



**THE UNIVERSITY OF MODENA AND REGGIO EMILIA,  
UNIMORE**

**ITALY**

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**NATIONAL MINI REPORT  
CURRENT GENDER DISTRIBUTION**



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**University of Modena and  
Reggio Emilia,  
Department of Engineering  
(UNIMORE),  
Modena, Italy**

## **National Gender equality regulation in Italy**

The **general principle of equality** is guaranteed, in the *Italian Constitutional Charter*, under *Article 37*, establishing equality between women and men workers. The principles of the constitution were implemented by a series of legislative interventions, amongst which we would like to point out the following ones.

- **Article 21 of Law no. 183/2010:** each public administration must establish an internal Unified Committee of Guarantees (CUG) for the Equal Opportunities, the promotion of the well-being of workers and against every discrimination;
- **Legislative Decree no. 198/2006** - “Code of Equal Opportunities between men and women”, regulating the prohibition of discrimination, positive actions for the achievement of factual equality between women and men workers, and the female councilors on equality at a national, regional and provincial level;
- **Legislative Decree no. 5/2010** for prevention and contrast to the discriminations of women at work;
- **Legislative Decree no. 151/2001** on protecting and supporting parenting (maternity leave, paternity leave, parental leave, and so on);



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- **Legislative Decree no. 165/2001** - “General rules on employment within public offices”, where it is established that public offices guarantee equality between men and women and the absence of any type of discrimination based on gender, age, sexual orientation, race (Article 7).
- **Legislative Decree no. 124/2015** for promoting conciliation of work and family life.
- **Legislative Decree no. 216/2003** on equality of treatment of individuals independently of religion or personal beliefs, disability, age or sexual orientation;
- **Legislative Decree no. 215/2012** to promote equal opportunities in the composition of selection boards in public administrations;
- **Legislative Decree no. 903/1997** on the equal treatment of men and women in matters of employment and occupation.

### **Affirmative Actions Plan**

By virtue of section 7 of **Legislative Decree No. 196/2000**, each public administration has to prepare triennial plans (Affirmative Actions Plan) to promote the access of women in sectors in which they are under-represented.

The Affirmative Actions Plans are temporary special actions that aim to remove obstacles and barriers for a concrete equality of opportunities for women and men. They are 'special' actions because they are not general measures but focused on specific contexts to avoid and remove any kind of discrimination, direct or indirect; they are temporary because they are required until the inequality of treatment between women and men is detected.

The Affirmative Actions, introduced in the Italian system with the **Legislative Decree no. 125/1991**, are definitively recognized in the Code of Equal Opportunities (**Legislative Decree no. 198/2006**) which expressly states that the equality principle does not prevent measures that brings specific advantages for the under-represented gender. In the public sector, each public administration has to write a triennial plan of affirmative actions for the promotion of equal opportunities aimed at:

- guaranteeing that in public selection boards at least *one third* of Commissioners are *women*;
- *adopting rules to ensure that equal opportunities between women and men are guaranteed*;
- *guaranteeing the participation of female employees to professional education and training courses, adopting every measure to facilitate their participation and the conciliation between work and family life*;
- *adopting all the directives of the European Union regarding the equal opportunities*.

### **Charter for equality of opportunity and equality in the workplace**

Finally, mention must be made of the Charter for equality of opportunity and equality in the workplace, “a statement of intent for the diffusion of a corporate culture and human resources policies that is inclusive and free from discrimination and prejudice, able to exploit the talents



All regulatory texts are to be found at:

<http://www.normattiva.it/ricerca/semplice>

## Statistics on gender and gender disaggregated data

This part contains statistics, disaggregated in terms of gender, from the following three levels:

- Target organization (Department of Engineering 'Enzo Ferrari' - DIEF);
- University level - UniMORE;
- National level – Italy.

Moreover, some disaggregated data about the ICT section of the DIEF department are reported.

### PERSONNEL STATISTICS

*Table 1 Personnel data of UniMORE*

Personnel	Academic	Technical and administrative	Total
<b>Men</b>	485	193	678
	61,94%	30,16%	47,65%
<b>Woman</b>	298	447	745
	38,06%	69,84%	52,35%
<b>Total</b>	783	640	1423
	100,00%	100,00%	100,00%

*Table 2 Personnel data of DIEF*

Personnel	Academic	Technical and administrative	Total
<b>Men</b>	69	19	88
	79,31%	47,50%	69,29%
<b>Woman</b>	18	21	39
	20,69%	52,50%	30,71%
<b>Total</b>	87	40	127
	100,00%	100,00%	100,00%



Both at the university and department level, data clearly show that some sectors, like the administrative and technical area, are characterized by a prevalence of women (69,8% at the university level and 52,5% at the department level), but the situation drastically changes if we consider the academic staff, where the percentage of women drops to 38,1% for UniMORE and 20,7% for the DIEF department, outlining the presence of *horizontal segregation*. The phenomenon is more evident at the DIEF department than at the university level, with a presence of women in the academic staff that is around one fifth of the total.

*Table 3 Personnel data of UniMORE disaggregated by personnel grouping*

Title of personnel grouping	Men	Women	Total	% Women
Full Professors	153	52	205	25,37%
Associate Professors	197	121	318	38,05%
Researchers	113	108	221	48,87%
Temporary researchers	19	17	36	47,22%
Other Academic personnel	3	0	3	0,00%
PTA – General Services	10	6	16	37,50%
PTA – Administrative area	56	220	276	79,71%
PTA – Library area	7	35	42	83,33%
PTA – Health area	4	34	38	89,47%
PTA – Technical / ICT area	116	152	268	56,72%

*Table 4 Personnel data of DIEF disaggregated by personnel grouping*

Title of personnel grouping	Men	Women	Total	% Women
Full Professors	18	5	23	21,74%
Associate Professors	30	6	36	16,67%
Researchers	20	8	28	28,57%
Temporary researchers	0	0	0	n/a



Other Academic personnel	0	0	0	n/a
PTA – General Services	1	2	3	66,67%
PTA – Administrative area	7	12	19	63,16%
PTA – Library area	0	0	0	n/a
PTA – Health area	0	0	0	n/a
PTA – Technical / ICT area	11	7	18	38,89%

Disaggregated data on the academic members show that the female presence decreases passing from the category of researchers to highest positions of associate and full professors, indicating the existence of the so called 'glass ceiling' problem. At the university level, women pass from a situation close to equality (48,9% of women among the researchers) to a presence of one fourth among the full professors. At the department level women are even less represented, with a presence of almost one fifth about the full professors. These data are comparable to the statistics on the presence of women within the academic staff at the national level.

As regards the administrative and technical staff, it is evident a minor presence of women in the technical ICT area with respect to the other areas.

Finally, if we specifically look at the disaggregated data about the top management positions, both academic and administrative, we have a quite clear confirmation of the glass ceiling effect:

- Rector: 1 man - Vice-Rector: 2 men
- Administrative board: 7 men, 4 women
- Academic Senate: 18 men, 7 women
- Heads of Departments: 12 men, 3 women
- General Director: 1 men
- Managers: 3 men, 2 women

*Table 5 UniMORE personnel data (academic + administrative/technical)*

Age years	Men	Women	Total	Women %
25-29	1	4	5	80,00%
30-34	13	19	32	59,38%
35-39	64	73	137	53,28%
40-44	85	139	224	62,05%



45-49	113	146	259	56,37%
50-54	124	164	288	56,94%
55-59	136	109	245	44,49%
60-64	81	71	152	46,71%
65-70	61	20	81	24,69%
<b>Total</b>	<b>678</b>	<b>745</b>	<b>1423</b>	<b>52,35%</b>

*Table 6 DIF personnel data (academic + administrative/technical)*

Age years	Men	Women	Total	Women %
25-29	1	0	1	0,00%
30-34	2	3	5	60,00%
35-39	19	6	25	24,00%
40-44	10	9	19	47,37%
45-49	17	5	22	22,73%
50-54	17	8	25	32,00%
55-59	12	5	17	29,41%
60-64	4	3	7	42,86%
65-70	6	0	6	0,00%
<b>Total</b>	<b>88</b>	<b>39</b>	<b>127</b>	<b>30,71%</b>

*Table 7 UniMORE personnel data (academic + administrative/technical)*

Division of the personnel	Role	Men	Women	Total	Women %
<b>Temporary</b>	Academic	22	17	39	43,59%
	PTA	3	7	10	70,00%
	<b>Total</b>	<b>25</b>	<b>24</b>	<b>49</b>	<b>48,98%</b>
<b>Permanent</b>	Academic	463	281	744	37,77%
	PTA	190	440	630	69,84%
	<b>Total</b>	<b>653</b>	<b>721</b>	<b>1374</b>	<b>52,47%</b>



Total		678	745	1423	52,35%
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*Table 8 Proportion of women from temporary/permanent contracts*

Division of the personnel	Role	Men	Women	Total	Women %
<b>Temporary</b>	Academic	0	0	0	n/a
	PTA	0	2	2	100,00%
	<b>Total</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>100,00%</b>
<b>Permanent</b>	Academic	68	19	87	21,84%
	PTA	19	19	38	50,00%
	<b>Total</b>	<b>87</b>	<b>38</b>	<b>125</b>	<b>30,40%</b>
<b>Total</b>		<b>87</b>	<b>40</b>	<b>127</b>	<b>31,50%</b>

*Table 9 Students at UniMORE*

Proportion of women of students				
	Doctoral	Master	Bachelor	Total
<b>2010/11</b>	53,08 %	55,98 %	52,41 %	53,56 %
<b>2011/12</b>	47,59 %	55,17 %	51,80 %	52,92 %
<b>2012/13</b>	45,33 %	54,29 %	51,13 %	52,17 %
<b>2013/14</b>	40,65 %	56,52 %	52,25 %	53,66 %
<b>2014/15</b>	38,36 %	53,40 %	49,15 %	50,65 %
<b>2015/16</b>	40,44 %	52,80 %	49,62 %	50,74 %

In all the categories, we see a quite constant decrease in the presence of female student in UniMORE from the academic year 2010/11 up to now. The decrease is particularly significant in the Doctoral courses.

*Table 10 Students at DIEF*

Proportion of women of students				
	Doctoral	Master	Bachelor	Total
<b>2010/11</b>	23,81 %	14,04 %	13,44 %	13,61 %
<b>2011/12</b>	20,00 %	16,97 %	16,54 %	16,69 %





<b>2012/13</b>	33,33 %	15,50 %	17,50 %	16,85 %
<b>2013/14</b>	18,52 %	16,83 %	17,57 %	17,33 %
<b>2014/15</b>	11,54 %	13,74 %	16,86 %	15,70 %
<b>2015/16</b>	3,70 %	16,59 %	14,01 %	15,03 %

If we look at the statistics limited to the DIEF department, we don't see a constant decrease of female students along the years (the results are more variable), but we observe percentage of women much lower with respect to all the university courses.

*Table 11 Students of ICT courses at DIEF*

<b>Proportion of women of students</b>			
	<b>Doctoral-ICT</b>	<b>Master-ICT</b>	<b>Bachelor-ICT</b>
<b>2010/11</b>	18,18 %	6,25 %	10,64 %
<b>2011/12</b>	0,00 %	13,51 %	11,88 %
<b>2012/13</b>	8,33 %	18,92 %	15,45 %
<b>2013/14</b>	10,00 %	17,07 %	14,49 %
<b>2014/15</b>	10,00 %	8,11 %	12,50 %
<b>2015/16</b>	0,00 %	7,14 %	17,68 %

If we further restrict the analysis to the ICT courses, we observe a further reduction in the presence of female students (note: the results for doctoral courses are very variable also due to the very limited numbers of students in the course).

With respect to the **national data**, we observe that the percentage of women among the students at UniMORE is consistent with the national average, which is 55% (Data from MIUR – Minister of Education, Universities and Research <http://hubmiur.pubblica.istruzione.it/web/ministero/focus090316>). However, at the national level the percentage of women in courses of the scientific and technological area is 37,6%, which is much higher of the percentage at DIEF. However, this can be explained because the MIUR data include all STEM fields in the scientific and technological area, while the DIEF department is strictly related to the technological part, where it is well-known that women are less represented with respect to the other STEM fields.

*Table 12 Students who ended a Doctoral/Master/Bachelor course at UniMORE*

<b>Proportion of women of completed degrees</b>			
	<b>Doctoral</b>	<b>Master</b>	<b>Bachelor</b>
<b>2010</b>	50,00 %	58,24 %	58,20 %
<b>2011</b>	51,22 %	58,27 %	56,37 %
<b>2012</b>	52,35 %	59,68 %	56,77 %
<b>2013</b>	52,89 %	60,36 %	56,11 %
<b>2014</b>	50,88 %	59,61 %	54,42 %
<b>2015</b>	53,33 %	58,18 %	57,27 %



*Table 13 Students who ended a Doctoral/Master/Bachelor course at DIEF*

Proportion of women of completed degrees			
	Doctoral	Master	Bachelor
<b>2010</b>	33,33 %	15,89 %	17,86 %
<b>2011</b>	15,38 %	17,61 %	18,79 %
<b>2012</b>	30,00 %	18,72 %	18,21 %
<b>2013</b>	25,81 %	12,89 %	17,20 %
<b>2014</b>	28,57 %	14,71 %	16,22 %
<b>2015</b>	17,39 %	21,90 %	18,13 %

*Table 14 Students who ended a ICT Doctoral/Master/Bachelor course at ICT*

Proportion of women of completed degrees			
	Doctoral	Master	Bachelor
<b>2010</b>	33,33 %	21,15 %	10,14 %
<b>2011</b>	15,38 %	16,13 %	6,12 %
<b>2012</b>	20,00 %	14,29 %	22,41 %
<b>2013</b>	11,76 %	6,38 %	10,00 %
<b>2014</b>	27,27 %	9,38 %	13,33 %
<b>2015</b>	0,00 %	22,22 %	6,38 %

For the statistics about the percentage of female student who ended a Doctoral/Master/Bachelor course, analogous observations can be done with respect to the proportion of women within the active student population in UniMORE/DIEF/ICT.

As regards data on the organizational well-being in our institution, we point out a survey was carried out in 2010 and another one is going to be implemented in the next few months. However, disaggregated data in terms of gender are not publicly available: we are in the process of obtaining permission to have the data and analyze them to extract disaggregated statistics.

## **Organization's current gender equality plans and programmes**

The main machinery to prevent gender discrimination at the workplace in UniMORE is the **Unified Committee for Guarantee (CUG - Comitato Unico di Garanzia)**. The committee has different tasks including the former Equal Opportunity Committee aims. In fact it acts in the field of equal opportunities, well being and against discrimination. Web site: <http://www.cug.unimore.it/>

**Affirmative Action Plans** have been subscribed by UniMORE to propose actions aimed at improving work life balance and fighting gender discrimination through the promotion of gender equality at the workplace.

The last agreement refers to **2016-2018** and it contains different actions that can impact on gender equality and work-life balance. Amongst them:



- evaluation of the norms and provisions on work life balance with the aim of improving the access and monitoring their use within the University;
- dissemination of the presence of time banks;
- promotion of the use of carpooling by employees to reduce commuting costs;
- production of a survey on well-being including information also on perceived discrimination and work life balance difficulties and disseminate its results;
- dissemination of equal opportunities and against discrimination culture;
- implementation of the guidelines for gender sensitive language;
- establishment of a system of gender equality indicators at the workplace;
- gender budget in the well-being approach.

UniMORE has also developed and implemented **a code to prevent harassment at the workplace**. The Code promoted by the Equal opportunities and wellbeing committee establishes the psychological help service and a trusted counsellor that can support employees and students who perceive discrimination, harassment or mobbing.

UniMORE has implemented different **policies** in mutual agreements with trade unions bearing a positive effect **on work life balance**. Amongst the proposals:

- teleworking (for reasons related to work-life balance, disability or distance from work)
- allowances to contribute to employees' children costs of attending early childhood education and care (ECEC) services (since 2009 means tested)
- subsidized public transport fares to reduce commuting costs by train or bus
- flexitime providing the possibility for family or personal reasons to allow half an hour flexibility entering or leaving work.

From the point of view of actions for students, in particular to attract more women in ICT studies, the Department of Engineering 'Enzo Ferrari' has hosted in the last three years a summer camp in computer science, called 'Ragazze Digitali' (digital girls), reserved to female students of the high schools. During the four weeks of summer camp the girls are engaged with laboratory and team activities with the final goal to learn programming and developing videogames. The initiative is innovative (unique in Italy and to the best of our knowledge also outside of it) and has been so far successful, with almost 45 girls every year coming from different high schools of the local region.

**Participation of the institution to the ERA Euraxess Human Resources Strategy for Researchers (HRS4R):** UniMORE gave its endorsement to the Euraxess Strategy for Researchers, but it still did not start the implementation and adoption of the European Charter for Researchers and of the Code of Conduct for the Recruitment of Researchers.



## Engagement Strategy

### Working group establishment and composition

In order to establish the working group in UniMORE, first of all we tried to identify the **key personnel / roles within our RPO** that was necessary to involve in the working group to accomplish the twofold goal of: a) having access to the data on gender policies and procedures currently adopted by our institution; b) ensuring the support of the university management at middle/high levels. We identified the following areas as source of key personnel to be included in the working group:

- General administration (university level)
- Evaluation Board (university level)
- Department administration (department level)

We contacted both the Administrative Director of UniMORE and the Head of our Department to explain them the objectives of the project and the activities of the working group. Their suggestions have been very valuable to identify the people with the right attitude and competences within the above areas of competence. Moreover, that way of proceeding guaranteed the selected personnel that the effort and working time they commit to the EQUALIST working group activities is positively considered and supported by the high level resource management.

So far, the UniMORE working group includes the following **confirmed six members**:

- **Paola Michellini** - Administrative staff (General administration area)

Head of Planning and Performance Management of the University of Modena and Reggio Emilia. We expect her to be a critical component of the working group thanks to her knowledge of the procedures and statistics regarding the human resource management of our RPO. Moreover, she is a member of the university Well-being Committee and coordinator of the project on organizational well-being, started in 2008 and aimed to collect data on the personnel perception of well-being within our institution.

- **Fabiola Bertolotti** - Associate Professor (Dept. of Science and Methods for Engineering)

She is a member of the university Evaluation Commission, which has the goal to internally evaluate all the activities of our RPO, from administrative management to educational and research activities, through comparative analysis of profits and costs, and productivity. We expect that her expertise and role could bring a significant contribution to the working group to evaluate the gender dimension and impact with respect to the main areas of activity within UniMORE.

- **Silvana Nobili and Ortenzia Pellegrino** - Administrative staff (DIEF department administration)

We believe that the presence of members of the department administration in the working group is of critical importance for the success of the planned activities. Indeed, their presence facilitates access to data and statistics at the department level and brings into the working group a better vision and knowledge of the current situation within the department. Ortenzia Pellegrino is also a member of the CUG (Unified Committee of Guarantee) of UniMORE.



- **Tindara Addabbo** – Associate Professor (Dept. of Economy 'Marco Biagi)

Member of the UniMORE research unit for EQUAL-IST project, she is currently the president of the CUG (Unified Committee of Guarantee) of UniMORE. She is member of the European Gender Budgeting Network and CAPP (Centre for the Analysis of Public Policies) (where she coordinates the unit Gender CAPP specialized in evaluation of public policies in a gender perspective). Moreover, she is an expert in gender-related studies: her research interests include the gender impact of public and social policies, employment and wage discrimination by gender, income distribution, well being, quality of work, gender budgeting.

- **Michela Apruzzese** – Junior *Research Assistant (Interdepartmental Research Center EN&TECH)*

*We believe important to involve a representative of the category of Junior Research Assistants in order to enrich the vision of the working group with their specific perception of gender-related inequalities or issues.*

It is worth to note that our purpose is to evaluate the **possibility to gradually expand the initial working group by including additional members in the next months**. Indeed, we expect that during the process of data collection, internal gender audit, GEP design and implementation phases we could discover other key personnel that may bring significant contributions to the activities of the project if actively involved in the working group.

#### **Working group routine and incentives**

The working group will have **periodical physical or online meetings** across the different monitoring, design and implementation phases of the project. We plan to have one meeting every two months on average, with possible variations depending on the schedule of the project activities and deadlines.

In terms of **incentives**, we offer to the members of the working group the opportunity to participate to the project meetings and to seminars/conferences on gender-related issues of their interest. Moreover, in order to ensure that the work will be successful during the EQUAL-IST project and will continue even after the duration of the project, we are investigating with the university top management the possibility to give economical incentives or specific rewards to the personnel that will commit part of their working time to gender-related activities within our institution.

#### **Connection with the Academic Structure**

The working group is planning to relate to the Academic structure by regularly informing the top and middle level management of our organization with the results of the project activities and of the internal monitoring, gender assessment and GEP design and implementation phases. As the working group will gradually proceed with the different activities, the most relevant actors/structures for the specific phase/objective will be identified and contacted to get the necessary support from them and their engagement in the project. We expect that the presence in the working group of members of the Planning and Performance Resource Management, of the Evaluation Commission and of the Unified Committee of Guarantee of UniMORE will play an important role in successfully obtaining the engagement of the academic structure and of the executive bodies of our institution. Their presence also ensures a good





connection with some of the areas which are expected to be tackled by the project, such as Human Resources and Management Processes.

On the other hand, a first contact with representatives of the Research area and of Teaching and Student Services has been established during the last month of activities to collect the data required to produce the RPOs statistics on gender and gender disaggregated data presented in this report.

As for the next immediate steps of the project, the UniMORE working group is already in touch with key personnel/structures that could provide data and documents related to gender balance issues in internal organizational procedures and policies such as hiring, promotion, employees' evaluation, and decision making that will be necessary to carry out the task 2.3 Gender Audit. On the other hand, the activities of the next few months will include the evaluation and the identification of the key personnel to involve in the task 3.1 Crowdsourced Design of GEPs.



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