Bocconi

INCLUSIVE GENDER EQUALITY PLAN

2025-2027

CONTENTS

INTRODUCTION

PRESENTATION

In late 2024, Bocconi University published its second Inclusive Gender Equality Plan (IGEP), three years after the first edition. The Plan represents both a reflection on the present situation and a strategic vision for the 2025-2027 three-year period, with the aim of advancing equal opportunities at our University and in the academic world in general.

In line with the University's Vision 2030 and Strategic Plan 2021-2025, which embrace and promote values such as diversity and inclusion, the IGEP reflects the University's continuous commitment to ensuring that every person has the opportunity to fulfill their potential regardless of gender, gender identity, religion, country of origin, ethnicity, socioeconomic background, sexual orientation, age, disability, mental health or other specific needs.

Our goal is to reduce and, hopefully, eliminate the inequalities that still exist, with a focus on inclusion and respect for differences. It is a complex path, which presents continuous challenges and requires a joint effort from the entire academic community. This takes time, but we are determined to make tangible and lasting progress.

Within this publication you will find both a critical analysis of the current situation with a particular focus on gender, as well as the design and implementation of concrete actions that are not isolated, but rather integrated with other aspects in a single strategic vision. These actions seek to progressively improve the quality of life of every person who studies and works at Bocconi University.

The plan is inspired by the United Nations 2030 Agenda, that identifies reduced inequalities (SDG 10) and gender equality (SDG 5) as two of its Sustainable Development Goals. In addition, the European Commission's Research and Innovation Directorate-General, with Declaration no. 628 of 30 September 2020, made the IGEP a mandatory requirement for all public bodies, research organizations and higher education institutions that intend to participate in funding from the Horizon Europe program.

This second Inclusive Gender Equality Plan therefore represents a policy document for the University, in continuity with two other fundamental documents – the Gender Report 2023 and Sustainability Report 2023.

In conclusion, we would like to underline that this work is the result of close collaboration among the Dean for Diversity, Inclusion and Sustainability, and various units and offices at the University. We extend our gratitude for their commitment shown in ensuring that equal opportunities become a cross-cutting objective, shared and actively pursued in the name of respect and human dignity.

FRANCESCO BILLARI
Rector

RICCARDO TARANTO
Managing Director

INTRODUCTORY NOTE

Bocconi University's second **Inclusive Gender Equality Plan (IGEP)** outlines a diversity map and a three-year proposal (2025-2026-2027) of inclusion initiatives within the Bocconi community, with a particular focus on gender and interactions with other aspects. This is an explicit reference to the goal of the University's **Vision 2030** and **2021-2025 Strategic Plan**, which aim to ensure that every individual has the opportunity to thrive.

In 2019 Bocconi University became one of the first universities in Europe to appoint a **Dean for Diversity, Inclusion and Sustainability**. This role coordinates committees, department delegates and activities to support inclusion for students, faculty and staff – including initiatives related to research, teaching and the entire community's wellbeing.

PAOLA PROFETA
Dean for Diversity, Inclusion and Sustainability

In fact, as Dean I coordinate the following bodies:

- **Equal Opportunities Committee**: The Committee protects, values and fosters a culture of equity and empowerment within the Bocconi community to guarantee equal opportunities and equal treatment to everyone, regardless of gender, gender identity, sexual orientation, nationality, ethnicity, religion, age or economic background.

- **Inclusion, Disability and Wellbeing Committee**: The Inclusion, Disability and Wellbeing Committee is currently responsible for inclusion policies for people with disabilities and specific needs, including learning disabilities. It also handles mental health challenges. The primary objective is the complete integration of all students in learning processes, conduct of exams, and life on campus – developing and making the most of their potential, knowledge, skills and abilities. In addition, the committee oversees the wellbeing of those who work at the University.

- **Alias Committee**: The Committee is responsible for attributing an "alias" identity to anyone who studies or works at the University, allowing transgender or gender non-conforming people to use a name different from their legal name. This policy is based on the principle of self-determination, with the goal of promoting diversity and combating any form of discrimination.

- **Delegates for Diversity, Inclusion and Sustainability in the Departments**: To support the work of the Deanship, delegates have been appointed in each Department. They serve as a liaison to both facilitate cooperation between Departments and improve the exchange of information within them regarding themes of diversity, inclusion and sustainability.

Bocconi University has also established an **Inclusion Service Office** that promotes diversity, inclusion, accessibility, equal treatment and multiculturalism through the development of projects, initiatives and services in collaboration with various University Units.

The University is also committed to teaching, both by incorporating topics of gender equality, diversity and inclusion into specific courses, and by encouraging best practices for inclusive teaching.

Lastly, through the activities of the **AXA Research Lab on Gender Equality**, Bocconi University is engaged in research in the field of gender equality. The Lab, funded with the contribution of the AXA Research Fund and AXA Italia, advances research in gender-related social sciences, carrying out high-quality theoretical and empirical research with a strong policy impact. Research encompasses all areas of gender economics, gender policies and gender diversity management. The Lab aims to promote gender equality in the economic and social spheres through rigorous scientific methodologies.

In this regard, through the IGEP – which highlights the University's progress and focus on inclusion and gender issues, as well as monitoring tools – Bocconi University aligns itself with the European objectives of promoting gender equality in universities and, more generally, in the economy and society, also embracing other aspects of diversity.

Gender gaps remain one of the most significant forms of inequality in Europe. No country in the world has yet achieved gender parity and, according to the most recent estimates by the World Economic Forum, it will take at least 130 years to close this gap.

Universities play a fundamental role in promoting gender equality, through gender balance among students in different disciplinary areas and in faculty at all levels, respect for diversity and inclusion in teaching, advancement of research on these issues, development of role models for new generations, and – in general – ability to create an inclusive culture. This is the focus of our commitment.

The ultimate goal is to guarantee equal opportunities for everyone and design an efficient system that attracts and develops everyone's talents, enriches prospectives, and improves results by rewarding merit.

PAOLA PROFETA
Dean for Diversity, Inclusion and Sustainability

METHODOLOGICAL NOTE

This Inclusive Gender Equality Plan (IGEP) has been drawn up following the indications of the "Vademecum for Drafting Gender Equality Plans at Italian Universities" (2021), edited by the GEP Working Group of the CRUI Commission on Gender Issues. It was approved by the Bocconi Academic Council on 15 November 2024.

This second edition contains three sections:

1. CONTEXT ANALYSIS

Regarding the context analysis, the demographic of the University is examined by analyzing four main groups: student body, teaching and research personnel (faculty), non-teaching personnel (staff), and institutional and governance figures. The data contained in the analysis are updated to the year 2023 (except for the governance data that refer to the 2023-2024 academic year). Regarding student body data, the reference is to Bachelor, Master of Science, Integrated Master of Arts and PhD programs.
Faculty data include Research Faculty (Full Professors, Associate Professors, Researchers with Tenure, and Assistant Professors) and therefore exclude the other categories considered part of the Bocconi Core Faculty (Lecturers, Distinguished Professors, Adjunct Professors, and Professors of Practice).

2. FOCUS ON AWARENESS ACTIONS ON DIVERSITY & INCLUSION TOPICS

The second section contains a list of the main actions aimed at raising awareness on general Diversity & Inclusion issues carried out by the University until 2024 (events, initiatives, services, etc.).

3. PLAN OF OBJECTIVES AND RELATED ACTIONS FOR THE 2025-2026-2027 THREE-YEAR PERIOD

With reference to the plan of objectives and related actions, the latter is divided into seven focus areas for a total of 21 objectives and 47 actions:

AREA 1. **Diversity and Inclusion in Leadership Strategies**
AREA 2. **Communication of Organizational Culture**
AREA 3. **Prevention and Management of Discrimination, Violence and Harassment**
AREA 4. **Integration of Diversity and Inclusion into Research and Teaching Programs**
AREA 5. **Work-Life Balance**
AREA 6. **Gender Balance in Leadership Positions and Decision-Making Bodies**
AREA 7. **Gender Equality in Recruitment and Career Advancement.**

For each action, the following are indicated:

1.

target groups and **human resources responsible** for the concrete implementation of the planned measures

2.

information on financial resources required for implementation

3.

specific expected results, both in terms of tangible products (**outputs**) and effects of the policies adopted (**outcomes**) so that their impact within the university can be assessed

4.

implementation timelines (short-, medium- and long-term respectively for the years 2025-2026-2027)

5.

monitoring and verification indicators

6.

relation to the UN Sustainable Development Goals (SDGs) of the 2030 Agenda
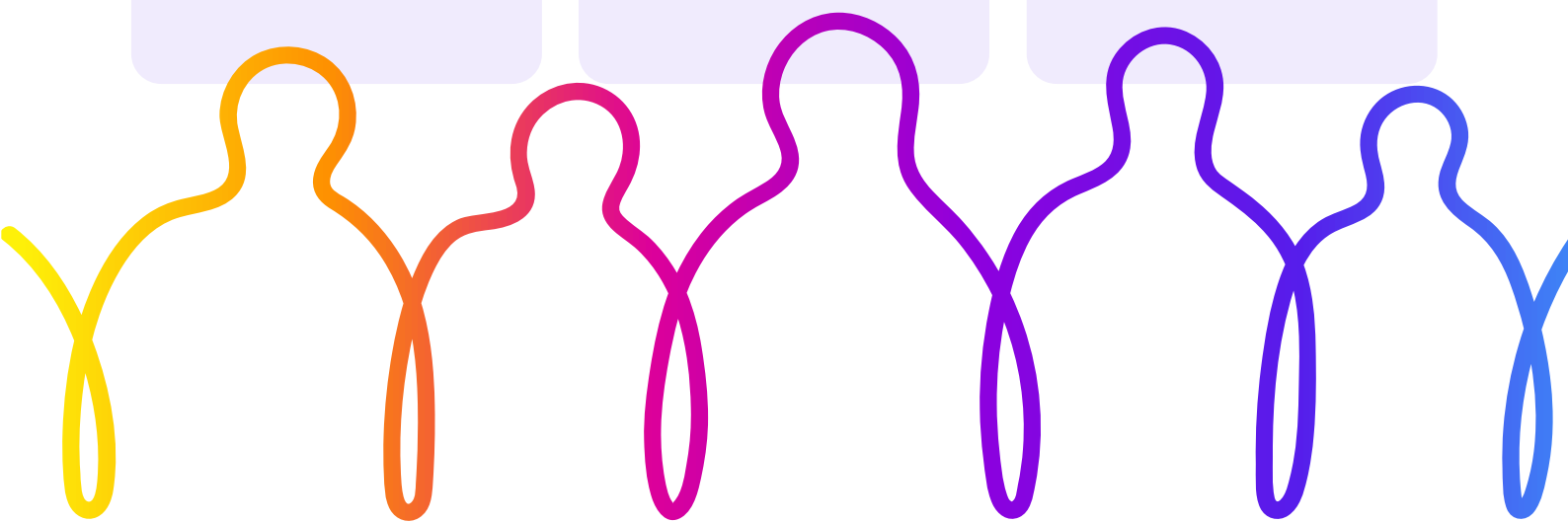
In this document, Bocconi University adopts every measure to ensure gender equality and inclusiveness, using **neutral language regarding not just gender**, but other aspects as well, and using – where necessary – the generic masculine if referring to all persons potentially included and/or affected.

Finally, the criteria of **digital accessibility** are ensured and respected, so that content can be used by all people, in accordance with current regulations and the principles of inclusion. This is especially true with regard to graphs made accessible through both a description in the body of the text and through alternative texts of the graphs' underlying data in Annex 2.

CONTEXT ANALYSIS

In this introduction to the detailed analysis of the Bocconi context, the university community (students, faculty and staff) is examined from the perspective of gender and geographical origin.

An initial overview is provided in "TABLE 1 Bocconi Community by Gender and Geographical Origin".

The gender composition of the student community is close to parity, with 42.4% women and 57.6% men. Non-Italians represent just over 20% of students.

The faculty, on the other hand, is predominantly male, totaling about 70% in the last two years. Non-Italian faculty members are about 26%, while 52% of faculty obtained a PhD abroad.

The staff is predominantly female and Italian, with 73% women and 7.8% non-Italians respectively. Around 30% of staff have at least six months' work or study experience abroad.

TABLE 1 Bocconi Community by Gender and Geographical Origin

STUDENT BODY	2021	2022	2023
Women	41.21%	41.6%	42.4%
Men	58.79%	58.4%	57.6%
Italian	79.48%	78.52%	79.18%
Non-Italian	20.52%	21.48%	20.82%

FACULTY	2021	2022	2023
Women	28.8%	29.2%	29.6%
Men	71.2%	70.8%	70.4%
Italian	74.77%	74.34%	73.85%
Non-Italian	25.23%	25.66%	26.15%
Non-Italian or with a PhD abroad	50.45%	51.02%	52.59%

STAFF	2021	2022	2023
Women	75.0%	72.6%	73.04%
Men	25.0%	27.4%	27.96%
Italian	93.7%	92.9%	92.2%
Non-Italian	6.3%	7.1%	7.8%
With at least six months' work or study experience abroad	24.9%	30.0%	30.3%

In the next section, the University's demographic is analyzed from a gender perspective, examining the four main groups: **STUDENTS**, **FACULTY**, **STAFF** and **GOVERNANCE**.

1.
STUDENTS

FIGURE 1.1: Student Time Series by Gender 2021-2023

In 2023 the Bocconi student body comprised 57.6% men and 42.4% women. The figure has been fairly stable over the last three years.

ENROLLMENT NUMBERS 2023

57.6%
MEN

42.4%
WOMEN

● Women   ● Men
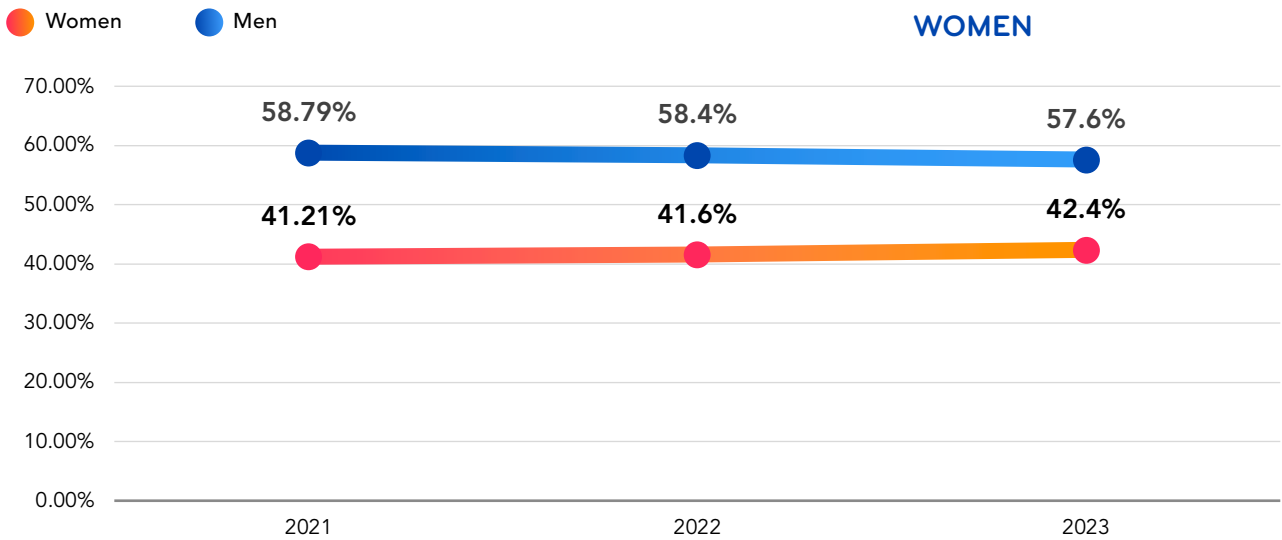
Read FIGURE 1.1 DATA

FIGURE 1.2: Percentage of Students Enrolled by Degree Type, Program Area and Gender - 2023

There are 59% male students and 41% female students enrolled in Bachelor programs, while in Master of Science programs the corresponding numbers are 59.6% and 40.4%, and in PhD programs they are 62.4% and 37.6%.

However, there are marked differences in disciplinary areas. With reference to Bachelor programs, female students account for more than 64% of those enrolled in Law, 57.4% in Political Science and 45% in Management, while only 33.3% are enrolled in STEM programs and 29.8% are enrolled in Economics and Finance.

NOTE: Details of the programs by disciplinary area are available in "Annex 1".

The Master of Science in Management has 45% female students. The other Master of Science programs confirm gender segregation in the different disciplinary areas, showing a limited female presence of 34.6% in STEM programs and 25.2% in Economics and Finance. The Integrated Master of Arts in Law, on the other hand, has majority female students (56.6%).

In PhD programs, female students account for 54.1% in Management, 45.8% in Social and Political Sciences, and 42.3% in Law, but only 31.8% in Economics and Finance and 17.9% in STEM subjects.

Read FIGURE 1.2 DATA

● Women   ● Men

Bachelor

	Women	Men
TOTAL	41.0%	59.0%
STEM	33.3%	66.7%
POLITICAL SCIENCE	57.4%	42.6%
MANAGEMENT	45.0%	55.0%
LAW	64.3%	35.7%
ECONOMICS AND FINANCE	29.8%	70.2%

Master of Science

	Women	Men
TOTAL	40.4%	59.6%
STEM	34.6%	65.4%
POLITICAL SCIENCE	51.3%	48.7%
MANAGEMENT	45.0%	55.0%
ECONOMICS AND FINANCE	25.2%	74.8%

Integrated Master of Arts

	Women	Men
LAW	56.6%	43.4%

PhD

	Women	Men
TOTAL	37.6%	62.4%
STEM	17.9%	82.1%
POLITICAL SCIENCE	45.8%	54.2%
MANAGEMENT	54.1%	45.9%
LAW	42.3%	57.7%
ECONOMICS AND FINANCE	31.8%	68.2%
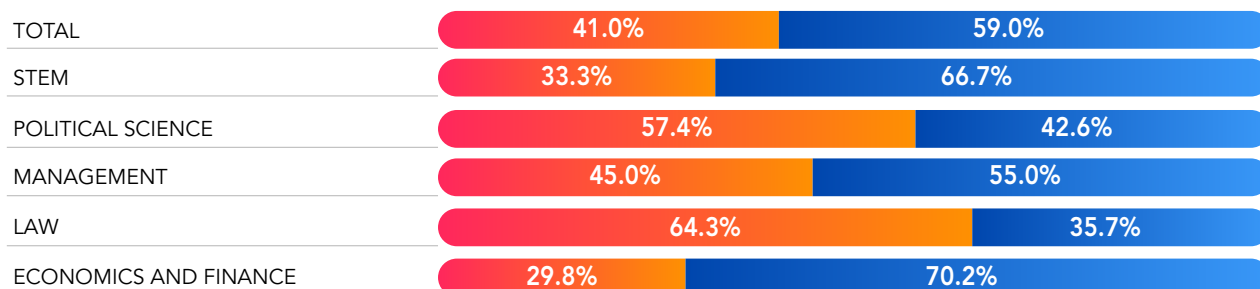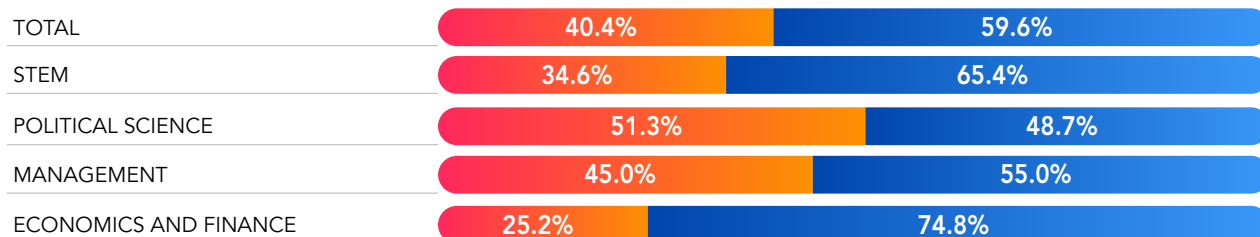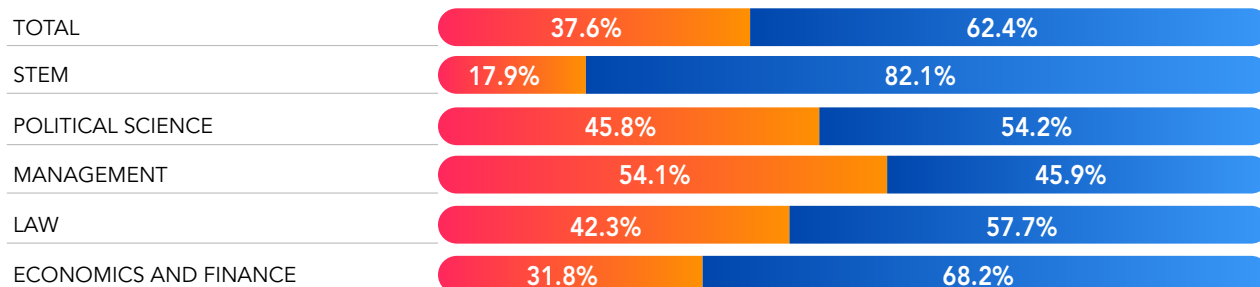
2.
FACULTY

FIGURE 2.1: Faculty Time Series 2015-2023

In 2023, women represented 29.6% of faculty. In the last three years, the percentage has been growing steadily, starting from 26.1% in 2015.

Read FIGURE 2.1 DATA

Women ● Men ●

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023
Men	73.9%	72.9%	72.3%	73.0%	72.3%	72.1%	71.2%	70.8%	70.4%
Women	26.1%	27.1%	27.7%	27.0%	27.7%	27.9%	28.8%	29.2%	29.60%
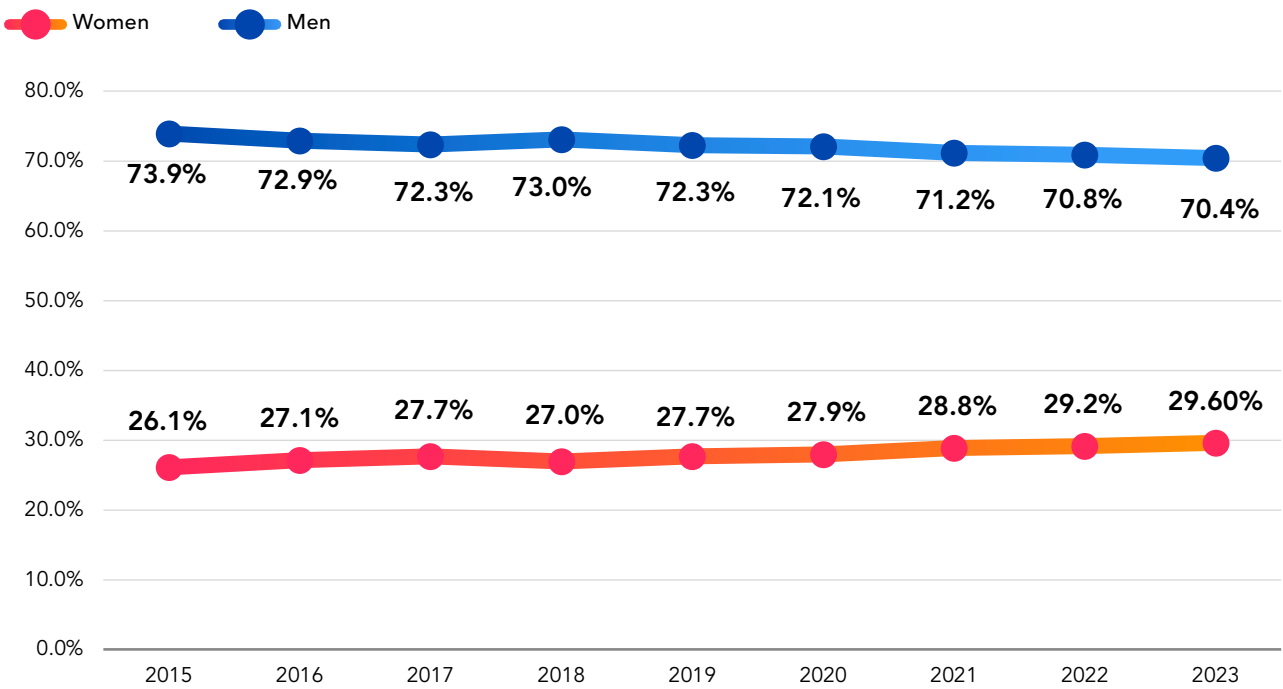
FIGURE 2.2: Faculty Composition by Gender and Role - 2023

The distribution by level is very heterogeneous: women represent 47.4% of Researchers and nearly 40% of Associate Professors, but only 29.2% of Assistant Professors and 18.4% of Full Professors. The low representation of women among Assistant Professors is an element of particular attention (see also the Gender Report 2023), as it may lead to an imbalance in the years to come.

KEY:
- **FP:** Full Professors
- **ASCP:** Associate Professors
- **ASTP:** Assistant Professors (RTDa + RTDb)
- **RT:** Researchers with Tenure

Read FIGURE 2.2 DATA

● Women   ● Men

Total

| 29.60% | 70.40% |

FP Full Professors

| 18.40% | 81.60% |

ASCP Associate Professors

| 39.80% | 60.20% |

ASTP Assistant Professors (RTDa + RTDb)

| 29.20% | 70.80% |

RT Researchers with Tenure

| 47.40% | 52.60% |

0.0%   100.0%
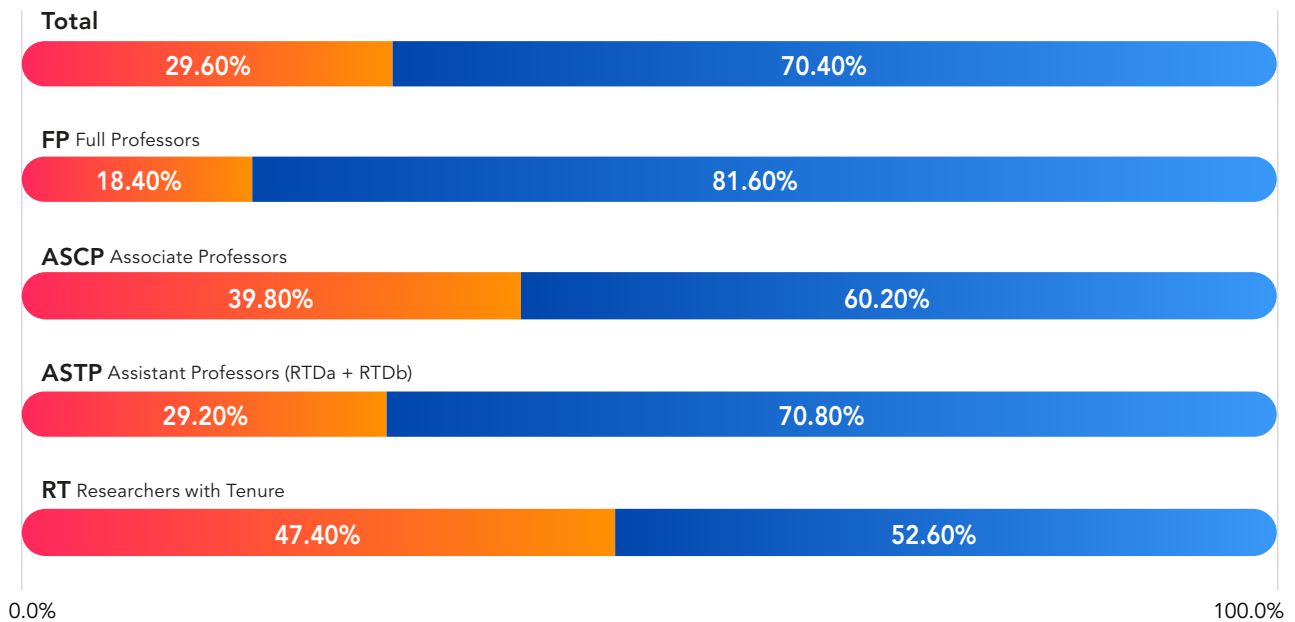
FIGURE 2.3: Faculty Composition by Gender, Role and Department - 2023

There are 33% female Full Professors in the Marketing and Accounting Departments, 27% in the Department of Economics, and 25% in the Department of Social and Political Sciences. The presence of women is limited to 17% in the Department of Legal Studies, 13% in Management and barely reaches 10% in the Departments of Finance and Decision Sciences.

Regarding Associate Professors, they exceed 70% in the Marketing Department, while in the Departments of Computing Sciences, Legal Studies, Management and Decision Sciences they reach or exceed 50%. They remain at 37.5% in the Department of Social and Political Sciences, but only 18.7% in the Department of Finance and 10% in the Department of Economics.

The gender composition of Assistant Professors is fairly balanced in the Department of Economics (41% women), along with the Departments of Management and Social and Political Sciences (40% women). Women account for 36% of Assistant Professors in the Marketing Department, 28.5% in the Department of Legal Studies and 25% in the Accounting Department. In both the Department of Computing Sciences and Department of Finance, women account for 18% and 12.5% respectively. There are no women Assistant Professors in the Department of Decision Sciences.

🔴 Women

Percentage of women Full Professors

ACCOUNTING	33.33%
COMPUTING SCIENCES	14.29%
ECONOMICS	27.78%
FINANCE	6.67%
MANAGEMENT AND TECHNOLOGY	13.64%
MARKETING	33.33%
DECISION SCIENCES	9.09%
SOCIAL AND POLITICAL SCIENCES	23.53%
LEGAL STUDIES	17.39%

Percentage of women Associate Professors

ACCOUNTING	25.00%
COMPUTING SCIENCES	50.00%
ECONOMICS	10.00%
FINANCE	18.75%
MANAGEMENT AND TECHNOLOGY	53.33%
MARKETING	71.43%
DECISION SCIENCES	57.14%
SOCIAL AND POLITICAL SCIENCES	37.50%
LEGAL STUDIES	52.63%

Percentage of women Assistant Professors

ACCOUNTING	25.00%
COMPUTING SCIENCES	18.18%
ECONOMICS	41.67%
FINANCE	12.50%
MANAGEMENT AND TECHNOLOGY	40.00%
MARKETING	36.36%
DECISION SCIENCES	
SOCIAL AND POLITICAL SCIENCES	40.00%
LEGAL STUDIES	28.57%

FIGURE 2.4: Role Transitions 2022-23

In the 2022-2023 period, three women became Associate Professors (one promoted from the role of Assistant Professor and two hired externally) and three men (all promoted from the role of Assistant Professor). No women became Full Professors or were recruited as Full Professors externally, while four men transitioned from Associate to Full Professor roles and one Full Professor was recruited externally.

Read FIGURE 2.4 DATA

● Women   ● Men

Other-FP Full Professors
| 1 |

Other - ASCP Associate Professors
| 2 |

ASCP Associate Professors - **FP** Full Professors
| 4 |

ASTP Assistant Professors (RTDa+ RTDb) - **ASCP** Associate Professors
| 1 | 3 |
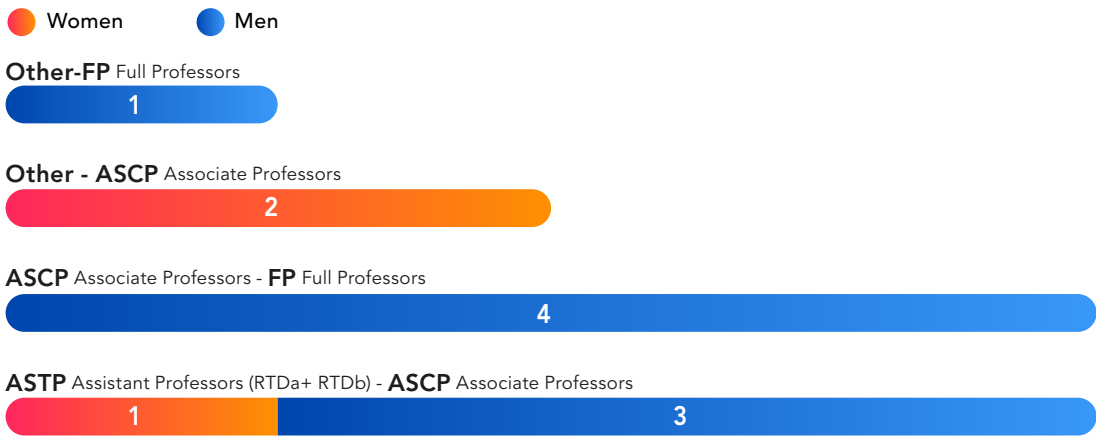
FIGURE 2.5: Average Gross Annual Pay Differential Between Men and Women for Full-Time Faculty - 2023

Female full-time Full Professors earn an average of 12.5% less than male Full Professors. The difference is reduced to 5.14% among Associate Professors and 4.7% among Assistant Professors. Female Researchers, on the other hand, earn an average of 5.6% more than male Researchers. It should be noted that the role of Researcher is being phased out and replaced by the role of Assistant Professor.

Read FIGURE 2.5 DATA

FP	ASCP	ASTP	RT
12.5%	5.14%	4.7%	-5.6%
Full Professors	Associate Professors	Assistant Professors (RTDa+ RTDb)	Researchers with Tenure
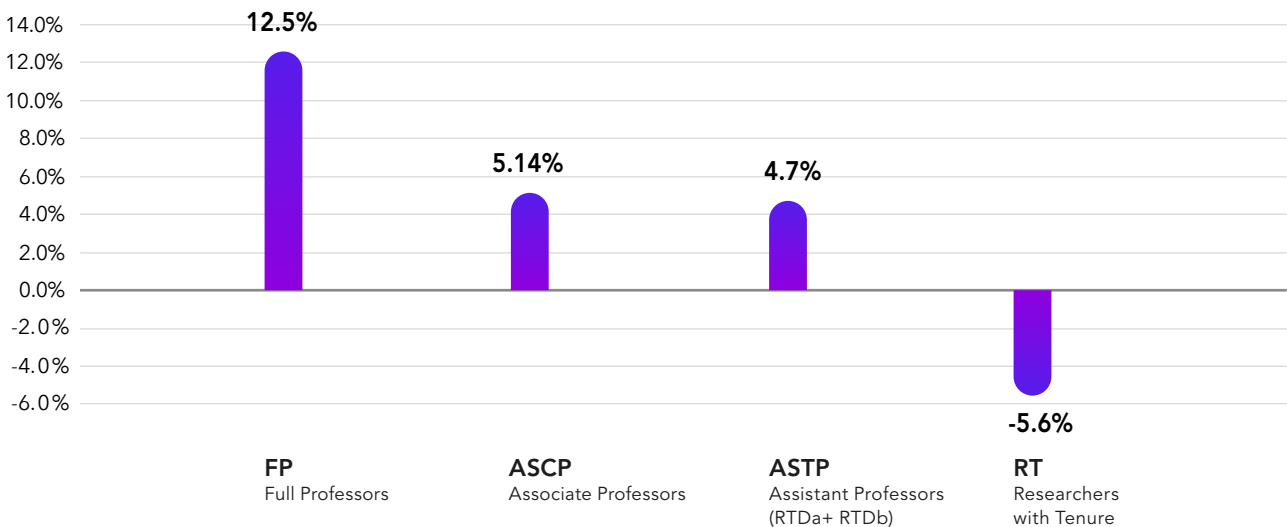
FIGURE 2.6: Per Capita Research Funds 2021-2023

There are no significant differences between research funds per capita received by men and women in the last three years. In particular, in 2021 and 2022 there was a slight prevalence of research funds per capita received by male researchers, while in 2023 a higher share was recorded for female researchers. However, the differences between the two categories are very limited and not statistically significant.

Read FIGURE 2.6 DATA
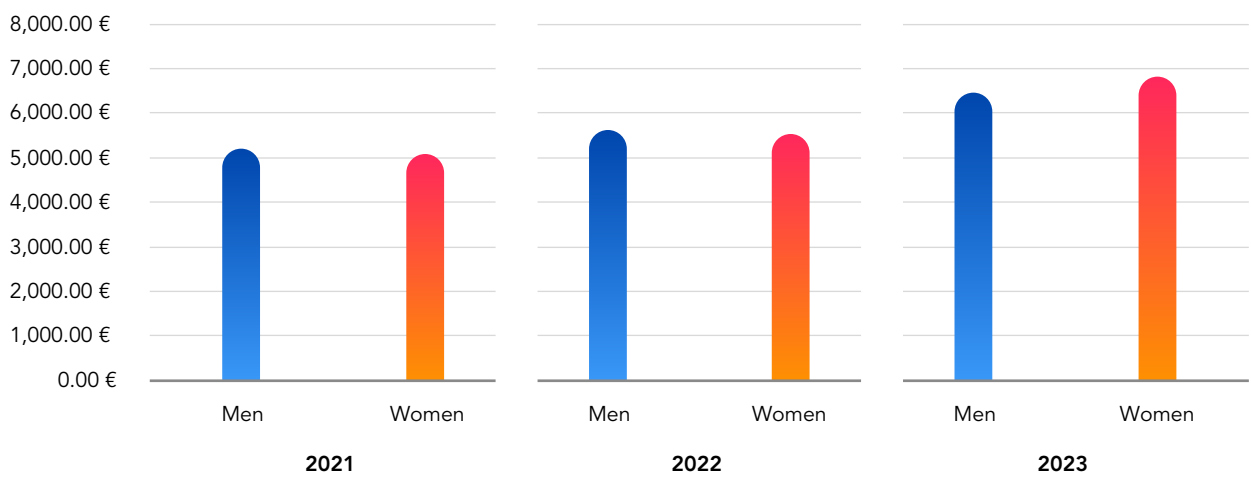
3.
STAFF

FIGURE 3.1: Career Gap - 2023

Figure 3.1 shows the career gap for staff. Women represent more than 70% of the lowest levels (from B1 to C2), but only 47% of directors.

Read FIGURE 3.1 DATA
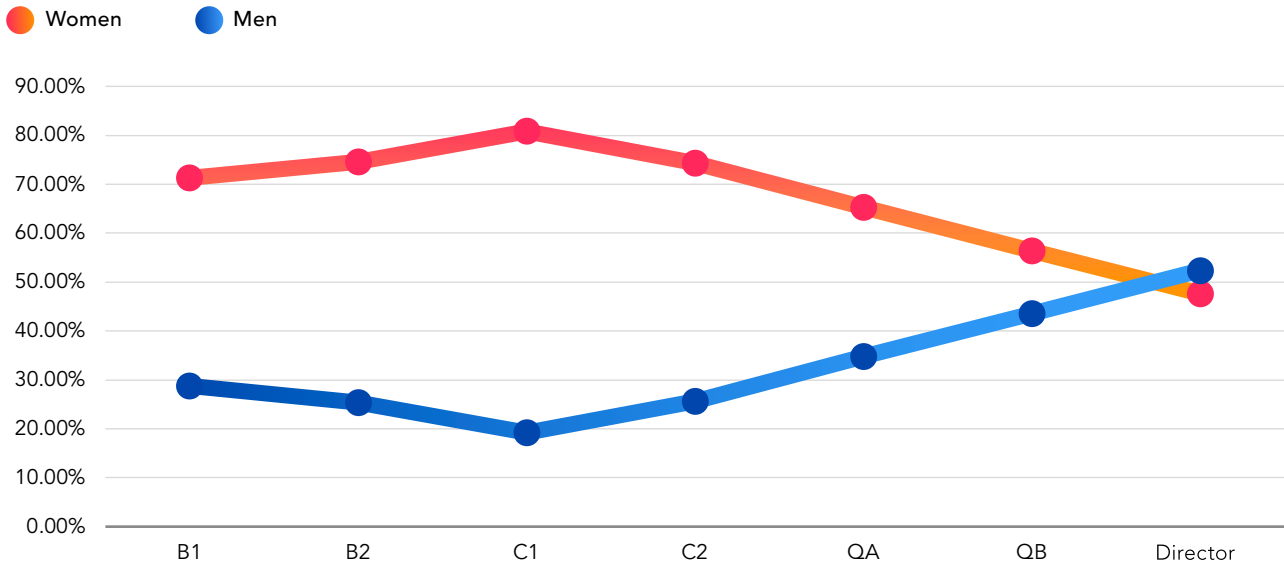
FIGURE 3.2: Average Gross Annual Pay Differential Between Men and Women for Staff - 2023

The average salary of female staff directors is about 10.8% lower than that of male staff directors. The numbers are very similar (9.5%) in the case of middle managers and journalists. The difference is reduced to 5% among A/B level staff and 4.3% among C level.

Read FIGURE 3.2 DATA
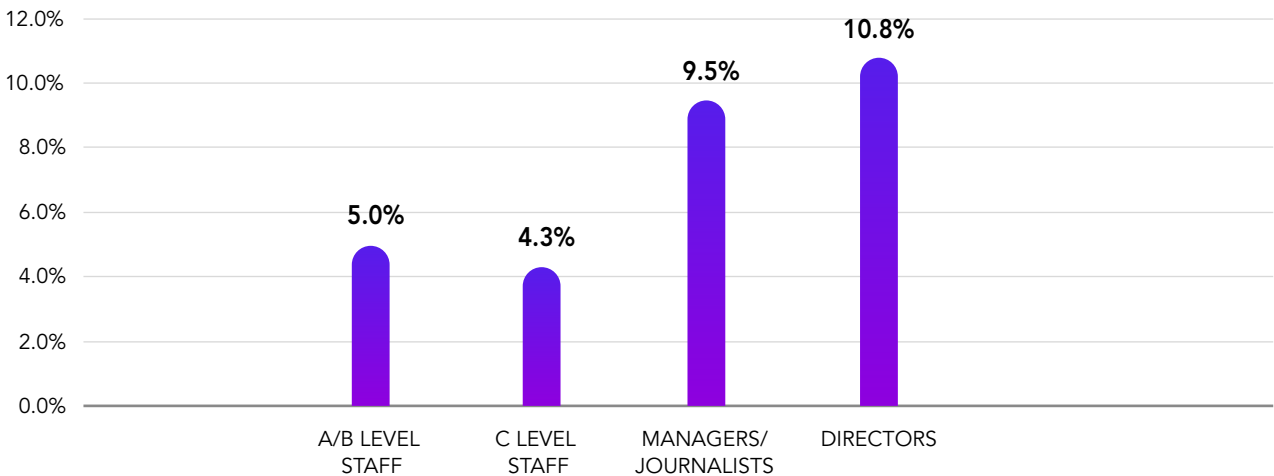
4.
GOVERNANCE

FIGURE 4.1: Governance Composition 2023-24

The Rector, Managing Director and Deputy Rector are all men. Only one woman is Head of a Department (out of nine Departments) and no women are Research Center Directors. There are 14 men and seven women in the Academic Council, and the University Board is comprised of 13 men and six women. The most balanced composition is found among the Master of Science Program Directors, with eight men and six women. The student representatives elected in all bodies are also predominantly male (15 out of 22 representatives).

Read FIGURE 4.1 DATA

● Women   ● Men

	Men	Women
Rector	1	
Managing Director	1	
Deputy Rector	1	
Other Deans	1	5
Board Members	13	6
Equal Opportunities Committee	2	9
University Evaluation Unit Members	5	3
Department Heads	8	1
Deans of the Schools	4	1
Dean of the Undergraduate School	7	2
Dean of the Graduate School	8	6
Dean of the School of Law		1
PhD Director	5	
Research Centers Directors	6	
Student representatives elected in the Academic Council	2	1
Student representatives elected in all bodies	15	7
Academic Council Members	14	7

FOCUS ON AWARENESS ACTIONS ON DIVERSITY & INCLUSION TOPICS

In the past three years, from 2022 to 2024, the **main actions** implemented by the University to raise awareness and foster a **culture of inclusion and respect for diversity**, include (in chronological order):

INCLUSIVE GENDER EQUALITY PLAN IGEP 2022-2024

The first edition of IGEP 2022-2024, issued in 2022, is a policy document that maps diversity within the Bocconi community while considering the interconnected nature of various aspects, such as gender, gender identity, sexual orientation, disability, ethnicity, nationality and mental health needs, which create overlapping forms of discrimination, disadvantage and marginalization. The document also outlines the University's inclusion practices and sets an agenda for future initiatives.

🔗 Click here for more information on the first edition of IGEP 2022-2024
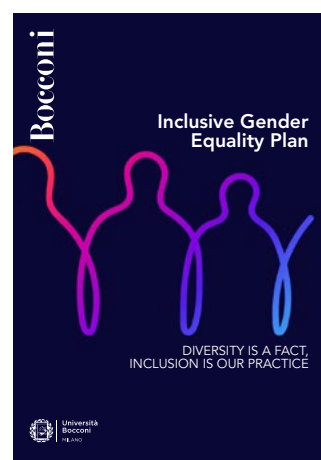
A SCUOLA DI INCLUSIONE

This University project, targeted toward high school students, was launched in October 2023 and held its second edition in November 2024 in collaboration with Intesa Sanpaolo, Dynamo Camp, La Repubblica and Affari Pubblici. The goal was to explore how to constructively meet the challenges posed by gender inequality, disability, poverty, mental health and migration.

🔗 Click here for more information on the "A scuola di Inclusione" event

INCLUSION WEEK

Inclusion Week, held from 10-17 November 2023, was the first major initiative to raise awareness of inclusion issues at Bocconi University and saw the participation of about 1,200 people. Seven academic seminars and six experiential activities aimed to strengthen a culture of inclusivity among the Bocconi community. The experiential activities included the following: Coffee in the Dark, In Other's People Shoes Experiential Tour, Inclusion in Sports, Interfaith Moment, Meditation as a Tool for Nurturing Inclusivity, and Walk-In Counseling. Topics covered during the week included gender, LGBTQIA+, multiculturalism, ethnic minority groups, religion, disability, neurodiversity, prejudice, inclusive language, and more.

🔗 <u>Click here for more information on Inclusion Week</u>

"DIVERSITY & INCLUSION IN TEACHING" TRAINING MODULE

"Diversity & Inclusion in Teaching" is an online training module for faculty on the issues of gender inequality, multiculturalism, mental health and support for people with specific needs, made available starting from the 2023-2024 academic year.
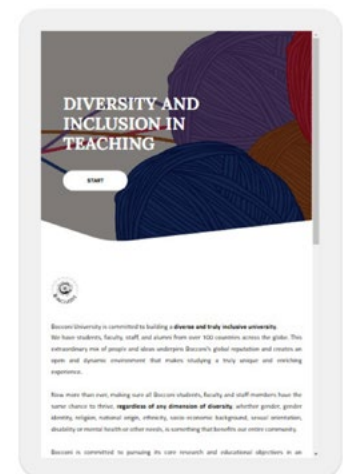
🔗 <u>Click here for more information on the Diversity & Inclusion in Teaching module</u>

INCLUSIVE COMMUNICATION GUIDELINES

The Inclusive Communication Guidelines were published in November 2023, and provide common, practical recommendations for all members of the university community. Applicable to both written and verbal communication, the guidelines promote inclusive language that reflects diversity and minimizes unconscious biases. The document is available in both Italian and English, covering topics such as disability, ethnicity, race and gender. It also offers a glossary of suggested neutral terms to use. Tailored workshops were held to provide practical tools and discuss real-life experiences, helping participants adopt inclusive communication in everyday situations.

🔗 Click here for more information on the Inclusive Communication Guidelines

WORKPLACE CLIMATE SURVEY

The survey seeks to assess faculty perceptions on issues such as discrimination, diversity and inclusion in the workplace. The findings are valuable for implementing new Diversity and Inclusion practices, raising awareness, and aligning our University with other leading universities. The survey, based on scientific literature, includes 25 anonymous questions and was conducted online between February and March 2024.

CHANGED BY WOMEN

The "Changed by Women" initiative began with the collection of 99 Alumnae stories into a book, and quickly evolved into a multiplatform project aimed at empowering women – by both sharing their testimonials and launching the Women's Fund to support future female students.

🔗 Click here for more information on the Changed by Women initiative

GENDER REPORT

The Gender Report provides a snapshot of the university community – students, faculty, staff and governance – highlighting gender equality trends through time series analysis. It considers indicators like gender distribution and career opportunities, and outlines initiatives promoting gender equality, equal opportunities, and social welfare for anyone who works and studies at Bocconi University.

🔗 Click here for more information on the Gender Report 2023
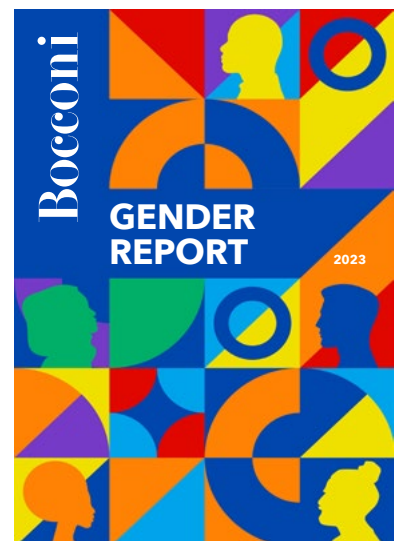
"EVERYBODY IN, NOBODY OUT" VIDEO

The "Everybody In, Nobody Out" video highlights the University's commitment to diversity and inclusion, fostering a welcoming environment for all. It promotes gender equality, as well as respect for all gender identities and sexual orientations. It also ensures equal opportunities for individuals of all abilities and neurodiversity. The University emphasizes the importance of mutual respect and wellbeing, encouraging everyone to report issues or suggestions through a designated channel.

🔗 Click here to watch the "Everybody In, Nobody Out" video
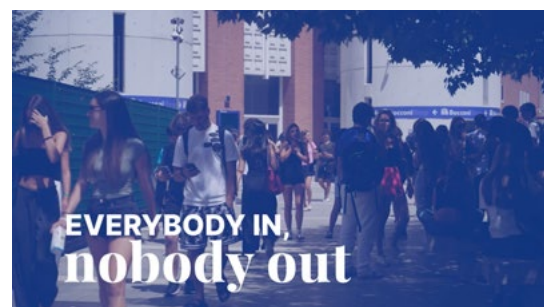
ANTIDISCRIMINATION SERVICE DESK

The Anti-Discrimination Service Desk – with Attorney Nicoletta Parvis serving as Anti-Discrimination Counselor – was established starting from the 2024-2025 academic year. It serves as a point of reference for students, faculty and staff who feel they are victims of discrimination, harassment or misconduct within the academic community – striving to foster a respectful and inclusive environment. The Anti-Discrimination Counselor operates with full autonomy, ensuring confidentiality and providing guidance on possible solutions and procedures. Her advice is based on university regulations and codes of ethics, in collaboration with university services focused on diversity, inclusion and wellbeing.

Nicoletta Parvis,
Attorney

🔗 Click here for more information on the Anti-Discrimination Service Desk

ORANGE THE WORLD

On 25 November 2024, International Day for the Elimination of Violence against Women, Bocconi University joined the UN Women **Orange the World** awareness campaign. On that day, some of the buildings and spaces on campus were lit up in orange, a color symbolizing optimism and commitment to a future free from violence against women.

🔗 Click here for more information on Orange the World

OBJECTIVES AND ACTIONS

OVERVIEW

AREA 1
Diversity and inclusion in leadership strategies

1. Encourage the adoption of Diversity and Inclusion policies at the highest levels of the University

AREA 2
Communication of organizational culture

1. Promote an inclusive culture, free from discrimination
2. Introduce a culture of gender equality in organizational processes
3. Adopt a more inclusive language
4. Spread a culture of diversity and inclusion throughout the local area, aimed at reducing stereotypes and biases

AREA 3
Prevention and management of discrimination, violence and harassment

1. Prevent discrimination, violence and harassment
2. Increase community support and listening on issues of violence, harassment and discrimination (including homophobic and transphobic harassment)
3. Collaborate with relevant local, national and international networks that oversee diversity and inclusion
4. Protect the psychophysical wellbeing of LGBTQIA+ people
5. Protect the psychophysical wellbeing of people with disabilities and neurodivergence
6. Protect the right to women's wellbeing

AREA 4
Integration of diversity and inclusion into research and teaching programs

1. Enhance diversity and inclusion in research and teaching

AREA 5
Work-Life balance

1. Promote work-life balance with parenting or other care activities
2. Promote work-life balance in general
3. Foster an inclusive and diversity-conscious work environment through survey and monitoring tools

AREA 6
Gender balance in leadership positions and decision-making bodies

1. Advance the presence of women in leadership positions and decision-making bodies

AREA 7
Gender equality in recruitment and career advancement

1. Declare a greater strategic commitment towards achieving gender balance
2. Rebalance the trend of the decline in the presence of women in Assistant Professor positions and continue in the direction of increasing the number of female Full Professors at the University
3. Strengthen skills related to gender equality and diversity to foster equal participation of all genders in the various disciplinary areas
4. Rebalance salary dynamics
5. Implement strategies to achieve gender equality in STEM and Economics and Finance subjects where female students are still underrepresented
6. Raise awareness of gender issues at all levels

AREA 1.

Diversity and inclusion in leadership strategies

OBJECTIVE 1.1: Encourage the adoption of Diversity and Inclusion policies at the highest levels of the University

ACTION 1

Continuation of the Dean for Diversity, Inclusion and Sustainability and of Department Delegates for Diversity, Inclusion and Sustainability

Target Groups

Faculty, Staff and Students

Human Resources Involved

- Dean for Diversity, Inclusion and Sustainability
- Delegates for Diversity, Inclusion and Sustainability

Financial Resources

No

Output/outcome

- Reinforcement of the University's strategy related to diversity
- Continuation of a figure in the Rectoral team with the mandate to promote Diversity & Inclusion and equal opportunities policies at the highest levels of the University
- Support to the dedicated Deanship by the Delegates for Diversity, Inclusion and Sustainability

Timing

2025, 2026, 2027

Indicators

Definition of objectives related to the creation of an inclusive environment and their attribution to the different Departments of the University

UN Agenda 2030 Goals

10, 16

OBJECTIVE 1.1: Encourage the adoption of Diversity and Inclusion policies at the highest levels of the University

ACTION 2

Continuation of the Equal Opportunities Committee and of the Inclusion, Disability and Wellbeing Committee

Target Groups
Faculty, Staff and Students

Human Resources Involved
- Dean for Diversity, Inclusion and Sustainability
- Members of the Equal Opportunities Committee
- Members of the Inclusion, Disability and Wellbeing Committee

Financial Resources
No

Output/outcome
Involvement of faculty and staff members on Diversity and Inclusion issues in committees with advisory and auxiliary functions to the Deanship

Timing
2025, 2026, 2027

Indicators
- Number of committee meetings
- Number of proposals discussed and implemented
- Monitoring the progress of approved actions

UN Agenda 2030 Goals
10, 16

AREA 2.

Communication of organizational culture

OBJECTIVE 2.1: Promote an inclusive culture, free from discrimination

ACTION 1

Internal communication and awareness actions on Diversity and Inclusion issues (e.g. institutional events, communication campaigns)

Target Groups

Faculty, Staff and Students

Human Resources Involved

- Dean for Diversity, Inclusion and Sustainability
- Corporate Marketing and Communication
- Students Outreach & Support (Inclusion Service)

Financial Resources

Yes

Output/outcome

- Introduction in institutional events of diversity issues such as gender, disability, gender identity, sexual orientation, geographical origin, etc. also through testimonials of leading figures who share experiences and models of positive leadership
- Planning of communication campaigns (e.g. on discrimination related to different aspects)

Timing

2025, 2026, 2027

Indicators

- Number of institutional events
- Number of campaigns

UN Agenda 2030 Goals

4, 10

OBJECTIVE 2.1: Promote an inclusive culture, free from discrimination

ACTION 2

Integration of communication with inclusion issues (e.g. gender and other aspects) at Open Day/Welcome Day events

Target Groups

Students, Prospective Students and their families

Human Resources Involved

- Students Outreach & Support (Guidance and Recruitment)
- Corporate Marketing and Communication

Financial Resources

Yes

Output/outcome

Introduction and reinforcement of guidance initiatives through testimonials, videos, data presentation, information on dedicated scholarships, etc.
to counteract prejudices against stereotypical behaviors

Timing

2025, 2026, 2027

Indicators

Creation and dissemination of institutional materials

UN Agenda 2030 Goals

5, 10

OBJECTIVE 2.1: Promote an inclusive culture, free from discrimination

ACTION 3

Continuation and constant updating of the "Diversity & Inclusion in Teaching" training module for faculty on Diversity & Inclusion topics, including gender inequality, disability, inclusive language, multiculturalism and mental health

Target Groups
Faculty

Human Resources Involved
- BUILT (Bocconi University Innovations in Learning and Teaching)
- Students Outreach & Support

Financial Resources
Yes

Output/outcome
- In-depth study of issues related to diversity with the aim of providing tools for a broader and more aware understanding of the dynamics of equality
- Strengthening of multi-channel communication strategies to promote participation in the module

Timing
2026

Indicators
Number of participants who have completed the module

UN Agenda 2030 Goals
4, 10

OBJECTIVE 2.1: Promote an inclusive culture, free from discrimination

ACTION 4

Testimonials from female professionals, researchers, scholars and academics, whose stories inspire academic and career choices

Target Groups

Faculty, Staff, Students, Alumni and civil society

Human Resources Involved
- Corporate Marketing and Communication
- Alumni & Fundraising

Financial Resources

Yes

Output/outcome

Support for female empowerment through the testimonials of the "Changed By Women" project and "Women's Fund" drive for the female students of the future

Timing

2025

Indicators
- Number of "Changed By Women""events
- Creation of a podcast
- Number of scholarships offered by the "Women's Fund"

UN Agenda 2030 Goals

4, 5, 10

4 QUALITY EDUCATION

5 GENDER EQUALITY

10 REDUCED INEQUALITIES

OBJECTIVE 2.2: Introduce a culture of gender equality in organizational processes

ACTION 1

Regulations on the composition of conference panels

Target Groups

Faculty and Staff

Human Resources Involved

Corporate Marketing and Communication

Financial Resources

No

Output/outcome

Definition of guidelines for the promotion of equal opportunities and gender balance at University events

Timing

2025

Indicators

Drafting and dissemination of guidelines

UN Agenda 2030 Goals

5, 10

OBJECTIVE 2.3: Adopt more inclusive language

ACTION 1

Updating of the guidelines and recommendations for the University's internal and external inclusive communication, both written and verbal, and organization of workshops on the subject

Target Groups

Faculty, Staff and Students

Human Resources Involved

- Corporate Marketing and Communication
- Students Outreach & Support (Inclusion Service)

Financial Resources

Yes

Output/outcome

- Improvement of the document "Inclusive Communication Guidelines" thanks to the introduction of new chapters and/or paragraphs on the evolution of language
- Review of existing content
- Internal dissemination of the updated document
- Organization of dedicated workshops

Timing

2027

Indicators

- Number of training participants
- Publication of the updated version

UN Agenda 2030 Goals

4, 5, 10

OBJECTIVE 2.3: Adopt more inclusive language

ACTION 2

Verification and adaptation of the content on the University website, institutional documents, teaching materials and forms to the guidelines on inclusive communication

Target Groups

Faculty, Staff, Students and external public

Human Resources Involved

- Corporate Marketing and Communication
- All involved units

Financial Resources

Yes

Output/outcome

- Identification and creation of working groups within units (e.g. editors) for the revision and introduction of expressions that take diversity into account
- Gradual adaptation of the content produced by the University

Timing

2025, 2026, 2027

Indicators

- Number of units participating in the revision
- Number of revisions carried out

UN Agenda 2030 Goals

5, 10

OBJECTIVE 2.4: Spread a culture of diversity and inclusion throughout the local area, aimed at reducing stereotypes and biases

ACTION 1

Continuation of the "A Scuola di Inclusione" initiative targeted at high schools

Target Groups

Students from Italian high schools and staff

Human Resources Involved

- Corporate Marketing and Communication
- Students Outreach & Support (Guidance and Recruitment)

Financial Resources

Yes

Output/outcome

- Organization of the second edition of the "A Scuola di Inclusione" project in collaboration with La Repubblica, Dynamo Academy, Intesa Sanpaolo and Affari Pubblici
- Actions inspiring young people to reflect on one cause of social exclusion, through group work on project proposals set up in one of the following ways: social impact project, civic activism campaign, investigative report or fundraising campaign

Timing

2025

Indicators

- Number of participants
- Number of projects developed

UN Agenda 2030 Goals

10

OBJECTIVE 2.4: Spread a culture of diversity and inclusion throughout the local area, aimed at reducing stereotypes and biases

ACTION 2

Advocacy of the values of diversity culture with local institutions

Target Groups

Faculty, Staff, Students, Alumni and civil society

Human Resources Involved

- Corporate Marketing and Communication
- Egea

Financial Resources

Yes

Output/outcome

Organization of initiatives (e.g. printed articles, events, talks or exhibitions) in celebration of main International Days regarding diversity and non-discrimination

Timing

2025, 2026, 2027

Indicators

Number of initiatives organized

UN Agenda 2030 Goals

5, 10

AREA 3.

Prevention and management of discrimination, violence and harassment

OBJECTIVE 3.1: Prevent discrimination, violence and harassment

ACTION 1

Organization of internal initiatives to raise awareness and prevent both harassment and violence also in reference to multiculturalism at the University (different sensibilities, approaches and perceptions)

Target Groups

Faculty, Staff, Students, Alumni and external public (partner universities, partner companies, etc.)

Human Resources Involved

- Students Outreach & Support (Inclusion Service, Campus Life)
- Corporate Marketing and Communication
- Faculty

Financial Resources

Yes

Output/outcome

- Organization every two years of events such as the Anti-Discrimination Campaign and Inclusion Week, with the aim of increasing knowledge on the subject, spreading an inclusive and non-discriminatory culture, and creating awareness on how to build a welcoming environment
- Feasibility study on the introduction of new awareness initiatives
- Internal training dedicated to faculty and staff on issues of discrimination, harassment, "mobbing", hate speech, etc.

Timing

2025 and 2027

Indicators

- Number of awareness events organized and internal training activities held
- Number of participants, speakers and staff involved in the initiatives
- Number of activities within each initiative
- Event satisfaction index and qualitative comments indicated in the post-event evaluation questionnaires
- Number of partnerships created to streamline events

UN Agenda 2030 Goals

5, 10

5 GENDER EQUALITY **10 REDUCED INEQUALITIES**

OBJECTIVE 3.2: Increase community support and listening on issues of violence, harassment and discrimination (including homophobic and transphobic harassment)

ACTION 1

Creation of the "Anti-Discrimination Service Desk" with a figure attributable to the role of Anti-Discrimination Counselor

Target Groups

Faculty, Staff and Students

Human Resources Involved
- Anti-Discrimination Counselor
- Anti-Discrimination working group

Financial Resources

Yes

Output/outcome
- Establishment of the Desk, creation of procedures for publicizing the new service and its use, periodic reporting activities
- Listening, assistance and advice to those who feel they have been victims of discrimination or acts of harassment
- Increased knowledge and awareness of discrimination issues thanks to the dissemination of informational and regulatory material, along with available data

Timing

2025

Indicators
- Number of cases handled by the Desk
- Service satisfaction index and qualitative comments indicated in the evaluation questionnaires

UN Agenda 2030 Goals

4, 5, 10, 16

OBJECTIVE 3.2: Increase community support and listening on issues of violence, harassment and discrimination (including homophobic and transphobic harassment)

ACTION 2

Continuation of the recently established "Inclusion Service" organizational unit and development of skills in listening and collecting reports on issues of Diversity & Inclusion

Target Groups
Faculty, Staff and Students

Human Resources Involved
Students Outreach & Support (Inclusion Service)

Financial Resources
Yes

Output/outcome
- Feasibility plans, design and organization of awareness initiatives
- Creation of listening desks (e.g. Anti-Discrimination Service Desk with the Anti-Discrimination Counselor)
- Launch and management of projects dedicated to the various matters of diversity such as gender (e.g. rerelease of the Gender Report, Gender Equality Certification, etc.), multiculturalism, religious minorities (Multifaith Space) and gender identity
- Continuous staff training to increase knowledge on issues of Diversity and Inclusion

Timing
2025, 2026, 2027

Indicators
- Number of initiatives and projects on inclusion
- Number of hours of training on specific skills

UN Agenda 2030 Goals
5, 10

OBJECTIVE 3.2: Increase community support and listening on issues of violence, harassment and discrimination (including homophobic and transphobic harassment)

ACTION 3

Formal extension of the capacity of psychological support already provided by the Counseling service (students) regarding discrimination

Target Groups

Students

Human Resources Involved

Students Outreach & Support (Campus Life)

Financial Resources

No

Output/outcome

- Clear communication on the University's various channels regarding extension of the capacity
- Training dedicated to discrimination issues for Counseling service consultants
- Systematic coordination between the Counseling service and Anti-Discrimination Service Desk

Timing

2025, 2026, 2027

Indicators

- Evidence of the communications carried out
- Number of hours of training carried out, number of psychological support interviews on discrimination
- Number of students who have been advised by the Counseling service to contact the Anti-Discrimination Service Desk and vice versa

UN Agenda 2030 Goals

3, 5, 10

OBJECTIVE 3.3: Collaborate with relevant local, national and international networks that oversee diversity and inclusion

ACTION 1

Active participation in networks with an exchange of best practices and creation of new partnerships with universities and other organizations

Target Groups

Local or international organizations and universities

Human Resources Involved

- Dean for Diversity, Inclusion and Sustainability or other delegates
- Equal Opportunities Committee
- Students Outreach & Support (Inclusion Service, Campus Life)

Financial Resources

Yes

Output/outcome

- Discussion within current networks such as
    – CIVICA Work Package 7 "Diversity, equity and inclusion"
    – COUNIPAR National Conference of Equality Bodies of Italian Universities
    – CRUI Commission on Gender Issues
    – Interuniversity Research Center on "Gender Cultures"
    – RUS Network of Universities for Sustainable Development
    – CNUDD National Conference of University Delegates for Disability
    – CALD Coordination of Lombard Universities for Disability
- Feasibility study and establishment of collaborations with new networks

Timing

2025, 2026, 2027

Indicators

- Number of network memberships
- Number of participants in meetings/conferences
- Number of guest speakers

UN Agenda 2030 Goals

5, 10, 17

OBJECTIVE 3.4: Protect the psychophysical wellbeing of LGBTQIA+ people

ACTION 1

Continuation of the "Bocconi Carriera Alias" program managed by the Alias Committee and all-gender bathrooms in all campus buildings

Target Groups

Faculty, Staff, Students and external public (only for all-gender bathrooms)

Human Resources Involved

- Alias Committee
- Students Outreach & Support (Inclusion Service)
- Academic Services
- Operations and Campus Development (Infrastructure, Sustainability & Facility Management)
- Sustainability & Facility Management

Financial Resources

No

Output/outcome

- Evaluation and acceptance of applications to the "Bocconi Carriera Alias" program, guidance during the person's gender transition
- Presence of all-gender bathrooms on campus and adequate signage and communication
- Participation in mentoring programs dedicated to the LGBTQIA+ University community

Timing

2025, 2026, 2027

Indicators

- Number of students with on-campus alias identities per academic year
- Number of students who have taken advantage of the mentoring programs

UN Agenda 2030 Goals

3, 10

OBJECTIVE 3.5: Protect the psychophysical wellbeing of people with disabilities and neurodivergence

ACTION 1

Planning of services to support those who study and work on campus to guarantee they are able to fulfill their potential regardless of specific needs

Target Groups

Faculty, Staff, Students and external public

Human Resources Involved

- Students Outreach & Support (Inclusion Service)
- Academic Services
- Operations and Campus Development (Infrastructure, Sustainability & Facility Management)
- Technology
- Market & Partners

Financial Resources

Yes

Output/outcome

Implementation of projects/services on the topics of:
1. Physical accessibility
2. Digital accessibility
3. Counseling and Learning Needs Help Desk
4. Academic Specific Needs Support
5. Targeted integration into the job market

Timing

2025, 2026, 2027

Indicators

- Number of projects implemented
- Publication of the Charter of Services for people with disabilities and learning disorders

UN Agenda 2030 Goals

3, 10

OBJECTIVE 3.6: Protect the right to women's wellbeing

ACTION 1

Support to women for psychophysical wellbeing during their time at the University

Target Groups

Faculty, Staff and Students

Human Resources Involved

- Students Outreach & Support (Inclusion Service)
- Procurement
- Operations and Campus Development (Infrastructure, Sustainability & Facility Management)

Financial Resources

Yes

Output/outcome

Installation of dispensers of biodegradable sanitary napkins, for free use or moderate prices, in some buildings on the Bocconi campus

Timing

2025, 2026, 2027

Indicators

- Number of dispensers of biodegradable sanitary napkins installed
- Number of total sanitary napkins purchased by the University

UN Agenda 2030 Goals

5, 10

AREA 4.

Integration of diversity and inclusion into research and teaching programs

OBJECTIVE 4.1: Enhance diversity and inclusion in research and teaching

ACTION 1

Event offer in the "Broaden Your Frame" series on Diversity & Inclusion dedicated to gender equality and other issues such as neuroatypicality, LGBTQIA+, disability, ethnicity and age

Target Groups

Faculty, Staff and Students

Human Resources Involved
- Dean for Diversity, Inclusion and Sustainability
- Students Outreach & Support (Inclusion Service)
- Academic Planning & Monitoring

Financial Resources

Yes

Output/outcome

Organization of the "Broaden Your Frame" series for Master of Science students, open to other members of the community

Timing

2025 and 2027

Indicators
- Number of participants registered for the series
- Number of seminars organized
- Qualitative feedback obtained in the assessment test

UN Agenda 2030 Goals

4, 10

OBJECTIVE 4.1: Enhance diversity and inclusion in research and teaching

ACTION 2

Continuation of existing courses on diversity and inclusion issues, and cross-cutting incorporation of these issues in course syllabi

Target Groups

Faculty and Students

Human Resources Involved

- Dean for Diversity, Inclusion and Sustainability
- Academic Planning & Monitoring

Financial Resources

No

Output/outcome

Overall increase in courses dealing with issues of diversity and inclusion through their incorporation in course syllabi related to different subject areas

Timing

2025, 2026, 2027

Indicators

- Number of courses on issues of diversity and inclusion
- Number of courses in which diversity and inclusion is addressed, even laterally

UN Agenda 2030 Goals

4, 5, 10

OBJECTIVE 4.1: Enhance diversity and inclusion in research and teaching

ACTION 3

Continuation and strengthening of the Gender Lab for research, seminars and conferences

Target Groups

Faculty

Human Resources Involved
- Dean for Diversity, Inclusion and Sustainability
- AXA Gender Lab

Financial Resources

Yes

Output/outcome
- Organization of seminars and events on the subject
- Development of research and publications on the subject

Timing

2025, 2026, 2027

Indicators
- Number of seminars/events
- Number of publications

UN Agenda 2030 Goals

5

5 GENDER EQUALITY

OBJECTIVE 4.1: Enhance diversity and inclusion in research and teaching

ACTION 4

Monitoring of gender balance in conferring Research Excellence Awards and Impact Awards

Target Groups

Faculty

Human Resources Involved

Academic Services (Research Services)

Financial Resources

Yes

Output/outcome

Distribution of monetary awards

Timing

2025, 2026, 2027

Indicators

Number of monetary awards with distinction between men and women

UN Agenda 2030 Goals

5

OBJECTIVE 4.1: Enhance diversity and inclusion in research and teaching

ACTION 5

Monitoring of gender balance in obtaining competitive research grants funded by external bodies

Target Groups

Faculty

Human Resources Involved

Academic Services (Research Management)

Financial Resources

No

Output/outcome

Obtainment of research grants

Timing

2025, 2026, 2027

Indicators

- Number of competitive grants obtained with distinction between men and women
- Total value of the Bocconi share (in K€) of the competitive grants obtained with distinction between men and women

UN Agenda 2030 Goals

5

OBJECTIVE 4.1: Enhance diversity and inclusion in research and teaching

ACTION 6

Participation in the graduation awards on gender equality and on inclusion issues to encourage theses on the subject

Target Groups

Students

Human Resources Involved

- Dean for Diversity, Inclusion and Sustainability
- Students Outreach & Support (Fees, Funding & Housing)

Financial Resources

No

Output/outcome

Periodic collection and publication of existing calls on graduation awards related to gender and inclusion issues

Timing

2025, 2026, 2027

Indicators

Number of calls promoted

UN Agenda 2030 Goals

4, 5, 10

AREA 5.

Work-Life balance

OBJECTIVE 5.1: Promote work-life balance with parenting or other care activities

ACTION 1
Creation of policies for the management of parenthood stages

Target Groups
Faculty and Staff

Human Resources Involved
- Dean for Diversity, Inclusion and Sustainability
- Dean for the Faculty
- People & Culture

Financial Resources
No

Output/outcome
- Creation of a policy for staff
- Creation of a policy for faculty

Timing
2026

Indicators
Publication and dissemination of policies through internal channels

UN Agenda 2030 Goals
5, 8
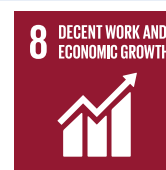
OBJECTIVE 5.1: Promote work-life balance with parenting or other care activities

ACTION 2

Expansion of the current Ni.Bo. Nursery School

Target Groups

Faculty and Staff

Human Resources Involved

- Operations and Campus Development
- People & Culture

Financial Resources

Yes

Output/outcome

Expansion of the spaces and available placements of the Ni.Bo. Nursery School as part of the Bocconi building development plan with the Municipality of Milan

Timing

2027

Indicators

Opening of the new Ni.Bo. nursery school

UN Agenda 2030 Goals

5, 10

5 GENDER EQUALITY

10 REDUCED INEQUALITIES

OBJECTIVE 5.1: Promote work-life balance with parenting or other care activities

ACTION 3

Possibility of covering the costs of care for children of Core Faculty who accompany them during teaching (visiting) and/or research trips

Target Groups

Faculty

Human Resources Involved

- Dean for Diversity, Inclusion and Sustainability
- Dean for the Faculty
- People & Culture
- Administration & Treasury

Financial Resources

No

Output/outcome

- Increase of the number of teaching or research trips of core faculty with their children accompanying them
- Improvement of family/work balance
- Improvement of organizational wellbeing

Timing

2026

Indicators

Number of trips taken by core faculty accompanied by their children

UN Agenda 2030 Goals

5, 10

OBJECTIVE 5.1: Promote work-life balance with parenting or other care activities

ACTION 4

Planning of services supporting parenting, including: on-demand baby-sitting at home and reception of children in a designated University building during school closure days

Target Groups

Faculty, Staff and Students

Human Resources Involved

- Dean for Diversity, Inclusion and Sustainability
- Dean for the Faculty
- People & Culture
- Students Outreach & Support

Financial Resources

No

Output/outcome

Conducting of a feasibility survey regarding the actual demand for services and possible types, aimed at verifying the perceived increase in:
1. attractiveness of the University
2. productivity and satisfaction of faculty, staff and students with children

Timing

2026

Indicators

Processing of collected data

UN Agenda 2030 Goals

5, 8, 10
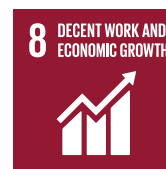
OBJECTIVE 5.1: Promote work-life balance with parenting or other care activities

ACTION 5

Continuation and enhancement of the ISSIM social counseling desk including psychological support

Target Groups

Faculty and Staff

Human Resources Involved

People & Culture

Financial Resources

No

Output/outcome

- Prevention of phenomena that can lead to "mobbing" or what can be claimed as such
- Reduction of tensions in the workplace
- Greater dissemination of knowledge about the ISSIM service

Timing

2025, 2026, 2027

Indicators

Number of cases handled by the desk

UN Agenda 2030 Goals

3, 10

OBJECTIVE 5.1: Promote work-life balance with parenting or other care activities

ACTION 6

Continuation of the following services: paid parental leave for staff and parental leave for researchers and PhD students, both with greater benefits compared to current legislation

Target Groups

Faculty and Staff

Human Resources Involved

People & Culture

Financial Resources

No

Output/outcome

- Improvement of family/work balance
- Improvement of organizational wellbeing

Timing

2025, 2026, 2027

Indicators

- Number of protocols and CSA (University Careers and Salaries) for faculty parental leave
- Number of protocols for staff parental leave

UN Agenda 2030 Goals

5, 8

OBJECTIVE 5.1: Promote work-life balance with parenting or other care activities

ACTION 7

Continuation of the "CarDev (Research Support on Career Development)" program

Target Groups

Faculty

Human Resources Involved

People & Culture

Financial Resources

Yes

Output/outcome

Career development assistance for associate professors and tenured researchers who have significant experience in family care and assistance (for children, spouses or partners, or relatives) through:
1. a teaching discount equal to 50% of the teaching load for the academic year of reference
2. the allocation of an additional €5,000 for individual research funds

Timing

2025, 2026, 2027

Indicators

Number of faculty CarDev assignments

UN Agenda 2030 Goals

5, 8
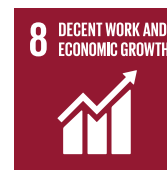
OBJECTIVE 5.2: Promote work-life balance in general

ACTION 1

Creation of Employee Resource Groups (ERG), which are discussion groups on the topics of parenting, LGBTQIA+, multiculturalism, accessibility, sports, etc.

Target Groups

Faculty and Staff

Human Resources Involved

- People & Culture
- Union organizations

Financial Resources

No

Output/outcome

- Proactive and voluntary participation of staff members who work within a group on one of the various aspects of diversity
- Exchange of best practices among colleagues on the issues of work-life balance

Timing

2026, 2027

Indicators

- Number of ERGs created
- Number of employees involved

UN Agenda 2030 Goals

5, 10

OBJECTIVE 5.2: Promote work-life balance in general

ACTION 2
Continuation of welfare platform

Target Groups
Staff

Human Resources Involved
People & Culture

Financial Resources
Yes

Output/outcome
Improvement of staff wellbeing through the use of benefits in the form of tax breaks and purchase services through a dedicated platform

Timing
2025, 2026, 2027

Indicators
Number of platform users per year

UN Agenda 2030 Goals
5, 8, 10
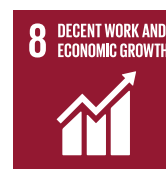
OBJECTIVE 5.2: Promote work-life balance in general

ACTION 3
Collection of information on welfare services and initiatives

Target Groups
Faculty

Human Resources Involved
People & Culture

Financial Resources
No

Output/outcome
Increased awareness of welfare measures dedicated to faculty

Timing
2025

Indicators
Drafting and dissemination of a compendium

UN Agenda 2030 Goals
5, 8, 10
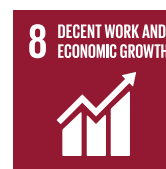
OBJECTIVE 5.2: Promote work-life balance in general

ACTION 4

Continuation of remote work for staff, stipulated in the company contract

Target Groups

Staff

Human Resources Involved

- People & Culture
- Union organizations

Financial Resources

No

Output/outcome

Increased staff satisfaction linked to greater flexibility guaranteed by remote working

Timing

2025, 2026, 2027

Indicators

Analysis of the demographic that has decided to participate

UN Agenda 2030 Goals

8, 10
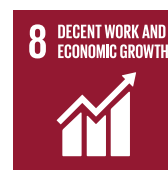
OBJECTIVE 5.3: Foster an inclusive and diversity-conscious work environment through survey and monitoring tools

ACTION 1

Possibility of extending to staff the survey on the perception of workplace discrimination already conducted on members of the Core Faculty

Target Groups

Staff

Human Resources Involved

People & Culture

Financial Resources

No

Output/outcome

- Analysis of workplace perception
- Study of the results to introduce good practices and solutions to any critical issues that have emerged

Timing

2025

Indicators

- Creation and dissemination of a survey
- Preparation and dissemination of an internal report on the results of the survey

UN Agenda 2030 Goals

10

10 REDUCED INEQUALITIES

OBJECTIVE 5.3: Foster an inclusive and diversity-conscious work environment through survey and monitoring tools

ACTION 2

Launch of the request, obtainment and continuation of the Gender Equality Certification (UNI/PdR 125:2022)

Target Groups

Faculty and Staff

Human Resources Involved

- Students Outreach & Support (Inclusion Service)
- People & Culture

Financial Resources

Yes

Output/outcome

- Increased awareness at organizational level on issues related to gender equality in all areas
- Promotion of gender equality policies

Timing

2025, 2026, 2027

Indicators

- Obtainment of certification
- Annual continuation of certification

UN Agenda 2030 Goals

5

OBJECTIVE 5.3: Foster an inclusive and diversity-conscious work environment through survey and monitoring tools

ACTION 3

Data collection with a view to various aspects such as gender, nationality, age, socioeconomic background and different abilities

Target Groups
Faculty, Staff and Students

Human Resources Involved
- People & Culture
- Students Outreach & Support
- Innovation, Transformation & Foresight

Financial Resources
Yes

Output/outcome
- Collection of data on equal opportunities and organizational wellbeing
- Planning of improvement actions

Timing
2025, 2026, 2027

Indicators
- Creation of a dashboard for the systematic collection of data in the various University components
- Drafting and dissemination of the IGEP and other planning and strategic publications

UN Agenda 2030 Goals
5, 10

5 GENDER EQUALITY	10 REDUCED INEQUALITIES

AREA 6.

Gender balance in leadership positions and decision-making bodies

OBJECTIVE 6.1: Advance the presence of women in leadership positions and decision-making bodies

ACTION 1

Monitoring of the gender composition of managing and decision-making bodies

Target Groups

Faculty and Staff

Human Resources Involved

- People & Culture
- Executive Committee
- Rectoral Committee

Financial Resources

Yes

Output/outcome

- Introduction of corrective measures to overcome career asymmetries in staff and faculty management
- Possible definition of internal rules
- Periodic publication of the Gender Report

Timing

2025, 2026, 2027

Indicators

Percentage of women in leadership positions

UN Agenda 2030 Goals

5, 10

5 GENDER EQUALITY

10 REDUCED INEQUALITIES

AREA 7.

Gender equality in recruitment and career advancement

OBJECTIVE 7.1: Declare a greater strategic commitment towards achieving gender balance

ACTION 1

Continuation of gender-related objectives and KPIs in the Strategic Plan

Target Groups

Faculty, Staff and Students

Human Resources Involved

University leadership

Financial Resources

No

Output/outcome

Integration of gender-related objectives and KPIs in the University's Strategic Plan

Timing

2026

Indicators

Number of gender-related goals and KPIs

UN Agenda 2030 Goals

4, 5, 10

OBJECTIVE 7.2: Rebalance the trend of the decline in the presence of women in Assistant Professor positions, and continue in the direction of increasing the number of female Full Professors at the University

ACTION 1

Monitoring of the composition of selection and promotion committees and drafting of supporting guidelines to manage recruitment and evaluation processes

Target Groups
Faculty

Human Resources Involved
Rectoral Committee

Financial Resources
No

Output/outcome
- Drafting of the guidelines
- Approval by the Rectoral Committee
- Elimination of implicit bias in hiring and recruitment processes to allow fair opportunities in career advancement

Timing
2026

Indicators
Internal dissemination of the guidelines

UN Agenda 2030 Goals
5, 10

OBJECTIVE 7.2: Rebalance the trend of the decline in the presence of women in Assistant Professor positions, and continue in the direction of increasing the number of female Full Professors at the University

ACTION 2

Monitoring of the recruitment of female Assistant Professors also through the preparation of a final report at the end of the selection process on gender distribution of candidates and winners

Target Groups

Faculty

Human Resources Involved

Rectoral Committee

Financial Resources

No

Output/outcome

Publication of an annual report with collection of the number of male and female candidates and respondents for each Assistant Professor position

Timing

2026, 2027

Indicators

Internal presentation of the results contained in the final report

UN Agenda 2030 Goals

5, 10

5 GENDER EQUALITY

10 REDUCED INEQUALITIES

OBJECTIVE 7.3: Strengthen skills related to gender equality and diversity to foster equal participation of all genders in the various disciplinary areas

ACTION 1

Career support through the expansion of mentoring programs currently planned for female Assistant Professors

Target Groups

Faculty

Human Resources Involved

Departments

Financial Resources

No

Output/outcome

- Promotion of more female faculty from the position of Assistant Professor to Associate Professor
- Greater support for female faculty members' careers

Timing

2027

Indicators

Number of promotions of men and women relative to the number of men and women in different roles

UN Agenda 2030 Goals

5

5 GENDER EQUALITY

OBJECTIVE 7.4: Rebalance salary dynamics

ACTION 1

Monitoring of salary gaps for upper level faculty (Full Professors) and all staff levels

Target Groups

Faculty and Staff

Human Resources Involved

People & Culture

Financial Resources

No

Output/outcome

- Monitoring of average salaries by staff classification level
- Monitoring of salaries by type of faculty

Timing

2025, 2026, 2027

Indicators

Preparation of annual reports on the situation

UN Agenda 2030 Goals

5, 10

5 GENDER EQUALITY

10 REDUCED INEQUALITIES

OBJECTIVE 7.5: Implement strategies to achieve gender equality in STEM and Economics and Finance subjects where female students are still underrepresented

ACTION 1

Continuation and monitoring of scholarships dedicated to female students (Women Awards)

Target Groups

Prospective students

Human Resources Involved

- Dean for Diversity, Inclusion and Sustainability
- Students Outreach & Support (Guidance & Recruitment, Fees, Funding & Housing)

Financial Resources

Yes

Output/outcome

- Monitoring of the number of "Bocconi Women Award" scholarships
- Feasibility study of other possibilities of financial aid or forms of support for female students to reduce gender asymmetries of participants in degree programs and elevate female empowerment
- Feasibility study of initiatives with high schools aimed exclusively at a female audience

Timing

2025, 2026, 2027

Indicators

- Number of scholarships allocated
- Number of feasibility studies

UN Agenda 2030 Goals

5, 10

OBJECTIVE 7.6: Raise awareness of gender issues at all levels

ACTION 1

Provision of training courses on diversity and equal opportunities issues that also cover overcoming prejudices in selection processes

Target Groups

Faculty and Staff

Human Resources Involved

- People & Culture
- BUILT - Bocconi University Innovations in Learning and Teaching

Financial Resources

Yes

Output/outcome

- Increased interest in and consideration of gender and diversity issues within the University environment
- Greater attention by faculty and staff to needs related to the theme of diversity

Timing

2025, 2026, 2027

Indicators

- Number of training courses held
- Number of people trained (staff and faculty)

UN Agenda 2030 Goals

5, 10

ANNEXES

ANNEX 1

Programs by Subject Area (2023-2024 academic year)

AREA
ECONOMICS AND FINANCE

- Bachelor
  – Economic and Social Sciences (ENG)
  – Economia e Finanza (ITA)
  – International Economics and Finance (ENG)
  – Economics, Management and Computer Science (ENG)

- Master of Science
  – Economic and Social Sciences (ENG)
  – Finanza - *Finance* (ITA-ENG)

- PhD
  – Economics and Finance (ENG)

AREA
MANAGEMENT

- Bachelor
  – Economia aziendale e Management (ITA)
  – International Economics and management (ENG)
  – Business (World Bachelor in Business) (ENG)
  – Economia e Management per Arte, Cultura e Comunicazione - *Economics and Management for Arts, Culture and Communication* (ITA-ENG)

- Master of Science
  – Management (ITA-ENG)
  – International Management (ENG)
  – Marketing Management (ITA-ENG)
  – Amministrazione, Finanza aziendale e controllo - *Accounting, Financial Management and Control* (ITA-ENG)
  – Economia e legislazione per l'impresa (ITA)
  – Economics and Managment in Arts, Culture, Media and Entertainment (ENG)
  – Economics and Managment of Government and International Organizations (ENG)
  – Economics and Management of Innovation and Technology (ENG)

- PhD
  – Business Administration and Management (ENG)

AREA
LAW

- Bachelor
  – Global law (ENG)

- Integrated Master of Arts
  – Law (ITA)

- PhD
  – Legal Studies (MAINLY ENG)

AREA
POLITICAL SCIENCE

- Bachelor
  – International Politics and Government (ENG)

- Master of Science
  – Politics and Policy analysis (ENG)

- PhD
  – Social and Political Science (ENG)

AREA
STEM

- Bachelor
  – Mathematical and Computing Sciences for Artificial Intelligence (ENG)

- Master of Science
  – Data Science and Business Analytics (ENG)
  – Cyber Risk strategy and Governance (ENG)
  – Transformative Sustainability (ENG)
  – Artificial Intelligence (ENG)

- PhD
  – Statistics and Computer Science (ENG)

ANNEX 2

FIGURE 1.1 DATA: Student Time Series by Gender 2021-2023

YEAR	Women	Men
2021	41.21%	58.79%
2022	41.6%	58.4%
2023	42.4%	57.6%

FIGURE 1.2 DATA: Percentage of Students Enrolled by Degree Type, Program Area and Gender 2023

BACHELOR	Women	Men
Economics and Finance	29.8%	70.2%
Law	64.3%	35.7%
Management	45.0%	55.0%
Political Science	57.4%	42.6%
STEM	33.3%	66.7%
TOTAL	**41.0%**	**59.0%**

MASTER OF SCIENCE	Women	Men
Economics and Finance	25.2%	74.8%
Management	45.0%	55.0%
Political Science	51.3%	48.7%
STEM	34.6%	65.4%
TOTAL	**40.4%**	**59.6%**

INTEGRATED MASTER OF ARTS	Women	Men
Law	56.6%	43.4%

PhD	Women	Men
Economics and Finance	31.8%	68.2%
Law	42.3%	57.7%
Management	54.1%	45.9%
Political Science	45.8%	54.2%
STEM	17.9%	82.1%
TOTAL	**37.6%**	**62.4%**

FIGURE 2.1 DATA: Faculty Time Series 2015-2023

YEAR	Women	Men
2015	26.1%	73.9%
2016	27.1%	72.9%
2017	27.7%	72.3%
2018	27.0%	73.0%
2019	27.7%	72.3%
2020	27.9%	72.1%
2021	28.8%	71.2%
2022	29.2%	70.8%
2023	29.6%	70.4%

FIGURE 2.2 DATA: Faculty Composition by Gender and Role 2023

ROLE	Women	Men
FP	18.40%	81.60%
AscP	39.80%	60.20%
AstP (RTDA+RTDB)	29.20%	70.80%
RT	47.40%	52.60%
Total	**29.60%**	**70.40%**

FIGURE 2.3 DATA: Faculty Composition by Gender, Role and Department 2023

Role	Accounting	Computing Sciences	Economics	Finance	Management and Technology	Marketing	Decision Sciences	Social and Political Sciences	Legal Studies
Percentage of Women Assistant Professors	25.00%	18.18%	41.67%	12.50%	40.00%	36.36%	0.00%	40.00%	28.57%
Percentage of Women Associate Professors	25.00%	50.00%	10.00%	18.75%	53.33%	71.43%	57.14%	37.50%	52.63%
Percentage of Women Full Professors	33.33%	14.29%	27.78%	6.67%	13.64%	33.33%	9.09%	23.53%	17.39%

FIGURE 2.4 DATA: Role Transitions 2022-2023

ROLE	Women	Men
AstP-AscP	1	3
AscP-FP	0	4
Other-AscP	2	0
Other-FP	0	1

FIGURE 2.5 DATA: Average Men/Women Gross Annual Pay Differential Full-Time Faculty 2023

ROLE	DIFFERENTIAL M/W
FP	12.5%
AscP	5.14%
AstP (RTDA+RTDB)	4.7%
RT	-5.6%

FIGURE 2.6 DATA: Per Capita Research Funds 2021-2023

YEAR	Men	Women
2021	5,206.65 €	5,097.71 €
2022	5,620.42 €	5,528.81 €
2023	6,458.87 €	6,821.73 €

FIGURE 3.1 DATA: Career Gap 2023

Levels	Women	Men
B1	71.26%	28.74%
B2	74.60%	25.40%
C1	80.79%	19.21%
C2	74.32%	25.68%
QA	65.28%	34.72%
QB	56.41%	43.59%
Director	47.62%	52.38%

FIGURE 3.2 DATA: Average Staff Men/Women Gross Annual Pay Differential 2023

Levels	Differential M/W
A/B	5.0%
C	4.3%
MANAGERS/ JOURNALISTS	9.5%
DIRECTORS	10.8%

Return to FIGURE 3.2

FIGURE 4.1 DATA: Governance Composition 2023-2024

NAME	Men	Women
Rector	1	0
Managing Director	1	0
Deputy Rector	1	0
Other Deans	1	5
Board Members	13	6
Equal Opportunities Committee	2	9
University Evaluation Unit Members	5	3
Department Heads	8	1
Deans of the Schools	4	1
Dean of the Undergraduate School	7	2
Dean of the Graduate School	8	6
Dean of the School of Law	0	1
PhD Director	5	0
Research Centers Directors	6	0
Student representatives elected in the Academic Council	2	1
Student representatives elected in all bodies	15	7
Academic Council Members	14	7

Return to FIGURE 4.1

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