



**Gender
Report**

GENDER REPORT

UNIVERSITY OF
FERRARA

2014

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UNIVERSITY
OF FERRARA
- EX LABORE FRUCTUS -

Gender Report

University of Ferrara

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To develop the **2014 GR**, a **Scientific Committee** was created,
composed by:

- Pasquale Nappi, *Rector*
- Cristiana Fioravanti, *Deputee of the Rector to Equal Opportunities*
- Silvia Borelli, *Chair of Equal Opportunities Committee*
- Cinzia Mancini, *Chair of C.U.G.*
- Emidia Vagnoni, *Full professor at Department of Economics and Management*
- Chiara Oppi, *PhD student at Scuola Superiore Sant'Anna of Pisa and collaborator at the Department of Economics and Management*

and a **Control Group** composed by:

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



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Università degli Studi di Ferrara
Progetto Equality & Diversity
Piano di Azioni Positive 2014-2016

I. Presentation

“The European Parliament adopts the definition of gender budgeting – intended as the application of the principle of gender mainstreaming in the budgetary process - proposed by the informal network on gender budgeting organized by the Council of Europe; it believes that this consists of adopting a assessment of the impact of fiscal policies on gender by incorporating a gender perspective at all levels of the budgetary process and restructuring revenues and expenditures in order to promote equality between the genres; it stresses that gender budgeting is not intended to produce separate budgets for women, but rather to intervene on public budgets, since they are not neutral in terms of gender and since they have a different impact on women and men, both in terms of revenue and outputs; with this in mind gender budgeting implies that, within the programs, actions and policies, revenue and expenses are assessed and restructured in order to ensure that the priorities and needs of women are taken

into account as the same as men, with the ultimate goal of achieving equality between women and men” (European Parliament resolution on gender budgeting of 3 July 2003).

Also in 2015, the University of Ferrara realized a new edition of the Gender Report (referred to the year 2014). Forecasted in the 2011-2013 positive action plan and indicated as a means of continuous monitoring of all policies and actions of the University in the 2014-2016 plan, the Gender Report describes the overall picture of the three components of the University (students, technical and administrative staff and academics), considering the different participation of women and men in the activities of the University of Ferrara. The objective of the Gender Report is to evaluate the impact on men and women of the policies put in place: gender mainstreaming, that is assessing the implications for women and men of any planned action in all areas and at all

levels, thus becomes an essential principle for the planning of all the policies and budgets of the University of Ferrara. The Gender Report is therefore an essential starting point in the definition of the positive action plan and policies to promote equal opportunities.

The University of Ferrara, due to its preeminent role in research and experimentation activity on the subject of gender balance, represents a datum point at national level in equal opportunities policies, by implementing its Statute, which establishes that «UniFe guarantees the respect of the equal opportunities constitutional principle among men and women in the access to public offices, promotes the equal representation of every gender in the nomination of components of every University’s body and the equal presence of the genders also in the elective bodies.»

In its fourth year, the Gender Report shows the different composition of the groups that operate within the University

of Ferrara (students, doctoral students, research fellows, academics and technical and administrative staff). In particular, the number of students enrolled in the various courses is presented from a gender viewpoint. It shows the different proportions of women and men present in the various levels of technical and administrative staff career and in different stages of the evolution of their academic career. It also shows data related to the use of leave for family reasons, as well as requests for conversion of employment to full-time to part-time.

Moreover, the Gender Report details the participation of women in the various governing bodies of the University, as well as the functions of the bodies within the University concerned in promoting equal opportunities (the Rector's Deputy for equal opportunities, the Equality Counsel and the Single Guaranteeing Committee). The University's organs that, in general, guarantee the well-being, and the respect for the dignity of all those who work and study at the University of Ferrara are also presented. Appropriate chapters are then devoted to the description of the positive action plan and the initiatives to achieve the objectives set out therein.

Moreover, in the 2014 Gender Report, thanks to the important collaboration with the Statistic Office of the Ministry for Education, Universities and Research, it was possible to compare data relative to the University of Ferrara, with the corresponding national data. The comparative analysis allowed a check on UNIFE's position within the context of Italian universities, better spotlighting which actions to promote equal opportunities are most required. The inclusion of the indicators used in the European report *She Figures* then shows where the University is placed in the context of EU countries.

Special thanks to the coordination group of the Gender Report, the Rector's Deputy for Equal Opportunities, as well as the Chair and all members of the Board of Equality and Single Guaranteeing Committee, whose assiduousness and tenaciousness made the realization of this third edition of the Gender Report possible.

The Rector of University of Ferrara,
Prof. Pasquale Nappi




II. Methodology

The **2014 Gender Report** (henceforth **2014 GR**) reports the different gender composition of the groups who operate in the University of Ferrara, and the participation of women and men in University boards. To wholly achieve this aim, all the components who act within the University, i.e. students, PhD graduates, technical and administrative staff and academic staff, have been considered. Furthermore, the 2014 GR presents a plan of positive actions adopted and initiatives undertaken by the bodies active in University, to promote gender equality and equal opportunities.

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

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

The innovation introduced from the 2013 GR allows a deeper analysis of the situation of the University of Ferrara in comparison to the Italian context and to the European average. For an immediate usability of the data, EU flags were inserted to identify indicators which can also be found in the *She Figures*, with the indication of the page and table or figures referring to the 2012 *She Figures* Report.

This report can be downloaded at: http://ec.europa.eu/research/science-society/document_library/pdf_06/she-figures-2012_en.pdf.

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All our thanks to the University of Ferrara administrative staff for its willingness and collaboration in providing data. Our thanks also go to Maria Teresa Morana and Simonetta Sagramora for their precious support, as well as Gabriella Catalini for revising the 2013 GR English version.

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

Enjoy your read!



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III. Gender in the University: indicators

1. PEOPLE IN UNIVERSITY

Overall, considering the students and the staff at different grades, the University of Ferrara maintains a substantial balance between the two genders. However, 2014 data do detect a slight increase of the female gender (54.89%) compared to 2013 (54.67%).

In addition, several aspects need to be emphasized with regard to details of the composition (see Table 1): the presence of female students shows a slightly rising trend, in fact in 2014 they represented 55.00% of the total number of students UniFe (in 2013 they were 54.85%), and, as a result, the male students went from 45.15% in 2013 to 45.00% in 2014. Moreover, in 2014 there was an increase in the presence of female PhD students (increased from 52.16% in 2013 to 52.62% in 2014) and an increase in female Grade D staff (from 56% in 2013 to 57.5% in 2014). With reference to all the other categories, a increase in the representation of the female gender can

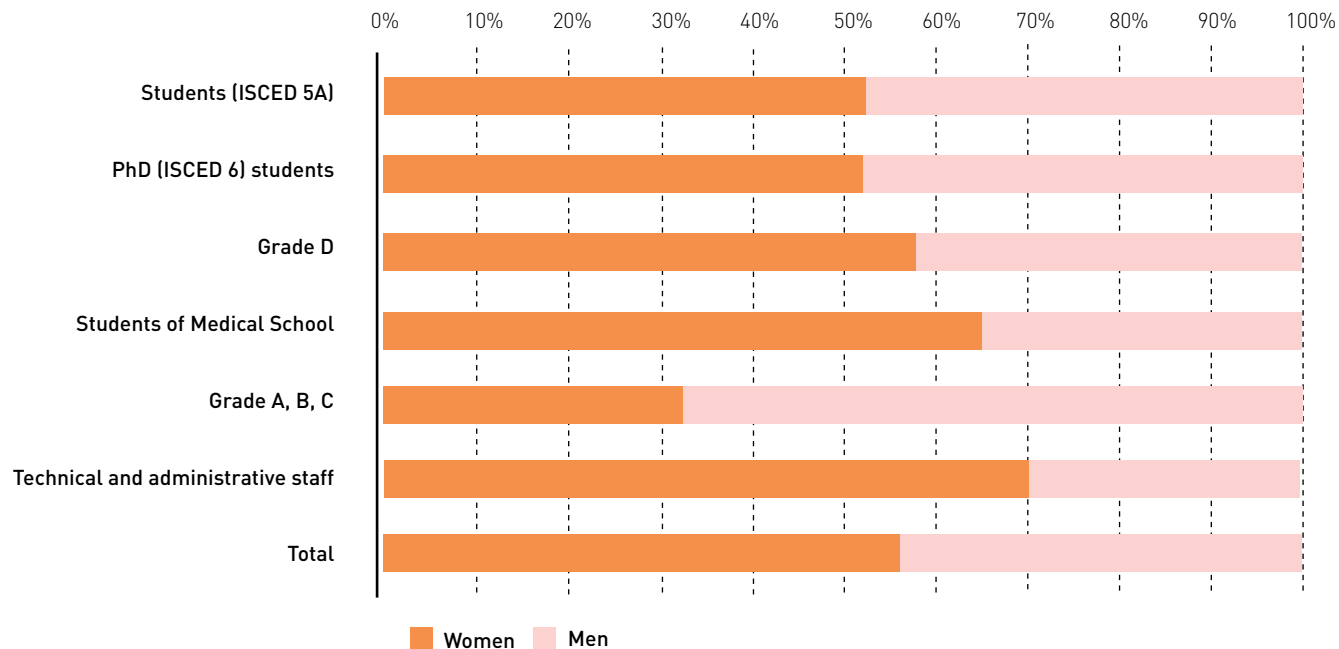
Table 1.1: People in University, by gender 2012-2014

	Women			Men		
	2012	2013	2014	2012	2013	2014
Students (ISCED 5A)*	8 900	8 876	8 633	6 945	7 307	7 063
PhD (ISCED 6) students	181	205	201	181	188	181
Grade D	137	143	142	129	112	105
Student Doctors*	230	249	244	106	119	126
Grade A, B, C	207	202	200	429	423	416
Technical and administrative staff	387	351	387	175	163	166
Total	10 042	10 026	9 807	7 965	8 312	8 057

*Data refers to AA.YY. 2012/2013, 2013/2014, 2014/2015
Source: HR Division UniFe and Statistical Office MIUR

be detected: both the percentage of female students attending Medical School (69.95% in 2014 vs 67.7% in 2013) and women among the technical and administrative staff (70% in 2014 vs 68.3% in 2013) are increased, while a slightly rise occurred among academic staff (32.5% in 2014 vs 32.3 % in 2013).

Figure 1.1: Composition of students, academic, technical and administrative staff, by gender 2014



Source: HR Division UniFe and Statistical Office MIUR

The situation presented above is summarized in Figure 1.1 with regards to the reference year (2014). The female gender is at the lowest representation within the academic staff, slightly exceeding the value of 30%, while it is more broadly represented in the category of technical and administrative staff (nearly 70% of the total). It is also necessary to emphasize the widespread presence of the female gender among the students, the PhD students and Grade D researchers. The female PhD students are more than 50% of the total, female grade D are approximately 57% of the total number of research fellowships. Finally, a considerable access of women to Medical School (65.9% of the total) is also detected.

2. STUDENTS

Table 2.1 shows details of the student composition by gender and department. As already briefly pointed out with reference to Table 1.1, the small decrease in the percentage of total female students involves the majority of the departments of the University.

Table 2.1: Enrolled students by department and gender, 2012-2014

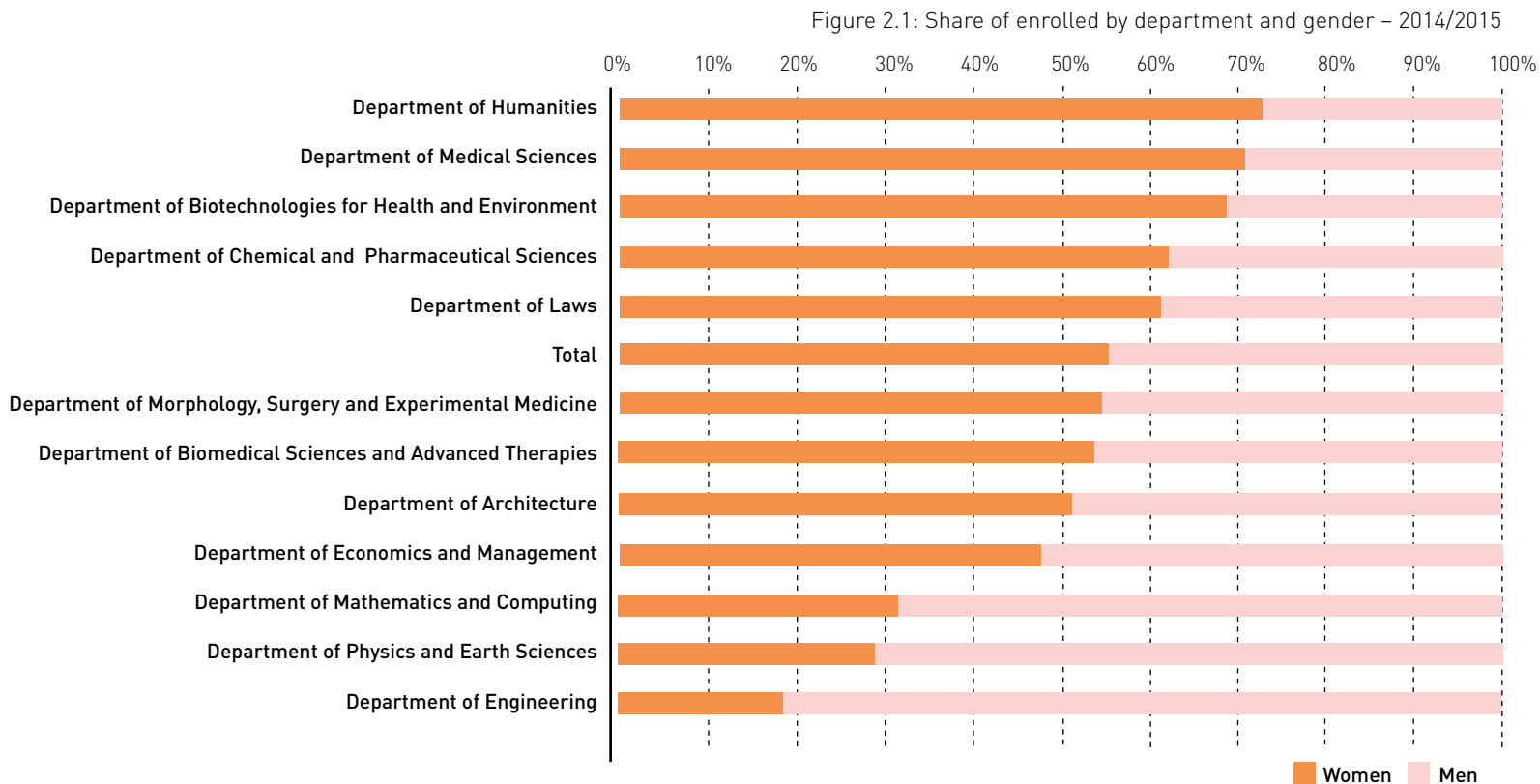
Departments	A.Y. 2012/13		A.Y. 2013/14		A.Y. 2014/15	
	Total	Proportion of women	Total	Proportion of women	Total	Proportion of women
Architecture	929	56	935	51	921	52
Economics and Management	1 903	48	2 070	47	2 095	48
Physics and Earth Sciences	341	33	347	31	354	29
Laws	2 329	62	2 318	62	2 104	61
Engineering	1 613	19	1 651	20	1 577	18
Mathematics and Computing	387	33	401	33	370	32
Morphology, Surgery and Experimental Medicine	1 718	55	1 828	54	1 898	55
Biomedical Sciences and Advanced Therapies	846	53	912	52	941	53
Chemical and Pharmaceutical Sciences	803	66	788	65	733	64
Biotechnologies for Health and Environment	2 017	70	1 905	68	1 691	68
Medical Sciences	991	69	990	68	971	71
Humanities	1 968	74	2 038	73	2 040	74
Total	15 845	56	16 183	55	15 696	55

Source: Internal Audit Division UniFe

While the departments of Medical Sciences and Humanities have presented for the last two years a slightly increase

(+3% and +1%), the percentage of female students has remained unchanged at the department of Biotechnologies

for Health and Environment, while decreasing at the other departments.



Source: Internal Audit Division UniFe

In absolute terms, in regard to students enrolled in A.Y. 2014/2015 (Figure 2.1), the largest number of female students is detected in the departments of Humanities, Medical Sciences, Biotechnology for Health and Environment, Chemical and Pharmaceutical Sciences, and Laws.

The following table 2.2 shows the students enrolled, in 2014, in the various types of study courses (bachelor degree, master degree, single-cycle degree) and within the different departments, showing a strong presence of female students across the educational offer, regardless of the duration of the study course, in line with data shown previously, except for the degree programs of the departments of Engineering and Physics and Earth Sciences.

Table 2.2: Students enrolled in degree programs before the reform, bachelor degrees, masters degrees and single-cycle degree by gender, 2014/2015

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	11	45	167	38	0	0	743	55
Economics and Management	5	40	1 651	46	439	52	0	0
Physics and Earth Sciences	5	20	242	31	107	23	0	0
Laws	80	64	396	65	14	79	1 614	60
Engineering	21	19	1 139	16	417	24	0	0
Mathematics and Computing	0	0	330	27	40	73	0	0
Morphology, Surgery and Experimental Medicine	74	69	245	48	51	61	1 528	55
Biomedical Sciences and Advanced Therapies	2	50	706	53	138	62	95	44
Chemical and Pharmaceutical Sciences	16	69	142	41	37	41	538	72
Biotechnologies for Health and Environment	31	61	506	65	211	71	943	70
Medical Sciences	0	0	904	70	67	76	0	0
Humanities	22	86	1 750	74	268	77	743	0
Total	268	61	8 178	52	1 789	52	5 461	60

Source: Internal Audit Division UniFe

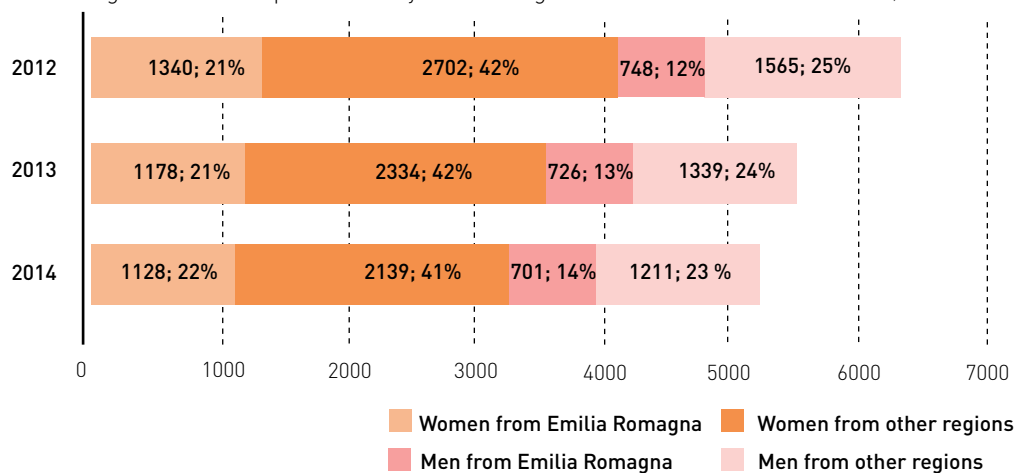
Figure 2.2 shows the number of participants to entry tests for the access to limited-number study courses, by gender and provenance (the latter divided into Emilia-Romagna region and non-Emilia-Romagna region).

Over the three years there was a slight reduction in the propensity of potential students to move from other regions to UniFe (in 2014 66.8% of female trial participants were from outside the region, in 2013 66.5%, and in 2012 65.4%).

However, a decline of trial participants from outside the region with reference to males can be noticed (in 2014 67.7% of males taking the test came from outside the region, while in 2013 64.8%, and 63.3% in 2011).

Table 2.3 shows the data related to the Erasmus incoming and outgoing students between 2012 and 2014. The female students worsened their performance, showing a tendency to widen the gap between the proportion of women going abroad and the proportion of women coming to Italy.

Figure 2.2: Participants to entry tests of degree courses with admission test*, 2012-2014



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

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

Source: Internal Audit Division UniFe

Table 2.3: Erasmus students incoming and outgoing, 2012-2014

Academic Year	Incoming students			Outgoing students		
	Women	Men	Proportion of women in total	Women	Men	Proportion of women in total
2012/2013	128	62	67.4	122	77	61.3
2013/2014	145	78	65.0	116	88	56.9

Source: Mobility and International Education Office UniFe

With regard to the ability to complete the course of studies on time (Table 2.4), female students show a good contribution to the performance of the University.

Moreover, a growing trend in the ability of women to graduate within the course deadlines is represented (trend going from 62.3% in 2012 to 63.4% in 2014).

Year	Graduates in course (%)	Proportion of women (%)
2012	48.4	62.3
2013	52.4	63.2
2014	48.9	63.4

In accordance with the data reported in table 2.4, women constitute a dominant percentage in terms of the ability to graduate within the course deadlines in most departments. Overall, in 2014, of the total number of women, 52% graduated in progress; this percentage is 45% with reference to men. The tendency to achieve a good performance shown by female students can be found in almost all departments (Table 2.5). The Departments of Physics and Earth Sciences, Laws and Morphology, Surgery and Experimental Medicine are the two realities in which the ability to graduate within the course timeline sees better results for male students.

Table 2.5: Distribution of on time graduates and supplementary years graduates by department and gender – 2014

Departments	Female graduates		Male graduates	
	Total	in course (%)	Total	in course (%)
Architecture	85	55	52	50
Economics and Management	219	54	187	53
Physics and Earth Sciences	26	50	47	51
Laws	141	14	83	25
Engineering	82	37	241	32
Mathematics and Computing	27	52	40	23
Morphology, Surgery and Experimental Medicine	141	43	100	59
Biomedical Sciences and Advanced Therapies	116	84	87	60
Chemical and Pharmaceutical Sciences	85	62	34	47
Biotechnologies for Health and Environment	295	55	114	46
Medical Sciences	171	59	66	58
Humanities	347	52	108	42
Total	1 735	52	1 159	45

Table 2.4: Proportion of graduates in course, proportion of women, 2012-2014

Source: Internal Audit Division UniFe

Source: Internal Audit Division UniFe

Table 2.6 reinforces the good performance of female students, also highlighting a lower average graduation age than males. It is highlighted, however, as in both genders there is a tendency to lower the average age of graduation.

Table 2.6: Graduates average age by gender, 2012-2014

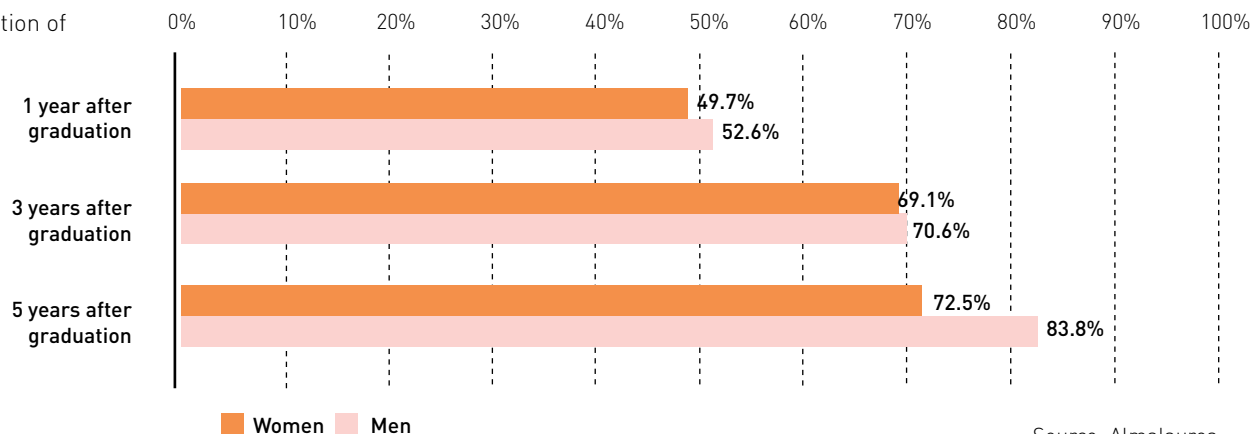
	Women	Men
2012	25.9	26.7
2013	25.8	26.5
2014	25.8	26.0

Source: Almalaurea



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Figure 2.3: Employment situation of graduates by gender - 2014



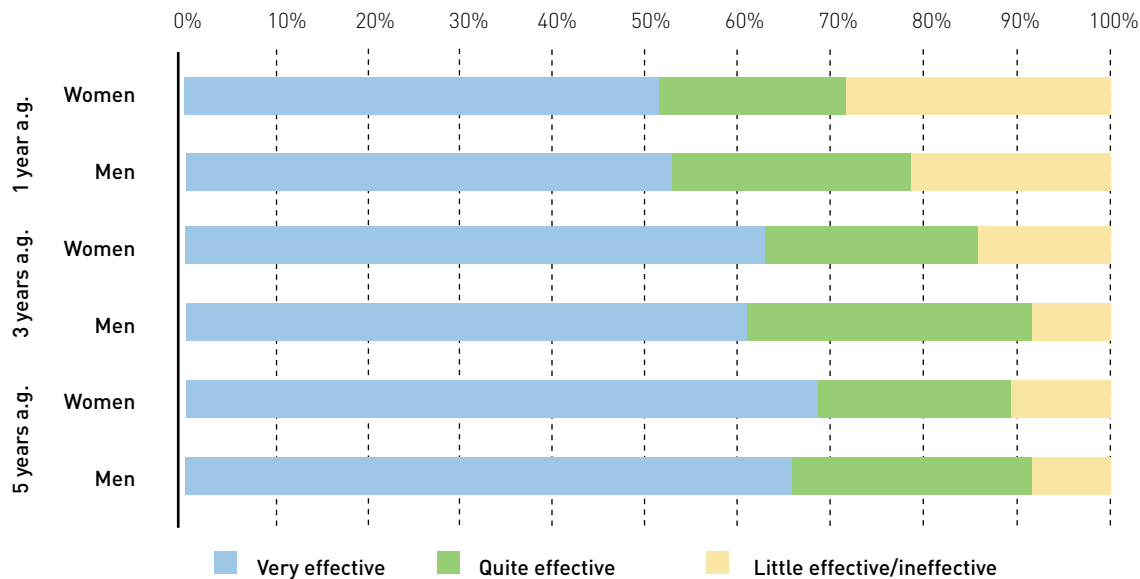
Source: Almalaurea

Data in Figure 2.3 show a greater difficulty for female graduates to find employment, regardless of period (1, 3 or 5 years after graduation). In the long term, 5 years after graduation, the gender gap between employed graduates seems to be wider, showing a differ-

ence of 11.3 points in favor of men. The analysis of data from AlmaLaurea, on the effectiveness of the degree for employment purposes (Figure 2.4), sees women give greater effectiveness to the degree in assessments 3 years and 5 years after graduation.

In the very short term (up to one year after graduation), from the point of view of perception by gender, there is a higher proportion of women who consider their degree ineffective for employment purposes.

Figure 2.4: Degree effectiveness for employment purposes by gender - 2014



Source: AlmaLaurea

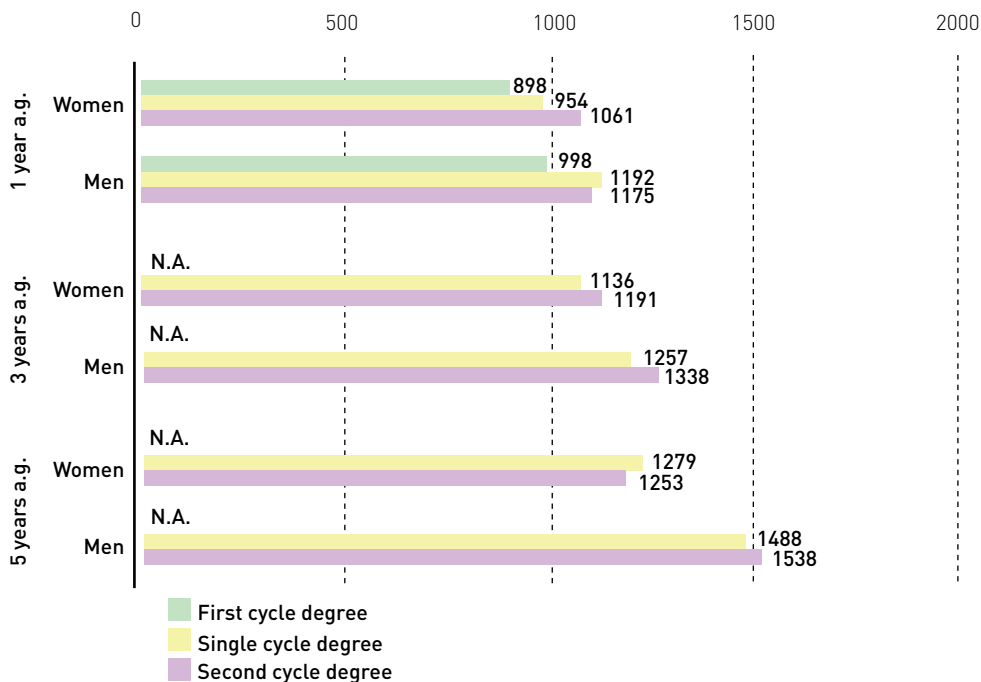


Chemistry Laboratory - Archive UniFe

Always with reference to employment, Figure 2.5 considers the average monthly gain by gender. The graph shows an overall lower average monthly pay for women graduates, regardless of the period of analysis.

However, in the analysis at 5 years, the data is particularly evident when considering both graduates of single-cycle study courses and the graduates of master study courses.

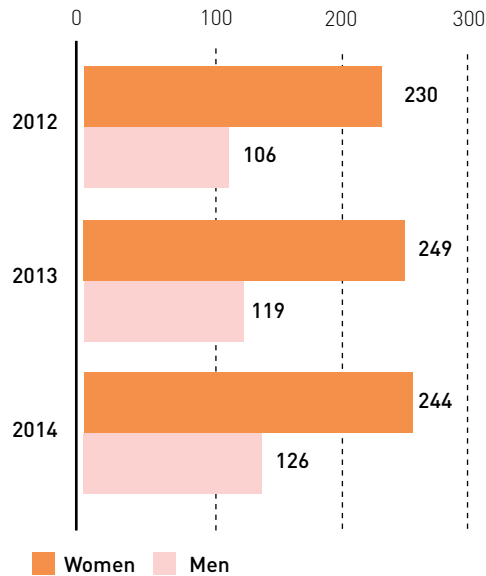
Figure 2.5: Average monthly gain by gender - 2014



Source: AlmaLaurea

As regards students enrolled in the Medical School (figure 2.6), in the period 2012-2014, there was a substantially large proportion of female students, although 2014 witnessed a small decline in their absolute number if compared

Figure 2.6: Medical School Students by gender, 2012-2014

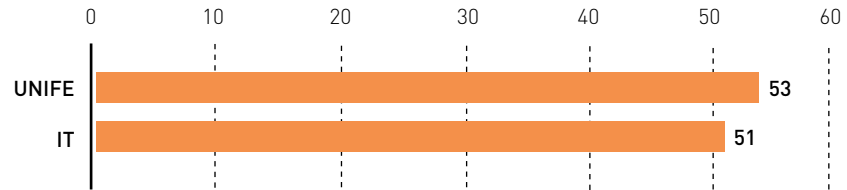


Source: Health and Medical Postgraduate Schools Office UniFe

to 2013. Figure 2.7 highlights the higher number of female PhD graduates in Italy, and shows that, in this respect, the University of Ferrara has a better performance than the national average. In fact, the female PhD graduates at

UniFe represent 53% of the total of those who completed their degree, two percentage points higher than the Italian average.

Figure 2.7: Proportion of female PhD (ISCED 6) graduates - 2013

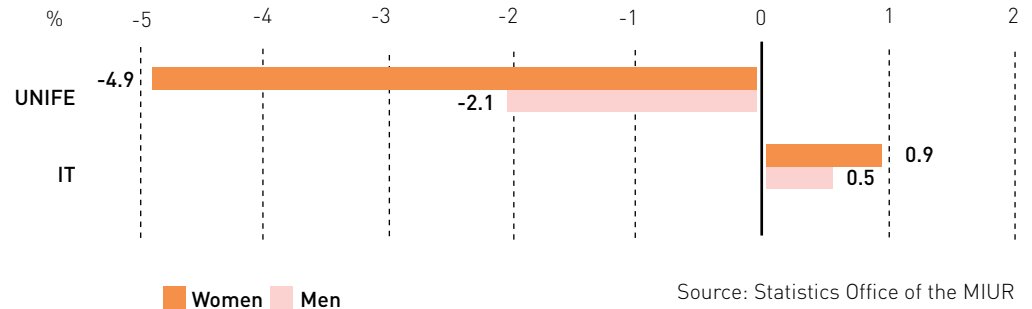


Source: Statistics Office of the MIUR

Moreover, when comparing the data for the period 2006-2013 (Figure 2.8), it is clear that the female PhD graduates

present a lower growth rate than their male counterparts.

Figure 2.8: Compound annual growth rate of PhD (ISCED 6) graduates, by gender, 2005-2012

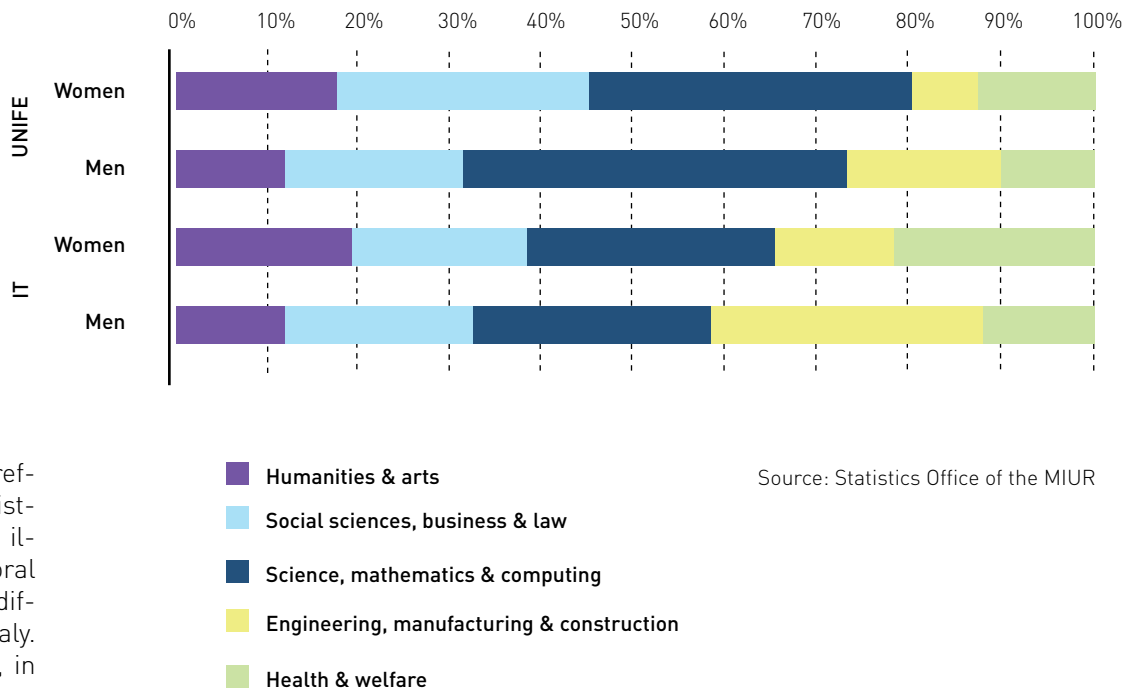


Source: Statistics Office of the MIUR



Fig. 2.3
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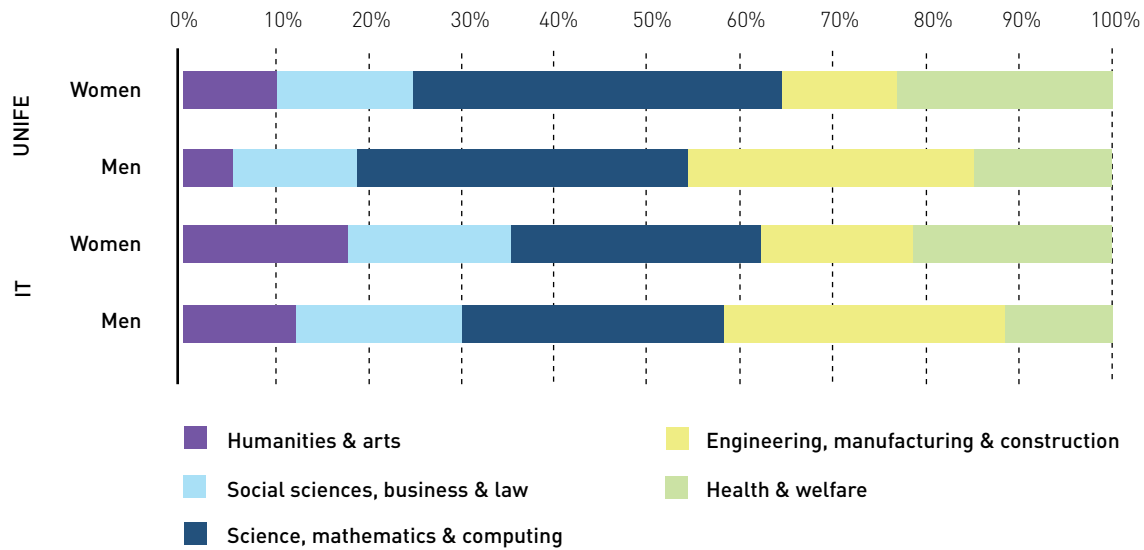
Figure 2.9: Distribution of PhD (ISCED 6) graduates across the board fields of study by gender - 2013



Source: Statistics Office of the MIUR

The situation described above, with reference to the PhD graduates, is consistent with data reported in Figure 2.10 illustrating the extent to which doctoral students are distributed among the different fields of study in UniFe and in Italy. These data underline how, in UniFe, in the areas of "Social sciences, business & law" and "Science, mathematics & computing," female PhD students are present in higher proportion than the relative national data.

Figure 2.10: Distribution of PhD (ISCED 6) students across the range of fields of study by gender - 2013



Source: Statistics Office of the MIUR

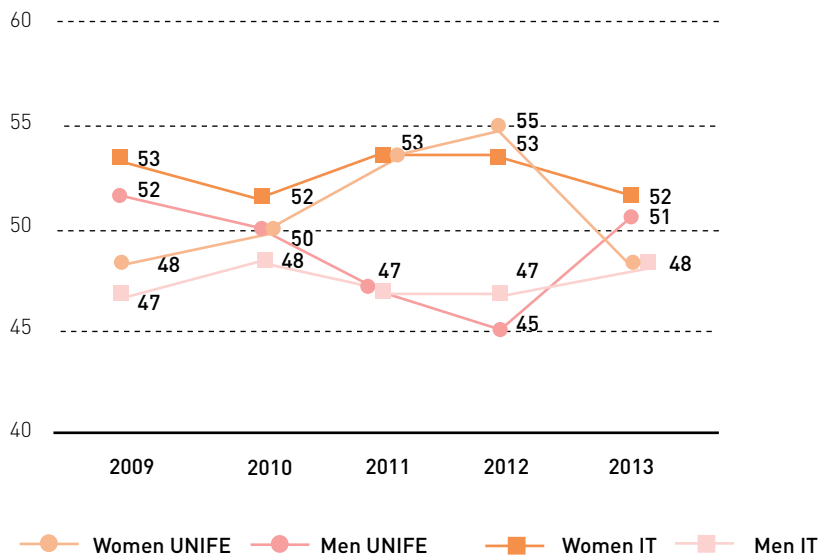


As emerges from Figure 2.11, the proportion of female PhD graduates in UniFe has a lower data compared to the national value referred to 2009 and 2010, while the situation is reversed for

male graduates over the same period. Basing the analysis on the last year for which data are available (2013), it is clear that in UniFe a turnaround in the trend occurred; this led to a higher

number of male PhD graduates, in contrast with the national scenario in the same year.

Figure 2.11: PhD (ISCED 6) graduates by gender, 2009-2013



Source: Statistic office of the MIUR

Table 2.7: Maternity/paternity leaves of PhD students and Medical School Students, by gender, 2014

	Maternity/paternity leave			
	Women		Men	
	N° of days	N° of employees	N° of days	N° of employees
PhD students	154	1	0	0
Medical School Students	5 561	35	0	0

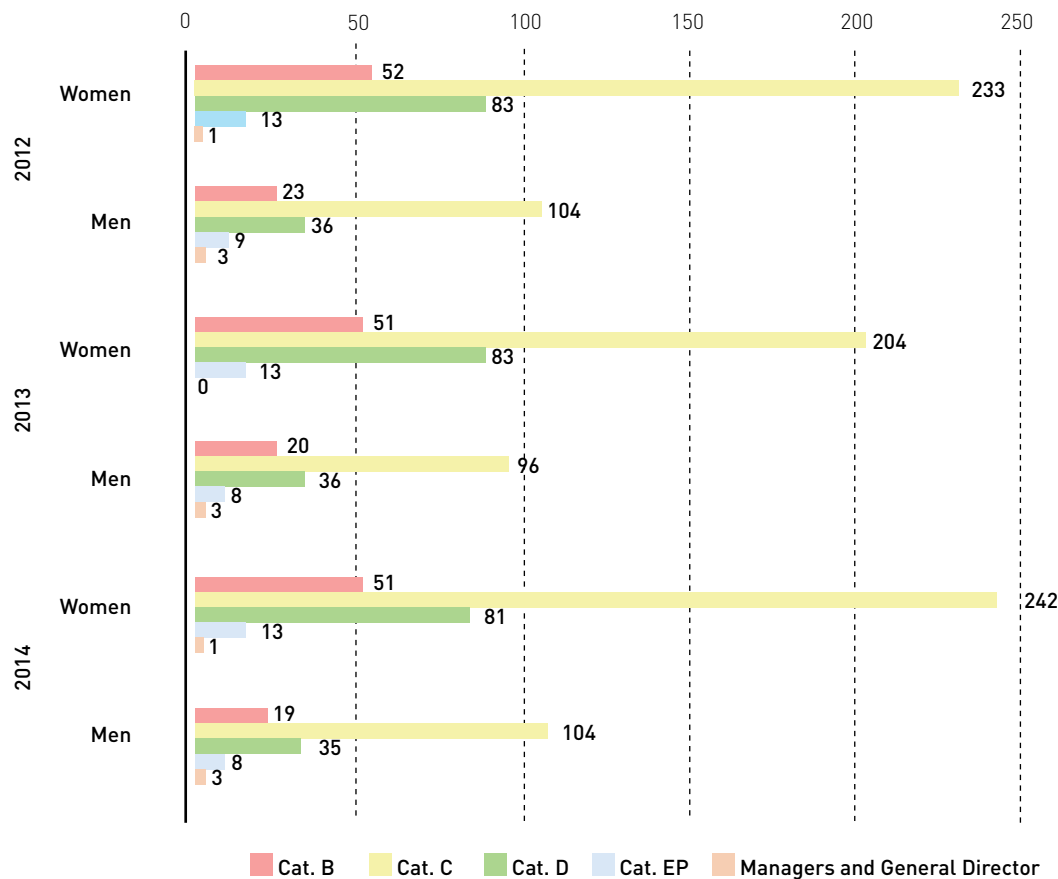
Source: HR Division UniFe

3. TECHNICAL AND ADMINISTRATIVE STAFF

The technical and administrative staff (TAS) has a discrete numerousness in the panorama of human resources active in the Unife. The data shows that a majority of the TAS belong to the female gender, and this is analyzed in relation to the categories and gender in Figure 3.1. With reference to all the categories considered (Cat. B, Cat. C, Cat. D, Cat. EP) an ever greater proportion of women to men is recorded.

This trend is reversed within the Management. With regard to the latter, in fact, throughout the three years there was a majority of males, denoting a substantial difficulty for women to reach the top positions in the academic administrative career. In 2014, the Managers of the Unife were 3 males and a female. Moreover, in 2010, a male was nominated General Director (his mandate will expire in 2015).

Figure 3.1: Technical and administrative staff (excluding temporary staff) by category and gender, 2012-2014



Source: HR Division UniFe

Figure 3.2 highlights the composition of the PTA by category and gender, clarifying better what has been described these figures for the year 2014.

Women Men

Source: HR Division UniFe

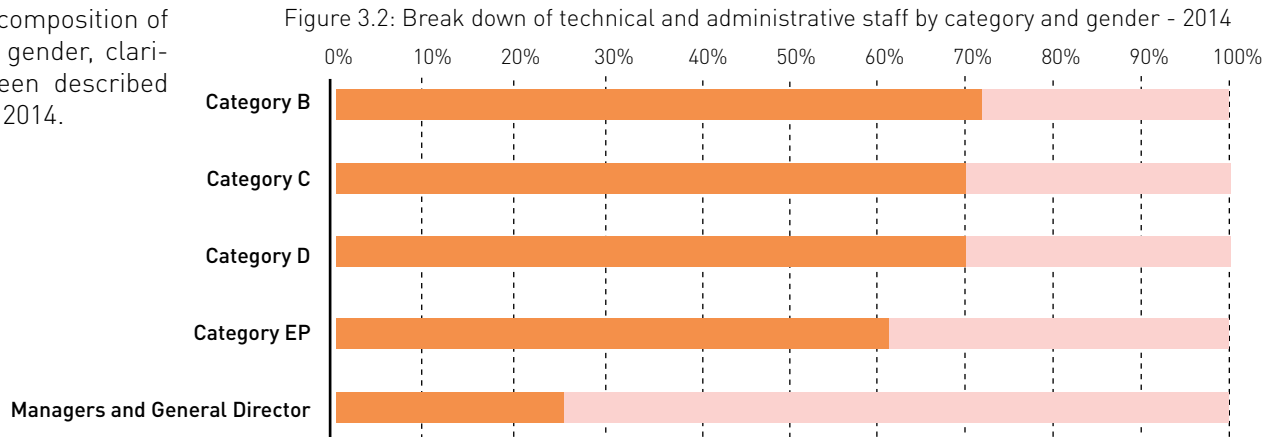


Figure 3.3 allows us to consider the composition of the TAS by category and age groups. It is immediately evident that the proportion of staff in the younger age groups is low.

The average age for men and women is lower for the cat. C, the level at which TAS employees are normally hired.

<35 35-44 45-54 55+

To these, the General Director (man, 55+) and three Managers (two men, one 45-54 and one 55+ and a woman 35-44) are added.

Source: HR Division UniFe

Figure 3.3: Distribution of technical and administrative staff by category, gender and age group - 2014

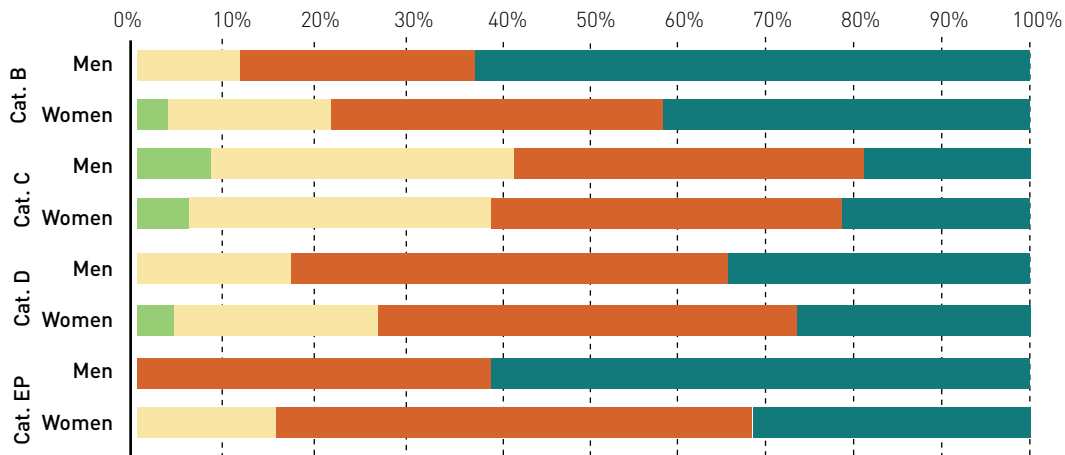
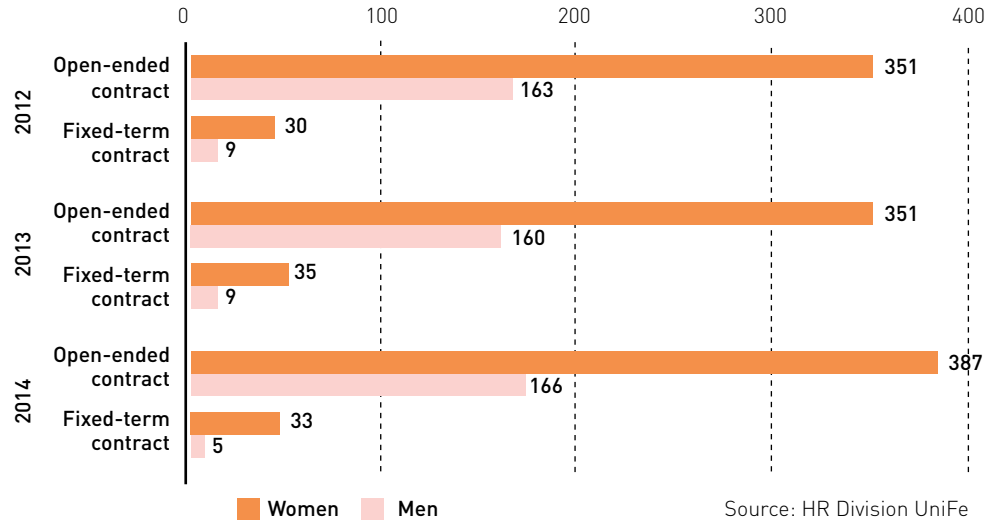


Figure 3.4 takes into account the gender composition of TAS with open-ended contracts and fixed-term contracts. In accordance with the high representation of the female gender among TAS, the data highlight a substantial majority of women in both types of employment.

Figure 3.4: Open-ended contract and fixed-term contract technical and administrative staff by gender, 2012-2014



Source: HR Division UniFe



Tables 3.1 and 3.2 show the data concerning full-time and part-time administrative staff. According to the national and European trend, here as well the women represent the higher percentage of part-time workers.

Concerning the period 2012-2014, while in 2012 and 2013 only women asked that their full-time contracts be turned into part-time ones, in 2014 also two men requested the conversion.



Scientific and technology pole - Archive UniFe

Table 3.1: Technical and administrative staff full-time and part-time by gender (excluding Managers and General Director), 2012-2014

	2012		2013		2014	
	Women	Men	Women	Men	Women	Men
Full-time technical-administrative staff	347	168	319	157	348	159
Part-time technical administrative staff	34	4	32	3	39	7
Requests for part-time after maternity leave	0	0	0	0	1	0

Requests for part-time after maternity leave are required within one year after the end of compulsory leave.
Source: HR Division UniFe

Table 3.2: Evolution of requests for the conversion of contracts from full time to part-time of technical and administrative staff by gender, 2012-2014

	Requests Submitted		Requests Accepted	
	Women	Men	Women	Men
2012	2	0	2	0
2013	3	0	3	0
2014	3	2	3	2

For the year 2014, after maternity leaves, it was received and approved a request for part-time and were approved two requests for telecommuting.
Source: HR Division UniFe

The data concerning the educational qualifications of TAS (Figure 3.5) show that, in 2014, women were more qualified than men. Notwithstanding, women struggle to reach the highest positions available to University TAS.

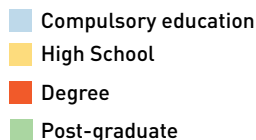
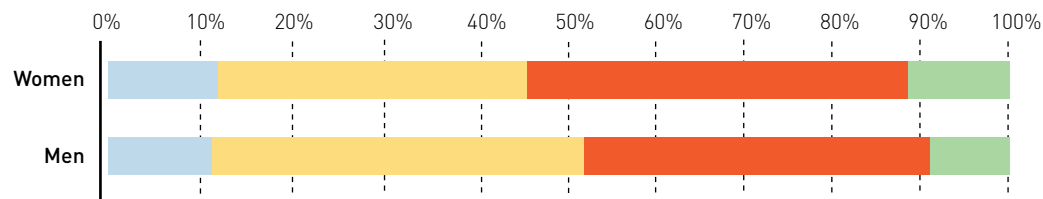


Figure 3.5: Distribution of technical and administrative staff by educational qualification and gender - 2014



Source: HR Division UniFe

Table 3.3 a, b: Technical and administrative staff receiving liability or position compensations by gender, 2011-2013 (2014 not available)

Tables 3.3 a, b present the data regarding additional salary paid out in 2011-2013. Even if the number of female beneficiaries is slightly higher than the one of male beneficiaries, it should be kept in mind that women represent 70% of TAS (see tab. 1.1 and fig. 1.1).

Instead, the index relating to economic horizontal progression (tab. 3.4) follows TSA gender composition.

a	2011		2012		2013	
	Women	Men	Women	Men	Women	Men
Liability Compensation						
Up to € 800	8	3	12	2	10	2
Up to € 2,065 (Cat. D)	6	0	6	0	5	0
Up to € 3,000 (Cat. D)	27	11	30	12	28	12
Up to € 4,300 (Cat. D)	7	5	10	5	10	5

b	2011		2012		2013	
	Women	Men	Women	Men	Women	Men
Position Compensation (Cat. EP)						
Up to € 4,500	2	7	2	6	2	6
Up to € 5,500	2	1	2	1	1	1
Up to € 7,000	8	3	8	2	9	0
Up to € 10,500	1	1	1	1	1	1

Source: HR Division UniFe



Table 3.4: Economic horizontal progression of technical and administrative staff, 2010-2011 (latest year available)

	Category	1.1.2010		1.1.2011	
		Total	Proportion of women (%)	Total	Proportion of women (%)
Total of those who can apply	B	58	69	32	66
	C	211	69	189	67
	D	92	68	73	70
	EP	17	53	13	62
Total applications submitted	B	51	69	25	68
	C	188	71	161	69
	D	84	70	65	68
	EP	13	62	12	67
Total of receiving the progression	B	27	74	7	57
	C	97	74	44	68
	D	46	67	19	74
	EP	7	71	3	67

Source: HR Division UniFe

Tables 3.5, 3.6 and 3.7 display data concerning the maternity leaves, paternity leaves, parental leaves and leaves due to child illness. Here too, a well-known

fact is confirmed: women mostly take leave of absence in order to care for family members. Another well-known fact confirmed here: if a compensation

is paid during the leave, men are more eager to benefit from a leave (in 202-2014, no man requested unpaid parental leave).

Table 3.5: Evolution of maternity/paternity leave of technical and administrative staff by gender, 2012-2014

	Maternity/paternity leave			
	Women		Men	
	N° of days	N° of employees	N° of days	N° of employees
2012	634	7	0	0
2013	1 455	12	0	0
2014	956	7	0	0

Table 3.6: Evolution of parental leave of technical and administrative staff by gender, 2012-2014

	Parental leave paid at 100%				Parental leave paid at 30%				Unpaid parental leave			
	Women		Men		Women		Men		Women		Men	
	N° days	N° emp.	N° days	N° emp.	N° days	N° em.	N° days	N° emp.	N° days	N° emp.	N° days	N° emp.
2012	309	13	101	5	792	18	16	2	61	7	0	0
2013	267	12	22	3	518	13	5	1	34	5	0	0
2014	108	7	43	4	392	12	5	1	88	8	5	1

Table 3.7: Evolution of absences due to child illness of technical and administrative staff by gender, 2012-2014

	Paid absences due to child illness				Unpaid absences due to child illness			
	Women		Men		Women		Men	
	N° of days	N° of employees	N° of days	N° of employees	N° of days	N° of employees	N° of days	N° of employees
2012	233	20	27	4	33	11	0	0
2013	165	20	23	5	21	10	0	0
2014	147	22	58	8	20	89	3	2

Table 3.8: Technical and administrative staff who got career progression, by gender, 2012-2014

	From Cat. C to Managers	
	Women	Men
2012	1	0
2013	1	0
2014	0	0

Source: HR Division UniFe

Table 3.9: Technical and administrative staff who benefited from facilities for the university enrolment, by gender, 2012-2014

	Women	Men	Total
2012/2013	6	2	8
2013/2014	4	3	7
2014/2015	3	6	9

Source: HR Division UniFe



Abete bianco ACHI PIATZI
 Abete rosso ACHI RICURVI
 Cipresso FOGLIE SQUAMIFORMI
 Libocedro Thuja FOGLIE OVALI
 Nauclea

Individuazione del rapporto morfologico tra forma-porta-
 di foglia e modelli di trasparenza, utilizzabili nell'analisi
 uti delle chiome per il rilievo dei fattori di ombreggiamento.

Caratteristiche morfologiche:
 fusto: h = 2 m.
 chioma: diam = 7 m.
 foglie: palmate trasparenti

A - Solstizio d'estate
 B - Equinozio di primavera
 C - Solstizio d'inverno

1 - ombra intensa
 2 - ombra alonata
 3 - ombra di vacua consistenza

4. ACADEMIC STAFF

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

The graph shows the percentage of female researchers. As can be seen, the proportion is almost identical at University level and at average national level.

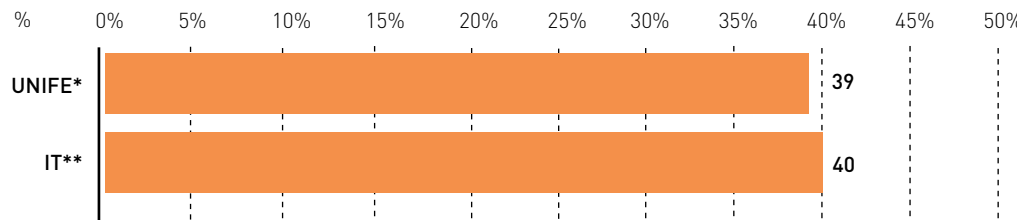
Considering the compound annual growth rate of the research staff, significant differences between the scenario at UniFe and the Italian average can be inferred.

In fact, both for females and for males, the University has the worse performance: women have a rate of only 0.28%, while men have experienced negative growth, a very far call from the admittedly weak growth of the national average.

Figure 4.1: Proportion of female researchers - 2012



Fig. 1.9
Pag. 31

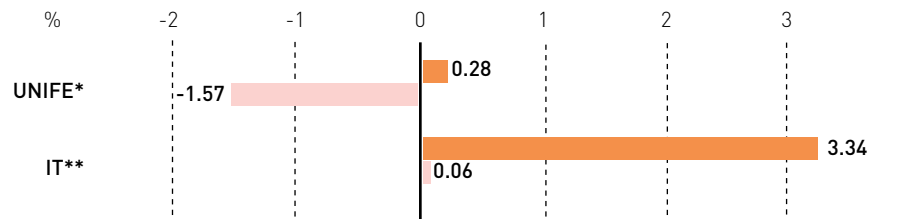


N.B.: December 31, 2012, the latest data available.
Source: *HR Division UniFe; **Statistics Office of the MIUR

Figure 4.2: Compound annual growth rate for researchers, by gender, 2005-2012



Fig. 1.11
Pag. 37



■ Compound annual growth rate for women, 2005-2012
■ Compound annual growth rate for men, 2005-2012

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.

N.B.: December 31, 2012, the latest data available.
Source: *HR Division UniFe; **Statistics Office of the MIUR

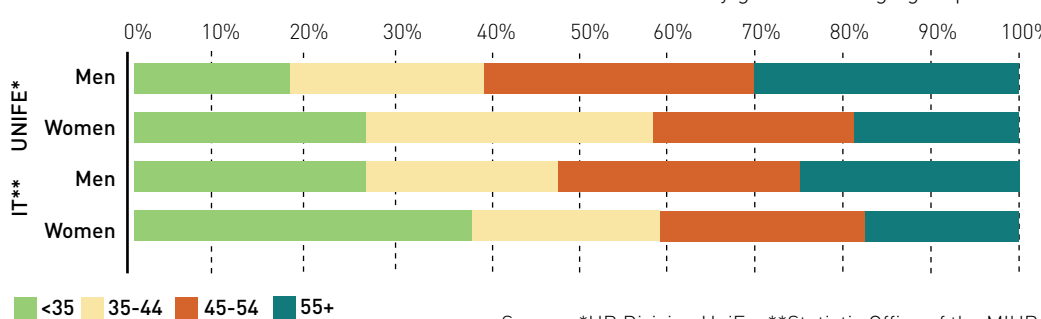
As regards the distribution by age groups, Figure 4.3 shows the poor capacity on the part of UniFe to attract research staff of young age. Comparing data with the national average the lower proportion of under-35 researchers at the University, especially among the men, is evident.

In accordance with data from other academic contexts, also in the University of Ferrara a preponderance of male academic staff is to be found. This prevalence increases among the top positions of the academic career (Figure 4.1). Female grade A represent only 15.44% of the total full professors staff, female grade B represent 31.03%, and female grade C represent 45.7%. This trend is reversed if data concerning grade D researchers (untenured researchers) are considered. Women account for 57.49% of the total number of UniFe grade D researchers.

The above examined data describe the difficulty of female academic staff to reach top positions, as has been described with regards to the TAS.

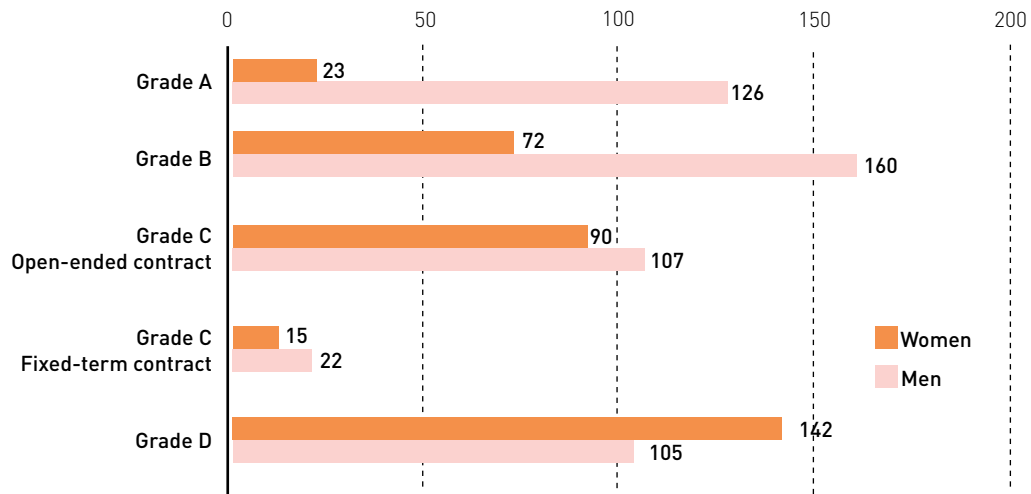
This phenomena is known in the literature as glass ceiling.

Figure 4.3: Distribution of researchers in the Higher Education Sector (HES), by gender and age group - 2012



Source: *HR Division UniFe; **Statistic Office of the MIUR
N.B.: December 31, 2012, the latest data available.

Figure 4.4: Academic staff by type of contract and gender - 2014



A male fixed-term contract Grade A [law 230/2005] is added.
Source: HR Division UniFe

Table 4.1 allows to evaluate the highest level of academic career, both within UniFe and in relation to the national context. Table 4.1 shows that over the years the University has recruited a higher proportion of male academics than average in the country as a whole, such as to illustrate - for the year considered (2014) – a gender gap at the expense of the female staff in all academic positions (grade C, B, A), which increases in the higher positions.

Considering the higher proportion of female research fellows in the University, the gender gap in UniFe appears to be even more critical.

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

Table 4.1: Proportion of female academic staff by grade and total - 2014

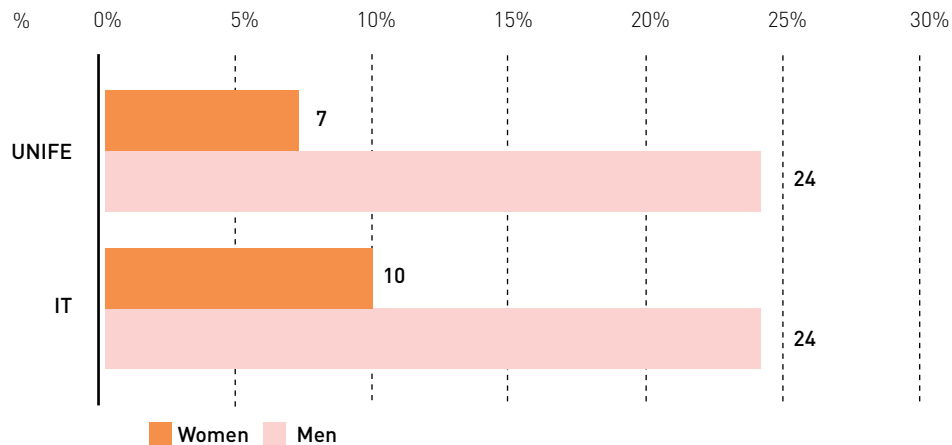
	Grade A	Grade B	Grade C	Grade D	Total
UNIFE	15	31	45	57	40
IT	21	36	46	51	40



Tab. 3.1
Pag. 90

Source: Statistics Office of the MIUR

Figure 4.5: Percentage of senior academic staff (grade A) among all academic staff by gender – 2014



Tab. 3.4
Pag. 92

Source: Statistics Office of the MIUR

Table 4.2 continues the analysis of academic career by fields of science, considering the data of 2014 relating to the University. The table also takes Grade D (research fellows) into account.

The data of UniFe compared to the national average show a greater difficulty, in the hard sciences, for women to achieve higher levels of academic career.

The table highlights in bold all the situations in which the percentage values referring to the university are lower than national ones.

Table 4.2: Proportion of female grade A, grade B, grade C and grade D staff by main field of science - 2014



Tab. 3.2
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		Natural sciences	Engineering and technology	Medical Sciences	Agricultural Sciences	Social sciences	Humanities
Grade A	UNIFE	16.7	4.3	8.3	0*	18.9	40.0
	IT	22.0	10.6	14.0	16.2	24.5	35.8
Grade B	UNIFE	30.9	16.2	20.0	0*	42.9	54.5
	IT	39.0	20.7	25.3	38.3	40.3	50.2
Grade C	UNIFE	52.1	20.6	48.3	0*	42.4	46.2
	IT	50.2	29.2	41.9	47.6	49.4	55.2
Grade D	UNIFE	56.3	40.4	74.2	-	50.0	60.0
	IT	50.3	33.5	73.1	57.4	56.2	55.0

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

Source: Statistics Office of the MIUR

The following figures show the age distribution of the academic staff.

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

Figure 4.6: Distribution of senior academic staff (grade A) across age groups, by gender - 2014

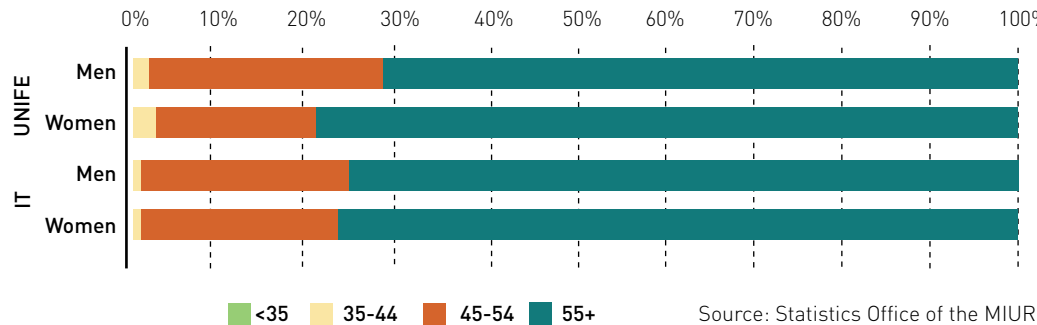


Fig. 3.7
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Figure 4.7: Distribution of grade B staff across age groups, by gender - 2014

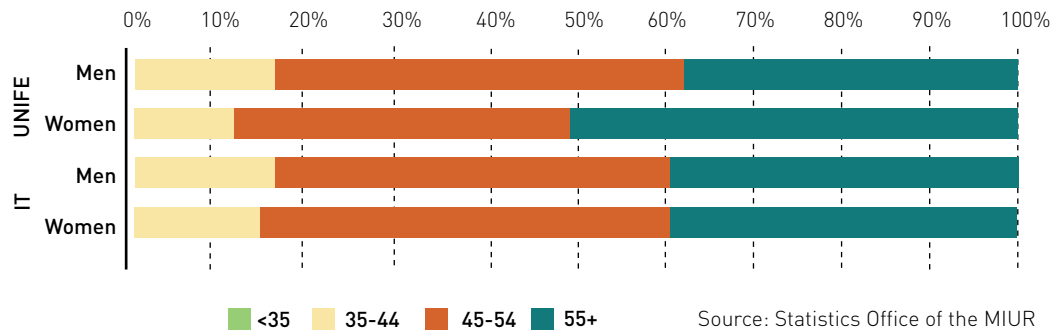


Figure 4.8: Distribution of grade C staff across age groups, by gender - 2014

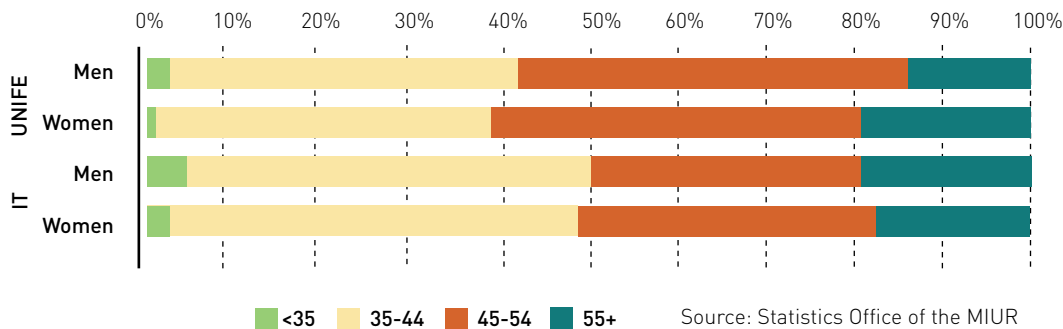
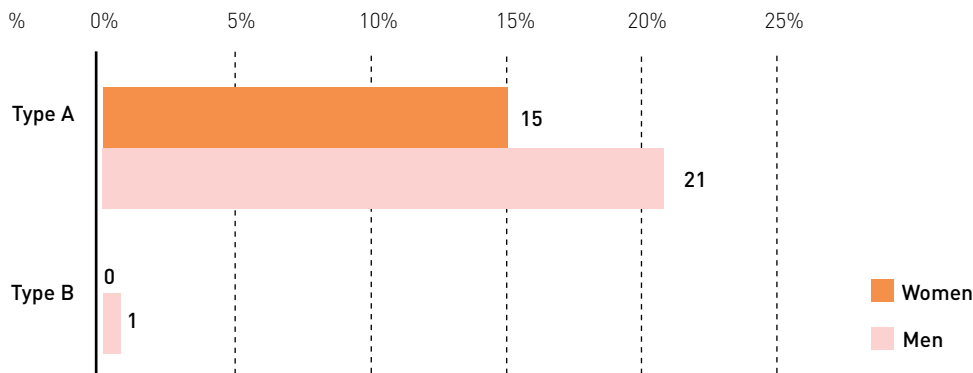


Figure 4.9: Fixed term Grade C, type A e B



Moratti law (Law 230/2005) art. 1, comma 14°, foresaw the exhaustion of the role of open-ended researcher, replacing it with similar fixed-terms figures.

The contracts had a maximum duration of three years and could be renewed for other three years. It is a figure while, because the article in question was repealed by the subsequent Gelmini law.

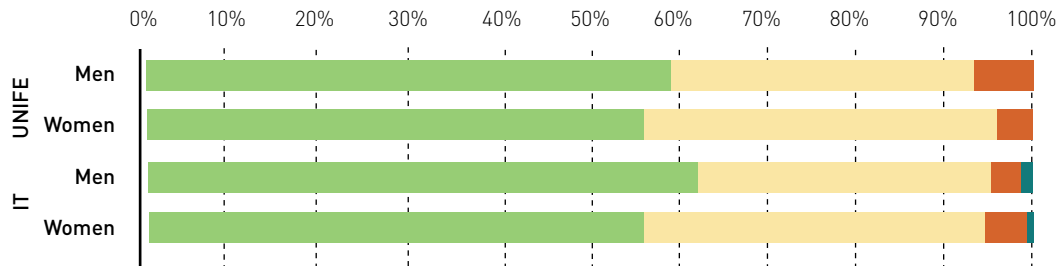
The law Gelmini (L.240 / 2010) provides for two types of researchers:

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

Figure 4.10: Distribution of grade D staff across age groups, by gender - 2014

■ <35 ■ 35-44 ■ 45-54 ■ 55+

Source: Statistics Office of the MIUR



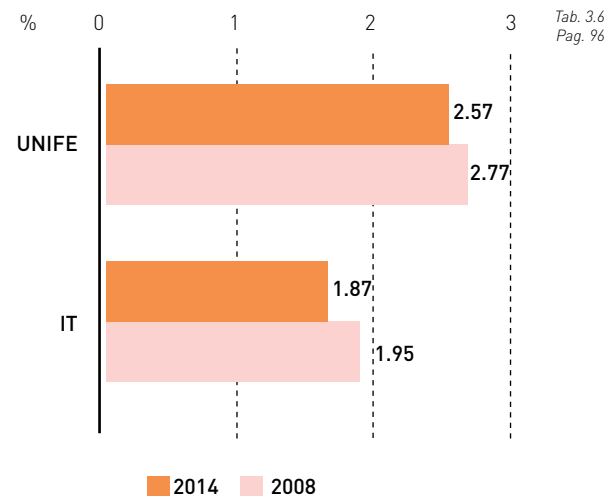
The Glass Ceiling Index

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

In other words, the interpretation of the GCI is that the higher the value, the thicker the Glass Ceiling and the more difficult it is for women to move into a higher position.

The graph shows how the University of Ferrara poses greater obstacles for women to achieve grade A level than the Italian average. However, as evidenced by the comparison between 2014 and 2008, a process of reduction of the Glass Ceiling Index is underway and consequently a slow progression towards the desired value of 1.

Figure 4.11: Glass Ceiling Index, 2008-2014



Source: Statistics Office of the MIUR


Tab. 3.6
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Figure 4.12 and Table 4.3 report the details of career progression that occurred in 2014. As can be seen from the graph, 67% of progressions to Grade C involved female Grade D, while 74% of new Grade B and 83% of the new Grade A are males.

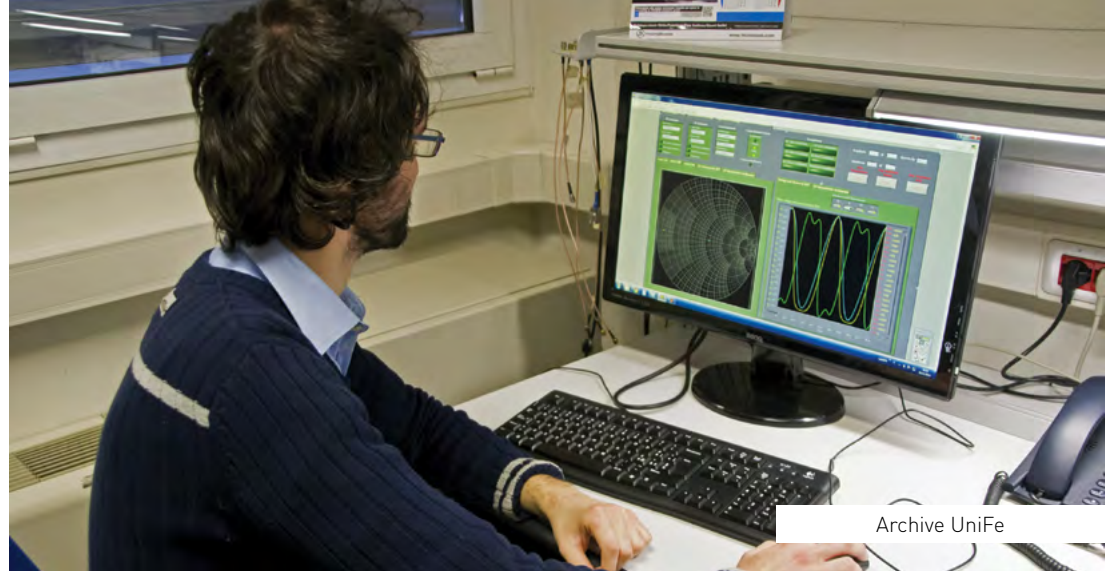
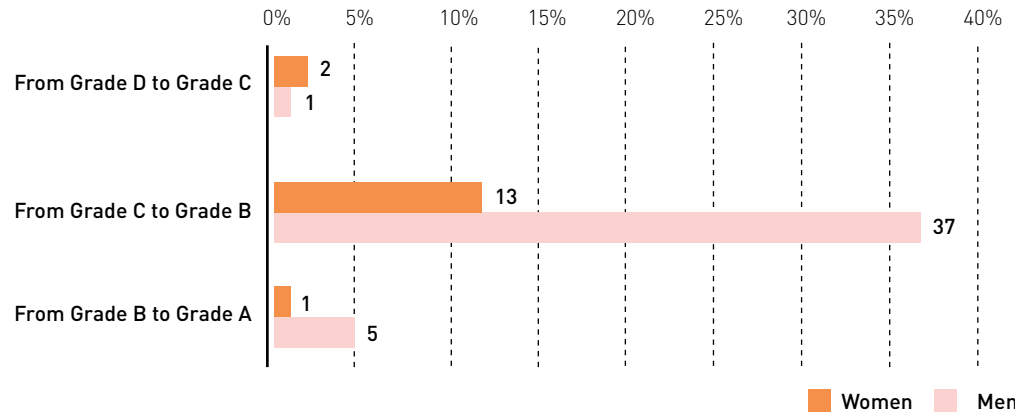


Figure 4.12: Career progressions by gender, 2014



Source: HR Division UniFe

Table 4.3: Career progressions by department and gender, 2014

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	3	0	1
Economics and Management	0	0	2	1	0	0
Physics and Earth Sciences	0	0	1	6	0	1
Laws	0	0	5	1	0	0
Engineering	0	1	1	6	0	0
Mathematics and Computing	0	0	0	3	0	0
Morphology, Surgery and Experimental Medicine	0	0	0	4	0	0
Biomedical Sciences and Advanced Therapies	1	0	0	0	1	0
Chemical and Pharmaceutical Sciences	0	0	0	5	0	1
Biotechnologies for Health and Environment	0	0	2	3	0	1
Medical Sciences	1	0	1	2	0	1
Humanities	0	0	1	3	0	0
Total	2	1	13	37	1	5

Source: HR Division UniFe

Figure 4.13 presents the evolution of the proportion of men and women at different stages of their academic career for the period 2006-2013. There results, also in the case of the University, the well-known 'fish diagram', common to many European countries. The graph describes the difficulty for women to pursue and achieve stable and higher levels of academic career, despite the latter having an advantage in terms of critical mass at the earlier stages. During the considered period, the gender gap has remained substantially unchanged, when grade A, the apex of academic career, is observed. Figure 4.14 shows the same data just considered for the University, but with reference to the national context. Comparing the graph in Figure 4.14 to the one in Figure 4.13, a delay on the part of the University of Ferrara in bridging the gender gap in higher positions of the academic career emerges. In fact, at the national level, the improvement is of 3 percentage points compared to an unchanged situation at UniFe. All of this, considering a starting point, referring to the year 2006, in UniFe and in the national context, that was substantially the same.

Figure 4.13: Proportions of men and women in a typical academic career, students and academic staff, University of Ferrara, 2006-2013

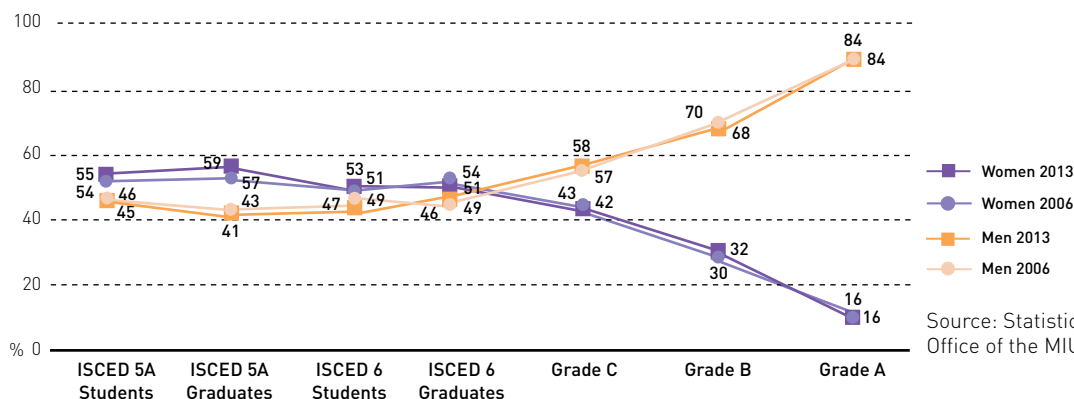


Fig. 3.1
Pag. 88

Source: Statistic Office of the MIUR

Figure 4.14: Proportion of men and women in a typical academic career, students and academic staff, Italy, 2006-2013

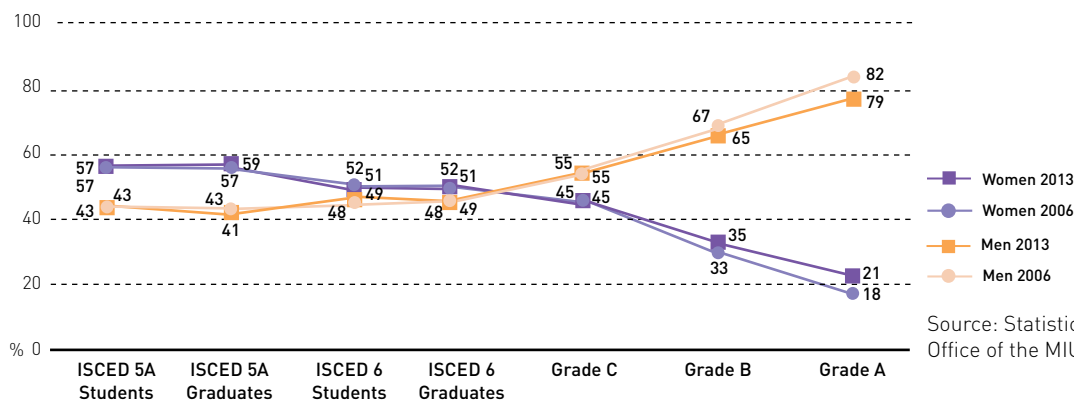


Fig. 3.1
Pag. 88

Source: Statistic Office of the MIUR

The following Figures 4.15 and 4.16 describe the stages of academic career with reference to the context of science and engineering.

There is a clear difference between the national context and UniFe: although the proportion of female students in UniFe is in line with national data, in the University the distribution curves among the two genders show female percentages systematically lower than the national average, excepted for female students, graduates and PhD students; second, at the highest levels of academic career there is a wider gap, but as already mentioned - at a general level - the ability to bridge the gap of UniFe compared to the national trend appears to be very scarce for the period 2006-2013.

Figure 4.15: Proportion of men and women in a typical academic career in science and engineering, students and academic staff, University of Ferrara, 2006-2013

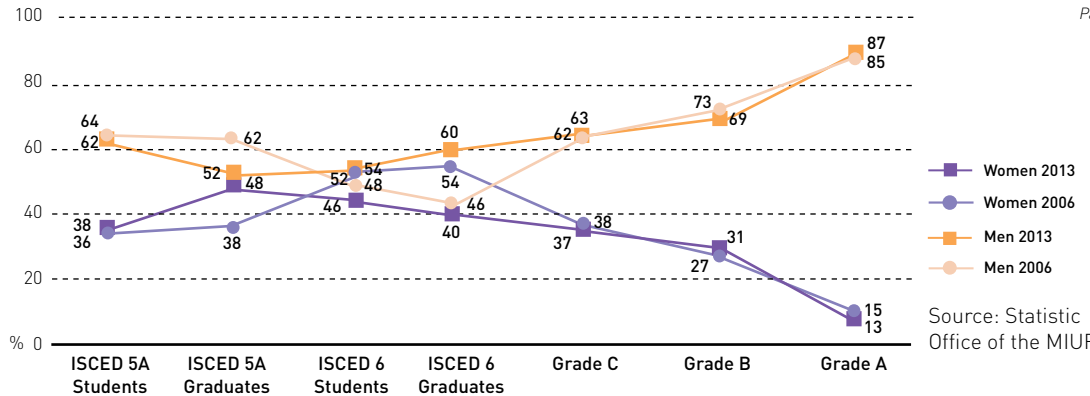


Fig. 3.2
Pag. 89

Source: Statistic Office of the MIUR

Figure 4.16: Proportion of men and women in a typical academic career in science and engineering, students and academic staff, Italy, 2006-2013

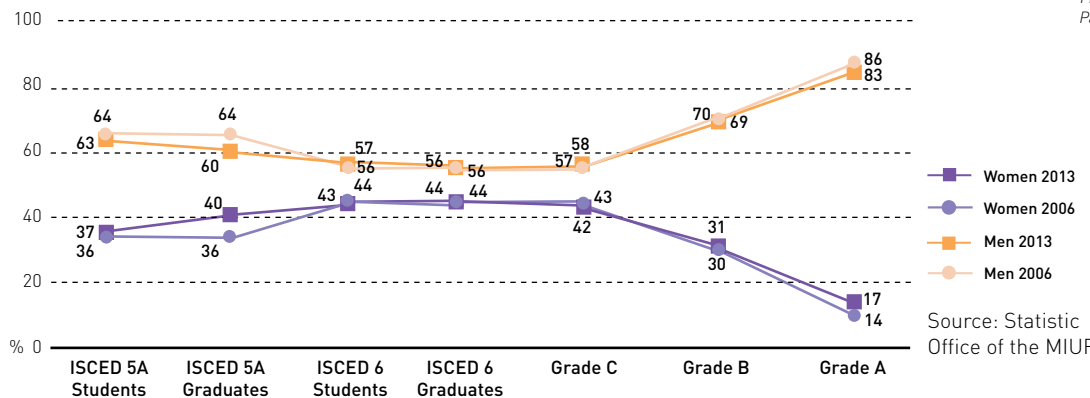


Fig. 3.2
Pag. 89

Source: Statistic Office of the MIUR

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

In addition to these data, the information on the maternity leaves of Grade D can be added only for the year 2014: 1317 days in total, benefited from 18 female Grade D.

* Law 104/1992 ("Law for assistance, social integration and rights of disabled people").

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

Table 4.4 a, b, c: Days of leave of academic staff, 2012-2014

a. 2012	Sick leaves		Leaves in accordance with law no. 104/92*		Absences due to maternity leave, parental leave, child illness	
	Women	Men	Women	Men	Women	Men
Grade A	123	67	0	0	0	0
Grade B	42	67	0	0	108	0
Grade C	37	81	12	0	680	0
Total	202	215	12	0	788	0

b. 2013	Sick leaves		Leaves in accordance with law no. 104/92*		Absences due to maternity leave, parental leave, child illness	
	Women	Men	Women	Men	Women	Men
Grade A	16	45	0	0	0	0
Grade B	4	12	0	0	0	0
Grade C	38	63	11	0	404	63
Total	58	120	11	0	404	63

c. 2014	Sick leaves		Leaves in accordance with law no. 104/92*		Absences due to maternity leave, parental leave, child illness	
	Women	Men	Women	Men	Women	Men
Grade A	26	9	0	0	0	0
Grade B	134	174	0	16	0	21
Grade C	77	15	54	0	269	43
Total	237	198	54	16	269	64

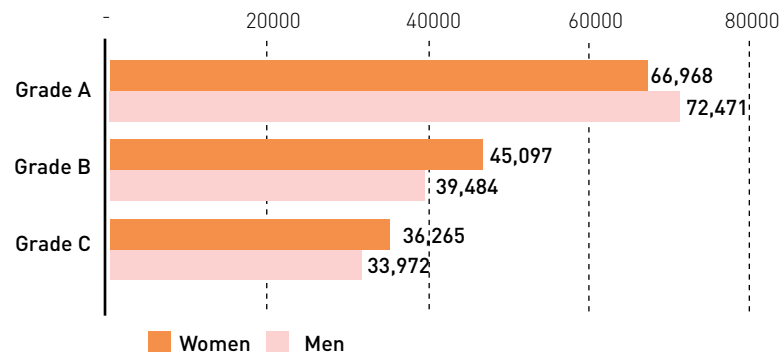
Source: HR Division UniFe

Table 4.5, shows the number of applicants and beneficiaries of research funds (SIR) in 2014.

National data underline a high presence of female coordinators for national projects, but in general a lower rate of female beneficiaries of those funds.

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

Figure 4.17: Average annual salary of academic staff by role and gender - 2014



Source: Accounting Division UniFe

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

	Applicants						Beneficiaries					
	Life Sciences		Physical Sciences and Engineering		Social Sciences and Humanities		Life Sciences		Physical Sciences and Engineering		Social Sciences and Humanities	
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
UNIFE	20	5	6	6	6	8	0	0	0	0	0	0
IT	1 185	724	628	1 149	861	703	30	25	15	34	20	20

Source: Statistics Office of the MIUR

The gap in academic staff gender is also widely reflected when analyzing those responsible for research projects.

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

Still in reference to the field of research, Table 4.7 presents data on applicants and beneficiaries of research projects broken down by field of science, as well as seen in the context of the European project She Figures. With reference to the PRIN 2012 call, the success rate of women turns out to be 6.67%, while that of men is 11.63%.

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

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

* Both national Coordinators and Responsibles of Operative Unit are considered.
Source: Research Division UniFe

Table 4.7: Number of applicants and beneficiaries of PRIN 2012 research funding by fields of science and gender

	Natural sciences		Medical sciences		Agri-cultural sciences		Engineering and technology		Humanities		Social sciences	
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
Applicants PRIN 2012	10	27	0	9	1	4	0	0	0	8	4	3
Applicants SIR 14	17	6	2	3	7	2	0	0	4	4	2	4
Beneficiaries PRIN 2012	1	1	0	2	0	1	0	0	0	0	0	1
Beneficiaries SIR 14	0	0	0	0	0	0	0	0	0	0	0	0

Source: Research Division UniFe

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

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

With regard to the composition of the Board of Directors (BoD), the situation looks different. Table 4.10 highlights how after the implementation of the Gelmini reform in 2012, the representation of the female gender was reduced to 10%, despite being 20% in the pre-reform period.

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

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

Source: HR Division UniFe

Table 4.9: Composition of the Academic Senate, by gender, 2012-2014

	Women	Men	Total
2012 – before the 2010 reform	6	18	24
2012 – after the 2010 reform	7	16	23
2013	7	16	23
2014 (up to 14 feb.)	7	16	23
2014	8	15	23

Source: Collegiate Bodies Office UniFe

Table 4.10: Composition of the University Board, by gender, 2012-2014

	Women	Men	Total
2012 – before the 2010 reform	2	8	10
2012 – after the 2010 reform	0	10	10
2013	0	10	10
2014 (up to 01 oct.)	0	10	10
2014	1	9	10

Source: Collegiate Bodies Office UniFe

As shown in Figures 4.18 and 4.19, on the Academic Senate, the representation of the female gender in Unife is better than the average value for Italian universities. An analysis conducted during 2013 at national level, in fact, has allowed the identification of an average representation of women in AS of 25%.

The average national numbers of the presence of women in the Board of Directors are the same (24%): this figure clearly draws attention to the situation of low representation of women on the Board of Directors of Unife.

The following table 4.11 shows the gender composition of all the bodies of the University regulated by the Statute. Beyond the bodies mentioned above, it is to be noted that the presence of women in the Research Council - an advisory body - is 37% of the total number of members. It is worth pointing out that the female members of the AS and the Research Council are TAS, or are Grade B and C researchers, or students.

Figure 4.18: Composition of Academic Senate, by gender - 2014

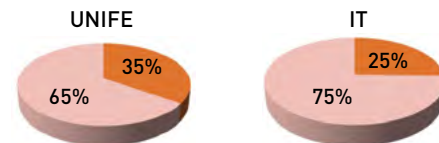
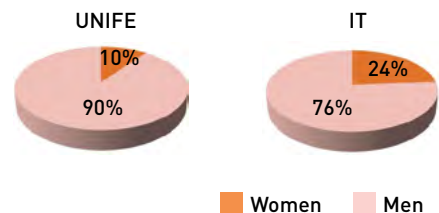


Figure 4.19: Composition of University Board, by gender - 2014



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



Table 4.11: Composition of Academic Senate, University Board and Research Council - 2014

Bodies and reference to the Statute of the University	Members	Women	Men
Academic Senate - Art. 11 c. 3 of University Statute	a) The Rector;	0	1
	b) Secretary;	0	1
	c) The Department Directors;	2	10
	d) The chairman of the Research Council;	0	1
	e) Two grade B and two grade C elected among the members of the Research Council;	3	1
	f) One representative of technical and administrative staff, elected by the Technical and Administrative Staff Council;	0	1
	g) Four student representatives, elected by the Student Council.	1	3
University Board - Art. 12 c. 4 of University Statute	a) The Rector;	0	1
	b) Secretary;	0	1
	c) Four members of the academic staff, nominate by the Rector in agreement with the Department Directors;	0	4
	d) Two components who have not belonged to the University for at least three years, nominate unanimously by the Supporters Committee;	1	1
	e) One representative of technical and administrative staff, elected by the Technical and Administrative Staff Council, belonging to the roles of the university's technical and administrative staff;	0	1
	f) Two student representatives, elected by the Student Council.	0	2
Research Council - Art. 16 c. 2 of University Statute	A grade A related to each of the 9 areas identified in Statute's Annex, elected by professors and researchers belonging to the same areas;	2	7
	A grade B related to each of the 9 areas identified in Statute's Annex, elected by professors and researchers belonging to the same areas;	3	6
	A grade C related to each of the 9 areas identified in Statute's Annex, elected by professors and researchers belonging to the same areas.	5	4

Source: Collegiate Bodies Office UniFe

In the composition of the Technical and Administrative Staff Council, in the period 2012-2014, the representation of the female gender increased, going from 55% to 76% in 2014 (Table 4.12).

Considering, as noted above, that the gender composition of TAS has remained almost unchanged in recent years, such a result can be read as an increase in the representation of the female gender.

Paying attention to the Board of Auditors (independent organ of consultation and internal control on regularity of administration and accounting), greater presence of men between the regular members (2 out of 3) is highlighted and an equal representation among substitute members (1 man and 1 woman). The composition of the Evaluation Unit (institutional technical body inside the University with functions of monitoring and evaluation, as well as proposals and advice to the governing bodies), reveals the presence of 5 members of the male gender out of 6 in total, recording a female representation at 16.17%.

Different situation occurs, instead, in the gender composition of the Quality Presidium (operative working group that has among its main tasks the supervision of proper and uniform procedures for Quality Assurance), in which the representation of the female gender reaches 66.67% (2 out of 3 are women).

Table 4.12: Composition of the Technical and Administrative Staff Council, by gender, 2012-2014

	Women	Men	Total
2012	16	13	29
2013	22	7	29
2014	22	7	29

Source: Collegiate Bodies Office UniFe

Table 4.13: Composition of the Students' Council, by gender, 2012-2014

	Women	Men	Period	Total
2012 Before the 2010 reform	11	18	Situation at 30 th November	29
2012 After the 2010 reform	8	19	Situation at 31 st December	27
2013	7	17	Situation at 31 st December	24
2014	7	14	Situation at 10 th December	21
2014	9	22	Situation at 31 st December	31

Source: Collegiate Bodies Office UniFe

Table 4.14: Composition of the Board of Auditors, of the Evaluation Unit and of the Quality Presidium - 2014

Bodies and reference to the Statute of the University	Members	Women	Men
Board of Auditors - Art. 13 c. 3 of University Statute	a) President chosen by the Academic Senate among the administrative magistrates and accountants and lawyers of the State, and appointed by the Rector;	0	1
	b) A regular member and one substitute, appointed by the Ministry of Economy and Finance;	1	1
	c) A regular member and one substitute appointed by the Ministry of Education, University and Research.	1	1
Evaluation Unit - Art.14 c. 4 of University Statute	a) A full professor from the University;	0	1
	b) Four persons of high professional qualification outside the University, whose CV is made public on the website of the University;	1	3
	c) A representative of student elected by the Student Council.	0	1
Quality Presidium ANVUR Guidelines "Self-assessment, evaluation and accreditation of the Italian University System" – 9 th January 2013	a) A full professor from the University – responsible for the Quality Presidium;	0	1
	b) The responsible for Educational System of the University;	1	0
	c) The responsible for the University Quality System Unit.	1	0

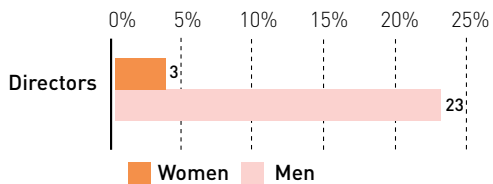
Source: Collegiate Bodies Office UniFe

Concerning the team of professors who have been selected by the Rector for the management of the University, as shown in table 4.15, the presence of the female gender is limited to 4 female deposes and to 10 male Rector's deposes (including the Vice-Rector).

The analysis of the 12 coordinators of doctoral programs by type (Table 4.16), shows a significant presence of men, restricting the female presence to only one coordinator and to 11 male coordinators, recording therefore a representation of the female gender of 8.33%.

As shown in Figure 4.20, the distribution by gender, between the directors of research centers it is very biased in favor of men, detecting a presence of male directors of research centers at 88.46% (with 23 men against only 3 women).

Figure 4.20: Directors of research centres - 2014 - synthesis



Note: to these, eight research centres whose director has to be defined are added.

Source: Research Unit UniFe

Table 4.15: Rector's deposes- 2014

	Women	Men
Number of delegates	4	10
Type of delegation	<ul style="list-style-type: none"> - Equal opportunities - International area - Disability - Libraries 	<ul style="list-style-type: none"> - Vice-Rector - Construction and buildings - Research and technology transfer, spin-offs, patents - Political sustainability University - International mobility students - Orientation after degree and employment programs - Health and safety in the workplace - Education - Cultural activities and campus - Computerization

Source: Collegiate Bodies Office UniFe

Table 4.16: Coordinators of doctoral programs - 2014

	Women	Men
Number of coordinators	1	11
Doctoral program	<ul style="list-style-type: none"> - Human sciences 	<ul style="list-style-type: none"> - European Union law and national laws - Economics and management of innovation and sustainability - Physics - Math - Molecular medicine and pharmacology - Biomedical sciences and biotechnology - Chemical Sciences - Engineering Sciences - Earth Science - Architecture and Urban Planning - Evolutionary Biology and Ecology

Source: Post Degree Unit UniFe

IV. Equal Opportunities Bodies

ITALIAN CONSTITUTION

"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" (art. 3).

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

"Unife pursues its objectives while respecting the dignity of the human person, pluralism of ideas and transparency of information and procedures. Unife protects the freedom of ideas and the expression of political, trade union and religious freedoms; it guarantees the necessary condi-

tions to express and freely communicate their ideas to all the staff and students; it provides equal opportunities in employment and study. Unife establishes an ethical code, which is approved by the Academic Senate" (art. 3).

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

- The Rector's Deputy for equal opportunities;
- The Equality Counsel (henceforth EC);
- The Single Guaranteeing Committee (henceforth SGC)¹.

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

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

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

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

THE RECTOR'S DEPUTY FOR EQUAL OPPORTUNITIES

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

Prof. Cristiana Fioravanti, in office (D.R. n. 1212 of oct. 24, 2013)
 Prof. Chiara Scapoli, 2010 – 2013 (D.R. 1280 of oct. 19, 2010) and 2007 – 2010 (D.R. 1662 of November .28, 2007)
 Prof. Simonetta Baldi, 2004 – 2007 (D.R. 97 of January . 25, 2005), and 2001 – 2004 (D.R. 447 of February 8, 2002) and 1998 – 2001 (D.R. 93 of November 22, 2000).

Nomination
and
mandate

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

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

Budget The Deputy does not have a budget, but may submit a project to the Rector and apply for funding for said project. The current Rector's Deputy for equal opportunities has presented a project on investigating the climate, system evaluation and survey on safety at work, by administering a questionnaire that measured:

- the level of organizational well-being;
 - the degree of sharing of the system;
 - the evaluation of one's superior (ANAC art. 14, paragraph 5 of the legislative decree of 27 October 2009, n. 150);
 - the risk assessment of work related stress (INAIL Legislative Decree 81/2008)
- The project has been financed by the university (€ 10,000).

THE EQUALITY COUNSEL (EC)**Art. 22 of the Statute of the University**

1. *The Equality Counsel promotes initiatives for the implementation of equal opportunities and valuing differences, under current Italian and EU law, it monitors compliance with the principle of non-discrimination and provides support for victims of violations and abuses of power.*

2. *The Counsel is composed of members identified an equal footing among the teaching staff, technical and administrative and students.*

3. *The definition, composition and functioning of the Counsel shall be established by regulations.*

4. *The Council, on the first meeting, shall elect its President, who shall convene it at least once every six months.*

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

Nomination
and
mandate

The different members of the Equality Counsel are thus appointed:

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

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

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

Functions

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

Budget

Every year the EC will present, along with the CUG, a request for funds to carry out its activities. In 2014, € 3,000 were allocated for training and € 7,000 for the organization of conferences and seminars.

THE SINGLE GUARANTEEING COMMITTEE (SGC)

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

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

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

The President of the Committee shall be appointed by the sole administration.

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

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

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

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

Art. 23 of the Statute of the University

1. The University of Ferrara establishes the " Single Guaranteeing Committee for equal opportunities, the enhancement of the welfare of those who work and anti-discrimination" that assumes all the functions provided by the law by collective agreements for the staff of public authorities or by other provisions.

2. The members of the Committee shall be appointed in accordance with the parity and gender equality among the administrative staff.

3. The procedures for setting up, operation and responsibilities of the Committee are governed by specific regulations.

Only technical and administrative staff are present within the SGC, as required by law.

The SGC consists of: a designated member from each of the representative trade unions in accordance with legislative decree 165/2001 (hereinafter T.U.R.) and an equal number of representatives from the Administration.

For each component, a substitute is also appointed.

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

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

The current SGC consists of:

Administrative component:

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

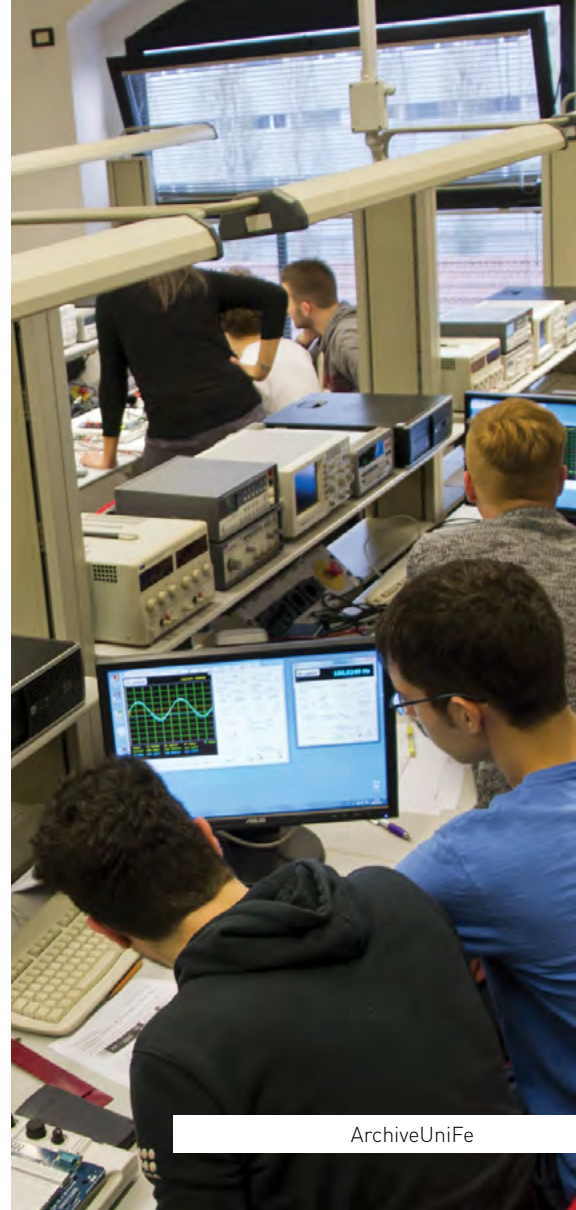
The Unions:

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

Functions

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

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



improving the efficiency of work performance, also by the creation of a work environment characterized by its stance against of any form of discrimination.

Budget Every year the SGC, together with the EC, will present a request for funds for implementing its activities. In 2014, € 3,000 were allocated for training and € 7,000 for the organization of conferences and seminars.

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

In 2013, following the adoption of the new 2014 to 2016 PAP (see. Chap. 5), The following working groups were established:

UNIFE Equality and Diversity website composed by: Cristiana Fioravanti, Maria Grazia Campantico, Lucia Manzalini, Manuel Meo e Claudia Palandri;

WELLBEING AT WORK composed by: Cinzia Buzzoni, Monica Campana, Giacomo Ciriago, Lena Fabbri, Manuela Ferracin, Cinzia Mancini e Umberto Tessari;

RECONCILIATION of WORK and FAMILY composed by: Alessia Alberti, Gioriano Bigli, Lucia Braghiroli, Daniele Busi, Maria Giovanna Marega, Claudia Palandri, Federica Righetti, Oliva Villafranca;

SOCIAL SERVICES composed by: Silvia Borelli, Annachiara Carniello, Federica Danesi, Elettra Mantovani, Aleksandar Cvetkovski, Roberta Pancaldi;

INTERNATIONAL MOBILITY composed by: Lucia Manzalini, Arlette Tchabda Mounang, Riccardo Raneri, Alice Salinardi;

FIGHTING DISCRIMINATION composed by: Cristiana Fioravanti, Massimo Galvani, Manuel Meo, Serena Scardovi, Claudia Spirito, Gianluca Rizzati;

TEACHING GENDER EQUALITY composed by: Silvia Borelli, Federica Danesi, Chiara Scapoli, Beatrice Zucchi.

OTHER BODIES

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

- the Ethical Committee;
- the Confidential Counsellor;
- the Antidiscrimination Helpdesk.

THE ETHICAL COMMITTEE

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

The Ethical Committee:

- provides consulting, investigation and monitoring on the implementation of and compliance with the rules of the Code of Ethics and of its practices of interpretation;

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

Nomination
and
mandate

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

In order to facilitate access to the Ethical Committee, a form has been prepared with which UniFe students and staff may apply to the Committee for an opinion on the implementing of

the Code of Ethics, or check whether there is an infringement of the Code.

THE CONFIDENTIAL COUNSELOR

Nomination

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

The Confidential Counselor, at the request of the worker concerned, takes charge of the case in order to seek a positive, timely and decisive resolution of the matter.

For this purpose, always with the consent of the person concerned, the Counselor can hear the alleged author of the misconduct, acquire testimonies, contact the managers of the relevant departments and promote joint meetings with the parties involved.

Functions

The Confidential Counselor also promotes, in agreement with the SGC and the EC of the University of Fer-

rara, prevention and information/training activities relatively to all matters contrasting wellbeing in the workplace with particular attention to the training of supervisors and managers of the various structures, who will then disseminate a culture of respect for human dignity within the workplace.

THE ANTIDISCRIMINATION HELPDESK

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



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

Functions The professional, at the request of the student concerned, provides psychological listening counseling in order to assess the situation and provide guidance and psychological support. The Desk also promotes, in agreement with the SGC and the EC of the University of Ferrara, prevention, information and training relatively to all the phenomena of discrimination, violence and exclusion within the context of the University and study activities, by supporting awareness-raising actions on the issues.

THE WORKPLACE WELLBEING BOARD

Functions In order to realize the Rector's Deputy's project for equal opportunities on the investigation of workplace atmosphere, safety evaluation and survey, a

Workplace wellbeing Board has been set up, comprising the six representatives of the safety workers and the Head of the Legal Office.

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

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

V. Positive Action Plan

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

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

with provinces, municipalities and other non-economic public entities, [...] prepare positive action plans designed to ensure, within their own sphere, the removal of obstacles that in fact prevent the full realisation of equal employment opportunities and in the labor market between men and women. These plans, in order to promote the inclusion of women in sectors and professional levels where they are under-represented, in accordance with Article 42, paragraph 2, letter d), facilitate the rebal-

ancing of the presence of women in activities and hierarchical positions in those instances where there is a gap between genres that is no less than two-thirds. To do this, both in case of employment and promotion, compared with similar qualifications and professional expertise among candidates of different sexes, if the choice falls on a male candidate it is to be accompanied by an express and adequate provision of the grounds. The plans referred to in this article last three years” (art. 48).



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Approval
and
duration

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

The proposal was approved by the Academic Senate and the Board of Directors in February 2014. The 2014-2016 PAP pursues the following objectives:

Content

1. Information, education and awareness to strengthen a culture of equality and equal opportunities;

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

Effectiveness

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

The University also fully referred to the contents of the PAP within the 2014-2016 **three year Strategic Plan**, drawn up in accordance with the current legislation, which defined *the general address lines of University programming* (Decree n. 827 of 15 October 2013).

In 2014, the objectives outlined in the 2014-2016 PAP were referred to in the preparing of its **Performance Plan** for 2014-2016.

It should also be noted that the University of Ferrara regularly participates in the monitoring launched by the **Directive of the Department of Public Service (adopted on May 23rd, 2007) "Measures for the implementation of equal rights and opportunities between men and women in public administration"**, answering its questionnaire.



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VI. The initiatives realised

In the following pages the main initiatives promoted by the University of Ferrara in 2014 are described.

The actions are grouped together under eight headings:

1. Teaching Gender Equality;
2. Reconciliation of work/study and family;
3. Monitoring equality actions in the University;
4. Wellbeing at work;
5. Fighting gender segregation in education and employment;
6. Fighting discrimination;
7. Equal representation of men and women within the University bodies;
8. Fighting violence against women.

The eight headings indicate the objectives laid down in the 2014-2016 Triennial Plan of Positive Actions (see chapter 5).

Work groups have been created for every objective and all the activities described in the present sections have

been successfully realized thanks to the (free) work of both the members of the SGC and the EC and the external colleagues, not members of the two committees, who believes in this policy in favour of people who study and work in Unife.

1. TEACHING GENDER EQUALITY

A substantial equality between women and men, as well as actual knowledge of gender diversities cannot be achieved if gender culture is not promoted.

The University of Ferrara is fully committed to this, and in 2014 developed the following activities:

- **a course for gender and equal opportunity promotion, “Women, politics, institutions”**. In 2011, a Unife project was approved and financed by the Equal Opportunity Department (EOD) of the Italian Government. The agreement signed by Unife and the EOD provided

for two courses, the first in 2012 and the second in 2013. On 29th May 2014 the participants who passed the final examination of the 2013 edition were awarded their diploma by the Rector of the University.

- **a Master on “Children rights and protection”**, begun in the academic year 2013/14, continued with the new edition in the academic year 2014/15, which include a section on “Protection of gender identity”.

- **Seminar “The gender stalking as a neglected working risk”** (23rd - 24th January 2014). A seminar aimed at supplying effective indications and tools to identify the phenomenon at the start, prevent the recidivisms and protect the workers from this serious and hazardous phenomenon.

- **Seminar “Horizon 2020 and Gender Equality”** (13th March 2014). Seminar

dedicated to Horizon 2020, the new EU Framework Programme for research and innovation, in which the theme of Gender equality is promoted by sustaining the organizational change of the research institutions and integrating gender equality in the contents and in the design of research and innovation activity.

- **Seminars during the International Staff Training Week 2014.** During the 2014 International Staff Training Week, the “2013 Gender Report” was presented (9th June 2014) and a discussion on “Reconciliation of work, study and family” was held (11th June 2014).

- **Seminar “Equal representation in the University institutions: a comparison between theory and practices”** (17th October 2014). Unife organized a seminar on the equal representation in the University institutions, analysing the gender composition of the University bodies.

- **EduCARE in UniFE** (11th November - 2nd December 2014). Meetings dedicated to all the parents who work and study

at the University of Ferrara. During the meetings, different themes were discussed: the education, the importance of “care” and the services offered to the families in the city.

- **Seminars to inform on the role and the activity of the Confidential Counsellor and the antidiscrimination helpdesk** (24th September and 8th October 2014).

Charter for equality of opportunity and equality in the workplace

Starting from 2013 the University of Ferrara signed the Charter for equality of opportunity and equality in the workplace. The Charter is a declaration that can be voluntarily signed by public and private authorities. It intends to spread management and human resources policies that do not discriminate and do not promote prejudices and are able to value people’s diversities.

The Charter is promoted and sustained by the Ministry of Labour and Social Policies and the Ministry of Equal Opportunities.

2. RECONCILIATION OF WORK/STUDY AND FAMILY

The University of Ferrara is committed to the promotion of policies facilitating the reconciliation of work, study and family, and removing the obstacles that often people, and especially women, have to face in reconciling work, study and family. In 2014, the main initiatives activated by UNIFE were teleworking, the projects “Kindergarten and pre-school”, “Summer camps”, “Children in the office”, and sustainable mobility.

Moreover, the University of Ferrara has provided a “Guidebook for people working in the University” which illustrates the rights and duties of the University staff.

The guidebook contains the principal information about the different aspects of the employment relationship, as well as indicating the legal regulation and the competent offices, in order allow an in-depth analysis and to identify a contact point for each topic.

It is addressed to the teaching and technical-administrative personnel and to every person who works at the University of Ferrara.

The guidebook can be consulted at the web address: <http://www.unife.it/progetto/guida-lavoratori>

Project “TU@ Teleworking Unife”

Since 2011, the University of Ferrara has been developing the project “TU@ Teleworking Unife”. By teleworking, a worker can perform part of his/her activities at home, according to a plan that identifies the activities that can be carried out from home, without decreasing the functionality and the quality of the service. Therefore, the worker can better organise his/her family and professional tasks, without any wage reduction.

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

In 2014, the following activities related to this project were realised:

- After the publication of the 2013 call for activating 8 teleworking positions, all the admissible requests were satisfied. The selection considered the fol-

lowing criteria: the presence and the number of 14 year old or younger children; the assistance to disabled relatives; the distance from the work place.

- The EC and SGC promoted the modification of the UNIFE regulation on teleworking and preparation of the 2014 call for applications. The amendment to the regulation was approved in September 2014.

- The 2014 call was published on November 4th. It provided for the activation of 7 teleworking positions. In the 2014 call some criteria were modified to enlarge the beneficiaries of telework. Therefore, the following persons were also considered eligible:

- Employees with a psychophysical difficult situation or a serious disease;
- Employees caring for relatives or partners in a temporary situation of psychophysical difficulty or serious disease;
- Employees living at least 15 kilometres away from their workplace.

On 27th October 2014 a seminar on “Teleworking in Unife” was organised. The Rector’s Deputy for Equal Opportunities, the President of the SGC and the Director of Er.GO (the Regional administration for the Right of High Stud-

ies of the Emilia Romagna) presented the projects of teleworking started at the University of Ferrara and Er.GO. Through video and direct interviews of teleworkers and their supervisors, the opportunities offered to the employee and the advantages of telework for public administrations were shown.

Project “Kindergarten and preschools”

The “kindergarten and preschools” project aims at identifying measures to facilitate the admission and the attendance to kindergarten and preschool by Unife employees’ and students’ children. In order to do so, in 2013 a questionnaire was distributed to all the researchers, professors, technical and administrative staff, and students of the University. The questionnaire was meant to understand the habits and the needs relative to attendance at summer centres, kindergarten, preschools and elementary schools – afterschool care. In 2014, the group on social services listed all the Kindergartens, preschools and summer schools present in Ferrara and in its province, as well as in Rovigo.

In December 2014, the University of Ferrara and the Municipality of Ferrara renewed an agreement that guaranteed 10 additional places in all public kindergartens, enlarging the offer of the previous year, which considered only admission to the kindergarten "Il Salice". The 10 additional places are reserved to the children of the students (including those who attend postgraduate courses) and to the children of the employees of the University (including untenured employees) on all the municipality territory.

The additional places have been assigned according to the criteria adopted by the Town Hall to select the beneficiaries of public kindergarten admission, but no relevance has been given to the Unife staff's and students' place of residence.

Moreover, in the 2014 agreement, a clause was inserted, guaranteeing equal treatment between the children beneficiaries of the added places and other children inserted in the public kindergartens.

For the 10 additional places, the University of Ferrara pays part of the fee that families must pay to the Town Hall.

During 2014, the University of Ferrara also published a call to finance private organisations that organise Summer Schools, Kindergartens and Preschools, and apply a discount of at least 10% on the monthly fee to students' (included the post-doc) and to University personnel's children (included research associates and postgraduates).

Project "Summer camps"

The project "Summer camps" aims to provide a contribution for the enrolment of the employees' and students' children to summer camps, and to obtain discounts from the Sports University Centre (S.U.C.) and other similar organisations present on the territory. The University of Ferrara and the Ferrara S.U.C. signed an agreement intended to foster the participation of employees and students' children to these summer activities, granting them particular discounts.

For the summer of 2014, too, the University signed a convention to guarantee to Unife employees' and students' children discounts on the weekly fee paid to attend the CAMPUS GAME or-

ganized by the Sport University Centre of Ferrara.

Project "Children in the Office"

The project "Children in the Office" has allowed the children of University employees to visit their parent's offices. It aims to bring attention to the reconciliation of work and family, allowing the children to acquaint themselves with their parent's workplace and to carry out recreational and educational activities therein.

The initiative was promoted by the main Italian newspaper (Corriere della Sera), and obtained the support of the national Family Policies Department. The University of Ferrara, participated to the initiative, involving different locations within the University, also in 2014, on Friday, 23th May.

In the 2014 edition, grandparents, uncles and aunts and all the people close to the children of the University personnel were also invited.

Sustainable mobility

The University of Ferrara has signed, with the company TPER, an agreement to ensure discounts for local bus season/year tickets to the technical and administrative personnel of the University of Ferrara.

Another agreement between UniFe and TPER guarantees discount fares for local buses to the staff and the students at Cona (the site where the new hospital is located).

All the requests presented by those concerned have been accepted.

The percentage of reduction guaranteed by the University equals 39%, in addition to the reduction applied by TPER, amounting to 5%.

3. MONITORING EQUALITY ACTIONS IN THE UNIVERSITY

Since 2011, the University of Ferrara has decided to monitor the positions of men and women amongst students, researchers, professors and administrative staff.

The Gender Report is the necessary starting point to define the positive action plans and policies promoting equal opportunities.

Moreover, the University of Ferrara complies with the provisions laid down by Article 10 of legislative decree n. 150/2009:

“In order to guarantee the quality, understanding and compliance of the documents that measure the performance, the public administrations yearly edit [...] b) a document called «Report on Performance» that, referring to the previous year, underlines the organisational and individual results reached according to the single objectives programmed and the resources, and the gender balance realised».

The 2013 Gender Report was presented on the 12th of December 2014.

At the event there were present Simonetta Sagramora and Maria Teresa Morana of the Statistics Office of the MIUR and Valentina Andreozzi, Equal Opportunity Department Counsellor.

In the 2014-2016 Positive Action Plan (see chap. 5), the Gender Report was identified as a permanent tool to monitor all actions and policies of the University of Ferrara.

Gender mainstreaming, i.e. the evaluation of the implications for both men and women of all actions planned in every sector and at every level, has thus become the essential principle for the planning of all the policies and the budget of Unife.

4. WELLBEING AT WORK

On 26th May 2014 the workplace wellbeing board coordinated by the Rector's Deputy for Equal Opportunities was re-created (see chapter 4).

The board discussed the meaning of wellbeing at work as a fundamental element to assure efficiency, efficacy, development and productivity of a public administration.

According to the 2014-2016 Positive Action Plan, the Rector's Deputy for Equal Opportunities, together with the EC, the SGC and the Nucleo di Valutazione (Assessment Nucleus), submitted a project to the General Director of the University, aimed at the promotion of wellbeing at work of the administrative staff through measures that increase the quality of working life. A questionnaire has been prepared in order to:

1. evaluate the degree of at stress-at-work risk among the administrative staff;
2. detect employees' opinions on organisation of work and workplace environment; identify the possible actions to improve the working conditions of the administrative personnel.

A questionnaire of 124 questions (among which some were specifically about Unife) was presented to the technical and administrative staff on 17th, 18th, 20th, 21st and 26th November, 2014 and was then filled in between November 27th and December 11th, 2014.

423 out of 550 employees (77% of the total) participated to the enquiry. 69% of the respondents were women and 30% were men, percentages that reflect the gender composition of the Unife administrative staff.

In May 2015, Stefano Bonnini and his team presented the Report on the results of the enquiry to the workplace wellbeing board.

The report was also presented to the Nucleo di valutazione. On July 22nd, 2015, the Administrative board evaluated the results of the enquiry.

Moreover, the Equality Council and the Single Guaranteeing Committee organised a course on the workplace wellbeing (20th May – 2nd October, 2014).

5. FIGHTING GENDER SEGREGATION IN EDUCATION AND EMPLOYMENT

During 2014, the University of Ferrara participated in "The Pink cloud", an initiative occurring in Rome from 22nd to 24th April, 2014, organized by Microsoft, in collaboration with the Equal Opportunities Department and the University La Sapienza of Rome and with the support of international organizations such as ITU, UNESCO, UN Women, Unric and Valore D.

UniFe female students participated in the event and attended several meetings and seminars on the development of technical-scientific competences and on the entrance to the labour market. The Pink Cloud occurred on 25th April, proclaimed by ITU the European Day for Girls in Information Technology (**GIRLS-in-IT**).

6. FIGHTING DISCRIMINATION

In 2014, the University of Ferrara activated an Anti-Discrimination Help Desk (see chap. 6).

The creation of a Help Desk was provided for under the Inter-institutional Agreement for “the adoption of actions and strategies against discrimination, based on gender identity or gender orientation”, promoted by the Province of Ferrara, and signed in 2012 by the University of Ferrara, the Town Hall, and a number of local associations.

According to the Agreement, an Inter-institutional roundtable against discrimination has been created, to which all the associations or institutions fighting discrimination, homophobia and transphobia are welcome.

Moreover, on 11th March, 2014, the University of Ferrara signed, as an Associate Partner, the project **“RAINBOW CO-ART – Rights Awareness IN Building an Open-minded World From/through/with Communities Art”**. Coordinator of the project: Middlesex University Higher Education Corporation.

Finally, on 30th October, 2014, the Administration Council of UniFe deliberated the administrative procedure applicable to students in the process of sex re-assignment, with the objective to envisage the attribution, upon exhibition of the suitable documentations, of an “alias” in their academic career. Through this important deliberation, the University allows students who are changing gender an “alias” identity, which may be used in daily academic activities, while the administrative documentation remains unchanged.

7. EQUAL REPRESENTATION OF MEN AND WOMEN IN THE UNIVERSITY BODIES

In 2013, the Rector’s Deputy for Equal Opportunities developed an analysis on the measures adopted by the Universities to guarantee an equal representation of men and women in the University bodies. Based on this study, a decision on the implementation of the Constitutional principle of Equal opportunities and on Article 2 of the University Statute was approved by the Academic Senate and the Administrative Board in May 2014.

The above-mentioned deliberation (that can be consulted at the web address: <http://www.unife.it/progetto/equality-and-diversity/delibere-ateneo/Attuazione%20art.%202%20Statuto.pdf/view> demands that all University regulations have to be integrated by an article where the explicit commitment to guarantee the balanced gender presence in the constitution of University bodies must be stated, with a reference to Article 2, Paragraph 2 of the Unife Statute.



Sport University Centre - Archive UniFe

8. FIGHTING VIOLENCE AGAINST WOMEN

Starting from 2013, the University of Ferrara has promoted the adoption of a handbook containing information and advice to contrast gender violence.

The handbook, translated in English, French, Russian, Chinese, and Arabic, is the outcome of the Seminar that opened the self-defence course, addressed to the female students and the UniFe employees, in collaboration with the Sport University Centre.

The seminar was held in two editions (February/March and April/May 2014) with the objective to promote female auto-defence, along with psychological aspects, criminal profiles and practical techniques.



Children in the office 2014 - Archive UniFe

Moreover, in July 2014, the University of Ferrara, together with the Prefecture of Ferrara, the Province of Ferrara, the Municipality of Ferrara, the Tribunal of Ferrara, the Tribunal for teenagers of the Emilia Romagna Region, as well as numerous associations of the territory, subscribed to a **Protocol of Understanding for the promotion of shared strategies finalised to the prevention and contrast of the violence against women and children.**

Among the objectives of the Protocol, mention may be made of the following: analysis and monitoring of violence against women and children; development of actions finalised at the prevention and contrasting of the phenomenon; long-term training for the operators; the development of warning strategies, taking on responsibility, and supporting the victims, in full compliance with the institutional competences of every participant.



VII. Conclusions

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

The analysis of UniFe students shows that female students, normally, graduate before males, and they rarely are out of course (among the total number of graduates on course, women make up 63.4%). The percentage of women taking admission tests for programmed number courses is higher than the percentage of men, as is higher the percentage of female students in the Erasmus mobility, in (65.0%) and out (56.9%).

Despite the increased mobility of female students and their better results, there is still the problem of "horizontal segregation", with women over-represented in the sector of humanities (women represent less than 18% of the members in Engineering; R. Frattini - P. Rossi Report on Women in the Italian University, [http://menodizero.eu/saperepotere-analisi/247-report-sulle-donne-dell-](http://menodizero.eu/saperepotere-analisi/247-report-sulle-donne-dell-univerita-italiana.html)

[univerita-italiana.html](http://menodizero.eu/saperepotere-analisi/247-report-sulle-donne-dell-univerita-italiana.html)). This reflects the persistence of gender stereotypes, which are repeated in all stages of the career of female students - researchers - professors, as well shown in the graph on the presence of women in the Department of Engineering.

Another critical data, and worrying, is the under-representation of female students in the Student Council: although women make up more than half of the student population, among the 31 members of the student council only 9 are women.

Also matter for concern is the data provided by Almalaurea about the labor market: 5 years after graduation, there is a gap of 11.3 percentage points between female and male employees that well represents the difficulty women encounter when entering the labor market. With regard to the academic staff, two data are alarming: the small number of women professors (23 female compared to 126 male full professors and 72 female compared to 160 male associate

professors in 2014) and the low (insignificant) number of women in academic bodies (8 out of 23 women in the Senate; 2 female directors of Departments in comparison to 10 male directors of the Department; no woman on the Board of Directors in contrast to the 10 men who represent the composition; 10 women and 17 men in the Research Council). Also the composition of the Board of Auditors (2 women and 3 men) and the Evaluating Unit (1 woman and 5 men) shows a serious situation of inequality. The only organs that are the exception - not surprisingly - are the SGC (where the presence of women and men is almost egalitarian), the EC (an almost exclusively female composition) and the Technical and Administrative Staff Council (where there are 22 women and 7 men - due to a large number of women in the electorate and stand).

Different situation is in the gender composition of the Presidium of Quality (two out of three are women) in which, however, there is a Technical and Adminis-

trative Staff component (2 women) and a Teaching Staff component (1 man).

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

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

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

With regard to the technical and administrative staff, what can be detected is an

increased utilization of leave for family reasons by women and a high percentage of female employees with part-time contracts (39 women compared to only 7 men in the period 2012-2014, conversion contract from full time to part time is requested in most cases by women). Women are frequently driven to refrain from working in the University to take care of the family, as confirmed by the data regarding the use of leave by the teaching staff. The data on full pay parental leave also shows that, when they do not have to give up their wages, men are more likely to take advantage of the leave (in 2014, 2 men received only 3 days of unpaid leave). It is thus clear that the reconciliation policies begun by the University need to be strengthened and developed, also thinking about the sharing of care work.

Even among the technical and administrative staff the phenomenon of the so-called glass ceiling is detected: in UniFe, three out of four managers are men (including Director-General). More alarming data concerns the allocation of allowances, the beneficiaries of which are proportionally more men than women.

In the second chapter of the Gender Report, the bodies that synergistically work

for the promotion of equal opportunities are shown. The University of Ferrara maintains an Equality Counsel, next to the Single Guaranteeing Committee, in order to ensure the full representation of all components of the University. The committees work through working groups, in which the people necessary for the realization of their project are integrated.

Thanks to the Rector of the University, the committees and the Rector's Deputy for equal opportunities have a budget, which is an essential tool for the implementation of their actions. The important role played by the Ethics Commission, the Confidential Councilor and the anti-discrimination desk should also be noted.

In the second part, Gender Report describes the positive action plans and the many initiatives to improve the current state of the University. Respecting the imperative of gender mainstreaming, the 2014-2016 positive action plan of the University has also been integrated into the 2014-2016 strategic plan and the 2014-2016 performance plan. The distribution of actions in eight areas facilitates the reading, and will allow a better comparison of best practices.



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

Cristiana Fioravanti,
Rector's Deputy for equal opportunities
Cinzia Mancini,
Chair of Single Guaranteeing Committee
Silvia Borelli,
Chair of Equality Counsel

VIII. Comments



Simonetta Sagramora
and Maria Teresa Morana
MIUR Statistic Office

The European Commission has long considered women's participation in the sector of Science and Technology an important contribution to improving the innovation, quality and competitiveness of Scientific and Industrial research. As a result, it is important to encourage it, in the belief that gender equality in this area is not only a matter of equality, but also of economic efficiency and Research quality. Based on a growing combination of evidence in the field of Scientific Research, researchers' *teams* and evaluation committees that maintain gender balance among their members are shown to obtain better results. For example, in the economic sector, these results can be measured as financial results in terms of profit, better overall *governance*, major worker involvement, user/client satisfaction and number of publications on scientific journals.

The growing global competition for talent must push Europe to exploit all the potentiality and the competences of its workforce.

However, the statistics clearly show that talent is not always considered equally: a clear under-representation of women continues to exist in *leadership* positions and in the participation in the decision processes. This statement is particularly true in the academic sector.

In fact, pursuant to the most recent European data, women represent 47% of PhDs, 33% of researchers, 20% of academic professors and only one in ten Universities has a women-provost.

This situation is commonly described with the image of a "sticky floor" or a "glass ceiling" and measured by an indicator, which calculates the probability of reaching the highest qualification in the academic hierarchy for women in comparison to men. This index shows the difficulties that women face in order to progress their career in the same way as men do.

The objective is that people with the same talent must be able to compete at the same level, without gender determining the probability of success.

Some structures in the European Commission are active in order to promote gender equality and monitor the progresses made in this field. Among these, there is the Helsinki Group, which is formed by Member States and associate Countries responsible for the themes related to women and science.

The Group mandate has been recently updated in light of the major emphasis paid to gender equality by the European Research Area and by the Horizon 2020 program.

The Group aims to promote the participation and equality in Science of women and provide the Commission with information about the level of gender equality achieved in every Country.

For this purpose, the Group uses the support of statistical correspondents from the various Countries, which have the task to collect and elaborate gender

statistics and specific indicators that flow into the three-year-frequency publication "She Figures" and which are essential to gender mainstreaming.

The data used for the elaboration of gender statistics and the construction of indicators are related to the students and human resources employed in the academic sphere and, more generally, in the science and technology sectors disaggregated by gender. Every European Union Country is obliged to deliver these data annually, with the possibility of being subjected to sanctions in case of non-fulfilment.

The bodies responsible for the fulfilment of these obligations in Italy are:

- for the instruction and education statistics: MIUR through its Statistics Of-

fce, which manages different databases about students and academic personnel of every public and private university;

- for the human resources in science and technology sector statistics: ISTAT, which conducts the appropriate surveys on all of the national territory.

The Gender Report, written by the University of Ferrara, proposes the principal indicators presented in the publication "She Figures" for its own local reality, comparing them with the ones calculated at the national level and provided by the MIUR Statistics Office. In fact, the University began a collaboration with the MIUR Office some years ago, demonstrating it shares the importance of the analysis and of the quantitative study of the University reality in a gender perspective.

The database about academic students and academic and administrative personnel managed by the Statistics Office are public and accessible online on the MIUR website.

The Gender Report, based on data and indicators comparable at national and international level, is believed to effectively represent the essential instrument to research and promote equality through the redefinition of political choices and financial and economical commitments in order to sustain female participation.

The University of Ferrara adheres to the logic that guides the actions promoted by the EU in the research sectors, which are based on evidence of the positive correlation among the governance instruments and the effort made to integrate the gender dimension in the Administration strategies. The aim of the University is to seek a more efficient, transparent and equal resources management, based on criteria that promote equal opportunities.



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THE GENDER REPORT IN PUBLIC ADMINISTRATION

Monica Parrella

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Valentina Andreozzi

Consultant to the Department of Equal opportunities on Gender Assessment

A Gender Report is an assessment operation integrating a gender perspective at all levels of the budgeting procedure. As a useful decisional tool, Gender Reports, which up to a few years ago were considered an exceptional assessing experience, are today becoming a consolidated praxis of the Public Administration.

Promoting gender equality via a public report means evaluating the participation of women and men at all organisational levels and in governing bodies, and guaranteeing equal access to social, economic and political resources. In the case of public bodies, the customary recipients of actions implemented by the Presidency of the Council of Ministers, the Gender Report is also an essential instrument in assessing performance within the local territory and its effect on the community.

The Gender Report thus represents an operational and strategic instrument, essential for planning, reporting expenses, and evaluating measures implemented

by public bodies and by the societies under their control.

For public bodies, the Budget is the programme of how much a local government plans to spend for single targets during a given year. Consider the documents of a Regional Budget, where expenses may be classified under policy-making; according to departments (assessorati); by function (health, and so on, but not necessarily by the department responsible, it might be an expense incurred by another department, it is the actual function that counts); according to accounting criteria (income and expenditure); or a combination of these. In many of these methods there is an important step that cannot be neglected, and which is used as an actual tool in evaluation policies: context analysis. Context analysis in a gender perspective allows a reading of the living conditions of the population in its male and female components with reference to demographical economical and work market phenomena.

The Gender Report, which the University of Ferrara has been producing for the past four years, now contributes, with its attached context analysis, to highlighting the weak and strong points in the University's gender make-up. For instance,

in the 2014 Gender Report female gender has its lowest representation in academic staff, hardly above 30%, while it is widely represented in administrative and technical staff (almost 70% of the total). A strong female presence is, instead, found amongst students, postgraduate students and research assistants. Ph. D. Female students are more than 50% of the total, while female research assistants are around 57% of the total.

This evidence allows the inference that at Ferrara University women achieve and often surpass equality during the educational cycle, which highlights women's capacity to bring their education to full completion, but also stresses the fact that then women cannot cross the 30% threshold when the professional academic cycles is entered, when taking into account the number of academic posts (full and associated professors).

Female full professors represent only 15,44% of the total of full professors, female associated professors represent 31,03%, and female researchers represent 45,7%. If in this academic progress female research assistant data are considered (this is non tenured position, albeit a fully trained for scientific research one) the trend is reversed.

This is a very important assessment for Policy Makers, who will have the chance of put an effort in removing any obstacles that may come between the complete realisation of the work itinerary and the academic female staff. In line with the data of other academic contexts thus, in the University of Ferrara there also is a prevalence of male academic staff. This prevalence increases at the uppermost levels of the academic career.

Conjugating the theme of evaluation, then, with an equal opportunity policy is extremely important, and it represents an goal for the institutions, shared both at a national and a local level, that is qualifying and quantifying equal treatment of people in the evaluation of programs, of policies and successive measures.

The Gender Report is an instrument that allows programming and expense reporting with an awareness of the gender inequalities within society. At the same time it permits fairness, efficiency, transparency. As a general assumption we may state that the Gender Report aims at ensuring that the needs and interests of individuals are satisfied taking into account their gender specificities (men or women) when the modalities and entity of income and expenses are decided upon.

This assessment is useful to institutions to improve the ability to evaluate the cycle of their policy in all of its phases, especially in relation to its beneficiaries; and it is useful to public bodies for a greater transparency and "accountability" of the budget.

The Department for Equal Opportunities of the Presidency of the Council of Ministers, in the context of its action for the promotion of equal opportunities – realised as the centre for regional competence – has been committed for several years in projects and programs aiming at facilitating experimenting and adopting Gender Reports, as instruments to implement gender mainstreaming in the programming and enacting procedures of public spending. The aim is spreading a public administration culture striving to achieve transparency and fairness in the object of its actions, as well as contributing to a better and more efficient distribution of public resources.

Recently, the Department for Equal Opportunities, recognising the value and effort that the University of Ferrara puts in the promotion of instruments for equal opportunity and in the drafting of its yearly Gender Report, has drawn up an agreement, signed according to Article 15 of Law 241 of 1990, aiming at creating new opera-

tional tools and models for the diffusion of Gender Reports within the Convergence objective Regions (Calabria, Campania, Apulia and Sicily). This agreement was the starting point of the GeRPA Project, a project embedded within the context of the activities carried out by the Department for Equal Opportunities in its role as an Intermediate Organism of the National Operational Programme: Governance e Azioni di Sistema 2007/2013 – financed by the European Social Fund (ESF). The GeRPA project, by means of a recognition of the legislation and of the major experiences relative to gender reports at a national and international level, identified and systemised the strong points and the benefits, in terms of equal participation of men and women to public life, and of a better use of public resources in order to limit gender inequalities within society. In this sense the project aims at giving actual concreteness and operability to the practice of Gender Report, not just within universities but also within various administrative bodies. With the realisation of this project it is hoped that the Gender Report model proposed by Ferrara University may be taken as example and replicated by the other Universities and local administrations identified within the Convergence objective Regions.

