



**equality
& diversity**

GENDER REPORT

UNIVERSITY OF
FERRARA

2013



UNIVERSITY
OF FERRARA
- EX LABORE FRUCTUS -

Gender Report

University of Ferrara

2013

For the preparation of the **Gender Report 2013** a **Scientific Committee** has been created, composed by:

Pasquale Nappi, *Rector*;
Cristiana Fioravanti, *Deputee of the Rector to Equal Opportunities*;
Silvia Borelli, *Chair of Equality Counsel*;
Cinzia Mancini, *Chair of Single Guaranteeing Committee*;
Emidia Vagnoni, *Full professor at Department of Economics and Management*;
Lucia Manzalini, *Gender Report referee*.

Chiara Oppi, *collaborator of the University of Ferrara, has as well cooperated to the preparation of the Gender Report 2013*.



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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 an 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 sexes; 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).

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 becoming 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.

In its third 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 male and female students enrolled in the various courses is presented. It shows the different proportions of women and men in the various levels of technical and administrative staff career and in different stages of the evolution of the 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. Then the participation of women in the various governing bodies of the University is introduced. The Gender Report explains the functions of the bodies involved in the University to promote equal

opportunities (Rector's Deputy for equal opportunities, Equality Counsel and Single Guaranteeing Committee), as well as the organs that, in general, guarantee the well-being and respect for the dignity of all those who work and study at the University of Ferrara. Appropriate chapters are then devoted to the description of the positive action plan and initiatives to achieve the objectives set out therein.

In the Gender Report 2013, thanks to the collaboration with the statistic office of the Ministry for Education, Universities and Research, it was possible to compare data for the University of Ferrara, with the corresponding national data.

The comparative analysis allowed a check on UNIFE position in the context of the Italian universities, putting more light on the profiles on which actions to promote equal opportunities are required. The inclusion of the indicators used in the European report She figures then allows to see how the University is placed in the context of the 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 it

possible the realization of this third edition of Gender Report.

The Rector of University of Ferrara
Prof. Pasquale Nappi

A handwritten signature in black ink, appearing to read 'P. Nappi', written over a light blue horizontal line.



Degree delivery to course "Women, politics, institutions" - Archive UniFe



II. Methodology

The **2013 Gender Report** (henceforth **2013 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 in the University, i.e. students, PhD graduates, technical and administrative staff and academic staff, have been considered. Furthermore, the 2013 GR presents a plan of positive actions adopted and initiatives that have been undertaken to the bodies active in University, to promote gender equality and equal opportunities.

Starting from 2012 GR, the University of Ferrara has been collaborating with the Statistical Office of the Ministry for Education, Universities and Research (henceforth MIUR), and in particular with Maria Teresa Morana 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 in 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 figure numbers referring to the 2012 She Figures Report. This report can be downloaded from:

http://ec.europa.eu/research/science-society/document_library/pdf_06/she-figures-2012_en.pdf.

To develop the 2013 GR a Scientific Committee was created, composed by:

Pasquale Nappi – Rector;

Cristiana Fioravanti – Rector's Deputy for

equal opportunities;

Silvia Borelli – Chair of the Equality Counsel;

Cinzia Mancini – Chair of the Single Guaranteeing Committee;

Emidia Vagnoni – Full professor at Department of Economics and Management;

Lucia Manzalini – Gender Report referee.

Chiara Oppi, a consultant to the University of Ferrara also cooperated to the creation of the 2013 GR.

All our thanks to the University of Ferrara administrative staff for its willingness to 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 reading!



III. Gender in 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, 2013 data do detect a slight decrease of the female gender (54.67%) compared to 2012 (55.45%). 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 declining trend, in fact in 2013 they represented 54.84% of the total number of students UniFe (in 2012 they were 56.17%), and, as a result, the male students went from 43.83% in 2012 to 45.16% in 2013. Moreover, in 2013 there was an increase in the presence of female PhD students (increased from 50% in 2012 to 52.16% in 2013) and an increase in female Grade D staff (from 51.5% in 2012 to 56% in 2013). With reference to all the other categories, a decrease in the representation

Table 1.1: People in University, by gender - 2011/2013

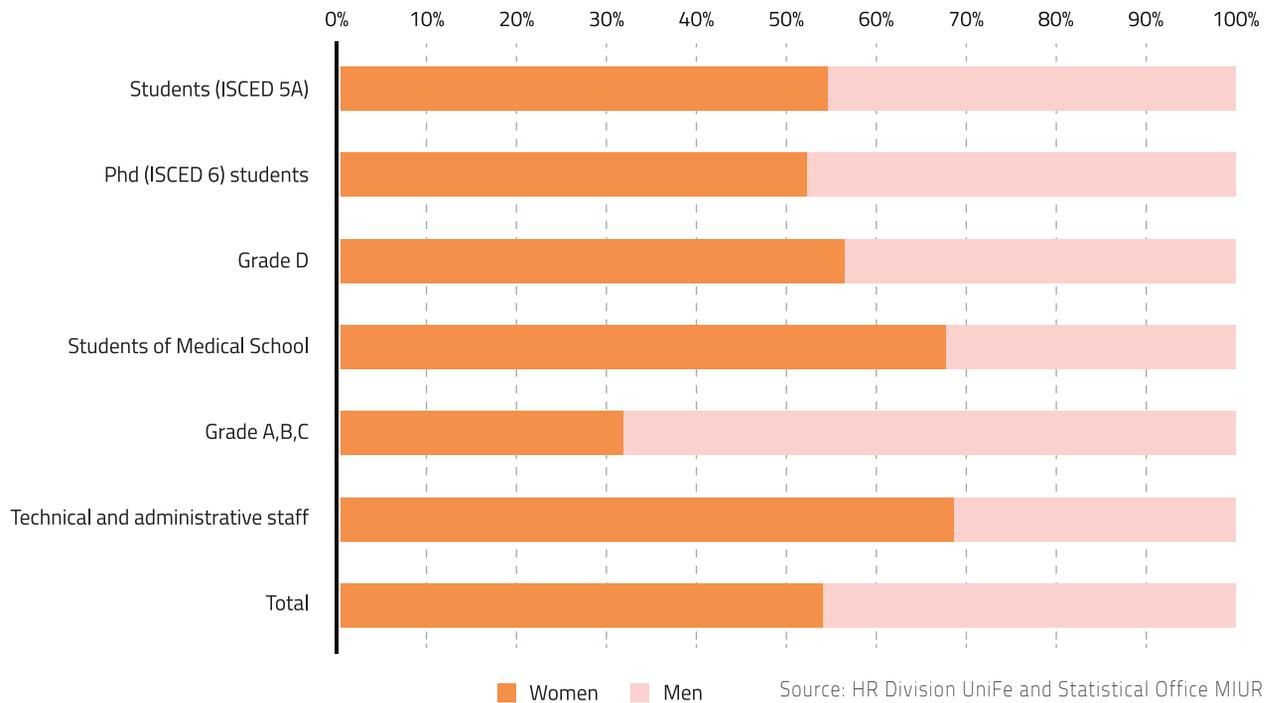
	Women			Men		
	2011	2012	2013	2011	2012	2013
Students (ISCED 5A)*	9 520	8 900	8 876	7 457	6 945	7 307
Phd (ISCED 6) students	180	181	205	179	181	188
Grade D	117	137	143	112	129	112
Student Doctors*	239	230	249	104	106	119
Grade A,B,C	210	207	202	427	429	423
Technical and administrative staff	383	387	351	171	175	163
Total	10 649	10 042	10 026	8 450	7 965	8 312

*Data refers to AA.YY. 2011/2012, 2012/2013, 2013/2014

Source: HR Division UniFe and Statistical Office MIUR

of the female gender can be detected: both the percentage of female students attending Medical School (67.7% in 2013 vs 68.5% in 2012) and of women among academic staff (32.3% in 2013 vs 32.5% in 2012) and women among the technical and administrative staff (68.3% in 2013 vs 68.9% in 2012) are reduced.

Figure 1.1: Composition of students, academic, technical and administrative staff, by gender 2013



The situation presented above is summarized in Figure 1.1 with regards to the reference year (2013). 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 emphasise 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 56% of the total number of research fellowships. Finally, a considerable access of women to Medical School (67.7% of the total) is also detected.

2. Students

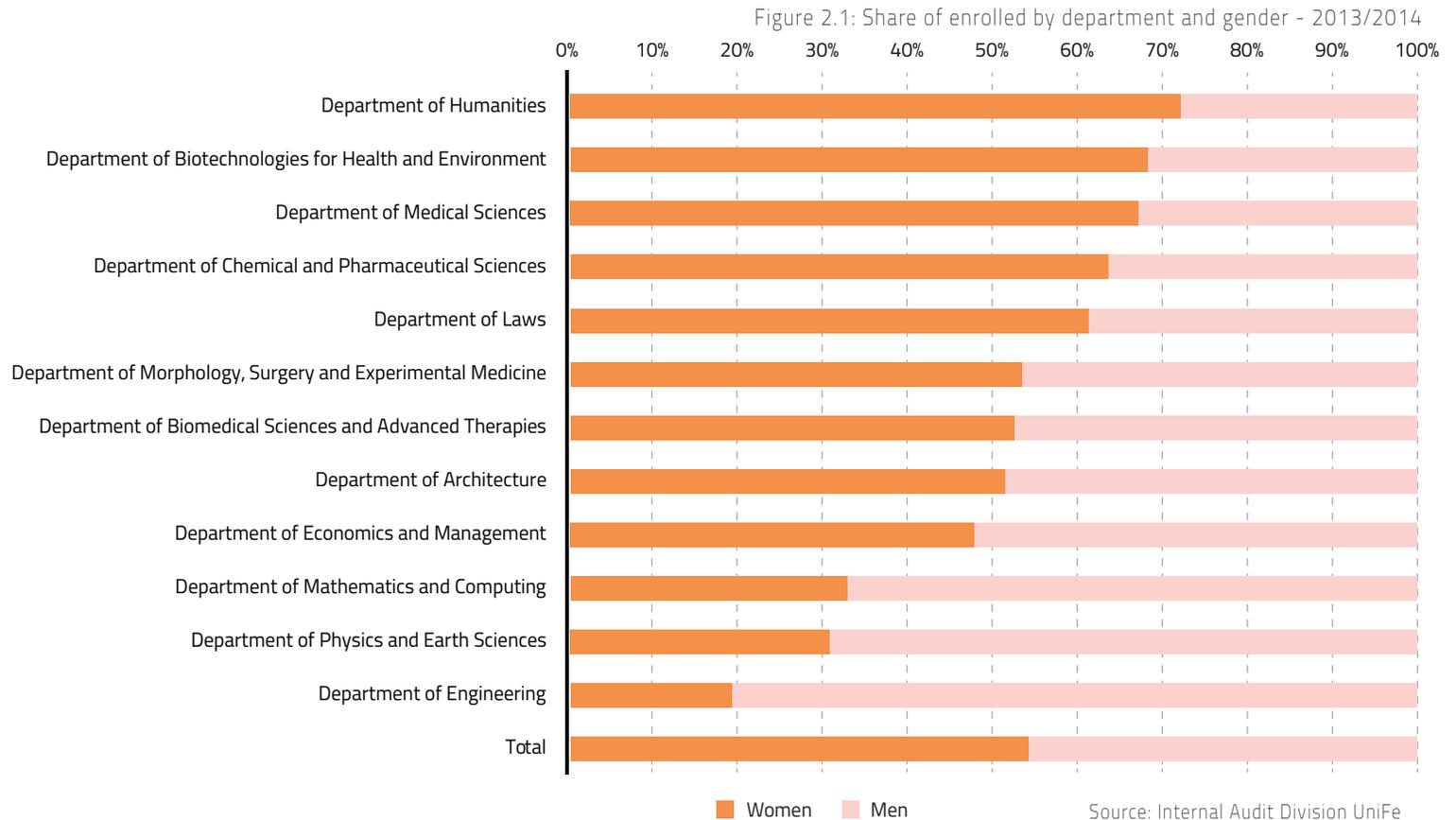
Table 2.1 shows details of the student composition by gender and department. As already briefly pointed out with reference to Table 1, the small decrease in the percentage of total female students involves the majority of the departments of the University. At the department of Engineering, female students have increased by 1%; the percentage of female students has remained unchanged at the departments of Law and Mathematics and Computing, while decreasing slightly in all the remaining structures.

Table 2.1: Enrolled students by department and gender - 2011/2013

Departments	A.Y. 2011/12		A.Y. 2012/13		A.Y. 2013/14	
	Total	Proportion of women	Total	Proportion of women	Total	Proportion of women
Architecture	991	56	929	56	935	51
Economics and Management	1905	49	1903	48	2070	47
Physics and Earth Sciences	335	31	341	33	347	31
Laws	2633	61	2329	62	2318	62
Engineering	1757	21	1613	19	1651	20
Mathematics and Computing	402	32	387	33	401	33
Morphology, Surgery and Experimental Medicine	1663	56	1718	55	1828	54
Biomedical Sciences and advanced Therapies	860	52	846	53	912	52
Chemical and Pharmaceutical Sciences	889	64	803	66	788	65
Biotechnologies for Health and Environment	2225	69	2017	70	1905	68
Medical Sciences	996	67	991	69	990	68
Humanities	2301	72	1968	74	2038	73
Total	16977	56	15845	56	16183	55

Source: Internal Audit Division UniFe

In absolute terms, in regard to students enrolled in A.Y. 2013/2014 (Figure 2.1), the largest number of female students is detected in the departments of Humanities, Biotechnology for Health and Environment, Medical Sciences, Chemical and Pharmaceutical Sciences, and Laws.



The following table 2.2 shows the students enrolled, in 2013, 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.

Table 2.2: Students enrolled in degree programs before the reform, bachelor degrees, master degrees and single-cycle degree by gender - 2013/2014

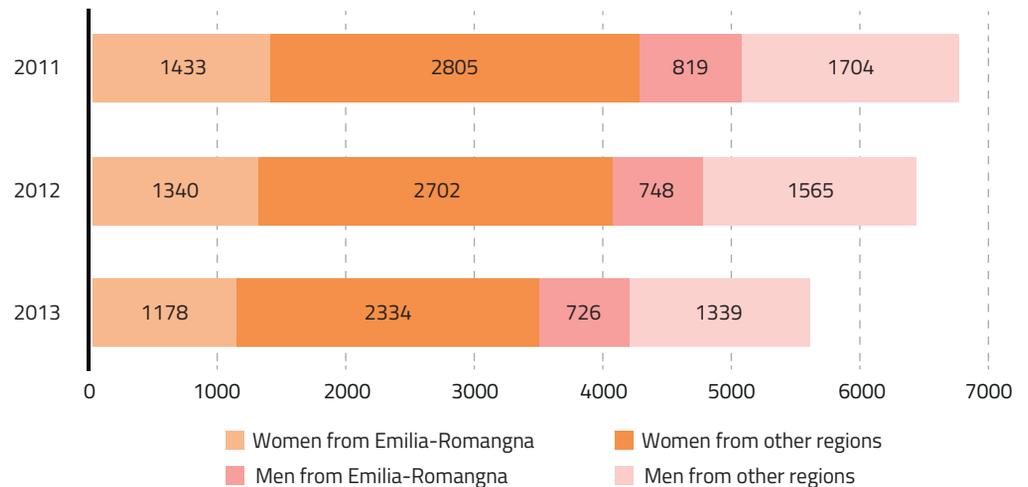


Departments	Degree program before the 2010 reform		Bachelor degree		Master degree		Single-cycle degree	
	Total	Proport ion of women	Total	Proport ion of women	Total	Proport ion of women	Total	Proport ion of women
Architecture	12	42	159	40	0	0	764	54
Economics and Management	9	44	1618	46	443	52	0	0
Physics and Earth Sciences	3	33	244	32	100	26	0	0
Laws	93	66	413	63	25	76	1787	61
Engineering	26	15	1205	18	420	23	0	0
Mathematics and Computing	0	0	358	0	43	0	0	0
Morphology, Surgery and Experimental Medicine	80	66	265	44	51	57	1432	55
Biomedical Sciences and Advanced Therapies	2	50	694	51	135	60	81	47
Chemical and Pharmaceutical Sciences	18	72	168	46	40	35	562	72
Biotechnologies for Health and Environment	44	68	547	66	240	66	1074	70
Medical Sciences	0	0	921	0	69	0	0	0
Humanities	32	84	1775	72	231	74	0	0
Total	319	62	8367	51	1797	50	5700	61

Source: Internal Audit Division UniFe

Figure 2.2 shows the number of participants to entry tests for the access to limited-number study courses, by gender and provenance (the latter divided into Emilia-Romagna region and non-Emilia-Romagna region). Over the three years there was a substantial stability in the propensity of potential students to move from other regions to UniFe (in 2013 66.45% of trial participants were from outside the region, in 2012 66.84%, and in 2011 66.19%). However, a decline of trial participants from outside the region with reference to males can be noticed (in 2013 64.84% of males taking the test came from outside the region, while in 2012 67.66%, and 67.54% in 2011).

Figure 2.2: Participants to entry tests of degree courses with admission test*- 2011/2013



* 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 shows the data related to the Erasmus incoming and outgoing students between 2011 and 2013. The female students improved their performance, showing a tendency to shorten the gap between the proportion of women going abroad and the proportion of women coming to Italy.

Table 2.3: Erasmus students incoming and outgoing- 2011/2013

Academic Year	Incoming students			Outgoing students		
	Women	Men	Proportion of women in total	Women	Men	Proportion of women in total
2011/2012	147	62	70.3	100	71	58.5
2012/2013	128	62	67.4	122	77	61.3

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 deadline is represented (trend going from 61.7% in 2011 to 63.2% in 2013).

Table 2.4: Proportion of graduates in course, proportion of women - 2011/2013

Year	Graduates in course (%)	Proportion of women (%)
2011	49.4	61.7
2012	48.4	62.3
2013	52.4	63.2

Source: Internal Audit Division UniFe

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 deadline in most departments. Overall, in 2013, of the total number of women, 56% graduated within the course deadline; this percentage is 48% 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 Morphology, Surgery and Experimental Medicine, and Chemical and Pharmaceutical Sciences 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 – 2013

Departments	Female graduates		Male graduates	
	Total	in course (%)	Total	in course (%)
Architecture	132	55	79	53
Economics and Management	191	53	173	45
Physics and Earth Sciences	31	45	59	36
Laws	170	19	104	13
Engineering	71	37	242	29
Mathematics and Computing	35	57	50	38
Morphology, Surgery and Experimental Medicine	160	60	109	74
Biomedical Sciences and Advanced Therapies	156	85	88	67
Chemical and Pharmaceutical Sciences	58	41	43	65
Biotechnologies for Health and Environment	266	60	93	63
Medical Sciences	190	82	87	83
Humanities	374	50	124	44
Total	1834	56	1251	48

Source: Internal Audit Division UniFe

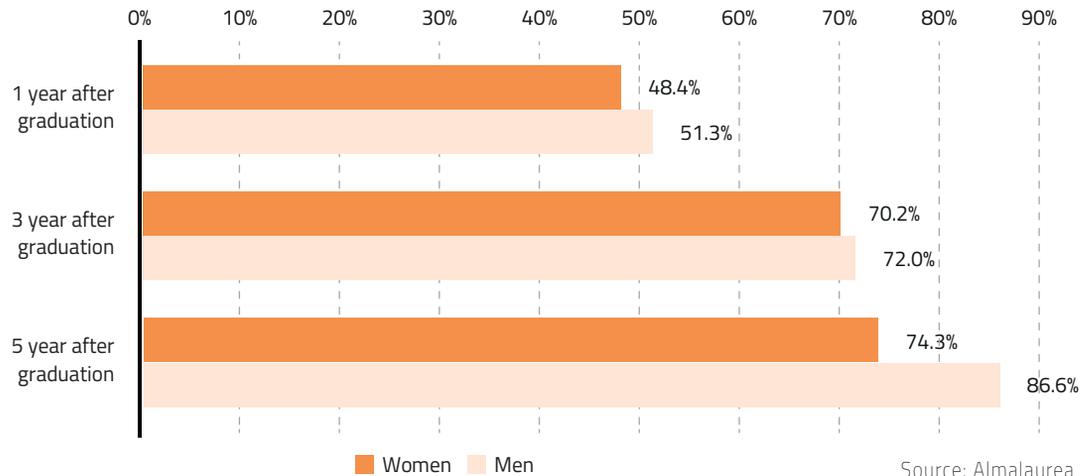
Table 2.6 reinforces the good performance of female students, also highlighting a lower average graduation age than males. It is highlighted, however, as in both genders there is a tendency to lower the average age of graduation.

Table 2.6: Graduates average age by gender - 2011/2013

	Women	Men
2011	26.4	26.9
2012	25.9	26.7
2013	25.8	26.5

Source: Almalaurea

Figure 2.3: Employment situation of graduates by gender - 2013



Source: Almalaurea

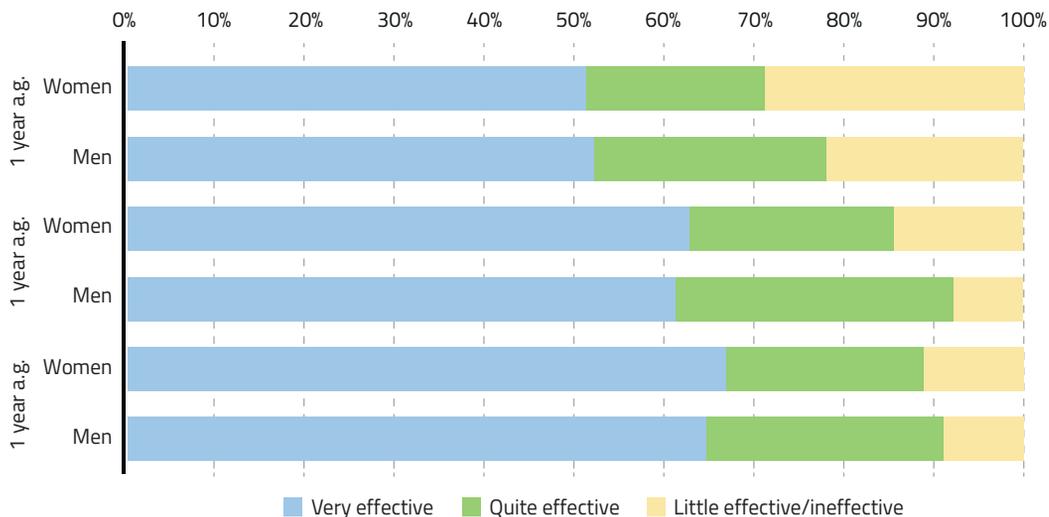


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Data in Figure 2.3 show a greater difficulty for female graduates to find employment, regardless of period (1, 3 or 5 years after graduation). In the long term, 5 years after graduation, the gender gap between employed graduates seems to be wider, showing a difference of 12.3 point 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 - 2013



Source: Almalaurea



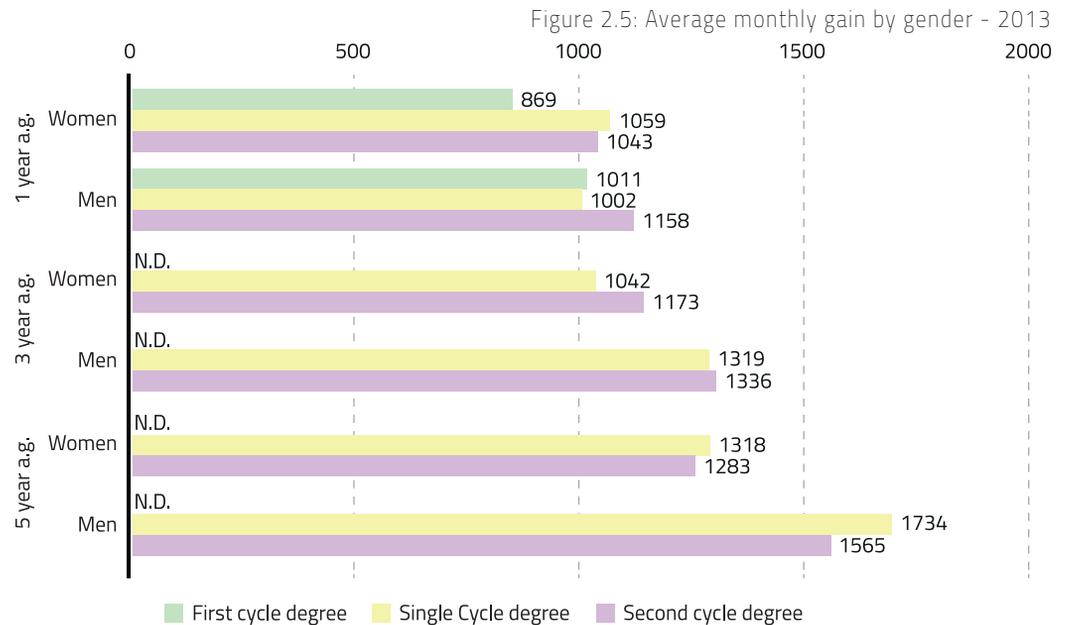
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Always with reference to employment, Figure 2.5 considers the average monthly gain by gender. The graph shows an overall lower average monthly pay for women graduates, regardless of the period of analysis. However, in the analysis at 5

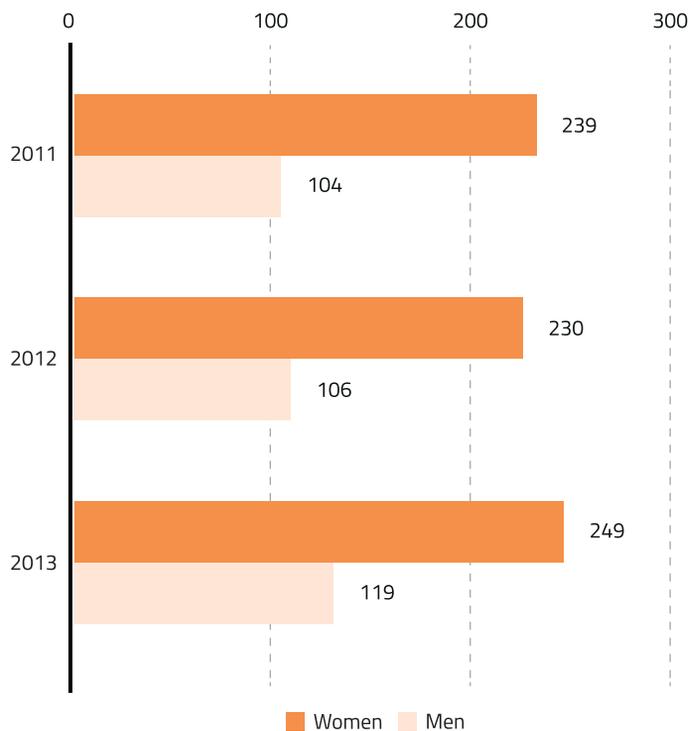
years, the data is particularly evident when considering both graduates of single-cycle study courses and the graduates of master study courses.



Source: Almalaurea

As regards students enrolled in the Medical School (figure 2.6), in the period 2011-2013, there was a substantially large proportion of female students, although 2012 witnessed a small decline in their absolute number.

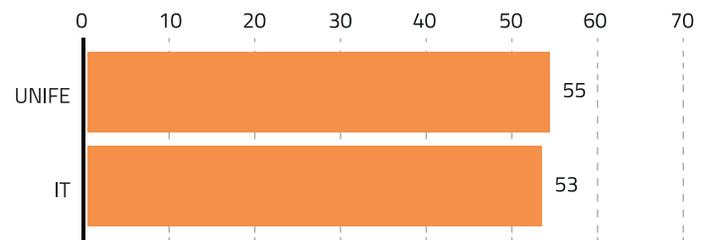
Figure 2.6: Medical School Students by gender - 2011/2013



Source: Health and Medical Postgraduate Schools Office UniFe

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 55% of the total of those who completed their degree, two percentage points higher than the Italian average.

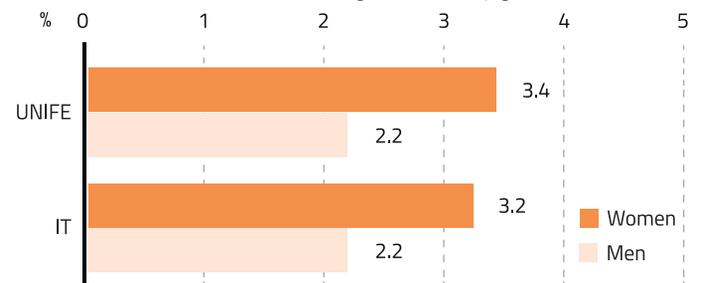
Figure 2.7: Proportion of female PhD (ISCED 6) graduates - 2012



Source: Statistics Office of the MIUR

Moreover, when comparing the data for the period 2005-2012 (Figure 2.8), it is clear that the female PhD graduates present a higher growth rate than their male counterparts.

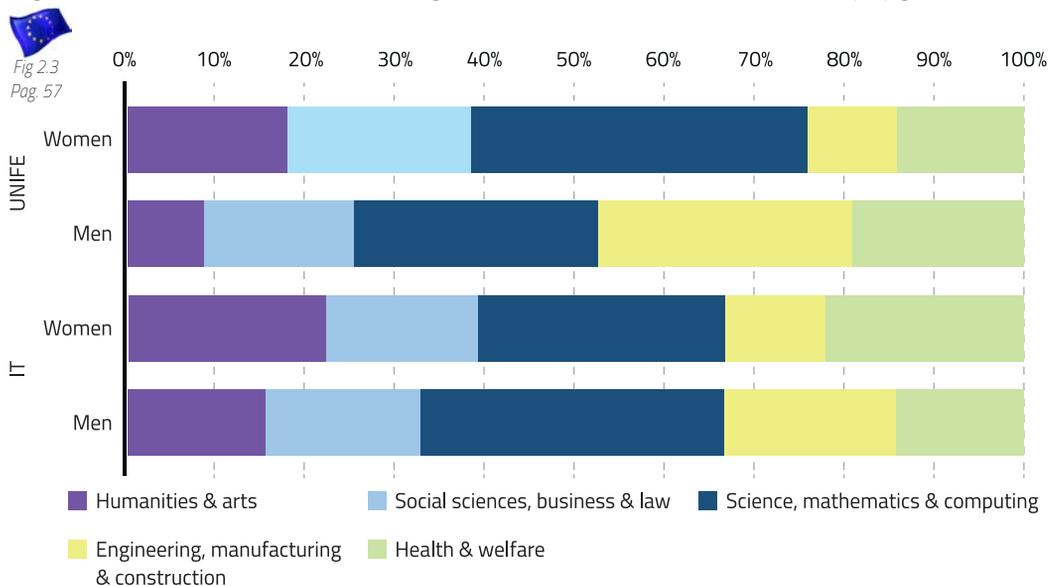
Figure 2.8: Compound annual growth rate of PhD (ISCED 6) graduates, by gender - 2005/2012



Source: Statistics Office of the MIUR

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 "Humanities & arts", "Social sciences, business & law" and "Science, mathematics & computing" female PhD students are present in higher proportion than the relative national data. It is necessary to point out, however, how in the field of "Health & welfare", the difference between female PhD students in the University of Ferrara and in Italy is only one percent, while the difference between female PhD graduates from UniFe and those in Italy is 16 points. Probably, in this field of study, a higher proportion of women in UniFe do not complete their PhD course.

Figure 2.9: Distribution of PhD (ISCED 6) graduates across the board fields of study by gender - 2012



Source: Statistics Office of the MIUR

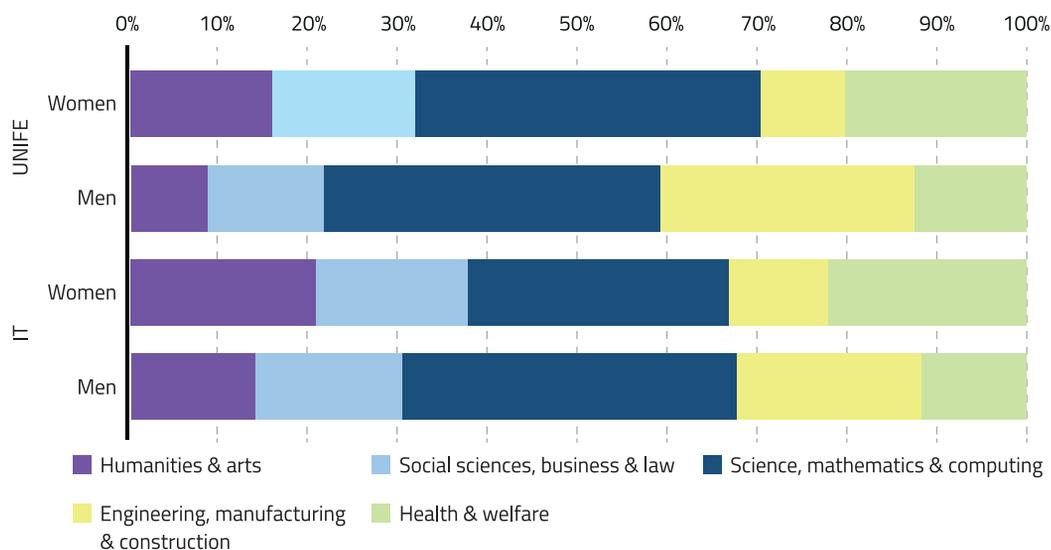


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In the period 2005-2012 the compound annual growth rate of PhD graduates in the fields encoded as EF4 and EF5 shows a decline for women at the University of Ferrara in Life science, while there was an increase of women in the areas of Physical science, Engineering and engineering trades and Architecture & building. UniFe data are

substantially better than the national ones. Still with regard to the compound annual growth rates of PhD graduates, one may highlight the negative performance of the University of Ferrara male students in Life science and Physical science.

Figure 2.10: Distribution of PhD (ISCED 6) students across the range of fields of study by gender - 2012



Source: Statistics Office of the MIUR



G. De Cristofaro e C. Scapoli - Archive UniFe

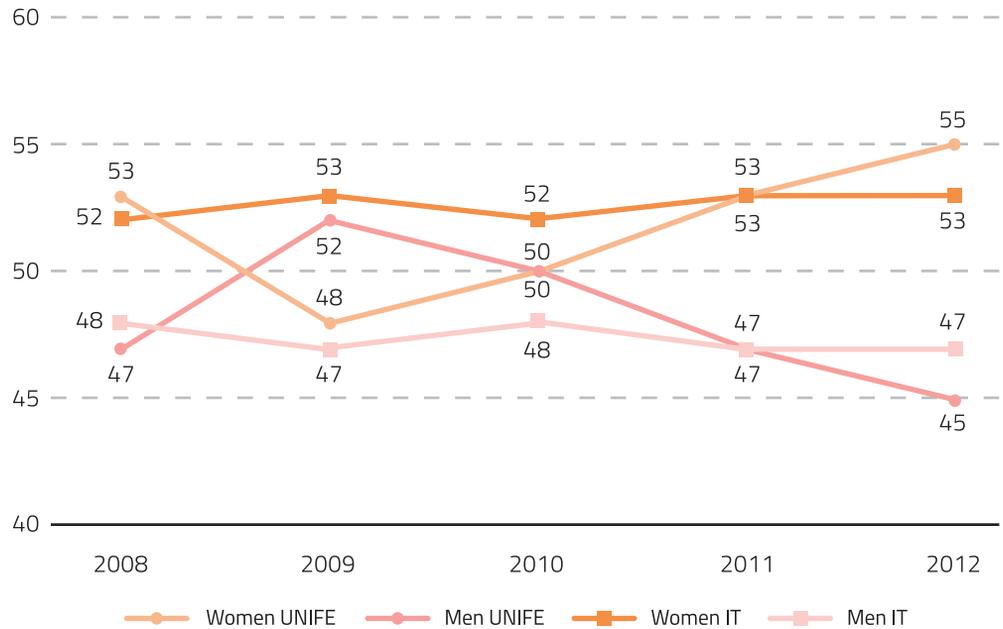


Dep. of Humanistic studies - Archive UniFe

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

(2012), it is clear that in UniFe the proportion of female PhD graduates is higher than the national average, while the proportion of male PhD graduates appears to be lower.

Figure 2.11: PhD (ISCED 6) graduates by gender - 2008/2012

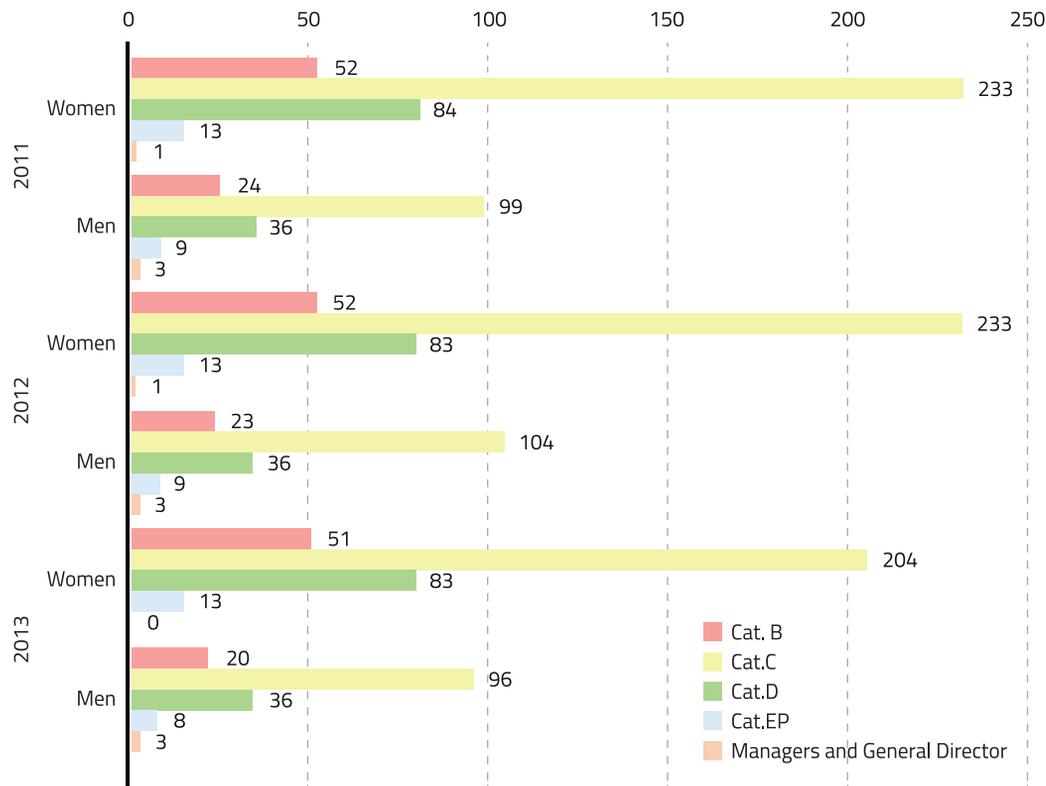


Source: Statistic office of the MIUR

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 analysed 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 2013, all the Managers of the Unife were male. 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 - 2011/2013



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 2013.

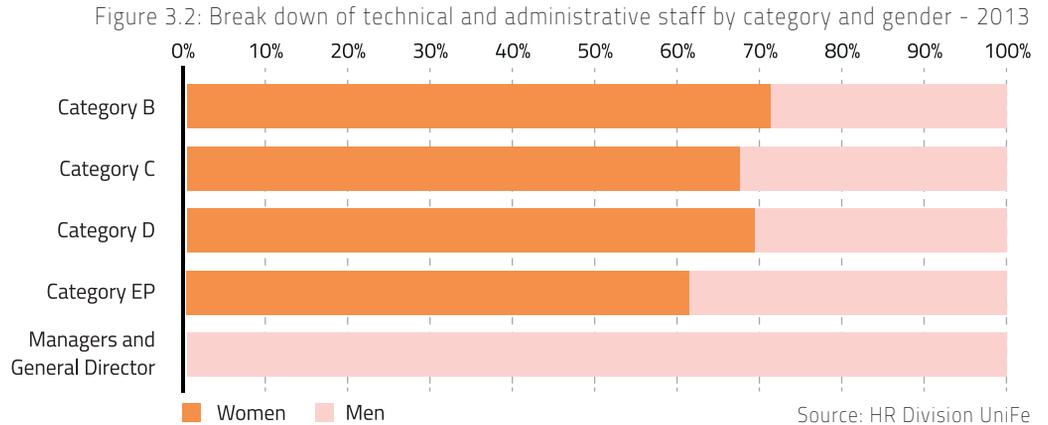


Figure 3.3 allows us to consider the composition of the TAS by category and age groups. It is immediately evident that the proportion of staff in the younger age groups is low. The average age for men and women is lower for the cat. C, the level at which TAS employees are normally hired.

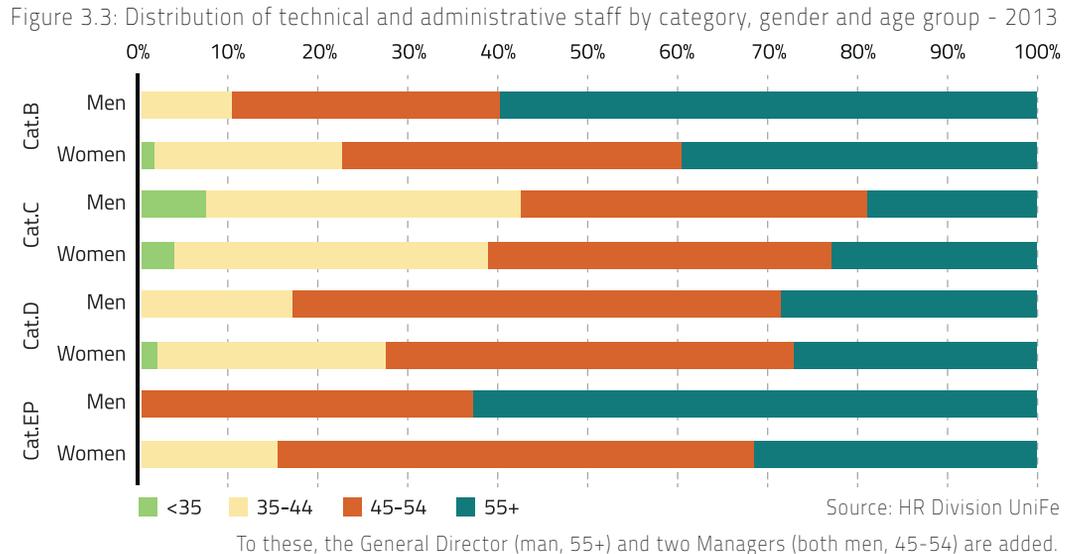
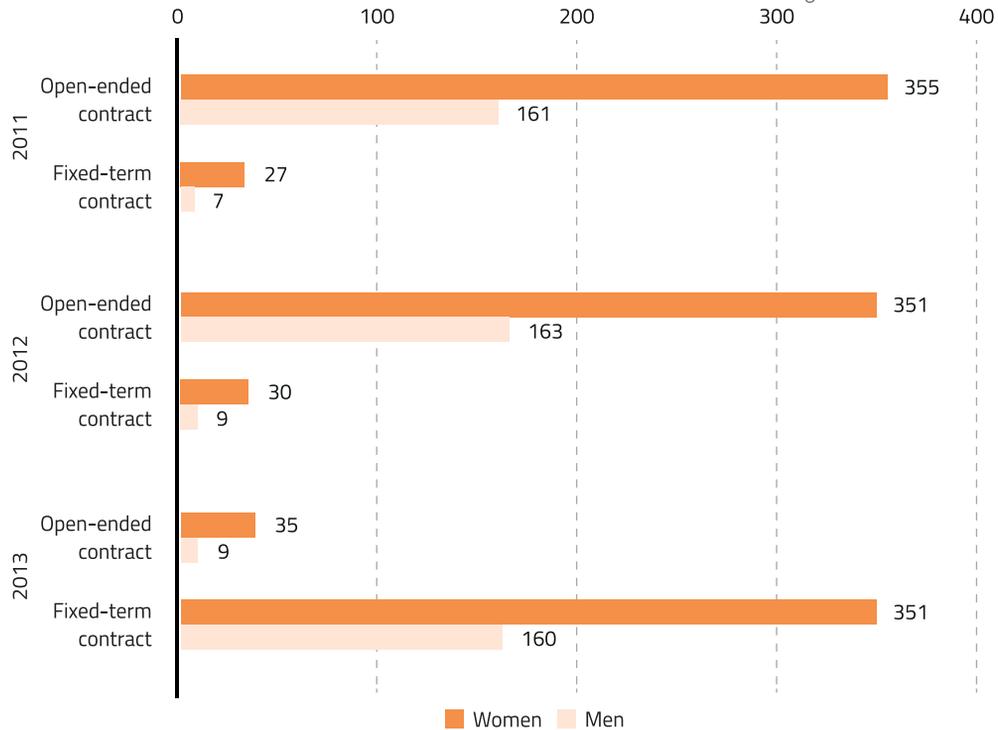


Figure 3.4 takes into account the gender composition of TAS with open-ended contracts and fixed-term contracts. In accordance with the high representation of the female gender among TAS, the data

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 - 2011/2013



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 data, here as well the women represent the higher percentage of part-time workers. Moreover, in 2011-2013, only women asked that their full-time contracts be turned into part-time ones.



Table 3.1:
Technical and administrative staff full-time and part-time by gender
(excluding Managers and General Director) - 2011/2013

	2011		2012		2013	
	Women	Men	Women	Men	Women	Men
Full-time technical-administrative staff	343	164	347	168	319	157
Part-time technical administrative staff	39	4	34	4	32	3
Requests for part-time after maternity leave	1	0	0	0	0	0

Requests for part-time after maternity leave are required within one year after the end of compulsory leave.

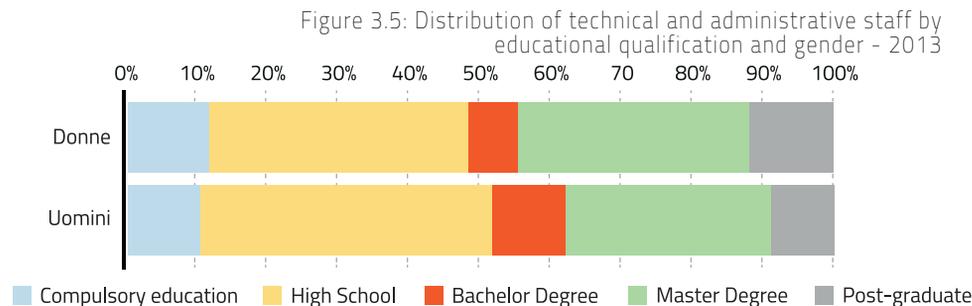
Source: HR Division UniFe

Table 3.2:
Evolution of requests for the conversion of contracts from full time to part-time
of technical and administrative staff by gender - 2011/2013

	Requests Submitted		Requests Accepted	
	Women	Men	Women	Men
2011	5	0	4	0
2012	2	0	2	0
2013	3	0	3	0

Source: HR Division UniFe

The data concerning the educational qualifications of TAS (Figure 3.5) show that, in 2013, women were more qualified than men. Notwithstanding, women struggle to reach the highest positions available to University TAS.



Source: HR Division UniFe

Tables 3.3 a, b present the data regarding additional salary paid out in 2010-2012. 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 and fig. 1). Instead, the index relating to economic horizontal progression (tab. 3.4) follows TSA gender composition.

Table 3.3 a, b: Technical and administrative staff receiving liability or position compensations by gender - 2010/2012 (2013 not available)

a	2010		2011		2012	
	Women	Men	Women	Men	Women	Men
Liability Compensation						
Up to € 800	10	2	8	3	12	2
Up to € 2.065 (Cat. D)	5	0	6	0	6	12
Up to € 3.000 (Cat. D)	27	12	27	11	30	12
Up to € 4.300 (Cat. D)	7	5	7	5	10	5
b	2010		2011		2012	
	Women	Men	Women	Men	Women	Men
Position Compensation (Cat.EP)						
Up to € 4.500	2	7	2	7	2	6
Up to € 5.500	2	1	2	1	2	1
Up to € 7.000	8	2	8	3	8	2
Up to € 10.500	1	0	1	1	1	1

Source: HR Division UniFe

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

	1.1.2010			1.1.2011	
	Category	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 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 2011-2013, no man requested unpaid parental leave).

Table 3.5:
Evolution of maternity/paternity leave of technical and administrative staff by gender - 2011/2013

	Maternity/paternity leave			
	Women		Men	
	N° of days	N° of employees	N° of days	N° of employees
2011	1 943	15	60	1
2012	634	7	0	0
2013	1 455	12	0	0

Table 3.6: Evolution of parental leave of technical and administrative staff by gender - 2011/2013

	Parental leave paid at 100%				Parental leave paid at 30%				Unpaid parental leave			
	Women		Men		Women		Men		Women		Men	
	N° of days	N° of employees	N° of days	N° of employees	N° of days	N° of employees	N° of days	N° of employees	N° of days	N° of employees	N° of days	N° of employees
2011	227	10	53	4	718	16	7	1	54	8	0	0
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

Table 3.7: Evolution of absences due to child illness of technical and administrative staff by gender - 2011/2013

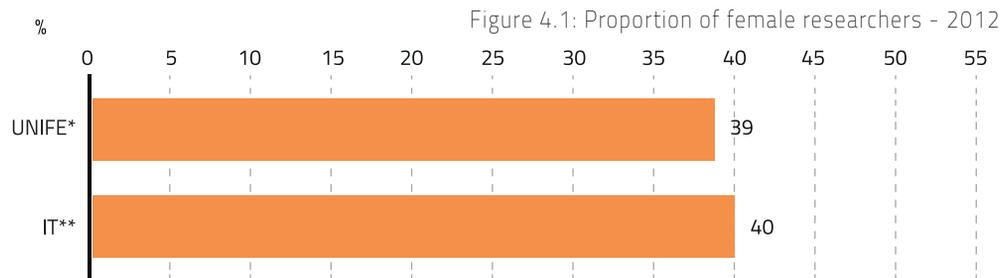
	Paid absences due to child illness				Unpaid absences due to child illness			
	Women		Men		Women		Men	
	N° of days	N° of employees	N° of days	N° of employees	N° of days	N° of employees	N° of days	N° of employees
2011	292	23	26	3	28	11	4	2
2012	233	20	27	4	33	11	0	0
2013	165	20	23	5	21	10	0	0

Source: HR Division UniFe

4. Academic staff

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

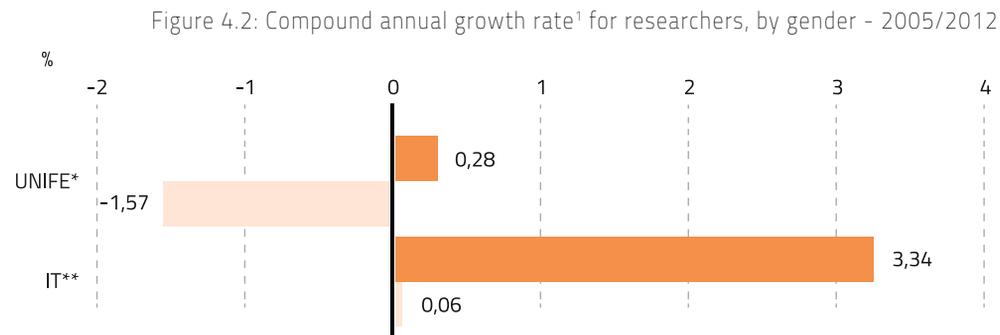
The graph shows the percentage of female researchers. As can be seen, the proportion is almost identical at University level and at average national level.



Source: *HR Division UniFe; **Statistics Office of the MIUR

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.



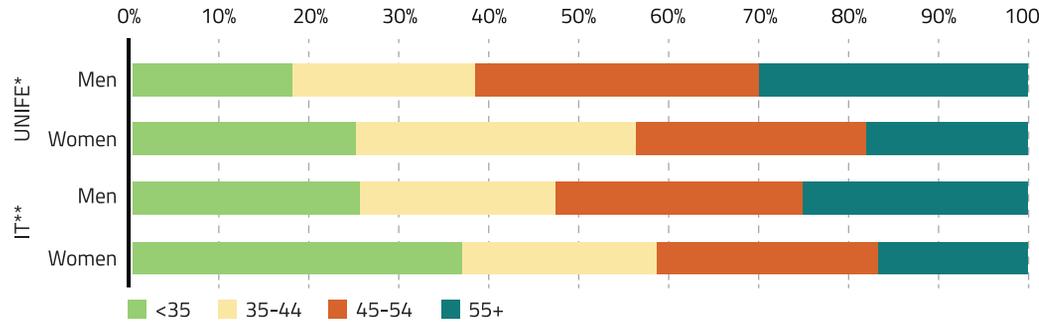
- Compound annual growth rate for women, 2005-2012
- Compound annual growth rate for men, 2005-2012

Source: *HR Division UniFe; **Statistics Office of the MIUR

¹The 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.

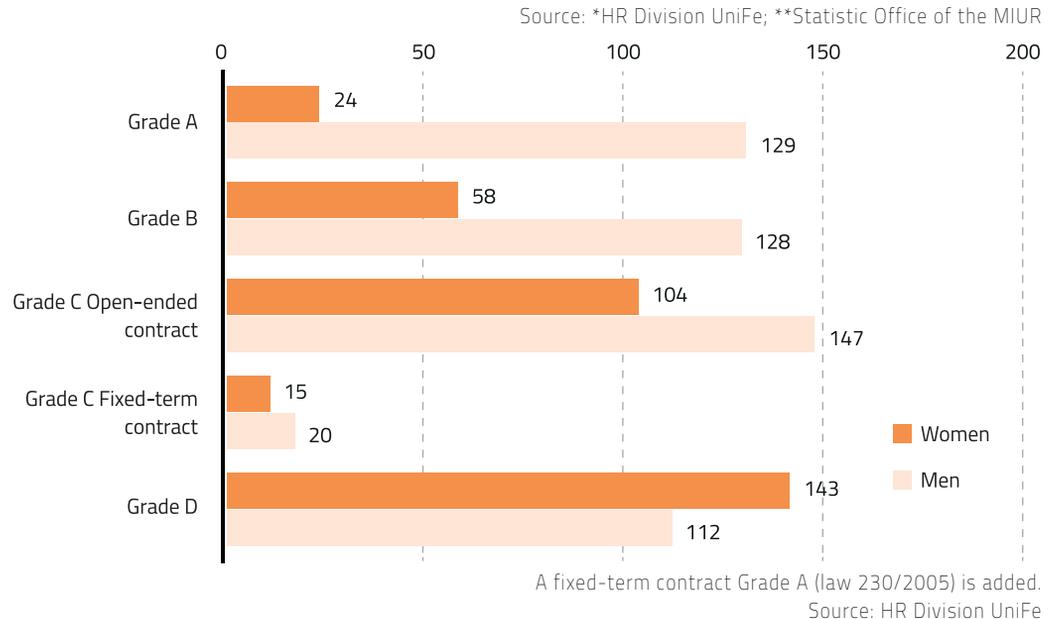
As regards the distribution by age groups, Figure 4.3 shows the poor capacity on the part of UniFe to attract research staff of young age. Comparing data with the national average the lower proportion of under-35 researchers at the University, especially among the men, is evident.

Figure 3: Distribution of researchers in the Higher Education Sector (HES), by gender and age group - 2012



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 15.68% of the total full professors staff, female grade B represent 31.72%, and female grade C represent 41.6%. This trend is reversed if data concerning grade D researchers (temporary researchers) are considered. Women account for 56.07% of the total number of UniFe grade D researchers.

Figure 4.4: Academic staff by type of contract and gender - 2013



The above examined data describe the difficulty of female academic staff to reach top positions.

Table 4.1 enable to evaluate the highest level of the academic career, both in 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, so that in 2013 was detected a gender gap at the expense of the female staff in all academic positions (grade C, B, A), which

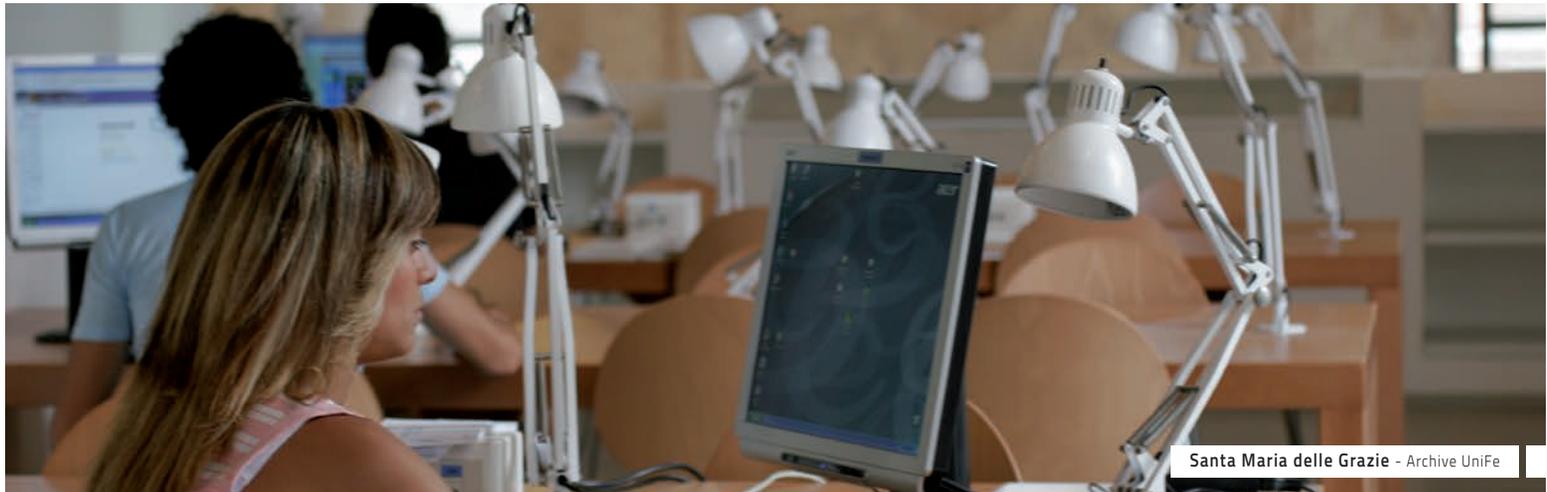
increases in the higher positions. Considering the higher proportion of female research fellows in the University, the gender gap in UniFe appears to be even more critical.

Table 4.1 Proportion of female academic staff by grade and total - 2013

	Grade A	Grade B	Grade C	Grade D	Total
UNIFE	16	32	42	56	39
IT	21	35	45	50	40

Source: Statistics Office of the MIUR


Fig 3.1
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Santa Maria delle Grazie - Archive UniFe

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 (31%), it denotes a gap of three percentage points in the proportion of female professors compared to the national average of 15%.

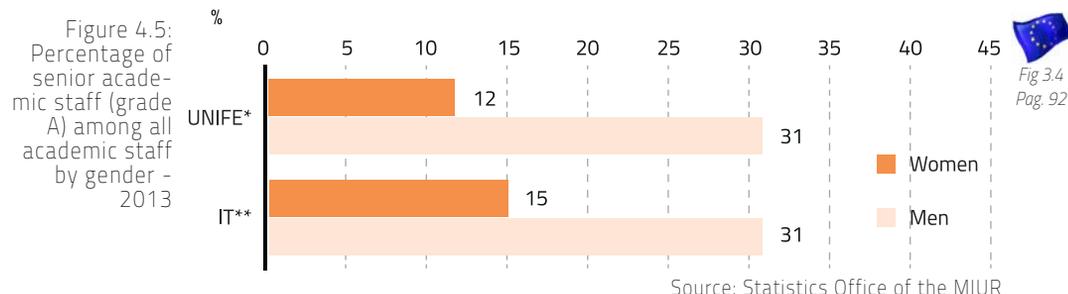


Table 4.2 continues the analysis of the academic career by fields of science, considering the data of 2013 relating to the University. The table also takes Grade D (research fellows) into account. The data

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.

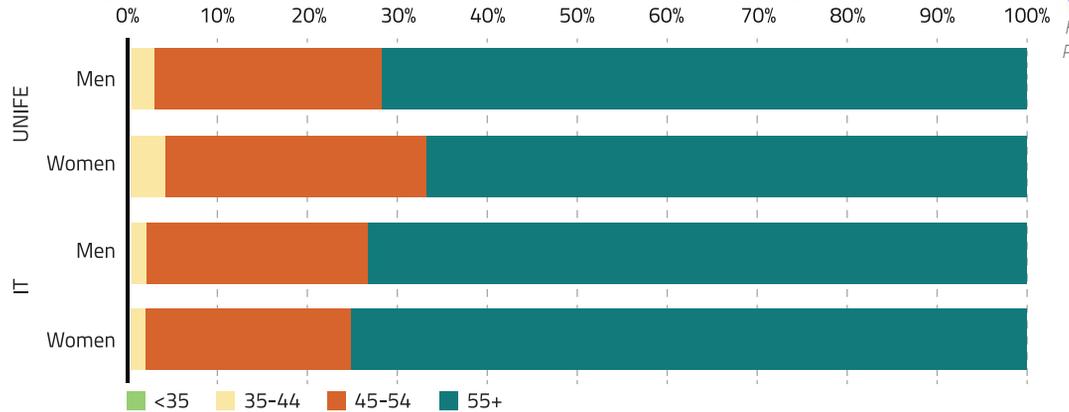
Table 4.2: Proportion of female grade A, grade B, grade C and grade D staff by main field of science - 2013

		Natural Sciences	Engineering and technology	Medical Sciences	Agricultural Sciences	Social sciences	Humanities
Grade A	UNIFE	16.7	4.2	8.0	0*	17.1	42.9
	IT	21.6	10.4	13.6	15.6	21.4	37.6
Grade B	UNIFE	35.1	18.5	19.4	-	25.0	60.9
	IT	38.6	19.8	24.9	36.9	36.8	50.7
Grade C	UNIFE	44.4	18.2	45.3	0*	52.8	45.8
	IT	49.6	28.5	41.2	47.5	46.6	56.5
Grade D	UNIFE	55.4	37.7	76.8	-	50.0	47.4
	IT	51.0	32.0	72.0	57.3	53.7	59.7

* In these fields of science, all grade A and grade C academic staff are males. Source: Statistics Office of the MIUR

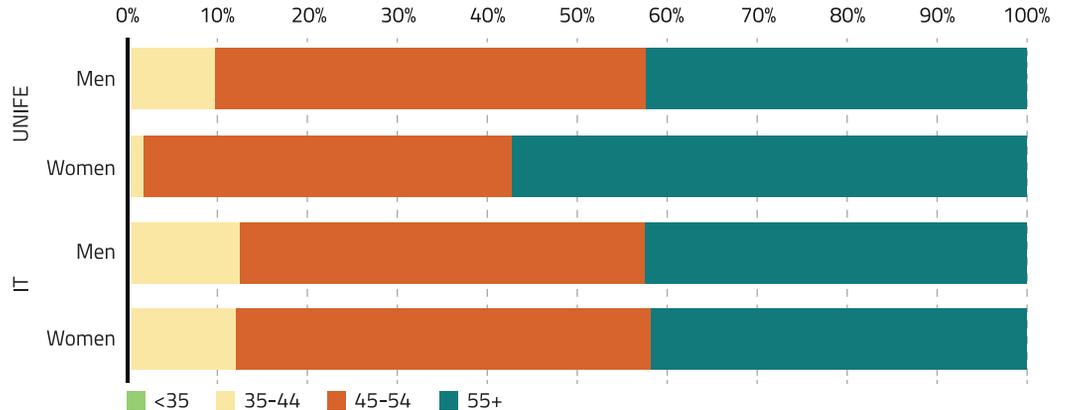
The following figures show the age distribution of the academic staff. Through a comprehensive analysis of graphics, it may be noted a preponderance of over 55 year olds, both women and men, amongst grade A staff, of between 44 and 55 year olds among grade B, of grade C staff between 35 and 44 and grade B staff under the age of 35. Looking at the data of UniFe, compared to the national average, there appears the constant delay 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 - 2013



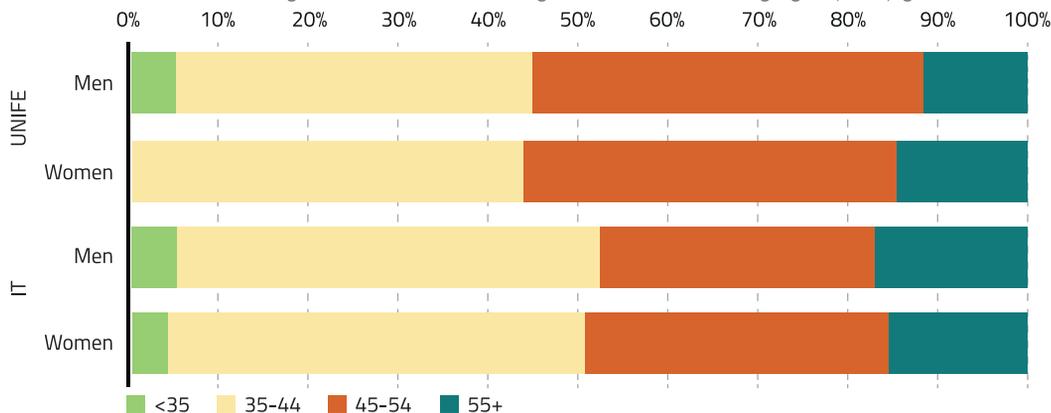
Source: Statistics Office of the MIUR

Figure 4.7: Distribution of grade B staff across age groups, by gender - 2013



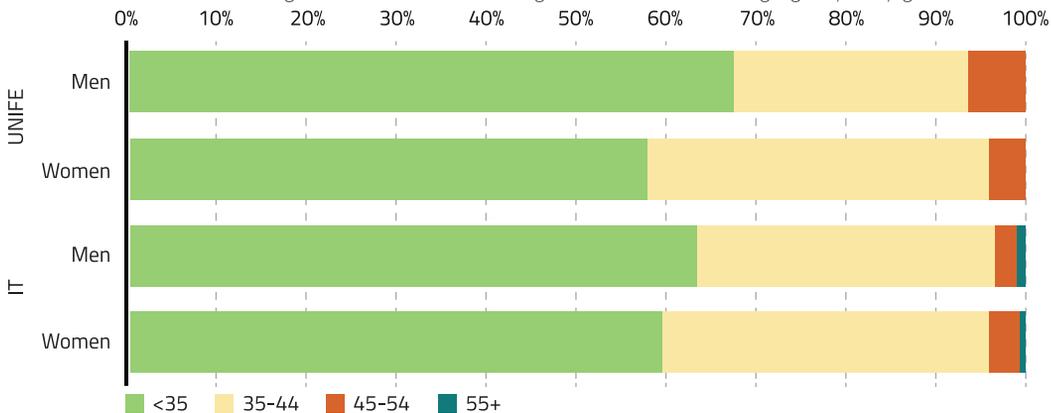
Source: Statistics Office of the MIUR

Figure 4.8: Distribution of grade C staff across age groups, by gender - 2013



Source: Statistics Office of the MIUR

Figure 4.9: Distribution of grade D staff across age groups, by gender - 2013



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 2013 and the 2007, a process of reduction of the Glass Ceiling Index is underway and consequently a slow progression to the desired value of 1.

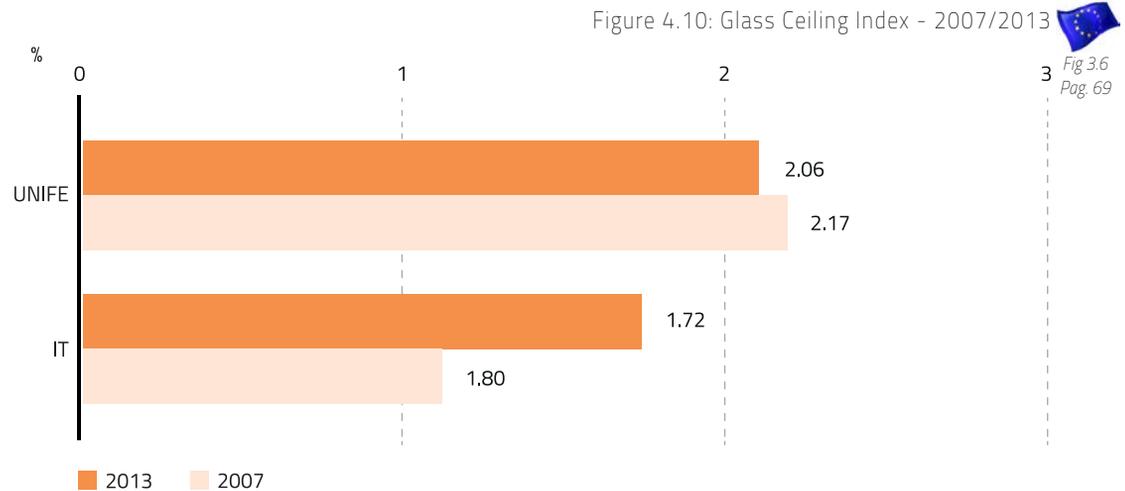


Fig 3.6
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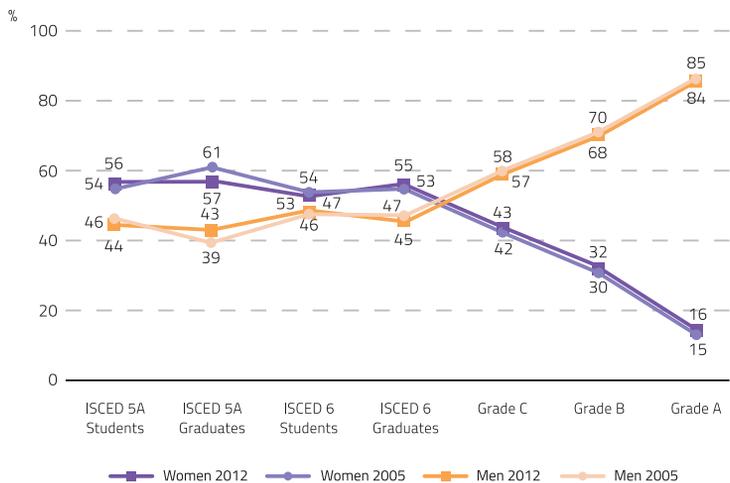
Source: Statistics Office of the MIUR



Laboratories - Archive UniFe

Table 4.11 presents the evolution of the proportion of men and women at different stages of the academic career for the period 2005-2012. The result is, even in the case of the University, the well-known 'fish diagram', common to many European countries. The graph describes the difficulty of the women in pursuing stable and higher levels of the academic career, despite the latter have an advantage in terms of critical mass at the earlier stages. During the period 2005-2012, the gender gap was only reduced by 1% for grade A, i.e. the highest position of full professor.

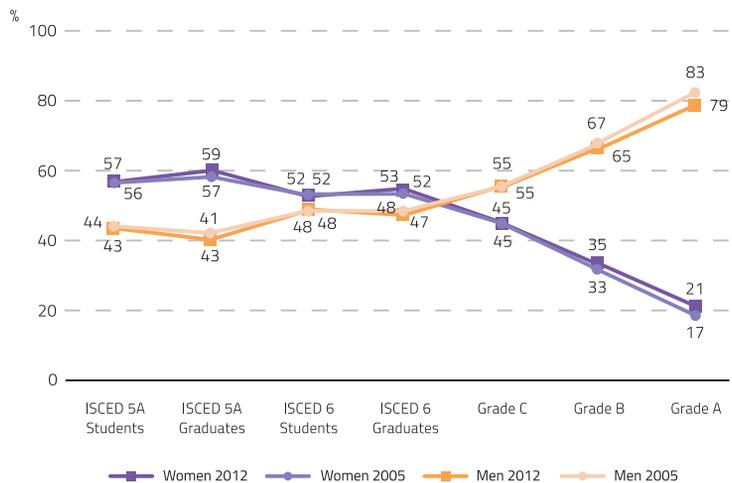
Figure 4.11: Proportions of men and women in a typical academic career, students and academic staff, University of Ferrara - 2005/2012



Source: Statistic Office of the MIUR

Figure 4.12 shows the same data just considered for the University, but with reference to the national context. Comparing the graph in Figure 4.12 to the one in Figure 4.11, a delay 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 4 percentage points compared to only 1 percentage point at UniFe. All of this, considering a starting point, referring to the year 2005, in UniFe and in the national context, that was substantially the same.

Figure 4.12: Proportion of men and women in a typical academic career, students and academic staff, Italy - 2005/2012

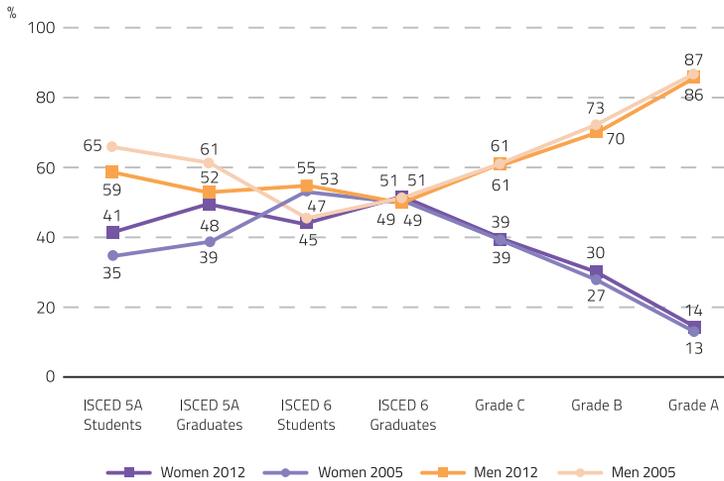


Source: Statistics Office of the MIUR

The following Figures 4.13 and 4.14 describe the stages of the academic career with reference to the context of science and engineering. There is a clear difference between the national context and UniFe: first, in the University, the number of PhD graduates is the same for both genders, while at the national level the proportion of male PhD graduates is

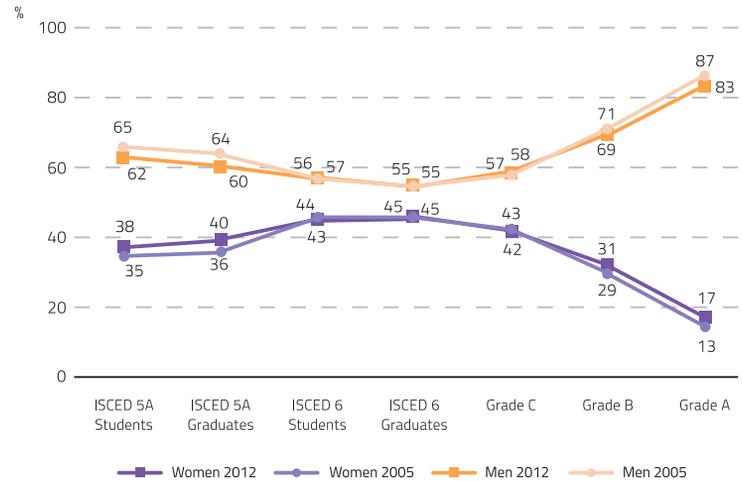
significantly higher (about 10% difference). Second, at the highest level of academic career there still is a gap, but as already mentioned, the ability to bridge the gap of UniFe compared to the national trend appears to be very scarce in the period 2005-2012

Figure 4.13: Proportion of men and women in a typical academic career in science and engineering, students and academic staff, University of Ferrara - 2005/2012



Source: Statistics Office of the MIUR

Figure 4.14: Proportion of men and women in a typical academic career in science and engineering, students and academic staff, Italy - 2005/2012



Source: Statistics Office of the MIUR



Tables 4.3 a, b, c confirm a fact already observed for TAS: women mostly take absence of leave to care for family members.

Table 4.3 a, b, c: Days of leave of academic staff - 2011/2013

a	2011	Sick leaves		Leaves in accordance with law no. 104/92		Absences due to maternityleave, parental leave, child illness	
		Women	Men	Women	Men	Women	Men
	Grade A	0	36	0	0	0	0
	Grade B	23	28	0	0	0	0
	Grade C	30	46	6	0	468	0
	Total	53	110	6	0	468	0

Source: HR Division UniFe

b	2012	Sick leaves		Leaves in accordance with law no. 104/92		Absences due to maternityleave, 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

Source: HR Division UniFe

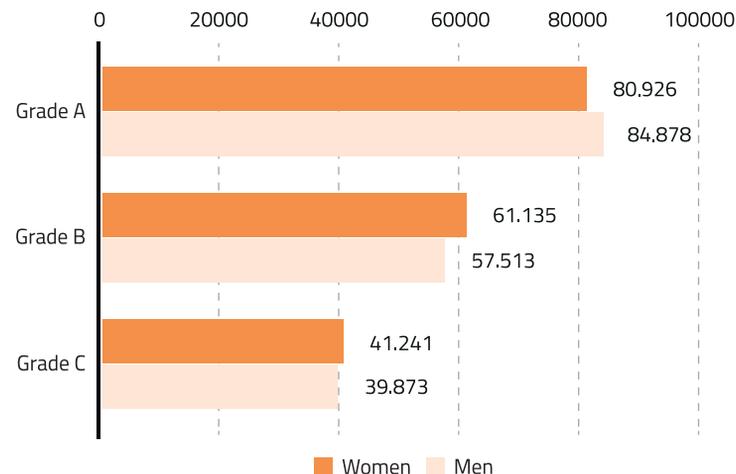
c	2013	Sick leaves		Leaves in accordance with law no. 104/92		Absences due to maternityleave, parental leave, child illness	
		Women	Men	Women	Men	Women	Men
	Grade A	16	45	0	0	0	0
	Grade B	4	12	0	0	0	0
	Grade C	38	63	11	0	404	0
	Total	58	120	11	0	404	0

Source: HR Division UniFe

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

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

Figure 4.15: Average annual salary of academic staff by role and gender - 2013



Source: Accounting Division UniFe

Table 4.4, which shows the number of applicants and beneficiaries of research funds (PRIN) in 2012, underlines the lack of women belonging to the University who are coordinators of applications for national projects and in general the absence of actual female beneficiaries of these funds, against a number of men totaling two.

Table 4.4: Number of applicants* and beneficiaries* of PRIN research funding by ERC classification and gender - 2012

	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	3	11	0	9	0	7	0	0	0	2	0	0
IT	374	812	140	735	220	486	13	33	10	55	11	19

* Only national Coordinators are considered.

Source: Statistics Office of the MIUR

Table 4.5: Number of responsibilities and total economic amount of projects by gender (PRIN 2009, 2010-2011, 2012, FIRB Youth 2008, 2010, FIR 2012, FIRB Agreements 2010, 2011)

	Women	Men
Number of Responsibilities*	17	71
Total economic amount of projects (MIUR and UniFe)	2.530,076	11.316,799

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

The gap in academic staff gender is also widely reflected when analysing those responsible for research projects. On the basis of data for the last calls listed in the Table 4.5, more than 80% 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 149,000 Euros and the average value of a project under the responsibility of men is approximately 159,000 Euros.

Still in reference to the field of research, Table 4.6 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 calls in question, the success rate of women turns out to be 8.3%, while that of men is 18.9%.

Table 4.6: Number of applicants and beneficiaries of FIRB Youth 2008, FIRB Agreements 2011 and FIR 2012 research funding by fields of science and gender

	Natural Sciences		Medical Sciences		Agricultural Sciences		Engineering and technology		Humanities		Social sciences	
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
Applicants	22	23	8	8	0	0	2	17	1	4	3	6
Beneficiaries	2	4	1	6	0	0	0	0	0	0	0	1

Source: Research Division UniFe

Finally, it is also important to consider the presence of men and women on the boards of the University. Table 4.7 presents data with regard to the composition of the Academic Senate (AS) in the period 2011-2013. 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 30%.

With regard to the composition of the Board of Directors (BoD), the situation looks different. Table 4.8 highlights how after the implementation of the Gelmini reform in 2012, the representation of the female gender was brought down to zero, despite being 20% in the pre-reform period.

Table 4.7: Composition of the Academic Senate, by gender, 2011-2013

	Women	Men	Total
2011	6	18	24
2012 - before the 2010 reform	6	18	24
2012 - after the 2010 reform	7	16	23
2013	7	16	23

Source: Collegiate Bodies Office UniFe

Table 4.8: Composition of the University Board, by gender, 2011-2013

	Women	Men	Total
2011	2	8	10
2012 - before the 2010 reform	2	8	10
2012 - after the 2010 reform	0	10	10
2013	0	10	10

Source: Collegiate Bodies Office UniFe

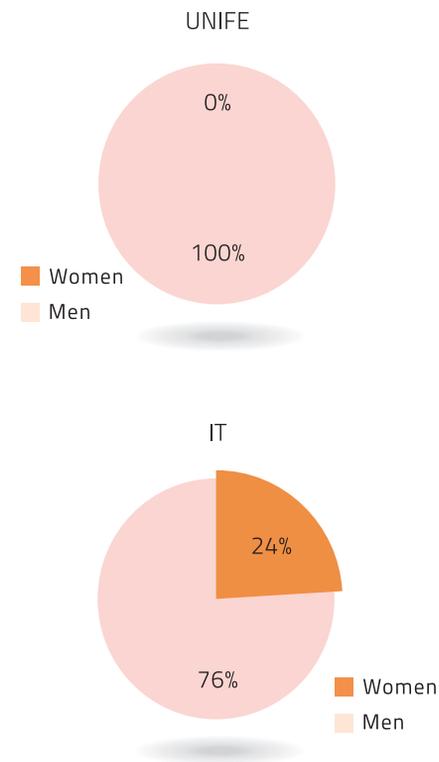
As shown in Figures 4.16 and 4.17, on the Academic Senate, the representation of the female gender in Unife is better than the average value for Italian universities. An analysis conducted during 2013 at national level, in fact, has allowed the identification of an average representation of women in 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 non-representation of women on the Board of Directors of Unife.

Figure 4.16: Composition of Academic Senate, by gender - 2014



Source: 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.

Figure 4.17: Composition of University Board, by gender - 2014



Source: 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.

The following table 4.9 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 35% 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.

Table 4.9: Composition of Academy Senate, University Board and Research Council - 2013

Bodies and reference to the Statute of the University	Members	Women	Men
Academic Senate - Art. 11 c. 3 of the Statute	a) The Rector;	0	1
	b) The Department Directors;	2	10
	c) The chairman of the Research Council;	0	1
	d) Two grade B and two grade C elected among the members of the Research Council;	2	2
	e) One representative of technical and administrative staff, elected by the Technical and Administrative Staff Council;	1	0
	f) Four student representatives, elected by the Student Council.	2	2
University Board - Art. 12 c. 4 of the Statute	a) The Rector;	0	1
	b) Four members of the academic staff, nominate by the Rector in agreement with the Department Directors;	0	4
	c) Two components who have not belonged to the University for at least three years, nominate unanimously by the Supporters Committee;	0	2
	d) 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
	e) Two student representatives, elected by the Student Council.	0	2

Research Council - Art. 16 c. 2 of the 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;	1	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;	2	8
	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.	4	5

Source: Collegiate Bodies Office Unife

In the composition of the Technical and Administrative Staff Council, in the period 2011-2013, the representation of the female gender increased, going from 56% to 75% in 2013 (Table 4.10). 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.

Table 4.10:
Composition of the Technical and Administrative Staff Council, by gender- 2011/2013

	Women	Men	Total
2011	17	13	30
2012	16	13	29
2013	22	7	29

Source: Collegiate Bodies Office Unife



Archive UniFe

With regard to the Students' Council (Table 4.11) too, the representation of the female gender decreased after the implementation of the Gelmini reform, which took place in 2012. This, in fact, went from about 37% to about 29% in 2013.

Table 4.11: Composition of the Students' Council, by gender - 2011/2013

	Women	Men	Period	Total
2011	12	23	Situation at 31 st December	35
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

Source: Collegiate Bodies Office 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 conditions to express and freely communicate their ideas to all the staff and students; it

provides equal opportunities in employment and study. Unife establishes an ethical code, which is approved by the Academic Senate" (art. 3).

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

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

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

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

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

Italian universities.

The Rector's Deputy for equal opportunities

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

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)

Ms. 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).

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.

Functions The Deputy, representing the Rector, takes care of the preliminary investigation and discussion of policy 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 the 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***, funded by the university (€ 12,000). The Deputy has also been granted € 6,000 for the organization of conferences and seminars.

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 representatives of student 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, Paula

Migliori, Roberta Pancaldi, Alice Salinardi, Chiara Scapoli, Serena Scardovi, Claudia Spirito and Arlette Tchabda Mougang) and one man (Aleksandar Cvetkovski).

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

Budget The EC will present each year, along with the CUG, a request for funds for carrying its activities. In 2013, were allocated € 3,000 for the training and € 7,000 for the organization of conferences and seminars.

The Single Guaranteeing 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.

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.

Mandate Only technical and administrative staff is 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 OO.SS); an equal number of representatives of the Administration. For each component, a substitute is actually 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, contrast of discriminations. The trade unions, in the 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 once.

The current SGC consists of:

Part of administration:

- members (Cinzia Mancini – Presidente, Cinzia Buzzoni, Manuel Meo, Riccardo Raneri);

- substitutes (Daniele Busi, Federica Danesi, Lucia Manzalini, Gianluca Rizzati,)

The Unions:

- members (Umberto Tessari – Vice Presidente, Gloriano Bigli, Giacomo Ciriago, Elettra Mantovani,)

- substitutes (Massimo Galvani, Nadia Nasci, Oliva Villafranca, Beatrice Zucchi)

Functions The SGC aims at achieving, along with the Rector’s Deputy for equal opportunities and the EC, 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, direct and indirect, related to gender, age, sexual orientation, race, ethnic origin, disability, religion and language;
3. contributing to optimizing the productivity of public employment, improving the efficiency of work performance, including through the creation of a work environment characterized by the contrast of any form of discrimination.

Budget The SGC, together with the EC will present each year a request for funds for implementing its activities. In 2013, € 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 staff of the University, selected on the basis of experience and knowledge necessary to pursue the project. In 2013, following the adoption of the new PAP from 2014 to 2016 (see. Chap. 5), The following working groups were established:

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

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

RECONCILIATION of WORK and FAMILY composed by: Alessia Alberti, Gloriano 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, has been approved, as required by art. 2 co. 4 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, investigations and monitoring regarding the implementation

and compliance with the rules of the the Code of Ethics and of practices of interpretation;

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

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 the competence to carry out the functions of the Committee, and shall hold office for three years.

In order to facilitate the 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

Mandate 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.

Functions 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 that person, the Counselor can hear the alleged author of the misconduct, acquire testimonies, contact the managers of the relevant departments and promote joint meetings with the parties involved.

The Confidential Counselor also promotes, in agreement with the SGC and the EC of the University of Ferrara, prevention and information/ training activities relatively to all matters contrasting wellbeing in the workplace with particular attention to the training of

supervisors and managers of the various structures who will then disseminate a culture of respect for human dignity avoiding 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 also arises from the undersigning, by the University of Ferrara, together with the Province of Ferrara, the Municipality of Ferrara and many 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".

Mandate 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

In order to realize the Rector's Deputy's project for equal opportunities on the investigation of workplace climate, 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.

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 underrepresented, in accordance with Article 42, paragraph 2, letter d), facilitate the rebalancing of the presence of women in activities and hierarchical positions in those

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

Fulfilling the rules above, the University of Ferrara approved, in July 2010, a **Positive Action Plan** for 2011-2013 (hereafter PAP 2011-2013) . The 2011-2013 PAP divided the measures to promote the effective equality between women and men, amongst 3 objectives:

1. Development of gender culture: information and training;
2. Production of gender statistics and promotion of presence of women at decision-making levels
3. Promotion of reconciliation between life and working times

All the actions provided for under the 2011-2013 PAP have been achieved.

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 the culture of equality and equal opportunities;
2. Reconciliation of the times of life, work and study;
3. Promotion of wellbeing at work;
4. Creation of the Unife Equality & Diversity web-site;
5. Monitoring and support of research projects aimed at promoting equal opportunities;
6. Full integration between students, teachers and administrative staff from

European or non-European countries;
 7. Fighting against discrimination;
 8. Promotion of initiatives aimed at ensuring an equal participation of men and women in the organs of the university.

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

Effectiveness The University also fully referred to the contents of the PAP within *the three year Strategic Plan* 2014-2016, 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 also 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 the 23th of May 2007)*

"Measures for the implementation of equal rights and opportunities between men and women in public administration", answering its questionnaire.



¹ In case of failure in the adoption of the three year PAP, public entities "can not hire new staff, including those belonging to protected categories" (art. 6 co. 6 Legislative Decree 165/2001).

VI. Actions' implemented

In the following pages the main initiatives promoted by the University of Ferrara in the 2013 are described. The actions are grouped together in eight topics:

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 in the University bodies;
8. Fighting violence against women.

The first three topics reproduce the objectives established in the Positive Action Plan 2011-2013. All the programmed actions were fulfilled by 2013.

After the establishment of the new equality bodies (see chap. IV), a new Positive Action Plan 2014-2016 has been approved (see

chap. V), and five new topics have been integrated.

1. Teaching Gender Equality

A substantial equality between women and men, as well as a real knowledge of gender diversities cannot be achieved if gender culture is not promoted. The University of Ferrara is fully committed in that, and in 2013 developed the following activities:

- **a course on "Identity, gender and social-educational practices"**, activated by the Department of Human studies and aimed at postgraduate degree owners and Master degree owners. The lessons took place from 1st March to 20th December 2013.

- **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. The 2013 course (free) took place in the Law Department, from September to December. 40 of the 80 available places were reserved to students of universities and 30 places were reserved to people not enrolled to the University, but in possession of a high school degree. The other ten places were reserved to those who, in the previous five years, had covered institutional tasks or accrued experiences in the promotion of equal opportunity.

- **Seminar on "The women's life. Ancient illness and urgent answers"**, coordinated by Stefano Caracciolo (14th November 2013). The Seminar proposed to explore the multiple reasons of female depression, which have to be searched for in the complex articulations of biological events which characterize a woman's life, childhood development and adult interpersonal relationships, the influences imposed by the historical, social and cultural context in which women grow, live and work.

- **a Master on "Children rights and protection"**,



"Children in the office 2013" - Archive Unife

activated in the academic year 2013/14, which envisaged a module about "Protection of gender identity".

Charter for equality of opportunity and equality in the workplace

In 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, that 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 2013, the main initiatives activated by UNIFE were teleworking, the projects "Kindergarten and preschool", "Summer camps", "Children in the office", and

sustainable mobility.

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 developed from home, without decreasing the functionality and the quality of the service. So, the worker can better organise his/her family and professional tasks, without any wage reduction.

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

In 2013, the following activities related to this project were realised:

- After the publication of the 2012 call for activating 5 teleworking positions, 7 teleworking positions were activated at the beginning of 2013, so that all the admissible requests were satisfied. The selection considered the following criteria: the presence and the number of 14 year old or younger children; the assistance to disabled relatives; distance from the work place.

- EC and SGC promoted the modification of the UNIFE regulation on teleworking and the preparation of the 2013 call. The amendment to the regulation was approved in September 2013.

- The 2013 call was published on the 2nd of October. It provided for the activation of 8 teleworking positions and it maintained the same selection criteria of the 2012 call.

Project "Kindergarten and preschools"

The "kindergarten and preschools" project aims at identifying the measures to facilitate the admission and the attendance to kindergarten and preschool by Unife employees' and students' children. In 2013, the group "Live better to work better" distributed a questionnaire 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 regarding the attendance of summer centres, kindergarten, preschools and elementary schools (post school). The data were collected from February till April 2013, and the results of the survey were published on the University's web site on April 2013. On February 2014, the University of Ferrara and the Municipality of Ferrara signed an

agreement that guarantees 10 additional places in the public kindergarten "Il Salice". The 10 additional places are reserved to the children of the students (included those who attend postgraduate courses) and to the children of the employees of the University (including precarious workers).

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

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

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 Sport University Centre (S.U.C.) and other similar organisations present on the territory. The University of Ferrara and the S.U.C. Ferrara signed an agreement intended to foster the participation of the employees' and students' children to the latter's summer activities, granting them particular discounts.



Archive UniFe



"Children in the office 2013" - Archive UniFe

Project "Children in the Office"

The project "Children in the Office" has allowed the children of the employees of the University to visit their parent's office. 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 sites of the University, on Friday, 24th May 2013.

Sustainable mobility

The University of Ferrara has signed, with the company TPER, an agreement to assure 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 tariffs for local buses to the staff and the students of 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 is equal to 42%, 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 2011 Gender Report was presented on the 27th of September, in a seminar, attended by Roberta Pattono of the unit Ethics and Gender of the DG Research,

responsible for the programme She figures. In the 2013 edition (referring to the year 2012) of the Gender Report, thanks to the collaboration with the Statistics department of the Italian Ministry for Education, Universities and Research (MIUR), it was possible to compare the data relative to Ferrara University with the corresponding national data. Comparative analysis allowed to verify UNIFE's ranking compared to other Italian Universities, better highlighting the profiles requiring intervention for the promotion of equal opportunities.

In the Positive Action Plan for 2014-2016 (see chap. V), the Gender Report has been 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 4th April 2013 the round-table required by the Unife "Code of Conduct for the protection of the human dignity, the prevention and the fight against sexual and moral harassment" was re-

created. Among the principal activities of the wellbeing round-table, there are the evaluation of work-correlated stress risks and the achievement of investigations in the workplace. Moreover, the Equality Council and the Single Guaranteeing Committee organised the seminars on "The culture of the wellbeing at work", on 15th April and 3rd May 2013. During the seminars, the role of the Equality Bodies was presented, as well as the important aspects that contribute to the promotion of the wellbeing in the workplace.

5. Fighting gender segregation in the education and employment

In presenting the results of the 2011 Gender Report, the following concerning data were stressed: the low presence of female student in the courses of the Department of Engineering; the small number of female professors; the difficulties of female workers to reach top positions within the University administration. Moreover, the 2008-2012 data demonstrate that these phenomena do not increase without any positive action being taken. A serious reflection on the measures to be adopted to contrast these phenomena has been started in the Equality bodies.



6. Fighting Discrimination

In 2014, the University of Ferrara activated an Anti-Discrimination Help Desk (see chap. 4). The creation of a Help Desk has been provided for in the Interinstitutional 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 Interinstitutional round-table against discrimination has been created, to which all the associations or institutions fighting discrimination, homophobia and transphobia are welcome.

In 2013 the following activities were also realised:

- On 15th May 2013 a Press Conference was organised for the official subscription of the abovementioned Agreement by new associations and institutions.
- On 6th December 2013 the seminar “Toward a law against homophobia: penal and constitutional law topics” was organised together with Arcigay.

7. Equal representation of men and women in the University bodies

In 2013, the Vice Rector 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. On the basis of this study, a decision on the Constitutional principle of equal opportunities and a real commitment to implement art. 2 of the University Statute (Equal representation) was approved by the Academic Senate and the Administrative Board in May 2014.

8. Fighting violence against women

In 2013, the University of Ferrara 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 University of Ferrara promotes the diffusion and the use of the handbook to all the citizens.

In 2013 the procedure to take part to

the Interinstitutional Protocol to contrast violence against women and children was activated.

Finally, on the 23rd of November, the University allowed all the interested students to assist to the *theatrical performance “Wounded to death”* by Serena Dandini, with Lella Costa, at the De Micheli Theatre in Copparo. This initiative was listed in the calendar of the activities for the International Day for the elimination of violence against women.



VII. *Conclusions*

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

The analysis on the 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 63.2%). The percentage of women participating in admission tests for programmed number courses is higher than the percentage of men, as it is higher the percentage of female students in the Erasmus mobility, in (67.4%) and out (61.3%). 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 20% of the members in Engineering; R. Frattini - P. Rossi Report on Women in the Italian University, [\[report-sulle-donne-delluniverita-italiana.html\]\(http://www.menodizero.eu/saperepotere-analisi/247-report-sulle-donne-delluniverita-italiana.html\)\). This reflects the persistence of gender stereotypes, which are repeated in all stages of the career of female students - researchers - professors, as well shown in the graph on the presence of women in the Department of Engineering.](http://www.menodizero.eu/saperepotere-analisi/247-</p></div><div data-bbox=)

Another critical data, and worrying, is the under-representation of female students in the Student Council: although women make up more than a half of the student population, among the 24 members of the student council only 7 are women.

Also concerning is the data provided by AlmaLaurea about the labor market: 5 years after graduation, there is a gap of 12.3 percentage points between female and male occupied that well represents the difficulty for women in entering the labor market.

With regard to the academic staff, two data are alarming: the small number of women professors (24 female full professor compared to 118 male and 56 female associate professors compared to 113

male in 2013) and the paltry number of women in academic bodies (7 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 respect of the 10 men who represent the composition). The only two organs that are the exception - not surprisingly - are the SGC (where the presence of women and men is almost egalitarian) and EC (an almost exclusively female composition).

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

The phenomenon of progressive loss of women - called leaky-pipe - is also present in our university: the imbalance between the genres grows gradually as you climb to the top positions. Over the period 2005-2013, the data on presence of women is

improving, but too slowly for being 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!

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

With regard to the technical and administrative staff, is detected an increased utilization of leave for family reasons by women and a high percentage of female employees with part-time contracts (32 women compared to only 3 men in the period 2011-2013, conversion contract from full time to part time is requested only by women). Women are frequently pushed 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 parental leave paid at 100% also shows that, when they do not have to give up their wages, men are more likely to take advantage of the leave (in 2013, the men did not receive any day of unpaid leave). It is thus clear that

reconciliation policies that the University has begun need to be strengthened and developed, also thinking about the sharing of care work. Even among the technical and administrative staff the phenomenon of the so-called glass ceiling is detected: in UNIFE, all managers, as well as the Director-General, are men. More alarming 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 maintained 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 are integrated people necessary for the realization of their project. 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 the actions. It should also be noted the important role played by the Ethics Commission, the Confidential Councilor and the anti-discrimination desk. In the second part of the 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 the 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, indicated here with the EU flag. The idea is to make the Gender Report a tool common to the 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. Appendix

Acronyms and Abbreviations

AS Academic Senate

BoD Board of Directors

EC Equality Council

CUN National University Council

D. Lgs. Legislative Decree

D.R. Rector's Decree

EOD Equal Opportunity Department

ERC European Research Council

FIR Funding of research projects

FIRB Fund for Investments in Basic Research

GCI Glass Ceiling Index

GR Gender report

HES Higher Education Sector

HR Human Resources

ISCED (International Standard Classification of Education)

L. Act

MIUR Italian Ministry for Education, Universities and Research

PAP Positive Action Plan

PRIN Research programs of national interest

SGC Single Guaranteeing Committee

SSD Scientific Disciplinary Sector

S.U.C. Sport University Centre

TAS Technical and Administrative Staff

UNI-CPG the Italian Association of Coordination of Guaranteeing and Equality Boards of Italian universities

UNIFE University of Ferrara

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

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

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

Fields of Study	CUN Areas	She Figures Fields of Study*
Agriculture	07 Agricultural and Veterinary Sciences	Agriculture, forestry and fishery
Architecture and Civil Engineering	08 Civil Engineering and Architecture	Architecture and building
Arts	03 Chemical Sciences 10 Antiquities, Philological-Literary and Historical-Artistic Sciences	Arts
Economics	13 Economics and Statistics 14 Political and Social Sciences	Business and administration
Computing	01 Mathematical and Computer Sciences 10 Antiquities, Philological-Literary and Historical-Artistic Sciences	Computing
Educational Sciences	11 Historical, Philosophical, Pedagogical and Psychological Sciences	Education science
Information Engineering	09 Industrial and Information Engineering	Engineering and engineering trades
Environmental Science	04 Earth Sciences 05 Life Sciences	Environmental protection
Medical Sciences	06 Medical Sciences	Health
Humanities	10 Antiquities, Philological-Literary and Historical-Artistic Sciences 11 Historical, Philosophical, Pedagogical and Psychological Sciences	Humanities
Journalism and information	10 Antiquities, Philological-Literary and Historical-Artistic Sciences 11 Historical, Philosophical, Pedagogical and Psychological Sciences 14 Political and Social Sciences	Journalism and information

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

Fields of Study	CUN Areas	She Figures Fields of Study*
Laws	12 Laws	Law
Natural Sciences	03 Chemical Sciences 05 Life Sciences	Life sciences
Industrial Engineering	08 Civil Engineering and Architecture	Manufacturing and processing
Mathematics and Statistics	01 Mathematical and Computer Sciences 02 Physical Sciences 09 Industrial and Information Engineering 13 Economics and Statistics	Mathematics and statistics
Personal services	05 Life Sciences 06 Medical Sciences 11 Historical, Philosophical, Pedagogical and Psychological Sciences	Personal services
Physical Sciences	02 Physical Sciences 03 Chemical Sciences 04 Earth Sciences 11 Historical, Philosophical, Pedagogical and Psychological Sciences	Personal services
Security Services	14 Political and Social Sciences	Security services
Social Sciences	11 Historical, Philosophical, Pedagogical and Psychological Sciences 13 Economics and Statistics 14 Political and Social Sciences	Social and behavioural science
Services for transport	01 Mathematical and Computer Sciences 02 Physical Sciences 09 Industrial and Information Engineering	Transport services
Veterinary	07 Agricultural and Veterinary Sciences	Veterinary

* She figures uses the OCSE classification.

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

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



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

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

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



