Gender Report 2021

Gender Report
2021

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Introduction

The Gender Report 2021 of the University of Florence illustrates **the gender composition of the academic community** (teaching and research staff, technical-administrative staff, and student component). It **analyzes from a gender perspective the University's policy choices and economic-financial commitments and describes the initiatives undertaken to foster gender equality**. The contents of this document are closely related to those of the social report, with respect to which the presence of female and male gender is analyzed and highlighted relative to the various components of the university community and the various activities carried out in our University.

Resolutions of the European Parliament July 3, 2003, February 10, 2010, January 15, 2019	European Commission Strategy for gender equality 2020-2025
▶ **Fig. 0.1** - Regulatory sources for the preparation of the Gender Report of public	Legislative Decree 150/2009 (art. 10) Law 196/2009 (Art. 38-septies) MEF Directive 2/2019

Two approaches were integrated into the drafting of the Gender Report 2021 (which also takes into consideration the content of previous editions coordinated by the EEO Committee - CUG):

➢ **Recall of national benchmark standards for gender reporting in universities**. The areas being analyzed and how the phenomena are represented refer to the methodology and indications contained in the guidelines for the Gender Report drawn up by the Conference of Italian University Rectors (CRUI), offering information comparable with that of other Italian academic realities.

➢ **Customization of the reporting template** to effectively represent the University's peculiarities, enhance the results pursued in light of its strategies, and integrate the perspectives of the social budget, the Gender Report and the Gender Equality Plan into an organic framework. To this end, from an operational point of view, a working group was established in the University, composed of the actors most involved in the issues at hand, and coordinated by the Delegate for Budget, the Delegate for Inclusion and Diversity, and the Delegate for Union Relations and Personnel Planning.

The gender report provides an essential information base for defining concrete actions to promote equal opportunities in all areas of university life. The picture that emerges from the gender report stimulates reflection on the old and new gender disparities (mainly to the detriment of women, but not only) that are very marked and still detectable at the University of Florence. It is necessary to consider that some of the observed phenomena depend on several factors, primarily social and economic, not all of which are directly controlled by the University. Significant changes in these aspects often require medium to long timeframes, as they presuppose a cultural paradigm shift, resulting in a shared vision and active policies on the part of all the actors involved (from legislators to public and private entities to individuals). In this sense, universities can still play an essential role in disseminating a cultural model based on the principle of equal opportunity and guiding its strategic actions. This report intends to subscribe to this philosophy to give support to all those actions to rebalance inequalities, in the full conviction that quality and innovation in the University's institutional activities (teaching, research, third mission) can only be increased in a context capable of enhancing the **contribution that diversity, including gender diversity, dialectically makes to the development of knowledge**.

The Gender Report obviously pursues the goal of using inclusive language; throughout the document, any over-extended use of the masculine grammatical gender, solely for the purpose of simplification, is intended to refer to all persons working within the academic community.

Section 1| The guarantor bodies for the protection of equal opportunities

Within the University of Florence, the figures specifically responsible for the protection of equal opportunities in the implementation of the provisions of the legislation or the Statute are:

- ➢ The **Committee for Equal Opportunities;**
- ➢ The **Rights Guarantor;**
- ➢ The **Commission for the Investigation of Code of Ethics violations.**

With the new rector's mandate, the University has brought the issue of gender to the attention of the university community with new vigour, providing specific policy oversight through the conferral of the Delegation for Inclusion and Diversity, whose purpose is, among others, to coordinate the various activities pertaining to gender issues for the realization of truly inclusive study and work environments.

Below is the composition of these bodies updated as of 30 September 2021.

Delegate for Inclusion and Diversity		Rights Guarantor	
Delegate	Maria Paola Monaco	Guarantor	Alessandra Dapas

EEO Committee (CUG)

President	Chiara Adembri
Full members - Representatives of the administration	Irene Biemmi, Francesca Bucci, Silvia D'Addario, Giacomo Massiach
Full members - Representatives of trade unions	Brunella Bandinelli, Priscilla Cioni, Salvina Di Gangi, Alessandra Pantani, Laura Velatta

Commission for the Investigation of Code of Ethics Violations

President	Alessandra Dapas
Members	Gabriella Caminati, Caterina Contini, Silvia Ferrini, Micaela Frulli

Section 2| Gender composition of the UNIFI community

The following paragraphs analyze by gender the **consistencies, demographic characteristics and career trends of the teaching, technical-administrative and student components of the University of Florence**. The snapshot of the population exhibited may present between graphs; this depends on the source used for the specific topics (ministerial vs internal sources), the date to which the data extraction refers (some of the ministerial data are stuck in 2020), the inclusion or non-inclusion and different aggregations of various types of staff (e.g., for teaching staff: fixed-term researchers A and B; for technical, administrative staff, fixed-term staff, etc.).
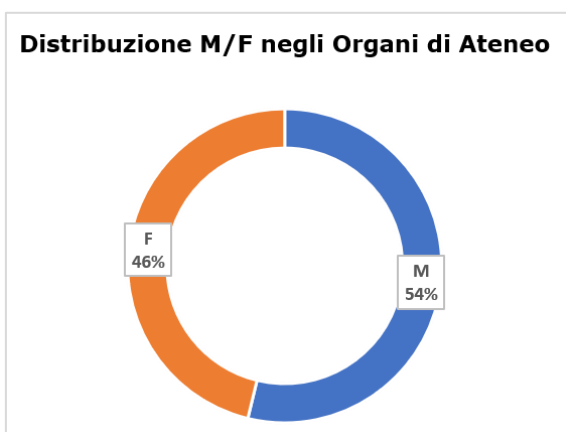
The reading of the collected data confirms the presence also **in the academic community of the University of Florence** of the **phenomena typically referable to gender dynamics such as vertical segregation** - that is, the greater difficulty for people of either gender in accessing studies or career advancement - and **horizontal segregation** - that is, a greater concentration of one gender in specific disciplinary or professional fields in adherence, more or less consciously, to gender stereotypes widespread in society.

2.1 Gender distribution in governing bodies

The **overall gender distribution of institutional positions** in the University's governing, supervisory and advisory bodies shows a **substantial balance** in representation (see Figs. 2.1-2.2), albeit with some differences:

❯ **The Academic Senate** (35 per cent women) and the **College of Department Directors** (19 per cent women) have a significantly **lower-than-average** female presence. **In reference to the College of Directors, this evidence seems to be related to the** lower representation of women among the professors serving as Department Directors, who must necessarily be senior faculty (see § 2.1). It turns out to be **balanced, however**, **the distribution among student representatives** who sit on the Bodies that contain such a provision;

Distribuzione M/F negli Organi di Ateneo

F 46%

M 54%

▲ **Fig. 2.1** - M/F percentage distribution in institutional positions in 2021: Governing, supervisory, advisory, guarantee and protective bodies.

❯ In contrast, the composition of the **CUG** and the **Commission for the Investigation of Code of Ethics Violations** show an **almost entirely female** composition, **demonstrating the fact that, in keeping with the national picture, those dealing with gender issues or those related to them are almost always exclusively women**;

A reading of the data on teaching and research structures shows **substantial gender equivalence in the Presidency of Schools and Degree Courses**, contrasted by a **wide gap in the leadership of Departments for the reasons mentioned above**.

In relation to the gender distribution among the coordinators of higher education facilities, the female presence is 27 per cent with reference to Coordinators of **Doctoral Courses**; 23 per cent with

▲ Fig. 2.2 - M/F percentage distribution and absolute values in institutional assignments in 2021: University bodies, teaching and research facilities.

reference to Directors of **Specialization Schools**). It seems appropriate to monitor these differences since these roles have important scientific recognition that spills over into academic career progression.

On a level other than that strictly related to representation, but which, by more or less unconscious bias, may nonetheless have repercussions on the career prospects of university personnel, some elements related to the composition of competition commissions are worth noting:

➢ with respect to the composition of **commissions for the recruitment of professors and researchers**, the relevant University regulations require that "an appropriate gender balance be respected in the composition of the triads" from which to draw the names of commissioners. However, it is observed that in the 322 procedures carried out in **2021, 64 per cent of commissioners are men; even higher is the proportion of male commission chairs (71 per cent)**. Possible corrections to this imbalance can be made by monitoring the composition of the trios from which the names of commissioners are drawn to reduce the risk of an unfair draw in terms of gender and by operating, as far as possible, a more equitable designation of chairpersons. In the PAP 2022-2024, the CUG forwarded proposed revising the regulations to this effect (see § 3.2).

➢ in **competition commissions for the recruitment of technical-administrative staff**, the proportions are roughly balanced in the choice of members (52 per cent male, 48 per cent female). Still, again there is a **prevalence of male chairs** (71 per cent), particularly significant in light of the preponderance of women nationwide among technical-administrative staff. It is also noted that in the 2021 competition commissions for the D and EP roles, a female chair has never been identified.

2.2 Teaching and research staff

Concerning teaching staff and researchers, the analysis was carried out using data from the most recent update available in the Opendata MUR; this gave the possibility of calculating the overall consistenciesoftheUniversity'ssss teaching and research staff as of 31/12/2021, all other observed variables remaining firm as of 31/12/2020. In order to make the document easier to read, the titles of academic roles use the following acronyms: PO= Full professor; PA= Associate
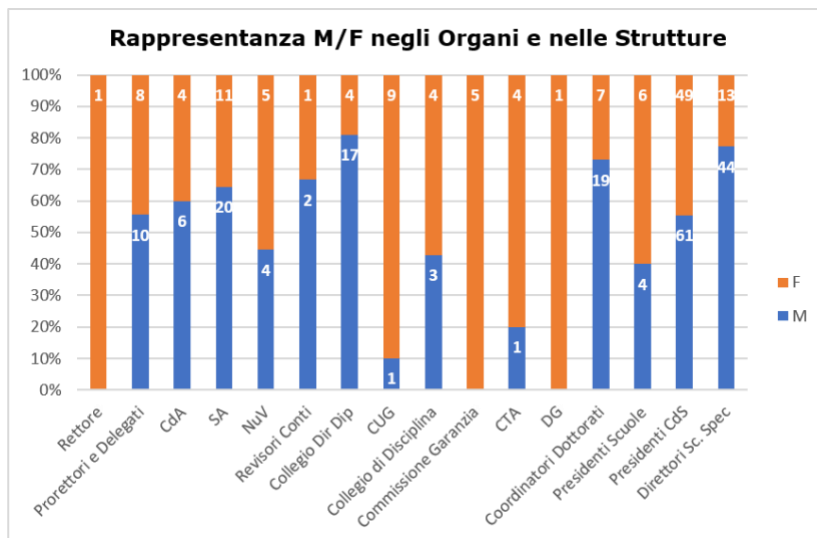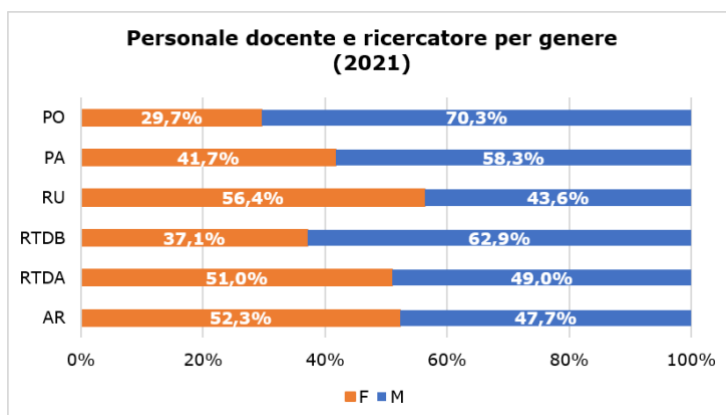
professor; RU= Permanent Researcher (exhausted role ex L. 240/2010); RTDA= Fixed-term Researcher, type A (ex art. 24 c.3 lett.a of L. 240/2010); RTDB= Fixed-term Researcher, type B (ex art. 24 c.3 lett.b of L. 240/2010); AR= Junior research fellow. In some diagrams, to facilitate possible comparisons, the articulation of roles follows international codings of academic careers with the following correspondences: Grade A (Full Prof.); Grade B (Associate Prof.); Grade C (all types of researchers); Grade D (junior research fellows).
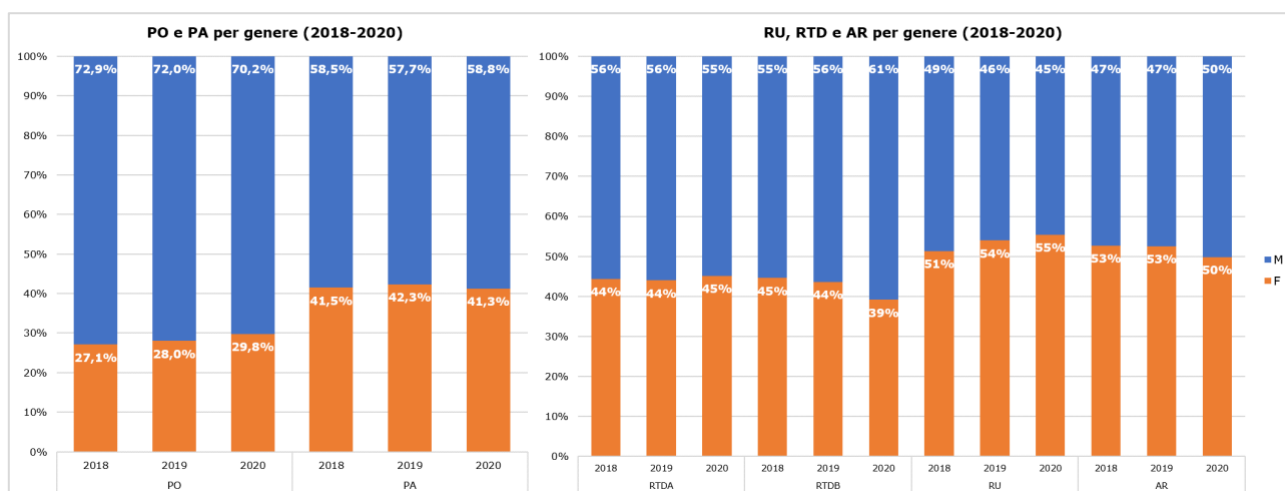
2.2.1 Gender, age and academic roles

In 2021 the university's **teaching and research staff** amounted to 1,722 units, which rises to 2,446 if junior research fellows are included. Considering only the permanent staff, the total sees a slight predominance of the male gender, being 708 **women (41.1 per cent)** and 1,014 **men (58.9 per cent)**.

If we then analyze in more detail the **distribution by gender in the different roles, including, in this case, also junior research fellows, this appears quite diverse**. The range is from about **30 per cent female presence among full professors** to about 56 per cent female presence among permanent researchers (see Fig.

▲ **Fig. 2.3** - Percentage distribution by gender and academic role of Unifi teaching and research staff, 2021. Source: MUR Opendata, Academic Personnel Series, data as of 31/12/2021 (updated September 2022).

2.3). In the last three years, this imbalance seems to be lessening as the data collected show a **gradual increase in the percentage of female POs** to about 3 per cent. This increase is contrasted by a **downward** trend **in the female gender among RTDB staff**, decreasing from 45 per cent in 2018 to 39 per cent in 2020. This trend will need to be carefully monitored in view of the fact that the RTDB position is the gateway to a professor's career. With reference to RU staff - a role that is no longer available - there is an increase over the three-year period in the **percentage of women remaining in that role** (from 51 per cent to 55 per cent), which


▲ **Fig. 2.4** - Percentage distribution by gender and academic role of Unifi teaching and research staff from 2018 to 2021. Source: MUR Opendata, Academic Personnel Series, data as of 31/12/2020 (updated September 2022).
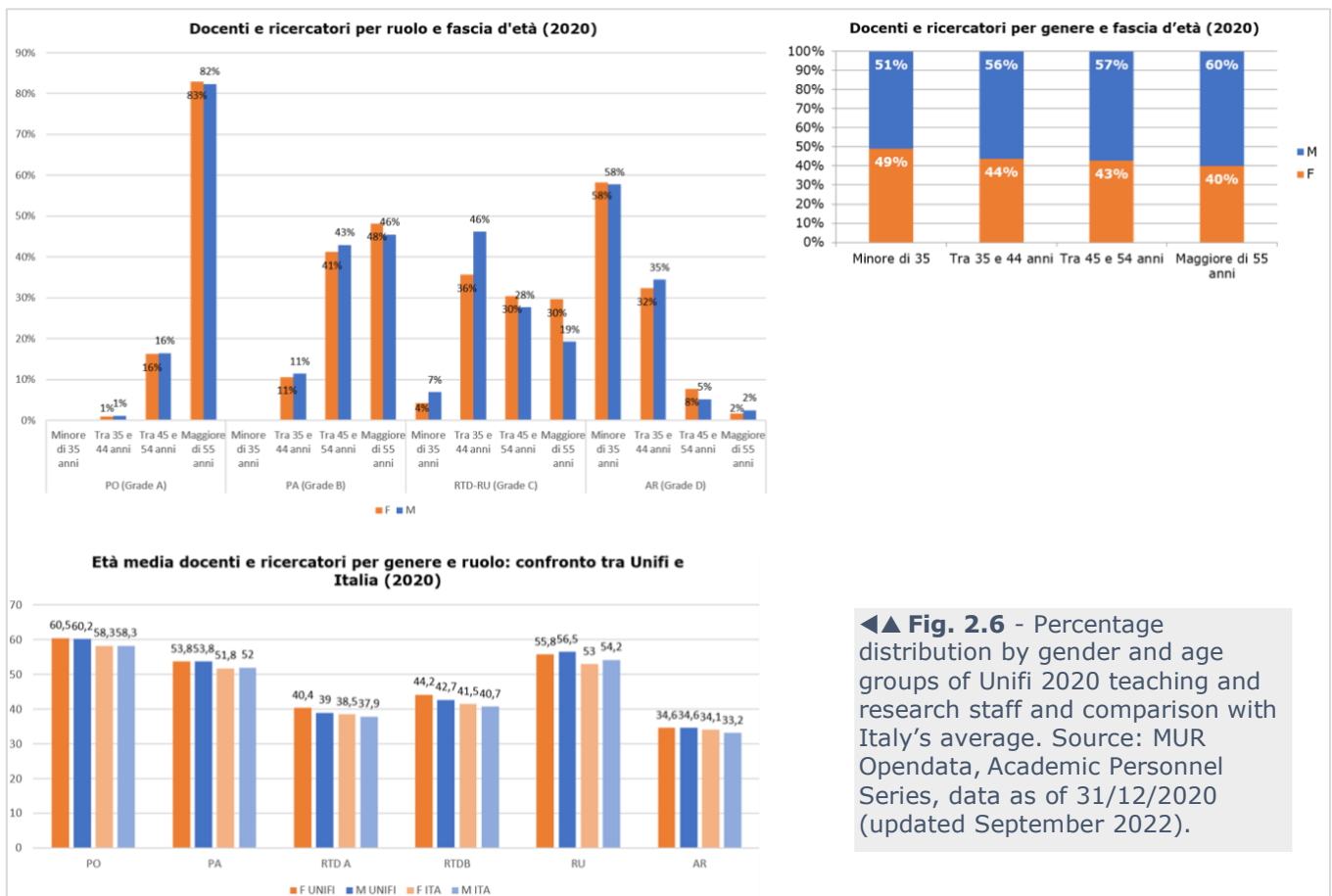
suggests that a more significant percentage of men are transiting to the PA role. In other roles, gender proportions remain more or less stable and closer to parity (see Fig. 2.4).

Looking retrospectively at these dynamics with a medium- to long-term view (see Fig. 2.5), from 2016 to the present, there has been an increase in the female component in all roles except

▲ Fig. 2.5 - Historical series of female Unifi teaching and research staff by academic role from 2012 to 2020. Source: MUR Opendata, Academic Personnel Series, data as of 31/12/2020 (updated September 2022).
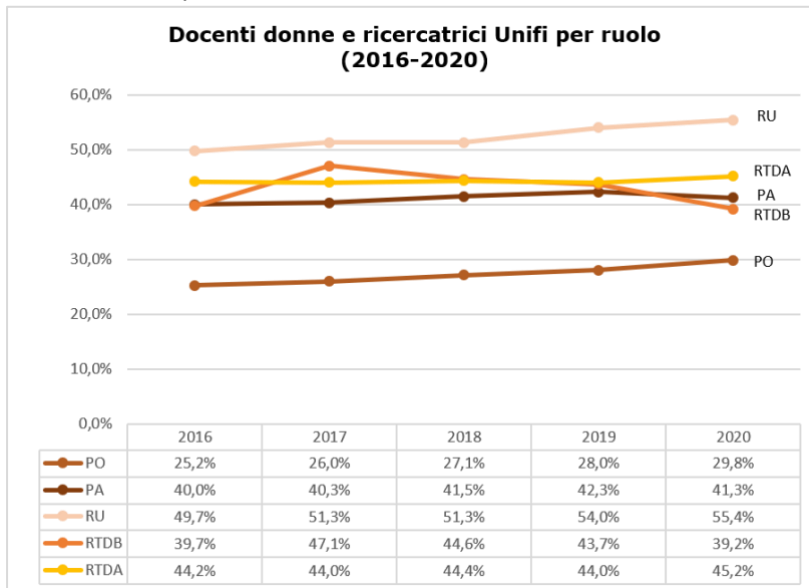
RTDBs. Although the percentage of POs is at significantly lower percentages than the University average of women faculty and researchers, it is in this role that there is the most significant growth (from 25.2 per cent in 2016 to 29.8 per cent in 2020), higher than the national average (rising from 22.2 per cent in 2016 to 25.4 per cent in 2020). The opposite trend is observed for RTDBs (from 47.1 per cent in 2017 to 39.2 per cent in 2020) compared with a nearly constant trend in the Italian average (about 41 per cent).
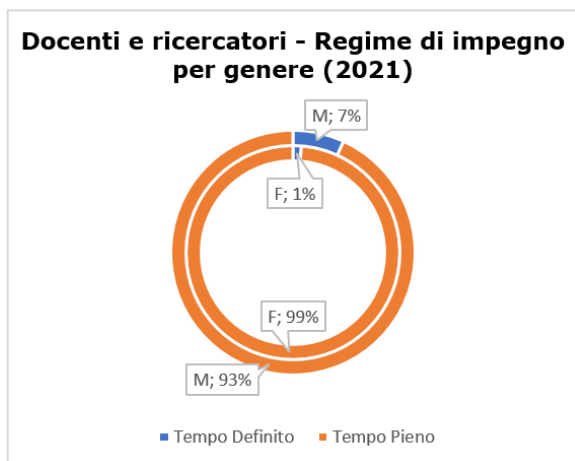

◄▲ Fig. 2.6 - Percentage distribution by gender and age groups of Unifi 2020 teaching and research staff and comparison with Italy's average. Source: MUR Opendata, Academic Personnel Series, data as of 31/12/2020 (updated September 2022).

The **average age** of University of Florence faculty and researchers (excluding research fellows) is **50.7 years. In detail, that of women is a little higher** (51). This trend is most pronounced with reference to **RTDA and RTDB** staff, where **the average age of women is about 1.5 years higher than that of men**. In general, **the average age of Unifi faculty is higher than the national average** (see Fig. 2.6), and the figure has been stable over the past three years.

A reading of **the data on gender, age groups and the role of faculty and researchers reflects a slowdown of women in expected career development**. The gender distribution, which is more or less equal in the youngest age group, ideally corresponding to the AR and RTDA roles, diversifies with reference to all the higher age groups. **Women are more numerous, in percentage, in the higher age groups**, evidence of longer time frames for access to the more senior roles (PA, PO) than their male colleagues.
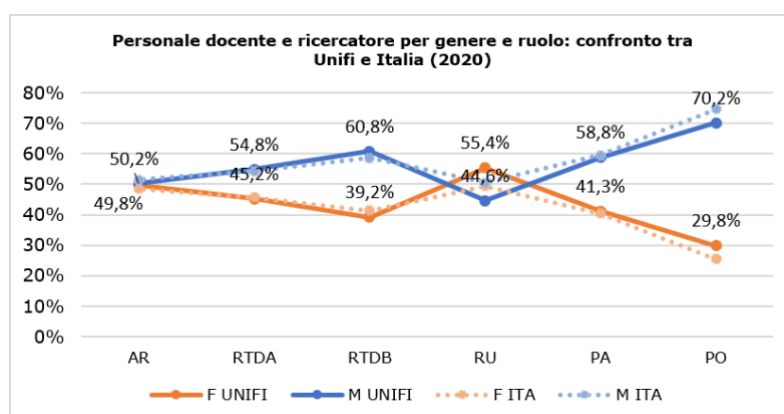
With reference to employment regime, the majority of teaching and research staff of both genders choose the full-time regime; the percentage of staff opting **for part-time** (dictated by legal obligations when there are freelance and self-employment activities incompatible with full time, except for university medical staff in caregiver roles: see Social Report, § 2.7) **shows higher percentage numbers of men than women** (see Fig. 2.7). This finding may have an explanation in the greater difficulty of women in reconciling institutional activities and further professional assignments with private life.

Docenti e ricercatori - Regime di impegno per genere (2021)

M; 7%
F; 1%
F; 99%
M; 93%

■ Tempo Definito ■ Tempo Pieno

▲ **Fig. 2.7** - Percentage distribution by gender and commitment of Unifi teaching and research staff, 2020. Source: MUR Opendata, Academic Personnel Series, data as of 31/12/2020 (updated September 2022).

2.2.2 Career Range

The gender composition of long positions shows **substantial equity at the start of the academic career**. The gender gap, unfavourable to women, is beginning to show in RTDA and RTDB positions and is further exacerbated in PA and PO professorship positions. The increasing trend of the gender gap as the career progresses **can also be observed in the national context** (see Fig. 2.8) where, moreover, the gap is even wider than that found in our University (**Unifi female PO** staff: **29.7%; Italy: 25.4%)**.

Personale docente e ricercatore per genere e ruolo: confronto tra Unifi e Italia (2020)

	AR	RTDA	RTDB	RU	PA	PO
F UNIFI	50,2%	45,2%	39,2%	44,6%	41,3%	29,8%
M UNIFI	49,8%	54,8%	60,8%	55,4%	58,8%	70,2%

── F UNIFI   ── M UNIFI   ···· F ITA   ···· M ITA

▲ **Fig. 2.8** - Range of careers of Unifi 2020 teaching and research staff by gender and academic role and comparison with Italy's average. The values shown in the graph refer to Unifi. Source: MUR Opendata, Academic Personnel Series, data as of 31/12/2020 (updated September 2022).

Looking at the data for all subject areas, over the period 2017-2020, the gap is even more pronounced (see Fig. 2.9) as **more girls enrol and graduate at university then than boys** (58 per cent vs 42 per cent). The Unifi figure shows a decline from 2017, which was about 62

per cent, to today, which is 58 per cent is in line with the national average (equal to 57 per cent); see also § 2.4. The reversal of the trend **begins to occur when attending PhD programs.** Indeed, in 2020, doctoral students comprised about 49 per cent female and 51 per cent male, with fluctuating but comparable trends over the reporting period. This reversal is even more pronounced with reference to the **percentages of people acquiring the title of PhD** (53 per cent vs 47%).

If the international "Grade C" parameter is used, the proportion of men to women appears to be in line with that proper to the category of doctoral students; if, on the other hand, the category of permanent researchers (to exhaustion, see above) is separated out, a **wider, and further unfavourable gap for the female gender** emerges **for RTDA (45.2 per cent) and especially RTDB (39.2 per cent) roles**. This **gap definitely consolidates in the PA role** to **widen considerably in the PO role**.
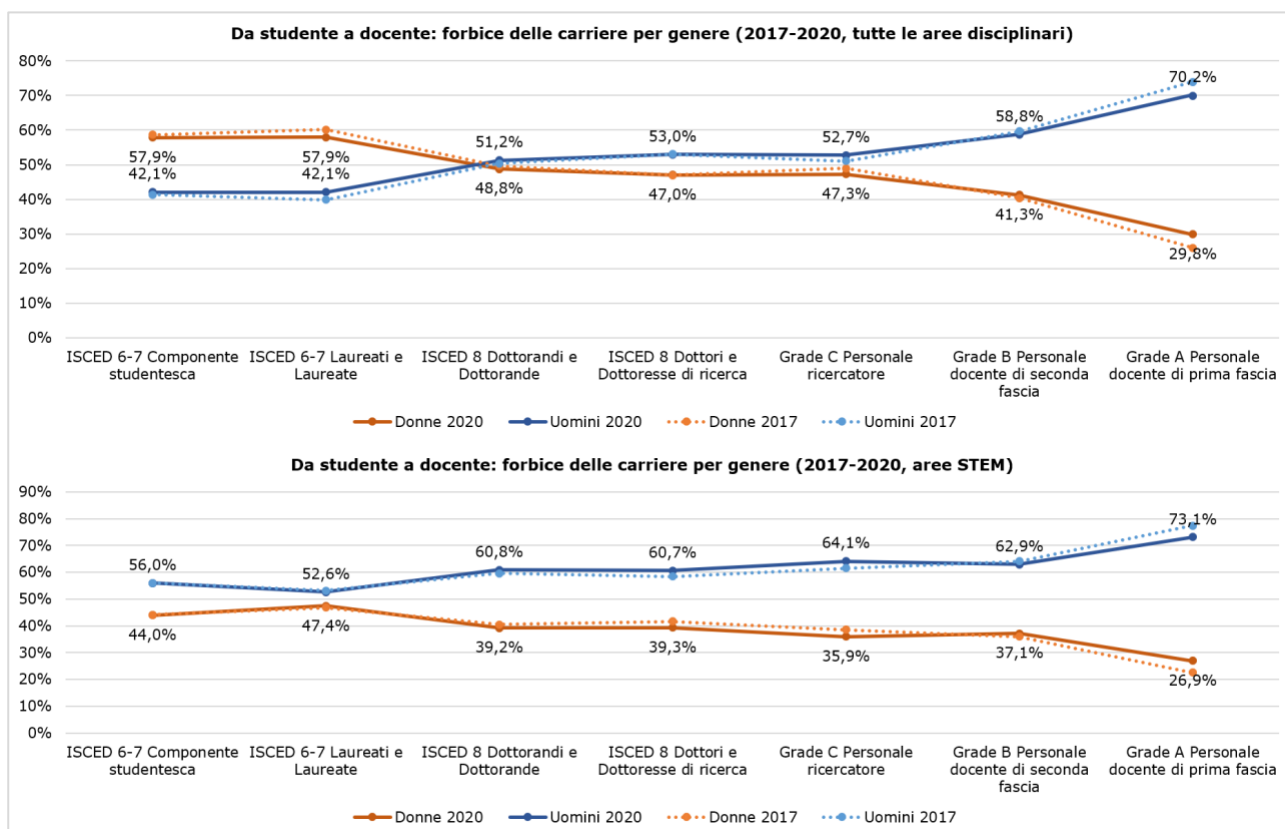

▲ Fig. 2.9 - Scope of careers of Unifi 2020 student and faculty and researcher components by gender and disciplinary area and comparison with Italy's average. The values shown in the graph refer to Unifi. Source: MUR Opendata, Academic Personnel Series, data as of 31/12/2020 (updated September 2022).

One of the indices created to monitor these phenomena is the ***Glass Ceiling Index***, which compares the proportion of women in the **academy in all roles with the proportion of women** in top positions (**PO**) in a given year. A value of 1 in the index signals equal opportunities between women and men to enter the PO role. In contrast, values above 1 (the so-called **"Glass Ceiling Effect)** highlight an **underrepresentation of women in PO positions compared to their total number calculated in relation to all roles**.

From 2017 to the present, the University's overall GCI value has been steadily improving and is more favourable than the national average

▶ **Fig. 2.10** - Glass Ceiling Index, Unifi comparison with Italy's average from 2017 to 2021. Source: MUR Opendata, Academic Personnel Series, data as of 31/12/2020 (updated September 2022).


Glass Ceiling Index: confronto Unifi-Italia (2017-2021)
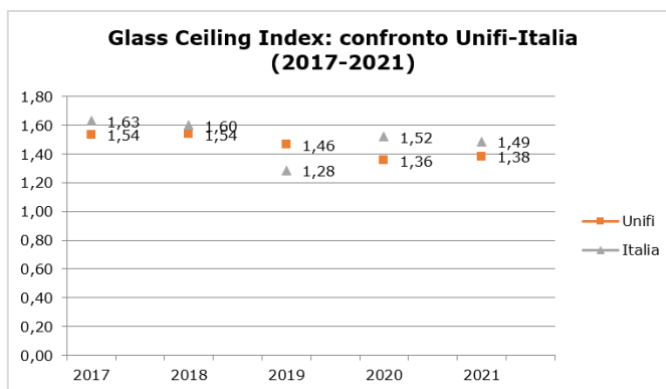
(see Fig. 2.9).

The situation observed as of 2021 differs at the level of **individual University departments** (see Fig. 2.11):

➢ in the departments of Physics, Information Engineering and Biology, the index cannot be calculated, as there are no women POs;

➢ values well above 1 are found in the departments of Agriculture, Food, Environmental and Forestry (2.16) and Health Sciences (2);

➢ in the remaining 12 departments, regardless of the index value still close to 1, in the three-year period of 2019-2021, a move closer to the unit value of the GCI is observed.

It should be noted, however, that these data need to be read analytically, as the factors affecting the GCI value may be different within each department (e.g., substantial retirement of POs, not compensated by female hires in the same position, or underrepresentation of female POs in particular academic disciplines; see below).

Glass Ceiling Index per Dipartimenti UNIFI (2019-2021)
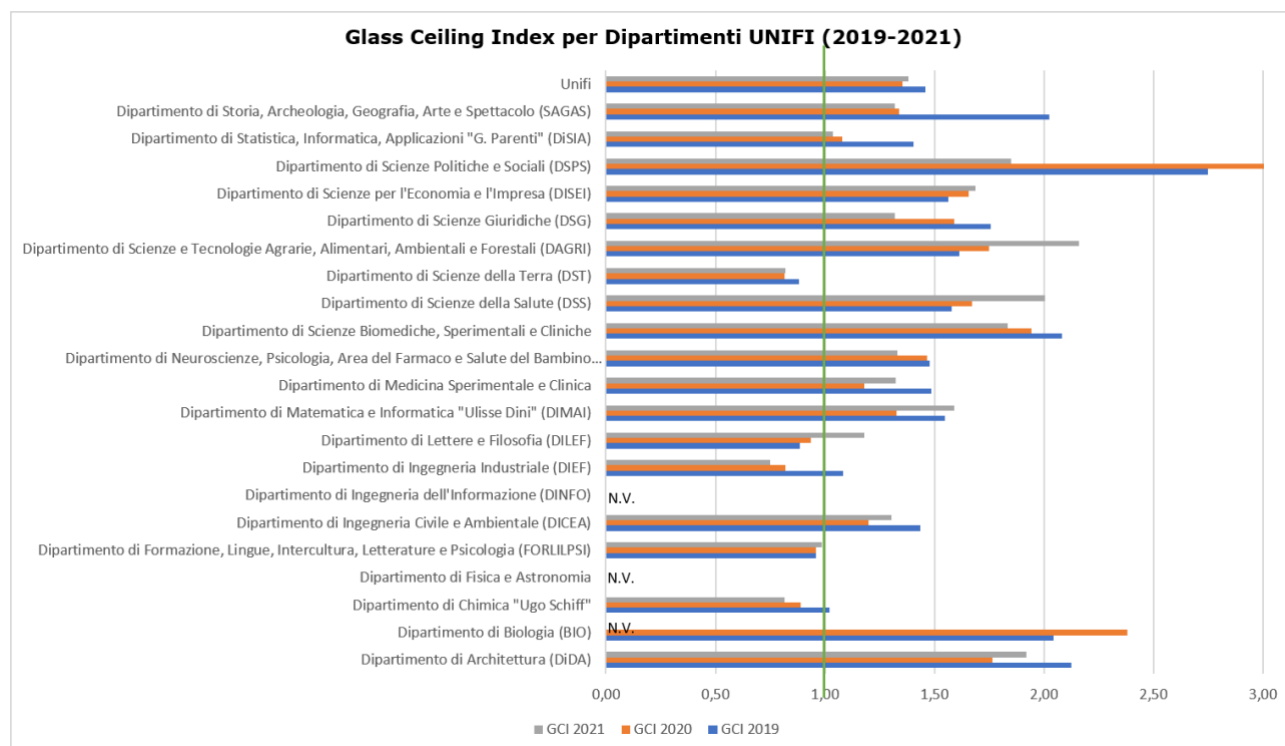
▲ **Fig. 2.11** - Glass Ceiling Index of Unifi Departments from 2019 to 2021. The green line represents the equilibrium situation between M and F in accessing the PO role. Source: University of Florence Datawarehouse, Teaching staff in service as of 31/12 of each year.

2.2.3 Gender and academic disciplines

In the disciplines related to Science, Technology, Engineering, and Mathematics (so-called **STEM areas**: for uniformity with the disciplinary areas of the student component, CUN areas 1-2-3-4-5-8-9 were considered), **the female presence is consistently lower at all stages of the academic career** until it reaches the maximum value for the PO position (see Fig. 2.12). Although this context is not encouraging, there is a noticeable improvement detectable in the **growth of the presence of women precisely in the PO category**, where the percentage increased from 22.6 per cent in 2017 to 26.9 per cent in 2020.
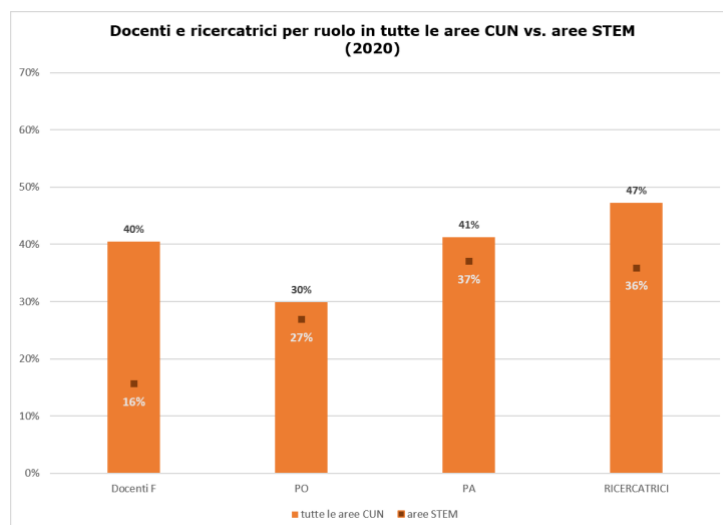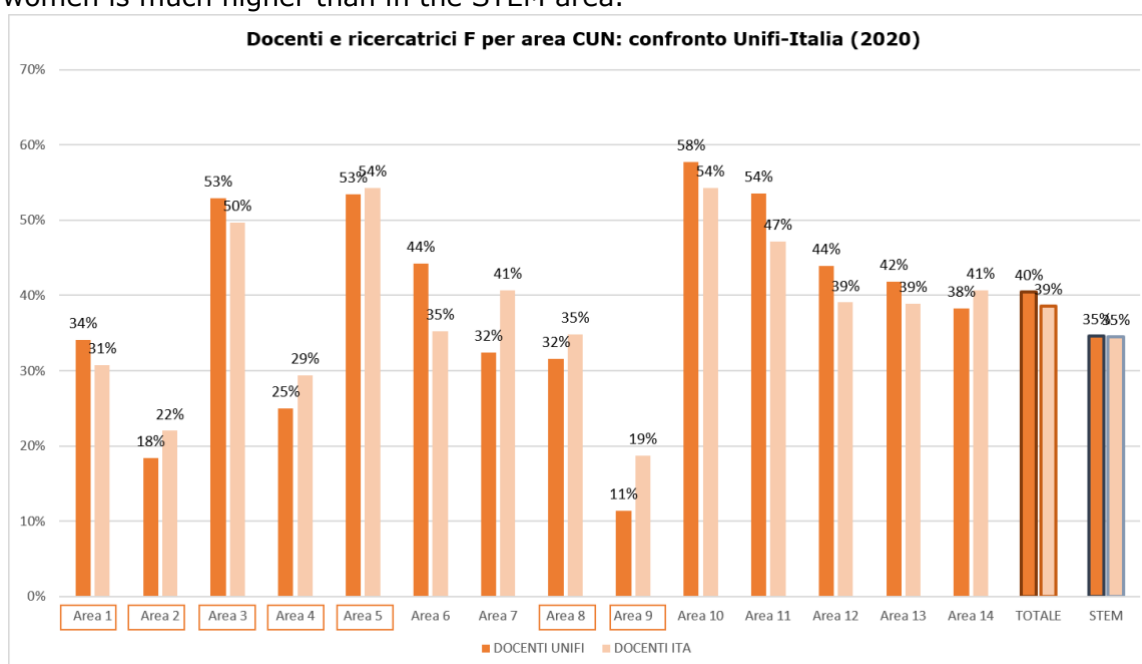

▲ **Fig. 2.12** - Percentage of Unifi 2020 teaching and research staff of female gender by role and academic discipline. Source: MUR Opendata, Academic Personnel Series, data as of 31/12/2020 (updated September 2022).

Within the STEM area, the **situations with regard to gender composition appear diversified according to discipline**. It is deemed, therefore, of interest to observe the data of the female faculty component by CUN area (see Fig. 2.13). This standpoint highlights that:

> ➢ academic disciplines that have a lower percentage of female presence than the average figure found in the STEM area are **Area 9 (Industrial and Information Engineering), Area 2 (Physical Sciences) and Area 4 (Earth Sciences)**. The national average figure is better than the University one.

> ➢ in **Areas 3 (Chemical Sciences) and 5 (Biological Sciences),** the percentage of women is much higher than in the STEM area.

▲ **Fig. 2.13** - Percentage of Unifi 2020 teaching and research staff of female gender by CUN area and comparison with Italy's average. Source: MUR Opendata, Academic Personnel Series, data as of 31/12/2020 (updated September 2022).

Interestingly, there is a **prevalence of female faculty outside the STEM disciplines in Areas 10 (Ancient, philological-literary and historical-artistic sciences) and 11 (Historical, philosophical, pedagogical and psychological sciences)**.

Figure 2.14 depicts **the number of women to men ratio broken down by year, role and academic discipline.** The value 1, represented by the colour white, indicates numerical equality between men and women; values less than 1 in the different shades of blue correspond to the greater prevalence of the male gender, while values greater than one in the different shades of orange correspond to the prevalence of the female gender. Reading the Figure provides a rich picture of information that **confirms what has already been observed with respect to the phenomena of horizontal and vertical segregation**:

➢ the **clear preponderance of one gender over the other in certain disciplines**: male in the areas of computer science and information and communication technology (ICT), physical and earth sciences, and industrial and information engineering; female in the antiquity, philology-literature, and art-history studies;

➢ **a substantial majority of men in the PO role even in areas with higher female representation,** with sporadic exceptions (chemistry, antiquities, philological-literary and historical-artistic studies);

➢ the **trend toward the approximation of male and female consistencies in the PA role**;

➢ the **decrease in the presence of women in almost all disciplinary areas in the RTD role**.

▼▶ **Fig. 2.14** - Ratio of female to male teaching and research staff by academic role and CUN area, years 2017 and 2020. Source: MUR Opendata, Academic Personnel Series, data as of 31/12/2020 (updated September 2022).

Women to men ratio

| less than 1 woman for every 8 men |
| from 1 woman for every 8 men to 1 woman for every 4 men |
| from 1 woman for every 4 men to 1 woman for every 2 men |
| from 1 woman for every 2 men to 1 woman for every man |

| 1 woman for every man |
| from 1 woman for every man to 3 women for every 2 men |
| from 3 women for every 2 men to 2 women for every man |
| more than 2 women for every man |

| Subject areas (CUN Areas)	RTD		RU		PA		PO	
	2017	2020	2017	2020	2017	2020	2017	2020
01-Mathematical and computer sciences	0.80	0.09	0.50	0.22	0.75	1.05	0.22	0.32
02-Physical sciences	0.11	0.33	0.31	0.80	0.17	0.19	0.00	0.00
03-Chemical sciences	1.20	0.89	1.89	2.67	1.12	1.00	0.91	1.27
04-Earth sciences	1.33	0.60	0.67	0.50	0.10	0.14	0.60	0.50
05-Biological sciences	0.67	0.74	1.58	1.71	1.40	1.70	0.65	0.67
06-Medical sciences	1.21	1.72	1.74	1.88	0.56	0.58	0.20	0.33
07-Agricultural and veterinary sciences	0.75	0.90	1.50	1.17	0.24	0.44	0.15	0.17
08-Civil Engineering and Architecture	1.22	0.47	0.44	0.50	0.45	0.55	0.12	0.25
09-Industrial and information engineering	0.14	0.06	0.11	0.33	0.19	0.17	0.05	0.04
10-Antiquities, philology-literature and art history	1.83	2.00	2.50	7.00	1.38	0.94	1.36	1.75
11 - History, philosophy, pedagogy and psychology	0.89	0.67	2.00	3.33	1.70	1.54	0.71	0.82
12-Legal sciences	1.20	0.88	0.75	0.43	1.21	1.24	0.36	0.46
13-Economics and statistics	1.17	0.71	1.00	3.00	0.80	0.90	0.38	0.44
14-Political and social sciences	0.33	0.33	2.33	3.00	0.90	0.75	0.27	0.11

Given the expected regulatory changes in the recruitment of academic staff, particular attention must be paid to the disparities noted in the position of type B fixed-term female researchers because the gap already present could result in further career gaps.
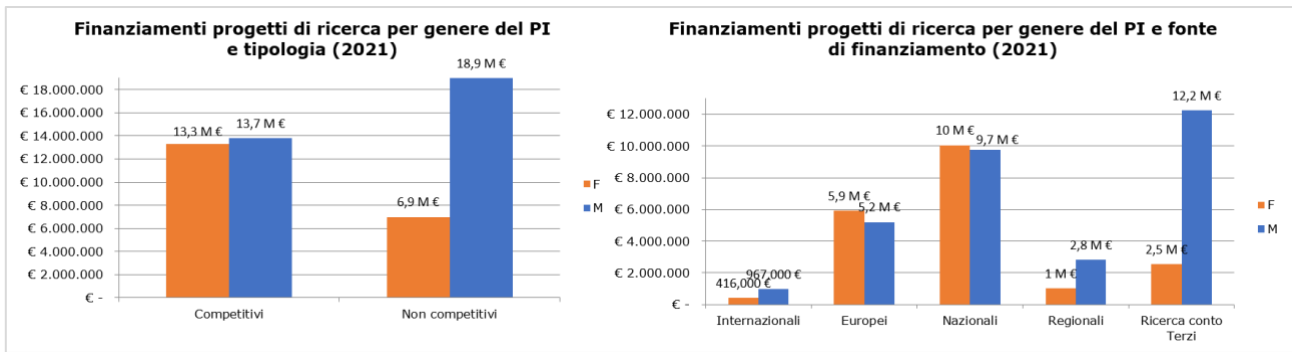
2.2.4 Research groups and projects

The percentage of research projects initiated **by** female **Principal Investigators (PIs)** in **2021** is broadly aligned with reference to **competitive funding** alone with the overall percentage of the University workforce (**41 per cent**). **Within non-competitive projects**, on the other hand, **the gender ratio** is **more uneven,** especially in **research projects commissioned by third parties** (see Fig. 2.16). **Despite the lower presence of female PIs, the value of funding from competitive calls is essentially even between genders** (13.3 million euros for female-led projects, 13.7 for male-led) (see Fig. 2.17).

The projection of these data over the three years 2019 – 2021 shows that women's participation as PIs in international projects is growing, remaining more or less stable in other projects; in terms of funding, the most significant growth is observed in European and national projects (see Fig. 2.16).
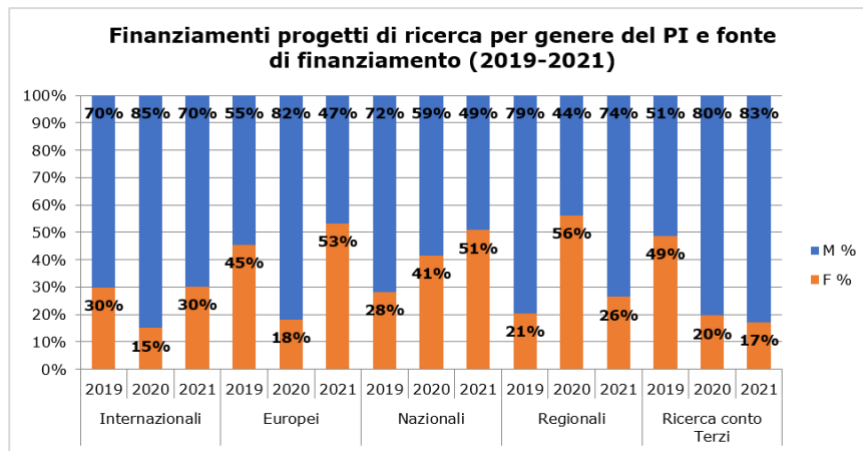
▶ **Fig. 2.15** - Number and percentage of research projects initiated by Unifi 2020 faculty and research staff by gender of Principal Investigator and type of project. Source: Area of Research and Technology Transfer, data from the Research Registry as of 31/12/2021 (updated September 2022).
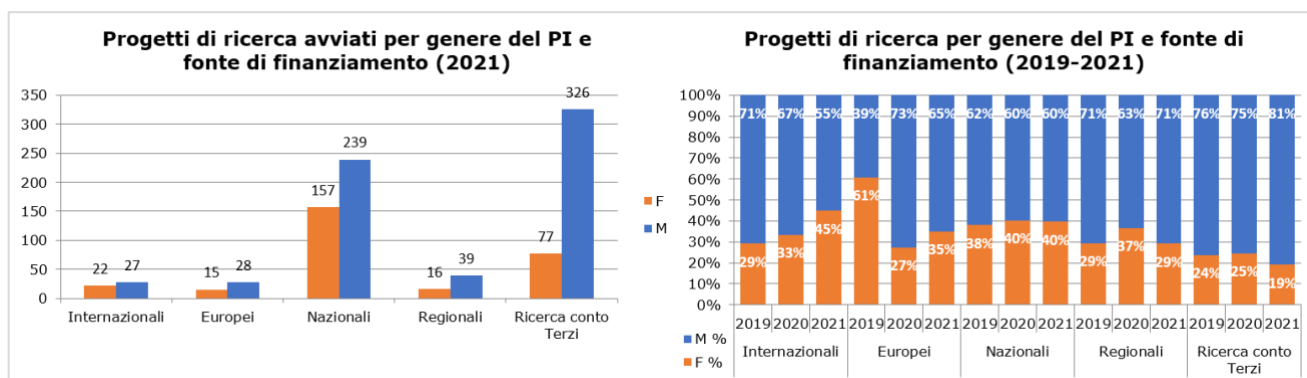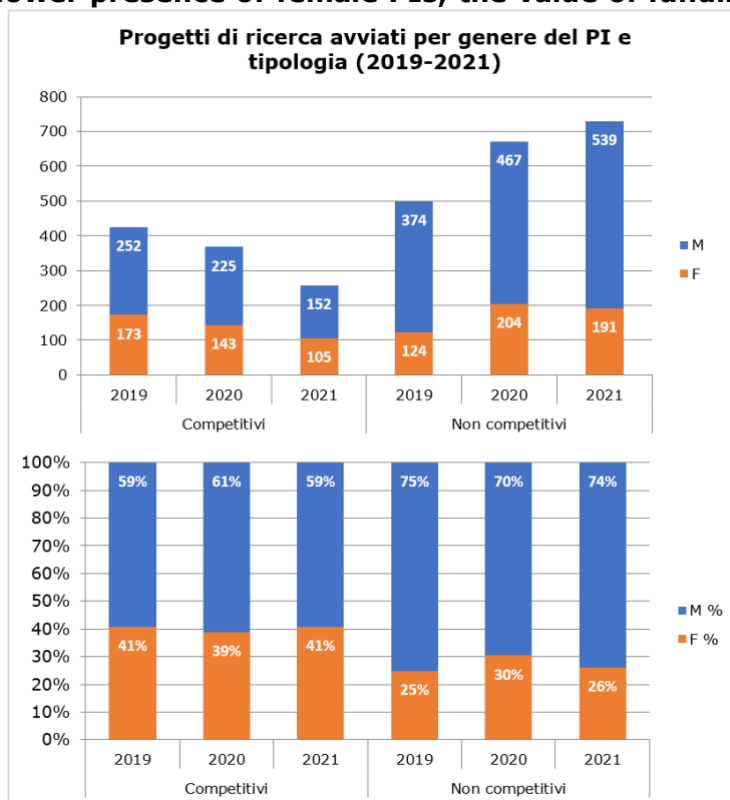
▲ **Fig. 2.16** - Number and percentage of research projects initiated by Unifi 2020 faculty and research staff by gender of Principal Investigator and source of funding. Source: Area of Research and Technology Transfer, data from the Research Registry as of 31/12/2021 (updated September 2022).

Finanziamenti progetti di ricerca per genere del PI e tipologia (2021)

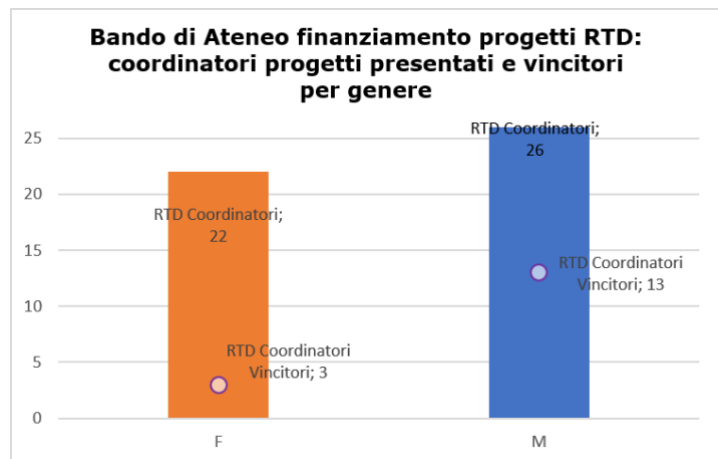**Finanziamenti progetti di ricerca per genere del PI e fonte di finanziamento (2021)**

▲ **Fig. 2.17** - Amounts of funding received for research projects initiated in 2021 by Unifi faculty and research staff by gender of Principal Investigator, type of project, and source of funding. Source: Area of Research and Technology Transfer, data from the Research Registry as of 31/12/2021 (updated September 2022).

Finanziamenti progetti di ricerca per genere del PI e fonte di finanziamento (2019-2021)

◄ **Fig. 2.18** - Percentage of research projects initiated between 2019 and 2021 by Unifi faculty and research staff by gender of Principal Investigator and source of funding. Source: Area of Research and Technology Transfer, data from the Research Registry as of 31/12/2021 (updated September 2022).

Among the initiatives to support and promote the work of young researchers, the University annually **funds** a **call for RTD-led competitive projects** (see Social Report, § 4.2). Women researchers **participated** in the 2021 call to a similar extent, both as project coordinators and as participants in research teams; significantly higher, however, was the percentage of **winning projects** from the funding coordinated by **men (about 80 per cent** - see Fig. 2.19).

Bando di Ateneo finanziamento progetti RTD: coordinatori progetti presentati e vincitori per genere

▲ **Fig. 2.19** - Number of RTD participants and winners of the 2021 University call for funding for research projects initiated by young Unifi researchers, by gender of Principal Investigator. Source: Research and Technology Transfer Area.

2.3 Technical-administrative staff

Data on the number of technical-administrative personnel, updated to 2021, are partly taken from the SICO information system of the Ministry of Economy and Finance, which is dedicated to the acquisition of information flows regarding personnel employed by public administrations, and partly from the internal management systems mentioned in the image captions.

### 2.3.1 Gender, contract levels, functional areas, and organizational positions
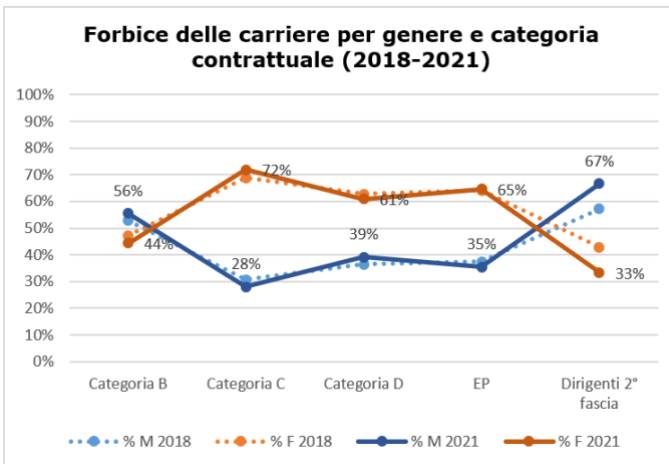
▲ **Fig. 2.20** - Percentage of technical-administrative staff by gender and contractual category, years 2018 and 2021. The values shown in the graph refer to 2021. Source: Management functions (Sico data as of 31/12 each year).

The gender breakdown of technical-administrative staff in the observed period (2018-2021) confirms a decided **prevalence of the female gender (67 per cent)** in contractual categories C, D and EP; in contrast, the **managerial** staff **sees the prevalence of the male gender (67 per cent).** A comparison of these percentage figures shows that **as seniority increases**, there is also a significant **percentage decrease in the presence of the female gender** (see Fig. 2.20). In 2021, the post of general manager was held by a woman.

The share of female staff hired on **fixed-term contracts** - amounting in the three years 2019-2021 to about 4 per cent of the staff in service - remains more or less stable, staying at the percentage observed in the total population (65 per cent). The share of female personnel belonging to **protected categories,** compliant in numbers with what is stipulated in the regulations, represents about 60 per cent of the total with a greater presence in categories B and C and is slightly lower than the percentage figure referring to general numbers.

With reference to educational qualifications (see Fig. 2.21), the data show that the percentage of femstholdinbachelor'sor'sor's**or's degree or higher is higher overall** (64.4 per cent vs 58.6 per cent).
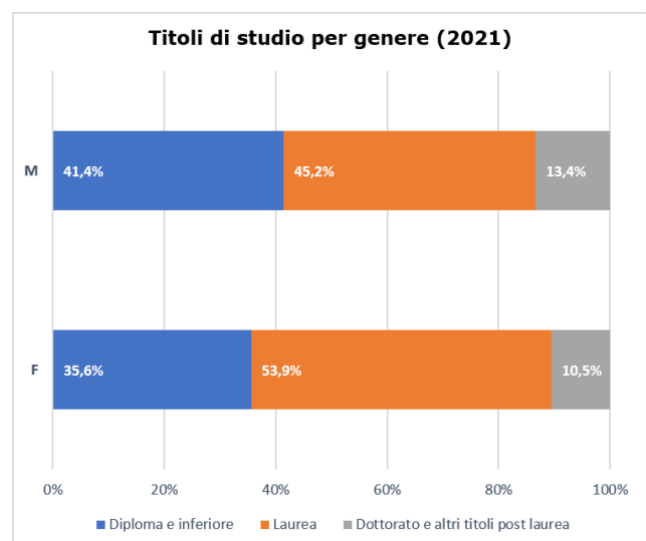
▶ *Fig. 2.21 - Percentage of administrative technical staff in service in 2021 by gender and educational level. Source: Management functions (Sico data as of 31/12 each year).*
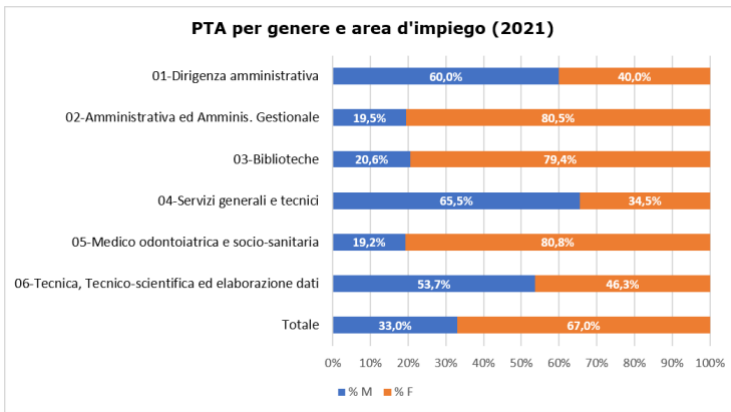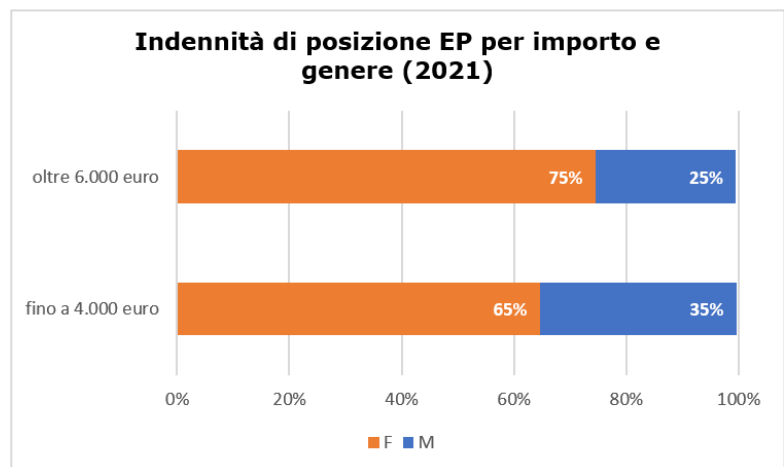
▲ Fig. 2.22 - Percentage of technical-administrative staff in service in 2021 by gender and functional area of employment. Source: Management functions (CSA data as of 31/12 each year).
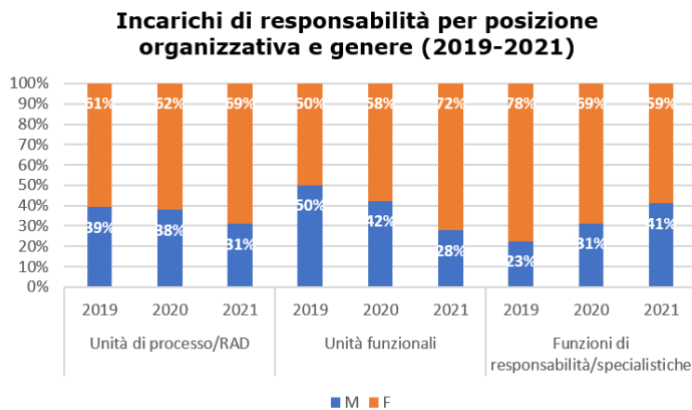
▲ Fig. 2.23 - Percentage of administrative technical staff who holds organizational positions by gender and position, years 2019-2021 typology. Source: Management functions (CSA data as of 31/12 each year).

The data analysis by **functional areas** (see Fig. 2.22) shows that the percentage of female staff is particularly high in the administrative-management area, libraries and social-health area. This percentage is broadly equivalent in **other areas such as technical, scientific-technical and data processing** (46.3 per cent), with an upward trend (2.3 per cent) from the previous year. This finding is confirmed with reference to top management figures where there is a higher percentage of female staff in **administrative management than in general and technical services**.

In 2021, the EP category staff included 69 per cent of women; the same gender proportions are found in the assignment of **positions of responsibility** related to this contractual category. Women receive a higher percentage of the highest allowances (see Fig. 2.24). For the other organizational positions provided for the division (functional unit heads/technical directors, responsibility functions and specialized functions), **female representation is** also **generally more frequent, more or less in line with overall numbers** (see Fig. 2.23).

▶ Fig. 2.24 - Percentage of EP administrative technical staff by gender and economic tier of position allowance 2021. Source: Management functions (CSA data as of 31/12 each year).
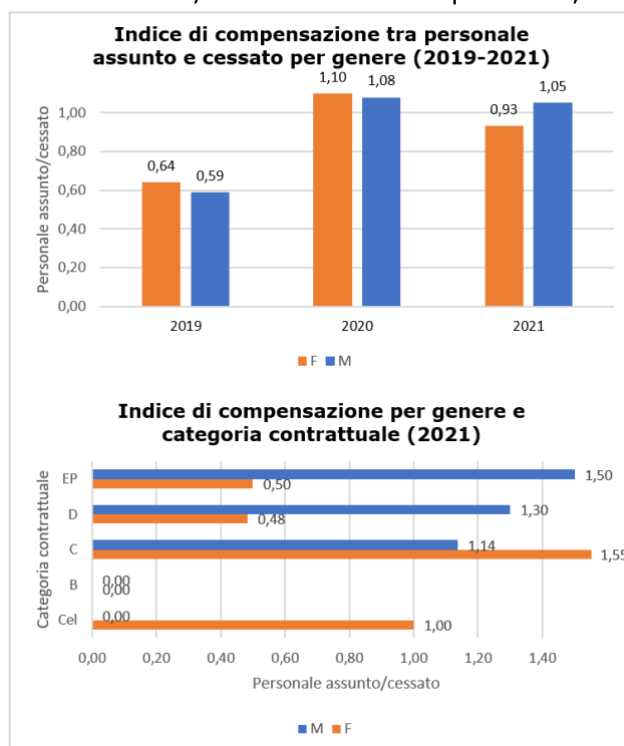

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2.3.2 Age and seniority

Since 2020, a significant turnover in technical-administrative staff has started in the University, mainly due to the numerous retirements resulting from the "quota 100" measure. The compensation index (staff units hired/staff units terminated; with an index equal to 1, the situation is in balance) shows that **hires have compensated the terminations to a similar extent overall for both genders**; in 2021, however, it is observed that this index is higher for female staff who have joined the C category; in the D and EP categories, the data show an opposite trend (see Fig. 2.25). Regarding the overall turnover ratio (difference between terminated and hired staff to total staff; with a value of 0, the situation is in balance; see Fig. 2.26), in 2019 it was negative for both genders, in 2020 it was slightly positive, and in a balance between genders (about 0.8%), and in 2021 it is negative for the female gender (-0.49%) and positive for the male gender (0.42%).

Examination of the data with respect to categories shows a **situation** with positive and higher values for women in category C (3% vs 1%**); in categories D and EP,** the values are, on the other hand, negative **for women** (- 6% and - 10%, respectively) and positive for men (2% and 3%, respectively); in category B and CELs the female gender is in balance (0%) while the male gender records -10% and - 25%, respectively.

The average age of technical-administrative staff, **52** in 2021, is slightly decreasing (53 in 2019); the gender distribution shows values consistent with overall numbers in each age group but a **slightly higher-than-average female presence in the range above 54**. Similar values between the two genders are also observed within the different contractual categories, except for the **EP and Manager** categories, where the **average age of the female component is higher** (see Fig. 2.27). **Nearly half of the staff** (47 per cent), **with similar proportions within the class of men and women, have a high length of service**, ranging from 21 to 31 years of
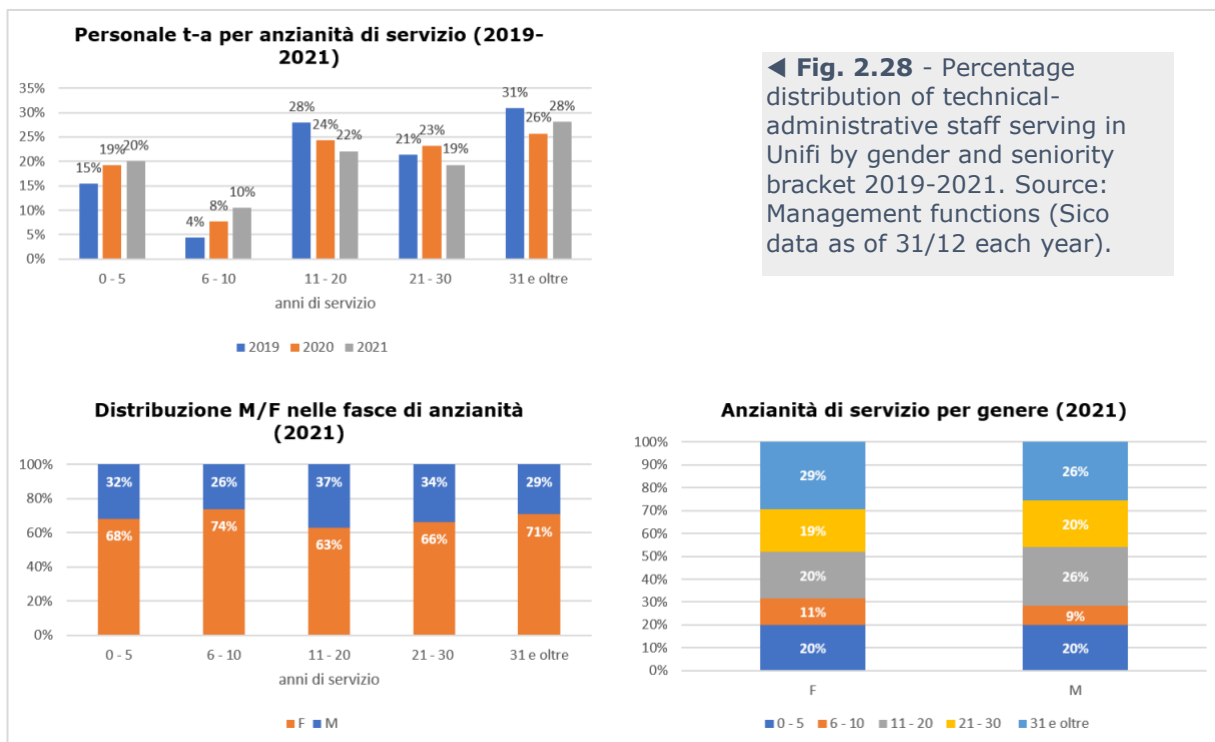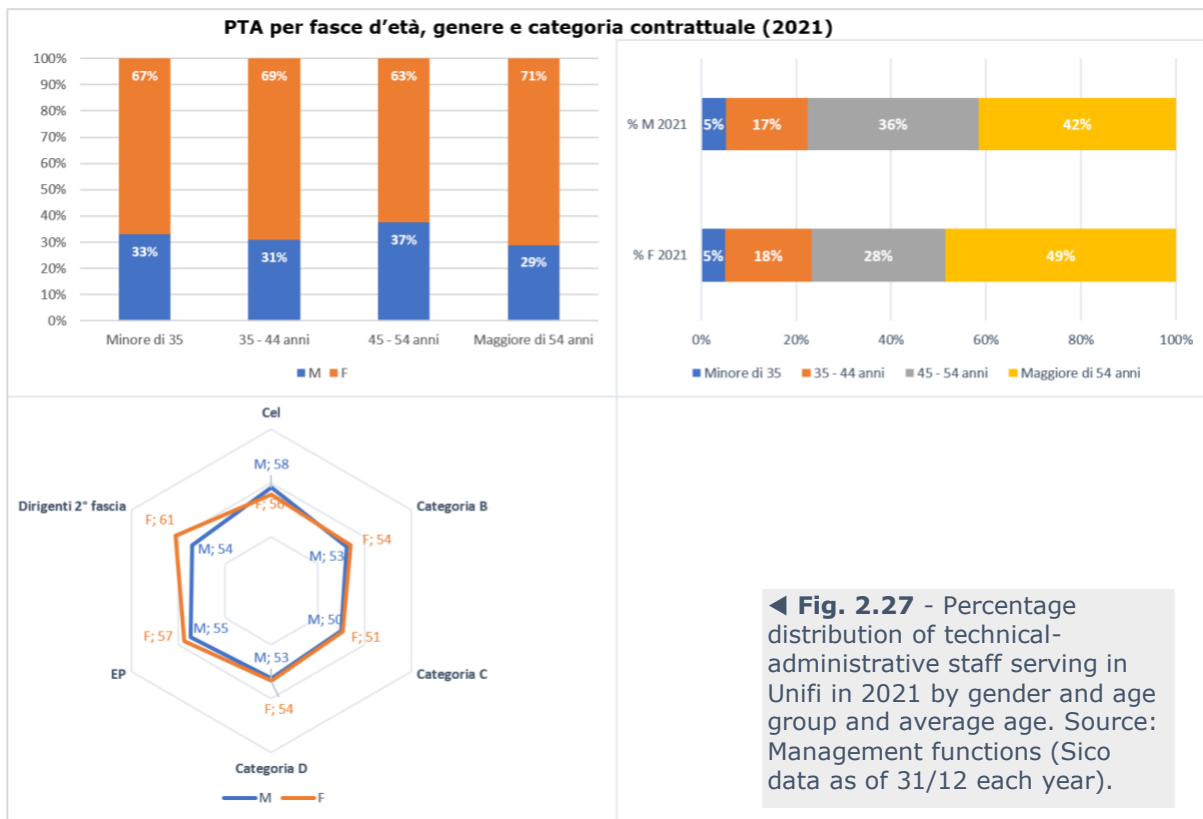

▲ **Fig. 2.25** - Index of compensation between hired and terminated staff by gender and contractual category, years 2019-2021. Source: Management functions (CSA data as of 31/12 each year).


▶ **Fig. 2.26** - Turn-over index by gender and contractual category, years 2019-2021. Source: Management functions (CSA data as of 31/12 each year).
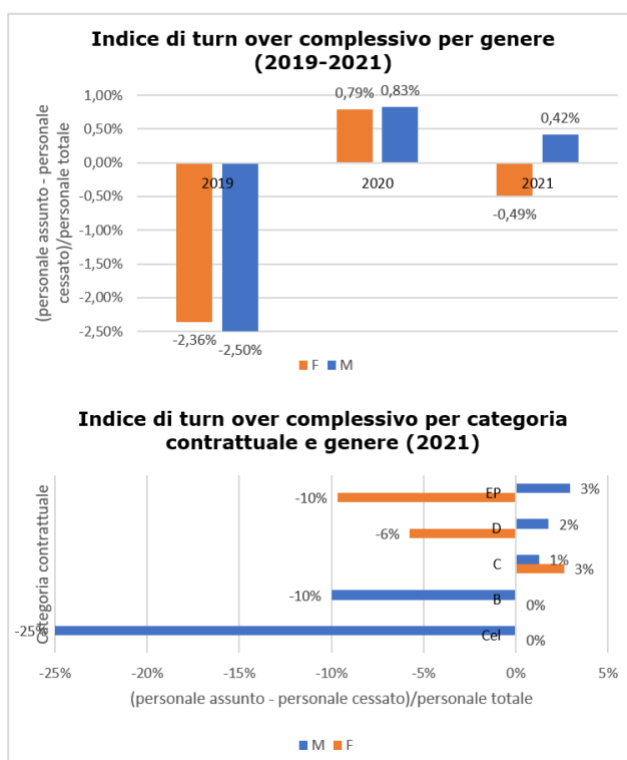
service and above; **in the three years 2019-2021**, there is a **marked increase in the number of staff in the 0 to 10 years of service brackets,** due to new recruitment (see Fig. 2.28).

◀ **Fig. 2.27** - Percentage distribution of technical-administrative staff serving in Unifi in 2021 by gender and age group and average age. Source: Management functions (Sico data as of 31/12 each year).

◀ **Fig. 2.28** - Percentage distribution of technical-administrative staff serving in Unifi by gender and seniority bracket 2019-2021. Source: Management functions (Sico data as of 31/12 each year).

2.3.3 Employment regime and working arrangements

Among the staff serving in 2021, about **84 per cent of women and 94 per cent of men** are in **full-time** employment; **85 per cent** of the 187 units employed in reduced hours **(part-time** greater than or less than 50 per cent) **belong to the female gender** (see Fig. 2.29). In any case, **the number of staff units that are in full-time employment increased among both men and women** in the last three years (84.2 per cent in 2019 vs 87.5 per cent in 2021); this increase can be related **to the introduction and/or consolidation of work-life balance institutions, such as telework and work from home for part of the week** (see § 3).
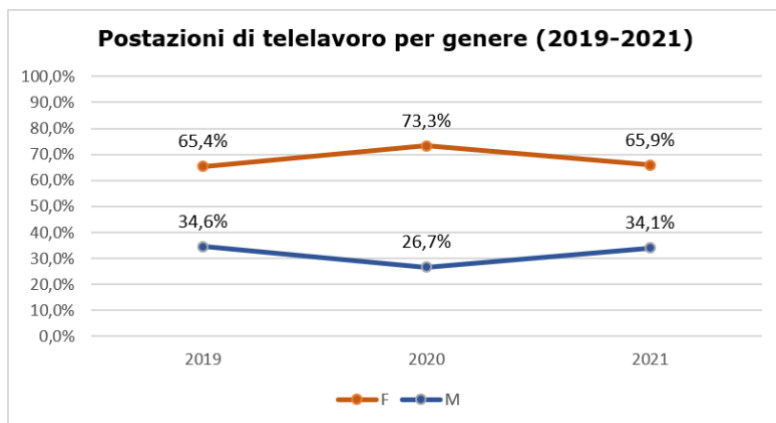
Regime di impiego per genere (2019-2021)
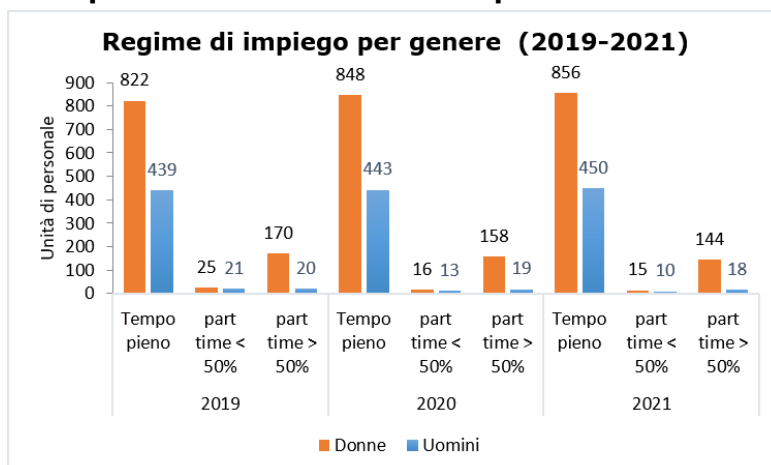
▲ **Fig. 2.29** - No. of technical-administrative staff units by employment regime and gender (2019-2021). Source: Directional Functions of Planning and Control (Sico data as of 31/12 of each year).
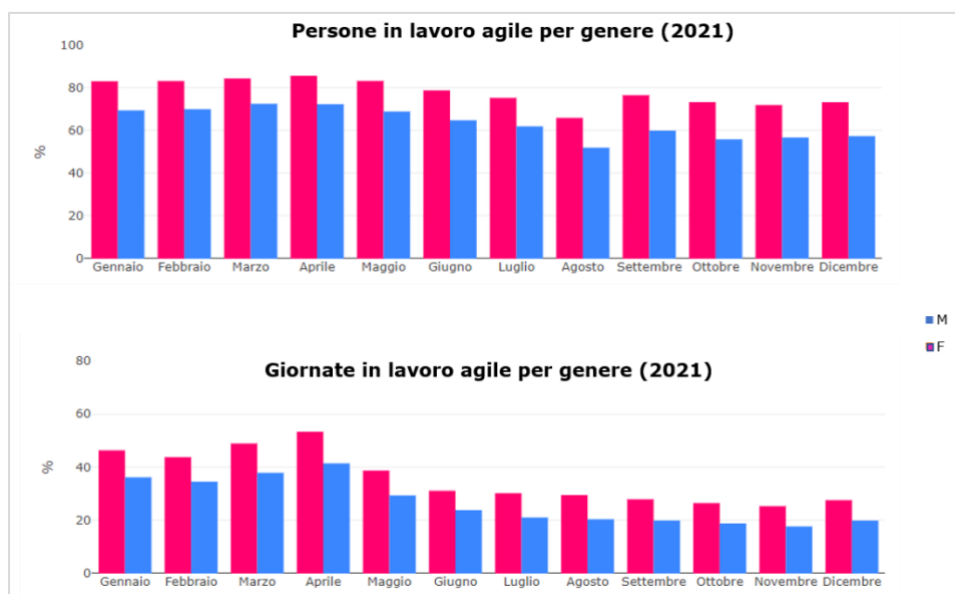
▲ **Fig. 2.30** - Percentage M/F distribution of staff with at least 1 day of remote work per month out of total staff in service in 2021 and of remote working days out of total actual working days in 2021. Source: UNIFI Directional Dashboard on Remote Work, POLA Steering Committee.
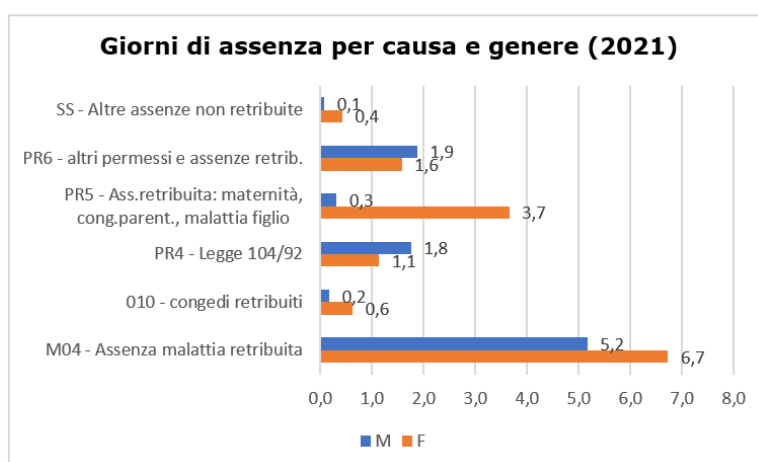
Also, in 2021, as in 2020, the development of the pandemic framework affected the organizational arrangements of technical and administrative staff. Specifically, in the first part of 2021, given the epidemiological conditions and nationally established measures to limit contagions, there was increased use of **work from home**, gradually decreasing as in-person activities resumed, until in the latter part of 2021, it settled steadily at around **30% of actual work days for women, and 20% for men**. During the year, an **average of 78 per cent of female employees and 63 per cent of male employees performed at least one work day per month remotely** (see Fig. 2.30). Telecommuting is also significantly more common among female workers (see Fig. 2.31).

Postazioni di telelavoro per genere (2019-2021)

F: 65,4% (2019), 73,3% (2020), 65,9% (2021)
M: 34,6% (2019), 26,7% (2020), 34,1% (2021)

◄ **Fig. 2.31** - Percentage distribution of assigned telework stations in UNIFI by gender (2019-2021). Source: Human Resources Area (approval of acts).

▼ **Fig. 2.32** - Average no. of days of absence taken in 2021 by cause of absence and gender of the applicant. Source: Directional Functions of Planning and Control (Sico data as of 12/31/2021; as of 2020, item PR5 also includes parental leave for Covid).

On average, **female** personnel tend to take **more days of absence than men, especially for maternity, parental and child sick leave**; in this regard, it will be interesting to observe the evolution of this aspect in the medium term, given the entry into force of the new legislation on parental leave, introduced by Legislative Decree No. 105/2022. Slightly higher take-up by men of leave related to Law 104/92 and other paid leave

Giorni di assenza per causa e genere (2021)

Cause	M	F
SS - Altre assenze non retribuite	0,1	0,4
PR6 - altri permessi e assenze retrib.	1,9	1,6
PR5 - Ass.retribuita: maternità, cong.parent., malattia figlio	0,3	3,7
PR4 - Legge 104/92	1,8	1,1
010 - congedi retribuiti	0,2	0,6
M04 - Assenza malattia retribuita	5,2	6,7

provided in special laws/national collective workers contract (CCNL).

While the prevalence of women in accessing these institutions (part-time, remote work, telecommuting, leave) is in line with the greater consistencies of the female gender among administrative technical staff, it also appears to indicate the greater need for flexible work arrangements, capable of reconciling work time with commitments of private and family life, often pertaining only to the female gender.

2.4 Student component

Data on the student component (sources are made explicit in the figure captions and refer to MUR's Opendata database, ANVUR indicators on careers, Almalaurea's survey of graduates' profiles and employment status) offer a composite cross-section on the academic careers and professional prospects of students.

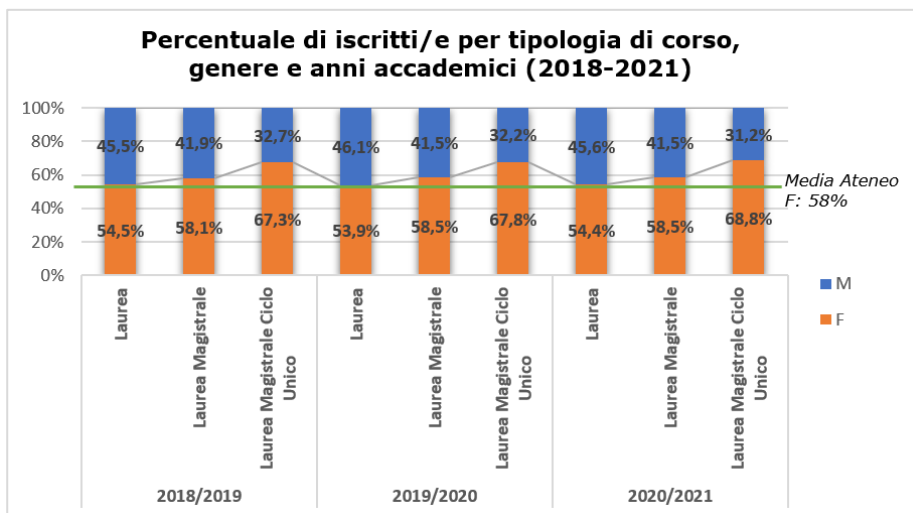## 2.4.1 Choice of pathways and career starts

In the three years 2018-2021, the percentage distribution between **female and male** students enrolled in the **Degree Courses** remained stable, with a **prevalence of the female component** - on average **58 per cent**, and more pronouinSingle-CMaster'ster'ster'ster's Degrees (see Fig. 2.33) - despite a higher male presence in the national population in the 18-24 age group.
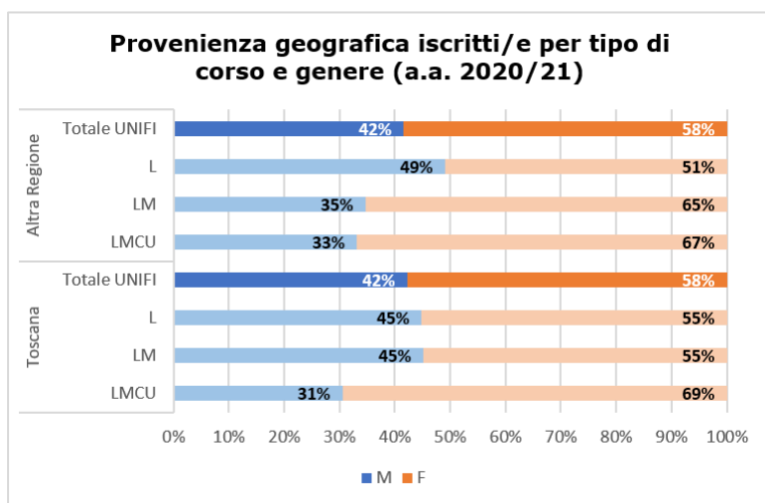
The **geographic catchment** area of students enrolling at the University of Florence (see Fig. 2.34) is predominantly regional (about 80 per cent). The data show that among

▲ **Fig. 2.33** - Percentage distribution of enrollment by gender and type of Study Program, a.y. 2018/19, 19/20, 20/21. Source: MUR Opendata, Student Series (updated September 2022).

those enrolled in Bachelor's degrees, it is predominantly the female students who choose to stay in Tuscany (55 per cent vs 45 per cent in Master's degrees). **On the other hand, the number of female students from other regions (65 per cent)** is significantly **higher than that of the male component (35 per cent)**. From the Almalaurea Survey on the Profile of 2021 graduates, it is found that the percentage of **first-generation female students from families with non-graduate parents** (69 per cent) **and belonging to the labour class** (21 per cent) is **higher than the percentage of male** students (64 per cent and 18 per cent, respectively).

▲ **Fig. 2.34** - Percentage distribution of those enrolled a.y. 20/21 by gender and geographical area of origin. Source: MUR Opendata, Student Series (updated September 2022).

With reference to students with health or learning disabilities, it appears that among the 1,207 students enrolled in A.Y. 2020/21 (see Social Report, § 3.4), **56 per cent belong to the female gender** (basically in line with the overall gender breakdown).

The distribution of enrollment by disciplinary areas confirms the phenomenon of **horizontal segregation of both females and males in some areas of knowledge**: in fact, there is still a decided **preponderance of males in engineering and ICT** courses, an absolute **majority of females in education courses**, and, albeit to a lesser extent, in the **health, humanities and social sciences** areas (see Fig. 2.35). Overall, **around 30%** of the University's study programs activated in 2020/21 (a better percentage than the national figure of 26 per cent) show an equitable enrollment distribution (see Fig. 2.36).
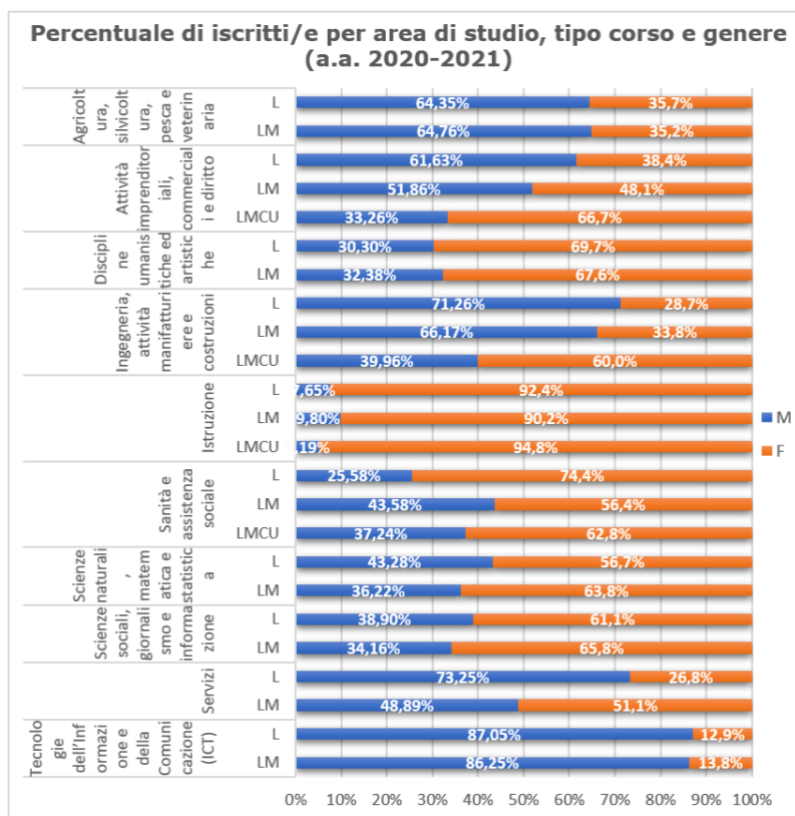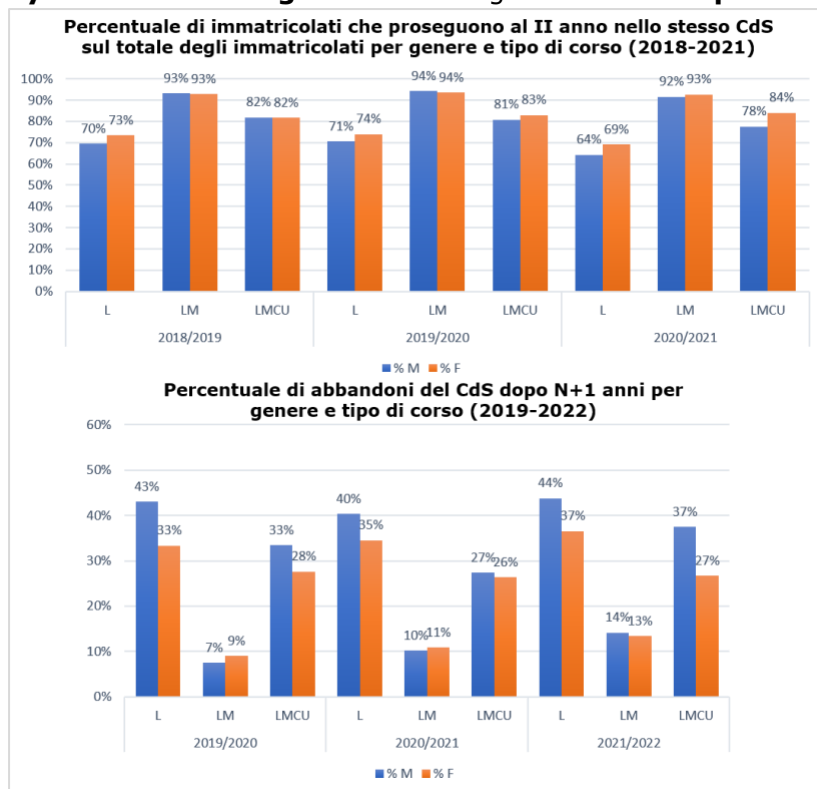

▲ **Fig. 2.35** - Percentage distribution of enrollment a.y. 20/21 by gender, subject area and type of Study Program. Source: MUR Opendata, Student Series (updated September 2022).
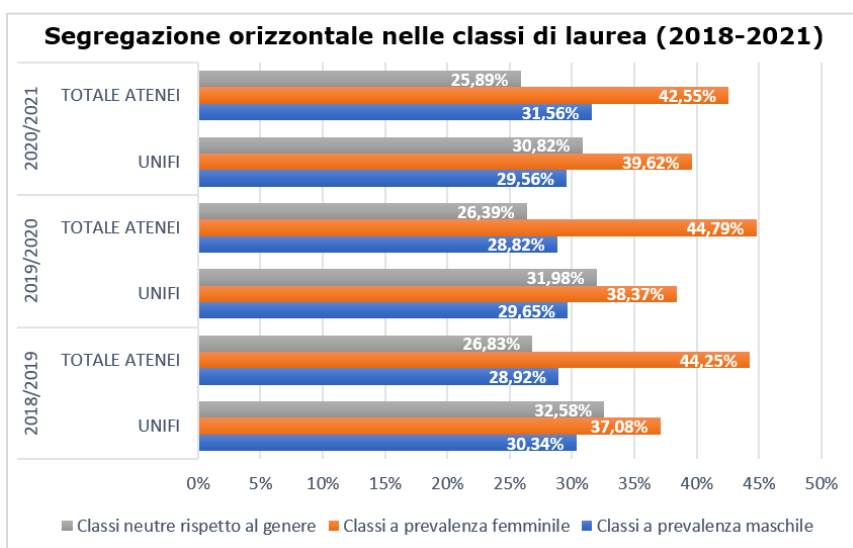
◄ **Fig. 2.36** - Segregation of study programs with respect to gender: percentage of male- and female-dominated and gender-neutral degree classes, a.y. 2018/19, 19/20, 20/21, UNIFI and comparison with Italy's average. Source: MUR Opendata, Student Series (updated September 2022).

2.4.2 Study path

The **continuation of studies** sees a higher **percentage of female students** among matriculated students who go on to the 2nd year of the same study program compared to their male counterparts. This is found especially **among those enrolled in Bachelor's and single-cycle Master's degrees**. With regard to the **dropout rate after N + 1 years**, it is also observed that this is much higher for male students, both in Bachelor's and **single-cycle Master's degree** programs in **both continuation of studies and dropout rates**, the gender ratio is **almost equal** (see Fig. 2.37). Although physiological fluctuations can be observed from one academic year to the next, in the three years 2018-2021, the growth in female students' dropouts beyond the natural duration of Bachelor's and Master's degree programs will have to be closely monitored as it is greater than the growth recorded for male students (although, as indicated above, in absolute terms the male percentage in dropouts is higher).


▲ **Fig. 2.37** - ANVUR iC14 and iC24 indicators by gender and course type, a.y. 18/19-21/22. Source: SUA Fact Sheet, Annual Indicator Monitoring, ANS File (updated July 2022).

Under **international mobility programs**, the take-up rate is higher for **female students than their male counterparts;** the outgoing female students under the Erasmus Study program account for 66 per cent of the total and under the Erasmus Traineeship program, 68 per cent. The figure is relevant because compared to the enrollment rate, participation in international programs by female students is 8-10 percentage points higher (see Fig. 2.38). The increase in the absolute number of outgoing students in the three years 2019-2021 is in line with a steady growth in female participation, particularly in the study programs in the Schools of Economics, Human Health Sciences and Humanities and Education.
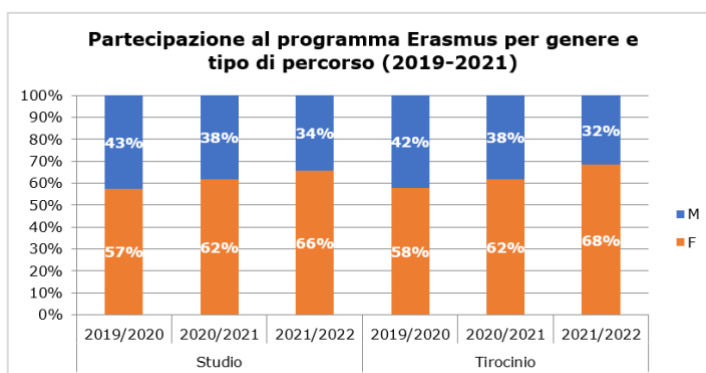

▲ **Fig. 2.38** - Student participation in the Erasmus program: percentage distribution by gender and type of program, a.y. 18/19-21/22. Source: Educational Services Area, International Mobility Unit (updated September 2022).

Regarding the gender distribution of **graduates**, the figure for 2020 is in line with enrollment consistencies; the **trend in the three years 2018-2020 is one of gender rebalancing** compared to previous years where the percentage of female graduate students was higher than

the percentage of enrollment (see Fig. 2.38). In terms of **performance,** those of female students remain, however, **slightly better: graduation within the standard course length** (see Fig. 2.40) **and graduation grade** (see Fig. 2.38). The top grade is achieved by 62 per cent of female students and 38 per cent of male students.
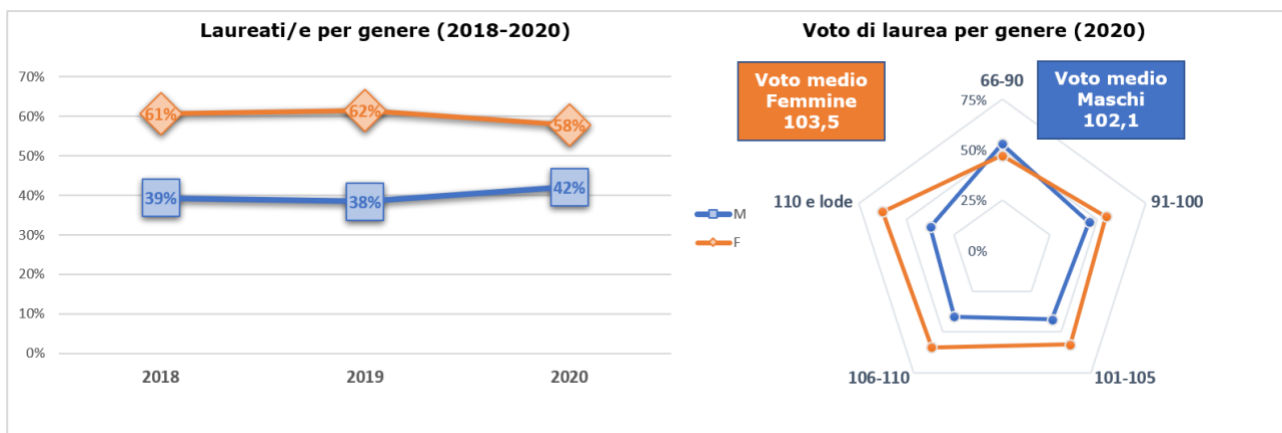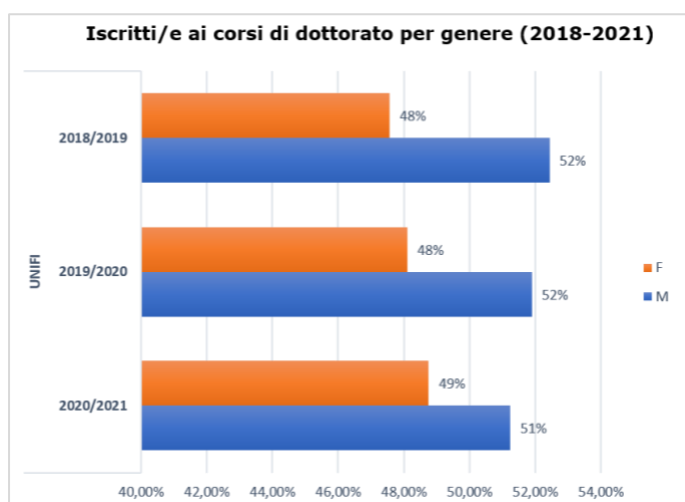

▲ **Fig. 2.39** - Percentage distribution of graduates, calendar years 2018-2020 and average graduation grade in 2020 by gender. Source: MUR Opendata, Student Series (updated September 2022)
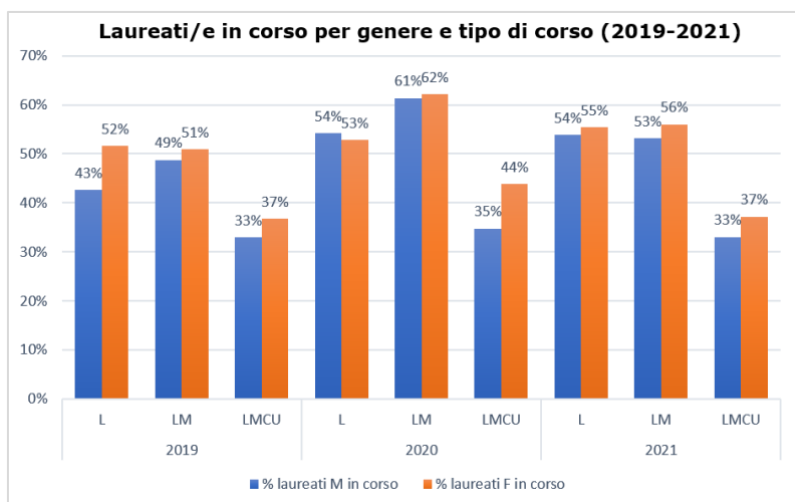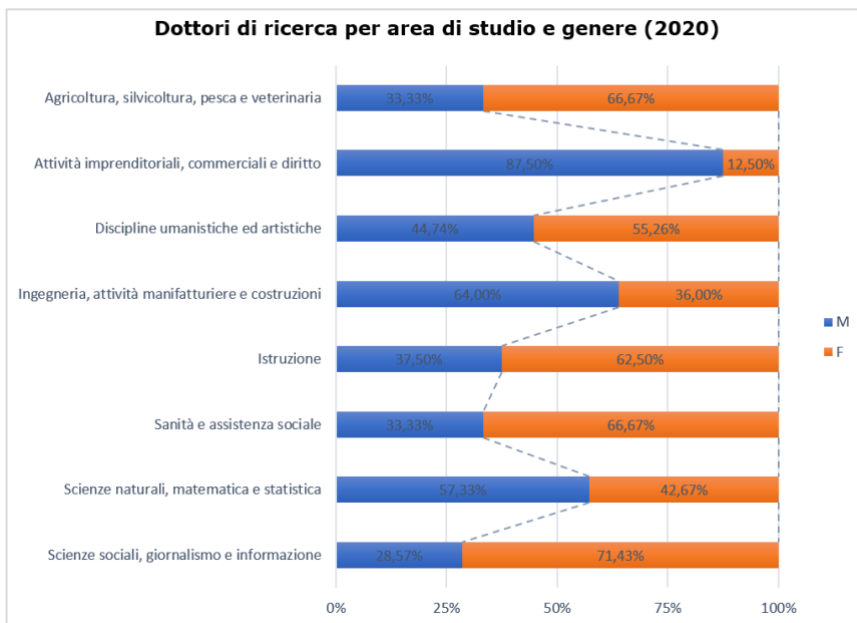

◄ **Fig. 2.40** - ANVUR iC22 indicator by gender and course type, calendar years 2019-2021. Source: SUA Fact Sheet, Annual Indicator Monitoring, ANS File (updated July 2022).

2.4.3 Post-graduate studies

Regarding the **PhD** program (Fig. 2.41), over the past three years, the percentage of **enrollment by the female gender** has always been slightly lower than the male gender (49 per cent in 2020/21) and is similar to the national average.
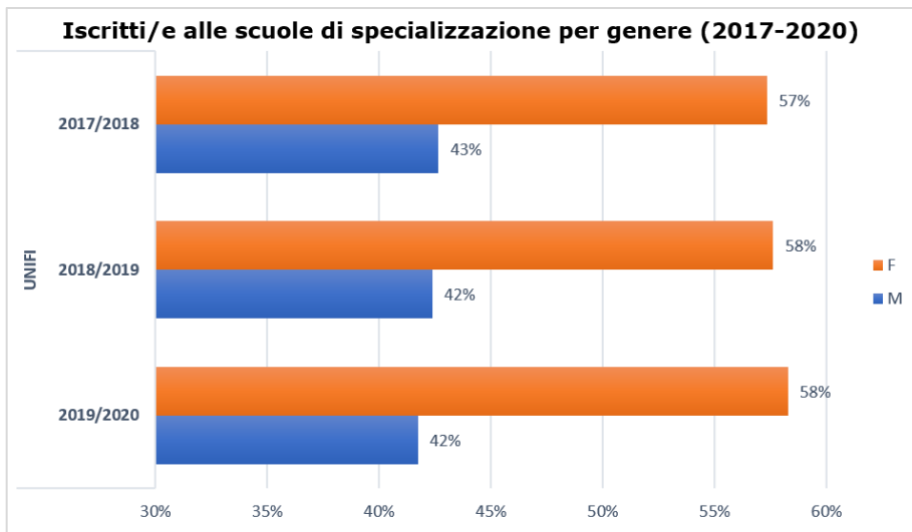

◄ **Fig. 2.41** - Percentage distribution of PhD course enrollment by gender, a.y. 18/19, 19/20, 20/21. Source: MUR Opendata, Student Series (updated September 2022).

Dottori di ricerca per area di studio e genere (2020)

Area	M	F
Agricoltura, silvicoltura, pesca e veterinaria	33,33%	66,67%
Attività imprenditoriali, commerciali e diritto	87,50%	12,50%
Discipline umanistiche ed artistiche	44,74%	55,26%
Ingegneria, attività manifatturiere e costruzioni	64,00%	36,00%
Istruzione	37,50%	62,50%
Sanità e assistenza sociale	33,33%	66,67%
Scienze naturali, matematica e statistica	57,33%	42,67%
Scienze sociali, giornalismo e informazione	28,57%	71,43%

◄ **Fig. 2.42** - Percentage distribution of PhDs in calendar year 2020 by gender and subject area. Source: MUR Opendata, Student Series (updated September 2022).

There is horizontal segregation for doctoral programs, albeit to a lesser extent than observed for undergraduate and graduate programs and different areas of knowledge, with a **more prominent female presence in the humanities, education, health and social sciences**. Anomalous, compared to what is the case for the study programs, is the figure for **agricultural science** PhD programs where the female gender prevails. (see Fig. 2.42).

Iscritti/e alle scuole di specializzazione per genere (2017-2020)

Anno	F	M
2017/2018	57%	43%
2018/2019	58%	42%
2019/2020	58%	42%

UNIFI

◄ **Fig. 2.43** - Percentage distribution of those enrolled in graduate schools by gender, a.y. 17/18, 18/19, 19/20. Source: MUR Opendata, Student Series (updated September 2022).

For the **Specialization Schools**, the **female component accounts for most of the enrollments**, which is unsurprising given that most of these Schools belong to the medical and humanities areas. The figure has been stable over the past three years and aligns with the national average (see Fig. 2.43).

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2.4.4 Employment status

With respect to the **employment status** of **female graduates, their better performance in the study cycle** is not in line with the employment rate. Reading data from the Almalaurea 2022 survey, one year after graduation, the **employment rate** (see Fig. 2.44) of bachelor graduates is the same for males and females (about 45 per cent), higher for male master's graduates (78 vs 72 per cent of females) and better for the female component among single-cycle graduates (78 per cent vs 75 per cent). **Five years after graduation**, however, the gap between male and female master's graduates **widens** further (93 per cent of males are employed versus 86 per cent of women), while that among single-cycle graduates practically cancels out (90 per cent employed among both women and men).

▶ **Fig. 2.44** - Employment rate of Unifi graduates by gender and course type, 1 and 5 years after graduation, and comparison with Italy's average. Source: Almalaurea Survey 2022 on the Occupational Condition of Graduates.
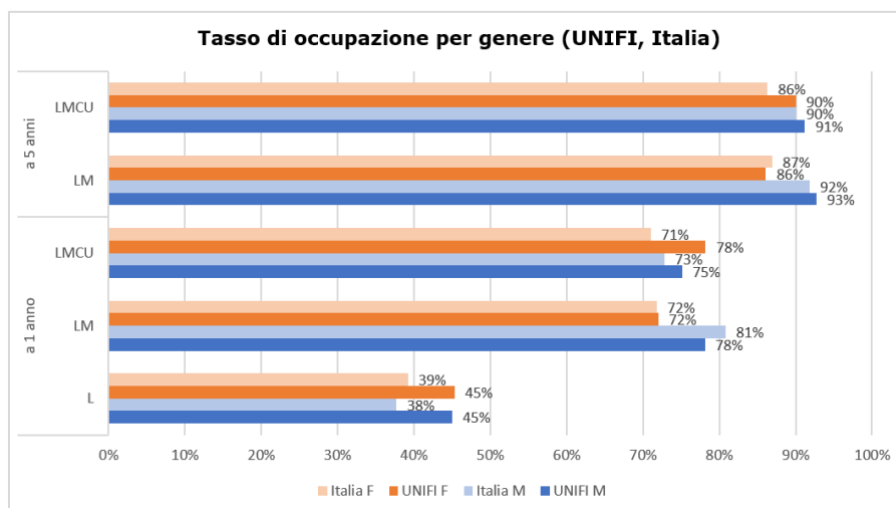
A further difference is in **monthly net pay, which is systematically lower among women, just as there are more permanent contracts** for the male gender. Exceptions are those graduating in single-cycle study paths. In this case, in the rate of employment with a permanent contract both at one year after graduation and at five years prevails the female gender. (See Fig. 2.45).
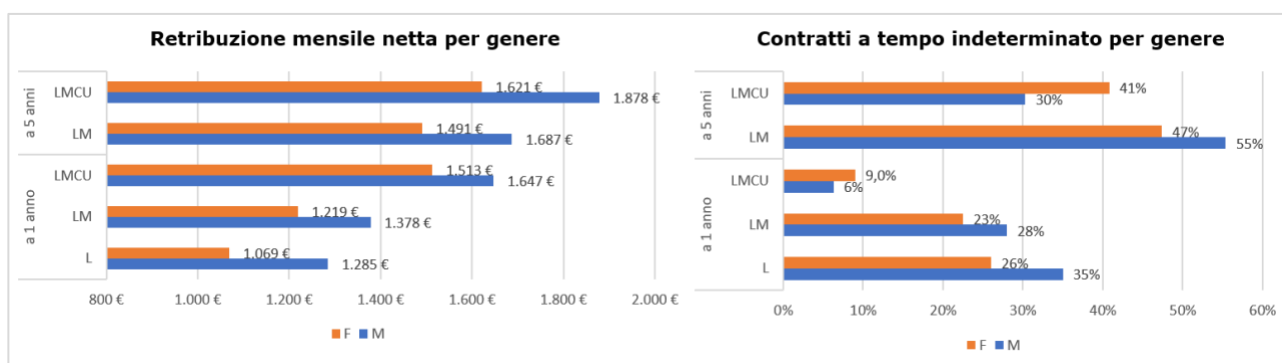

▲ **Fig. 2.45** - Net monthly earnings and permanent contracts of Unifi graduates by gender and course type, 1 and 5 years after graduation. Source: Almalaurea Survey 2022 on the Occupational Condition of Graduates.

Although female students have, in general, a more regular and productive academic career than their male counterparts, they do not enter the workforce equally, with significant divergences in terms of employment rates and salary levels. This difference is also found in preferences for specific areas of study and highlights the need for targeted interventions on guidance and outplacement policies.

Section 3| Gender equality strategies and initiatives

The analysis from a gender perspective of the consistencies, career paths and expectations of the people who are part of the University makes the Gender Balance of the University of Florence a tool for promoting the University's equal opportunity strategies. In this sense, this document, placing itself in the cycle of the general processes of planning, implementation and evaluation of the results of the institution, constitutes a necessary information support for the planning of future policies and for the allocation of resources aimed at removing obstacles that preclude equality, as well as for the monitoring of the outcomes and impacts of the actions promoted. Its integration with the University's other planning, management and reporting documents ensures that the gender perspective becomes an integral part of its governance.

The Gender Report 2021 represents the synthesis of a path initiated in previous years by the University, in particular through the work of the CUG, and the start of a new planning cycle, which finds primary documentary evidence in the Gender Equality Plan 2021-2024 (GEP), promptly drafted, in coherence with its policies, by the new governance of the University, which took office in September 2021. In the logic recently reaffirmed by the legislature, the University hopes to intensify, in the coming cycles, the coordination of planning and reporting tools for its activities, including those of an economic-financial nature (through the reclassification of the income statement from a gender perspective, which could not be produced for this cycle), continuing on the path already started with the 2022 planning, through the inclusion in the PIAO (Integrated Plan of Activities and Organization) of gender equality policies drawn from the PAP (Positive Actions Plan) and GEP, and with the 2021 reporting, through the dialogue between the Social Report and the Gender Report. In addition, given the different ways of approaching the issues, it will be the task of the working group to re-analyze the content of the GEP to check its holding margins.
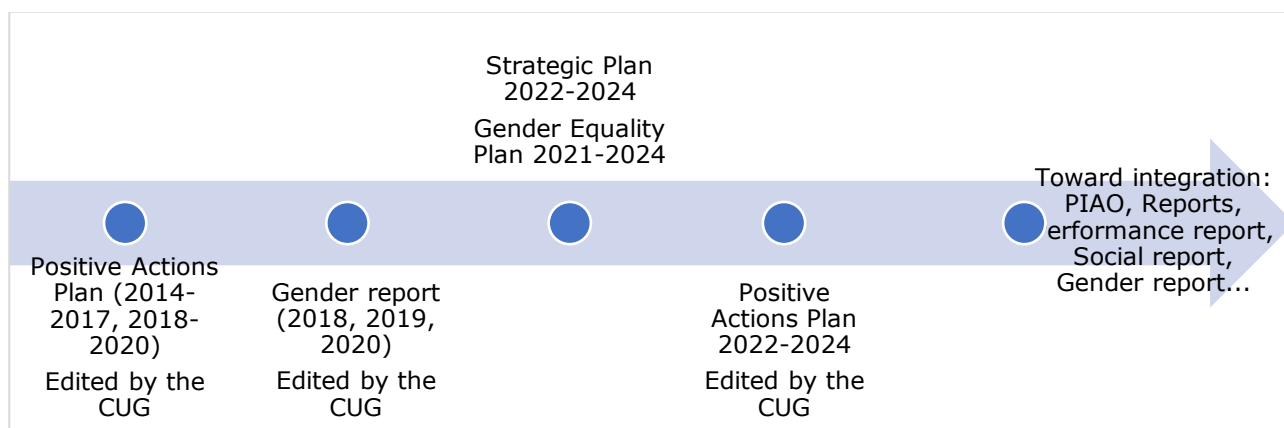
▲ **Fig. 3.1** - The path of integrating gender perspective in Unifi's planning and reporting documents.

3.1 Implemented initiatives

Actions recently activated by the University to support gender equality include:

➢ **International Day for the Elimination of Violence against Women**. To remember the victims of gender-based violence, on 21 November 2021, the facade of the University was lit up with red, and red shoes, symbolizing the anniversary, were placed at the entrance of the Rectorate.

▶ **Fig. 3.2** - The facade of the Rector's Office lit up in red to mark the International Day Against Violence Against Women (Nov. 21, 2021).

➢ **Training and outreach activities**. A necessary cross-cutting action to promote awareness and counter implicit bias in University's activities (in evaluations, mentoring activities, staff recruitment procedures, and distribution of funding) starts with communication, training and awareness-raising of the academic community and the citizenry on these issues. Among the many conferences, meetings, exhibitions, performances, and other types of outreach initiatives organized by the University of Florence **in 2021** are **22 events dedicated to gender issues**. These include the **seminars organized by the CUG**: the series of events "Equality Pills. The feminization of professions between social change and stereotypes," the panel discussion "Afghanistan, yesterday and today. Testimonies, Analysis, Actions and Projects," the study seminar "Gender Violence as a Cultural Product.

➢ **Flexible forms of work**. As early as 2018, to facilitate work-life balance for technical-administrative staff, the University experimentally introduced the institution of **teleworking**

▲ **Fig. 3.3** - Posters of training and dissemination events on equal opportunity issues organized by the CUG in 2021.

(governed by special regulations and arranged through an annual call for applications) and initiated a reflection on the applicability of partially working from home. Between 2020 and 2021,

with the global health emergency from COVID-19, a peculiar form of **working from home** became the standard mode of service for public administrations for several months; however, having **overcome the state of emergency** and with the re-establishment of in-person activity as the standard work mode, the University is now committed to **enhancing the accumulated experience** in a harmonious path in which the various contractual institutions (including hourly and leave forms) concur in the most appropriate way for each to the best **balance between the quality of services provided and the personal needs** of workers. Therefore, the promotion and proper implementation of these institutions are among the goals of the GEP and the PAP (see below). In 2021, 44 telecommuting positions were advertised; in early 2022, the complete exhaustion of eligible applicants was arranged. A new call for applications was opened, leading to the total allocation of 147 positions, 60 more than initially planned. During 2021, a new working hours regulation was also implemented in some University facilities, aimed at articulating on-duty attendance arrangements with greater organizational flexibility according to planned results.

➢ **Inclusive pathways for students.** To facilitate students who, for personal and family reasons, feel that they are unable to attend regularly and take exams on time (students who are working, engaged in the care and assistance of family members, with health problems, diagnosed with learning disabilities, pregnant, with children, or engaged in high-level sports), the University has provided a form of **part-time enrollment**, which allows them to design an educational path adapted to their specific situation. This type of enrollment has been on the rise in the last academic year. In addition, since 2016, the University has introduced the possibility of activating the "**Career alias**", a tool for the protection of transgender people that allows those who have embarked on the path to sex attribution rectification or have been diagnosed with gender dysphoria to use, within the University, their elective name. Eight alias careers have been activated in the past two years.

➢ **Guidelines for promoting gender balance in scientific events at the University of Florence.** Approved in 2020 by the University of Florence at the urging of the CUG, they recommend several measures in the organization of academic events from a list of interventions formulated in a balanced way concerning gender and other categories of difference that are also recommended to be taken into account, to avoid reinforcing stereotypes in terms of scientific competence, to organizational solutions that take into account any conciliatory needs, to the provision of equal opportunity criteria in the distribution of funding.

3.2 Planned actions

The measures identified by the University to promote gender equality are defined in the **Gender Equality Plan 2021-2024** (GEP); additional initiatives are proposed in the **Three-year plan of positive actions** drawn up annually by the Committee for Equal Opportunities.

The goals of the **Gender Equality Plan**, aimed at facilitating the realization of equitable and inclusive learning and working environments in which all talents can be free to flourish, are broken down into **four priority areas**, each accompanied by actions, indicators, targets, and allocated resources:

➢ **Work-life balance**: specific actions include the consolidation of conciliatory tools intended for technical-administrative staff (teleworking, partial work from home, flexible hours) and the design of **new services** dedicated to the entire academic community (e.g., **playroom, babysitting**). During 2022, the **Regulations on Teleworking have been entirely revised**. To regulate **partial working from home**, in May 2022, the University entered into an initial **agreement** (**to manage the transitional phase** until December 2022) with employees who expressed an interest in doing part of their work remotely, within limits set by the administration

(maximum 15 per cent of working hours per week). Following the experimentation carried out in 2021 (see above), a **new working hours document**, in which more flexible hours formulas are included, is currently being discussed at union tables. In order to plan further actions in this area, the outcomes of the Survey on Remote Work at the University of Florence, sponsored by the CUG and concluded in 2021, will be considered.

➢ **Gender balance in top management positions and decision-making bodies**: through training and regulatory review initiatives, the aim is to foster a more balanced representation at all organizational levels (see § 2.1).

➢ **Gender mainstreaming in research and teaching programs** to raise the community's awareness of the issue, promote inclusive attitudes, and detect gender aspects in research groups and research content. Pending the completion of the census initiated by the University on research topics and groups, it is possible to derive an initial overview of research topics and projects related to gender issues from the archive of research products Flore and the Research Registry. In 2021, **52 publications and 30 research projects related to the sustainable development goal of "Gender Equality** have been published. Similarly, **38 degree programs of the University**, mainly distributed in the Schools of Human Health Sciences and Humanities and Education, declare their relevance between their educational goals and SDG No. 5. In 2021, the Green Office implemented a complex classification of subjects based on connection to the Sustainable Development Goals. Since 2022, the subjects' syllabi have allowed teachers to indicate such relevance.

Strategic Goals of UNIFI GEP 2021-2024	Actions
Promotion of reconciliation of work and family/private life	• *Designing a playroom/babysitting service* • *Strengthen the use of conciliatory tools in the workplace, with particular reference to telework and partial working from home*
Gender balance in top positions and decision-making bodies;	• *Promote gender education through discussion workshops with research groups working on these issues* • *Improving gender balance in institutional and governance positions*
Integration of the dimension of gender in research and syllabi	• *Introduce inclusive terminology into curricula and research programs* • *Providing courses or educational modules aimed at raising awareness of gender issues, homophobia and transphobia, with to build welcoming and inclusive environments.* • *Inclusion of the gender dimension among the evaluation criteria and/or awards for obtaining University funding* • *Inclusion of the gender dimension in research among the evaluation criteria and awarding of University theses* • *Organization of training events aimed at raising awareness of the importance of gender mainstreaming in research content*
Contrast of gender-based violence including sexual harassment	• *Update of the "Code of Conduct for the Protection of Personal Freedom and Dignity in the Work Environment"* • *Creation of desks for listening/reporting/identifying pathways for gender-based violence*

Consistent with its role, the CUG, in its **Positive Actions Plan**, has highlighted **additional areas of in-depth study of the gender dynamics** present in the University and society, and has planned **initiatives partly coordinated with the GEP and partly independent,** to contribute to the University's gender equality strategies.

Action areas of the PAP 2022-2024*	Actions
Training, awareness, communication	• *Preparation of informational materials on the Code of Ethics, the Code of Conduct for the Protection of Personal Freedom and Dignity in the Work Environment, and the*

	protection tools offered by the University, the guarantee bodies and their respective prerogatives. • Moments of scientific reflection and cultural insight addressed to the entire academic community, and extended to the public at large on discriminatory behaviour, harassment (verbal and sexual), straining, bullying, violence (domestic and workplace). • Use of non-discriminatory and gender-sensitive language in institutional communication, administrative documents and acts, public events, and everyday academic life • Coordination between CUGs of Tuscan universities (Florence, Pisa, Siena, University for Foreigners of Siena) to promote training activities.
Equal opportunity, anti-discrimination and inclusiveness	• Appoint a Trust Advisor(s) within the University • Review of internal codes and training paths on the topics contained therein • Gender representation in selection committees in personnel hiring procedures (including fixed-term), and for admission to PhD programs • Countering Unconscious Bias • Study of the critical elements that emerged from the Gender Report in order to plan corrective interventions • Extension to faculty, TA and CEL staff of the access to the alias career pathway and simplification of the procedure • Establishment, in collaboration with Firenze University Press, of a prize for doctoral theses, which deal with issues within the competence of the CUG
Organizational well-being, corporate welfare, work-life balance	• Analysis of the results emerging annually from the organizational well-being and customer satisfaction questionnaire • Improvement of working and organizational well-being and equality in the right of access to the tools provided by the legislation on partial working from home (LA), telework (TL), part-time and flexible hours • fact-finding survey on barriers to parenting, whether due to work-related contexts or pathology (e.g., trauma, spinal cord injury of various kinds) • Promotion of a survey among the university community in order to assess their overall needs and requirements regarding childcare for preschoolers and during the summer period • Psychological listening desk • Identification, starting with the facilities where there is the greatest influx of students, doctoral candidates, researchers and junior fellows as well as outside guests, of neutral bathrooms where baby changing facilities can also be installed

Only actions related to the promotion of gender equality are reported

Acknowledgements