboration of the same Municipality and of neighbour ones, of the USL Public Service Corporation and of other local associations. Training sessions of EduCare and SeniorCare were also organized; a convention for summer camps was signed with the Centre for University Sports (CUS) and with TPER (Transport of

Passengers Emilia-Romagna S.p.A., Bologna). An agreement for purchase of annual personal passes at reduced rate, a protocol dealing with violence against women and minors, a protocol with the Ferrara District Court and a protocol against homo-transphobia were also signed. The Equality bodies attended the International Day against homo-transphobia, by the campaign “*Unife makes a personal stand*” the University said no to homo-transphobia, and the initiative “*Children in the office*” promoted by Corriere della Sera was also joined by Unife in 2017.

Among the results achieved, since 2015 the GR carried out a transition from a neutral female language, used in the first GR editions, to the “*Guidelines for the use of gender in the administrative language at Unife*”. The GR finally compiled a “Handbook for the use of gender in administrative language and for the preparation of accessible documents”, which was published in May 2018 thanks to the commitment of the working group on gender language.

Among critical issues, there was the agreement with the Municipality of Ferrara for access to municipal and affiliated nursery schools. The difficulties in this agreement concerned not only its management, since the drafting required a great deal of effort by personnel from both administrations, but also its economic aspects. The University rules for a central budget may allocate every year large amounts of funds but, if these funds are not used, they must be returned to the general University administration at the end of the year. This cumbersome procedure forces the Equality Bodies to renegotiate every year the allocation of funds.

It should also be mentioned that for technical-administrative personnel it is easier to use the University benefit funds, because they are linked to collective bargaining and can not be used by students and teachers.

Another critical issue was the lack of participation of teachers and students to the Equality bodies. To encourage their participation it would be useful to intervene on University Regulations concerning academic duties of the teachers, as planned in PAP 2017-2019.

A relevant step was the decision by the University to have an equal gender representation in the Unife Bodies, to compensate for the limited participation of female professors in the University governance. This step, whose impact is monitored each year, has yielded a new awareness and an increased female participation to some University Bodies.

As in the GR 2016, in GR 2017 there was a chapter devoted to “Resources for equal opportunities”, to monitor the resources allocated to equal opportunities within the Central Budget of the University. The next editions will also monitor the gender impact of the resources used by the University to carry out its institutional activities.

The GR 2017 also emphasized that the commitment by Unife to promote a real equality among people studying and working at the University was acknowledged nationally by the assignment of the project “Gender Report for Public Administrations” (GeRPA). The GR was ranked among the three “best practices” by the European Institute for Gender Equality. The University of Ferrara also attended the CRUI Working Group, established in 2017 and coordinated by Francesca Carocchia, Professor at the University of L’Aquila. The CRUI Working Group had the purpose to implement projects on equality and equal opportunities, including drafting the Guidelines about Gender Report in Italian Universities.

At the end of this work, we would like to thank all people who provided contributions and took part in the fascinating world of Equality & Diversity. Heartfelt thanks are due to everybody attending the working groups and carrying out the numerous activities promoting equality (their names appear in Chapter 3 “Organs for the protection of equality and support offices”) and to people constantly supporting our activities. Special thanks are due to Chiara Oppi and Lucia Manzalini: without their constant and reliable support, the Gender Report of Unife would not have been written and would not have continued to grow.

To everybody who wish to commit to University policies, our invitation is to contact us, propose ideas and suggestions, and provide advice. The Equality & Diversity exists because there are people for whom equality and integration are basic principles that must guide every activity at the University.

[Cinzia Mancini](#), President of the Central Guarantee Committee

[Maria Gabriella Marchetti](#), President of the Equality Council

IX. Appendix

1. Acronyms and Abbreviations

A.Y.	Academic Year	EOP	Percentage of costs for equal opportunities
AA.YY.	Academic Years	ER	Emilia-Romagna region
AFAM	Higher Education in Art, Music and Dance	ERC	European Research Council
a.g.	after graduation	Eurostat	Statistical office of the European Union
AMI	Mobility Agency of the Province of Ferrara	Fig.	Figure
ANAC	National Anti-Corruption Authority	FIR	Funding of research projects
Art.	Article	FIRB	Fund for Investments in Basic Research
AS	Academic Senate	GCI	Glass Ceiling Index
ASP	Public Human Services company	GR	Gender Report
BoD	Board of Directors	HES	Higher Education Sector
c.	clause	HR	Human Resources
Cat.	Category	IFED	International Family Equality Day
CCNL	National Collective Labor Agreement	ISCED	International Standard Classification of Education
CGC	Central Guarantee Committee	IT	Information Technology
Chap.	Chapter	ITU	International Telecommunication Union
Co.Pr.E.S.C.	Provincial Coordination of Civil Service Associations	L.	Law
CRUI	Conference of Rectors of Italian Universities	LGBTIQ	lesbian, gay, bisexual, transgender/transsexual, intersex and queer/questioning
CSC	Center services and consulting for the school integration	LIS	Language of Italian Signs
CUN	National University Council	Ltd	Private Limited Company
CUS	Centre University Sports	LTTA	Laboratory for Technologies of Advanced Therapies - Biotechnology applied to medicine
D. lgs.	Legislative Decree	MechLav	Laboratory for Advanced Mechanics
D.R.	Rector's Decree		
EC	Equality Council		
ECTS	European Credit Transfer System		
EOD	Equal Opportunity Department		

MIUR	Italian Ministry for Education, Universities and Research	Tab.	Table
		TAS	Technical and Administrative Staff
MOOC	Massive Open Online Courses	TekneHub	Laboratory of the Platform Network Construction of Emilia-Romagna High Technology
NA	Not available		
N.B.	Note well		
p.	paragraph	TPER	Passenger Transport Region of Emilia Romagna
PAP	Plan of positive actions		
PhD	Doctor of Philosophy	UNICEF	United Nations International Children's Emergency Fund
PRIN	Research programs of national interest		
RTD-A	researcher type A (junior)	UNI-CPG	The Italian Association of Coordination Committees of Equality and Guarantee of Italian Universities
RTD-B	researcher type B (senior)		
SIR	Scientific Independence of young Researchers	Unife	University of Ferrara
S.U.C.	Sport University Centre	UN WOMEN	United Nations Entity for Gender Equality and the Empowerment of Women
SSD	Scientific Disciplinary Sector		
T&ATech	Laboratory Terra&Acqua Tech - environment, water, soil, land	UN RIC	United Nations Regional Information Centre
		USL	Local Health Units

2. Tables of correspondence

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

SSD	Area CUN	Area CUN	<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* utilizza la classificazione dei settori di studio OCSE.

Table of correspondence between European and Italian classification of students

ISCED 2011 Classification	Level	Level of education in the Italian system
ISCED 6	Bachelor's or equivalent level	Laurea triennale
ISCED 7	Master's or equivalent level	Laurea specialistica/magistrale o a ciclo unico
ISCED 8	Doctor or equivalent level	Dottorato di ricerca

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.		

A series of horizontal dotted lines for writing notes.



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