Bocconi

GENDER REPORT

2023

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1.
INTRODUCTION

PRESENTATION

We are pleased to present the first edition of the Bocconi University Gender Report.

It is a tool that aims to promote and address gender inequality through a context analysis of the University community made up of the people studying and working there.

The document, published in early 2024, provides a snapshot of the men and women participating in the various parts of the university (students, faculty, staff and governance) in the 2020-2022 three-year period, and was drafted according to the Guidelines for Italian University Gender Reports by the Conference of Italian University Rectors (CRUI).

In continuity with the Inclusive Gender Equality Plan (2022) and on the basis of the provisions of the Strategic Plan, through the Gender Report Bocconi University intends to carry on its strong commitment to achieving gender equality goals.

In fact, the data emerging from this survey allow us to critically assess the state of the art, in order to become aware of positive trends but also of areas for improvement, and to put in place new steps and measures to further improve results.

The analysis of the gender distribution in the various components is complemented by the mapping of the initiatives and activities introduced in recent years to promote gender equality, equal opportunities and the social wellbeing of those studying and working at the university. An overview of future actions designed to overcome the critical issues that have emerged completes the document.

The commitment is to continue to periodically update the University Gender Report in order to monitor the effects of steps taken with the aim of moving ever closer towards true equality.

We believe that this publication, in addition to its value as a planning document, can be a valid tool for promoting an organizational culture guided by the values of diversity and inclusion.

The direction towards gender equality – which is also expressed through the drafting of this first edition – has been outlined in large part thanks to the establishment of the role of Dean for Diversity, Inclusion and Sustainability. Special thanks are therefore due to the current Dean Professor Paola Profeta who – together with her team and all the people who participated by providing data and information – strongly believed in the importance of having this tool.

Francesco Billari
Rector

Riccardo Taranto
Managing Director

OUR MISSION

Gender equality is a strategic goal for Bocconi University. The numerous initiatives organized in recent years in support of gender equality in all areas of the University are beginning to have an impact. To achieve the goals set by our Strategic Plan, it is essential to measure and continuously update the data showing where we are in equality between men and women in the various areas of the University. This is the purpose of this first – but certainly not last – Gender Report in the history of Bocconi University.

With the Gender Report, we continue the path started with the Inclusive Gender Equity Plan (IGEP), which maps diversity within the Bocconi community while taking into account the various dimensions, such as gender, gender identity, sexual orientation, disability, ethnicity, nationality or mental health needs, that give rise to overlapping forms of discrimination, disadvantage and marginalization.

In order to achieve its goals, the University has set up a **Deanship for Diversity, Inclusion and Sustainability**: one of the first of its kind in Europe. As Dean, I also coordinate the following bodies:

- **Equal Opportunities Committee**: This Committee protects, enhances and promotes a culture of equity and empowerment within the Bocconi community to ensure equal opportunities and equal treatment for everyone, regardless of gender, gender identity, sexual orientation, nationality, ethnicity, religion, disability, age or economic status.

- **Diversity delegates in the Departments**: To support the work of the Equal Opportunities Committee, diversity delegates have been appointed in each Department. They act as a liaison to facilitate cooperation between Departments and improve the exchange of information within them on the topic of diversity.

- **Inclusion, Disability and Wellbeing Committee**: The Inclusion, Disability and Wellbeing Committee is currently responsible for inclusion policies with regard to people with physical disabilities and learning disorders. In addition, it deals with mental health challenges. The primary objective is the full inclusion of all students in learning processes, in taking exams and in campus life, developing and maximizing their potential, knowledge, skills and abilities, regardless of their disability, gender, sexual orientation, nationality, ethnicity or religion.

Activities in favor of gender equality are part of the work of the Inclusion Service. It supports the promotion of diversity, inclusion, accessibility, equal treatment and multiculturalism, collaborating with the various Units at the University for their implementation through the development of numerous projects, initiatives and services.

Paola Profeta

Dean for Diversity, Inclusion and Sustainability

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

Paola Profeta
Dean for Diversity, Inclusion and Sustainability

METHODOLOGICAL NOTE

This first edition of the Gender Report has provided the analysis of the student body, faculty (teaching staff), staff (technical and administrative staff) and governance according to the parameters defined by the CRUI guidelines. Internal data provided by the various responsible Units was mainly used, comparing them – where necessary and requested – with national data (made available by the Ministry of Universities and Research database). Although the aim was to produce a document in accordance with the ministry guidelines, certain specific features that characterize our University had to be taken into account.

Several offices contributed to the collection of the material needed to draw a clear picture of gender equality within our University.

The data mainly refer to the three-year period encompassing 2020, 2021 and 2022.

It should also be noted that – again in compliance with the CRUI guidelines specifying the parameters to be analyzed for Universities – no data relating to the SDA Bocconi School of Management are included in this document, as only Bachelor, Master of Science, Integrated Master of Arts and PhD programs are considered.

Lastly, it should be emphasized that Bocconi University takes every measure to guarantee gender equality and inclusivity in its official documents. Gender-neutral language is used, while the generic masculine may refer to all potentially included and/or interested persons.

The study programs considered are
Bachelor, Master of Science, Integrated Master of Arts and PhD programs

2.

CONTEXT ANALYSIS

This chapter examines the University's population from a gender perspective, analyzing four main groups:

1. **STUDENT BODY** **2.** **FACULTY** **3.** **STAFF** **4.** **GOVERNANCE**

Specific indicators are assessed for each group, aimed at analyzing gender equality in several areas relevant to each target.

1. ANALYSIS OF THE STUDENT BODY

The student body at the University includes students enrolled in Bachelor, Master of Science and Integrated Master of Arts programs and, for some indicators, PhD programs.

Current Students and Graduates: Disciplinary areas and performance

The number of total students enrolled over the three-year period of analysis stayed more or less constant, with some slight variations. The gender composition has remained almost constant, with a prevalence of men (58.4%) over women (41.6% in 2022). There are, however, large differences between disciplinary areas. Figures 1.1.1, 1.1.2 and 1.1.3 show the percentage of enrollments by subject area over the three years of analysis for all types of program and by gender. There is a clear preponderance of women in all program types and years in the Law area, and a prevalence of men in the STEM and Economics and Finance areas. The Political Science and Management areas, on the other hand, show very similar percentages of men and women enrollments, sometimes with a predominance of women.

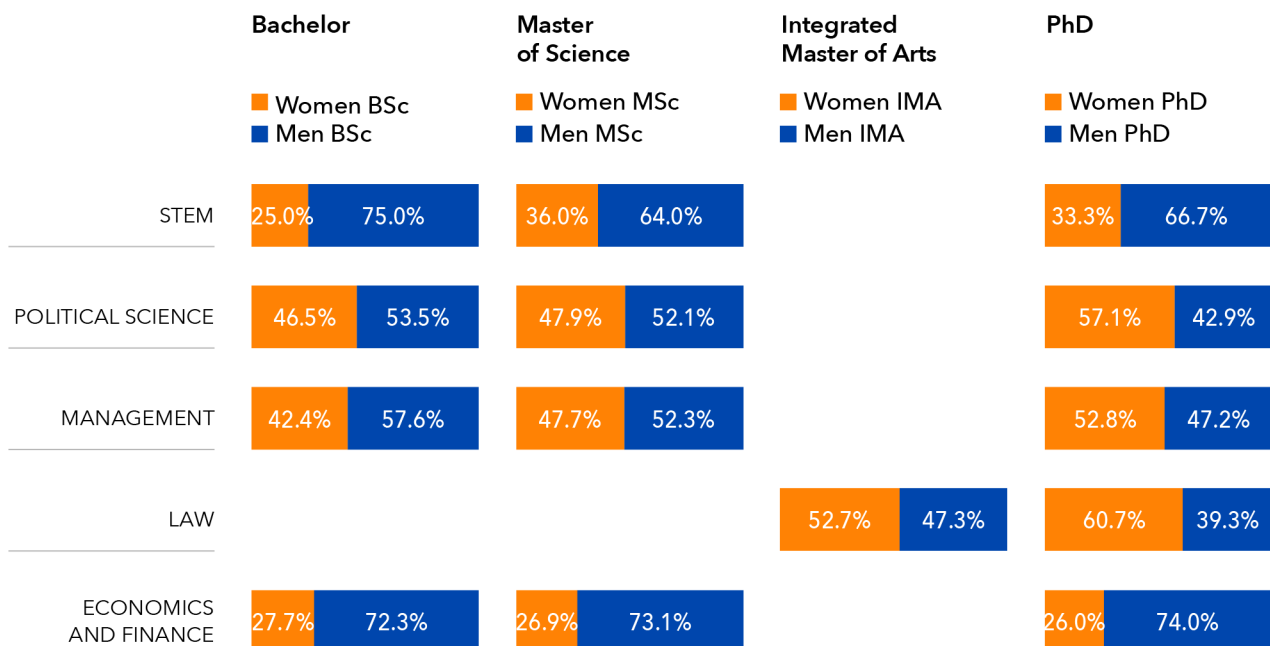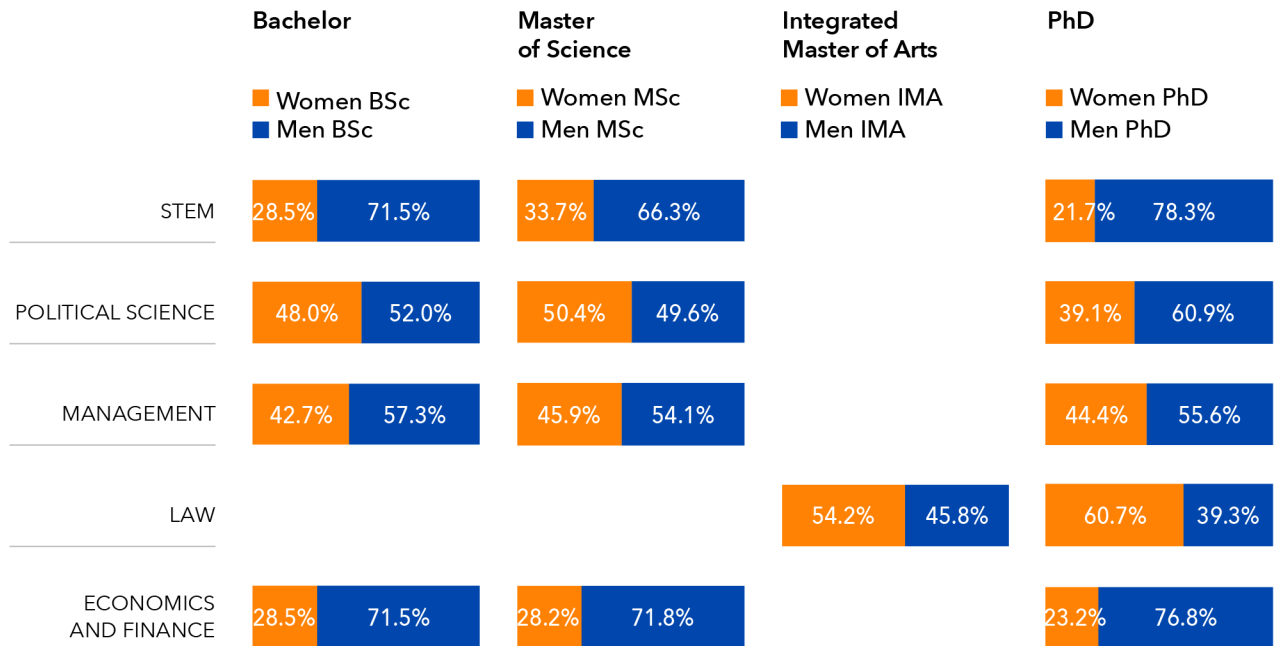Total students enrolled in 2022

58.4%
men

41.6%
women

* Detailed information on programs in terms of disciplinary areas can be found in the Annex.

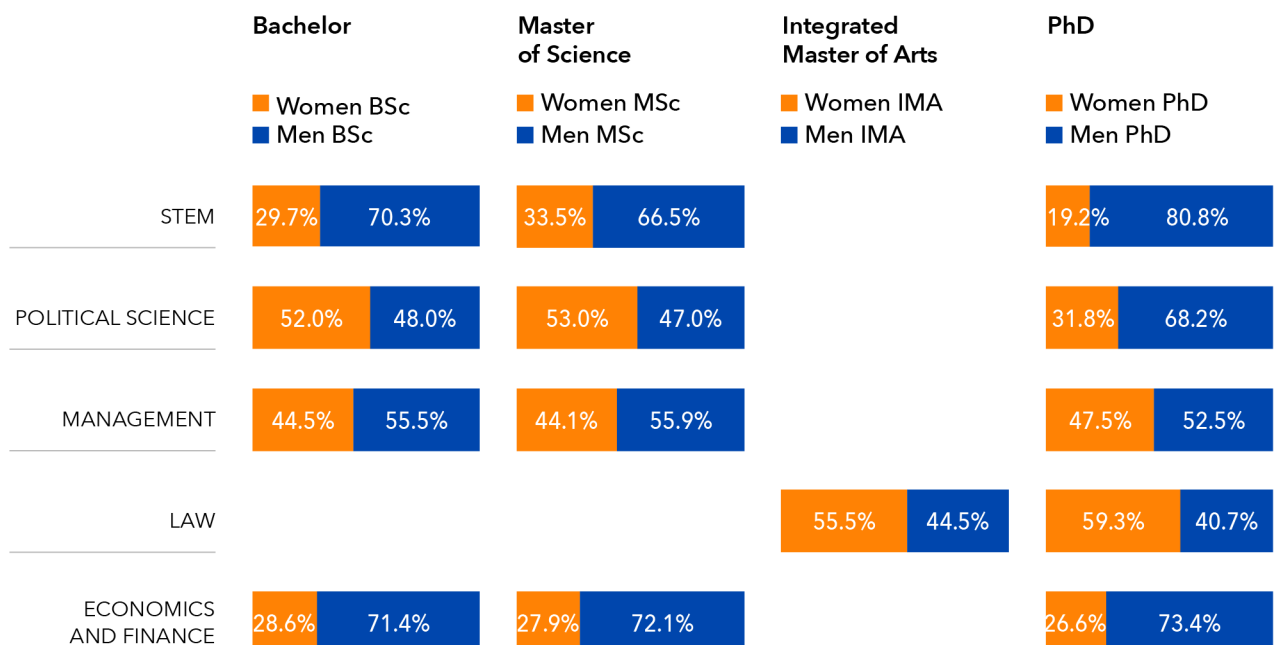### 1.1.1 Percentage of Students Enrolled by Academic Year, Degree Type, Program Area and Gender - 2020

For the alternative text, click here.

	Bachelor	Master of Science	Integrated Master of Arts	PhD
	■ Women BSc ■ Men BSc	■ Women MSc ■ Men MSc	■ Women IMA ■ Men IMA	■ Women PhD ■ Men PhD
STEM	25.0% / 75.0%	36.0% / 64.0%		33.3% / 66.7%
POLITICAL SCIENCE	46.5% / 53.5%	47.9% / 52.1%		57.1% / 42.9%
MANAGEMENT	42.4% / 57.6%	47.7% / 52.3%		52.8% / 47.2%
LAW			52.7% / 47.3%	60.7% / 39.3%
ECONOMICS AND FINANCE	27.7% / 72.3%	26.9% / 73.1%		26.0% / 74.0%

1.1.2 Percentage of Students Enrolled by Academic Year, Degree Type, Program Area and Gender - 2021

	Bachelor	Master of Science	Integrated Master of Arts	PhD
	■ Women BSc ■ Men BSc	■ Women MSc ■ Men MSc	■ Women IMA ■ Men IMA	■ Women PhD ■ Men PhD
STEM	28.5% / 71.5%	33.7% / 66.3%		21.7% / 78.3%
POLITICAL SCIENCE	48.0% / 52.0%	50.4% / 49.6%		39.1% / 60.9%
MANAGEMENT	42.7% / 57.3%	45.9% / 54.1%		44.4% / 55.6%
LAW			54.2% / 45.8%	60.7% / 39.3%
ECONOMICS AND FINANCE	28.5% / 71.5%	28.2% / 71.8%		23.2% / 76.8%

1.1.3 Percentage of Students Enrolled by Academic Year, Degree Type, Program Area and Gender - 2022

	Bachelor	Master of Science	Integrated Master of Arts	PhD
	■ Women BSc ■ Men BSc	■ Women MSc ■ Men MSc	■ Women IMA ■ Men IMA	■ Women PhD ■ Men PhD
STEM	29.7% / 70.3%	33.5% / 66.5%		19.2% / 80.8%
POLITICAL SCIENCE	52.0% / 48.0%	53.0% / 47.0%		31.8% / 68.2%
MANAGEMENT	44.5% / 55.5%	44.1% / 55.9%		47.5% / 52.5%
LAW			55.5% / 44.5%	59.3% / 40.7%
ECONOMICS AND FINANCE	28.6% / 71.4%	27.9% / 72.1%		26.6% / 73.4%

1.1.4 Student Time Series by Gender

● Women   ● Men

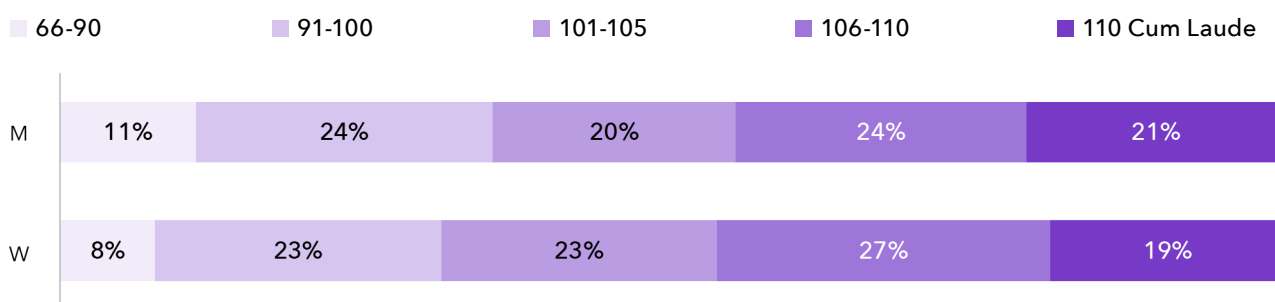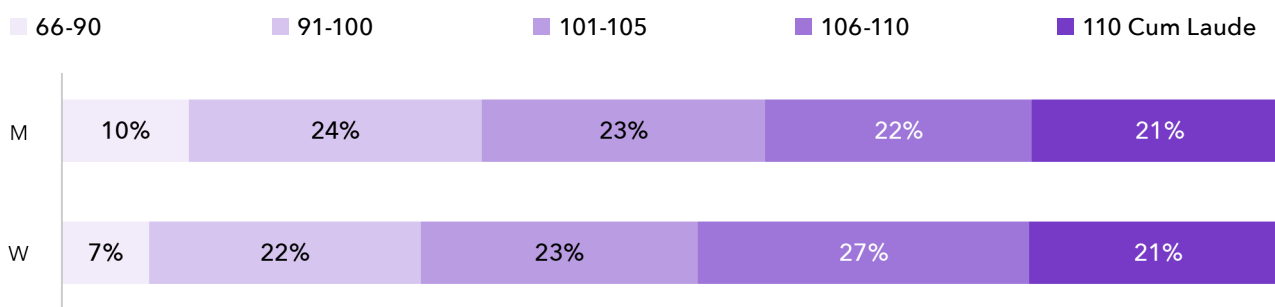|	2020	2021	2022
Men	58.7%	58.8%	58.4%
Women	41.3%	41.2%	41.6%
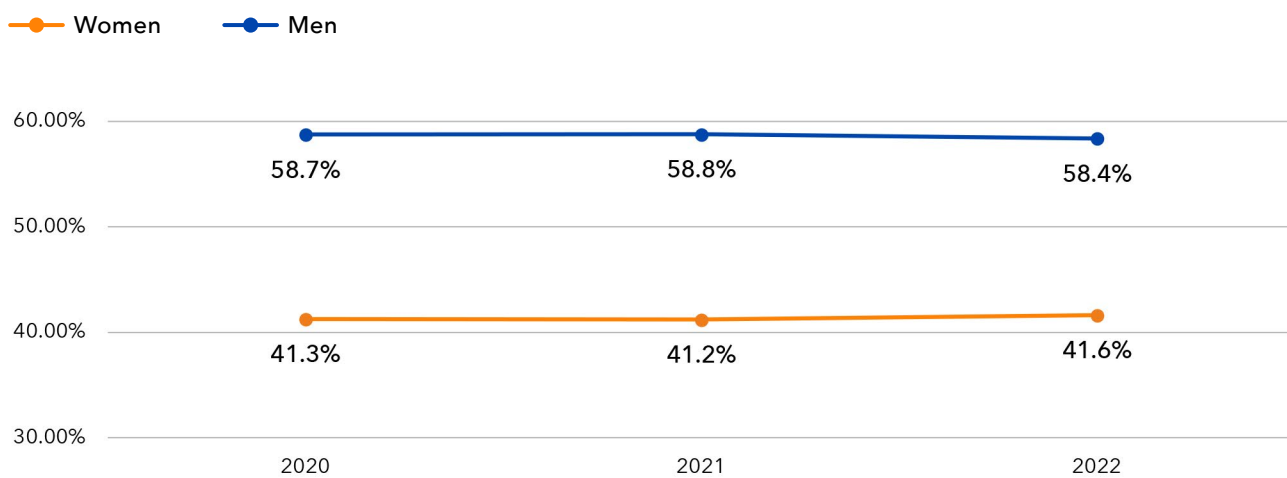
Please note that data refer to graduates in the 2019-2020, 2020-2021 and 2021-2022 academics years.

Regarding Bachelor, Master of Science and Integrated Master of Arts programs, there is a greater concentration of men in the lower grade bracket while women are more concentrated in the middle and upper grades, which is broadly consistent over the years.
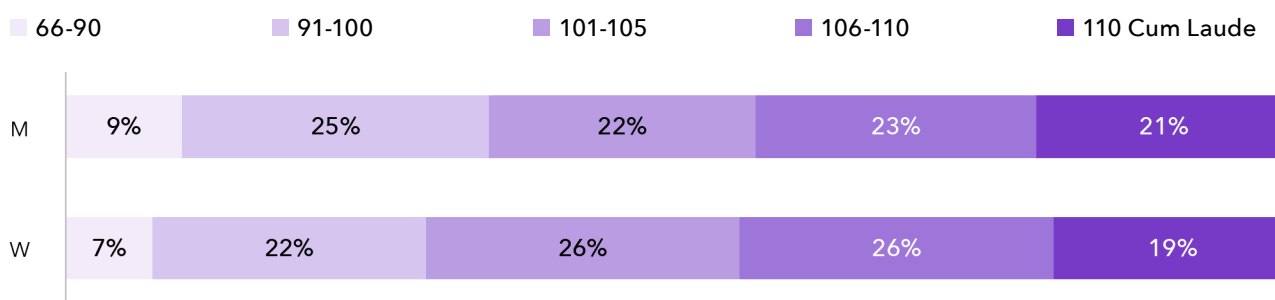
1.1.5 Composition of Graduates by Grade 2019

	66-90	91-100	101-105	106-110	110 Cum Laude
M	11%	24%	20%	24%	21%
W	8%	23%	23%	27%	19%

1.1.6 Composition of Graduates by Grade 2020

	66-90	91-100	101-105	106-110	110 Cum Laude
M	10%	24%	23%	22%	21%
W	7%	22%	23%	27%	21%

1.1.7 Composition of Graduates by Grade 2021

	66-90	91-100	101-105	106-110	110 Cum Laude
M	9%	25%	22%	23%	21%
W	7%	22%	26%	26%	19%

As shown in Figures 1.1.8, 1.1.9 and 1.1.10, the percentage of women graduating on time is slightly higher compared to men in Bachelor and Integrated Master of Arts programs, while there is no difference between men and women in Master of Science programs.
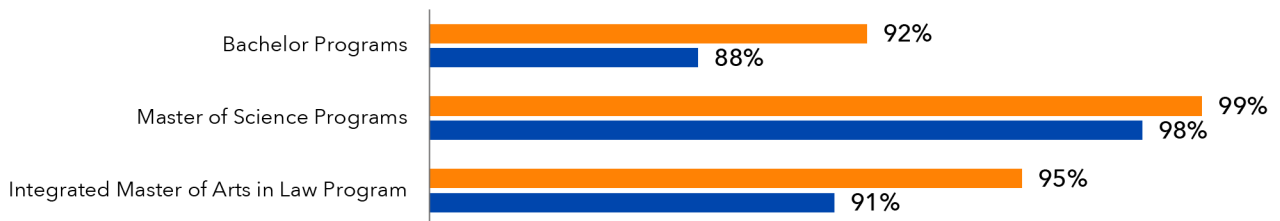
1.1.8 Students Graduating on Time 2019

■ Women   ■ Men

Program	Women	Men
Bachelor Programs	89%	85%
Master of Science Programs	98%	97%
Integrated Master of Arts in Law Program	89%	85%

1.1.9 Students Graduating on Time 2020

■ Women   ■ Men

Program	Women	Men
Bachelor Programs	92%	88%
Master of Science Programs	99%	98%
Integrated Master of Arts in Law Program	95%	91%

1.1.10 Students Graduating on Time 2021

■ Women   ■ Men

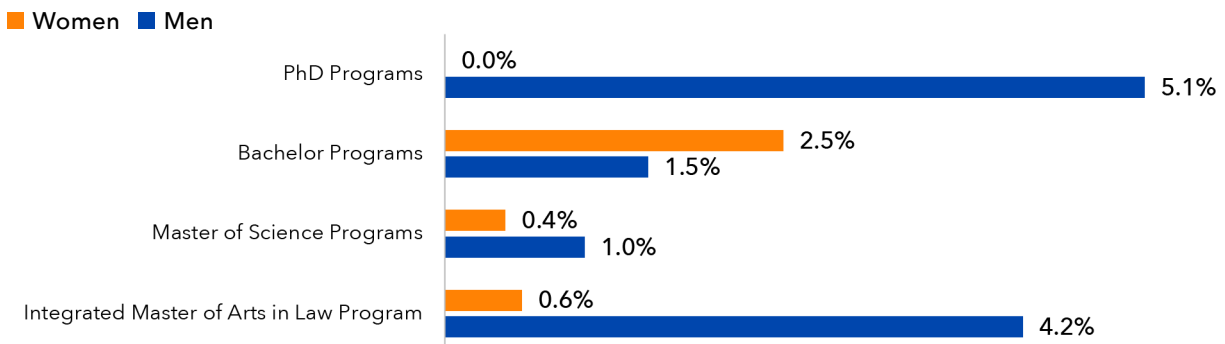| Program	Women	Men
Bachelor Programs	94%	89%
Master of Science Programs	98%	98%
Integrated Master of Arts in Law Program	92%	88%

Drop-out rates for Bachelor, Master of Science and Integrated Master of Arts programs are very low for both genders (often lower than 1% and with only one peak of 4.2% in 2021 for men in the Integrated Master of Arts program).

1.1.11 Dropout Rate 2020

■ Women ■ Men

Program	Women	Men
PhD Programs	13.8%	3.3%
Bachelor Programs	0.8%	0.9%
Master of Science Programs	0.1%	1.0%
Integrated Master of Arts in Law Program	2.0%	1.6%

1.1.12 Dropout Rate 2021

■ Women ■ Men

Program	Women	Men
PhD Programs	0.0%	5.1%
Bachelor Programs	2.5%	1.5%
Master of Science Programs	0.4%	1.0%
Integrated Master of Arts in Law Program	0.6%	4.2%

1.1.13 Dropout Rate 2022

■ Women ■ Men

Program	Men	Women
PhD Programs	5.1%	0.0%
Bachelor Programs	1.5%	2.5%
Master of Science Programs	1.0%	0.4%
Integrated Master of Arts in Law Program	4.2%	0.6%

Figure 1.2.1 shows the gender composition of students participating in international exchange programs. Incoming students are balanced in terms of gender, while outgoing students show a slight prevalence of men.

1.2.1 Percentage of Men/Women Students in International Study Programs

■ Women ■ Men
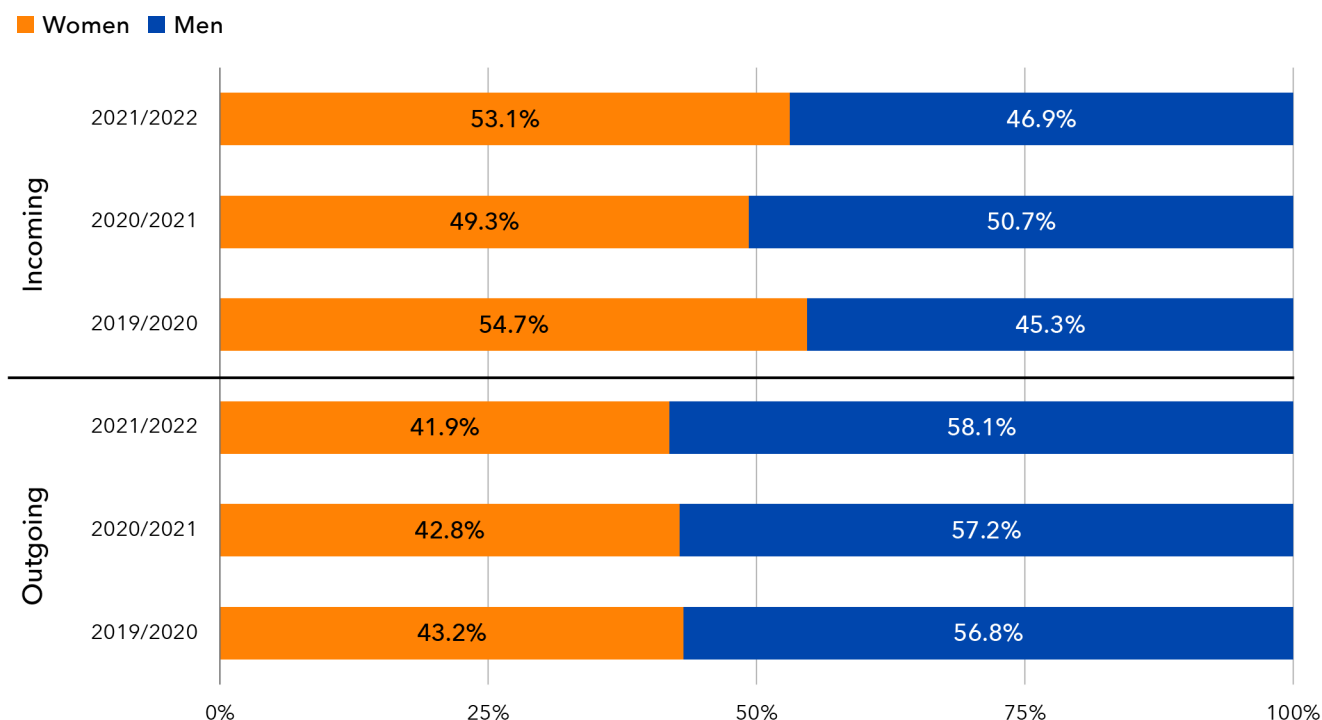
Employment and Remuneration

The employment and remuneration data are presented for Master of Science and Law graduates. For Bachelor programs, the number of students directly entering the labor market is limited and thus was not the subject of analysis.
The gender wage differential was calculated using the following formula:

(average male wage – average female wage) / average male wage.

The employment rates of Master of Science graduates are very similar, both at one and five years after graduation, **exceeding 99% for both men and women in 2022**.

Salaries, however, do show gender differences. In 2022, one year after graduation from a Master of Science, men earn on average 7.6% more than women. The imbalance is decreasing, as it was 9.9% in 2021 and 14.2% in 2020. Five years after a Master in Science degree, the gap widens: men in 2022 earned 18.4% more than women (similar to 2021, but down if compared to 20.1% in 2020).

For Law students, the gender imbalance one year after graduation from the Integrated Master of Arts was 8.8% in 2022 (slightly up from around 5% in the previous two years) and rose to 18.29%, with a variable trend, five years after graduation.

1.2.2 Gender Pay Gap - 1 and 5 Years After Graduation from a Master of Science Program
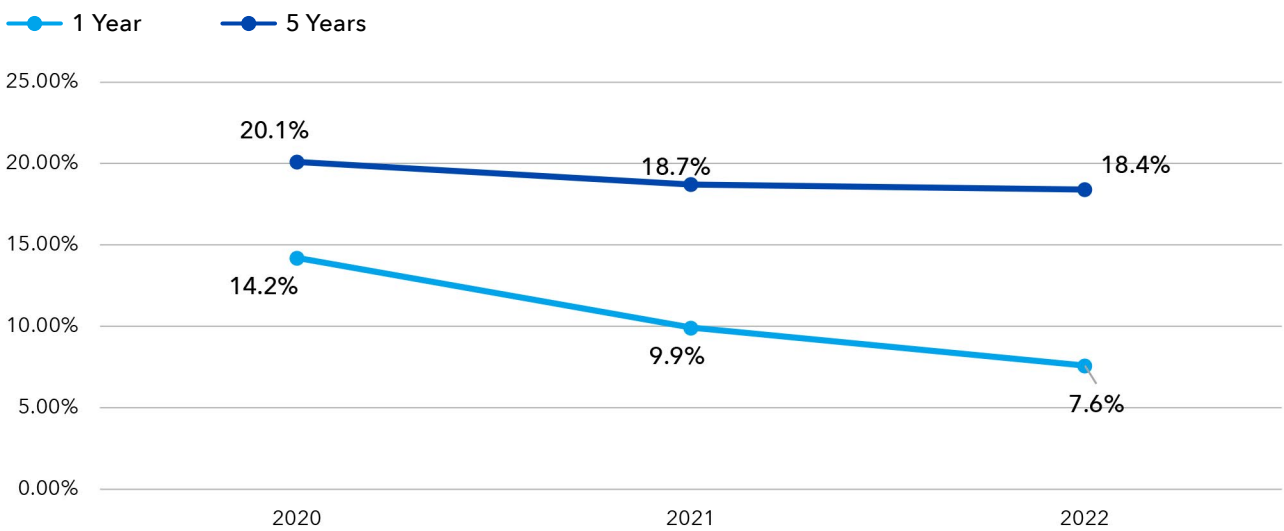
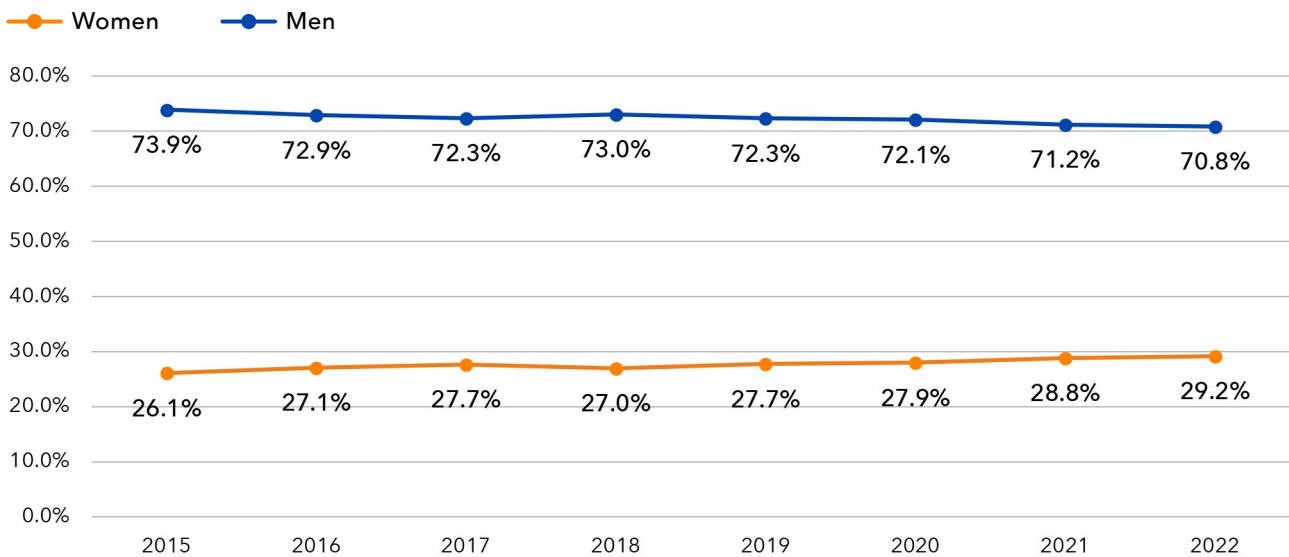## 1.2.3 Gender Pay Gap - 1 and 5 Years After Graduation from a Law Program
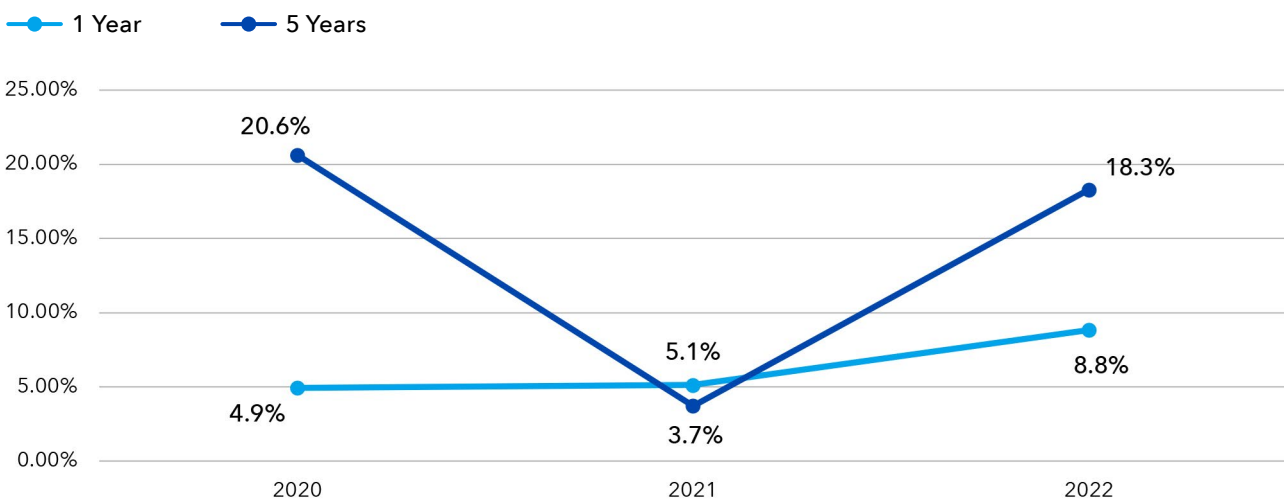
2. ANALYSIS OF THE FACULTY

Composition by Gender and Level

Women represent 29.2% of the Bocconi faculty. This figure shows constant – albeit modest – growth, as it was 26.1% in 2015.

2.2.1 Faculty Time Series 2015-2022

Looking at the composition by faculty level (Figure 2.1.1), women are only 19.2% of Full Professors (top level), while they represent 37.6% of Associate Professors (second level), 47.6% of Researchers with Tenure and 28.4% of Assistant Professors (RTDA and RTDB contract levels). It should be noted that Researchers with Tenure represent a residual contract that is no longer applied, having long since been replaced by Assistant Professors.

The figure for Full Professors is growing strongly, as it was only 7% in 2015 (Figure 2.2.2), while that of Associate Professors is slightly up. In 2022, women Full Professors accounted for only 24% of the total number of women in the faculty, while the corresponding figure for men was much higher, at 41.6% (Figure 2.1.2). These figures are in line with the well-known phenomenon of the leaky pipeline, which sees lower percentages of women at higher career levels.
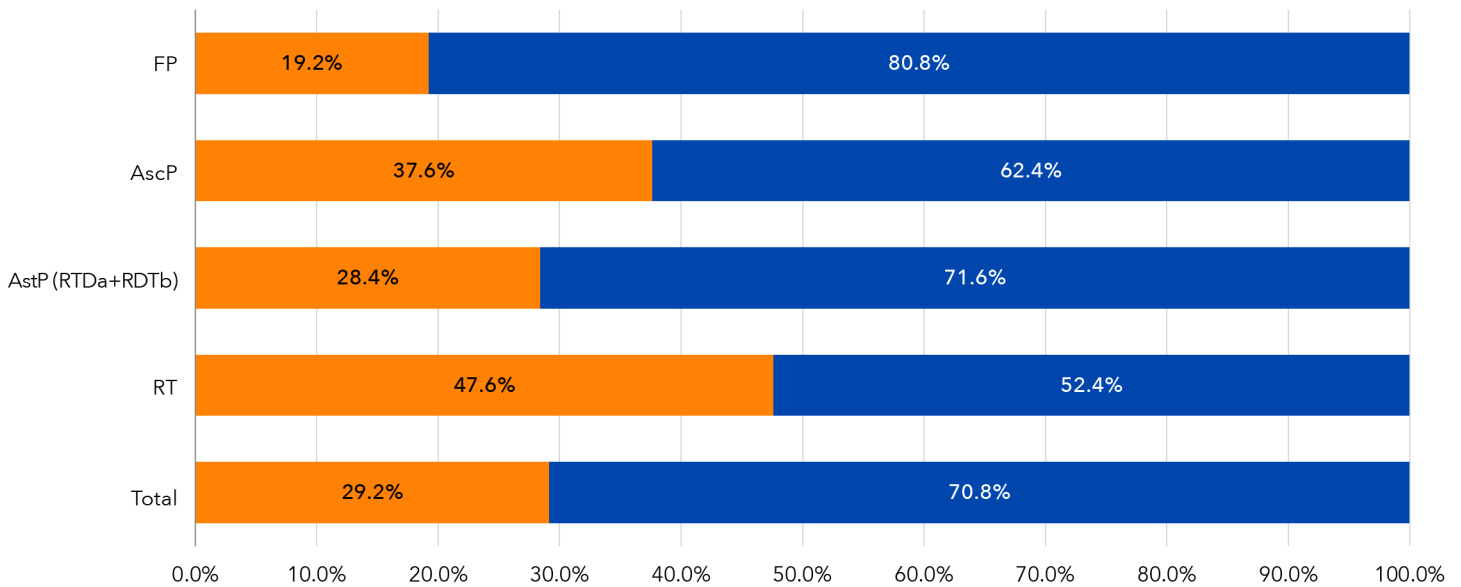
FP
Full Professors

AscP
Associate Professors

AstP
Assistant Professors
(RTDa + RTDb)

RT
Researchers with Tenure

In contrast is the figure for Assistant Professors, which saw a slight decline in the percentage of women over time, signaling some difficulty in recruiting women at their initial career stage.
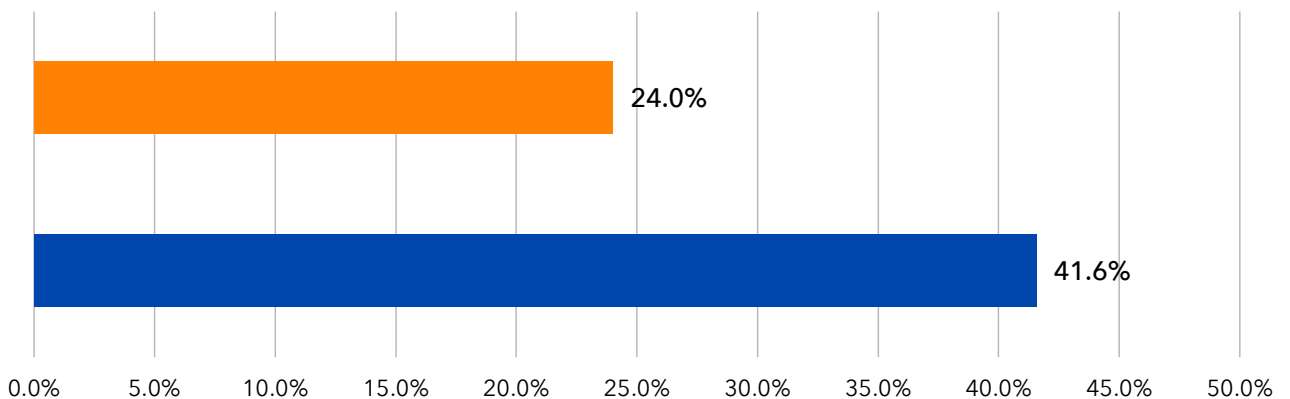
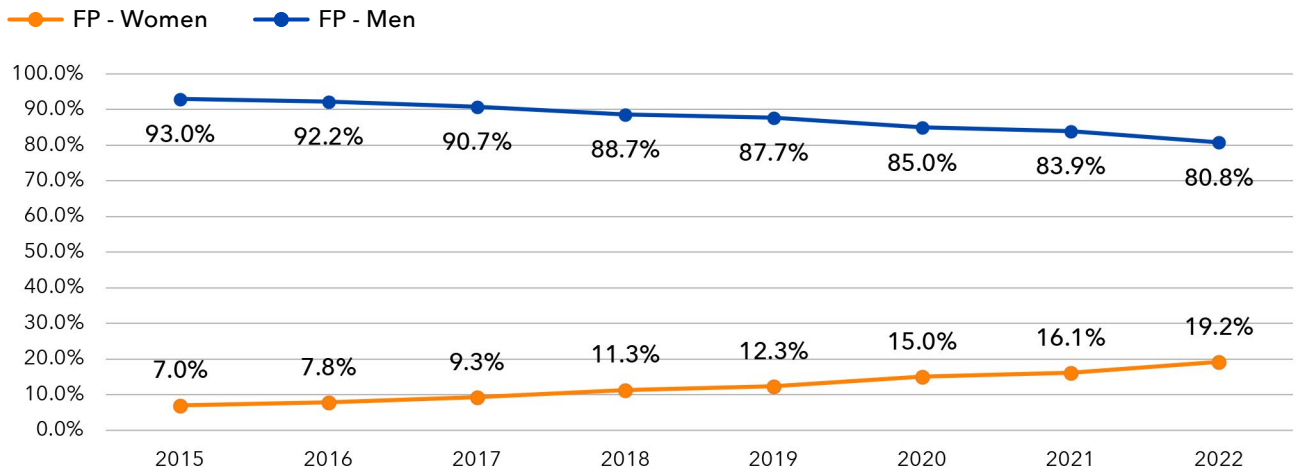## 2.1.1 Faculty Composition by Gender and Role 2022

■ Women ■ Men

Role	Women	Men
FP	19.2%	80.8%
AscP	37.6%	62.4%
AstP (RTDa+RDTb)	28.4%	71.6%
RT	47.6%	52.4%
Total	29.2%	70.8%

2.1.2 Percentage of Full Professors out of Total Faculty by Gender 2022

■ Women ■ Men

Gender	Percentage
Women	24.0%
Men	41.6%

2.2.2 Faculty Time Series 2015-2022 - FP

●— FP - Women ●— FP - Men

2.2.3 Faculty Time Series 2015-2022 - AscP

●— AscP - Women ●— AscP - Men

2.2.4 Faculty Time Series 2015-2022 - AstP

●— AstP=(RTDa+RTDb) - Women ●— AstP=(RTDa+RTDb) - Men
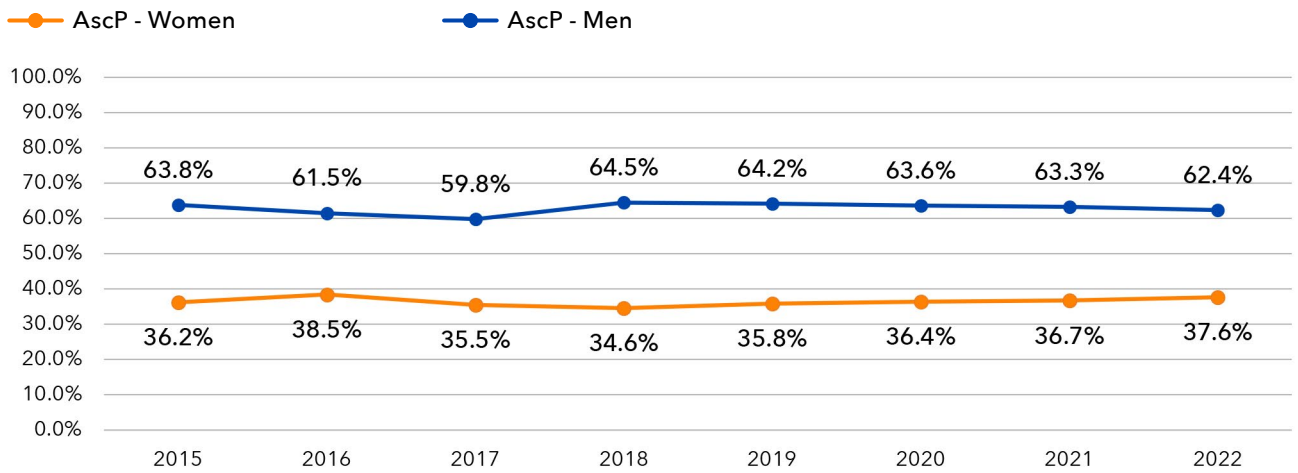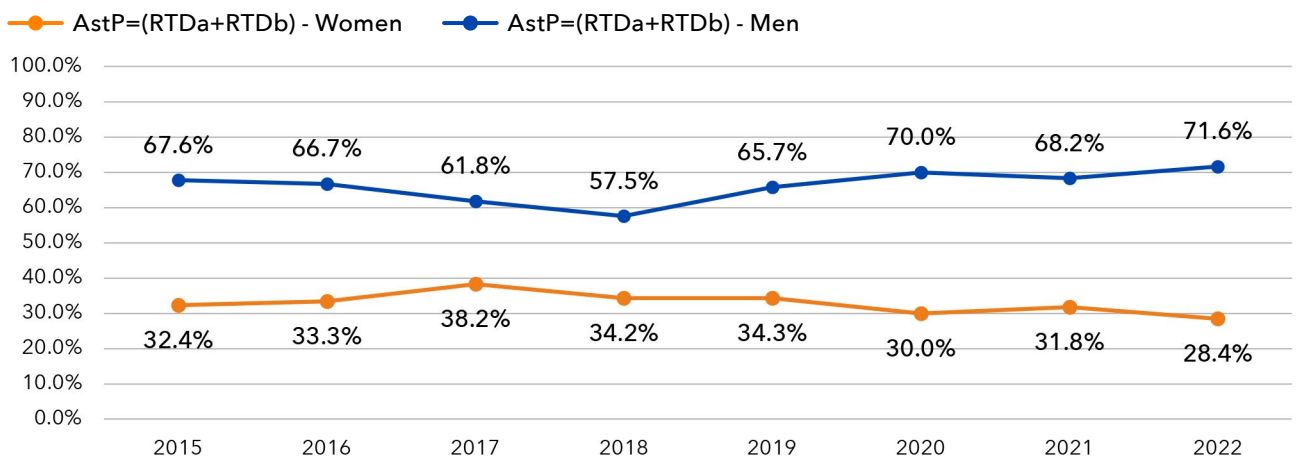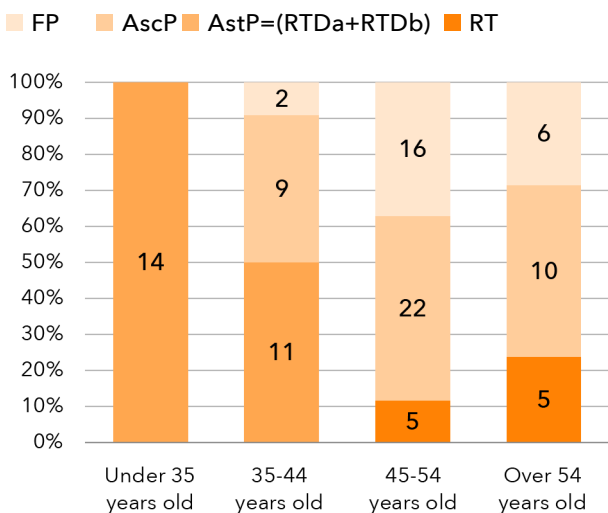
Composition by Gender and Age

Women are slightly younger than men at all levels. The majority of women Full Professors are between 45 and 54, while the largest age group of men Full Professors is over 54. The majority of men over the age of 54 are Full Professors (more than 60%), having therefore completed their careers in the last phase of their working lives, while this is true for only 25% of women of the same age.
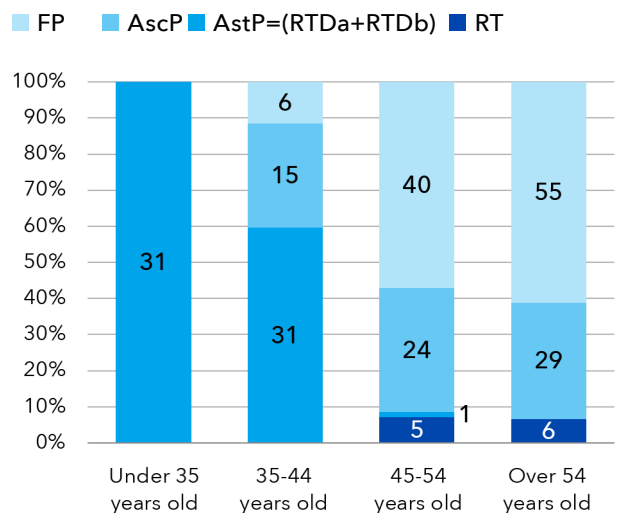
2.3.1 Faculty Distribution by Gender and Age 2022
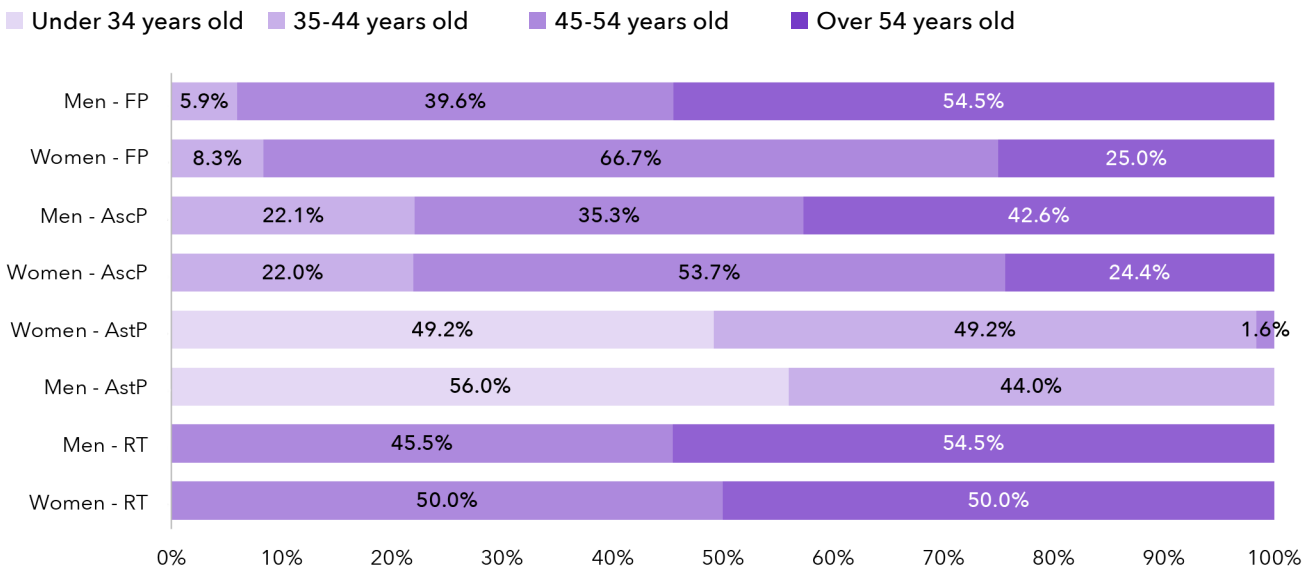
- Under 34 years old
- 35-44 years old
- 45-54 years old
- Over 54 years old

	Under 34	35-44	45-54	Over 54
Men - FP	5.9%		39.6%	54.5%
Women - FP	8.3%		66.7%	25.0%
Men - AscP	22.1%		35.3%	42.6%
Women - AscP	22.0%		53.7%	24.4%
Women - AstP	49.2%	49.2%		1.6%
Men - AstP	56.0%	44.0%		
Men - RT	45.5%		54.5%	
Women - RT	50.0%		50.0%	

2.3.2 Women Faculty Distribution by Age and Role 2022

- FP
- AscP
- AstP=(RTDa+RTDb)
- RT

	Under 35 years old	35-44 years old	45-54 years old	Over 54 years old
FP		2	16	6
AscP		9	22	10
AstP	14	11	5	5
RT				

2.3.3 Men Faculty Distribution by Age and Role 2022

- FP
- AscP
- AstP=(RTDa+RTDb)
- RT

|	Under 35 years old	35-44 years old	45-54 years old	Over 54 years old
FP		6	40	55
AscP		15	24	29
AstP	31	31	5	6
RT			1	

National Comparison

Given the University's specialization, most Bocconi faculty members belong to disciplinary fields 12 (Legal Studies) and 13 (Economics and Statistics). There are also faculty in disciplinary fields 1 (Mathematical and Computer Sciences), 2 (Physical Sciences) and 9 (Industrial and Information Engineering), which collectively are included in the STEM area. In addition, 6 faculty members belong to disciplinary field 14 (Political Science), including 2 Researchers with Tenure, 1 Assistant Professor, 1 Associate Professor and 1 Full Professor. This is an expanding subject area, but the limited numbers make comparison impossible at the moment, which will be postponed to a future edition of the document. Only one faculty member belongs to disciplinary field 10, making the national comparison in this area insignificant, so this data will be excluded from this analysis.

Figures 2.4.1, 2.4.2, 2.4.3 and 2.4.4 show the comparison in 2022 between the percentage of women in the Bocconi faculty and the national average for the areas identified as STEM, disciplinary field 12 and disciplinary field 13 as a whole and for the three levels (Researcher with Tenure/Assistant Professor, Associate Professor and Full Professor). The percentage of women on the Bocconi University faculty is lower than the average for Italian universities, with the exception of the Associate level in the STEM areas and disciplinary field 12.
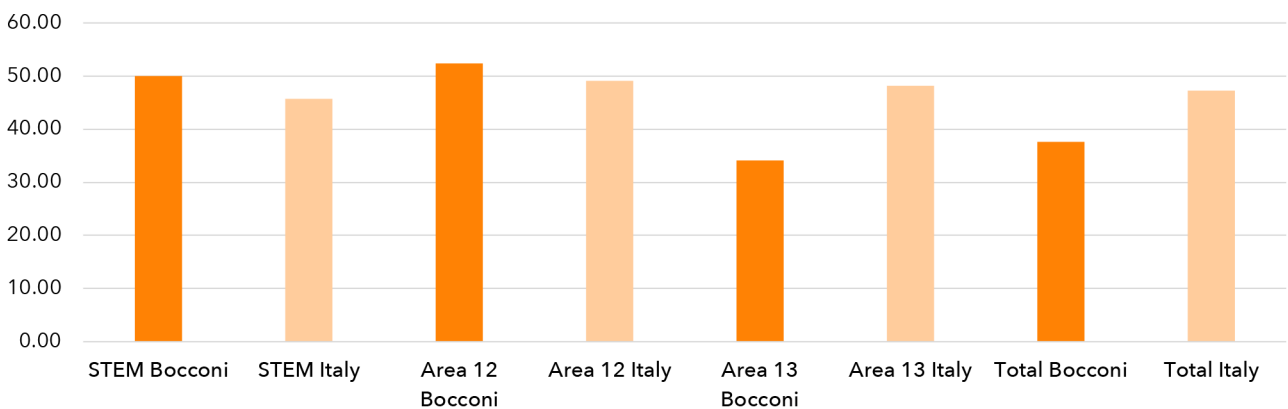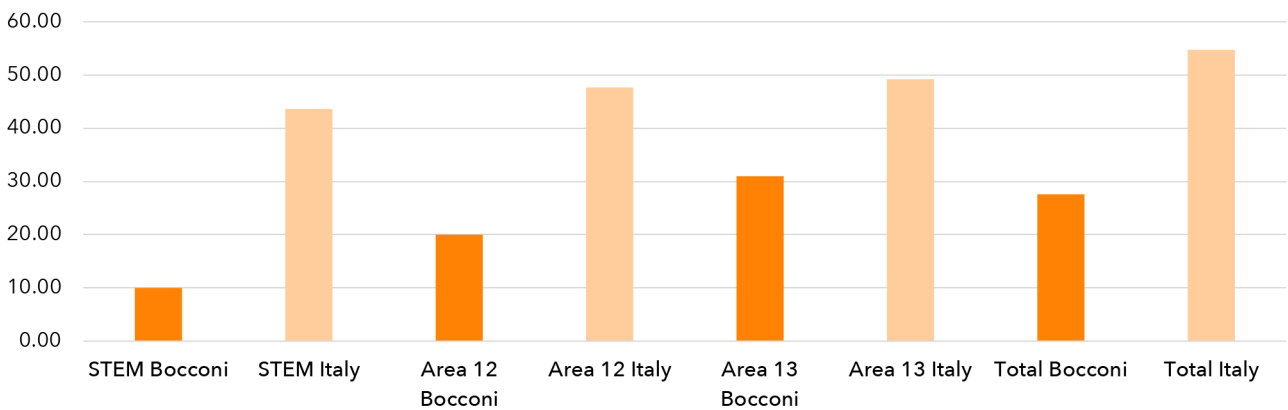
2.4.1 Percentage of Women Faculty
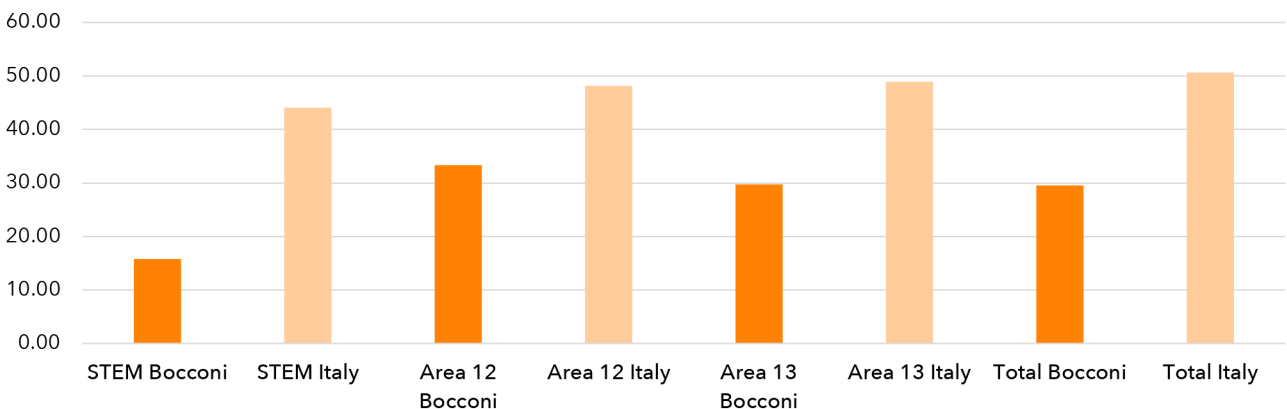
2.4.2 Percentage Women Full Professors
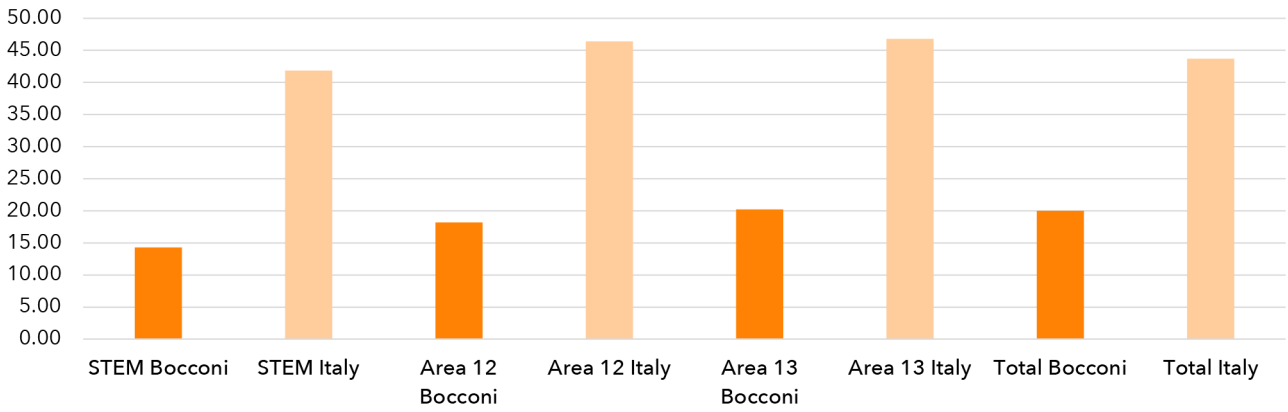
2.4.3 Percentage Women Associate Professors

2.4.4 Percentage of Women Assistant Professors
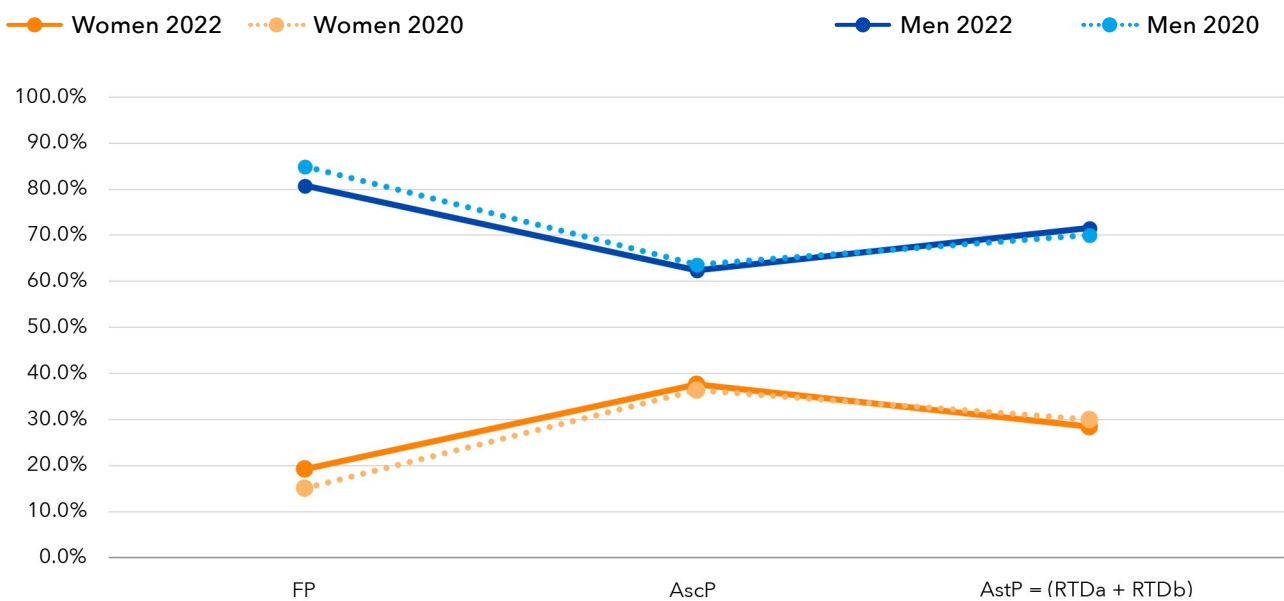
Careers: Glass Ceiling Index and careers

The Glass Ceiling Index (GCI) is a measure of the career progression of women compared to men. The GCI is calculated using the following formula:

*GCI = Number of women * (Number of women Full Professors + Number of men Full Professors)/ (Number of women + Number of men) * Number of women Full Professors*

A higher value indicates that it is more difficult for women than men to reach the top tier. The value in 2022 was 1.52, down from 1.86 in 2020.

Figure 2.5.1 shows the difference between men and women at the three career levels: the difference is smallest at the Associate Professor level, higher at the Assistant Professor level and highest at the Full Professor level.

## 2.5.1 Career Levels: All Areas of Study Time Series

Figure 2.6.1 shows the career transitions for men and women. Both the transition from Assistant to Associate Professor and from Associate to Full Professor see men prevail. There were no transitions from Researcher with Tenure to Associate Professor. Direct hires (indicated as "other") of Associate Professors are predominantly women.

2.6.1 Role Transitions 2020-2022

■ Women ■ Men

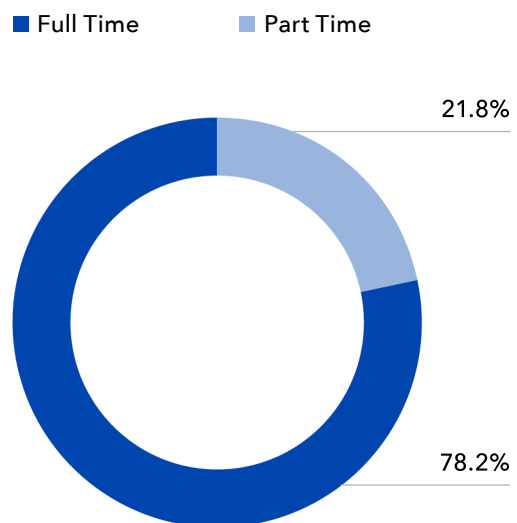| Transition	Women	Men
AstP - AscP	7	10
AscP - FP	25	54
Other - AscP	3	1
Other - FP	6	7
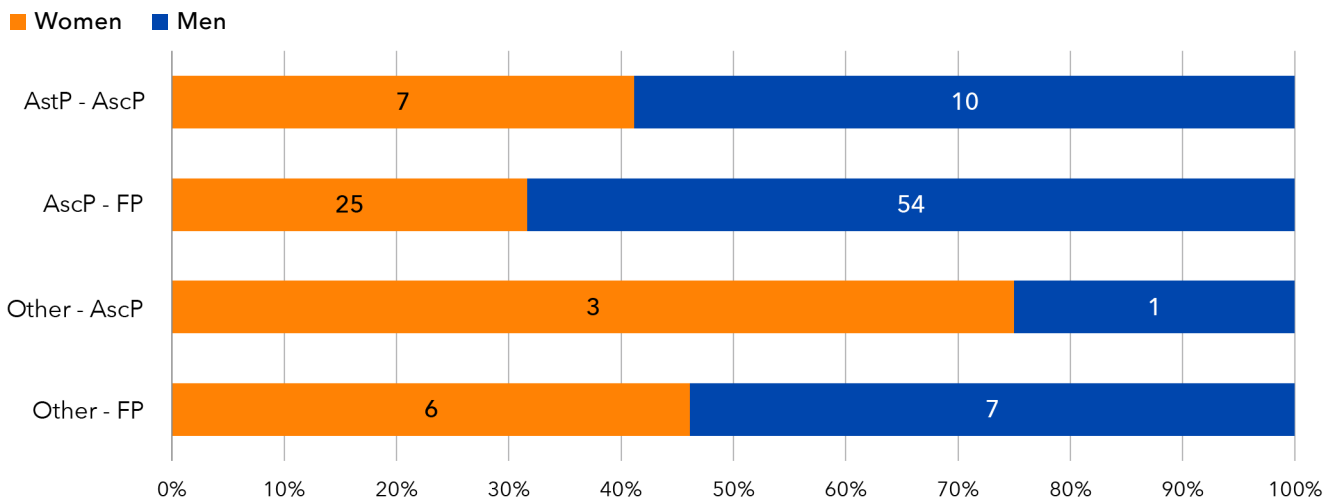
In 2022, 91% of women chose full-time work, compared to 78.2% of men.

2.7.1 Employment Contract - Women - 2022

■ Full Time ■ Part Time

9.0%

91.0%
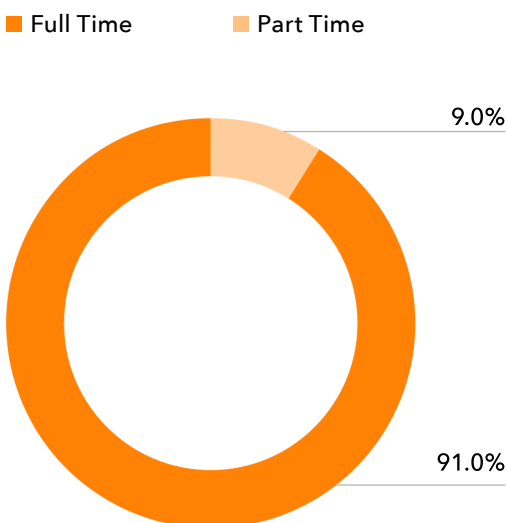
2.7.2 Employment Contract - Men - 2022

■ Full Time ■ Part Time

21.8%

78.2%

Remuneration

Comparison of average male and female salaries shows the existence of a gender imbalance. With the exception of the case of Researchers with Tenure, where women earn on average 3.5% more than men, in 2022 full-time employed women Full Professors earned on average 11% less than men, women Associate Professors 7% less and women Assistant Professors just over 4% less. The imbalance has been increasing slightly over the past two years.

2.8.1 Average Men/Women Gross Annual Pay Differential Full-Time Faculty - 2022
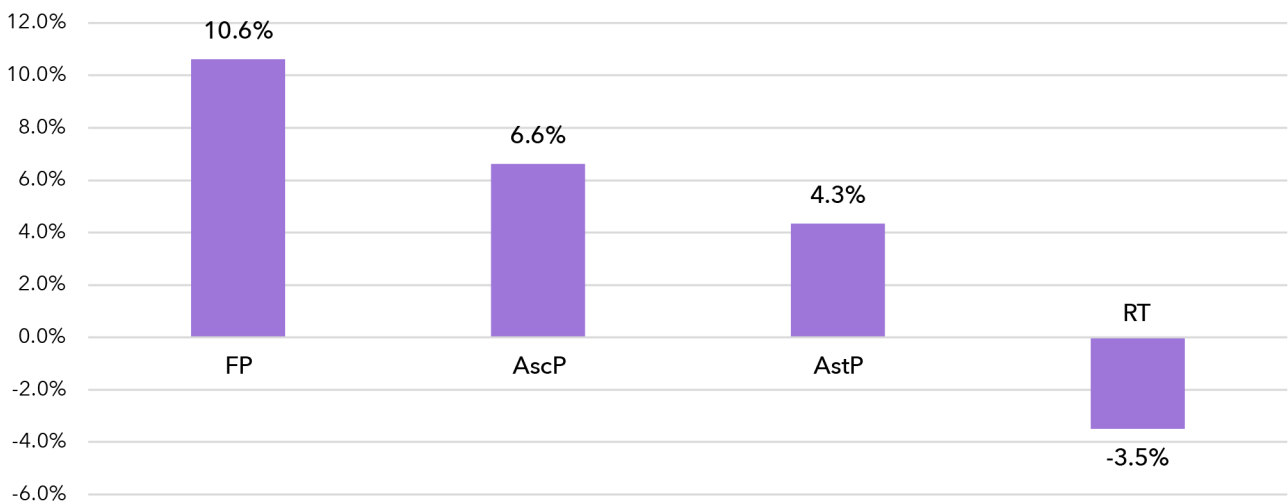
Research

Research assessment at Bocconi University is the benchmark for the allocation of individual research funds, research excellence awards and "research profile" recognitions.
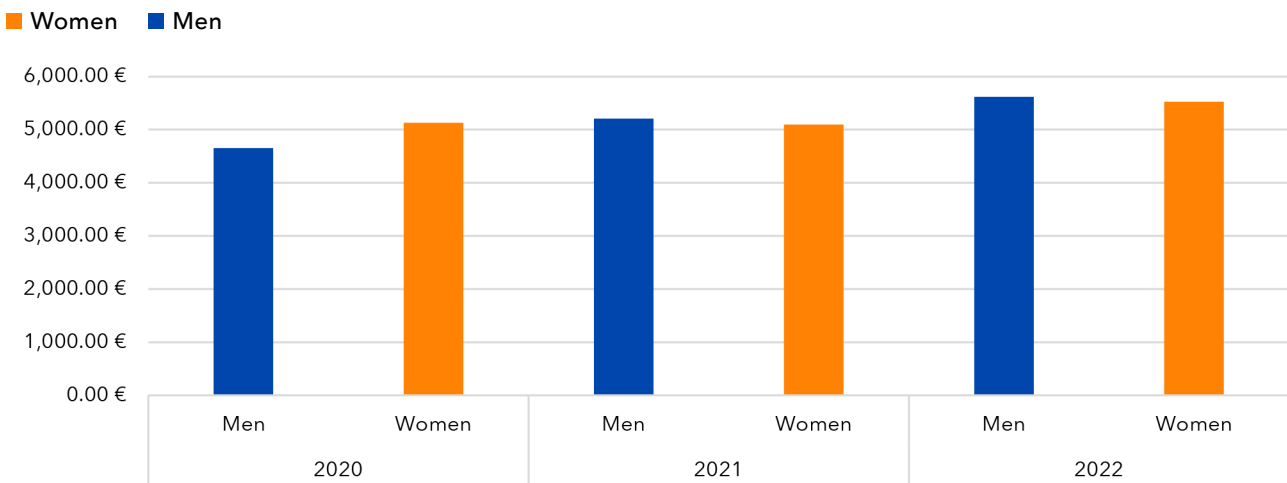
Figure 2.10.1 shows the average per capita individual research funds divided by gender for Associate, Full and Adjunct Professors and Researchers with Tenure in each of the three reference years. No significant gender differences stand out.

2.9.1 Per Capita Research Funds

Research excellence awards are allocated with reference to publications deemed particularly prestigious according to the University's internal assessment. In 2020, the award was assigned to 9 women authors and 36 men, it was assigned to 21 women and 51 men in 2021, and it was assigned to 13 women and 59 men in 2022.
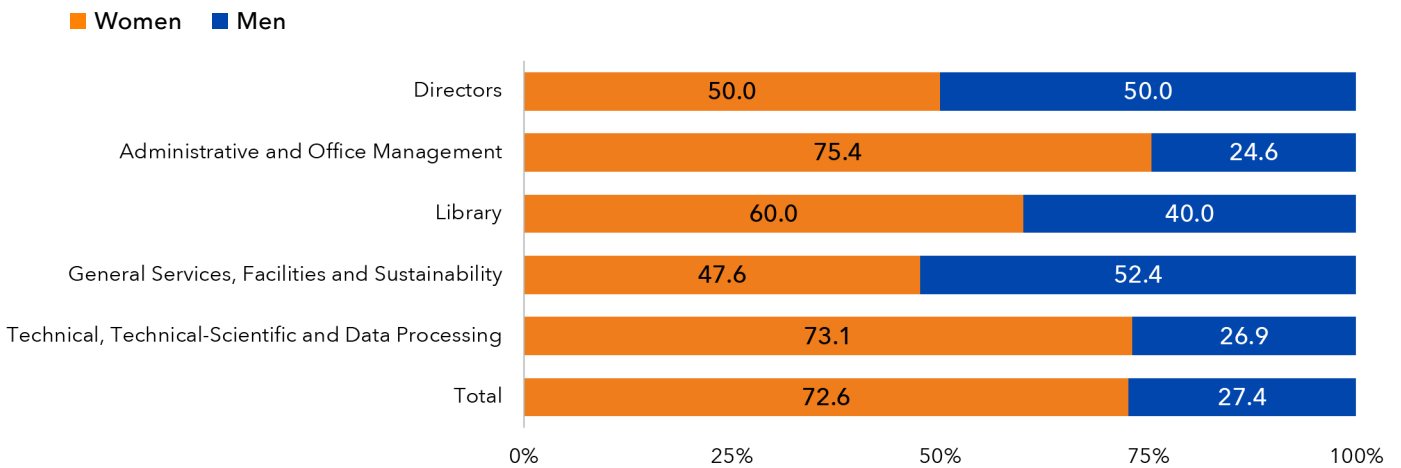
As a result of the research assessment, the faculty deemed most productive receive a so-called "research profile" recognition, i.e. a discount on their teaching activity. In 2020, it was awarded to 2 women and 21 men, 5 women and 16 men were awarded in 2021, and 2 women and 17 men were awarded in 2022.

3. ANALYSIS OF THE STAFF

The staff is predominantly female (72.6% women and 27.4% men). The imbalance has been decreasing slightly over the past two years. The most marked imbalances are in the administrative area. Men prevail only in the general and technical services area. Managerial staff, on the other hand, is balanced by gender.

3.1.1 Staff Composition by Gender and Functional Area - 2022

■ Women ■ Men

Area	Women	Men
Directors	50.0	50.0
Administrative and Office Management	75.4	24.6
Library	60.0	40.0
General Services, Facilities and Sustainability	47.6	52.4
Technical, Technical-Scientific and Data Processing	73.1	26.9
Total	72.6	27.4

0%   25%   50%   75%   100%

3.1.2 Staff Composition by Gender and Functional Area - 2021

■ Women ■ Men

Area	Women	Men
Directors	47.6	52.4
Administrative and Office Management	81.3	18.8
Library	56.5	43.5
General Services, Facilities and Sustainability	50.0	50.0
Technical, Technical-Scientific and Data Processing	18.2	81.8
Total	73.2	26.8

0%   25%   50%   75%   100%

3.1.3 Staff Composition by Gender and Functional Area - 2020

■ Women ■ Men

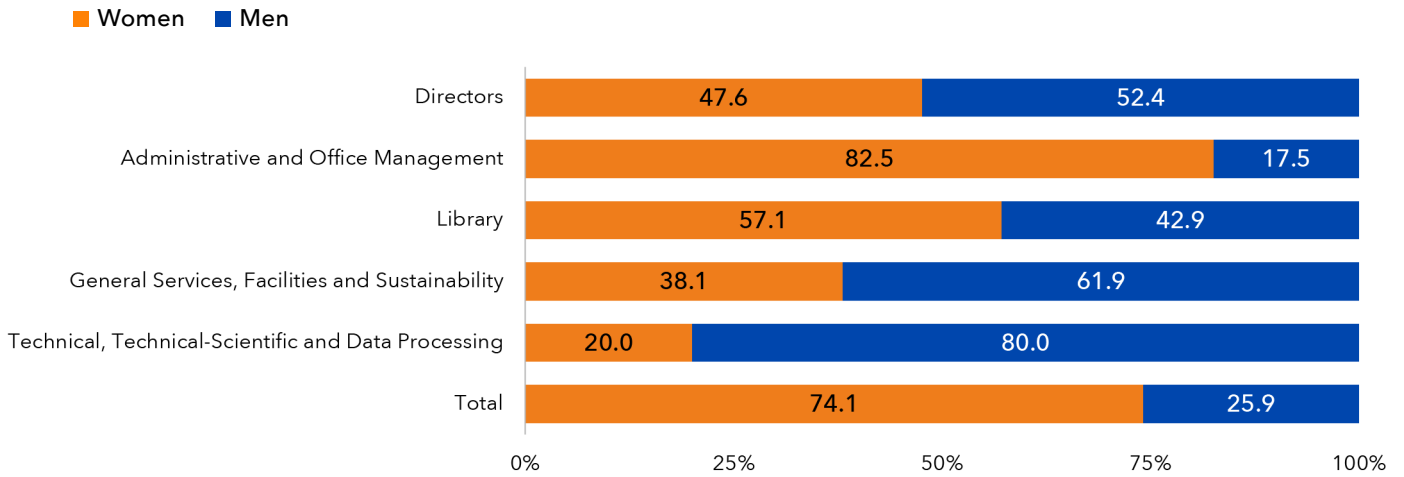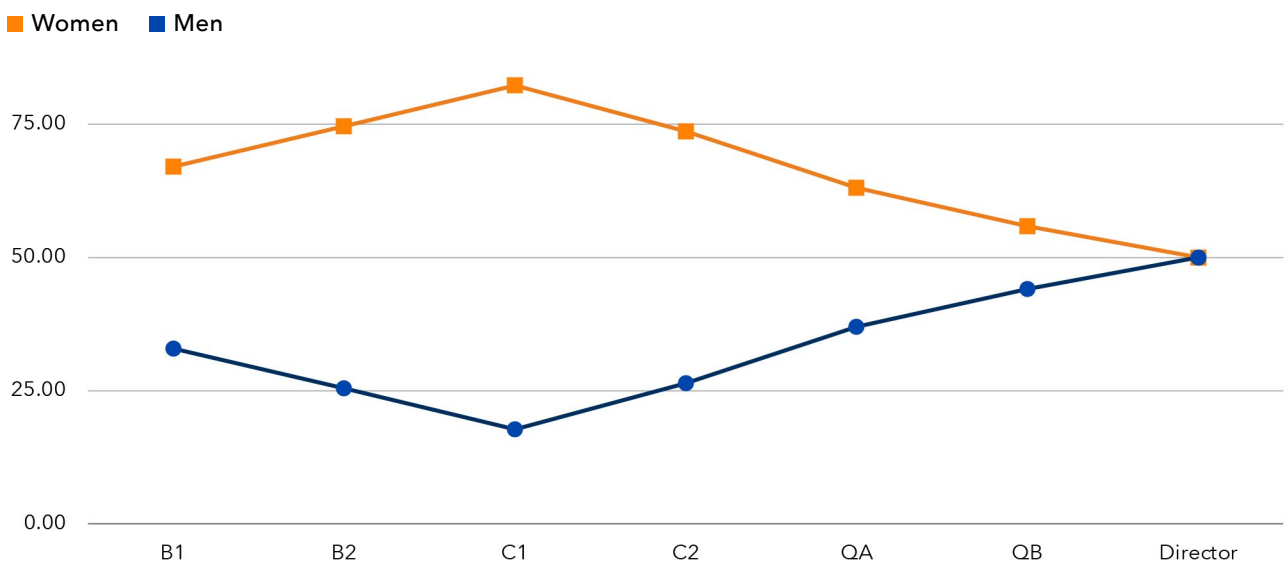|	Women	Men
Directors	47.6	52.4
Administrative and Office Management	82.5	17.5
Library	57.1	42.9
General Services, Facilities and Sustainability	38.1	61.9
Technical, Technical-Scientific and Data Processing	20.0	80.0
Total	74.1	25.9

Figure 3.2.1 shows the career span from B1 to Director level: women account for 67.06% of B1-level staff but only 50% of directors.

NOTE: The A2 and journalist categories were not included in this analysis, as they are not statistically significant.
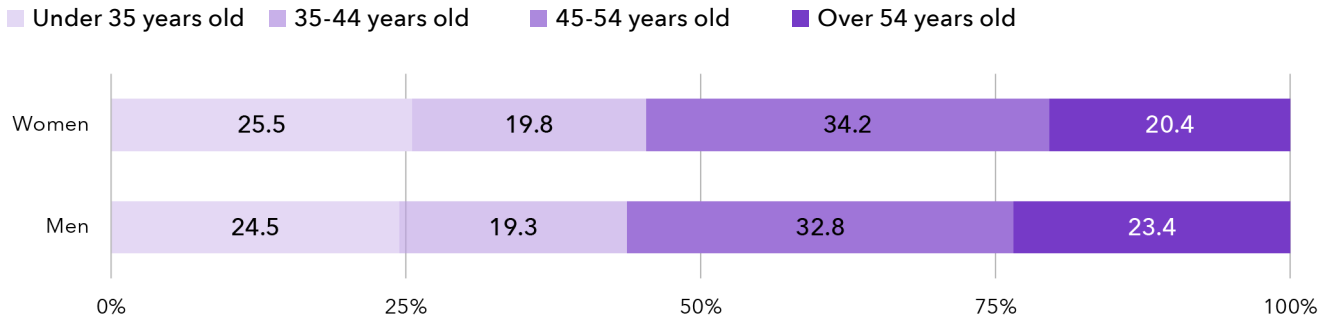
3.2.1 Career Gap 2022

■ Women ■ Men

Figures 3.3.1 and 3.4.1 show that there are no notable differences between men and women in the composition by age and educational qualification respectively.

3.3.1 Staff Composition by Gender and Age 2022

■ Under 35 years old   ■ 35-44 years old   ■ 45-54 years old   ■ Over 54 years old

	Under 35	35-44	45-54	Over 54
Women	25.5	19.8	34.2	20.4
Men	24.5	19.3	32.8	23.4

0%   25%   50%   75%   100%

3.4.1 Staff Composition by Gender and Educational Qualification 2022

■ High school diploma and below   ■ Degree   ■ Doctorate and other post-graduate degrees

	High school diploma and below	Degree	Doctorate and other post-graduate degrees
Women	27.9	70.3	1.8
Men	30.2	68.2	1.6

0%   25%   50%   75%   100%
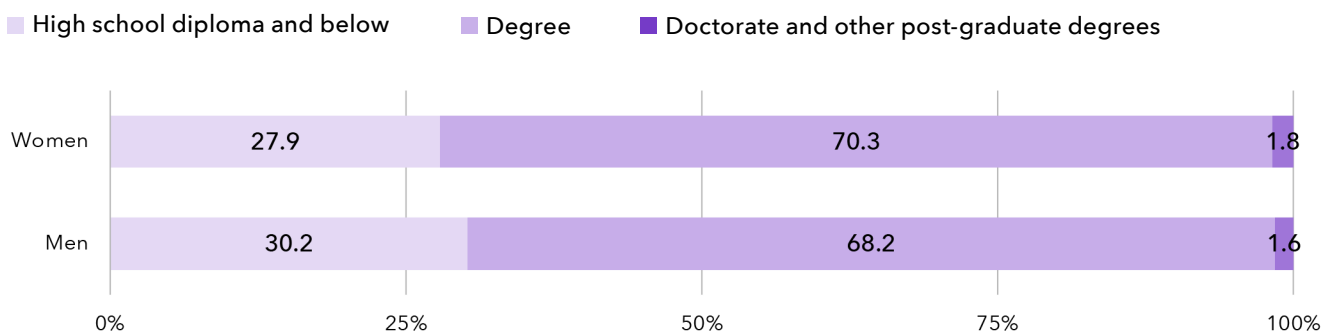
Figure 3.5.1 shows a slight prevalence of women hired with a fixed-term contract compared to the percentage of women on the staff with a permanent contract.

3.5.1 Full Time and Part Time - 2022

■ Women ■ Men
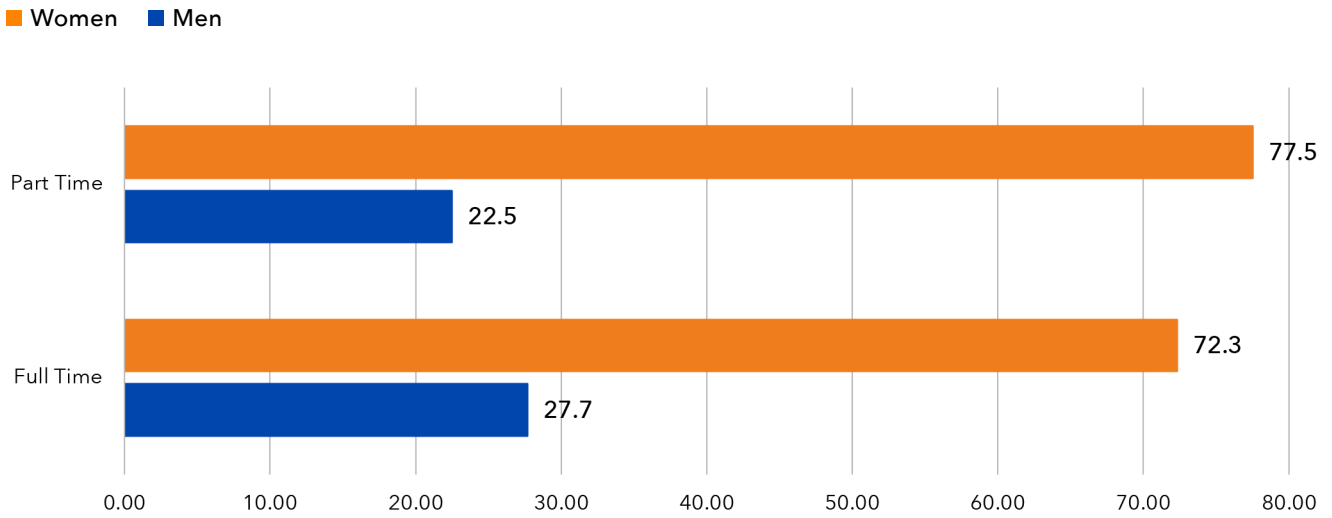
In 2022, 9.2% of women worked part-time (more than 50%) compared to 1.6% of men. This figure is decreasing compared to 2020. Part-time percentages of less than 50% are insignificant.

3.6.1 Staff Composition by Gender and Employment Contract

■ Women ■ Men
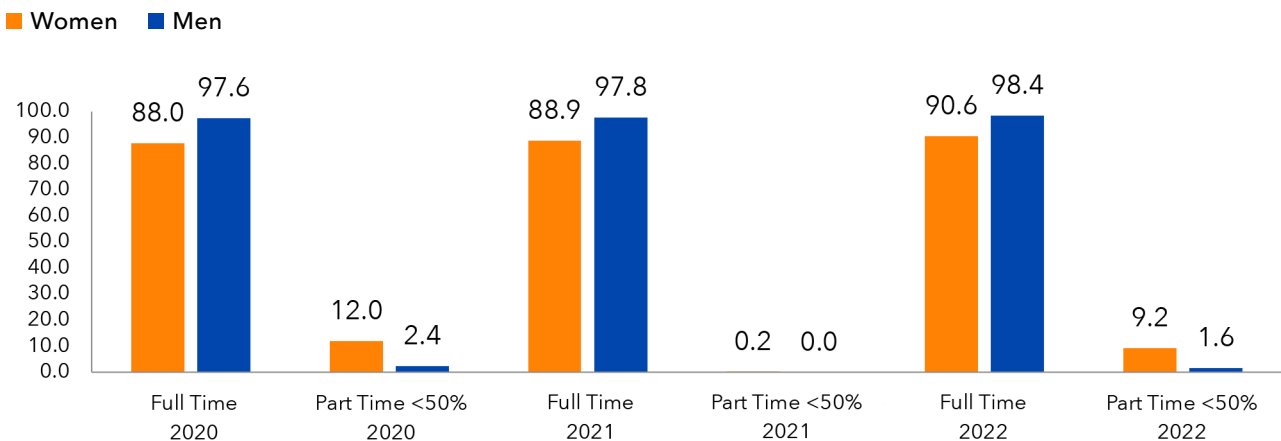
The male presence among staff with seniority up to 5 years is higher than among staff with seniority above that (Figure 3.7.1), indicating a commitment to a better gende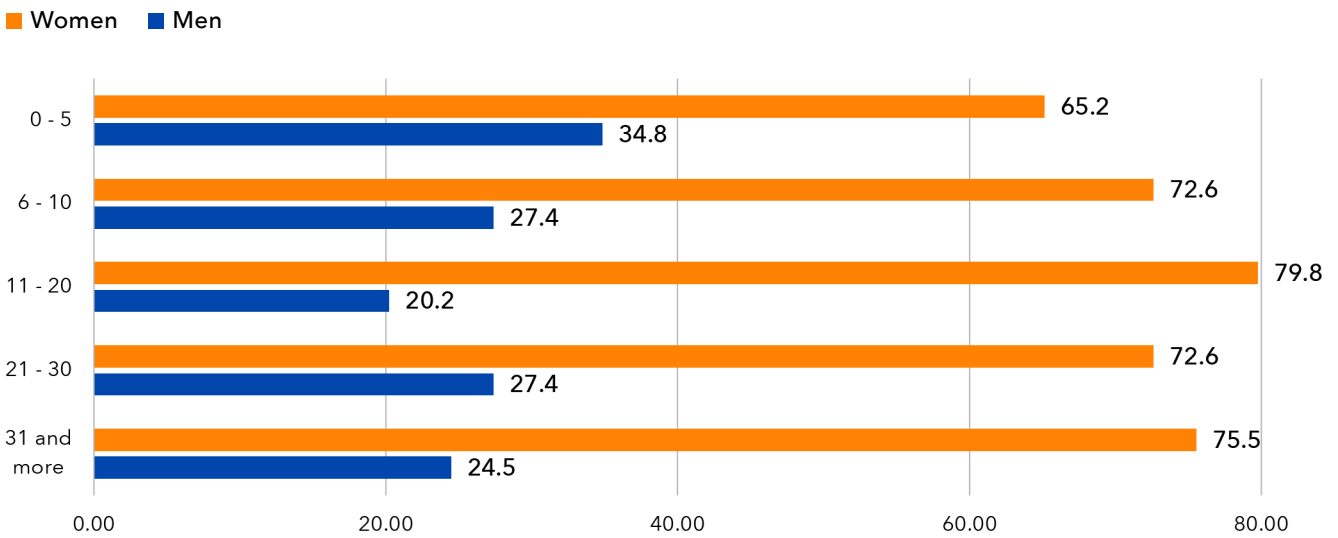r balance in new hires. The same result is indicated by the higher hire/leave compensation ratio for men than for women.

3.7.1 Staff Seniority - 2022

■ Women ■ Men

	Women	Men
0 - 5	65.2	34.8
6 - 10	72.6	27.4
11 - 20	79.8	20.2
21 - 30	72.6	27.4
31 and more	75.5	24.5

3.8.1 Turnover Index (Hires/Terminations) - 2022

■ Women ■ Men

	Women	Men
B1	2.53	2.80
B2	2.29	2.67
C1	1.11	3.00
C2	0.33	0.00
QA	0.00	2.00
QB	0.00	1.00
Total	1.69	1.94
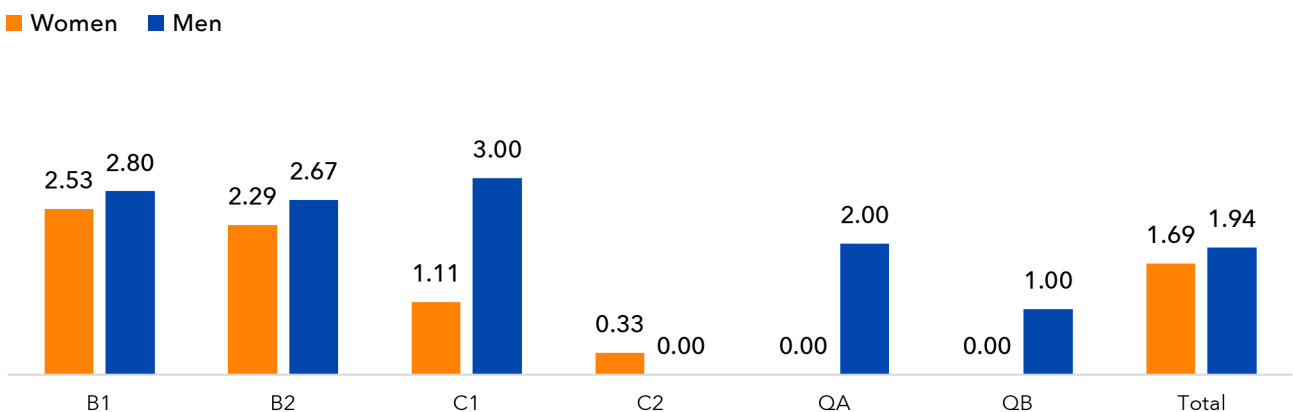
Leave and absences do not show a clear gender difference, with the exception of a prevalence of women benefiting from Law 104/92.

3.9.1 Average Number of Days of Absence by Gender and Reason for Absence - 2022

■ Women ■ Men

Reason	Women	Men
M04 - PAID MEDICAL LEAVE	4.85	5.69
O10 - PAID LEAVE PURSUANT TO ART 42 - C 5 DLGS 151 2001	0.01	0.00
PR4 - LAW 104/92	7.75	2.77
PR5 - PAID LEAVES: MATERNITY, PARENTAL LEAVE, CHILD'S ILLNESS	2.56	0.01
PR6 - OTHER LEAVES AND PAID ABSENCES	1.92	1.71
SS2 - OTHER UNPAID ABSENCES	0.18	0.00
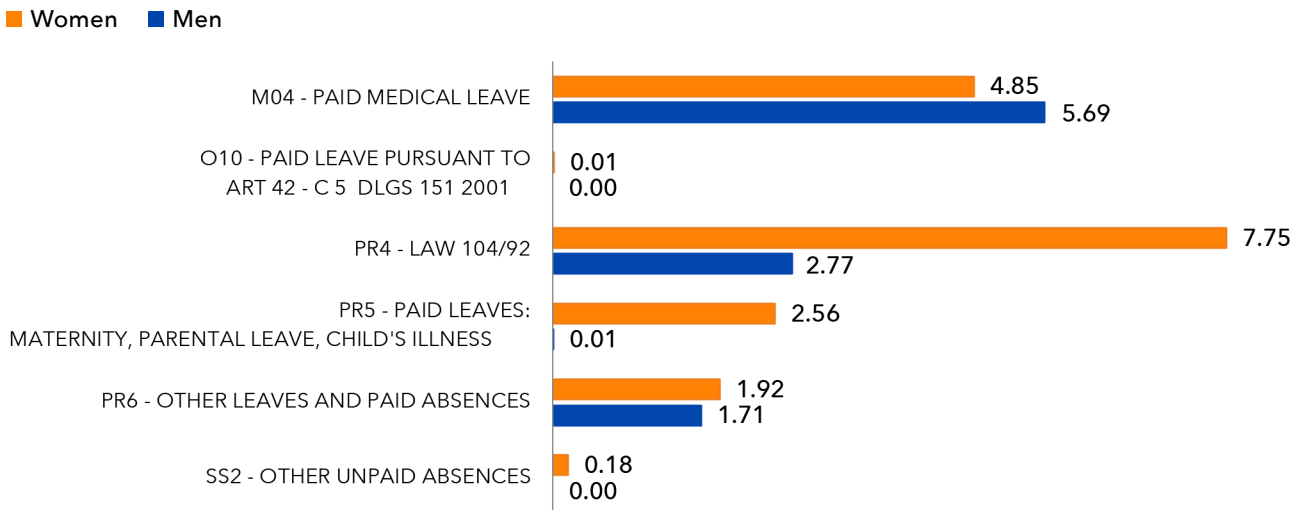
The gender pay gap is 4-5% in the lower levels (A, B and C) and rises to 17% for managers.

3.10.1 Average Staff Men/Women Gross Annual Pay Differential - 2022

A/B	C	MANAGERS/JOURNALISTS	DIRECTORS
5.1%	3.9%	9.1%	16.6%
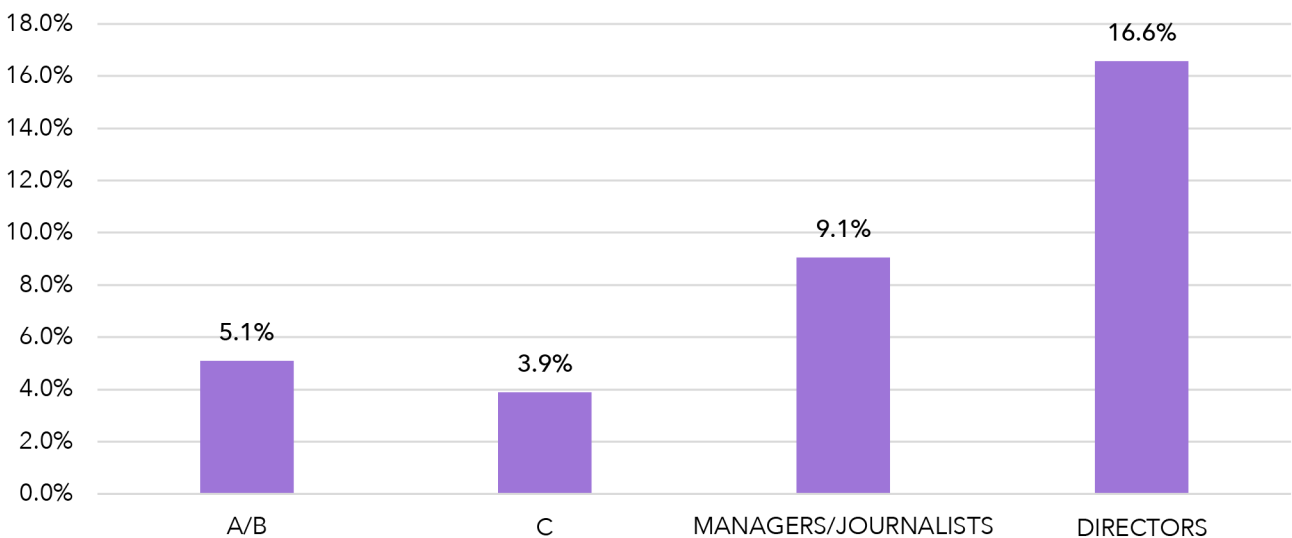
4. ANALYSIS OF THE GOVERNANCE

Figures 4.1.1, 4.1.2 and 4.1.3 show the gender composition of the University's governance. Bocconi University is led by the Rector and the Managing Director. The School Deans are part of the Rectorial Committee and are the most gender-balanced body. Women prevail as Program Directors, while men prevail as Heads of Departments and Research Center Directors. Elected student representatives are balanced by gender. Data are recorded by academic year.

4.1.1 Governance Composition 2019-2020

■ Women   ■ Men
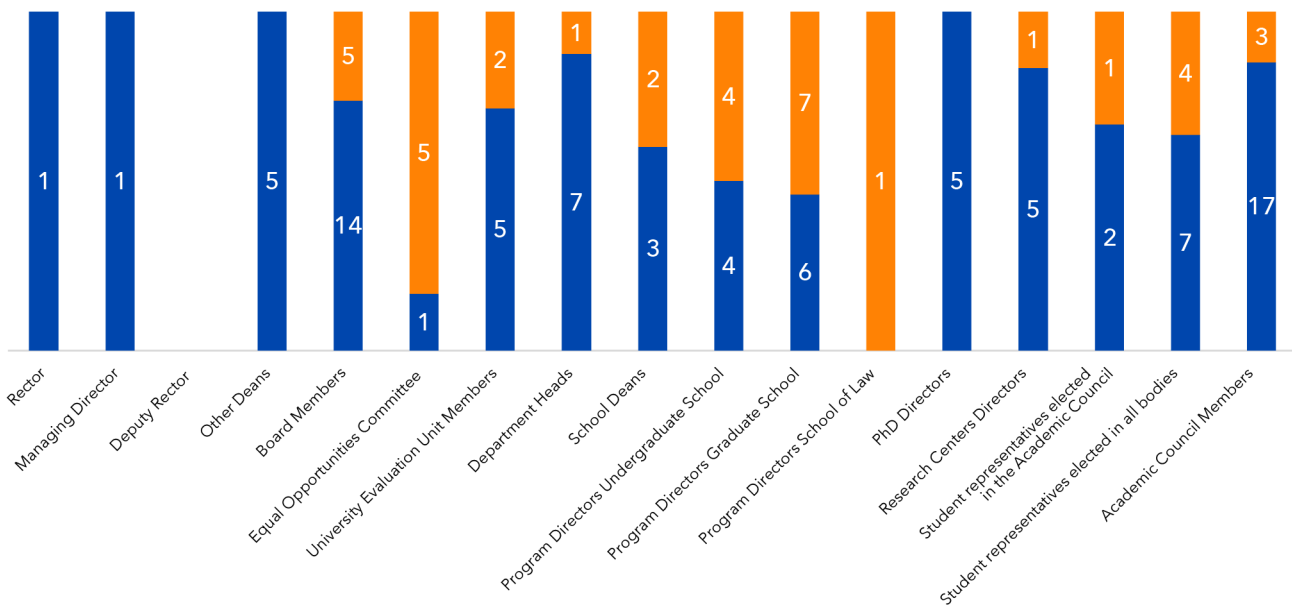
4.1.2 Governance Composition 2020-2021

■ Women ■ Men

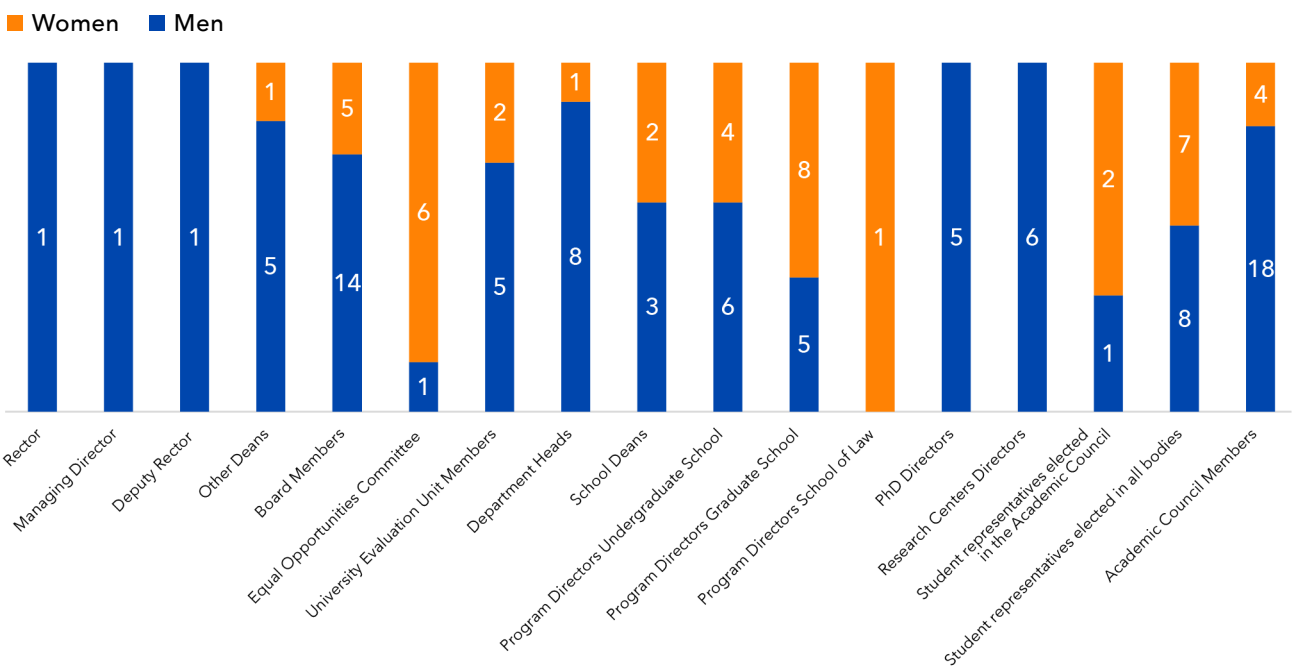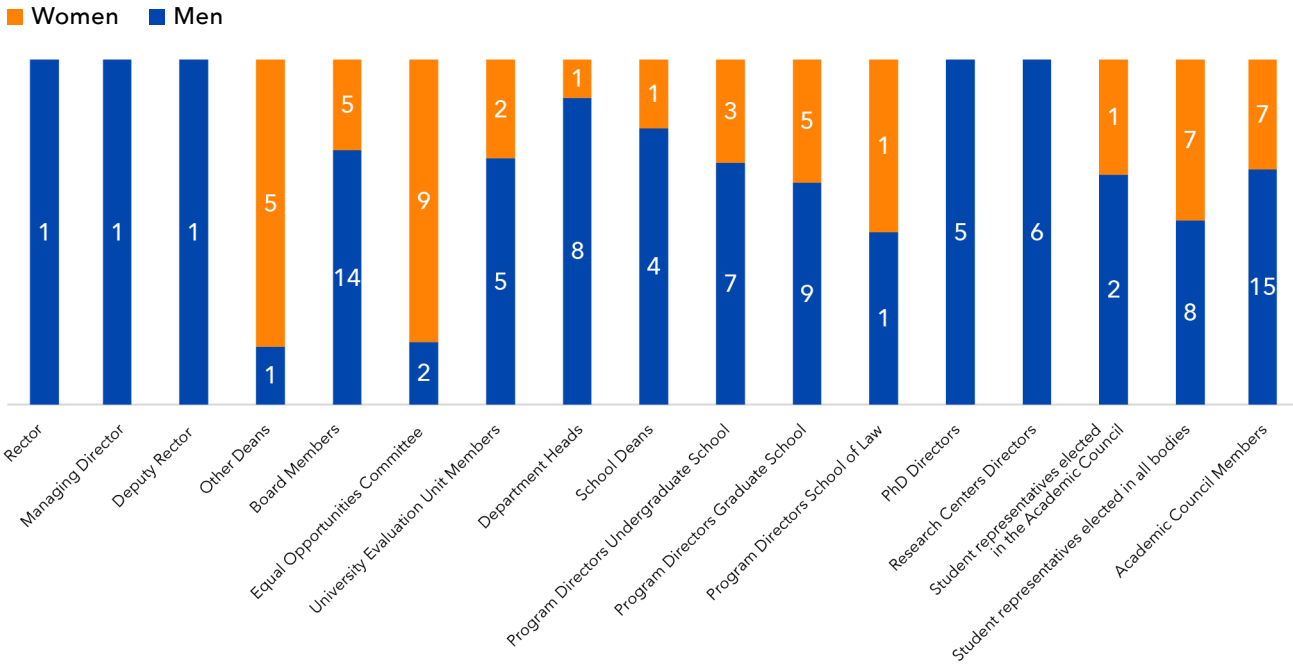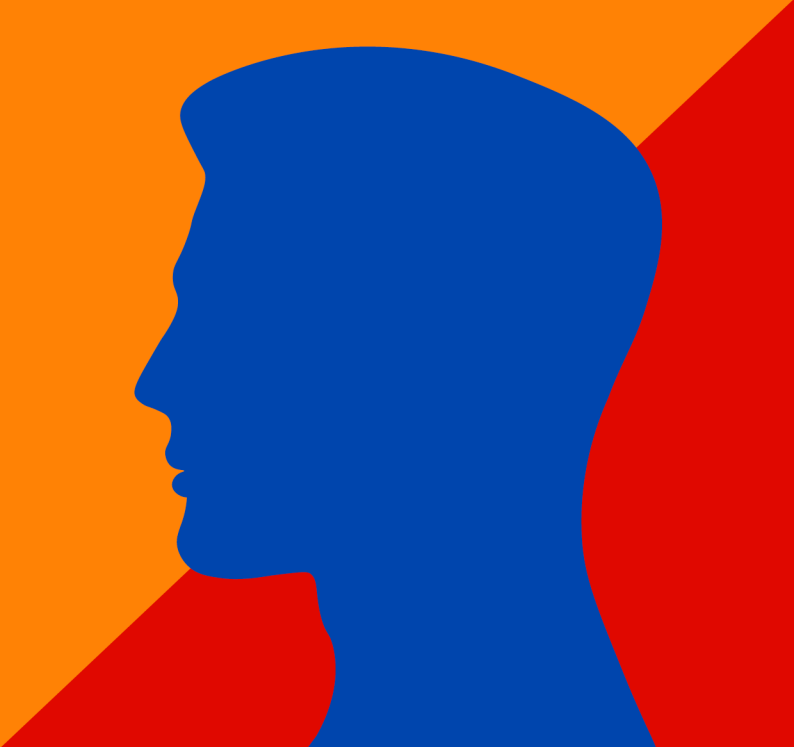| Category	Women	Men
Rector		1
Managing Director		1
Deputy Rector		1
Other Deans	1	5
Board Members	5	14
Equal Opportunities Committee	6	1
University Evaluation Unit Members	2	5
Department Heads	1	7
School Deans	2	3
Program Directors Undergraduate School	4	4
Program Directors Graduate School	7	6
Program Directors School of Law	1	
PhD Directors		5
Research Centers Directors		6
Student representatives elected in the Academic Council	1	2
Student representatives elected in all bodies	4	7
Academic Council Members	4	17

4.1.3 Governance Composition 2021-2022

■ Women ■ Men

Category	Women	Men
Rector		1
Managing Director		1
Deputy Rector		1
Other Deans	1	5
Board Members	5	14
Equal Opportunities Committee	6	1
University Evaluation Unit Members	2	5
Department Heads	1	8
School Deans	2	3
Program Directors Undergraduate School	4	6
Program Directors Graduate School	8	5
Program Directors School of Law	1	
PhD Directors		5
Research Centers Directors		6
Student representatives elected in the Academic Council	2	1
Student representatives elected in all bodies	7	8
Academic Council Members	4	18

4.1.4 Governance Composition 2022-23

■ Women ■ Men

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

3.

IMPLEMENTED AND FUTURE ACTIONS

IMPLEMENTED ACTIONS

In recent years, numerous initiatives have been implemented to make the University an open environment that respects the values of diversity, inclusion and equal opportunities enshrined in the Vision 2030 policy document. Among the six strategic objectives that must guide the University included in the document is that of being "an open university supporting social mobility, inclusivity, diversity and sustainability".

Steps Taken to Foster Inclusion and Social Wellbeing

- **Inclusive Communication Guidelines**: These are guidelines and recommendations addressed to the entire University community for the adoption of non-discriminatory language that respects differences. The ultimate goal is to spread awareness that a culture of diversity and inclusion also depends on the choice of words and tones expressing empathy towards different identities, cultures and abilities.

- **Symbols against gender-based violence**: In order to raise awareness within the entire Bocconi community regarding the issue of gender violence and femicide, a red bench was installed in the middle of campus. It is an international symbol of the fight for awareness of, information on and prevention of violence against women.

- **Alias career**: Bocconi University guarantees transgender people the support they need to experience university and working life more serenely. The "alias" career consists in providing – upon request – an alternative and temporary profile (alias) to anyone undergoing gender transition until a final ruling legally ratifies a new identity, with the accompaniment of a trained tutor.

- **All-gender bathrooms on campus**: In order to ensure that everyone feels comfortable using the restrooms, including anyone who does not identify as male or female, and non-binary or transgender people, 23 "all gender" restrooms have been set up on the Bocconi campus. These are in addition to the restrooms already present in the University facilities. There are all-gender bathrooms in every Bocconi University building open to all members of the Bocconi community.

An open university supporting social mobility, inclusivity, diversity and sustainability

■ **Women Awards**: Merit-based scholarships involving full tuition waivers have been established for women admitted to the programs in Economics, Management and Computer Science; International Economics and Finance; Mathematical and Computing Sciences for Artificial Intelligence; and Economic and Social Sciences.

■ **Counseling service**: This service provides students the opportunity to meet with a professional to discuss personal, relational or educational difficulties that may interfere with their academic progress and the full realization of their potential.

■ **Manifesto on an Inclusive University and UNICORE Program**: Starting in May 2023 Bocconi University has adhered to the Manifesto on an Inclusive University. Launched by UNHCR, it aims to support refugees' access to university education and promote their social integration and active participation in academic life.
In 2021 Bocconi also joined the UNICORE project, with UNHCR, MAECI, Caritas, Diaconia Valdese and many Italian universities, with the aim of creating university corridors with scholarships for refugee students in African countries. Since 2021, 83% of the refugees admitted through this program at Bocconi have been women.

■ **Bocconi Workplace Climate Survey**: Through a questionnaire distributed to the core faculty, the perception of faculty members regarding issues of discrimination, diversity and inclusion in the workplace has been investigated.

Since 2021, **83%** of the refugees admitted through the UNICORE program have been women

Awareness and Training

■ **"Diversity&Inclusion in Teaching" module**: Online training module for faculty on the issues of gender inequality, multiculturalism, mental health and support for people with specific needs provided starting in the 2023-2024 academic year.

■ **Diversity & Inclusion Journey**: Courses in the catalog dedicated to staff with the aim of generating awareness of Diversity & Inclusion issues, fostering the creation of an inclusive culture and improving relations with stakeholders, as well as promoting the design of inclusive services and activities.

■ **D&I messages**: Starting in the 2023-2024 academic year, a section describing the University's values linked to diversity, equity and inclusion has been included in the Syllabi, the Guide to the University and all orientation presentations (Open Days) and welcome presentations for first-year students (Welcome Days).

■ **Awareness-raising initiatives**: These include events on various aspects of wellbeing and health held by experts. In particular, in order to raise awareness on gender issues, the University organizes the seminars "Talking About Emotions" and "Let's Talk: Wellbeing and sexuality".

■ **Inclusion Week**: This awareness-raising initiative was held in November 2023, consisting of academic seminars and experiential activities aimed at strengthening the inclusive culture at the University within the Bocconi community (students, staff and faculty). Through direct participation, it was possible to learn about and directly experience the various dimensions of diversity through inclusive practices.

■ **Broaden Your Frame**: **Diversity, Equity and Inclusion**: This seminar series is offered every semester (enhancing experience for Master of Sciences students for credit but open to the entire university community), and focuses on issues concerning gender, disability, LGBTQIA+, ageism, etc.

■ **A Scuola di Inclusione**: This University project aimed at high school students was implemented in October 2023, in collaboration with La Repubblica and Dynamo Academy. Objective: how to constructively meet the challenges posed by gender inequality, disability, poverty, mental health and migration.

Generating awareness of Diversity & Inclusion issues

- **Changed by Women**: This project was launched in March 2023 and includes a book telling the extraordinary stories of 99 University alumnae who have pursued their dreams and changed the future, as well as a mentorship program and fundraising project for scholarships for women students.

- **Teaching offer** - the University offers three courses on gender issues:

  1. **Diversity Management and Policy**
     48 hours - Undergraduate School

  2. **Inequality, Gender and Policy**
     24 hours - PhD School

  3. **Gender Law and Women's Rights**
     48 hours - School of Law

  The University also offers 8 teaching hours in the advanced program **Gender Cultures and Strategies for Promoting Equality in Business and Public Administration** organized by the Interuniversity Center for the Study and Dissemination of Gender Cultures (partnership of six universities in Milan).

Student Associations and Gender Issues

The University promotes and encourages association activities and supports activities organized directly by students, providing them with dedicated spaces, funds and means of communication. Among the more than 100 active student associations, several deal with gender issues: BDiverse, BEST (Bocconi Equal Students), Women in Business, Women in Finance and AGEDA (Association for Gender Equality and Diversity in Academia).

Gender Equality in Processes

- **Recruitment and promotion policy**: all recruitment and promotion committees (CAPs) must have at least one member who is a woman.

- **Mentoring program**: University-wide mentoring program for women Assistant Professors.

- **Events policy**: all events (conferences, seminars, etc.) organized on campus, whether by student associations or institutional events, must ensure that gender equality within the panel of speakers is respected.

Participation in Networks Focusing on Gender Issues

Bocconi University maintains a constant dialogue with other Italian and international universities on gender issues within the following networks:

- **CRUI**: Our University is a member of the Gender Issues Committee of the Conference of Italian University Rectors (CRUI).

- **Gender Cultures Interuniversity Research Center**: Bocconi has joined with five other universities in Milan in order to set up and pursue the activities of a center for the study and dissemination of gender cultures.

- **National Conference of Italian Universities' Equality Bodies**: Bocconi is part of the network of in office representatives of university committees working on Equal Opportunities issues, in order to build systematic interuniversity collaboration relations in the areas of expertise.

- **CIVICA Work Package 7 - Diversity, equity and inclusion**: Within the CIVICA network, Bocconi adheres to the WP7 program aimed at creating a more inclusive society and ensuring high quality and fully accessible education.

- **RUS**: Within the Network of Universities for Sustainable Development, our University is part of the "Inclusion and Social Justice" Working Group, aimed at raising awareness on inequality and discrimination.

Work-Life Balance

Parental leave: With the aim of improving the quality of life of faculty members working at the University, additional benefits for maternity and paternity leave have been introduced in compliance with current legislation, including in support of LGBTQIA+ families.

In addition to the five-month maternity leave provided for by national legislation, Bocconi University has introduced the possibility of a teaching discount equal to 100% of the teaching load for an entire academic year, to be used in the academic year in which childbirth occurs or the following year. Also, in addition to the two-week paternity leave provided for by national legislation, Bocconi University allows a 20% discount on the teaching load to be requested, to be used in the academic year in which childbirth occurs or the following year.

For PhD students on parental leave, Bocconi University provides additional benefits over and above current legislation. Mothers are eligible for a six-month leave with a benefit equal to 100% of the PhD grant and fathers are eligible for a three-month leave at 100% of the grant.

CarDev: The "Research Support on **Car**eer **Dev**elopment" program provides career development assistance to Associate Professors and Researchers with Tenure who have significant family care and support experiences (for children, spouse/partner or relatives). The program provides a teaching discount of 50% of the teaching load for the academic year in question and the allocation of an additional €5,000 for individual research funds.

Bocconi Nursery: A nursery near the campus is available to facilitate the family work-life balance, with discounted rates for faculty and staff members thanks to a contribution from the University.

Policy for pregnant students: Students can request a temporary break from their studies during their year of pregnancy, which will not count as a regular year of enrollment.

Social Counseling Desk: This is a service for staff, core faculty and SDA core faculty, organized by the University in collaboration with the Institute for Corporate Social Services (ISSIM).

ISSIM counselors provide counseling based on relationships, listening and support to individuals facing personal and family challenges. The Welfare Specialists dedicated to the University act as a reference point to address issues related to:
– **Working life** (interpersonal conflicts, work-life balance, job role uncertainty, but also information and insights on social legislation related to the employment relationship)
– **Relations** (relationship between the individual and his/her family/social context, changes in the person's life cycles, parental role)
– **Health** (difficult conditions due to illness or injury, choosing functional resources to solve problems, re-employment).
The service is provided with the utmost respect for the confidentiality and privacy of the person. It is available either through a telephone assistance and counseling channel (ISSIM Contact), or through on-campus counseling with the presence of Welfare Specialists on campus every Friday of the month.

Remote Working: With the renewal of the Collective Labor Contract in 2021, a remote working model for the University staff was finalized. It aims to promote greater flexibility and autonomy in the choice of workplaces and tools, fostering greater individual responsibility, improved quality of life and mutual trust. It provides for non-rigidly defined hours also outside the company premises, and the use of remote IT in line with the provisions of the current national legislation (Law 81/2017). Through voluntary individual participation, staff can work remotely up to ten days per month, subject to agreement and planning with their supervisor.

FUTURE ACTIONS

For the first time, in a structured and in-depth manner, the University's first Gender Report has highlighted the gender distribution of everyone studying and working there. Despite the clear improvements towards the strategic goal of gender equality, some critical aspects have emerged that require the University's further commitment with concrete actions.

Future actions to be carried out include the implementation of strategies to achieve gender equality in the areas of STEM and Economics and Finance, where women students are still underrepresented; rebalancing the phenomenon of declining female presence in Assistant Professor positions; and continuing in the direction of increasing the number of women Full Professors at the University. Furthermore, it is a priority to correct the salary gap distortions at the top end of the faculty (Full Professors) and all staff levels. In the case of staff, gaps are related to career processes that are not gender balanced (women represent more than 70% at all levels but only 50% of managers).

With a view to raising awareness and preventing and managing anti-discriminatory behavior, the University intends to adopt an external professional inspired by the role of the Trust Advisors working in public administration. Their function will be to listen, assist and advise anyone who reports being a victim of moral or sexual harassment.

Lastly, a next step will be to obtain gender equality certification (UNI/PdR 125:2022 certification) to promote the University's commitment to tackling and reducing gender inequality through the policies, actions and interventions adopted to date.

Implementing strategies to achieve gender equality in the areas of STEM and Economics and Finance

ANNEX

PROGRAMS BY SUBJECT AREA (2022)

AREA	TYPE OF PROGRAM	NAME
ECONOMICS AND FINANCE	Bachelor	– ECONOMICS, MANAGEMENT AND COMPUTER SCIENCE – ECONOMIC AND SOCIAL SCIENCES – INTERNATIONAL ECONOMICS AND FINANCE – ECONOMIA E FINANZA
	Master of Science	– ECONOMIC AND SOCIAL SCIENCES – FINANCE
	PhD	– ECONOMICS AND FINANCE
LAW	Integrated Master of Arts (5 years)	– LAW
	PhD	– LEGAL STUDIES
MANAGEMENT	Bachelor	– INTERNATIONAL ECONOMICS AND MANAGEMENT – ECONOMICS AND MANAGEMENT FOR ARTS, CULTURE AND COMMUNICATION – ECONOMIA AZIENDALE E MANAGEMENT – BUSINESS (WORLD BACHELOR IN BUSINESS)
	Master of Science	– ECONOMICS AND MANAGEMENT OF GOVERNMENT AND INTERNATIONAL ORGANIZATIONS – ECONOMICS AND MANAGEMENT IN ARTS, CULTURE, MEDIA AND ENTERTAINMENT – ACCOUNTING, FINANCIAL MANAGEMENT AND CONTROL – ECONOMIA E LEGISLAZIONE PER L'IMPRESA – ECONOMICS AND MANAGEMENT OF INNOVATION AND TECHNOLOGY – INTERNATIONAL MANAGEMENT – MANAGEMENT – MARKETING MANAGEMENT
	PhD	– BUSINESS ADMINISTRATION AND MANAGEMENT
POLITICAL SCIENCE	Bachelor	– INTERNATIONAL POLITICS AND GOVERNMENT
	Master of Science	– POLITICS AND POLICY ANALYSIS
	PhD	– PUBLIC POLICY AND ADMINISTRATION – SOCIAL AND POLITICAL SCIENCE
STEM	Bachelor	– MATHEMATICAL AND COMPUTER SCIENCES FOR ARTIFICIAL INTELLIGENCE
	Master of Science	– CYBER RISK STRATEGY AND GOVERNANCE – DATA SCIENCE AND BUSINESS ANALYTICS – TRANSFORMATIVE SUSTAINABILITY
	PhD	– STATISTICS – STATISTICS AND COMPUTER SCIENCE

Chart 1.1.1 Percentage of students enrolled by a.y., degree type, program area and gender - 2020

Bachelor Degree STEM:
Women: 25.0%
Men: 75.0%

Bachelor degree POLITICAL SCIENCE:
Women: 46.5%
Men: 53.5%

Bachelor degree MANAGEMENT:
Women: 42.4%
Men: 57.6%

Bachelor degree ECONOMICS AND FINANCE:
Women: 27.7%
Men: 72.3%

Master of Science degree STEM:
Women: 36.0%
Men: 64.0%

Master of Science POLITICAL SCIENCE:
Women: 47.9%
Men: 52.1%

Master of Science degree MANAGEMENT:
Women: 47.7%
Men: 52.3%

Master of Science degree
ECONOMICS AND FINANCE:
Women: 26.9%
Men: 73.1%

Integrated Master of Arts LAW:
Women: 52.7%
Men: 47.3%

PhD STEM:
Women: 33.3%
Men: 66.7%

PhD POLITICAL SCIENCES:
Women: 57.1%
Men DR: 42.9%

PhD MANAGEMENT:
Women: 52.8%
Men: 47.2%

PHD LAW:
Women: 60.7%
Men: 39.3%

PHD ECONOMICS AND FINANCE:
Women: 26.0%
Men: 74.0%