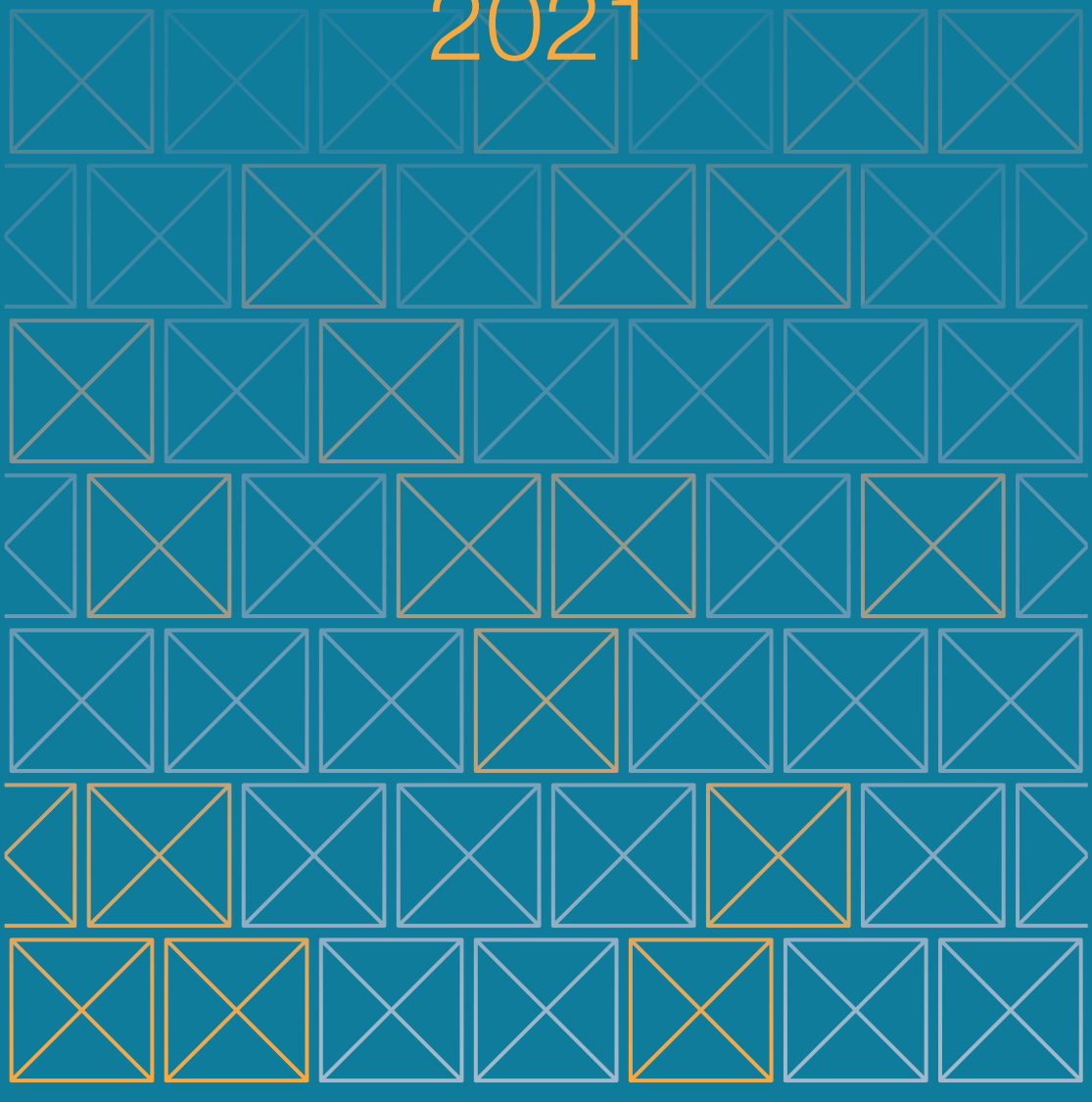
GENDER BUDGET

2021



University of Ferrara

University of Ferrara | Year 2021

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University of Ferrara Archive

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Gender budget
2021

University
of Ferrara

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PREMISE

Thanks to the impulse of the Guarantee Committee and of the Equality Council, the University of Ferrara has produced the Gender Budgeting 2021 (GB) following the "Guidelines for the Gender Budgeting in Italian Universities", drawn up in 2019 by the CRUI group for the GB[1].

As defined by the Europe Council "... the GB is an instrument of gender mainstreaming and implies an evaluation of the budgets based on gender, combining a gender perspective on every level of the gender budgeting process and reclassifying revenues and costs with the purpose of promoting gender equality..."

The main purpose of the Gender Budgeting is therefore gender equality, which can be articulated in the following objectives:

- promoting equity, efficiency and efficacy in planning and fulfilling the policies;
- favoring transparency in the allocation and re-distribution of the public resources;
- augmenting awareness through information and stakeholders' engagement;
- augmenting the development of human capacities in an equality perspective.

The GB 2021 gives a detailed photograph of the condition of the teaching and researching staff, technical administrative staff, and student body of the University. Reading the budget in a gender perspective allows, moreover, to analyze the repercussions that political and strategic choices have on men and women, with the precise purpose of highlighting good practices, as well as suggesting corrections on actions that are less performing.

1 https://www2.crui.it/crui/Linee Guida Bilancio di Genere negli Atenei italiani.pdf

METHODOLOGICAL NOTE

The Gender Budget is part of the internal policies' planning guaranteeing a better efficacy, transparency, democracy and redistribution of the public resources to the benefit of the entire University community. Since 2020, the University of Ferrara has inserted the Positive Actions Plan, which provides for the elaboration of the Gender Budgeting, inside the PIAO that, together with other documents, contributes to the broader process of planning and programming of the University. The PIAO thus contains not only the programmed performances and the measures adopted to prevent corruption and promote transparency but also the objectives and expected results used to rebalance the conditions of inequality between men and women that work at Unife.

Reported in this edition are quantitative data following the indicators included in the "guidelines for the Gender Budgeting in Italian Universities" with additional specific elaborations and are also presented some historical series in order to highlight data trends overtime.

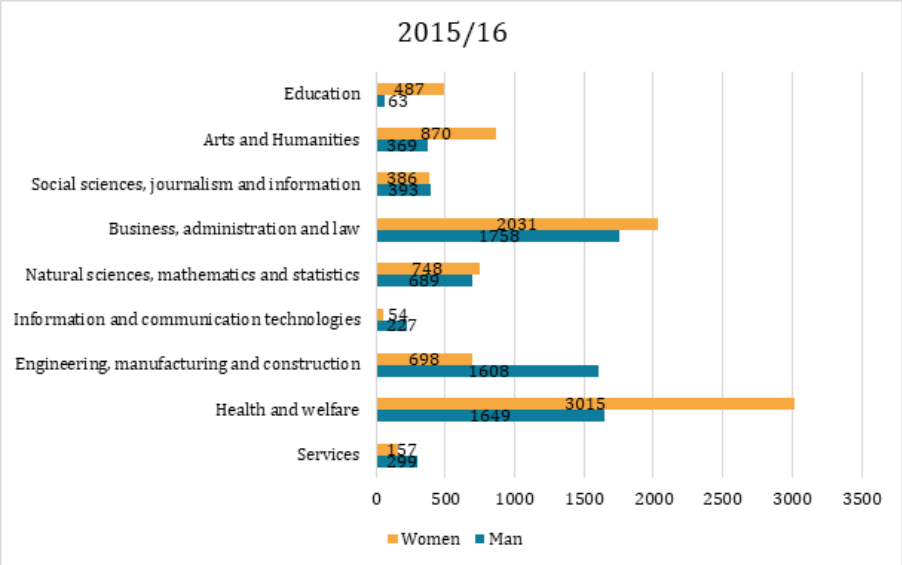
The Budget presents the data related to the academic year 2020-21 and is structured in five parts: the first three parts report data on the students' community (first part), teaching and researching staff (second part), and the technical administrative staff (third part); the fourth part analyses the composition of the Governance bodies of the University; the fifth part analyses the financial resources destined to inclusion policies.

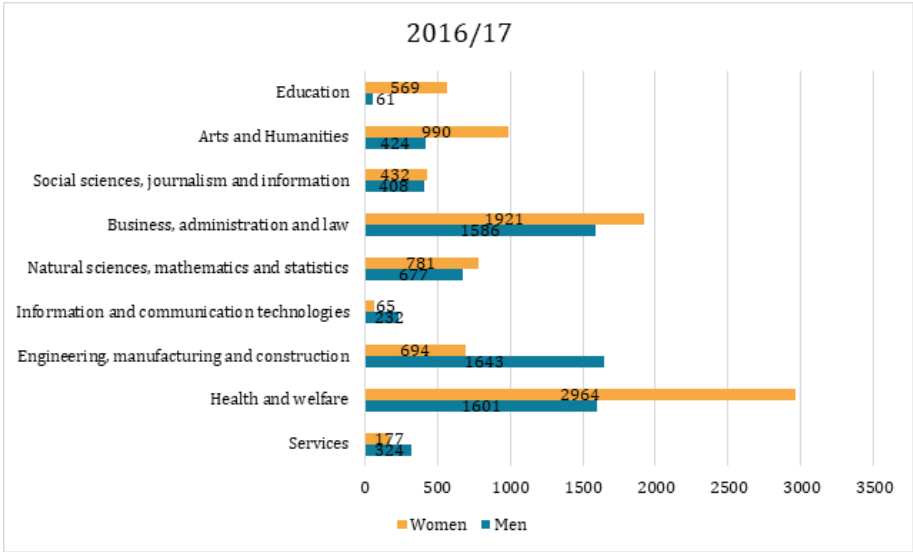
STUDENTS COMMUNITY

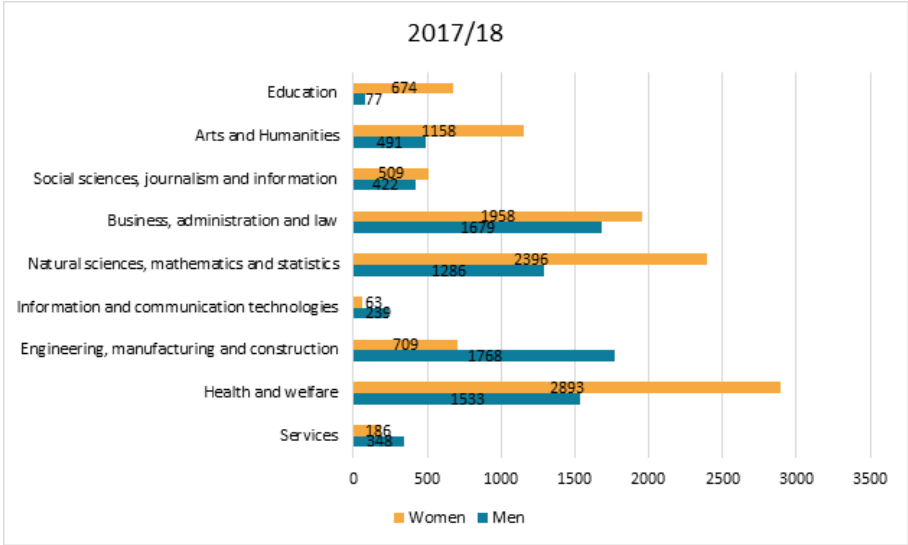
In the academic year 2020-21, like the previous editions of the Gender Budgeting, data on the students' community highlights:

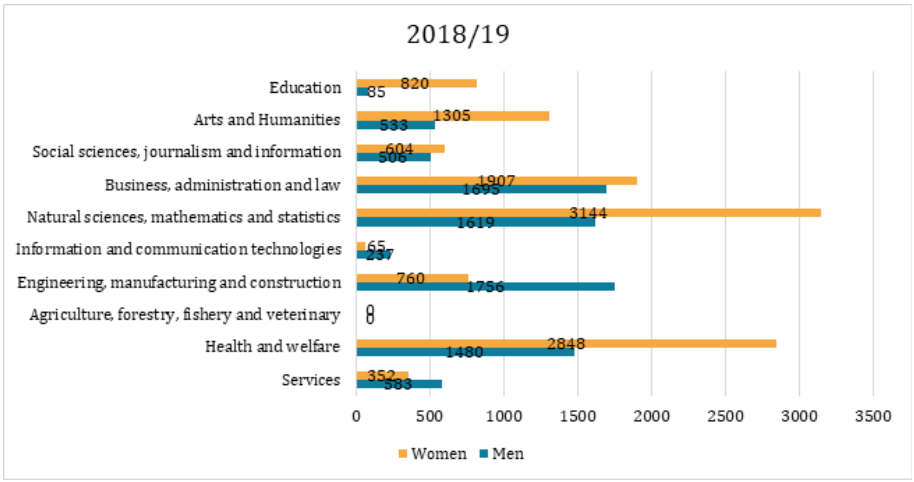
- a substantial "horizontal segregation" in some study areas which doesn't find any remedy even if the number of enrolled students has augmented considerably (from the a.y. 2015/16 to the a.y. 2020/21 the number of enrolled students has increased of 9675 units);
- a higher inclination of female students towards international mobility;
- better results for female students.
-

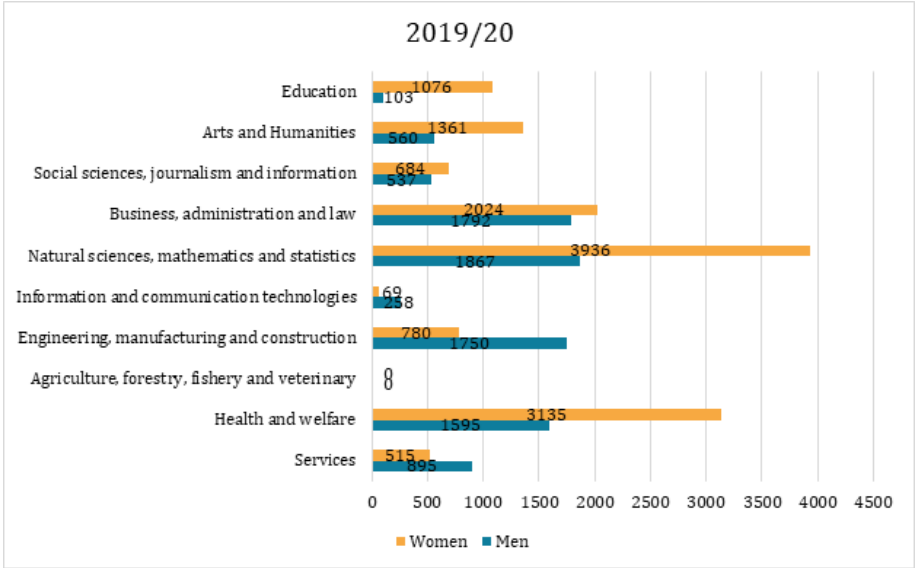
1. Total number of people enrolled from 2016 to 2021 within the Fields of Education ISCED

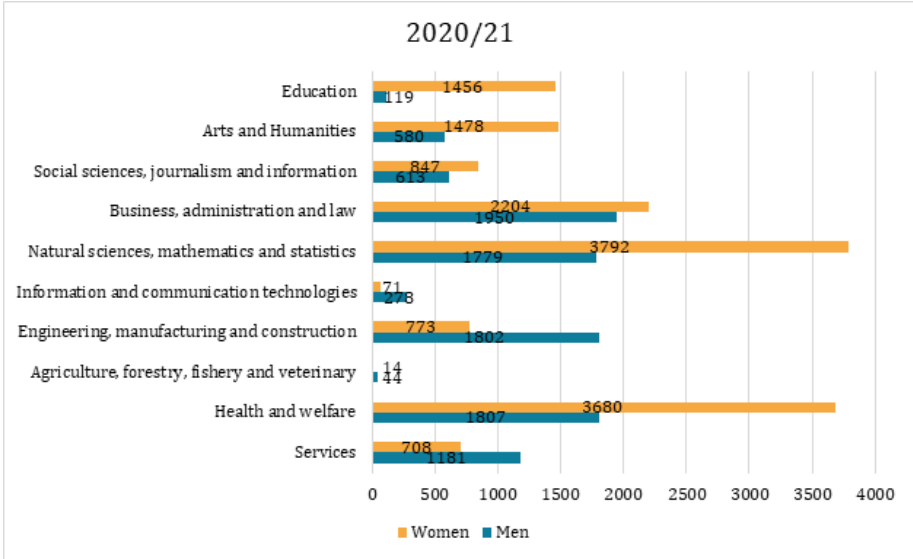



2016/17
Education
Arts and Humanities
Social sciences, journalism and information
Business, administration and law
Natural sciences, mathematics and statistics
Information and communication technologies
Engineering, manufacturing and construction
Health and welfare
Services
569
61
990
424
432
408
1921
1586
781
677
65
232
694
1643
2964
1601
177
324
0
500
1000
1500
2000
2500
3000
3500
Women
Men


2017/18
Education
Arts and Humanities
Social sciences, journalism and information
Business, administration and law
Natural sciences, mathematics and statistics
Information and communication technologies
Engineering, manufacturing and construction
Health and welfare
Services
674
77
1158
491
509
422
1958
1679
2396
1286
63
239
709
1768
2893
1533
186
348
0
500
1000
1500
2000
2500
3000
3500
Women
Men


2018/19
Education
Arts and Humanities
Social sciences, journalism and information
Business, administration and law
Natural sciences, mathematics and statistics
Information and communication technologies
Engineering, manufacturing and construction
Agriculture, forestry, fishery and veterinary
Health and welfare
Services
820
85
1305
533
604
506
1907
1695
3144
1619
65
237
760
1756
8
2848
1480
352
583
0
500
1000
1500
2000
2500
3000
3500
Women
Men


2019/20
Education
Arts and Humanities
Social sciences, journalism and information
Business, administration and law
Natural sciences, mathematics and statistics
Information and communication technologies
Engineering, manufacturing and construction
Agriculture, forestry, fishery and veterinary
Health and welfare
Services
1076
103
1361
560
684
537
2024
1792
3936
1867
69
258
780
1750
8
3135
1595
515
895
0
500
1000
1500
2000
2500
3000
3500
4000
4500
Women
Men



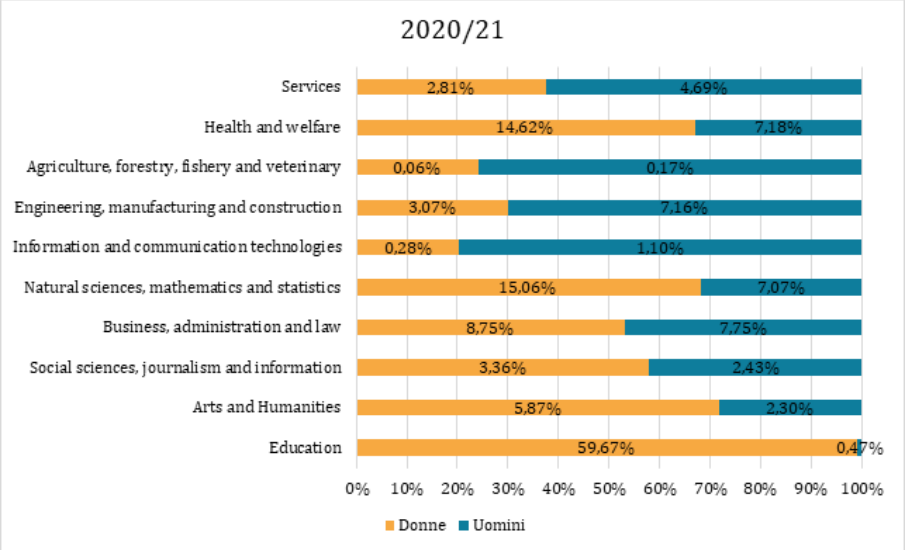
The graphs represent the total number of students enrolled through the years, divided by gender and fields of education ISCED. Reading them, what we can notice is that in 2015 the most populated fields are: "Health and welfare", "Engineering, manufacturing and construction", "Business, administration and law" followed by, from 2018, "Natural sciences, mathematics and statistics" and "Arts and Humanities" , from 2020 "Education" and from 2021 "Services".

What we can also observe, by reading the graphs, is how female students are prevalent in five areas out of ten, which are:

- Education;
- Arts and Humanities;
- Business, Administration and Law;
- Natural Sciences, mathematics and statistics;
- Health and Welfare.

Starting from the academic year 2016/17 the field of "Social sciences, journalism and information" also joined the list.

2. Gender distribution of students enrolled in the a.y. 2020-21 on the total number of enrolled students (percentage values)



	Women	Men
Total ISCED areas	15023	10153
Total women and men	25176	

Referring to study courses which are part of the ISCED fields, the graph shows how in the academic year 2020-21, out of the total of enrolled students, six of them are predominantly female. Precisely, a female prevalence is found in the following fields:

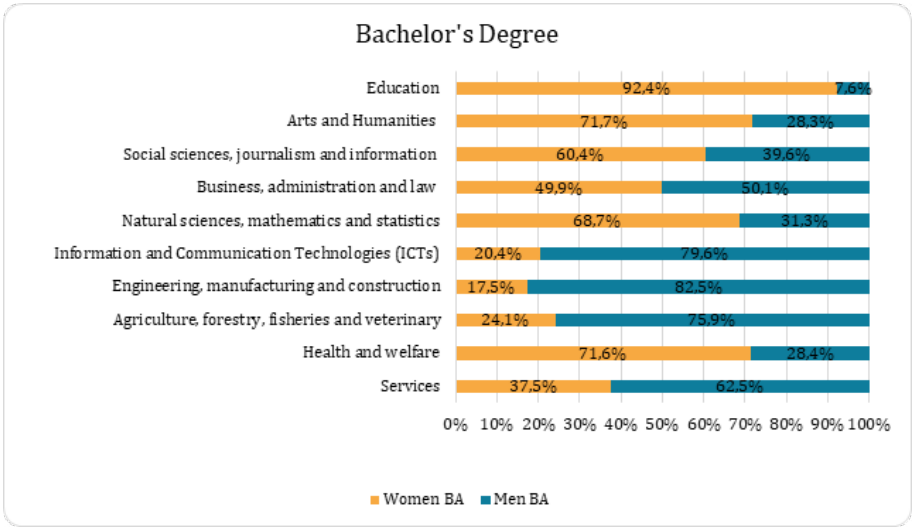
- Education;
- Humanities and the arts;
- Social sciences, journalism and information;
- Business, administration and law;
- Natural sciences, mathematics and statistics;
- Health and welfare.

3. Courses of Study

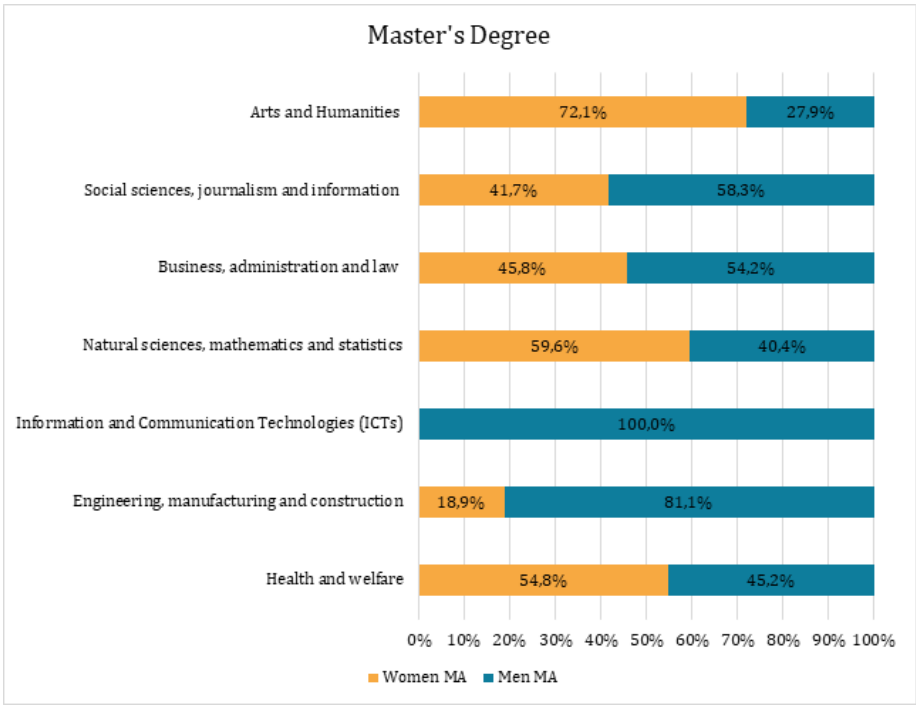
This section shows the distribution of students in reference to study areas, types of study courses (BA, MA, Single-Cycle MA) and degree classes.

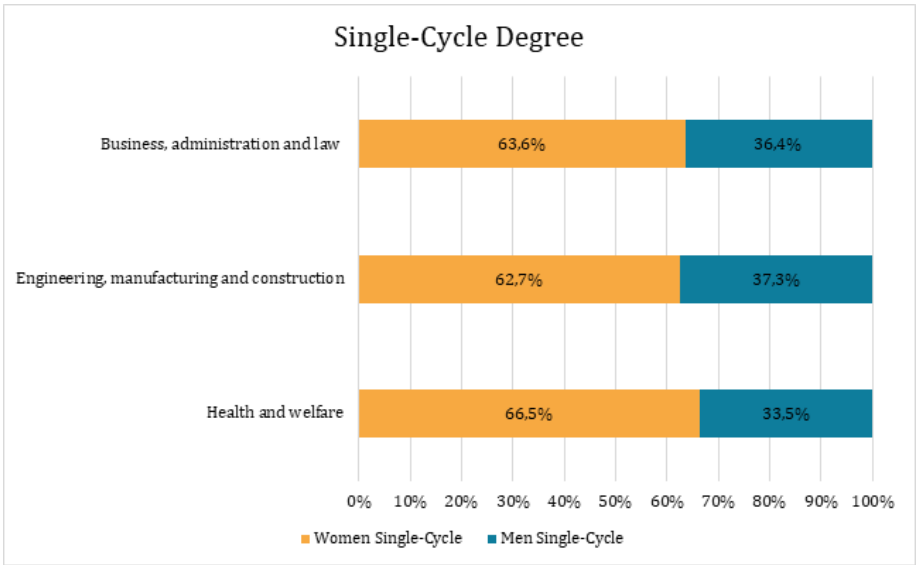
3.1. Enrolled students divided by area of study and type of course of study.

This section reports data referring to enrollments divided by fields of education and type of course for the a.y. 2020-21 (percentage values)[2].



2 Please note that in the current section, the areas with a value of 0% are the ones where no courses were active.





The graphs show how:

- in the BAs and given the ten fields of education female students are prevalent in five: “Education”, “Social sciences, journalism, and information”, “Natural sciences, mathematics and statistics” and “Health and welfare”.

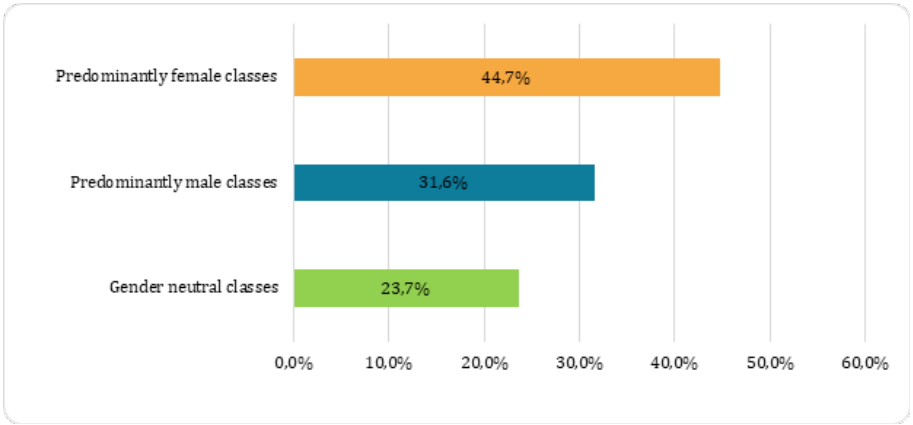
Male students, on the other hand, are prevalent in the following five areas: "Business, administration and law", "Information and Communication Technologies (ICTs)", "Engineering, manufacturing and construction", "Agriculture, forestry, fisheries and veterinary" and "Services".

- in the MAs the active ISCED fields are seven. Compared to the BAs there is not a big difference except for the area of "Social sciences, journalism and information" which has become predominantly male. Particularly relevant is the data related to the ICTs, field where, in the a.y. 2020-21 there are no women enrolled (in view of 1 male enrolled).
- In the Single-Cycle MAs the ISCED fields are three and female students are prevalent in all of them, with over 60%.

3.2.
Segregated Classes (Courses of Study) (percentage values)

Below are presented the courses and degree classes which are predominantly female, male, and neutral in terms of volume and prevalent on the entire educational offer of the University. .

	Absolute values	Percentage values
Total courses	76	
Predominantly female classes	34	44,7%
Predominantly male classes	24	31,6%
Gender neutral classes	18	23,7%



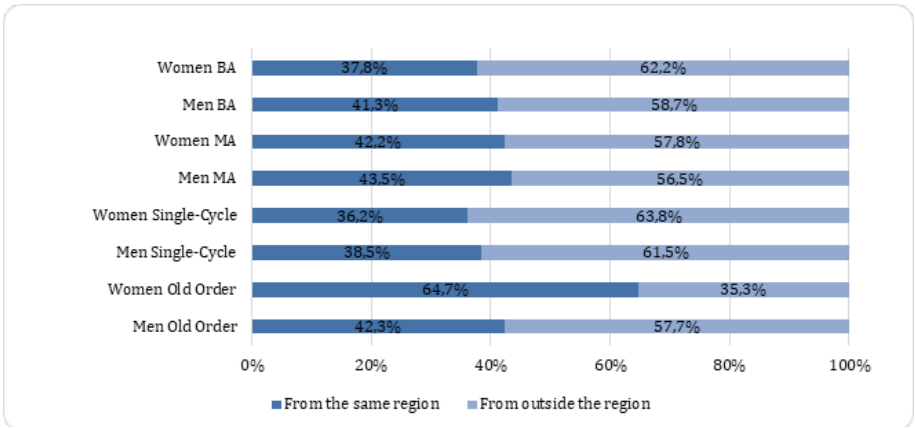
The data in the graphs show how out of 76 active courses there is a higher percentage of predominantly female courses (44,7%) while the 31,6% of courses is predominantly female and the 23,7% is gender neutral.

LEGEND	
Predominantly female classes	Number of courses out of the total number of study courses where the female percentage is greater than or equal to 60%
Predominantly male classes	Number of courses out of the total number of study courses where the male percentage is greater than or equal to 60%
Gender Neutral Classes	Number of courses out of the total number of study courses where none of the gender reaches 60%

4. Mobility

A relevant area when observing gender differences is the one on the mobility of students. Here is analyzed data regarding the provenance, gender, and type of courses of students and access to international mobility programs based on gender[3].

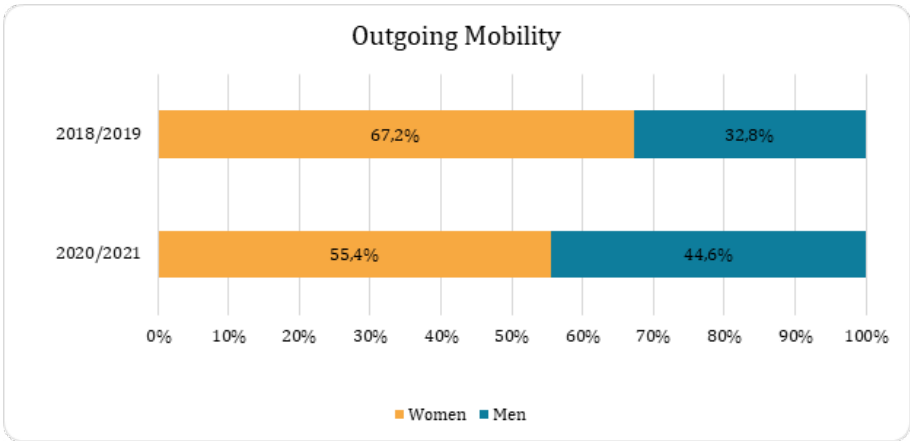
4.1.
Percentage of people enrolled divided by geographical area (Region – outside of the region), type of course (BA, MA, Single-Cycle MA, Old Order) and gender

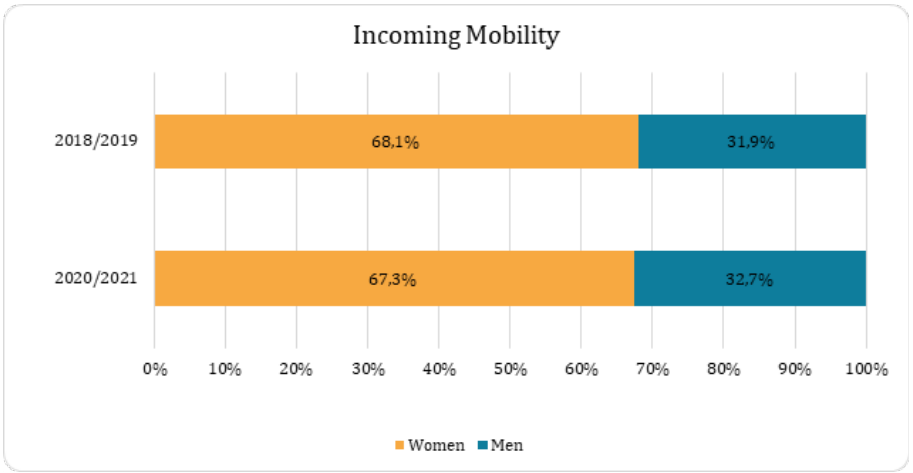


3. For what concerns the Old Order degrees the situation should not be misleading considering that it is a type of course that is not renewed anymore.

The graph shows how there is a higher percentage of enrolled students coming from outside the region in every type of course. It also shows that the female percentage facing inter-regional mobility to study is higher compared to the male percentage.

4.2.
People taking part in international mobility programs, aa.yy. 2019-2021 (percentage values)





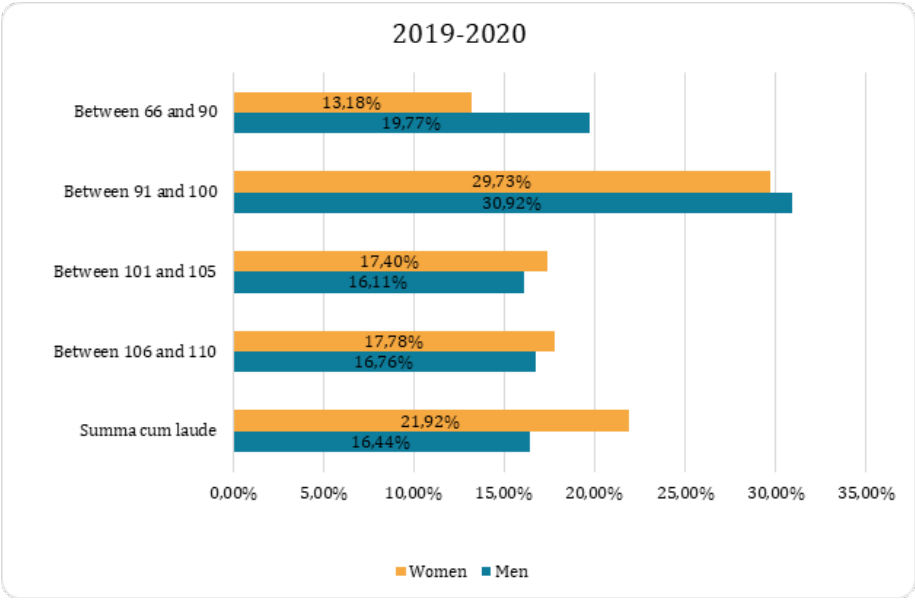
Even when referring to international mobility programs, the graphs show how from the a.y. 2018-19 there is a strong percentage of female participants, incoming and outgoing. The a.y. 2020-21 has pointed out a drop of 11,8% for the outgoing mobility and of 0,8% for the incoming mobility. This aspect is certainly a consequence of Covid-19 pandemic.

5. Performance

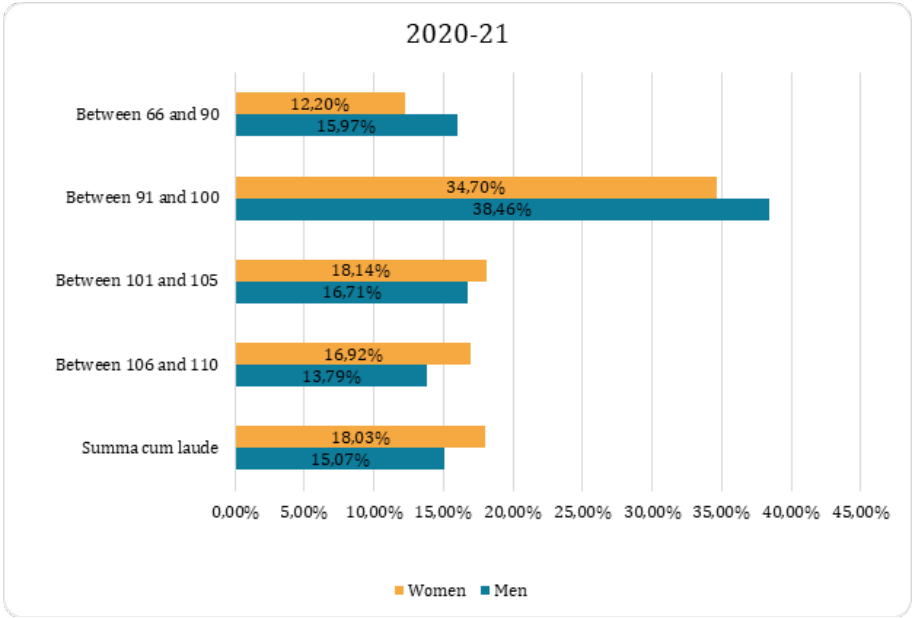
In this section, results accomplished by students and their university path are analyzed by genre.

5.1.
Percentage composition of the degrees based on grade groups, for each gender[4].

In terms of grading categories, for the aa.yy. 2019-20 and 2020-21 results articulated in five categories are compared.



4. Data regarding the a.y. 2019-20 has been inserted because when the previous GB was put together this data was not available.



The graphs show how in each academic year the percentage of grades in the higher categories (that is from category "101-105") is greater between women than men, with a relevant advantage of the women in the a.y. 2019-20 in the category "110 cum laude". In the a.y. 2020-21, the results obtained by women showed some changes compared to the previous year, such as:

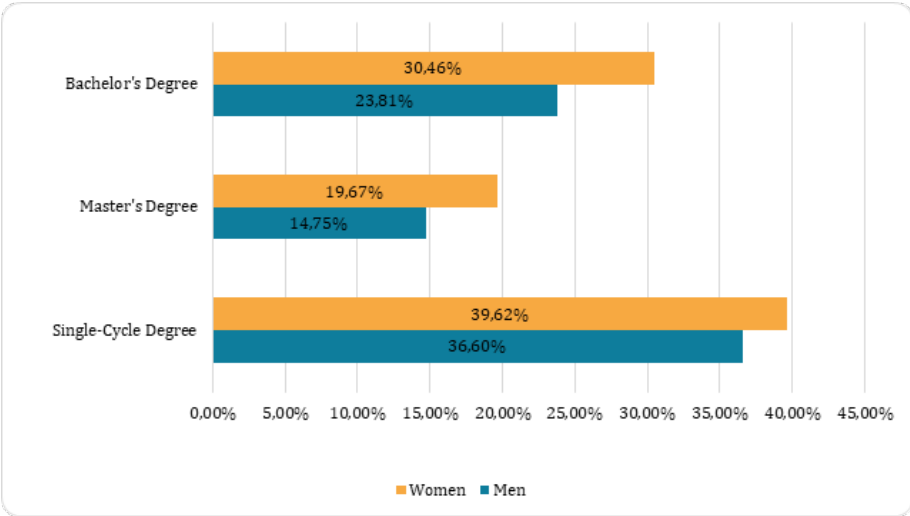
- An increase of 0,74% in the category "101-105";
- A decrease:
  - Of 0,86% in the category "106-110";
  - Of 3,9% in the category "110 cum laude".

The percentage of male students, on the other hand, is higher in both academic years, in the lower grading categories that is: "66-90" and "91-100". In the a.y. 2020-21 was found:

- A decrease of 3,8% in the category "66-90";
- An increase of 7,54% in the category "91-100".

5.2.
People who graduated on time compared to the total number of graduates in the reference year, divided by type of course

Regarding the index 'in progress graduates on the total number of graduates in the reference year', the graph highlights a constant prevalence of women graduating in progress in every degree.



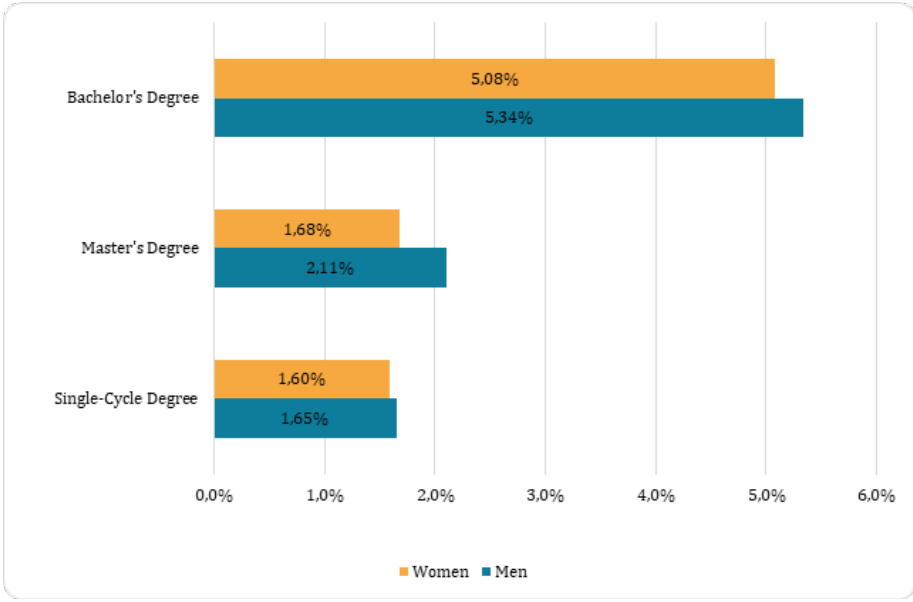
5.3.
Dropout rate[5] in the first year divided by type of course.

The graph shows how in every type of degree the dropout rate in the first year is higher for men. Furthermore, the graph shows that the abandonment rate for Bachelor's

Degrees is higher for both female and male compared to the other degrees.

Such evidence withstands the common practice in the university context that sees students enrolling in a course while waiting to be admitted to the one desired (often close-ended). In fact, even though this falls under the definition of 'abandonment', this phenomenon indicates a transfer of students from a course to another. In this case, such a phenomenon is particularly emphasized for some courses.

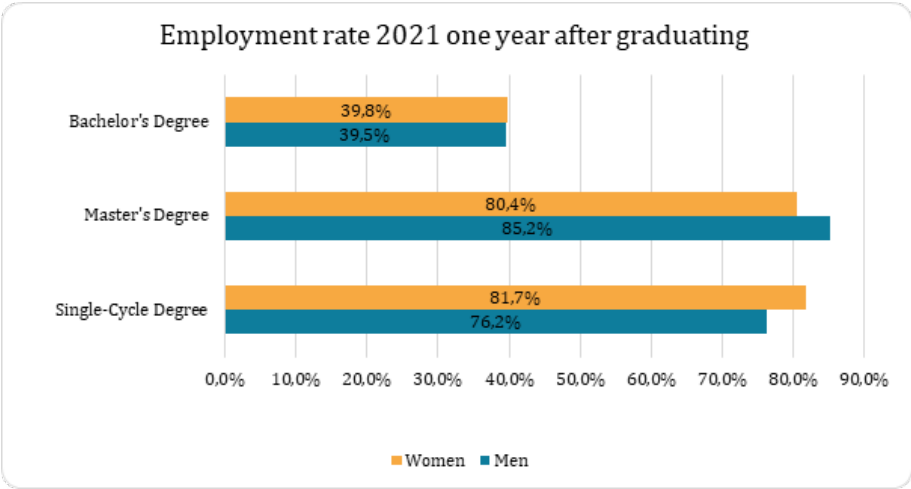
5. The dropout rate is the percentage of women/man that abandon their studies during their first year on the total of students enrolled for each type of course.


Bachelor's Degree
5,08%
5,34%
Master's Degree
1,68%
2,11%
Single-Cycle Degree
1,60%
1,65%
0,0%
1,0%
2,0%
3,0%
4,0%
5,0%
6,0%
Women
Men

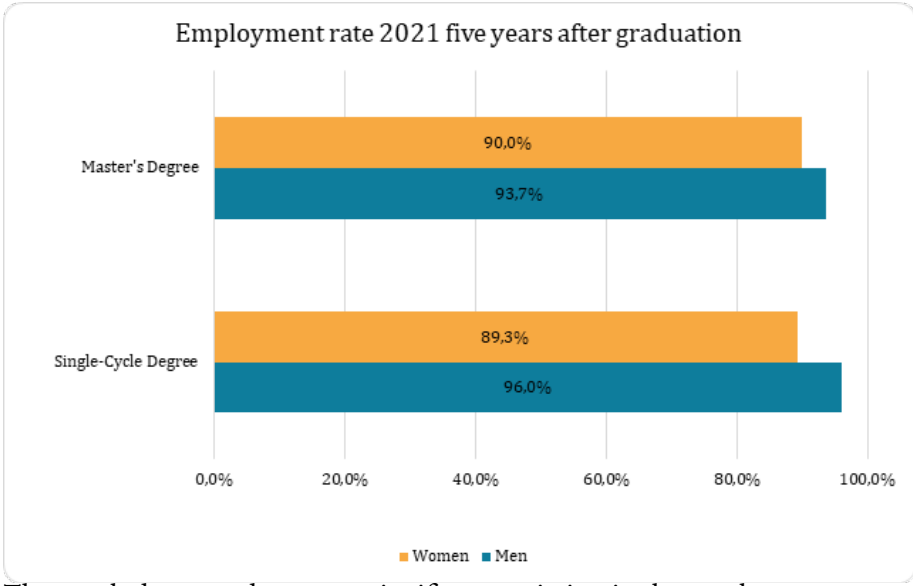
6. Occupation

In this section employment rate and average monthly wage of the students community are analyzed, both at one and five year after graduation considering genre and degree (bachelor's, master's and single cycle).

6.1.
Employment rate of graduates at 1 year and at 5 years, divided by type of course (BA, MA, Single-Cycle) and gender



The graph does not detect any significant variation between men and women referring to the employment rate. The lower percentage of male employees that have a Bachelor's Degree is probably connected to the choice of continuing their studies by enrolling in a Master's degree.

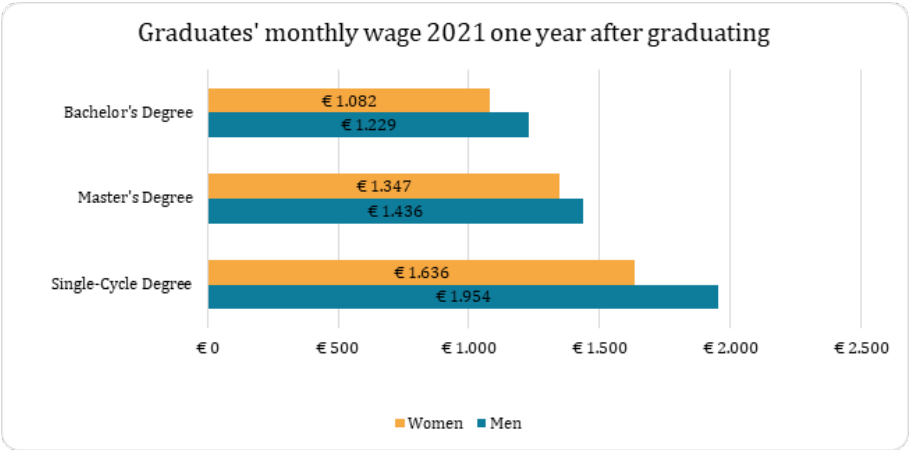


The graph does not detect any significant variation in the employment rate five years after graduation because they are not available on the Alma Laurea database.

When we consider the female and male employment rate five years after graduating, we can see that the data reflect a different situation compared to the data one year after graduating. In this case, in fact, the percentage of male employees is higher compared to the one of the women by 4 and 7 percentage points, depending on the degree type.

6.2.
Avarage monthly salary of graduates at 1 year and at 5 years, divided by type of course (BA, MA and Single-Cycle) and gender

The analysis of the average monthly wage shows that women get a lower wage compared to the men, regardless of the degree. By considering the wage one year after graduating, the disadvantage of women is proven to be particularly relevant when we analyze single-cycle degrees.

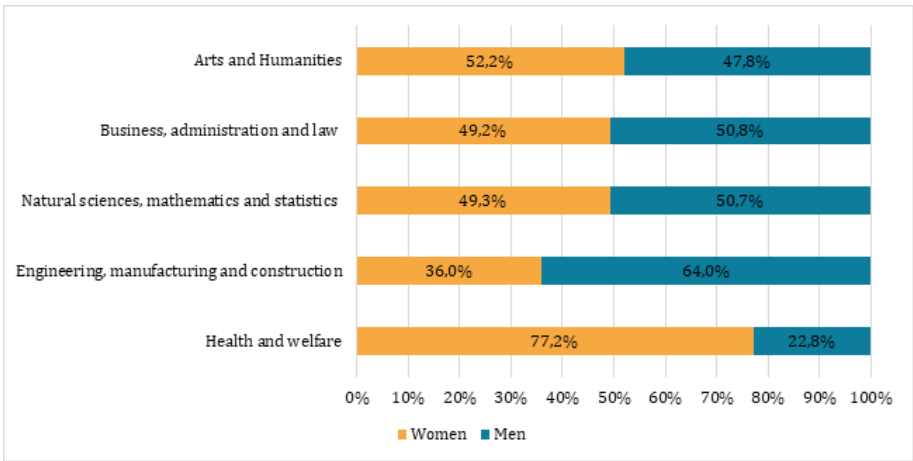


The graph does not analyse data on the average monthly wage of bachelor's degree graduates five years after graduating because they are not available on the Alma Laurea database.

7. Post degree

The current section is centered on the post degree formation, focusing in particular on the analysis of the data related to enrollment to PhD courses and specialization schools considering not only gender but also, in the case of the PhD, the different areas of study. In relation to PhD courses, data related to the abandonment rate after one year is also analyzed divided by genre and year.

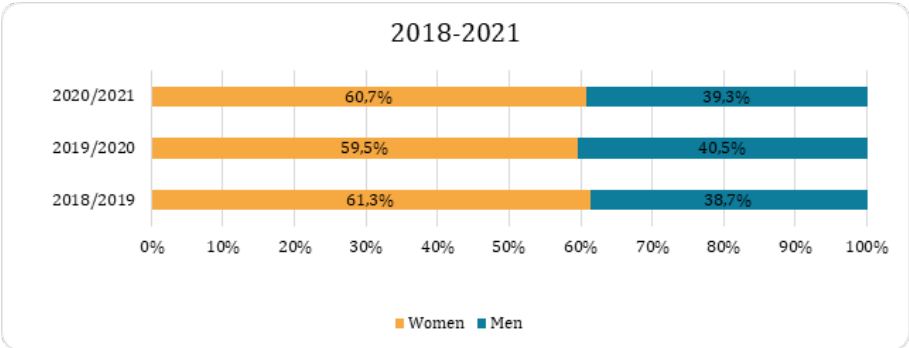
7.1.
Gender distribution of the students enrolled in PhD courses divided by area of study (percentage values)[6]



The graph highlights how for PhD enrollments there is a majority of female students in the areas of "Humanities and the arts", "Health and Welfare", while the areas of "Business, administration and law", "Natural sciences, mathematics and statistics" and "Engineering, manufacturing and construction" are male dominated.

6. Please note that, in the present section, the areas of study where no post degree courses were active, in the considered years, were not inserted in the graph.

7.2.
Percentage of people enrolled in postgraduate schools divided by gender



The graph highlights how in the considered period there is a constant female prevalence, which is around 60%.

7.3.
Dropout rate of PhD courses, divided by genre and year[7]

	Enrolled First Year			Dropouts First Year			Percentage of Dropouts First Year		
Academic Year	Women	Men	Total	Women	Men	Total	Women	Men	Total
2018/2019	54	62	116	3	4	7	5,56%	6,45%	6,03%
2019/2020	68	66	134	1	1	2	1,47%	1,52%	1,49%
2020/2021	86	94	180	1	4	5	1,16%	4,26%	2,78%

The table shows how in the period considered there is a higher tendency for male students to abandon PhD courses during their first year. What the table also shows is how the female and male abandonment rate has observed a decrease. In particular:

- The male abandonment rate has gone from 6,45% in 2019 to 4,26% in 2021 despite decreasing to 1,52% in 2020.
- The female abandonment rate has gone from 5,56% in 2019 to 1,16 in 2021.

7. The dropout rate is the percentage of female/male that abandon a PhD course during their first year on the total number of students enrolled. For what concerns female abandonments, in the a.y. 2020-21, a "career death" also occurred which was not counted inside the table because it was not voluntary.

TEACHING AND REASEARCH STAFF

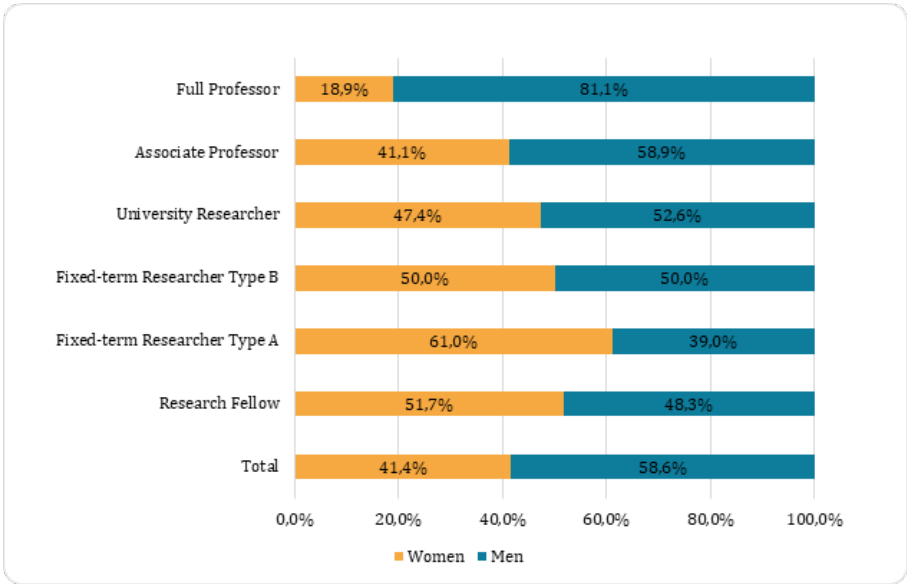
The data on the teaching and research community photograph the following situation:

- Women represent the 18,9% of the total of full professors;
- Women are a little less than half of the total of associate professors;
- In the year 2021 women are less than half of the total of the diversified category of research staff;
- In the year 2021 on the total of the academic roles with a fixed and open-ended contract, the percentage of females has increased by 1,4% compared to 2020 going from 37,4% to 38,8%.

The cross analysis based on gender and age reports a composition of the teaching staff prevalently male and with a fairly great age. Additionally, the career gap highlights a clear prevalence of male teaching staff in the highest academic career categories, with a slow but progressive recovery for females. The divide is marked also between associate professors, but in this case as well the last three years have seen a slow increase in the incidence of female associate professors on the total of teaching staff.

1. Gender and role

1.1.
Distribution of the teaching and research staff divided by gender and role (percentage values)



The graph shows how there is a male prevalence in three categories over six, that is:

- Full professor where the divide between men and women is high with a difference of 62,2%;
- Associate professor with a 58,9% against a 41,1%;
- University Researcher with a 52,6% against a 47,4%.

The female percentage on the other hand is higher in the categories:

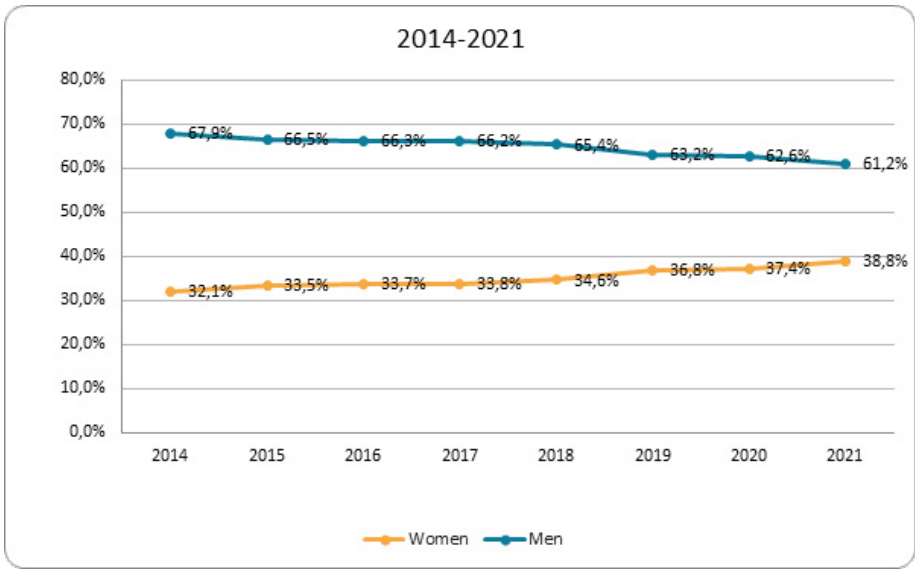
- Fixed-term Researcher type A with a 61% against a 39%;
- Research fellows with a 51,7% against a 48,3%.

For the Fixed-term Researcher type B category female and male are represented by the same percentage (50%).

2. Historical series

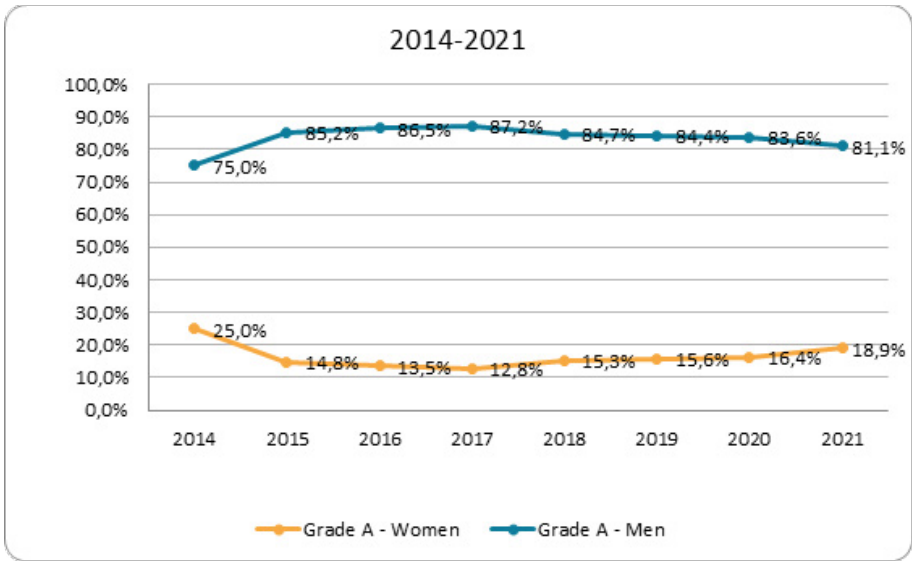
This section shows the time series of the composition of the teaching and research staff in terms of percentage value, allocating to each role their own graph where data is divided by genre.

2.1.
Historical series of the percentage of teaching and research staff, divided by gender (2014-2021)



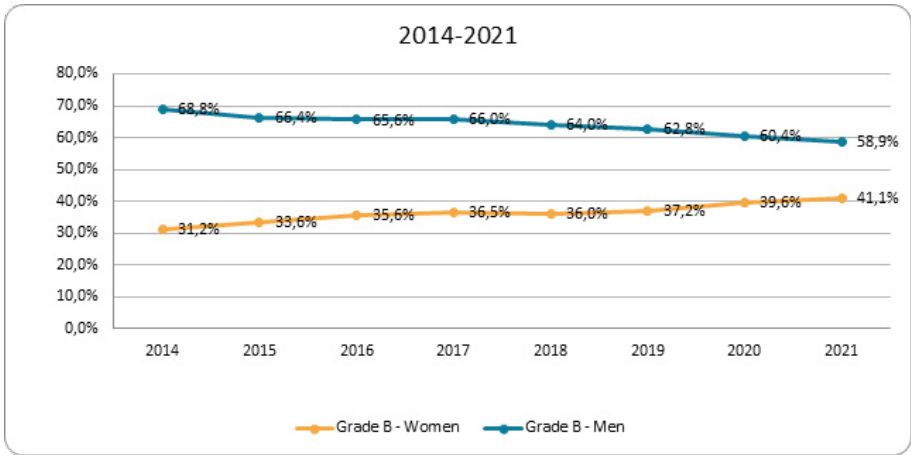
The graph shows the historical series of the percentage of teaching staff from the year 2014 to the year 2021, divided by genre. What we can infer is that in the long run the situation remained stable, not showing any significant variation if not a slight decrease of the male percentage and a slight increase of the female one in 2018.

2.2.
Historical series of the percentage of Full Professors, divided by gender (Grade A)



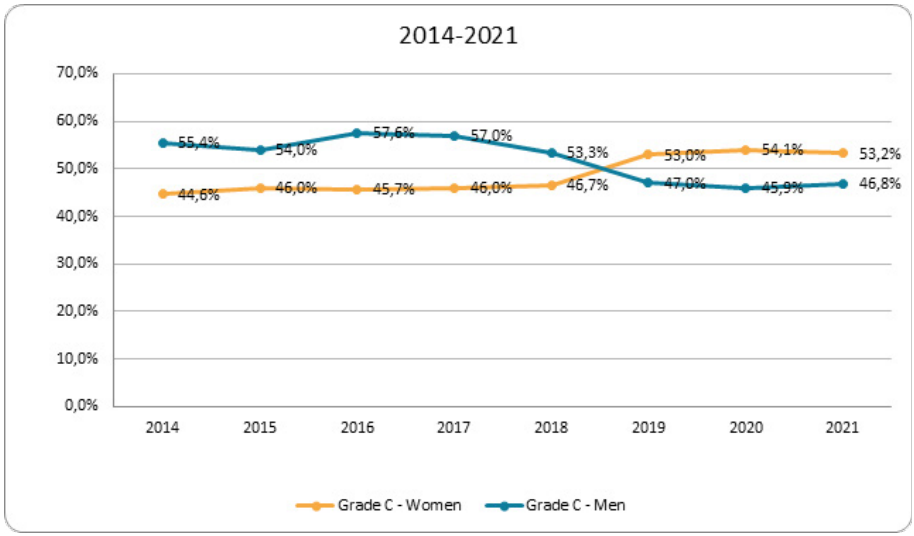
The graph shows the historical series of the percentage of full professors (Grade A) from the year 2014 to the year 2021, divided by genre. We can see how over the years there has been a clear male prevalence whose percentage has decreased going from 75% in 2014 to 81,1% in 2021. The percentage of female full professors has, on the other hand, seen a decrease going from 25% in 2014 to 18,9% in 2021.

2.3.
Historical series of the percentage of Associate Professors, divided by Gender (Grade B)



The graph shows the historical series of the Associate Professors (Grade B) from the year 2014 to the year 2021, divided by genre. We can see how during the years there has been a male prevalence that has seen a progressive and constant decrease starting from 2014 going from 68,8% to 58,9% in 2021. The percentage of female associate professors has seen an increase going from 31,2% in 2014 to 41,1% in 2021.

2.4.
Historical Series of the percentage of the research staff with a fixed-term and open-ended contract, divided by gender (Grade C).

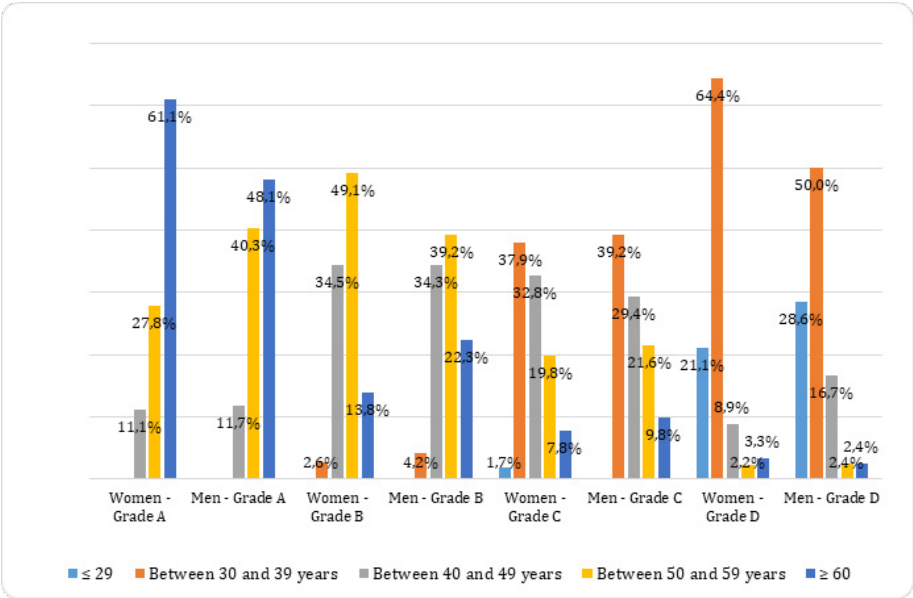


In this range, we can see the inversion of the percentages Male – Female that started between 2018 and 2019. It should be noted, however, that, in 2020, the trend underwent another inversion, since the percentage of males is increasing (from 45,9% in 2020 and 46,8% in 2021), while the percentage of females is decreasing (from 54,1% in 2020 to 53,2% in 2021).

3. Gender and age groups

This section analyses the percentage value of the teaching and research staff divided by position, gender and age group.

3.1.
Percentage distribution by gender and age group[8]



The graph shows what, in 2021, were the prevalent age groups within the categories of teaching and research staff. What we can notice is that:

- Amongst full professors (Grade A) the group ≥60 is predominant observing a higher percentage between women with a 61,1% (compared to 48,1% of men);

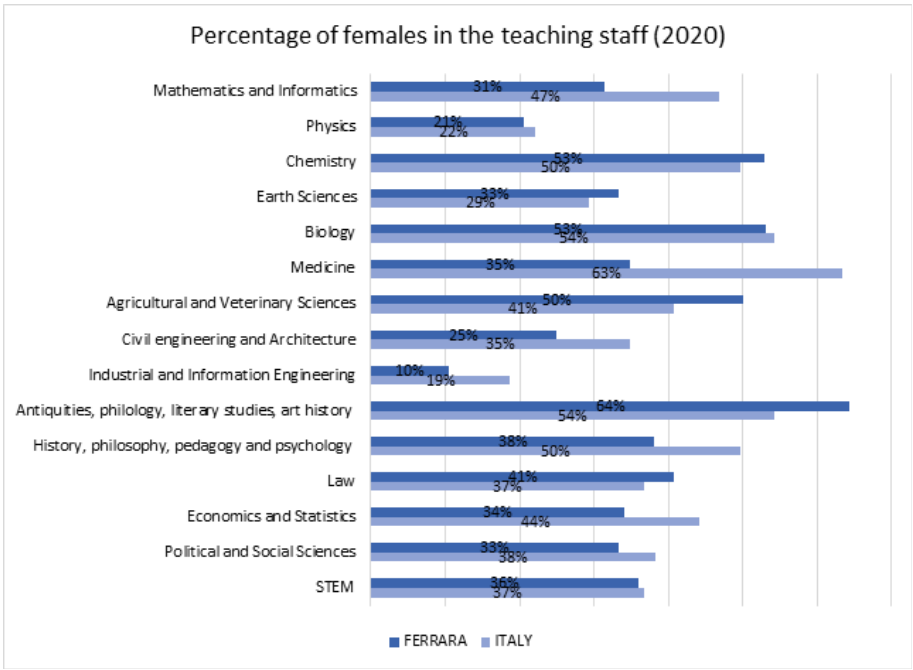
8. It should be noted that the graph does not include the age groups where there is no staff.

- Amongst associate professors (Grade B) the following age groups are prevalent:
  - Between 40 and 49 years old that observes a slightly higher percentage between women with a 34,5% (compared to 34,3% of men);
  - Between 50 and 59 years old that observes a slightly higher percentage between women with a 49,1% (compared to the 39,2% of men);
- Amongst research staff (Grade C) the following age groups are prevalent:
  - Between 30 and 39 years old that observes a higher percentage between males with a 39,2% (compared to 37,9% of women);
  - Between 40 and 49 years old that observes a higher percentage between women with a 49,1% (compared to 29,4% of men)..
- Amongst research fellows (Grade D) the following age groups are prevalent:
  - Between 30 and 39 years old that observes a a higher female percentage with a 64,4% (compared to 50% of men)
  - ≤29 that observes a higher percentage among men with a 28,6% (compared to 21,1% of women);
  - Between 40 and 49 years old that observes a slightly higher percentage among women with a 34,5% (compared to a 34,3% of men).

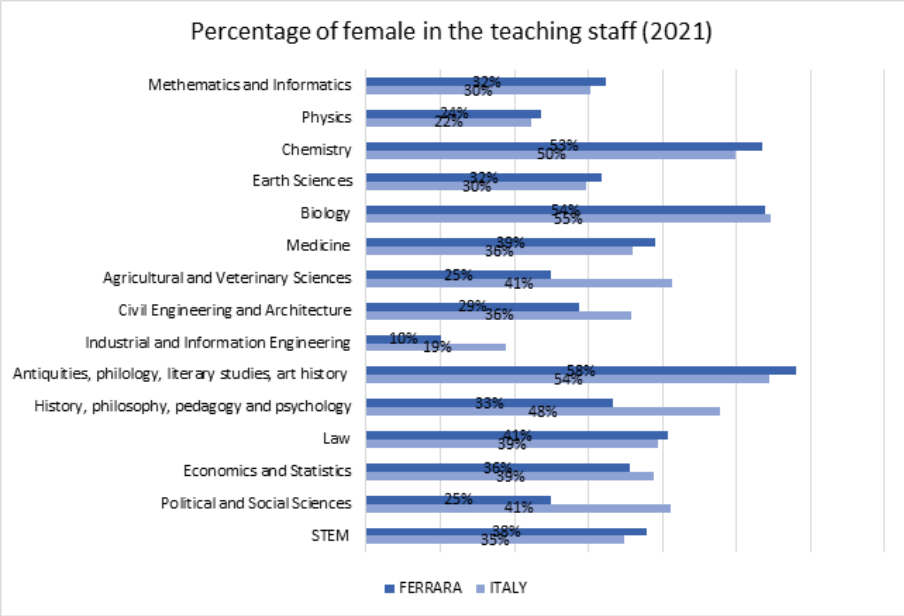
4. Women by area and role

This section is centered on the analysis of the data concerning the percentage of women within teaching and research staff both in 2020 and 2021 comparing the situation of our University with the national one. Each graph corresponds to a different position and the data gets also divided by CUN areas and considers also the STEM areas data as wellbeing that these are usually the most critical areas in terms of gender balance.

4.1.
Female Full and Associate Professors and female Researchers by Area CUN. Comparison of the University of Ferrara/Italy[9]



9. The percentages indicated refer to the quota of women in the considered area. The data referring to 2020 has also been inserted because when the previous GB was redacted this data was not available on the national database.



The graph shows the total percentage of female teaching and research staff in the years 2020 and 2021 divided by scientific-disciplinary field, comparing the data of the University of Ferrara with the corresponding national data. What we can see is how:

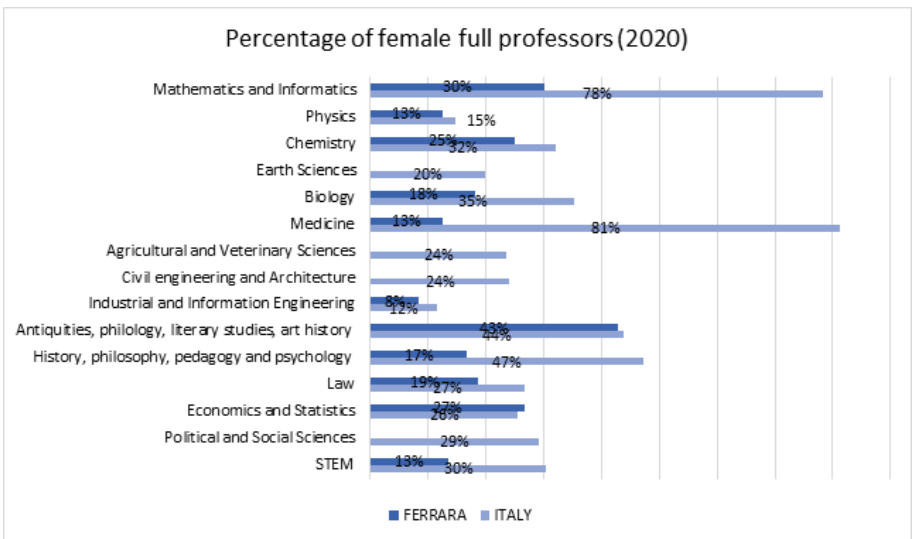
- in 2020 9 were the fields with a higher percentage at a national level while the remaining 5 had a higher percentage at a local level. The nine areas where the female percentage is lower compared to the national data are:
- Mathematics and Informatics with a 31% against a 47% at a national level;
- Physics with a 21% against a 22% at a national level;
- Biological sciences with a 53% against a 54% at a national level;
- Medical sciences with a 35% against a 63% at a national level;
- Civil engineering and architecture with a 25% against a 35% at a national level;
- Industrial and information engineering with a 10% against a 19% at a national level
- History, philosophy, pedagogy and psychology with a 38% against a 50% at a national level;
- Economics and statistics with a 34% against a 44% at a national level;
- Political and social sciences with a 33% against a 38% at a national level.

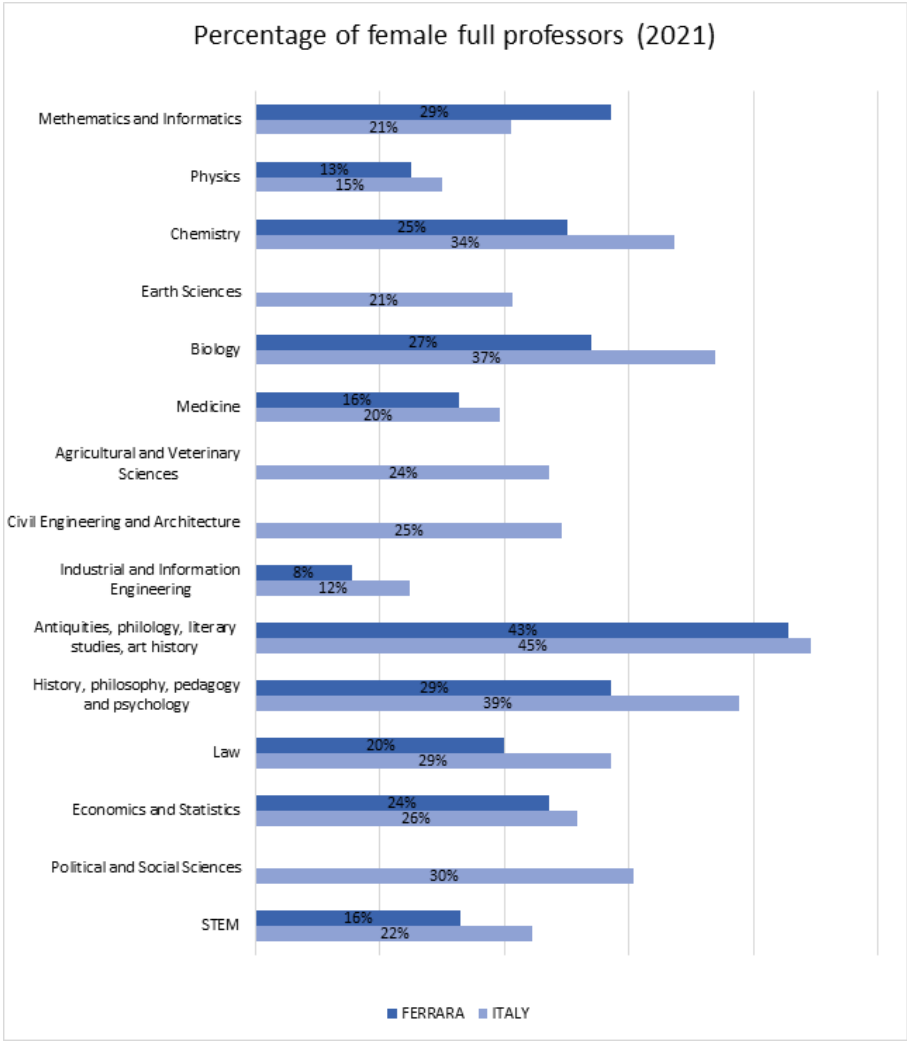
- in 2021 7 were the fields with a higher percentage at a national level while in the remaining 7 areas the percentage is higher at a local level. These 7 fields are:

- Mathematics and Informatics with a 32% against a 30% at a national level;
- Physics with a 24% against a 22% at a national level;
- Chemistry with a 53% against a 50% at a national level;
- Earth Sciences with a 32% against a 30% at a national level;
- Medicine with a 39% against a 36% at a national level;
- Antiquities, philology, literary studies, art history with a 58% against a 54% at a national level;
- Law with a 41% against a 39% at a national level.

For the STEM fields:

- in 2020 the total percentage of female teaching and researching staff was higher at a national level with a value equal to 37% compared to a 36% at a local level;
- in 2021 the total percentage of female teaching and researching staff is higher at a local level with a value equal to 38% compared to a 35% at a national level.



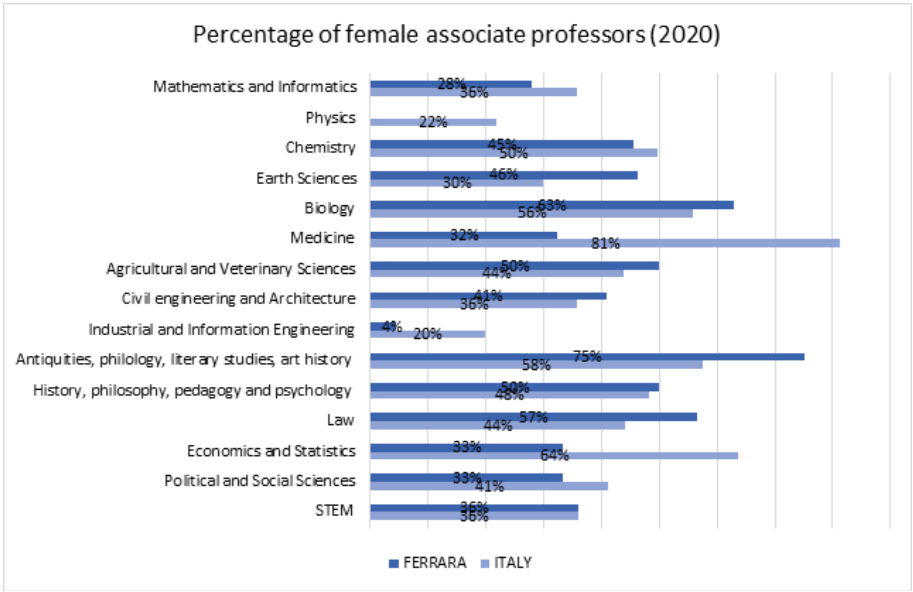


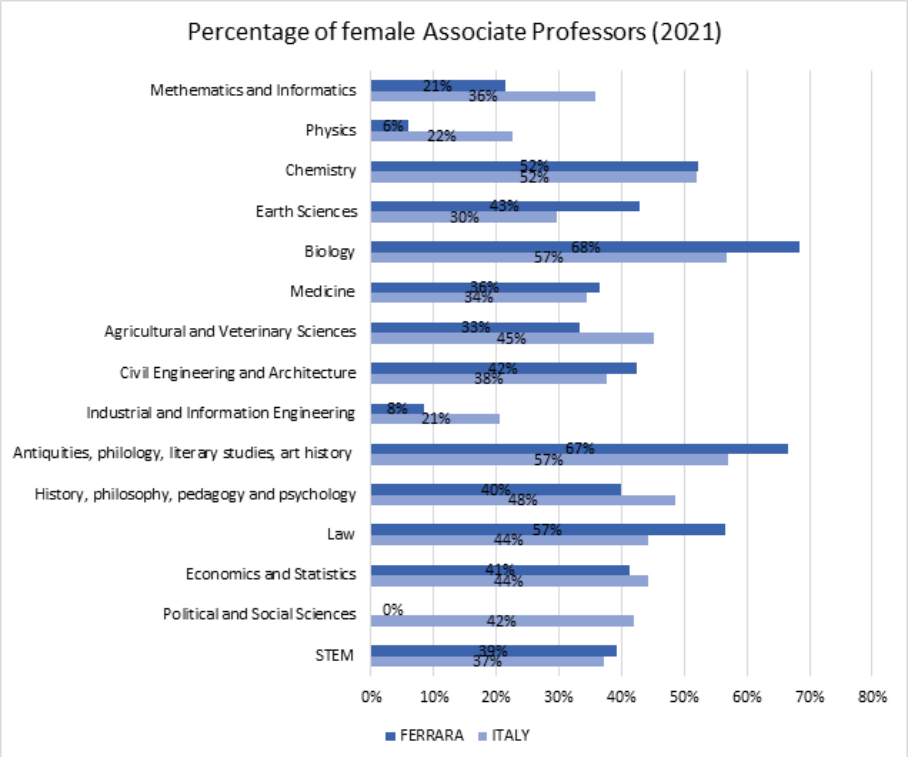
The graphs show the percentage of female full professors in the years 2020 and 2021 divided by scientific-disciplinary field, comparing the data of the University of Ferrara with the corresponding national data. What we can see is how:

- in 2020 the percentage was higher at a national level in all fields besides one:
- Economics and statistics with a 27% against a 26% at a national level.
- in 2021 the percentage is higher at a national level in all fields besides one:
- Mathematics and Informatics with a 29% against a 21% at a national level.

For the STEM fields in both academic years the percentage of female full professors is higher at a national level with a:

- value equal to 30% compared to the 16% of UniFe, in 2020;
- value equal to 22% compared to the 16% of UniFe, in 2021.





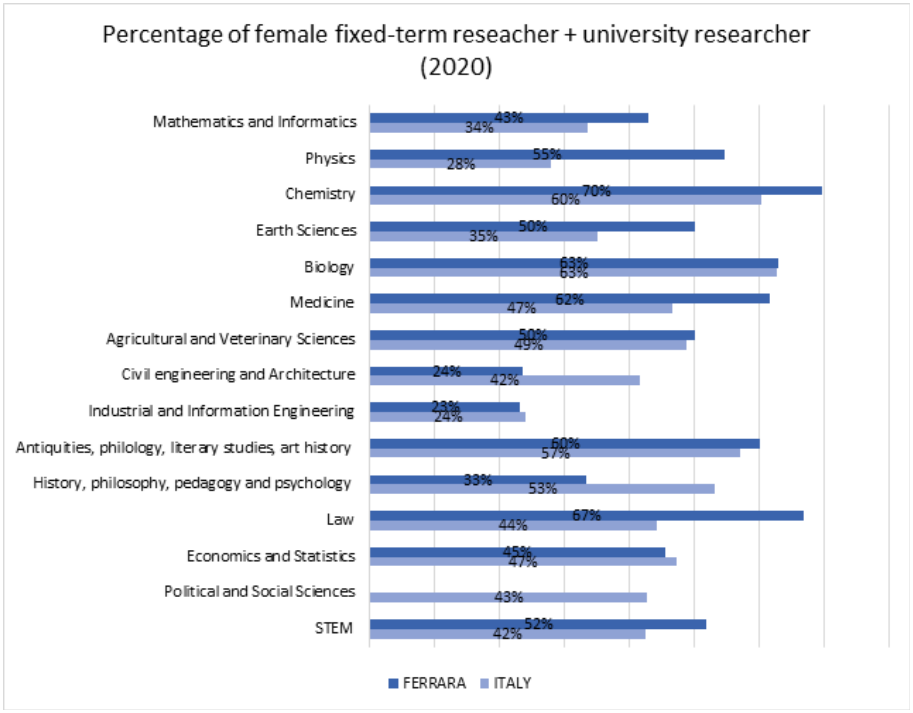
The graphs show the percentage of female associate professors in the years 2020 and 2021 divided by scientific-disciplinary field, comparing the data of the University of Ferrara with the corresponding national data. What we can see is how:

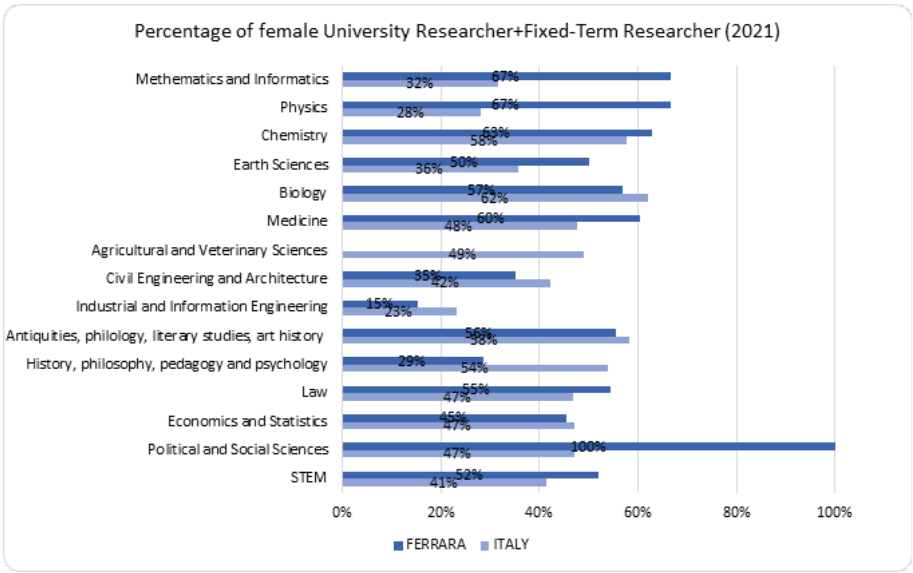
- in 2020 the percentage is higher at a local level in 7 fields over 14, that is:
- Earth Sciences with a 46% against a 30% at a national level;
- Biology with a 63% against a 56% at a national level;
- Agricultural and veterinary sciences with a 50% against a 44% at a national level;
- Civil engineering and architecture with a 41% against a 36% at a national level;
- Antiquities, philology, literary studies, art history with a 75% against a 58% at a national level;
- History, philosophy, pedagogy and psychology with a 50% against a 48% at a national level;
- Law with a 57% against a 44% at a national level.

- in 2021 the percentage is higher at a local level in 6 fields over 14, that is:
- Earth Sciences with a 43% against a 30% at a national level;
- Biology with a 68% against a 57% at a national level;
- Medicine with a 36% over a 34% at a national level;
- Civil engineering and architecture with a 42% against a 38% at a national level;
- Antiquities, philology, literary studies, art history with a 67% against 57% at a national level;
- Law with a 57% against a 44% at a national level;
- for what concerns the field of Chemistry the percentage is the same at a national and local level with a value of 52%.

For the STEM fields:

- in 2020 the total percentage of female associate professors is the same both at a national and local level with a value equal to 36%;
- in 2021 the total percentage of female associate professors is higher at a local level with a value equal to 39% compared to a 37% at a national level.





The graphs show the percentage of female researchers in the years 2020 and 2021 divided by scientific-disciplinary field, comparing the data of the University of Ferrara with the corresponding national data. What we can see is how:

- in 2020 the percentage was higher at a local level in 8 fields over 14, that is:
  - Mathematics and Informatics with a 43% over a 34% at a national level;
  - Physics with a 55% against a 28% at a national level;
  - Chemistry with a 70% against a 60% at a national level;
  - Earth Sciences with a 50% against a 35% at a national level;
  - Medicine with a 62% against a 47% at a national level;
  - Agricultural and veterinary sciences with a 50% against a 49% at a national level;
  - Antiquities, philology, literary studies, art history with a 60% over a 57% at a national level;
  - Law with a 67% against a 44% at a national level;
  - for what concerns the field of Biology the percentage is the same at a local and national level with a value equal to 63%.

- in 2021 the percentage is higher at a national level in 7 fields over 14 while in the remaining 7 the percentage is higher at a local level. These fields are:

- Mathematics and Informatics with a 67% against a 32% at a national level;
- Physics with a 67% against a 28% at a national level;
- Chemistry with a 63% over a 58% at a national level;
- Earth Sciences with a 50% over a 36% at a national level;
- Medicine with a 60% over a 48% at a national level;
- Law with a 55% against a 47% at a national level;
- Political and social sciences with a 100% against a 41% at a national level.

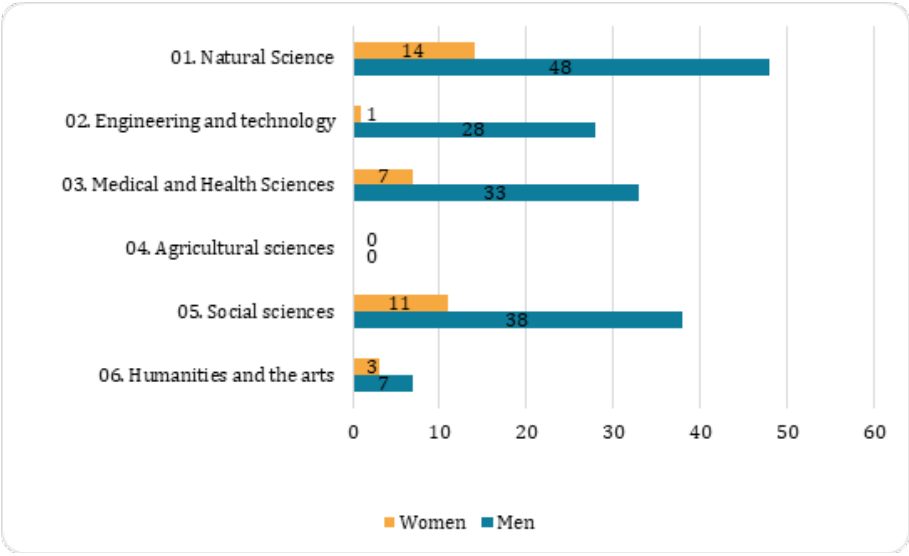
For the STEM areas in both years, the total percentage of female researchers is higher at a local level with:

- a value equal to 52% compared to a 42% at a national level, in 2020;
- a value equal to 52% compared to 41% at a national level, in 2021.

5. Female and male Full Professors

The current section analyses the data regarding full professors of the University in 2021 dividing it by *Field of Research* and gender.

5.1.
Distribution of Full Professors among Fields of Research & Development according to the classification *"She figures*[10]" (absolute values).



The graph shows how in the six *Fields of Research & Development* identified by the *"She figures"* classification the number of male Full Professors is always higher than that of female Full Professors.

10. *She figures* is a biennial report created by the European Commission that contains some indicators that measure gender equality in the field of research and innovation within the 27 member States. The latest edition of the Report is here available: https://ec.europa.eu/assets/rtd/shefigures2021/index.html

6. Femininity ratio

6.1.
Femininity ratio in a determined role, year and CUN area (years 2019 e 2021)

LEGEND		
WOMEN-MEN RATIO	Value between	
Less than 1 woman every 8 men	0	0,125
From 1 woman every 8 men to 1 woman every 4 men	0,125	0,25
From 1 woman every 4 men to 1 woman every 2 men	0,25	0,5
From 1 woman every 2 men to 1 woman every man	0,5	1
1 woman every man	1	1
From 1 woman every man to 3 women every 2 men	1,00	1,5
From 3 women every 2 men to 2 women every men	1,5	2
More than 2 women every men	>2	

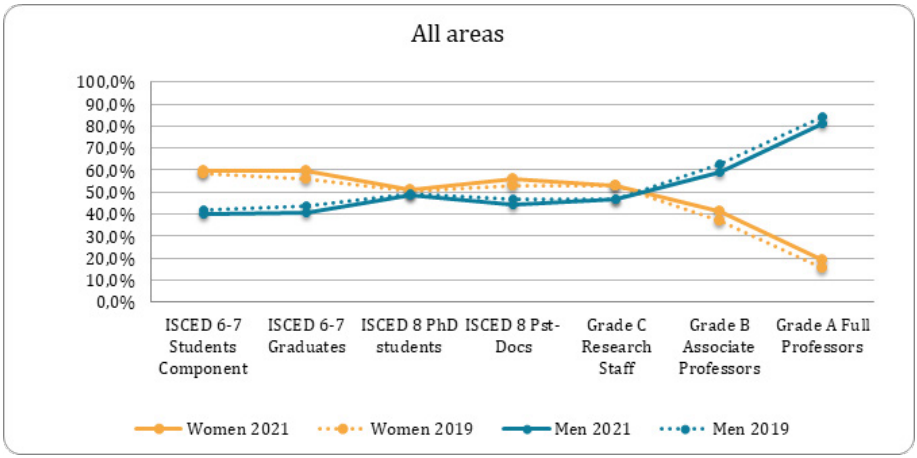
	Fixed-term Researcher		Researcher		Associate Professor		Full Professor	
	2019	2021	2019	2021	2019	2021	2019	2021
01 – Mathematics and Informatics	0,50	0,00	2,00	1,00	0,29	0,27	0,22	0,40
02 – Physics	1,00	2,00	0,75	2,00	0,00	0,06	0,12	0,14
03 - Chemistry	2,33	1,50	1,75	2,50	0,67	1,09	0,27	0,33
04 – Earth Sciences	1,00	1,00	0,00	0,00	0,83	0,75	0,24	0,00
05 – Biology	2,00	1,35	1,43	1,20	1,38	2,17	0,45	0,37
06 – Medicine	2,17	1,64	1,08	1,29	0,53	0,57	0,16	0,19
07 – Agricultural and Veterinary Sciences	0,00	0,00	1,00	0,00	0,00	0,50	0,18	0,00
08 – Civil Engineering and Architecture	0,33	0,83	0,50	0,20	0,44	18,00	0,20	0,00
09 – Industrial and Information Engineering	0,67	0,25	0,00	0,00	0,05	0,09	0,07	0,08
10 – Antiquities, philology, literary studies, art history	3,00	1,67	1,00	0,00	2,50	2,00	0,73	0,75
11 – History, philosophy, pedagogy and psychology	0,00	0,20	1,50	0,00	0,75	0,67	0,49	0,40
12 – Law	4,00	1,67	0,50	0,50	0,92	1,30	0,27	0,25
13 – Economics and Statistics	0,60	1,00	1,00	0,00	0,60	0,70	0,26	0,31
14 – Social and Political Sciences	0,00	0,00	0,00	0,00	1,00	0,00	0,34	0,00

This chromatic representation highlights the disparities that exist amongst full professors at the expense of women. On the contrary, women are prevalent in some CUN fields in the role of fixed-term researcher, researcher and associate professor. In particular, it is confirmed the noteworthy presence of women in the areas: 03 "Chemistry", 05 "Biology" and 10 "Antiquities, philology, literary studies, art history".

7. Career gap

The current section analyses the data concerning the percentage value of men and women in a specific role or level of education on the total of the population in the same role/level, comparing the data from 2019 and 2021. The first graph analyses the data of all fields of study while the second one concentrated solely on STEM fields.

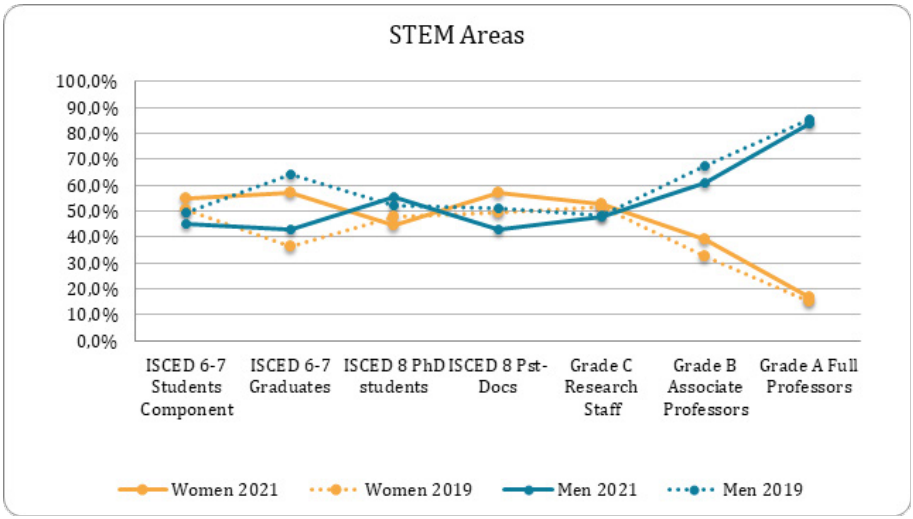
7.1.
Role distribution in all areas of study, years 2019 and 2021 (percentage values) Distribution[11]



11. Total number of men and women in a specific role or level of education and year on the total of the population in the same role or level

	ISCED 6-7 Student body	ISCED 6-7 Graduates	ISCED 8 PhD students	ISCED 8 Post-docs	Grade C Research Staff	Grade B Associate Professors	Grade A Full Professors
Women 2021	59,7%	59,5%	51,1%	55,9%	53,2%	41,1%	18,9%
Men 2021	40,3%	40,5%	48,9%	44,1%	46,8%	58,9%	81,1%
Women 2019	58,1%	56,1%	50,7%	53,1%	53,0%	37,2%	15,6%
Men 2019	41,9%	43,9%	49,3%	46,9%	47,0%	62,8%	84,4%

The table shows how during the period considered there is a female prevalence in all roles besides the ones of Full and Associate Professor. What we can also see is how, as time passes, the male percentage in the various roles has slightly decreased while the female one has seen a slight increas.



	ISCED 6-7 Student body	ISCED 6-7 Graduates	ISCED 8 Phd Students	ISCED 8 Post-docs	Grade C Research staff	Grade B Associate Professors	Grade A Full professors
Men 2021	54,9%	57,2%	44,5%	57,1%	52,4%	39,1%	16,5%
Women 2021	45,1%	42,8%	55,5%	42,9%	47,6%	60,9%	83,5%
Men 2019	50,3%	36,1%	47,7%	49,2%	51,6%	32,7%	14,9%
Women 2019	49,7%	63,9%	52,3%	50,8%	48,4%	67,3%	85,1%

The table shows how in 2019 the percentage of females in the STEM fields is higher in two roles which are: student body (ISCED 6-7) with a 50,3% and Research Staff (Grade C) with a 51,6%. The percentage of males is higher in all the other roles:

- Graduates (ISCED 6-7) with a 63,9%;
- PhD students (ISCED 8) with a 52,3%;
- Post-docs (ISCED 8) with a 50,8%;
- Associate Professor (Grade B) with a 67,3%;
- Full Professor (Grade A) with a 85,1%.

For what concerns 2021, the percentage of females in the STEM fields is higher:

- amongst the student body (ISCED 6-7) with a 54,9%;
- amongst graduates (ISCED 6-7) with a 57,2%;
- amongst post-docs (ISCED 8) with a 57,1%;
- amongst the research staff (Grade C) with a 52,4%;

The percentage of males is instead higher:

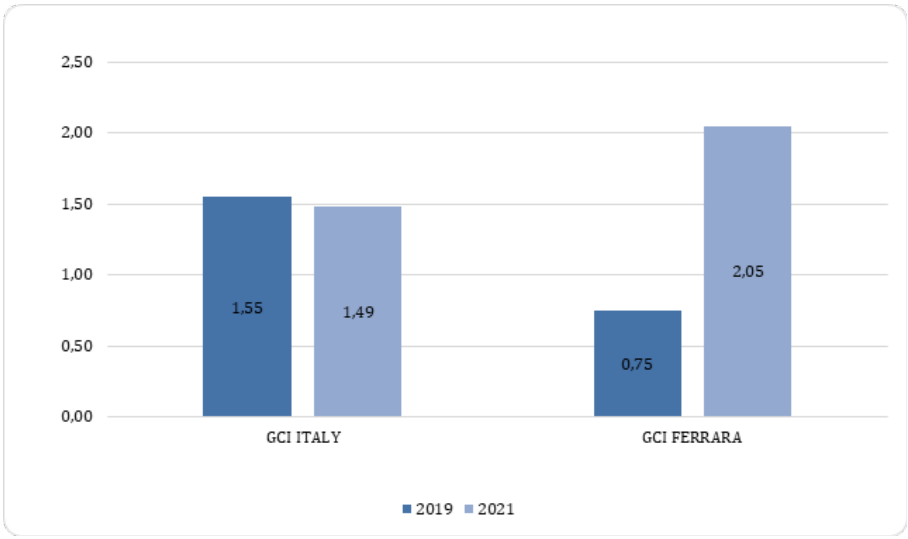
- amongst PhD students (ISCED 8) with a 55,5%;
- amongst Associate Professors (Grade B) with a 60,9%;
- amongst Full Professors (Grade A) with a 83,5%.

What we can also see is how as time passes the male percentage in the various roles has slightly decreased while the female percentage has increased in all the roles besides that of PhD students.

8. Indice di Glass Ceiling[12]

The current section analyses the data regarding the *Glass Ceiling* Index in 2019 and 2021 comparing the situation of our University with the national one. .

8.1.
Glass Ceiling Index: comparison University of Ferrara/Italy years 2019-2021



The graph shows how the Glass Ceiling Index in our University has gone from 0,75% in 2019 to 2,05% in 2021, as a consequence the relative probability of women, compared to men, to reach the top positions of the academic career (Grade A) has decreased of 1,3%. Additionally, compared to the Italian situation, we can notice that:

- in 2019 the Glass Ceiling Index was lower with a 0,75% against a 1,55% at a national level;
- in 2021 the Glass Ceiling Index was higher with a 2,05% against a 1,49% at a national level.

12. Il *Glass ceiling* si riferisce alle barriere strutturali, come la discriminazione e i pregiudizi di genere, che ostacolano l'accesso delle donne alle posizioni decisionali e manageriali di alto livello. Il *Glass Ceiling Index* (GCI) calcola il rapporto tra la percentuale di donne nel mondo accademico (gradi A, B e C) e la percentuale di donne nelle posizioni accademiche di alto livello (gradi A). Il GCI indica dunque l'opportunità, o la mancanza di opportunità, per le donne di progredire nella loro carriera accademica (Commissione europea, *She figures* 2021, p. 178).

Un valore di GCI=1 segnala l'assenza di effetto *Glass Ceiling*, un valore GCI <1 segnala la sovrarappresentazione delle donne nel ruolo apicale; un valore di GCI >1 segnala che le donne sono sottorappresentate nella prima fascia.

This highlights how in 2019 the relative probability of women to reach the top positions of the academic career (Grade A = PO) was higher at a local level as the index was lower than 1. In 2021 instead both at a local and national level the possibility of women to reach the top positions of the academic career decreased because the index was higher than 1.

9. Flows

The current section analyses the number of role transitions that happened in 2021, dividing the data by the 14 scientific-disciplinary fields, that characterize the National University Council (CUN), and by gender.

9.1.
Role transitions by CUN Area (percentage values)[13].

	RD-PA		RU-PA		PA-PO	
	Women	Men	Women	Men	Women	Men
Mathematics and Informatics		2			1	4
Physics		1	1	2		2
Chemistry	3					
Biology	3		1		3	3
Medicine	2	2	2	1	3	4
Civil engineering and architecture				1		2
Industrial and information engineering	1	1				1
History, philosophy, pedagogy and psychology		1			1	1
Economics and statistics		3	1			3
TOTAL	9	10	5	4	8	20

The table shows how in 2021 there is a higher number of male role transitions with a total of 34 transitions against 22 female role transitions. From the table we can also see that men are prevalent in the transitions:

- From Fixed-term Researcher to Associate Professor with 10 transitions against 9;
- From Associate Professor to Full Professor with 20 against 8.

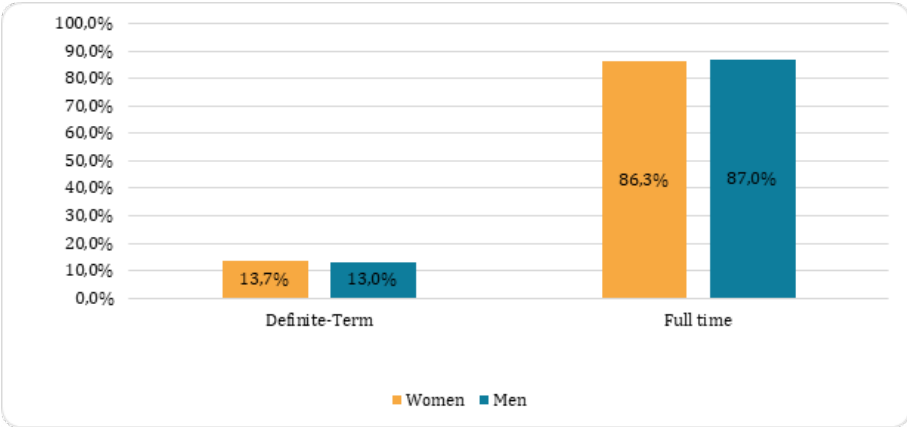
Women on the other hand are prevalent in the transition from university researcher to Associate Professor with 5 transitions against 4.

13. We only report the fields where role transitions occurred.

10. Employment regime

The current section analyses how the teaching and researching staff is distributed in terms of percentage dividing the data for type of employment and gender.

10.1.
Employment regime of men and women (percentage values)



The graph shows how in 2021 the prevalent type of employment was, for both women and men, the full time one with a percentage that exceeds 80%. Moreover, the graph does not show significant differences between men and women.

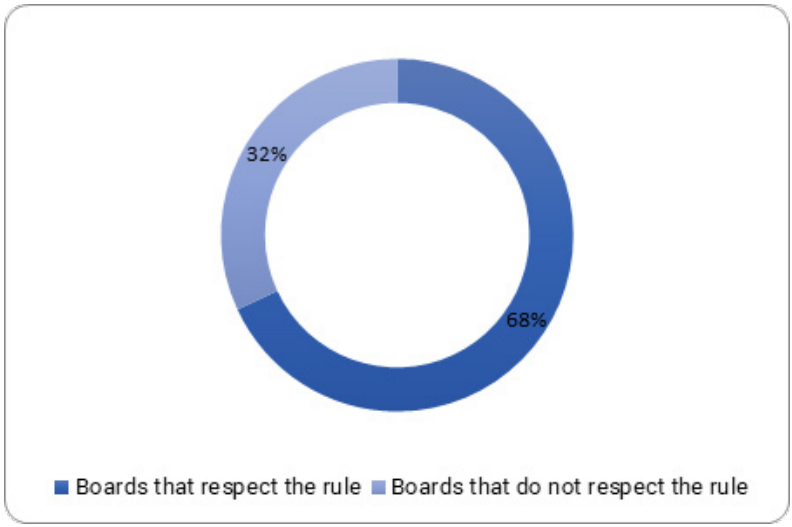
11. Sabbatical years (percentage values)

The current section shows the percentage distribution of those who have taken a sabbatical year by gender. For what concerns the a.y. 2020/21, there have not been requests for leave pursuant to article 17, subsection 1, of the President of the Republic Decree – sabbatical year.

12. Boards (percentage values)[14]

The article 57 of the legislation 165/2001 (that reserves women a share of at least 1/3 of the places as member of the competitive exam board) is preordained to guarantee, in a broader sense, the possibilities of female employment.

By an analysis of the data on the composition of competitive exam boards of our University in 2021 we can see how in 68% of the cases the legislation is respected.



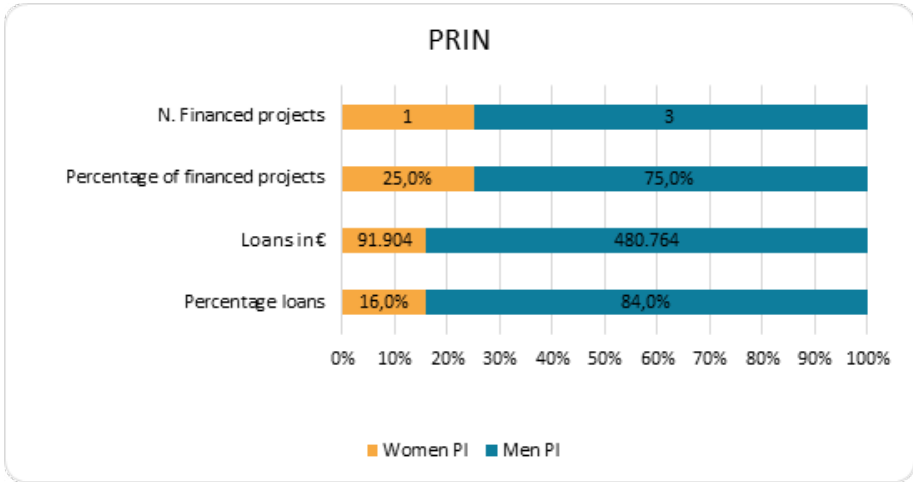
	ABSOLUTE NUMBERS			PERCENTAGE VALUE	
Type of board	that respect	that do not respect	Total	that respect	that do not respect
Research fellow	79	42	121	65,29%	34,71%
Fixed-term Researcher type A	25	13	38	65,79%	34,21%
Fixed-term researcher type B	23	5	28	82,14%	17,86%
Art. 18 c.1 Full Professor	4	4	8	50,00%	50,00%
Art. 18 c.1 Associate Professor	2	2	4	50,00%	50,00%
Art. 24, c.6 Full Professor	4	1	5	80,00%	20,00%
Art. 24, c.6 Associate Professor	0	1	1	0,00%	100,00%
Category EP, Economic PositionEP1	3	0	3	100,00%	0,00%
Category C, Economic Position C1	2	0	2	100,00%	0,00%
Category D, Economic Position D1	3	0	3	100,00%	0,00%
Total Boards	145	68	213	68,08%	31,92%

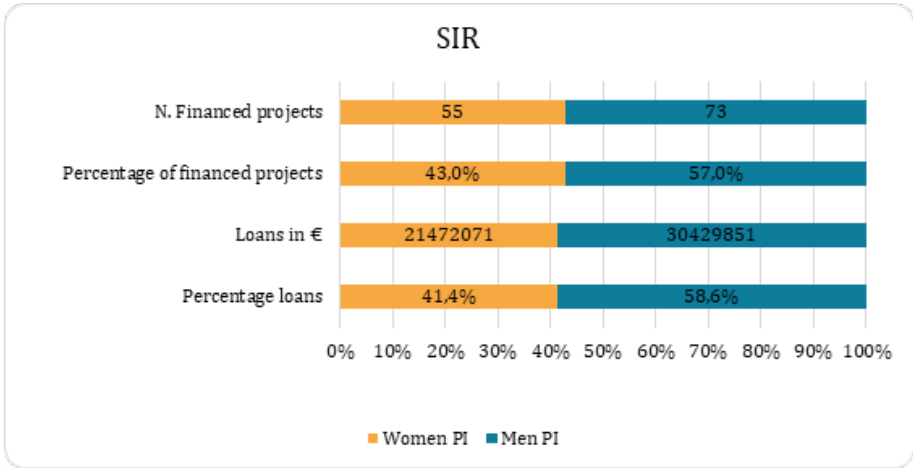
14. Percentage of competitive exam boards in which the rule of the balanced composition, also recommended by ANAC, is observed (see update 2017 National Anticorruption Plan, page 51, available at: https://www.anticorruzione.it/portal/rest/jcr/repository/collaboration/Digital%20Assets/anacdocs/Comunicazione/ConsultazioniOnLine/20170803/Aggiornamento%202017PNAcons.pdf

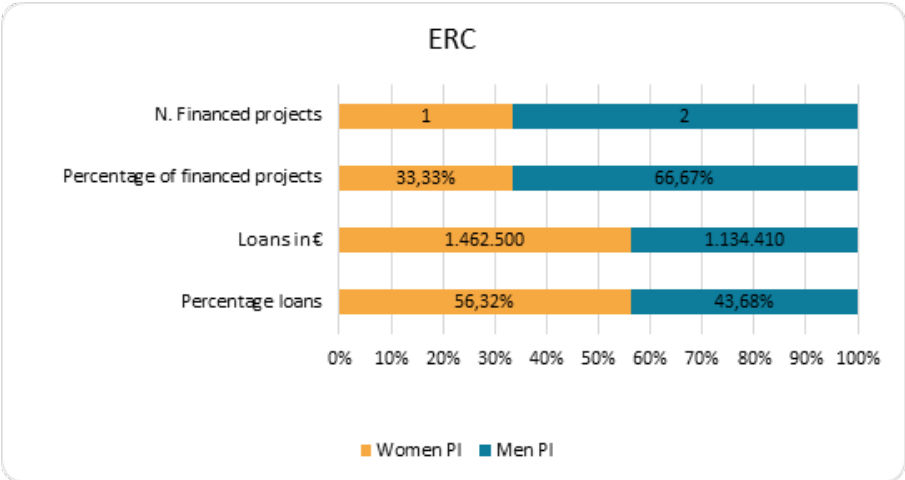
13. Research projects

The current section analyses the data regarding the percentage distribution of Principal Investigators (PI) that have received funds, dividing it by gender and type of projects (PRIN, SIR, ERC). Moreover, the graph analyses the percentage distribution of funds and PI for projects PRIN/SIR/ERC/ OTHERS, based on gender and ERC sector (PE, SH, LS).

13.1.
Number PRIN/SIR/ERC 2020-21 financed and loan granted

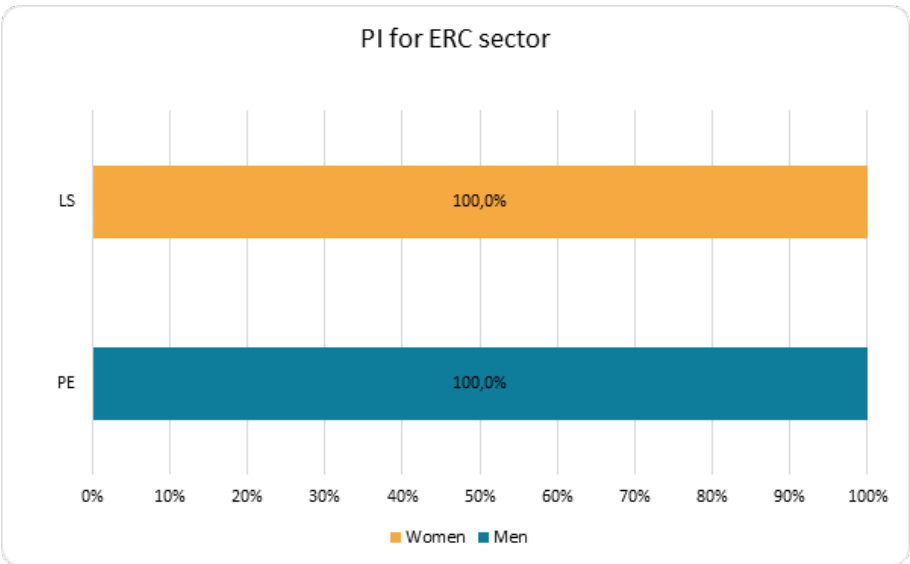




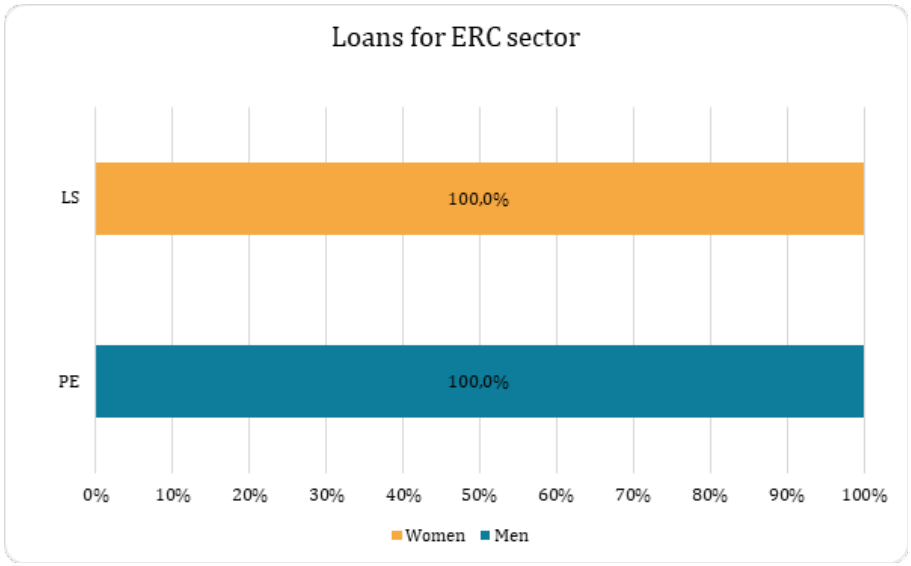


Analysing the call for tenders such as PRIN, SIR and ERC we can notice how, in 2021, project were prevalently financed to men PI besides the ERC projects were the fund is higher for the sole women winner.

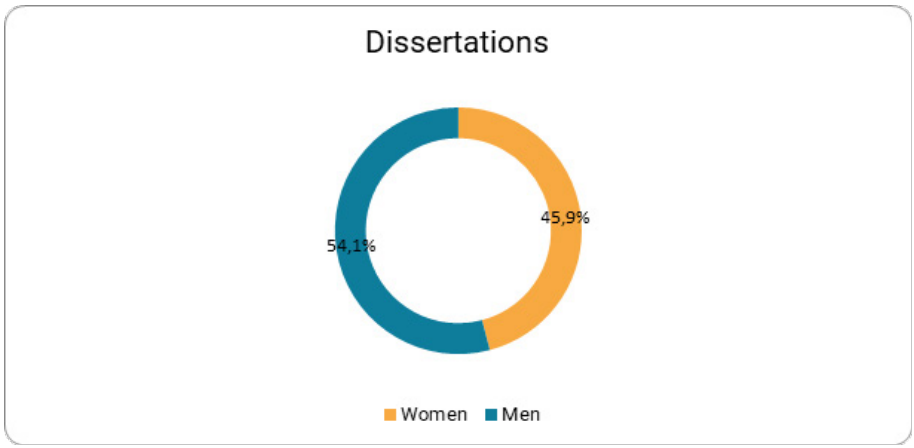
13.2.
Percentage distribution of loans divided by ERC project based on the gender of the PI (= PRINCIPAL INVESTIGATOR) and on the scientific sector ERC (= EUROPEAN RESEARCH COUNCIL) in the last three years[15]



15. The only ERC sectors reported are the ones where there are PIs.



14. Dissertation – Gender Distribution of the supervisors (percentage values)



The graph shows a majority of male supervisors with a 54,1%. This majority could be due to the higher number of male professors compared to that of female professors.

TECHNICAL-ADMINISTRATIVE STAFF

1. Area

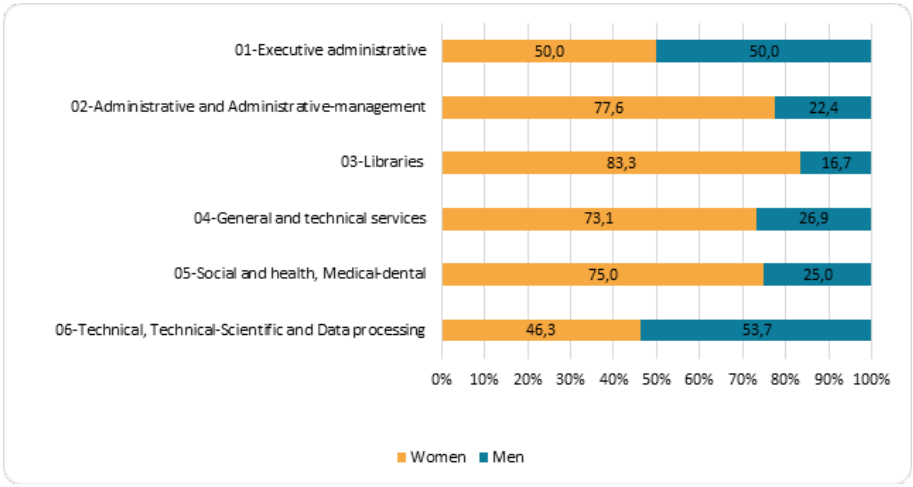
The current section analyses the distribution, in absolute and percentage value, of the technical-administrative staff, dividing it by functional area of employment and gender.

1.1.
Distribution of the technical-administrative staff by functional area of employment (absolute values)

	Women	Men	TOTAL
01-Executive administrative	3	3	6
02-Administrative and Administrative-management	228	66	294
03-Libraries	20	4	24
04-General and technical services	19	7	26
05-Social and health, Medical-dental	15	5	20
06-Technical, Technical-Scientific and Data processing	69	80	149
Total	**354**	**165**	**519**

What strikes from the table is the conspicuous prevalence of females in four areas over six which are "General and technical services", "Social and health, Medical-dental" and "Administrative and "Administrative-management". In the area 01 "Executive-administrative" we have the same number of male and female staff while in the area 06 "Technical, Technical-Scientific and Data processing" there is a male prevalence.

1.2.
Distribution of the technical-administrative staff by functional area of employment (percentage values)



The graph confirms what has already been observed.

2. Career gap

The current section analyses the distribution, in absolute and percentage value, of the technical-administrative staff, in the different categories of belonging, dividing it by gender, year and excluding the fixed-term staff.

2.1.
Employed staff, women and men, divided by belonging category excluding staff with a fixed-term contract (absolute values)

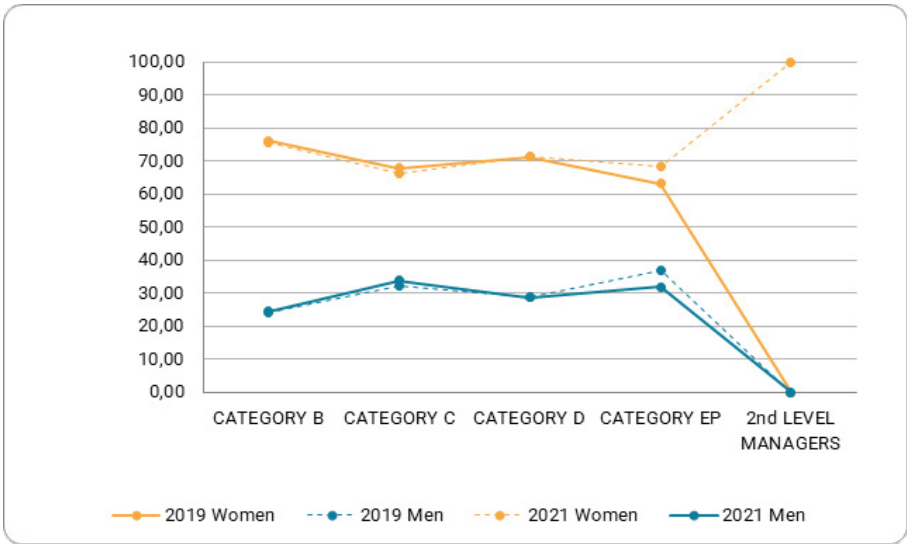
	2019			2021		
Career distribution – absolute numbers	Women	Men	Total	Women	Men	Total
CATEGORY B	38	12	48	31	10	41
CATEGORY C	202	96	297	217	110	327
CATEGORY D	84	34	116	87	35	122
CATEGORY EP	12	7	17	15	7	22
2nd TIER MANAGERS	3		3	3		3
GENERAL MANAGERS		1	1		1	1
TOTAL	**333**	**149**	**482**	**353**	**163**	**516**

The table shows how in the considered period there has been a female prevalence in five areas over six that is: categories B, C, D, EP and 2nd tier managers. For what concerns the general directions, in both 2019 and 2021 the Director was a male. Furthermore, the table shows how in 2021 there was:

- a decrease of seven women and two men for the category B;
- an increase of 15 women and fourteen men for the category C;
- an increase of three women and one man for the category D;
- an increase of three women for the category EP.

2.2.
Employed staff, women and men, divided by belonging category excluding staff with a fixed-term contract (percentage values)

Career distribution – percentage values	2019		2021	
	Women	Men	Women	Men
CATEGORY B	76,00	24,00	75,61	24,39
CATEGORY C	67,79	32,21	66,36	33,64
CATEGORY D	71,19	28,81	71,31	28,69
CATEGORY EP	63,16	36,84	68,18	31,82
2nd TIER MANAGERS	100,00	0,00	100,00	0,00
GENERAL MANAGERS	0,00	100,00	0,00	100,00

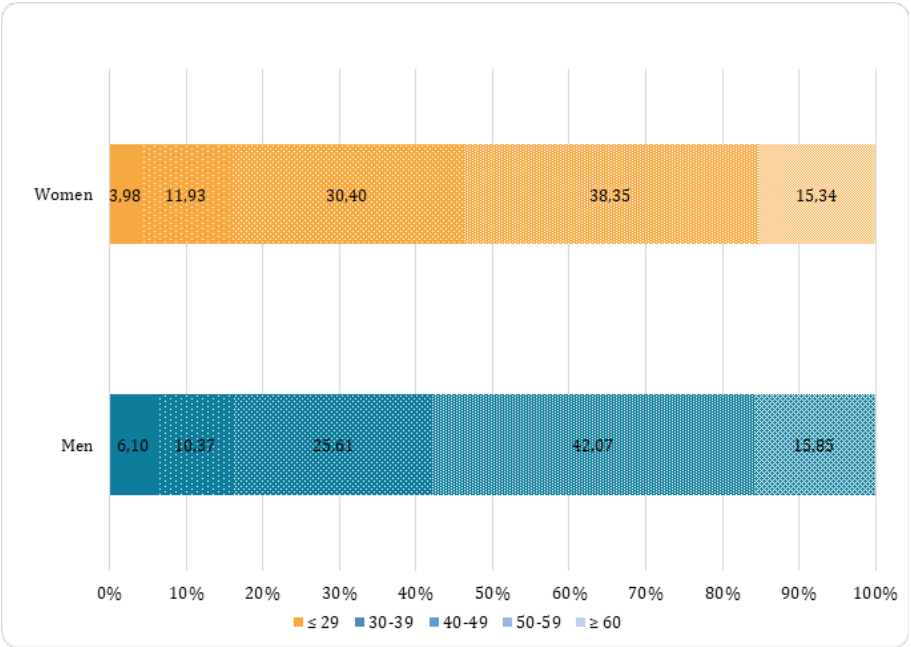


The graph confirms what has already been observed.

3. Age

The current section analyses how the technical-administrative staff is distributed within the University in terms of percentage value, diving the data by age group and gender.

3.1.
Distribution of the technical-administrative staff divided by age groups (percentage values)



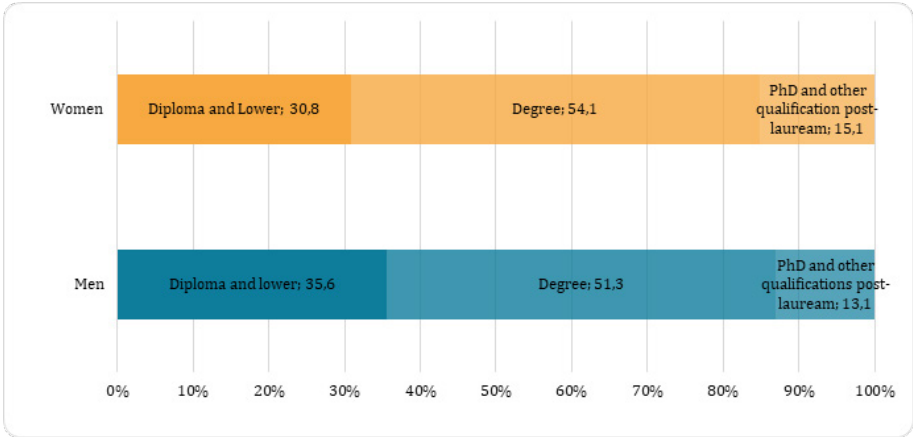
The graph shows how for both genders the prevalent age groups are '40-49' and '50-59' with:

- a higher percentage of women, the 30,40%, in the group 40-49 (against a 25,61% of men);
- a higher percentage of men, the 42,07%, in the group 50-59 (against a 38,35% of women).

4. Qualification

The current section analyses how the technical-administrative staff is distributed within the University, dividing the data by title and gender.

4.1.
Distribution of the technical-administrative staff by qualification (percentage values).

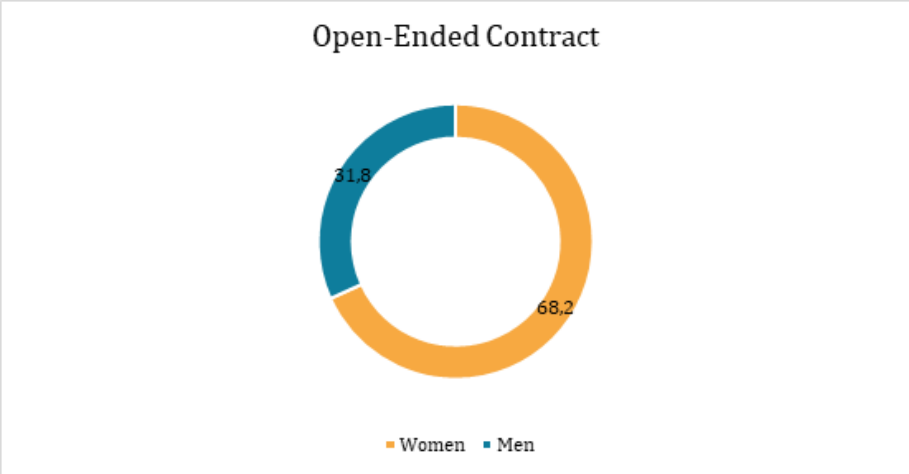


The graph shows how within the University, between both men and women, there is a prevalence of people who have a University degree whose percentage is higher among women with a 54,1% against a 51,3% of men. Concerning the staff possessing a high school diploma or inferior titles the percentage shows higher among men with a 35,6% against a 30,8% of women.

5. Fixed-term/open-ended contract

The current section analyses how the technical-administrative staff is distributed within the University in terms of percentage value, diving the data by type of contract and gender.

5.1.
Distribution of the technical-administrative staff by type of contract (percentage values)



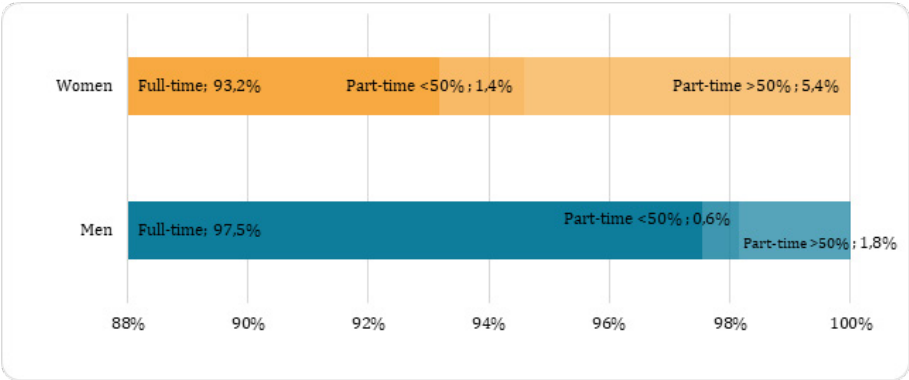
The graph shows how for the staff with an open-ended contract there is a female prevalence with a 68,2% against a 31,8% of men.

The graph does not show the data regarding the staff with a fixed-term contract because in 2021 there are not employees, female and male, with this type of contract.

6. Employment regime

The current section analyses how the technical-administrative staff is distributed within the university in terms of percentage value, diving the data by type of employment and gender.

6.1.
Distribution of the technical-administrative staff by employment regime (percentage values)



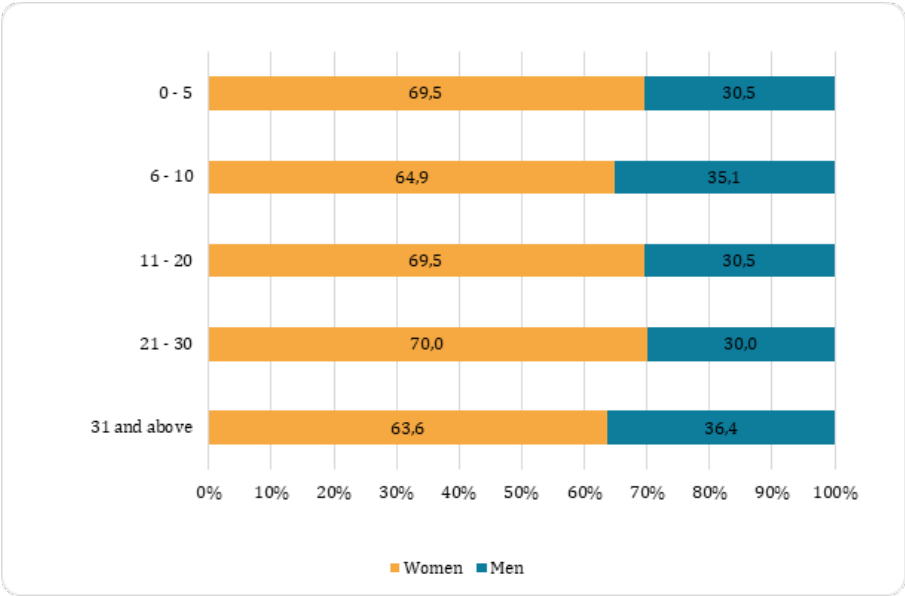
The graph shows how for both genders the prevalent category is that of the full-time regime which is more accentuated among men with a 97,5% against a 93,2% of women. Concerning the part-time regime, it is more frequent among women with a:

- 1,4% for the part-time <50%;
- 5,4% for the part-time >50%.

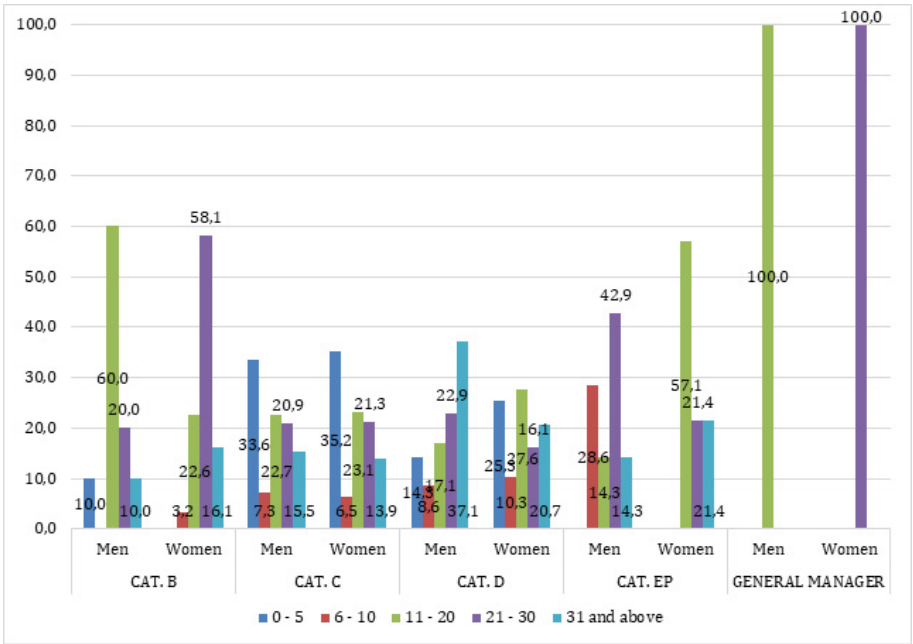
7. Seniority

The current section analyses how the technical-administrative staff is distributed within the University in terms of percentage value dividing the data by seniority class and gender.

7.1.
Distribution of the technical-administrative staff by groups of seniority (percentage values)



The graph shows how in 2021 there has been a female prevalence in all seniority classes, which stands beyond 60%. This data reflects the higher presence of women within the technical-administrative staff, except for the epical role (General Manager).



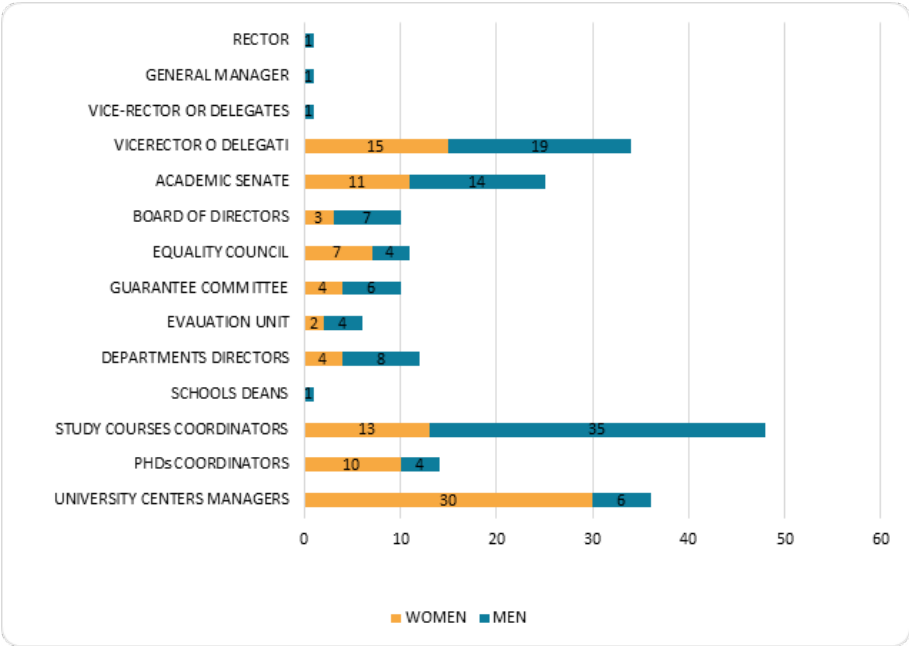
The graph shows which have been the prevalent seniority classes within the categories of technical-administrative staff in 2021. What can be seen is that:

- Among the category B the prevalent seniority classes are:
  - 11-20 that experiences a higher percentage among men with a 60% (compared to a 22,6% of women);
  - 21-30 that experiences a higher percentage among women with a 58,1% (compared to a 20% of men);
- Among category C the prevalent seniority classes are:
  - 0-5 that experiences a slightly higher percentage among men with a 35,2% (compared to a 33,6% of women);
  - 11-20 that experiences a slightly higher percentage among women with a 23,1% (compared to the 22,7% of men);
  - 21-30 that experiences a slightly higher percentage among women with a 21,3% (compared to the 20,9% of men);
- Among category D the prevalent seniority classes are:
  - 31 and over that experiences a higher percentage for the men with a 37,1% (compared to a 20,7 of women);
  - 0-5 that experiences a higher percentage for women with a 25,3% (compared to a 14,3% of men);
  - 11-20 that experiences a higher percentage for women with a 27,6% (compared to the 17,1% of men);

- Among category EP the prevalent seniority classes are:
  - 11-20 that experiences a higher percentage for women with a 57,1% (compared to a 14,3% of men);
  - 21-30 that experiences a higher percentage for men with a 42,9% (compared to a 21,4% of women);
  - 6-10 that experiences a higher percentage for men with a 28,6% (compared to a 0% of women).

GOVERNANCE

The current section gives an analysis of the gender composition of the main academic positions of the University.



Overall, the female component represents the 46%, but observing the data focusing on the various roles, it is evident a clear male prevalence besides for the University Centers' Directors and the Equality Council where there is female prevalence.

RESOURCES IN FAVOR OF EQUAL OPPORTUNITIES

As specified in the *Guidelines for the gender budgeting in Italian universities*, drawn up by the CRUI, the use of the gender perspective in the budgeting process of the University is a reorganization of the traditional way of doing budgeting politics, with the intent of affecting the choices made and the assigned resources.

Such reorganization asks for a coherence with the ensemble of planning (*bilancio unico di ateneo di previsione annuale e triennale*, consisting of the economic budget and the investments budget) and reporting (*bilancio unico di esercizio*) documents of the University.

The voices that characterize the *Bilancio Unico di Ateneo*, drawn up in economic-financial terms, show that the total of the operative costs, directly attributable to the conduct of the didactic and research institutional activities of the university, are the following 5:

1) Staff costs;
2) Ongoing operational costs;
3) Depreciation and impairment losses;
4) Provisions for risk and charges;
5) Different operating expenses.

To build a *Bilancio Unico di Ateneo* in a gender perspective, a "reclassification" of the single cost components of the University was made in view of their different impact on man and women, according to the following categories:

- Costs non-quantifiable based on a gender perspective, that is not connected to gender (code 0);
- Costs sensitive to gender, regarding the measures that have a different impact on men and women (code 1);

- Costs aimed at reducing gender inequalities, regarding the measures directly aimed at favouring equal opportunities and at reducing gender inequalities (code 2)[16].

In particular, the reclassification has been implemented, in reference to the *Bilancio Unico di Ateneo dell'Esercizio 2021*, for all the costs items.

The following table shows this reclassification, indicating some examples and their cost categories

CATEGORY	DEFINITION	COST CATEGORIES	EXAMPLES
0. costs non quantifiable in a gender perspective	Costs that do not have direct impacts on gender and/or that are not computable in a gender perspective	Depreciation and impairment losses; Provisions for risk and charges	The expenses for the functioning of the structures in a strict sense: rents, to the fees, utilities, security and workplace surveillance, amortizations
1. Costs sensitive to gender	1. Costs for the production of individual services, that is, directly benefitted by the individuals on not by the community as a whole. 2. Costs for supplies not directly destined to individuals but that can affect, also in an indirect way, the gender inequalities since these are expenses destined to the production of individual services, that is, directly benefitted by the individuals on not by the University as a whole.	Staff cost and some cost items of the ongoing current management	1a. Compensation of the staff (PTA, teaching and research staff) 1b. Resources destined to formation granted to individuals that can have a different inclination in participating because of gender; 2a. Canteen service 2b. Transport relief 2c. Services for centre for sport activities
2. Costs for reducing gender inequalities	Costs directly attributable or aimed at reducing gender inequalities or at favouring equal opportunities through positive actions	Expected actions for gender equality: distinguishing University's internal and external stakeholders	Internal stakeholders: resources destined to measures for the conciliation between professional activity and family work (ex. Grant for nursery schools, summer camps, etc.); costs for the formation of the student component in a gender perspective within the different disciplines (ex. grants or graduation awards dedicated to gender topics). External stakeholder: scientific research activities that have an impact on gender (ex. gender-specific medicine); guidance activities in schools to increase gender balance in the different disciplines/subjects)

Source: Guide Lines CRUI

16. La Direttiva del Dipartimento della funzione pubblica n. 2/2019 "Misure per promuovere le pari opportunità e rafforzare il ruolo dei Comitati Unici di Garanzia nelle amministrazioni pubbliche" obbliga le pubbliche amministrazioni a evidenziare, nei propri bilanci annuali, le attività e le risorse destinate all'attuazione delle pari opportunità tra donne e uomini.

For the items for which, at a first "Reclassification in a gender perspective", the field reserved for the code (0, 1, 2) appeared "empty", more detailed information were acquired. In the consideration of the items "costs sensitive to gender" (code 1), particular attention has been given to the items on which the University has an actual chance to make a difference.

Bilancio di esercizio 2021

This section of the GB presents the values of the *Bilancio unico di Ateneo di Esercizio 2021*, reclassified in a gender perspective.

First of all, it is appropriate to consider the items classified with the code 2 (costs to reduce gender inequalities), as reported below in better detail distinguishing the prevision made in the planning phase, in the economic budget 2021, from the values that result in the *Bilancio di Esercizio 2021*.

COST'S NATURE	BUDGET 2021 €	FINAL BALANCE 2021 €
Other transfers to partners of coordinated projects	1.000	500
Contracts for study, consultation, research conducted by professionists	5.000	5.000
Conferences, seminars and other events – other organizational costs	7.000	1.000
Lecturers	6.000	6.000
Centre of Gender-Specific Medicine	7.000	4.000
Assistance interventions in favour of the staff	**0**	**5.300**

Second, it is necessary to verify how the expenses classified with the code 1 **(costs sensitive to gender)** have been distributed between women and men; so it is useful to examine the amounts reported in the 'bilancio di esercizio' disaggregating them by gender.

Shown below are therefore reported the costs incurred until the 31/12/2021 reclassifying them as "costs sensitive to gender" (code 1).

COST'S NATURE	FINAL BALANCE 2021 €
Teachers and Researchers with an open-ended contract	49.684.352,97
Teachers and Researchers with a fixed-term contract, included lecturers	9.664.069,61
Research Fellow	4.948.783,22
Research collaborations	26.595,87
Other staff working on didactics and research	161.698,59
Managers and technical-administrative staff	20.700.340,12
Food stamps	154.848,48
PhD students	4.995.192,02
Doctors in specialist training	16.639.052,22
Other costs for the sustainment of students	3.743.101,07
Costs for the editorial activity	16.961,80
Payments and benefits institutional bodies	233.003,89
Contracts for study, consultation, research	837.545,60
Missions	421.846,08
Payments and benefits for competitive exams boards and exams	79.539,19
Services for the staff	189.504,19
Other services	1.259.989,87
Total	**113.756.424,79**

For what concerns the costs sensitive to gender, it is interesting evaluating those who have an impact on work-life balance, even if they are benefitted only (as food stamps, medical examinations and train-bus support and parking spaces) or primarily from the technical-administrative staff:

	AMOUNT €
Food Stamps	154.848
Interventions for leisure and cultural activities in favour of the staff	20.500
Medical Examinations	66.893
Train-bus benefits	20.642
Parking benefits	8.1945

Shown below are some of the "gender sensitive" cost items (code 1), differentiated between men and women.

The total cost incurred by the University for the mandatory/optional formation of the technical-administrative staff, equal to, 100.457€, has been distributed among the contractual category and gender as reported in the following table.

	Hours Men		Hours Women	
Type of Formation	Total	Total %	Total	Total %
Cat. B	95	17,46	449	82,54
Cat. C	1658	28,20	4.222	71,80
Cat. D	1168	25,71	3.375	74,29
Cat. EP	192	3,49	5.316	96,51
Director's Professional Development	0	0	3.391	100

Source: Reporting CUG 2021 – University of Ferrara

The train-bus benefits were enjoyed by men and women, like the following table shows.

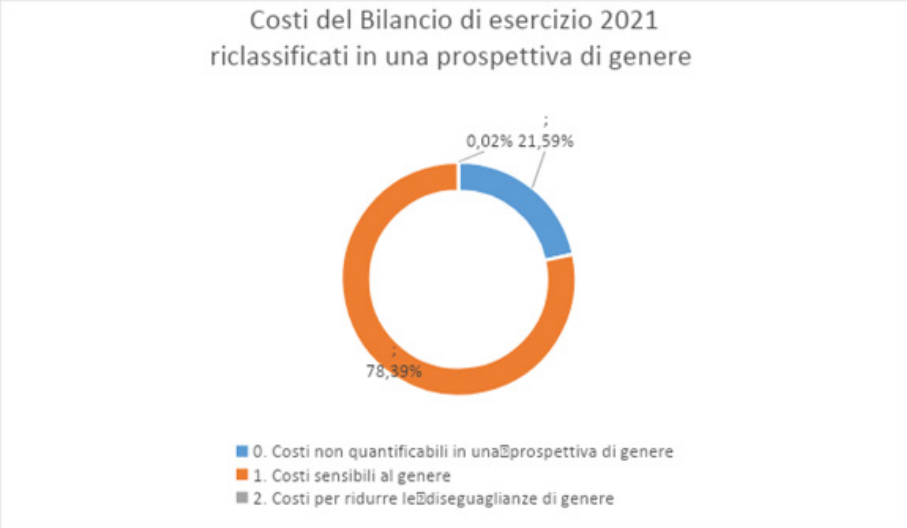
	WOMEN	MEN	TOTAL
Train-bus benefits	15	4	19
Parking benefits	13	2	15

Source: Environment Office – University of Ferrara

The gender sensitive costs regarding the student component (in reference to the right to education and international mobility) are stated in the following table.

	WOMEN	MEN	TOTAL
Grants and contributions for international mobility	256	175	431
Grants for tutoring collaboration activities	143	114	257
Other actions in favor of students and fellows	72	42	104

Source: Financial treatment office non-permanent staff – University of Ferrara



Title: Costs of the Bilancio di Esercizio 2021 re-classified in a gender perspective.

CONCLUSIONS

For the eleventh consecutive year, the University of Ferrara publishes its Gender Budgeting (GB). The writing of the GB 2021, which refers to the last two-year period, analyses the situation of women and men within the University, to allow a conscious writing of the Gender Equality Plan. This analysis will allow for both the planning of the actions that will be inserted in the GEP and for the quantification of the needs finalized for the provision of the budget of the University.

The change towards equality is still very slow. To witness it is the Glass Ceiling Index, which is the indicator that measures the connection between the percentage of female in the academic world (grade A, B, C) and the percentage of women in the apical position (grade A). This indicator has gone from 0,75% (compared to a 1,55% at a national level) in 2019 to a 2,05 in 2021 (compared to a 1,49 at a national level). That means that in the University of Ferrara the probability for women of progressing in their academic career has worsen and is lower to the national data.

The many actions undertaken in these years have not been sufficient for favouring the egalitarian participation of women and men in all the diverse components of the University. For what reasons?

For what concerns the student component we are still observing the effects produced by diffused gender stereotypes that reflect in a solidified and hardly eradicable horizontal segregation. Sure, over time, the number of female students enrolled at the University of Ferrara has progressively augmented, but in the study courses traditionally associated with male traits (like engineering). At the same time, the number of female students remain higher in the courses characterized by traits that are considered feminine (like health, social assistance and education).

From the analysis of the student component we also observe that, with the progression of the levels of education, the presence of women progressively decreases (see, for example, the graph regarding Masters' degrees, where the number of women is inferior to that of the men in areas – like Social

sciences, journalism and information and Business, administration and law – where the data was inverted for the Bachelor's degree). This is the phenomenon of the "leaky pipeline", which continues to happen even though female students graduate with higher grades and faster, are more prone to international mobility and drop out less frequently. So, why at a certain point of their student or professional career women drop out? What are the obstacles that impede their full participation in all levels of education?

The leaky pipeline phenomenon must surely be imputed to maternity and to the fact that even now, in Italy, this represents a disadvantage for women who have to deal almost entirely with the role of caretakers. Certainly, there are other causes that distance women from studying and undertaking a university career. It would be necessary to better investigate on what these causes are, to develop focused actions aimed at avoiding the dispersion of the knowledge and competences of many women that, once they get to the Bachelor's Degree, decide not to continue with their studies.

Another phenomenon that usually repeats, every year, is that of the lower female graduates' employment rate and salary. Even in this case the job of caretaker has a certain weight whose burden rests primarily on women. The employment gaps are also a consequence of the horizontal segregation of the student component: the areas connotated by female characteristics are – unsurprisingly – those where job insecurity is more common, where salaries are lower and working conditions worse.

The phenomenon of the leaky pipeline also explains the career gap that which can be observed in all areas besides the STEM ones, that we will talk about shortly. In all areas (besides, precisely, the STEM areas), the women outnumber the men in the initial positions. The intersection and the consequent overtake of the men happens near the Grade C (researching staff) and continues in all the top positions.

This brings us to talk about the teaching staff where, since years, we can observe a ridiculous percentage of female full professors. The alarming data reported by the GB 2021 is that, within our University, the situation of women at the top of the university career gets worse, instead of improving: between 2014 and 2021 the percentage of male full professors has gone from 75% to 81,1% while the percentage of female full professors has decreased from 25% to 18,9%. The index on the career transitions witnesses this also: in 2021, as many as 20 male associate professors became full professors compared to only 8 females.

The data regarding female associate professors is slightly better: between 2014 and 2021 the percentage of male associate professors has decreased from 68,8% to 58,9% while the percentage of female associate professors has

increased from 32,1% to 41,1%. However, what worries is the index regarding age; female associate professors concentrate in the age group from 40 to 49 (32,8%) while the higher percentage of men (39,2%) can be observed in the age group between 30 and 39 years.

Another aspect that deserves to be further explored is the different presence of women and men in the positions of fixed-term researcher, type A and B. The GB 2021 shows a majority of women in the first position (61%) and a tie in the second. The data on the fixed-term and open-ended research staff have to be meticulously observed in order to prevent a decrease of the number of women in stable positions will occur.

Lastly, a small comment on the technical-administrative staff. Even in this case, since years we can observe that the vast majority of this staff is female. (354 women against 165 men). However, it seems like the glass ceiling index is breaking, since in 2021 the 3 directors of the University were all women, while among EP women were 15 compared to only 7 men. Even the data regarding seniority confirms that in the last years a change is coming: women in the categories D and EP have, in percentage, an inferior seniority compared to that of the men. However, the data regarding the Director General remains which is – and has always been – a man.

Furthermore, it is important to observe that in 2021, the percentage of people with a part-time contract is way higher for women compared to men (6,8% compared to 2,4%). Once again, this is the result of the unequal distribution of the caretaking job.

Regarding the budget of the University, we can observe that the costs finalized at reducing gender inequalities still remain a small percentage of the budget. We then proceeded with the analysis of the gender sensitive costs. However, the items of expenditure considered were principally the ones destined to the technical-administrative staff, whose use is strongly influenced by the fact that women represent the vast majority of this staff.

To conclude, it must be observed that the next Gender Budget will show a situation that will be very different from the one reported in the following document, a situation that will take into account the settlement of the new governance following the election of the first female Dean in the history of the University of Ferrara.

APPENDIX

The sources of the data are:

for the student component:

- database of the ministry 'Open Data Miur' (http://ustat.miur.it/opendata);
- AlmaLaurea's website (https://www2.almalaurea.it/cgi-php/universita/statistiche/tendine.php?config=occupazione);
- Offices of the University.

for the teaching staff:

- database of the ministry 'Open Data Miur' (http://ustat.miur.it/opendata);
- offices of the University and internal database 'Data Warehouse';
- CUG Reports.

for the technical-administrative staff:

- offices of the university and internal database 'Data WareHouse';
- database of the ministry 'Open Data SICO Min. del Tesoro, SICO' (https://www.sico.tesoro.it/Sico/).

DEFINITIONS:

Italian academic positions: (D.M. 1 September 2016, n°662):

- Grade A = Full Professors
- Grade B = Associate Professors
- Grade C = Researcher and fixed-term researcher
- Grade D = Research fellow

ERC sectors (European Research Council)

- LS = Life Science
- SH = Social Sciences and Humanities
- PE = Mathematics, physical sciences, information and communication, engineering, universe and earth sciences

Acronyms:

- SICO: Sistema Conoscitivo del personale dipendente dalle amministrazioni pubbliche
- MIUR/MUR = Ministry of Education, University and Research/Ministry of University and Research
- CUG = Guarantee Committee
- STEM = Science, Technology, Engineering and Mathematics
- ISCED = International Standard Classification of Education

ATTACHEMENT

"Monitoring and update 2023 Gender Equality Plan GEP 2022/24" pursuant to Department of Public Administration decree No.132 dated 30 June 2022, the goals and actions will be entirely received within the PIAO.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