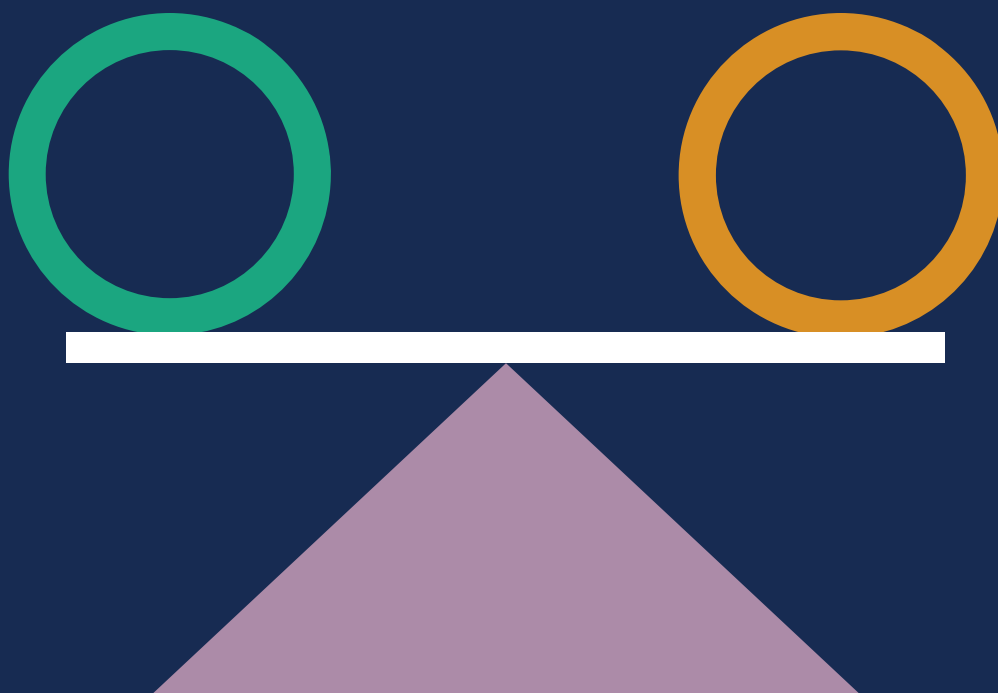




UNIVERSITÀ  
DEGLI STUDI  
FIRENZE

# Gender Report 2024





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# Summary

The University of Florence has been drafting and publishing the Gender Report since 2018, in compliance with the relevant legislation (see fig. 1).

The **Gender Report** is a key tool for promoting gender equality in universities, integrating this perspective into all University policies. It aims to make the allocation of economic resources more transparent and equitable and supports the University government in the analysis of the internal situation from a gender perspective. The Gender Report consists of two integrated parts: on the one hand, it provides a snapshot of the gender distribution among the components and roles of the university community; on the other hand, it monitors and evaluates the actions and policies adopted, including the related financial commitments, and their impact on women and men. Context analysis is essential for planning positive interventions and reducing gender gaps, while monitoring results allows you to verify the objectives achieved and redefine them as needed.

European Parliament Resolutions 3 July 2003 10 February 2010 15 January 2019	European Commission Gender Equality Strategy 2020-2025	D.Lgs. 150/2009 (art.10) L.196/2009 (art.38 septies) MEF Directive 2/2019
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Fig. 1 – Regulatory sources for the drafting of the Gender Report of public administrations.

The Report is built following the standard set out in the guidelines for Gender Budgeting drawn up by the Conference of Rectors of Italian Universities (CRUI), to ensure the comparability of data with other universities.

The demographic information and those relating to the career of teaching and technical-administrative staff<sup>1</sup> and the progression in the study paths of the student body are mainly taken from the Higher Education Data Portal – Opendata MUR and from the MEF Annual Account, making use of the representations provided in the Cineca “Gender Report” Dashboard, acquired by the University in 2024.

The data in this Report refer to the calendar year 2023 and the academic year 2023/24, the latest data available to maintain the alignment of the sources and observation periods applied to all components of the university community. In the period of observation, there are still some imbalances present in our University, namely hypotheses of vertical segregation (greater difficulty for people of one or the other gender in accessing studies or career advancement) and horizontal segregation (greater concentration of a gender in specific disciplinary or professional fields).

<sup>1</sup> The expression “technical-administrative staff” in the document refers only to contracted personnel with a technical or administrative professional profile. Employees and language experts (CEL) are therefore excluded.

In general, the data show that:

- **The gender distribution in the Academic Bodies** remains in a situation of slight imbalance to the detriment of women (45% of offices). In detail, the female share is always lower than the male one, with a stronger gap in favor of the male share among Department Directors, PhD coordinators and Directors of Specialization Schools. Exceptions are the presences in the CUG, in the Disciplinary Board of the Guarantee Commission and in the CTA. A substantial balance is instead evident among the presidents of the CdS.
- **Within the category of teaching and research staff, there is a prevalence of the male gender - with reference only to permanent staff**, a fact that is even more evident if referred only to the teaching staff in the role of Full Professor. Although the University's figure is better than that of the national average with reference to career progression, there continues to be a wide gap: the female component, in fact, proportionally greater during the course of study and in the initial phase of the academic career, begins to decrease systematically in the course of the career, with an even earlier and more extensive gap in the disciplines of the STEM area. The analysis at the level of the Departments shows, in addition to the persistence of situations of horizontal segregation, a general trend towards the reduction of the disparity in access to the top position.
- **With reference to technical and administrative staff**, there is a prevalence of the female gender in contractual categories C (now collaborators), D (now officials) and EP, with a tendency in 2023 to rebalance between genders more marked in the EP and Managers categories. In the national comparison, the presence of women is higher than the benchmark also for technical areas. Work-life balance institutions are on average more used by female staff, with a progressive decrease in the use of part-time work that affects both genders.
- **Student component:** in the Degree Programmes there is a prevalence of the female component, but there is still a marked male preponderance in engineering and ICT courses, an absolute female majority in education courses and, albeit to a lesser extent, in the areas of health, humanities and social sciences. Generally, female students tend to perform better, even if this is not reflected in a better employment condition, especially with regard to the monthly net salary, which is systematically lower among women.

It is necessary to consider that some of the phenomena observed depend on a multiplicity of factors, primarily social and economic, not all of which are under the direct control of the University, and that significant changes on these aspects often require medium-long times, as they presuppose a change of cultural paradigm to translate into a common vision and active policies by all the actors involved (from the legislator, to public and private bodies, to individuals). For this reason, the University of Florence is committed to the dissemination of a cultural model based on the principle of equal opportunities and to support all those actions to rebalance disparities, in the full conviction that quality and innovation in the institutional activities of the University (teaching, research, third mission) can only be increased in a context capable of enhancing the contribution that diversity, including gender knowledge, dialectically contribute to the development of knowledge.

From an organisational point of view, the figures in the University who are specifically responsible for the protection of equal opportunities are the Delegate for Inclusion and Diversity, the Single Guarantee Committee for Equal Opportunities, the Guarantor of Rights, and the Guarantee Commission for the assessment of violations of the Code of Ethics. In March 2024, the University Confidential Counselor was appointed for the first time.

Delegate for Inclusion and Diversity		Confidential Counselor	Guarantor of Rights
Maria Paola Monaco		Marina Capponi	Alessandra Dapas
Single Guarantee Committee (CUG)			
<b>Chairman</b>		Chiara Adembri	
<b>Full members – Representatives of the administration</b>		Irene Biemmi, Silvia D’Addario, Giacomo Massiach, Maria Elisabetta Coccia	
<b>Full members – Trade union representatives</b>		Alessandra Pantani (other members to be appointed)	
Guarantee Commission for the verification of violations of the Code of Ethics			
<b>Chairman</b>		Alessandra Dapas	
<b>Members</b>		Caterina Contini, Micaela Frulli, Anna Lenzi, Luca Bardi	

Fig. 2 – Composition of the University bodies responsible for safeguarding equal opportunities as of 12/31/2024.

The measures identified by the University to promote equal opportunities between genders are defined in the Gender Equality Plan (“GEP”). Further initiatives are proposed in the Three-Year Positive Action Plan drawn up annually by the Single Guarantee Committee for Equal Opportunities.

Starting from the last quarter of 2023, the University has started the process for the reclassification of budget items from a gender perspective (in an initial experimental phase), which also continued during 2024 with the results that are presented in Section 2 of this document.

The Gender Report pursues the objective of using inclusive language; Throughout the document, any overextended use of the masculine grammatical gender, solely for the purpose of simplification, is to be understood as referring to all people working within the university community.



1. Gender  
composition of the  
Unifi community

The following paragraphs analyse by gender the consistency, demographic characteristics and career trends of the teaching, technical-administrative and student components of the University of Florence. As already indicated, the analysis is mainly based on data taken from the most recent update available in the MUR Open Data system and in the MEF Annual Account, referring to the 2023 calendar year and the 2023/24 academic year and processed in the Gender Report dashboard provided by Cineca.

The following acronyms are used for the titles of academic roles: PO= Full Professor (or First-tier Professor); PA= Associate Professor (or Second-tier Professor); RU= Permanent Assistant Professor (role subject to exhaustion pursuant to Law 240/2010); RTDA = Fixed-term researcher (pursuant to art. 24 c.3 lett.a of Law 240/2010); RTDB = Fixed-term researcher (pursuant to art. 24 c.3 lett.b of Law 240/2010); AR = holder of a research grant. In some diagrams, the articulation of roles, to facilitate possible comparisons, follows the international codes of academic careers with the following correspondences: Grade A (Full Professor); Grade B (Associate Professor); Grade C (all types of researchers); Grade D (research fellows).

The data relating to the student component also include some indicators taken from the National Student Registry and AlmaLaurea (graduate profile and employment status). Other data are taken from internal sources or with different time terms, specified in the text and in the captions of the tables. Likewise, any different aggregations of various types of personnel are specified, where necessary.

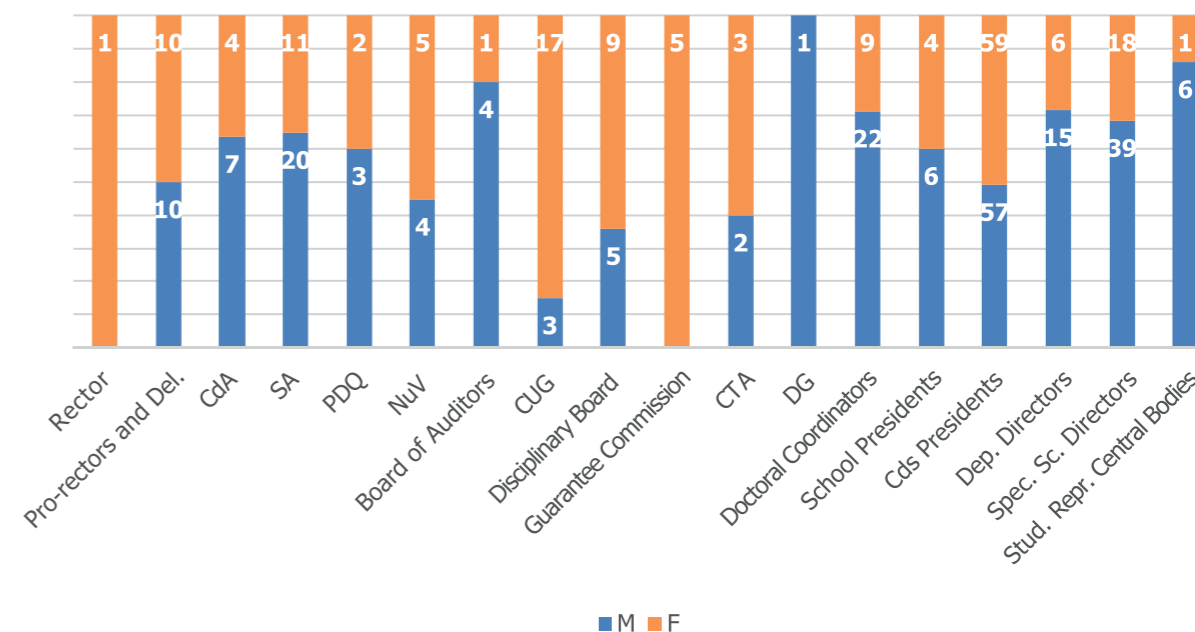
## 1.1 Gender distribution in institutional positions

In 2023, the overall gender distribution of institutional positions in the University's governance, control and advisory bodies remains in a situation of slight imbalance to the detriment of women (45% compared to 48% last year - see Figure 3). Specifically, however, some differences are noted:

- The Academic Senate (36% women) and the Board of Department Directors (29% women, but an increase compared to last year) continue to record a below-average female presence. This is linked to the lower female representation among the professors who hold the position of Department Directors, who must necessarily be full professors.
- There is substantial gender equivalence in the Presidency of Schools and Degree Courses.
- The proportion of Directors of Specialisation Schools remained stable in the last year (32%), while the proportion of Coordinators of PhD Programmes increased slightly (29% compared to 26% in 2022), in both cases lower than the average female presence in all University Bodies (45%).
- The distribution among the student representatives who sit on the bodies that provide for it is worsening, with the opening of a significant gap in favor of men, consolidating a negative trend already noted last year (the female share goes from 38% to 14%).
- The CUG and the Guarantee Commission for the verification of violations of the Code of Ethics, on the other hand, highlight an almost entirely female composition, suggesting that gender issues and those related to them are almost always women. However, in the appointment of the CUG for the four-year period 2025-2029, this dynamic already observed in previous Gender Reports was taken into account, providing for greater male representation.

It seems appropriate to monitor these differences, since the recognition and prestige linked to some roles has effects both on the ability to influence the University's decision-making processes and on the progression in the academic career.

### M/F Representation in Bodies and Structures



### M/F Distribution in University Bodies

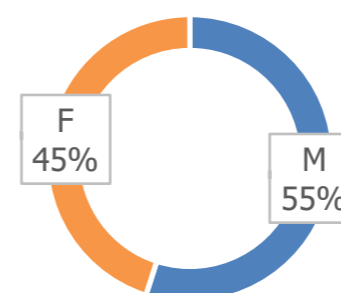


Fig. 3 – Percentage distribution of men and women and absolute values in institutional roles 2023: University bodies, teaching and research structures (Source: processing of University data).

On a different level from that strictly related to representation, but which, due to more or less unconscious biases, can still have repercussions on the career prospects of university staff, some elements relating to the composition of the competition committees are worth mentioning.

With respect to the composition of the commissions for the recruitment of professors and researchers, the University regulations on the subject require compliance with “an adequate gender balance in the composition of the trios” from which to draw the names of the commissioners. The data for the two-year period 2023-2024 show a slight increase compared to last year, but an oscillating longer-term trend, with a female presence among commissioners ranging from 39.6% in the 227 procedures carried out in 2023 to 44.1% in the 226 procedures in 2024, when in 2022 the figure stood at 43%. The figure for committee chairs remains highly unbalanced, ranging from 67.8% belonging to the male gender in 2023 to 66.8% in the year under analysis, a figure almost frozen compared to 2022.

In the competition commissions for the recruitment of technical and administrative staff in 2024, there is a rebalancing between genders compared to the past: the share of women increases both as members of the commissions (53%, compared to 42% in 2023) and as presidents (51% of female presidents compared to 46% in 2023), to an extent close to gender equality.



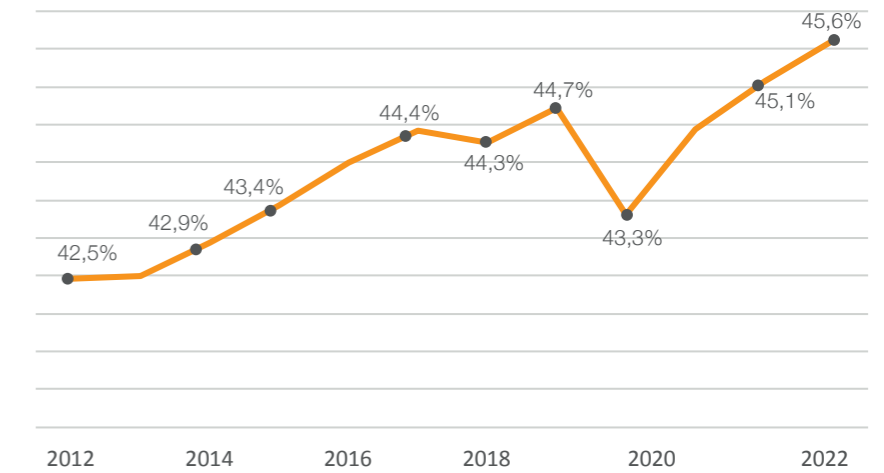
# 1.2 Teaching and research staff

## 1.2.1 Gender, age, and academic roles

In 2023, the University's teaching and research staff numbered 1,864 permanent staff, with a clear prevalence of the male gender, with 778 women (41.8%) and 1,086 men (58.2%).

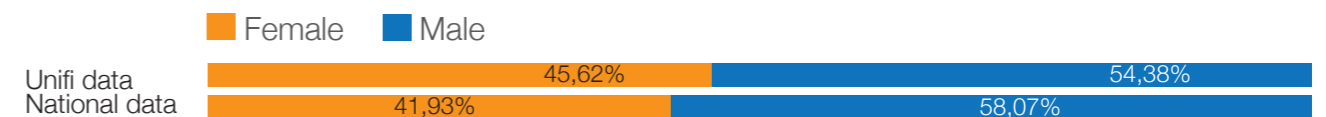
YEAR	CORR F GAP
2012	42,5%
2013	42,5%
2014	42,9%
2015	43,4%
2016	44,0%
2017	44,4%
2018	44,3%
2019	44,7%
2020	43,3%
2021	44,4%
2022	45,1%
2023	45,6%

TREND OF THE FEMALE COMPONENT



### Female

#### Total teaching staff composition



#### Composition of teaching staff by gender and role

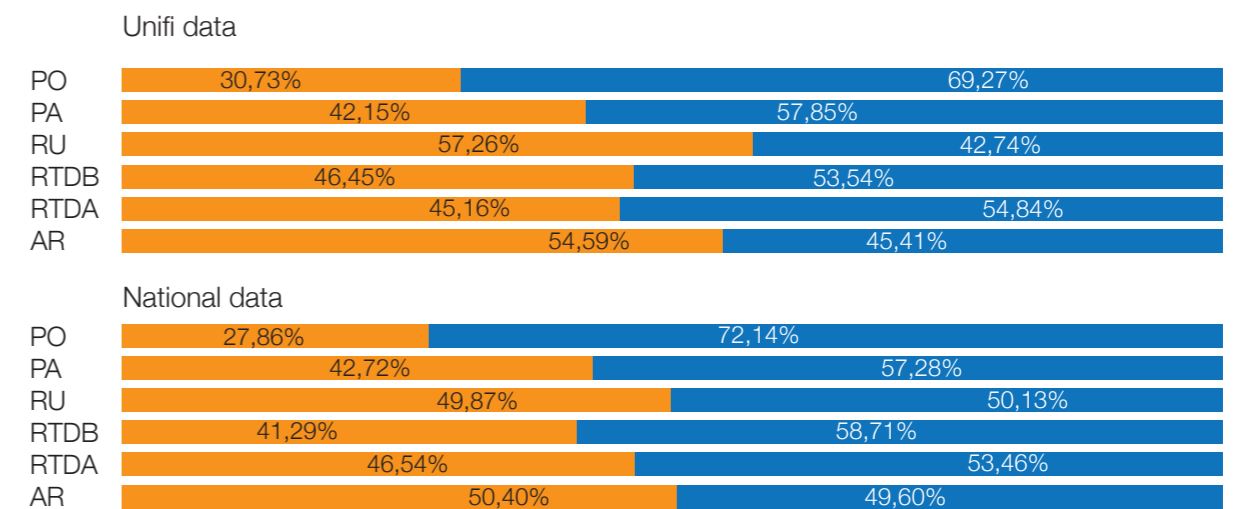
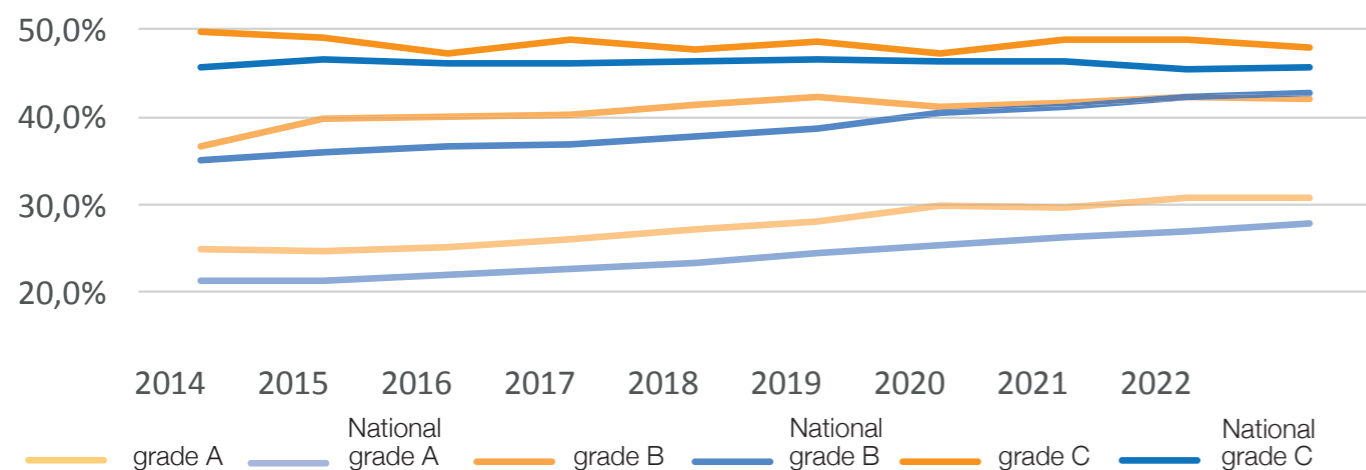


Fig. 4 – Percentage distribution by gender and academic role of Unifi teaching and research staff compared with national data for the year 2023, and evolution of the female component in the last decade. Source: Cineca BdG Dashboard (data update as of 12 September 2025).

Including in the analysis the 806 research grant holders (for a total of 2,670 teaching and research staff), the gender distribution in the different roles appears rather diversified (see Figure 4). In 2023, the gap is on average between 30.7% female presence among first-level teaching staff and 47.9% among research staff, with substantially stable data compared to the previous year, slightly increasing for the RTDB and research fellow categories. The female component stands at 45.6% overall (+0.5 percentage points compared to 2022).

Looking at these dynamics over the last decade (see Figure 5), from 2013 to 2023 there was a significant increase in the female component of Associate I and II teachers (Grade A and B, almost +6 percentage points in both cases) and a slight decrease in female researchers (Grade C, about -2 percentage points). POs are much lower than the University average of women teachers and researchers, but in this role there is significant and continuous growth (from 24.9% in 2013 to 30.7% in 2023). Despite a more erratic trend for Grade C, over the decade the relative percentages are consistently higher than the national benchmark. For the PAs, there has been a trend towards alignment with national values in the last three years, which have also been progressively increasing.

### Historical series of percentages of women by role



YEAR	Grade A	National Grade A	Grade B	National Grade B	Grade C	National Grade C
2014	25,00%	21,25%	36,70%	35,08%	49,80%	45,69%
2015	24,70%	21,36%	39,90%	35,90%	49,0%	46,50%
2016	25,20%	21,94%	40,00%	36,69%	47,20%	46,06%
2017	26,00%	22,69%	40,30%	36,91%	48,90%	46,26%
2018	27,10%	23,37%	41,50%	37,80%	47,80%	46,42%
2019	28,0%	24,40%	42,30%	38,65%	48,50%	46,64%
2020	29,80%	25,41%	41,30%	40,39%	47,30%	46,43%
2021	29,70%	26,22%	41,70%	41,28%	48,90%	46,32%
2022	30,90%	27,02%	42,30%	42,34%	48,80%	45,58%
2023	30,70%	27,86%	42,20%	42,72%	47,90%	45,63%

Fig. 5 – Historical serie of female Unifi teaching and research staff by academic role from 2012 to 2023 and comparison with national data. Source: Cineca BdG Dashboard (data update as of 12 September 2025).

The average age of University professors and researchers (excluding research fellows, as of 31/12/2023, source: University Datawarehouse<sup>2</sup>) is 51.72 years, with the female share slightly younger than the male share (51.66 compared to 51.77 years on average), decreasing compared to the previous year but generally slightly higher than the national average. The distribution by gender and age groups (see Figure 6) shows a substantially similar distribution between women and men in the different roles and consistent with the national distribution, with the female gender on average distributed over higher age groups, except for grade D. Compared to 2022, there is a substantial balance in the average age by role (except for grade C staff where there is a slight ageing of the female share) and a stable proportion of women in the younger age groups (<35 years and 35-44 years) in Grades B and C.

<sup>2</sup>The expression “technical-administrative staff” in the document refers only to contracted personnel with a technical or administrative professional profile. Employees and language experts (CEL) are therefore excluded.



Average age by gender and role						
Gender	Female		Male		Total	
Qualification	Average age of the organization	National average age	Average age of the organization	National average age	Average age of the organization	National average age
	29.0	39.70			29.0	39.70
PO	60.0	58.0	60.00	58.00	60.00	58.00
PA	54.0	52.00	53.00	52.00	53.5	52.00
RU	58.00	56.00	59.00	57.00	58.5	56.50
RTDB	44.0	39.70	42.0	38.70	43.0	39.20
RTDA	39.0	39.70	38.0	38.70	38.5	39.20
AR	33.0	34.00	34.0	33.00	33.5	33.50

Legend of correspondence  
academic roles:  
Grade A = PO

Grade B = PA  
Grade C = Researchers  
Grade D = Research Fellows

Fig. 6 – Percentage distribution by role, gender and age group of Unifi teaching and research staff 2023; average age by gender and role. Source: Cineca BdG Dashboard (data update as of 12 September 2025).

The vast majority of teaching and research staff of both genders choose the full-time commitment regime (see Figure 7); more men than women opt for the fixed-term contract (as dictated by legal obligations when there are freelance professional and self-employed activities incompatible with full-time, with the exception of university medical staff in care) with a stable figure compared to past years. This could be due to a greater difficulty for women to reconcile institutional activities and further professional tasks with private life.

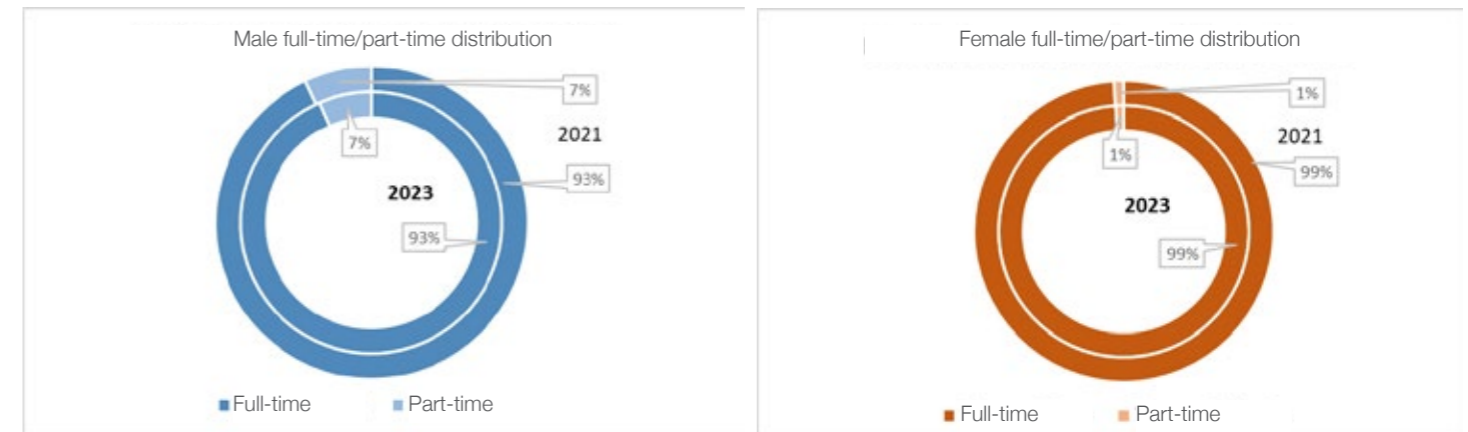


Fig. 7 – Percentage distribution by gender and commitment regime of Unifi teaching and research staff 2021 and 2023. Source: Cineca BdG Dashboard (data update as of 12 September 2025).

## 1.2.2 Career Scissors

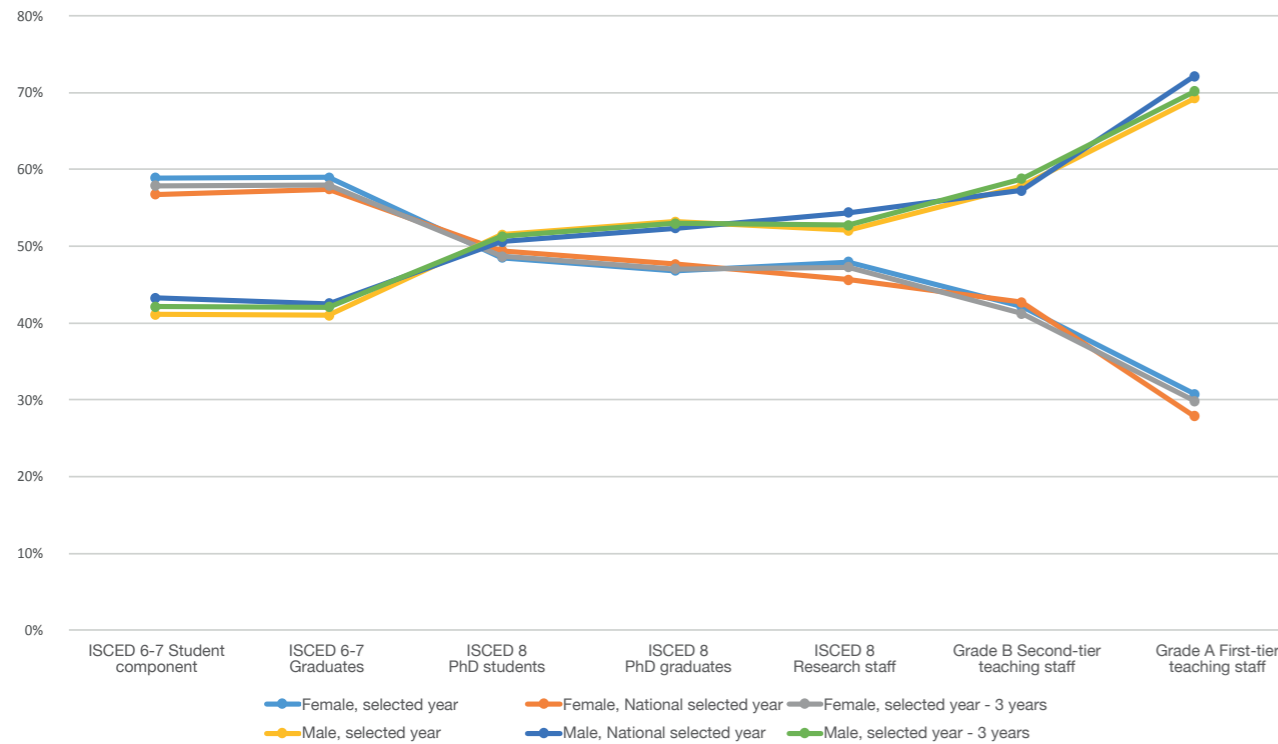
Along the path that crosses the various roles of the university career, a slight female advantage is observed in the early stages of the career, while from the PhD a heavy gap opens up to the detriment of women, which remains in the position of researcher and worsens in the roles of PO and PA (see figs. 8-9). In the last three years, there has been a substantial rebalancing between genders as regards the initial part of the career, but the same gap remains to the disadvantage of women in subsequent roles, despite a slight decrease in the gap for women in PA and researcher roles.

The disparity appears even more pronounced if we consider that the young women who enrol in university are more than young men (57.9% against 42.1%), as well as those who graduate (59% against 41%). The trend reversal begins to be recorded among doctoral students (48.7% against 51.5%), becoming increasingly marked and culminating with the percentages relating to band I staff (70.2% of men against 29.8% of women).

At the University, female representation exceeds the national average in the initial (up to the doctorate) and top (I band) stages of the career and as regards the research role.

The percentage of PhD students is lower than the national figure. The percentage of associate professors, on the other hand, is in line with the Italian average.

If we look only at the STEM areas, the trend in the three-year period remains similar to that of all disciplinary areas as a whole, just as the figure relating to the presence of women remains widely worse. The maximum gap refers to the first level teaching staff (16.3% of women against 83.7% of men). The presence of women in STEM areas is significantly higher in Unifi than the national average until graduation (49.2% compared to 39.2%). The trend is reversed by the achievement of the PhD, for which the percentage of women drops to 39.3%, below the national average of 41%.



### University and academic career gap

Legend of correspondence

academic roles:

Grade A = PO

Grade C = Researchers

Grade B = PA

Grade D = Research Fellows

QUALIFICATION	Female, selected year	Female, National selected year	Female, selected year - 3 years	Male, selected year	Male, National selected year	Male, selected year - 3 years
ISCED 6-7 Student component	43,7%	36,84%	44,2%	56,3%	63,16%	55,8%
ISCED 6-7 Graduates	49,2%	39,20%	47,5%	50,8%	60,80%	52,5%
ISCED 8 PhD students	43,5%	42,30%	38,6%	56,5%	57,70%	61,4%
ISCED 8 PhD graduates	38,7%	41,07%	39,3%	61,3%	58,93%	60,7%
Grade C Research staff	29,8%	31,03%	24,6%	70,2%	68,97%	75,4%
Grade B Second-tier teaching staff	26,9%	29,15%	28,8%	73,1%	70,85%	71,2%
Grade A First-tier teaching staff	16,3%	18,18%	14,1%	83,7%	81,82%	85,9%

Fig. 8 – Career gap of Unifi teaching and research staff 2023 vs 2020 by gender and academic role, all subject areas, and comparison with national data (selected year: 2023; selected year -3: 2020). Source: Cineca BdG Dashboard (data update as of 12 September 2025).

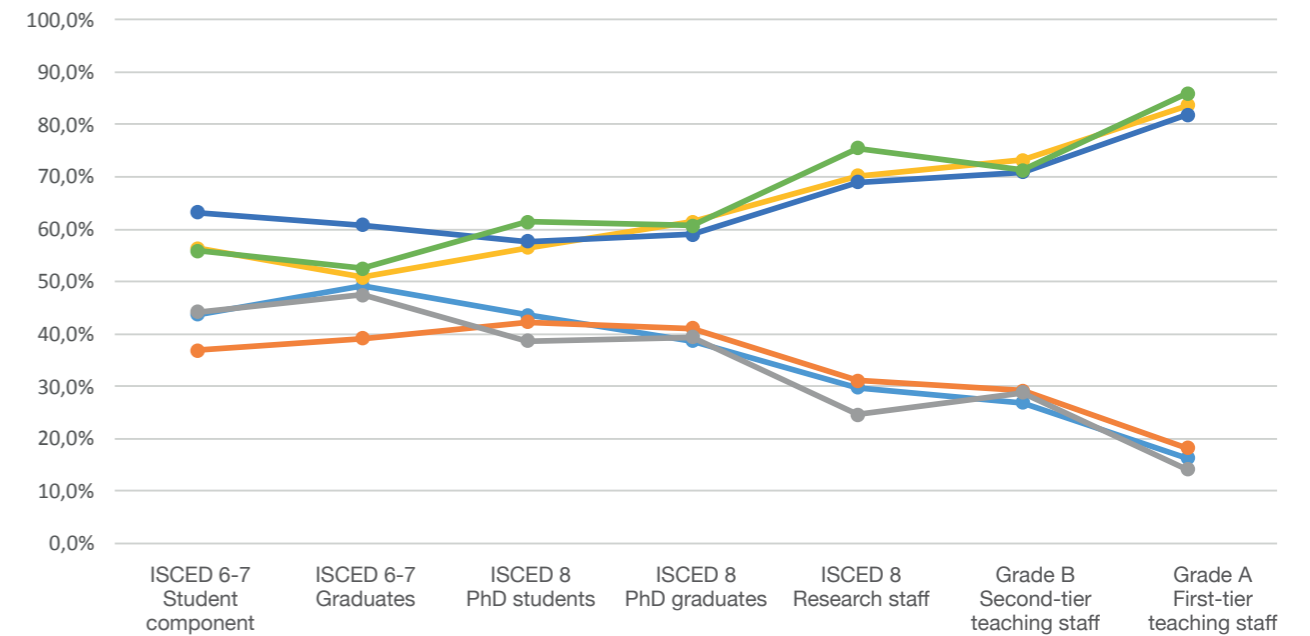


Fig. 9 – Career gap of Unifi teaching and research staff 2023 vs 2020 by gender and academic role, STEM subject areas, Unifi and national data (selected year: 2023; selected year -3: 2020). Source: Cineca BdG Dashboard (data update as of 12 September 2025).

An analysis of the data relating to role changes (see Figure 10), shows that for all CUN areas the share of female transfers from RD to PA remains lower (13 women compared to 28 men) while parity in the transition from PA to PO (8 women and 8 men) is lower. For the transition from RU to PA, there was a single case (female) during 2023.

#### Role changes by gender and area, RD-PA

All CUN area



#### Role changes by gender and area, PA-PO

All CUN area



Fig. 10 – Unifi 2023 role changes by gender and academic role, all CUN areas. Source: Cineca BdG Dashboard (data update as of 12 September 2025).

One of the indices created to monitor these phenomena is the Glass Ceiling Index (GCI), which compares the proportion of female academics in all roles with the proportion of women in top positions (POs) in a given year (%women in all roles/%women POs). The value of 1 of the index indicates equal opportunities between women and men in terms of the possibility of accessing the role of OP, while values above 1 represent the so-called “glass ceiling” effect, i.e. an underrepresentation of women in OP positions compared to their total number in all roles. From 2018 to date, the value of the Glass Ceiling Index at University level shows increasingly favourable values compared to the national average and an improving trend (see fig. 11).

Unifi data							
CUN AREA	2018	2019	2020	2021	2022	2023	Total
Florence	1,63	1,60	1,45	1,50	1,46	1,48	1,52
01 - Mathematical and Computer Sciences	1,70	1,55	1,29	1,66	1,46	1,32	1,48
03 - Chemicals Sciences	1,11	1,13	0,96	0,88	0,85	0,93	0,96
04 - Earth Sciences	0,73	1,00	0,99	0,95	1,08	1,05	0,97
05 - Biological Sciences	1,58	1,55	1,38	1,61	1,60	1,70	1,56
06 - Medical Sciences	2,55	2,51	2,06	2,23	2,05	2,08	2,23
07 - Agricultural and veterinary sciences	3,38	2,36	2,57	3,57	2,87	2,95	2,9
08 - Civil engineering and architecture	1,75	2,10	1,88	1,90	1,53	1,39	1,73
09 - Industrial and Information Engineering	3,77	4,14	3,64	3,88	3,71	4,31	3,94
10 - Ancient, philological-literary and historical-artistic sciences	1,10	1,00	0,93	1,20	1,30	1,25	1,11
11 - Historical, philosophical, pedagogical and psychological sciences	1,37	1,25	1,25	1,15	1,06	1,12	1,19
12 - Legal Sciences	1,51	1,62	1,43	1,20	1,19	1,19	1,33
13 - Economic and statistical sciences	1,75	1,64	1,45	1,43	1,41	1,37	1,49
14 - Political and Social Sciences	2,27	3,00	4,31	2,42	2,02	1,57	2,35
Total	1,63	1,60	1,45	1,50	1,46	1,48	1,52

National Data							
CUN AREA	2018	2019	2020	2021	2022	2023	Total
01 - Mathematical and Computer Sciences	1,60	1,58	1,51	1,45	1,41	1,40	1,49
02 - Physical Sciences	1,92	1,69	1,67	1,65	1,65	1,62	1,69
03 - Chemicals Sciences	1,78	1,69	1,58	1,51	1,42	1,35	1,53
04 - Earth Sciences	1,76	1,76	1,64	1,58	1,68	1,63	1,67
05 - Biological Sciences	1,68	1,62	1,61	1,57	1,52	1,48	1,57
06 - Medical Sciences	2,41	2,31	2,19	2,13	2,05	1,98	2,16
07 - Agricultural and veterinary sciences	2,23	2,06	1,87	1,89	1,76	1,70	1,89
08 - Civil engineering and architecture	1,73	1,59	1,61	1,60	1,60	1,53	1,6
09 - Industrial and Information Engineering	2,13	2,02	1,93	1,79	1,78	1,70	1,86
10 - Ancient, philological-literary and historical-artistic sciences	1,28	1,26	1,25	1,24	1,21	1,22	1,24
11 - Historical, philosophical, pedagogical and psychological sciences	1,34	1,31	1,30	1,28	1,28	1,26	1,29
12 - Legal Sciences			1,49	1,42	1,44	1,42	1,44
13 - Economic and statistical sciences			1,58	1,57	1,51	1,47	1,53
14 - Political and Social Sciences			1,52	1,45	1,50	1,43	1,47
Total	1,73	1,67	1,60	1,57	1,54	1,51	1,58

Fig. 11 – Unifi comparison with Italian average from 2018 to 2023 with details by CUN Area. Source: Cineca BdG Dashboard (data update as of 12 September 2025).

The calculation of the index at the level of the CUN areas for 2023 returns diversified situations:

- values much higher than unity are found in the areas of Industrial and Information Engineering (4.31), Agricultural and Veterinary Sciences (2.95) and Medical Sciences (2.08);
- still unfavourable values are recorded in all the other Areas, except that of Earth Sciences (1.05);
- only the area of Chemical Sciences has an unbalanced value in favor of women (0.93);
- in the six-year period 2018-2023, overall better data are observed than the national average.

However, these data need to be analytically read, as the factors affecting the GCI value may be different within each Department (e.g. a substantial retirement of POs, not compensated by female hires in the same position, or an under-representation of women POs in particular SSDs; see below).

## 1.2.3 Gender and subject areas

In the disciplines related to Science, Technology, Engineering and Mathematics (so-called STEM areas), the presence of women remains constantly lower over the years (28.1%), in line with the national figure (see Figure 12). However, disaggregating the proportions of the female component of teachers by CUN area (see Figure 13), it is evident that:

- the subject area that has a lower percentage of female presence than the average figure found in the STEM area is 9 (Industrial and Information Engineering), with a figure that is almost 12 percentage points worse, although improved by 3 percentage points compared to 2022. Area 9, together with areas 2 (Physical Sciences), 7 (Agricultural and Veterinary Sciences) and 14 (Political and Social Sciences), reports a worse Unifi figure than the national one. Overall, however, the average University figure is in balance with the national one.
- in areas 3 (Chemical Sciences), 5 (Biological Sciences) and 6 (Medical Sciences), the percentage of women is much higher than in the STEM area and is predominantly compared to the presence of men.

Other areas outside the STEM disciplines where there is a prevalence of female teaching staff are area 10 (Antiquity, philological-literary and historical-artistic sciences) and area 11 (Historical, philosophical, pedagogical and psychological sciences)

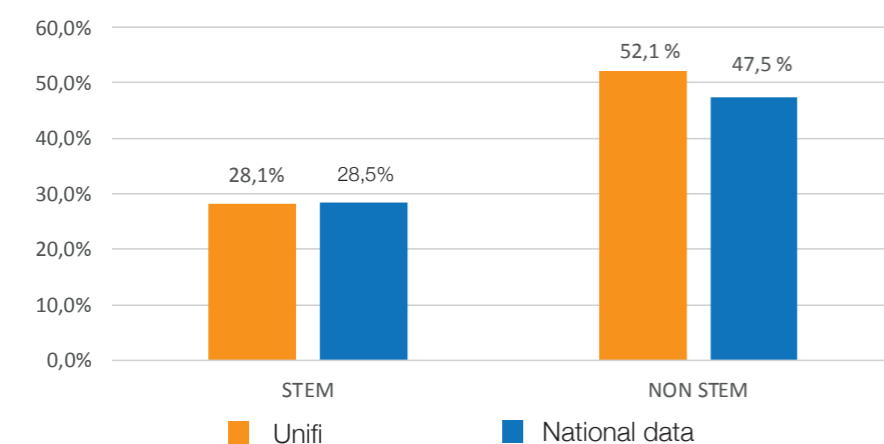
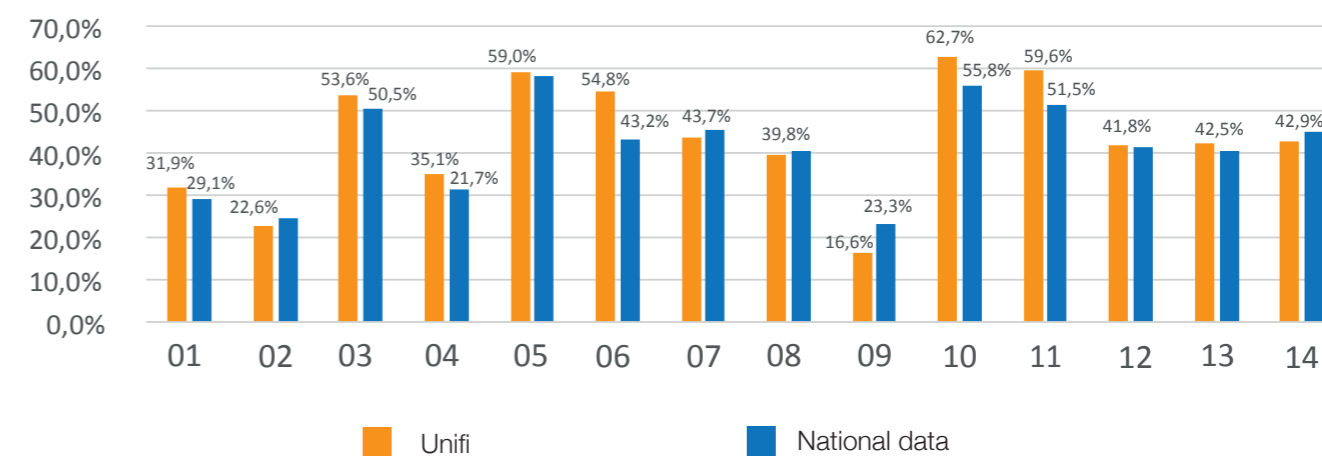


Fig. 12 – Percentage of Unifi 2023 female teaching and research staff, STEM and non-STEM area, comparison with national data. Source: Cineca BdG Dashboard (data update as of 12 September 2025).



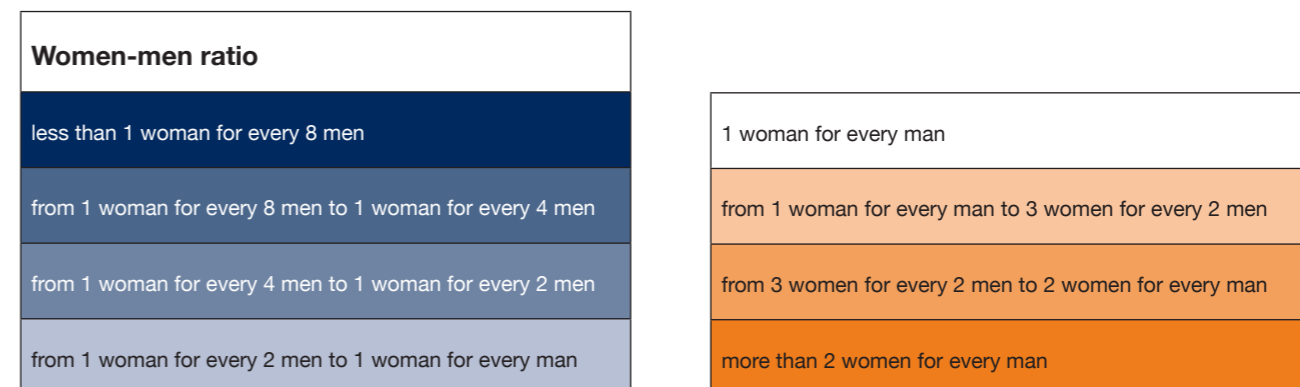
CUN AREA	Selected University	National Data
01 - Mathematical and Computer Sciences	31,9%	29,1%
02 - Physical Sciences	22,6%	24,7%
03 - Chemicals Sciences	53,6%	50,5%
04 - Earth Sciences	35,1%	31,7%
05 - Biological Sciences	59,0%	58,4%
06 - Medical Sciences	54,8%	43,2%
07 - Agricultural and veterinary sciences	43,7%	45,5%
08 - Civil engineering and architecture	39,8%	40,7%
09 - Industrial and Information Engineering	16,6%	23,3%
10 - Ancient, philological-literary and historical-artistic sciences	62,7%	55,8%
11 - Historical, philosophical, pedagogical and psychological sciences	59,6%	51,5%
12 - Legal Sciences	41,8%	41,6%
13 - Economic and statistical sciences	42,5%	40,4%
14 - Political and Social Sciences	42,9%	45,0%

Fig. 13 – Percentage of Unifi 2023 female teaching and research staff by CUN area and comparison with the Italian average. Source: Cineca BdG Dashboard (data update as of 12 September 2025).



Figure 14 describes the ratio between the number of women and men by role and subject area. The value 1, represented by the color white, indicates numerical parity between men and women; values less than 1 in the different shades of blue correspond to the higher prevalence of the male gender, while values greater than one in the different shades of orange correspond to the prevalence of the female gender. The imbalance ratios mentioned, i.e. 1 woman out of 8 men as the highest imbalance towards the male gender and more than 2 women per man as the highest imbalance towards the female gender, were established by the CRUI in the Guidelines for Gender Budgeting of Universities to define the limits within which gender inequality is measured in the academic context. These values represent the male or female disproportion with significantly different ranges, as highlighted by some readers of previous editions of the University's Gender Report; however, they represent conventional and nationally comparable thresholds, so it was decided to maintain them. A reading of the data resulting from the application of these criteria confirms what has already been observed with respect to the phenomena of horizontal and vertical segregation:

- the clear prevalence of one gender over the other in certain disciplinary areas: male in the area of economic and statistical sciences, in physical, earth, agricultural and veterinary sciences, in industrial and information engineering (which records the worst data); female in the sciences of antiquity, philological-literary and historical-artistic, in the historical, philosophical, pedagogical and psychological sciences and in the chemical, biological and medical sciences;
- a decisive majority of men in the role of OP even in areas with greater female representation, with very rare exceptions (chemical sciences and historical, philosophical, pedagogical and psychological sciences);
- as regards the imbalances (both male and female) in the role of PA, in about half of the areas the trend seems to be improving, but worsens – albeit to a lesser extent – in the remaining half of areas.



Qualification	PO		PA		RU		RTDB		RTDA		AR		totale	
	selected year	selected year -3 years	selected year	selected year -3 years	selected year	selected year -3 years	selected year	selected year -3 years	selected year	selected year -3 years	selected year	selected year -3 years	selected year	selected year -3 years
14-Political and Social Sciences	0,38	0,11	0,62	0,75	5,00	3,00	1,00	0,50	0,00	0,25	2,67	1,75	0,75	0,76
13-Economic and statistical sciences	0,45	0,44	0,82	0,90	3,00	3,00	0,90	0,57	0,89	0,86	0,77	1,31	0,74	0,81
12-Legal Science	0,54	0,45	0,96	1,24	0,17	0,43	0,40	0,75	0,88	1,02	0,74	0,94	0,72	0,82
11-Historical, philosophical, pedagogical and psychological sciences	1,13	0,82	1,15	1,54	1,50	3,33	1,22	0,38	0,65	1,13	3,79	1,83	1,47	1,30
10-Ancient, philological-literary and historical-artistic sciences	1,00	1,75	1,33	0,94	6,00	7,00	1,14	2,50	2,50	1,50	2,50	1,85	1,68	1,47
9-Industrial and Information Engineering	0,4	0,4	0,10	0,17	1,00	0,33	0,13	0,00	0,47	0,17	0,25	0,20	0,20	0,16
8-Civil engineering and architecture	0,40	0,25	0,60	0,55	0,57	0,50	0,47	0,50	0,71	0,45	0,97	1,00	0,66	0,60
7-Agricultural and veterinary sciences	0,17	0,17	0,70	0,44	1,00	1,17	0,86	3,00	0,76	0,67	1,36	0,89	0,78	0,62
6-Medical Sciences	0,36	0,33	0,75	0,58	2,09	1,88	1,44	1,00	2,00	2,63	2,04	1,86	1,21	1,06
5-Biological Sciences	0,53	0,67	1,67	1,70	0,80	1,71	1,57	0,67	1,14	0,80	1,88	1,52	1,44	1,24
4-Earth Sciences	0,50	0,50	0,25	0,14	nd	0,50	1,50	0,75	0,75	0,50	0,80	0,93	0,54	0,49
3-Chemicals Sciences	1,36	1,27	1,03	1,00	6,00	2,67	0,57	1,20	1,63	0,50	1,08	1,33	1,16	1,17
2-Physical Sciences	0,00	0,00	0,25	0,19	0,60	0,80	0,40	0,20	0,21	0,50	0,50	0,50	0,29	0,32
1-Mathematical and Computer Sciences	0,32	0,32	0,68	1,05	0,50	0,22	0,40	0,00	0,00	0,17	0,55	0,00	0,47	0,45

Fig. 14 – Ratio of female and male teaching and research staff by academic role and by CUN area, years 2020 and 2023. (Selected year: 2023; selected year -3: 2020). Source: Cineca BdG Dashboard (data update as of 12 September 2025).

## 1.2.4 Genders and roles in the Departments

The analysis of the consistencies within the individual Departments highlights some peculiarities in the gender distribution by role, as illustrated in Figure 15.

**As regards the first and second bands, the situation in the University's research areas mirrors that of the CUN disciplinary areas, with some significant exceptions.**

In the areas of scientific and technological research, the absence of the female gender among the full professors in the Departments of Physics, Biology and DINFO (Computer Engineering) and their systematic minority in the Departments DIMAI (Mathematics), DIDA (Architecture), DIEF (Industrial Engineering), DICEA (Environmental Engineering), DST (Earth Sciences), DAGRI (Agriculture) stands out. On the contrary, in the DICUS (Chemistry) and DISIA (Statistics) Departments, the majority of professors are in the top role and in good representation for the associate role. In the area of social sciences, the male gender largely prevails. The DSG (Legal Sciences) is an exception for the associate role, in which the number of teachers exceeds that of male colleagues.

Technology area	Full Professors			Associate Professors			TD-B Researchers		
	F	M	F/M	F	M	F/M	F	M	F/M
DIDA	5	14	0,36	26	35	0,74	3	11	0,27
DICEA	3	6	0,50	6	17	0,35	0	4	0,00
DINFO	0	15	0,00	5	31	0,16	1	5	0,20
DIEF	4	13	0,31	4	30	0,13	0	3	0,00
DAGRI	5	21	0,24	18	27	0,67	4	7	0,57
<b>Scientific area</b>									
Biologia	0	5	0,00	7	14	0,50	7	3	2,33
Fisica e Astronomia	0	15	0,00	7	34	0,21	6	5	1,20
DIMAI	5	18	0,28	13	25	0,52	2	5	0,40
DICUS	11	8	1,38	29	35	0,83	3	6	0,50
DISIA	9	7	1,29	15	12	1,25	4	4	1,00
DST	3	7	0,43	6	24	0,25	3	2	1,50
<b>Social Sciences Area</b>									
DSG	12	22	0,55	24	21	1,14	3	5	0,60
DISEI	5	28	0,18	19	34	0,56	6	6	1,00
DSPS	4	10	0,40	8	15	0,53	4	3	1,33
<b>Biomedical area</b>									
DMSC	8	24	0,33	29	40	0,73	12	19	0,63
NEUROFARBA	8	12	0,67	28	15	1,87	6	13	0,46
SBSC	6	10	0,60	35	20	1,75	9	5	1,80
DSS	5	11	0,45	18	16	1,13	4	6	0,67
<b>Humanities and Education Area</b>									
DILEF	5	10	0,50	16	16	1,00	3	3	1,00
FORLILPSI	12	4	3,00	20	14	1,43	10	4	2,50
SAGAS	8	6	1,33	27	20	1,35	3	5	0,60

In the departments of the biomedical area, full professors are male in the absolute majority in all four departments, while the situation is reversed for associate professors (more female than male), with the exception of DMSC (Experimental and Clinical Medicine). Finally, in the humanities and education area, female professors are more numerous than male colleagues in both roles in the FORLILPSI and SAGAS departments; only at the DILEF (Humanities) the number of male full professors is double the number of females, but the number in the associate role is equal.

Analyzing the **consistency of the role of RTD-B researchers**, the number of female researchers prevails in 6 out of 21 Departments, of which 3 in the scientific research area, with a significant female presence at the Department of Biology. Also in this role, male segregation in the Departments of the technological and biomedical area is confirmed. The humanities and social sciences have a more favourable picture for women. With regard to the evolution of the glass ceiling index in the three-year period 2021-2023 (excluding the Departments of Physics, Biology and Information Engineering where there are no PO women), while being aware of the variety of factors that affect the value of the GCI, and the particular sensitivity of the index to changes in departments with low staff, there is a general trend towards the reduction of the disparity in access to the top position. Significant progress has been recorded in some departments characterized by marked male segregation in the areas of biomedical, technological and social science research (DSS, DIDA, DSPS). Four Departments (FORLILPSI, DISIA, DICUS, DIEF) show index values that are steadily below or close to unity, suggesting less gender segregation at the top, while others are close to this value (SAGAS, DICEA). Nevertheless, the glass ceiling phenomenon persists in those departments where the index values remain significantly higher than one (see Figure 16).

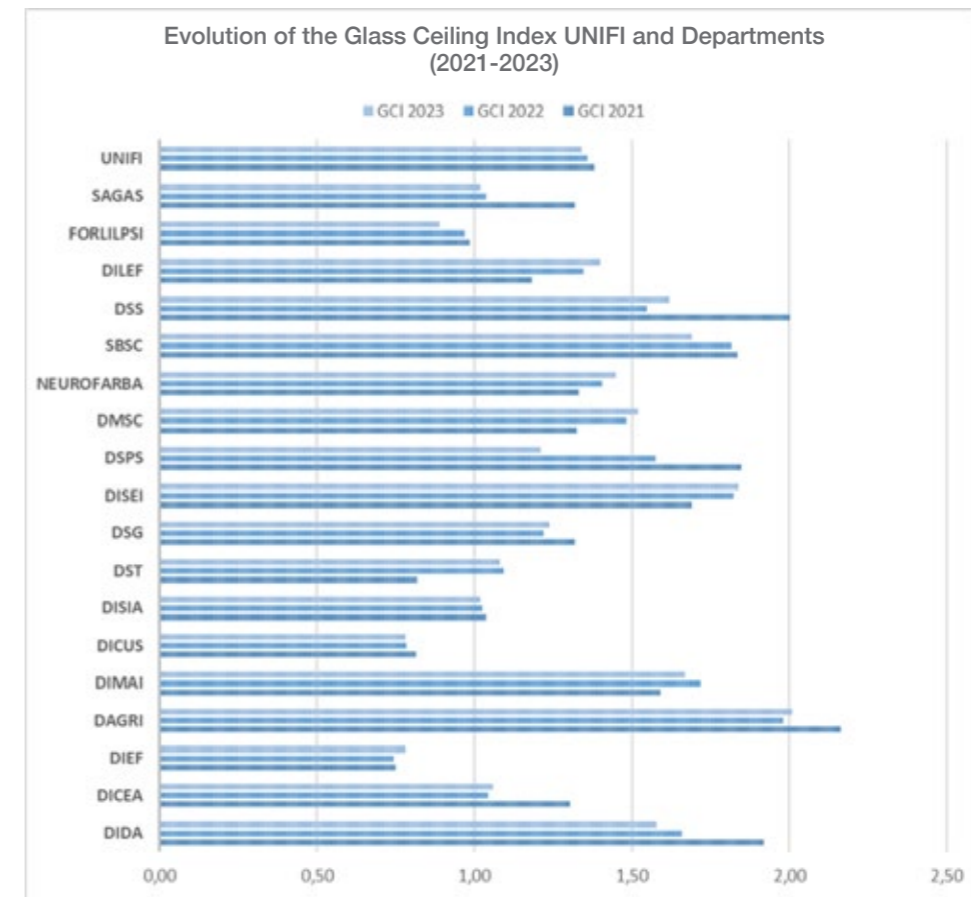


Fig. 15 - Genders and roles in the Departments year 2023. Source: Department Planning dashboard, University Datawarehouse (July 2025 data update).

Fig. 16 - Evolution of the Glass Ceiling Index in Unifi Departments in the three-year period 2021-2023. Source: Department Planning dashboard, University Datawarehouse (July 2025 data update).

## 1.2.5 Research groups and projects

Taking into consideration the distribution of the projects submitted by gender of the scientific director (see Figure 17), there is a general imbalance in favour of men in all types of funding, particularly serious for European and international funding (over 20 percentage points more than women managers) and regional funding (about 45 percentage points more). As far as University funding is concerned, the imbalance in favour of the male gender is just under 10 percentage points; only the figure relating to national funding is close to balance, with a gap against the female gender of 3.5 points. If the 2023 survey is compared with that of the previous year, the only improving figure is still that relating to national funding, where male participation decreases against an increase in female participation, while in all other forms of funding (particularly in regional funding) the gap to the detriment of the female gender appears to be widespread.

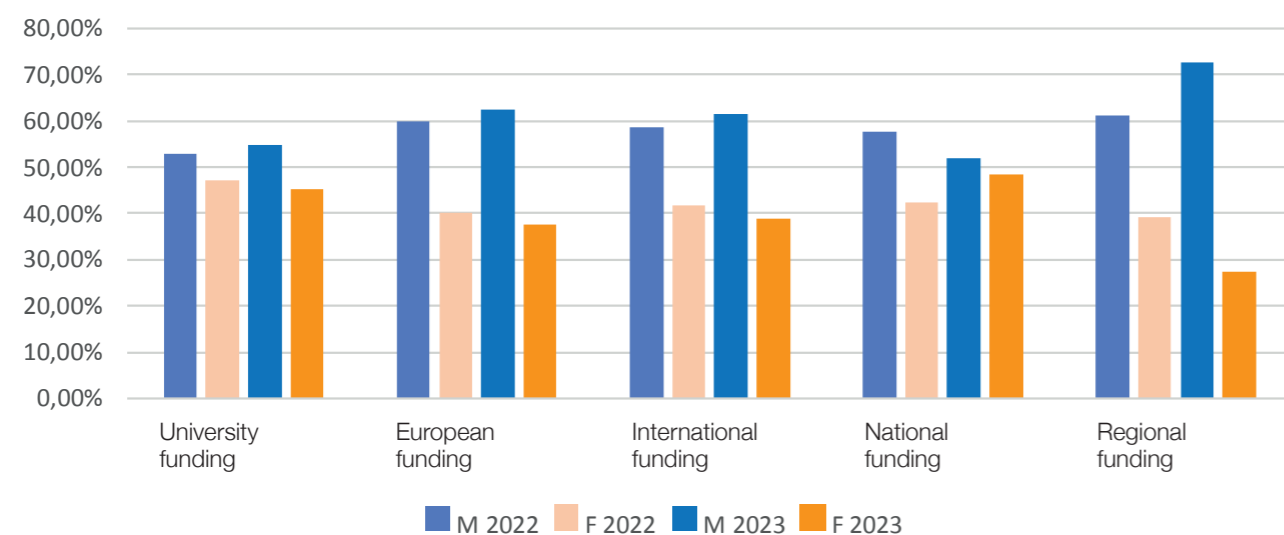


Fig. 17 – Distribution of projects submitted by gender of the scientific director and type of funding, comparison 2022-2023. Source: Research Registry (data as at 31 December of each year).

## 1.3 Technical and administrative staff

The section presents analyses, numerical data and graphs relating to the technical and administrative staff of the University holding permanent or fixed-term employment contracts, regardless of the specific professional sector to which they belong. As of 1 May 2024, the new professional order of technical and administrative staff came into force, as provided for by the CCNL Education and Research of 18 January 2024. Also for this edition the old classification system is still used, so category B corresponds to the current area of Operators, C to Collaborators, D to Officials, EP to High Professionalism.

Collaborators and language experts are excluded from the survey.



## 1.3.1 Gender, Contract Levels, Functional Areas and Organizational Positions

Among the technical and administrative staff, the overall share of women is equal to 66.4% of the entire sector (1,003 out of 1,510 total). Data for the last decade show an almost unchanged gender composition of staff among current staff, with the exception of slight fluctuations observed in the 2016-2017 and 2020-2022 intervals (see Figure 18).

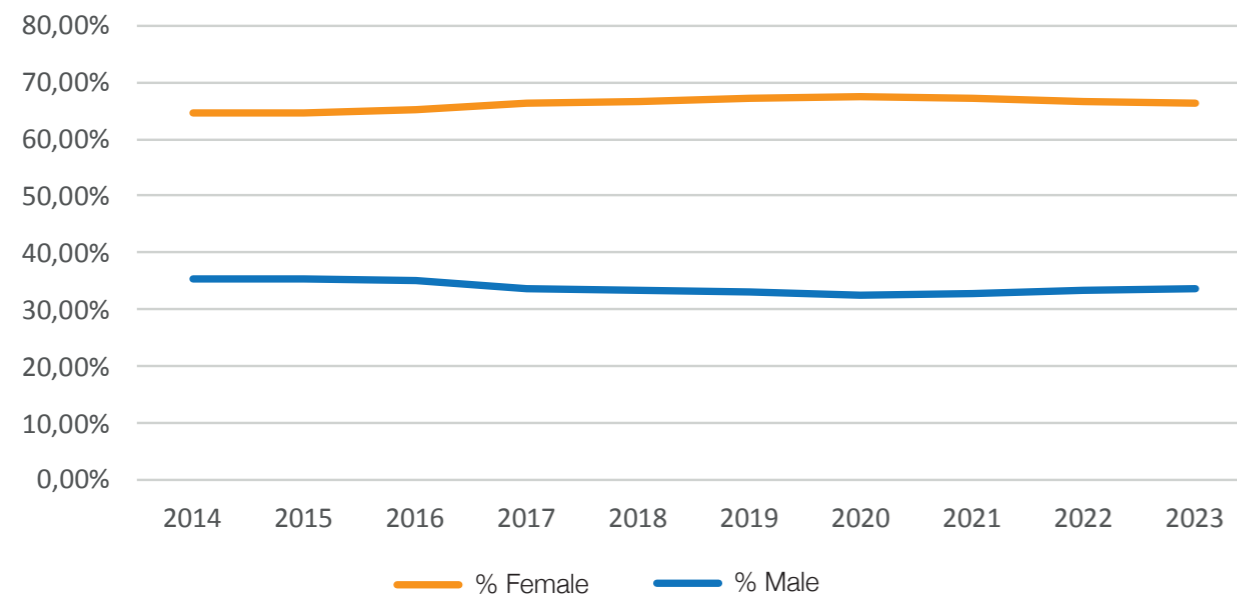
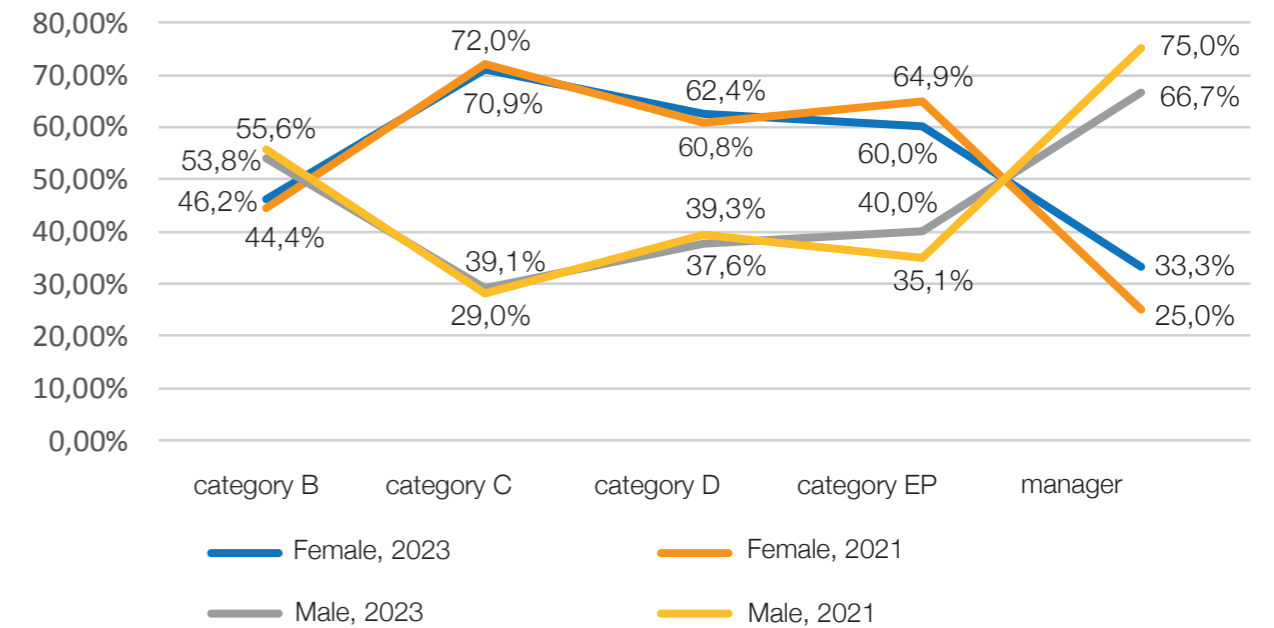


Fig. 18 – Distribution of technical-administrative staff by gender over the decade. Source: Cineca BdG Dashboard (data update as of 12 September 2025).

In the last three years, the decisive prevalence of the female gender in contract categories C, D and EP has been confirmed at a general level, with values between 60% and 70% (see Figure 19). In the precise comparison with the year 2021, in 2023 the percentages relating to the male gender are slightly up in category C although still at the lower limit (29.1%, +1.1 percentage point), decreasing in category D (39.3%, -1.7 percentage points) and increasing sharply in category EP (40.0%, +4.9 percentage points). In 2023, there is also a trend towards gender rebalancing among managerial staff, through a significant increase in female staff with managerial qualifications (+8.3 percentage points), without prejudice to the overall prevalence of the male gender (66.7%). Also for technical-administrative staff, therefore, a significant gap in careers at top levels is observed.



CATEGORY	female, 2023	female, 2021	male, 2023	male, 2021
category B	46,15%	44,44%	53,85%	55,56%
category C	70,94%	72,02%	29,06%	27,98%
category D	62,37%	60,75%	37,63%	39,25%
category EP	60,00%	64,89%	40,00%	35,11%
manager	33,33%	25,00%	66,67%	75,00%

Fig. 19 – Percentage of technical and administrative staff by gender and contract category, years 2021 and 2023 national (selected year: 2023; selected year -2: 2021). Source: Cineca BdG Dashboard (data update as of 12 September 2025).

In 2023, the share of female staff belonging to protected categories – in accordance with the provisions of the legislation – represents about 56% of the total, a measure slightly lower than that of the general numbers, with a preponderant representation of category C.



The technical and administrative staff working at the University is characterised by a good level of qualification (see Figure 20), with 63.2% of employees holding a degree or higher, and a substantially balanced distribution between genders, with 64% of women and 61.6% of men holding these qualifications.

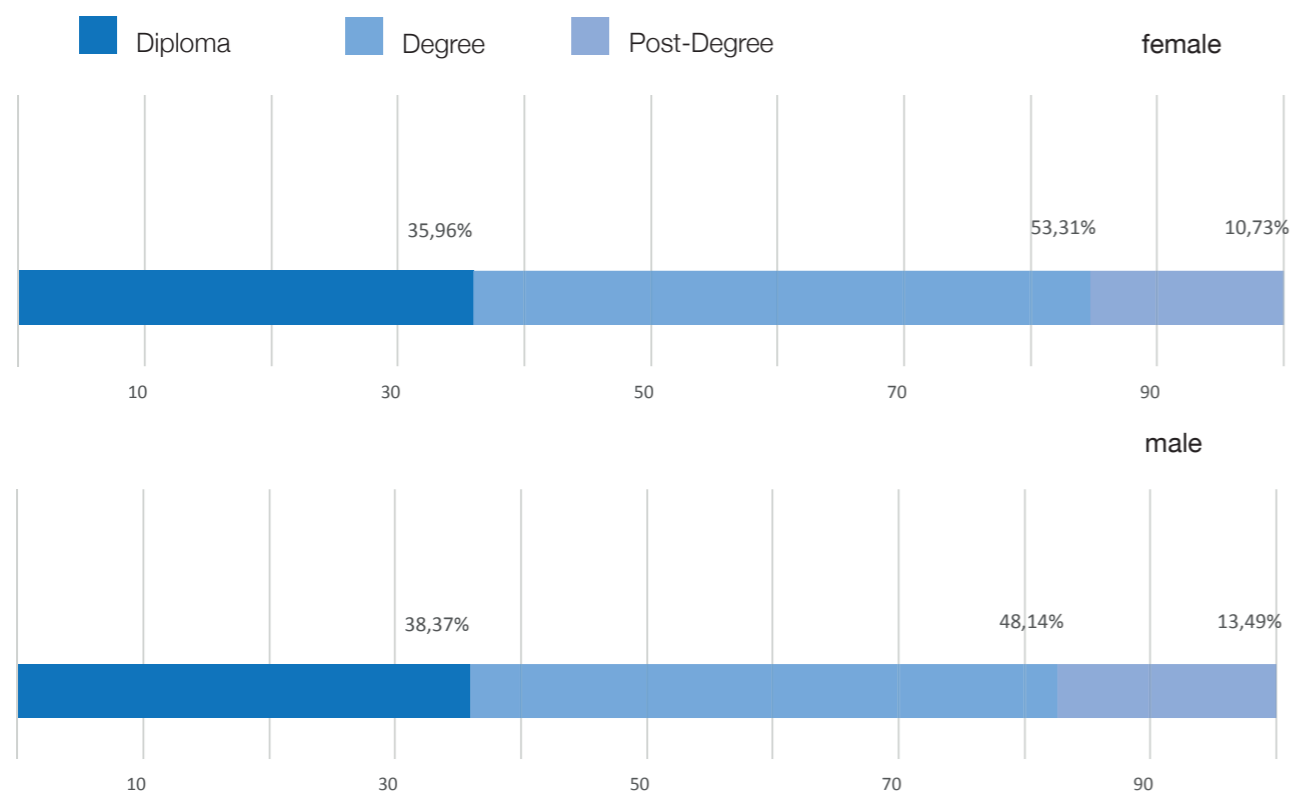


Fig. 20 – Percentage of technical and administrative staff in service at Unifi in 2023 by gender and level of education. Source: Cineca BdG Dashboard (data update as of 12 September 2025).

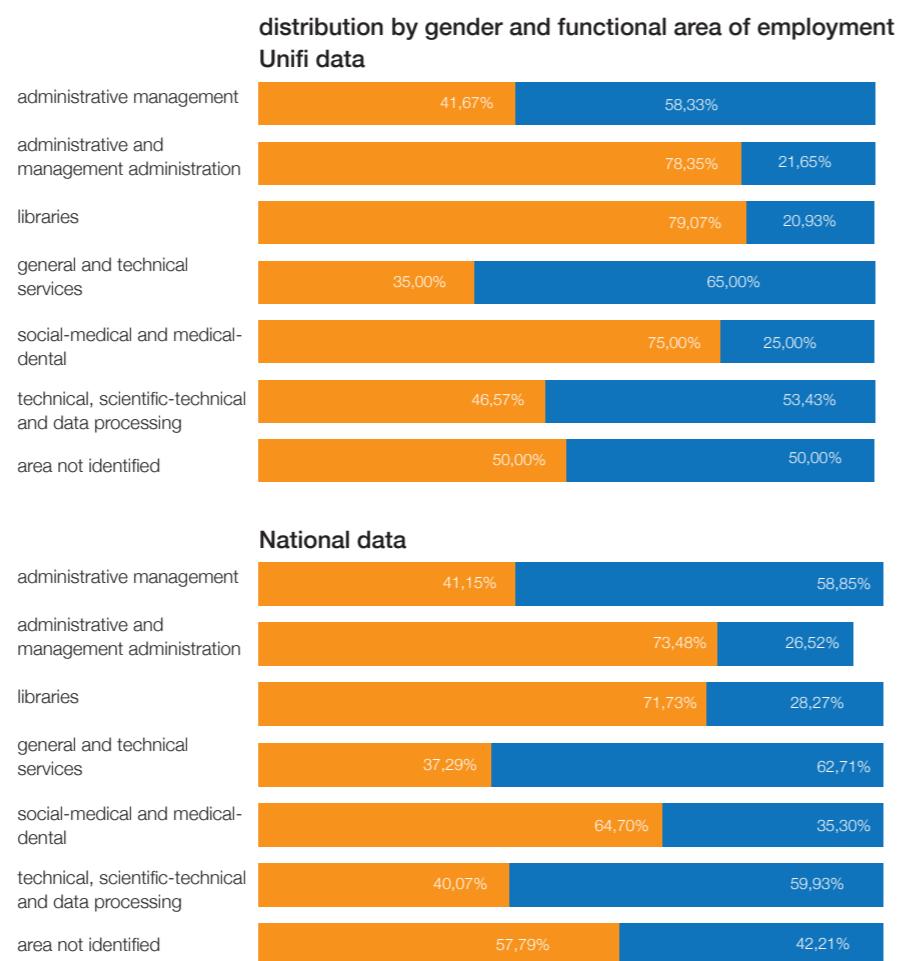


Fig. 21 – Percentage of technical and administrative staff in service at Unifi in 2023 by gender and functional area of employment, comparison with national data. Source: Cineca BdG Dashboard (data update as of 12 September 2025).

The breakdown of personnel in functional areas (see Figure 21) confirms that the proportion of women in 2023 is also particularly high in the administrative-managerial area, in libraries and in the social-health area and decidedly lower in technical services and in the technical-scientific and data processing area. The data show substantial stability compared to the previous year. The national comparison shows a greater representation of the female gender in almost all areas of the University, including the technical-scientific and data processing sector (+5.87 percentage points), with a range of variation that exceeds 10 percentage points only in the social and health area.

Also in 2023, the distribution of liability allowances is in line with the share of female and male staff working at the University. With regard to the distribution of the amount of the position allowance of the EP category, for almost all recipients of both genders it is more than 6.000 euros per year; however, about 3% of men are in the basic range (see figs. 22-23).

YEAR	2022		2023		Total	
	Female	Male	Female	Male	Female	Male
University ind./no OP institution ind./TFR	90,00%	10,00%	100,00%		100,00%	
University ind. Dist.pers./com./foreign ser.		100,00%		100,00%		100,00%
DPR 567/87 ind. – 90% checks	100,00%				100,00%	
DPR 567/87 ind. – 100% checks	56,25%	43,75%	50,00%	50,00%	50,00%	50,00%
Specialist functions ind. (art.91 CCNL 16/10/08)	100,00%				100,00%	
Specialist functions ind. (art.91 CCNL 16/10/08) (no PT)	73,33%	26,67%	76,92%	23,08%	76,92%	23,08%
University indemnity	67,06%	32,94%	67,02%	32,98%	67,02%	32,98%
University indemnity (CCI, no PT, monthly amount)	61,62%	38,38%	56,82%	43,18%	56,82%	43,18%
Liability indemnity	55,56%	44,44%			55,56%	44,44%
Liability indemnity (CCI, no PT, monthly amount)	61,90%	38,10%	64,71%	35,29%	64,71%	35,29%
University indemnity recovery			50,00%	50,00%	50,00%	50,00%
<b>Total</b>	<b>66,48%</b>	<b>33,52%</b>	<b>66,42%</b>	<b>33,58%</b>	<b>66,42%</b>	<b>33,58%</b>

Fig. 22 – Percentage of technical and administrative staff by type of liability allowance and gender, comparison 2022-2023. Source: Cineca BdG Dashboard (data update as of 12 September 2025).

YEAR	2021		2022		2023		Total	
	Female	Male	Female	Male	Female	Male	Female	Male
Indemnity range								
Indemnity from 5001 to 6000 euros						3,33%		1,08%
Indemnity up to 4000 euros		6,06%		3,33%				1,08%
Indemnity over 6000 euros	100,00%	93,94%	100,00%	96,67%	100,00%	96,67%	28,30%	31,18%
<b>Total</b>	<b>100,00%</b>	<b>100,00%</b>	<b>100,00%</b>	<b>100,00%</b>	<b>100,00%</b>	<b>100,00%</b>	<b>28,30%</b>	<b>32,26%</b>

Fig. 23 – Percentage of EP technical and administrative staff by gender and economic bracket of the position allowance, years 2021-2023. Source: Cineca BdG Dashboard (data update as of 12 September 2025).

Even analyzing career progression by gender (PEO and PEV, see Figure 24), the proportions surveyed, which were substantially stable in the three-year period 2021-2023 albeit with a slight and progressive increase in favor of the male gender, respect those of the overall number of personnel. In the year 2023, there were only two vertical progressions, both concerning female staff; the further selection procedures announced in the year are completed in the following year. The shares of men and women who achieve horizontal progression in 2023 are homogeneous (21.6% women, 20.1% men).



Fig. 24 – Percentage of career progression by gender, years 2021-2023. Source: Cineca BdG Dashboard (data update as of 12 September 2025).

### 1.3.2 Age and length of service

The compensation index (units of staff hired / units of staff terminated; with an index equal to 1 the situation is in balance; see Figure 25) shows that in 2023 the extraordinary recruitment plan pursuant to Ministerial Decree 445/2022 makes it possible to compensate almost entirely for female terminations and to significantly improve male gender compensation compared to the previous year. In category C alone, hirings exceed terminations by about 2.5 times for men and about 3 times for women. In category D and especially in category EP, turnover favors the male gender to a large extent.

Consistently, the overall turnover index (difference in terminated and hired personnel out of total personnel; with a value of 0 the situation is balanced; see Figure 26) while remaining negative for both genders in the individual categories, in 2023 it is significantly reduced to close to 0. The exception is category C, where the index becomes positive for both genders. Compared to 2022, the female figure remains strongly negative in the EP category, while in the Executive category there is significant growth (from -1 to 0.67).

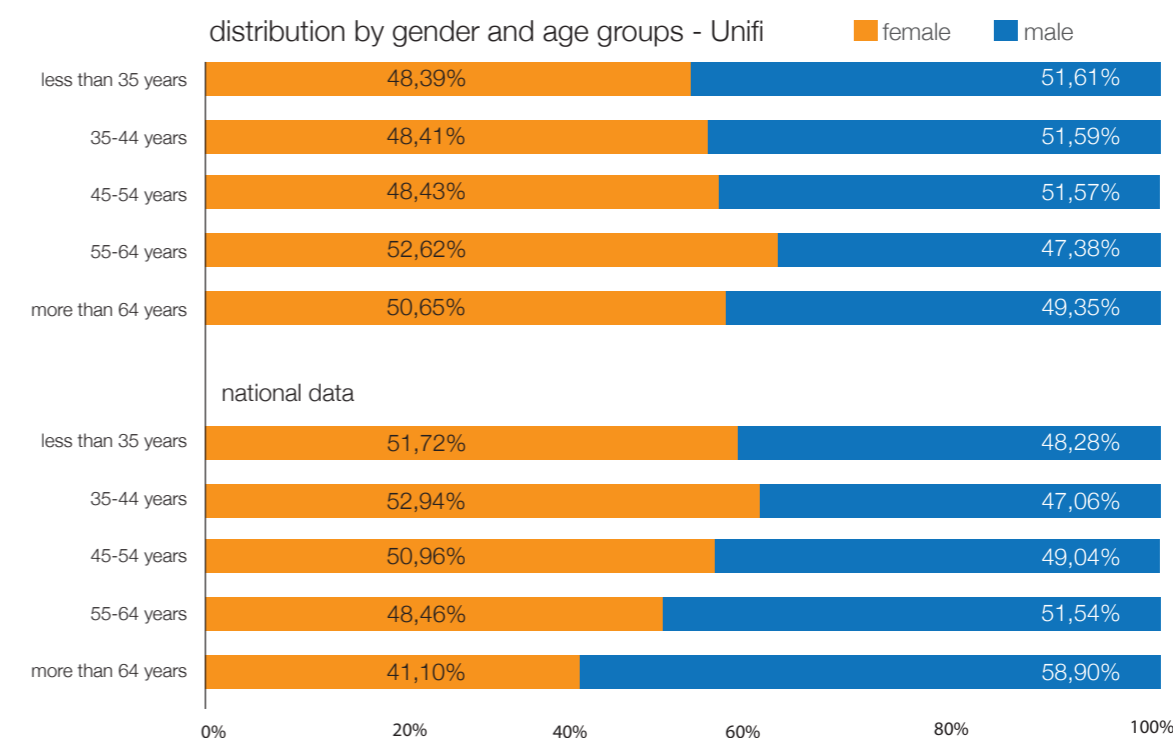
The average age of technical and administrative staff in 2023 is 49.7 years (as of 31/12/2023, source: University Datawarehouse); the distribution by gender shows an almost equal distribution between female and male genders in the different age groups, with the sole exception of the 55-64 age group, where women represent 52.6% (see Figure 27). Similar values are also found between the two genders within the different contractual categories, with the female component tending to have an average age at least one year younger than the male component (see Figure 27). The extraordinary recruitment plan particularly affects category C, resulting in a reduction in the average age of both genders compared to the previous year. In comparison with the system data, a significant difference concerns the male component within category C, whose average age at the University is three years lower than the Italian figure, while all the other average ages by gender and category are substantially aligned with the national benchmark.

Compensation Index (Hirings / Terminations)		
Area/Category	Female	Male
category B	0,00	0,00
category C	2,97	2,47
category D	0,74	0,82
category EP	0,00	0,50
manager	0,00	0,00
total	0,93	0,76

Overall turnover rate by gender and category (Hirings - Terminations)		
Area/Category	Female	Male
category B	-0,08	-0,07
category C	0,10	0,10
category D	-0,02	-0,02
category EP	-0,18	-0,03
manager	0,67	0,17

Fig. 25 – Compensation index between hired and terminated personnel by gender and contractual category, year 2023. Source: Cineca BdG Dashboard (data update as of 12 September 2025).

Fig. 26 – Overall turnover index between hired and terminated personnel by gender and contractual category, year 2023. Source: Cineca BdG Dashboard (data update as of 12 September 2025).



Average age by gender and category						
Gender	Female		Male		Total	
	Unifi	National	Unifi	National	Unifi	National
II level manager	55.00	55.00	57.00	56.00	56.00	55.50
economic position B	54.00	53.00	55.00	52.00	54.50	52.50
economic position C	50.00	50.00	48.00	51.00	49.00	50.50
economic position D	51.00	50.00	51.00	51.00	51.00	50.50
economic position EP	56.00	55.00	57.00	56.00	56.50	55.50
total	53.20	52.60	53.60	53.20	53.40	52.90

Fig. 27 – Percentage distribution of technical and administrative staff in service at Unifi in 2023 by gender and age group and average age by gender and category, comparison with national data. Source: Cineca BdG Dashboard (data update as of 12 September 2025).

The substantial wave of recruitment started in 2020 has led to a certain rejuvenation of technical and administrative staff: the percentage of staff with a high length of service (over 21 years) has fallen to 33.3%, while that of staff with a length of service of up to 10 years reaches 46.4%. The proportions within the seniority/class bands respect the share of the overall staff size. The analysis by contractual category shows that the renewal of the three-year period has affected almost all categories, with the exception of B where the impact has been minimal or non-existent. In 2023, categories C, D and Managers are particularly affected by new entries. Only in category C is gender parity observed in new entries; in category D the figure is in favour of men and in the Managers category clearly favourable to women (see figs. 28-29).

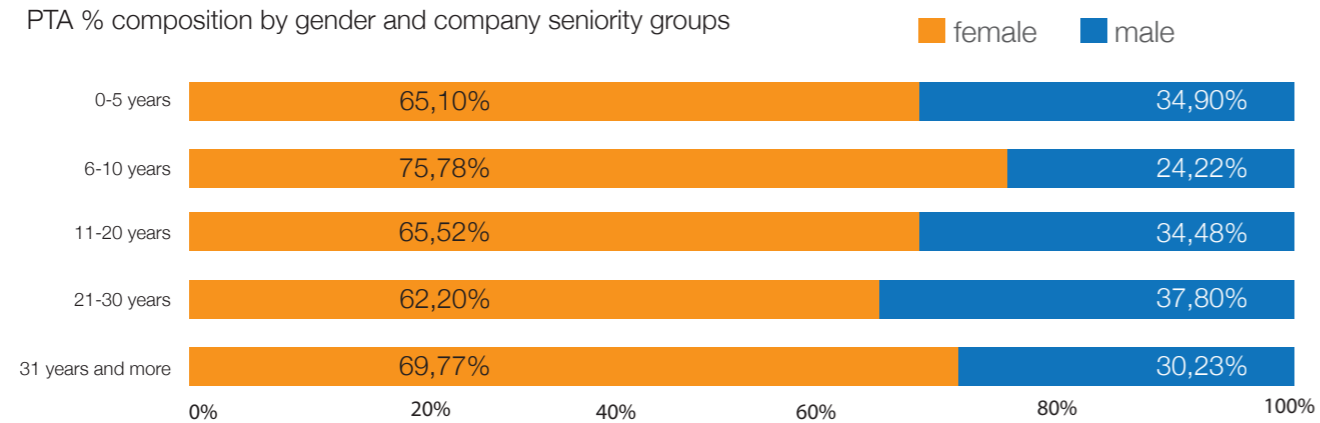


Fig. 28 – Percentage distribution of technical and administrative staff in service at Unifi in 2023 by gender and seniority brackets. Source: Cineca BdG Dashboard (data update as of 12 September 2025).

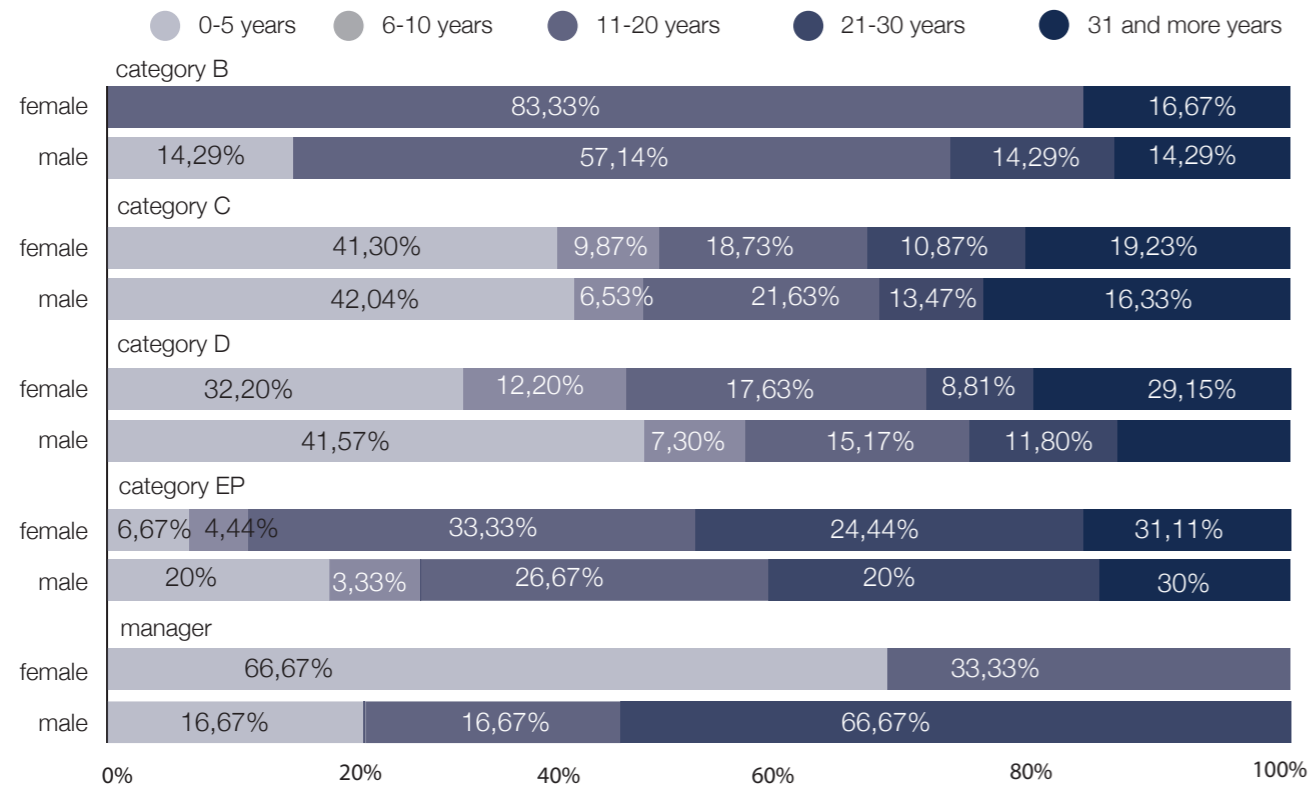


Fig. 29 – Percentage composition of technical and administrative staff in service at Unifi in 2023 by gender, category and seniority bands. Source: Cineca BdG Dashboard (data update as of 12 September 2025).

### 1.3.3 Employment regime and working arrangements

In 2023, about 94% of the staff in service is hired with **permanent contracts**; the female share stands at the percentages observed in the total population (67%). On the other hand, the percentage of women among fixed-term staff fell slightly (from 66.7% in 2022 to 60.9% in 2023) (see Figure 30). The share of female staff holding permanent contracts with the University is six percentage points higher than the national figure, while that holding fixed-term contracts is four percentage points lower than the national figure.

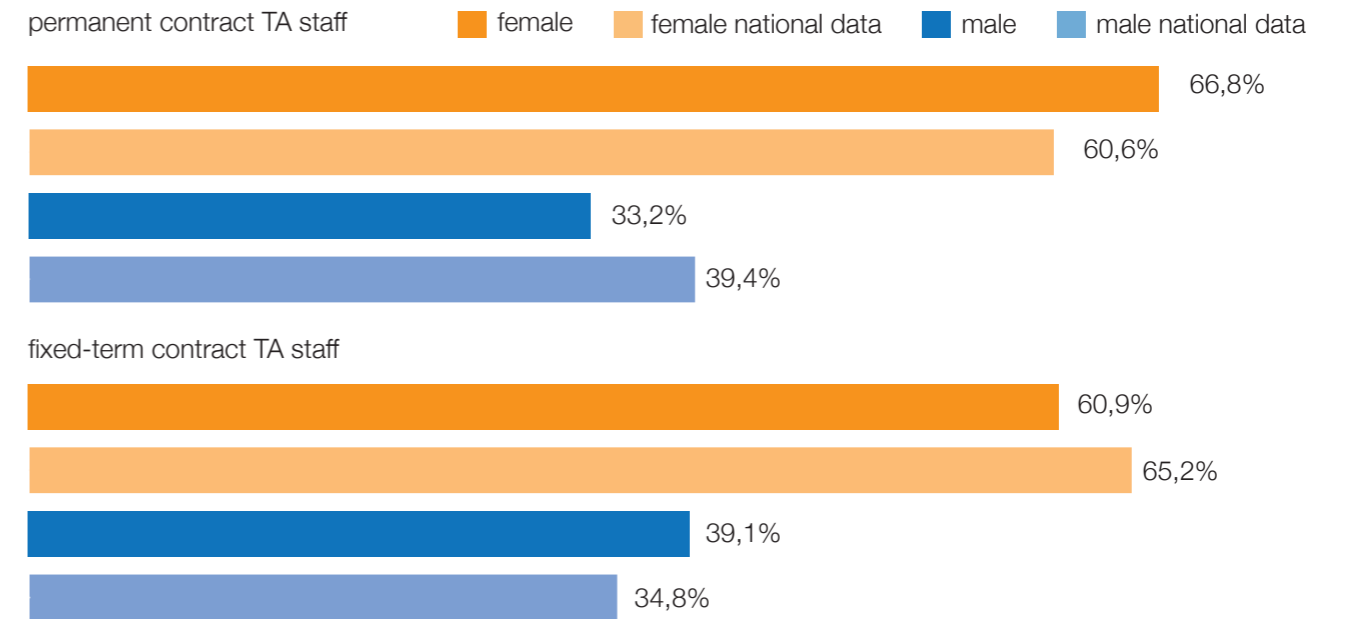


Fig. 30 – Distribution of technical and administrative staff in service at Unifi in 2023 by gender and type of contract and comparison with national data. Source: Cineca BdG Dashboard (data update as of 12 September 2025).

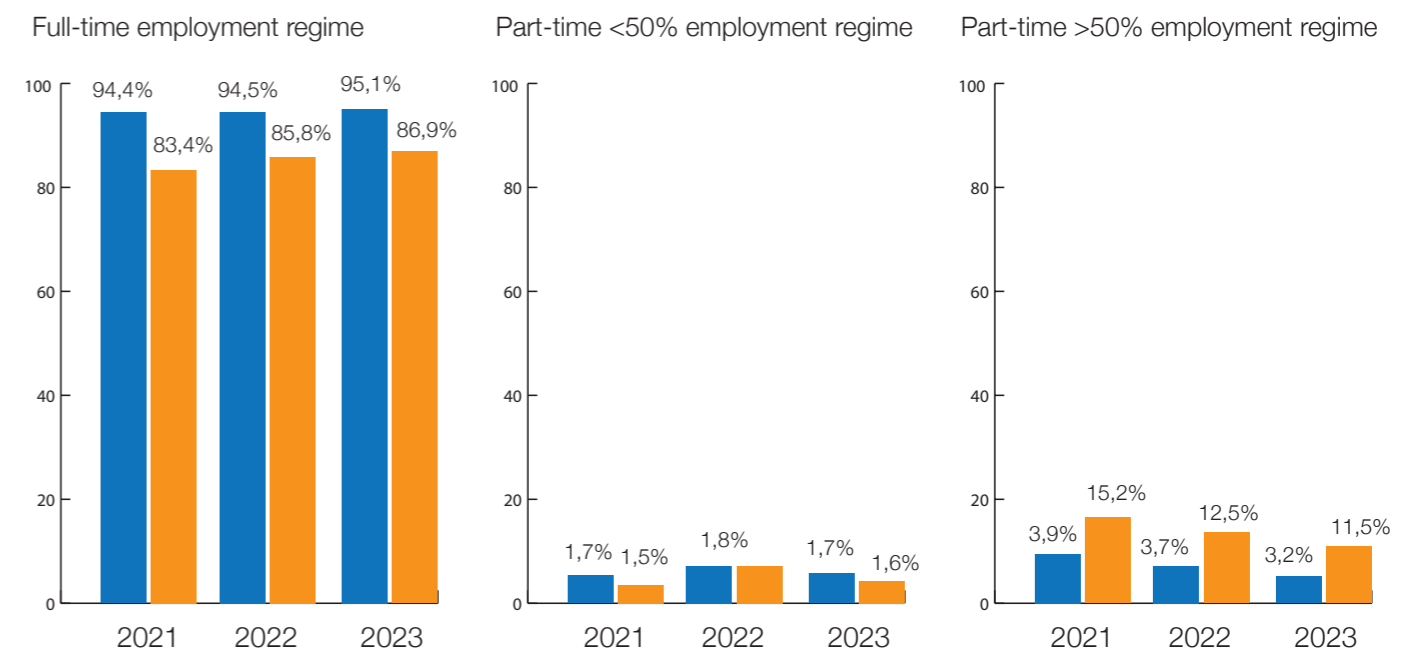
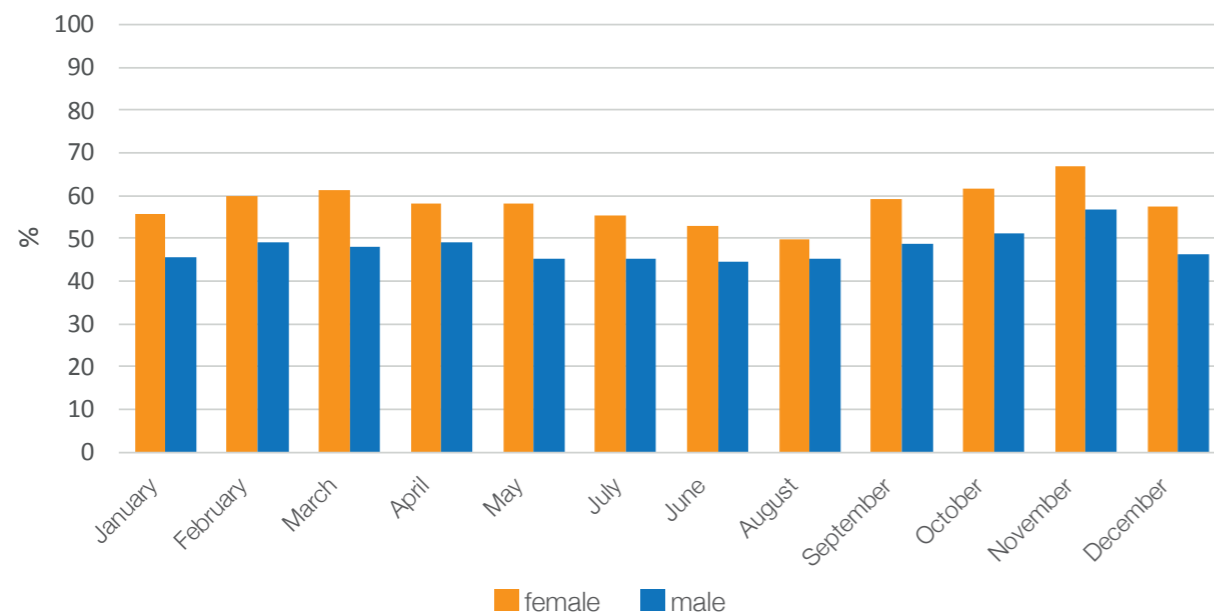


Fig. 31 – Distribution of technical and administrative staff in service at Unifi in 2023 by gender and employment regime. Source: Cineca BdG Dashboard (data update as of 12 September 2025).

The percentage of women in full-time employment continues to grow in the three-year observation period – from 83.4% in 2021 to 86.9% in 2023 – with a consequent progressive reduction of the gap with the male gender (see Figure 31). Compared to the previous year, the percentage of men in full-time employment also increased by +0.6%. Conversely, the shares of staff who use the partial employment regime in both genders decrease, while the regime with an hourly quota of more than 50% remains as the decidedly prevalent mode, where optioned. The overall phenomenon appears to be related to the simultaneous consolidation and expansion of work-life balance institutions, such as teleworking and agile work.

In 2023, the use of agile working was below 15% of the actual working days for women, and around 10% for men. During the year 2023, on average, 58% of female contracted staff and 48% of male staff worked at least one day a month in agile mode (see Figure 32). The use of teleworking also remains more frequent among female workers.

smart working staff by gender (2023)



smart working days by gender (2023)

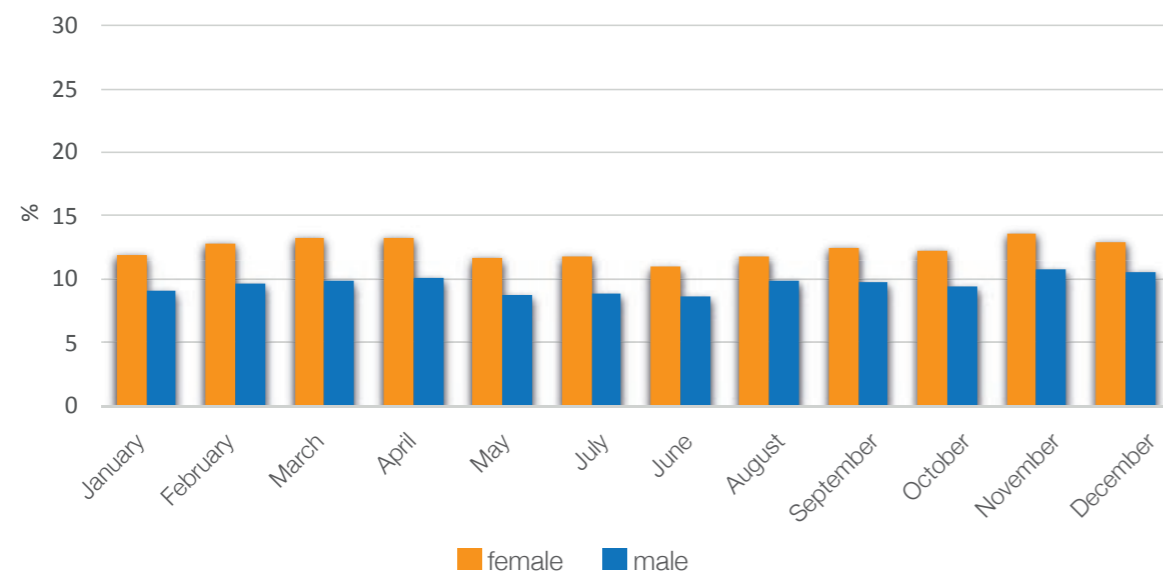


Fig. 32 – Percentage distribution M/F of staff with at least one day of agile work per month out of the total number of technical and administrative staff in service at Unifi in 2023 and of days in agile work out of the total number of days of actual work in the year 2023. Source: Unifi Management Dashboard on Agile Work POLA Control Room.

On average, female staff tend to take advantage of a higher number of days of absence than men, considering the different reasons for absence (see Figure 33). The average days of absence are more balanced between genders in the case of permits for assistance to people with disabilities pursuant to Law 104/92 and other paid permits and absences (for marriage leave, mandate for elective/executive bodies, trade union leave, participation in competitions and exams, performance of electoral functions, etc.). As far as female staff are concerned, compared to 2022 there was a significant increase in average days of paid absence pursuant to Legislative Decree 151/2001, which include maternity leave, parental leave, reduction in hours for breastfeeding and paid sick leave.

The prevalence of women in access to the above-mentioned institutions (part-time, agile work, teleworking, paid leave), if on the one hand is in line with the greater consistency of the female gender among the technical and administrative staff, on the other hand appears to confirm the central role of female staff in family and child care activities and consequently the greater need for a flexible work organization.

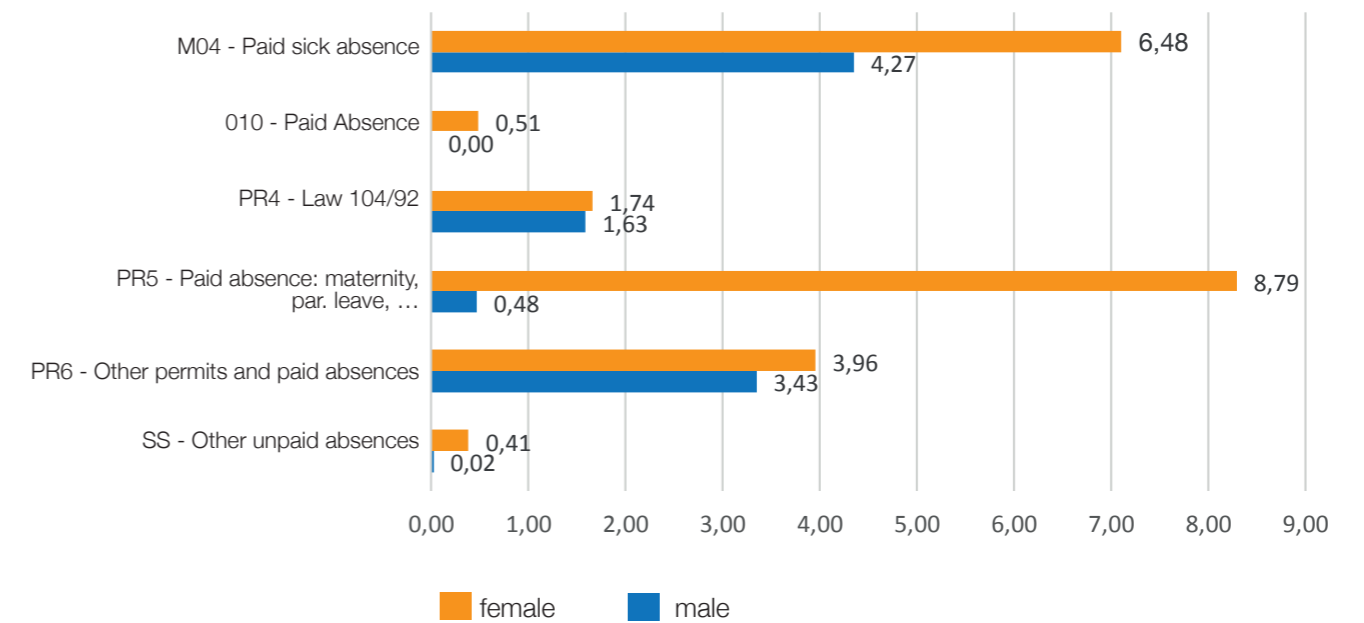


Fig. 33 – Average number of days of absence taken in 2023 by reason of absence and gender of the applicant. Source: MEF Annual Report Absences, data as at 31/12/2023.



## 1.4 Student component

### 1.4.1 Choice of paths and career start-ups

In the three-year academic period 2020/21-2022/23, the percentage distribution between students enrolled in Bachelor's Degree Programmes remained stable, with a prevalence of women (from 58.4% in 2021/22 to 58.8% in 2023/24), in continuous, slight growth with regard to Single-Cycle Master's Degrees, and substantial stability in the last two years in Bachelor's and Master's Degrees (see Figure 34).

percentage of enrolled students by course type, gender, and academic years

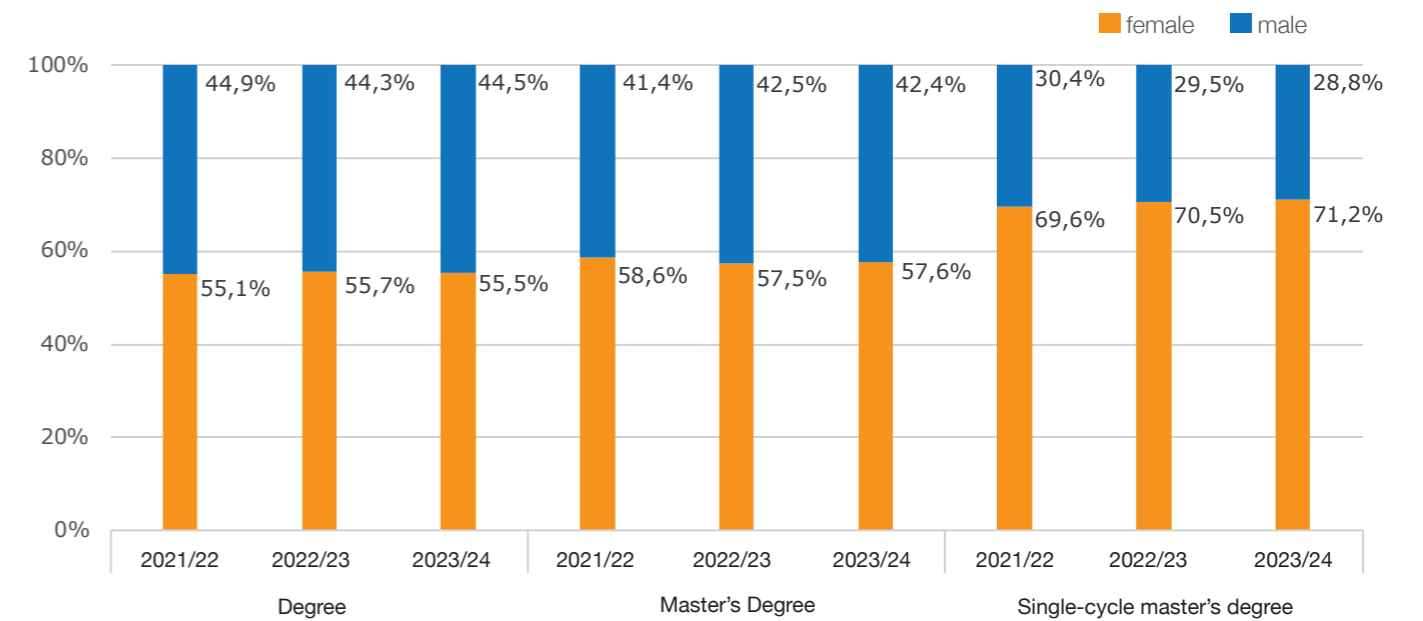


Fig. 34 – Percentage distribution of students enrolled by gender and type of degree course, a.y. 2021/22, 22/23, 23/24. Source: OpenData MUR (data extraction as of 17 September 2025).

The geographical origin of those enrolled in the different types of courses of study is mainly regional (to a higher extent than the national average) and sees a similar distribution between men and women (see Figure 35). The AlmaLaurea Survey on the Profile of Graduates 2023 also shows a female majority in the shares of foreign citizens (5.6% against 3.5% of men). It is also observed that the percentage of first-generation female students, coming from families without parents who have already graduated (69.8%) and belonging to the executive work class (23.3%), is higher than that of men (65.9% and 19.9% respectively), while the male component is more represented in those belonging to the white-collar middle class and the upper class.

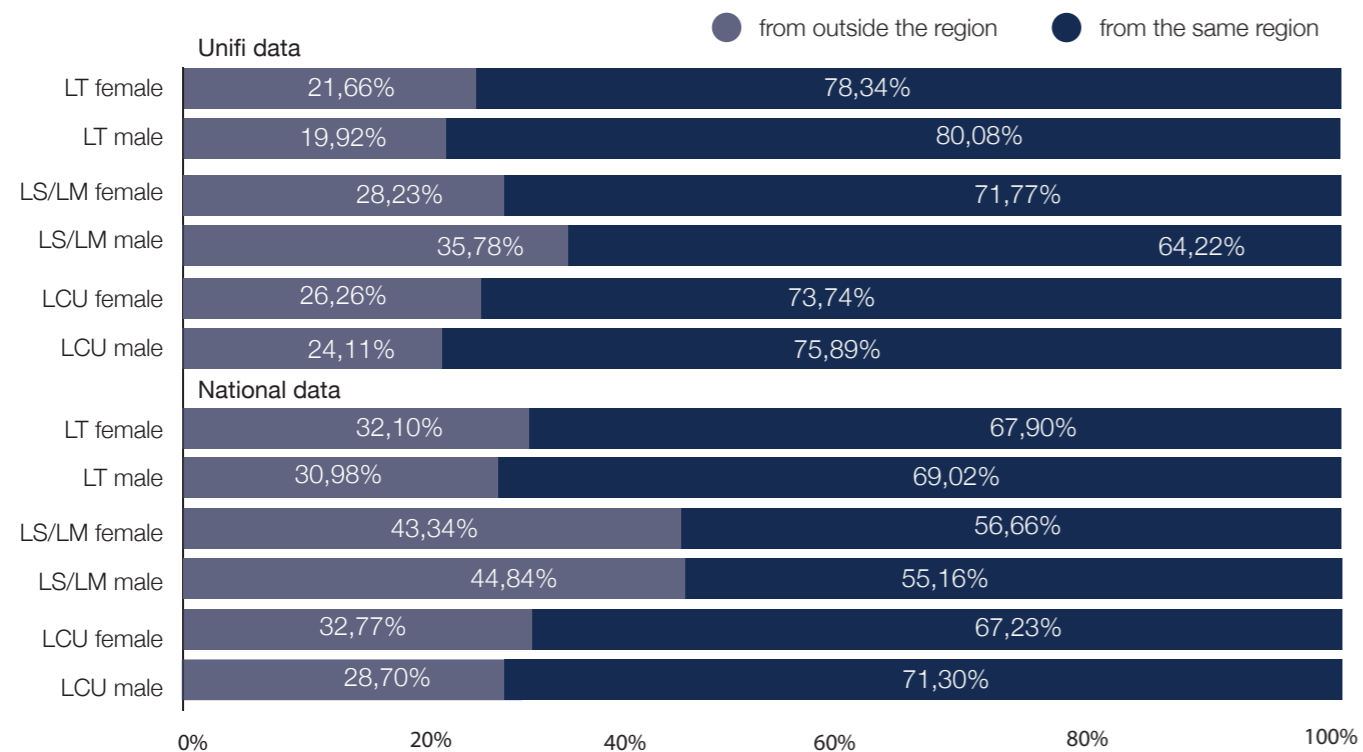
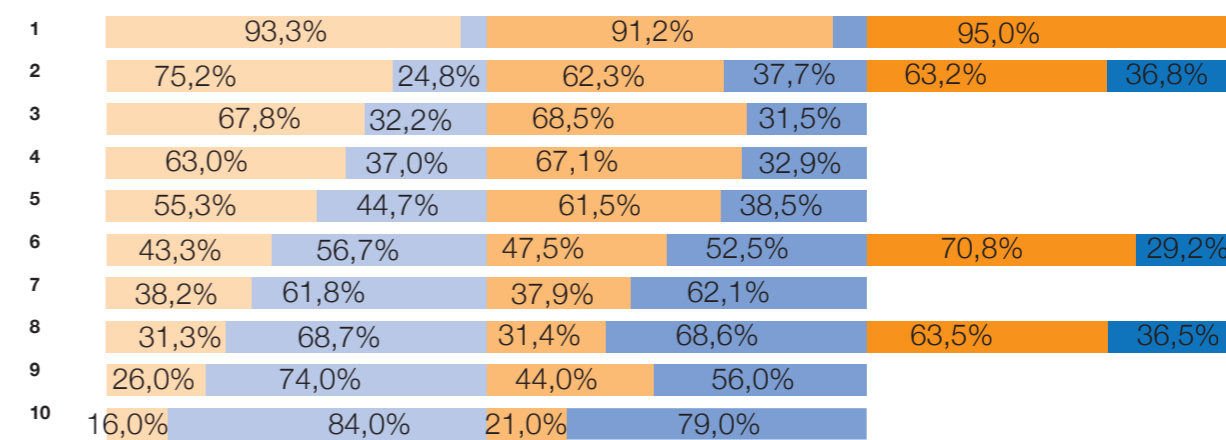


Fig. 35 – Percentage distribution of students enrolled in a.y. 23/24 by gender, type of course of study and geographical area of origin. Source: Cineca BdG Dashboard (data update as of September 2025).

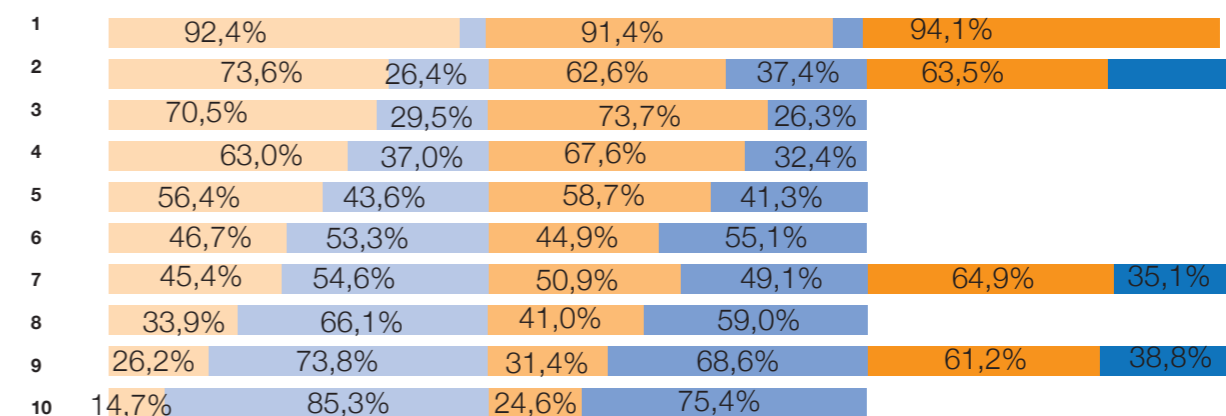
The distribution of students enrolled by subject areas confirms the phenomenon of horizontal segregation of both women and men in some sectors of knowledge: in fact, despite a slow recovery of the gap, there is still a decisive male preponderance in engineering and ICT courses, an absolute female majority in education sciences courses and, albeit to a lesser extent, in the areas of health, humanities and social sciences (see Figure 36), with a figure generally in line with the national average.

In general, 21.5% of the University's courses of study active in 2023/24 show an equal distribution of enrolments (see Figure 37), a figure down by six percentage points compared to last year. The figure for female-dominated courses increased over the three-year period (48.5%, +5.9 points compared to 2021-22), driven in particular by the imbalance detectable in Bachelor's Degrees (47.5% of female-dominated courses) and especially in Single-Cycle Master's Degrees (70%). The figure, although with some slight differences, is almost in line with the national average.

### National data



### Unifi data



#### LEGEND

- 1-Education
- 2-Health and welfare
- 3-Arts and humanities
- 4-Social sciences, journalism and information
- 5-Natural sciences, mathematics and statistics
- 6-Agriculture, forestry, fisheries, and veterinary
- 7-Business, administration and law
- 8-Services
- 9-Engineering, manufacturing and construction
- 10-Information and Communication Technologies

Fig. 36 – Percentage distribution of students enrolled by gender and type of degree course by FoET2013 areas, a.y. 2023/24 and comparison with national data. Source: Cineca BdG Dashboard (data update as of 12 September 2025).

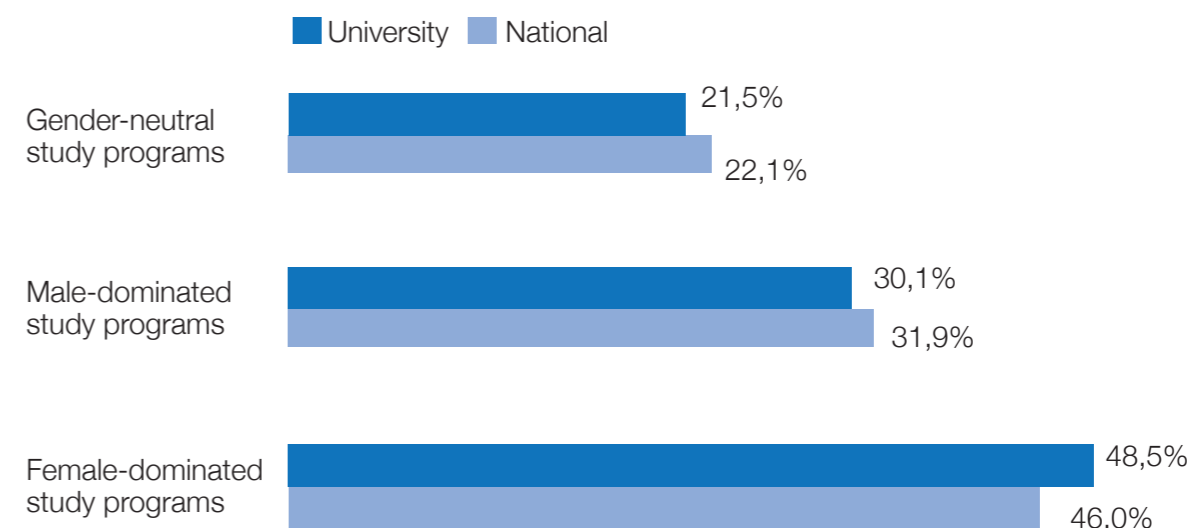


Fig. 37 – Segregation of degree courses with respect to gender: percentage of degree classes with a predominance of men and women and gender-neutral classes, a.y. 2023/24 and comparison with national data. Source: Cineca BdG Dashboard (data update as of 12 September 2025).

## 1.4.2 Educational background

The drop-out rate at the end of the first year of studies is slightly higher among male students in three-year and single-cycle degree programmes, and practically in line with master's degrees (see Figure 38), but in any case in continuous decline on all types of course of study and for all genders.

first-year dropout rate, by course type and gender

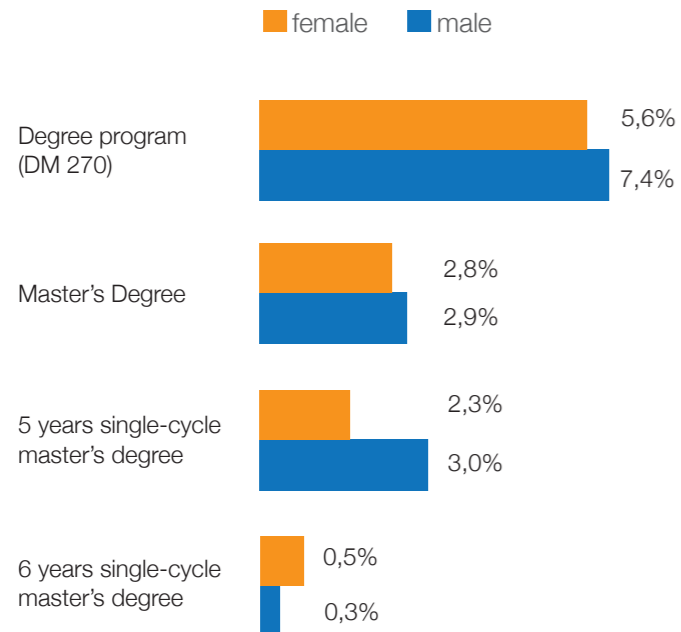


Fig. 38 – Percentage distribution of students dropping out in the first year of the degree course by gender and type of course, a.y. 2023/24. Source: Cineca BdG Dashboard (data update as of 12 September 2025).

Participation in international exchange programmes is higher among female students than among male colleagues, well above the average proportion of female students enrolled (see Figure 39).

percentage of students on international exchange programs (incoming/outgoing) by gender

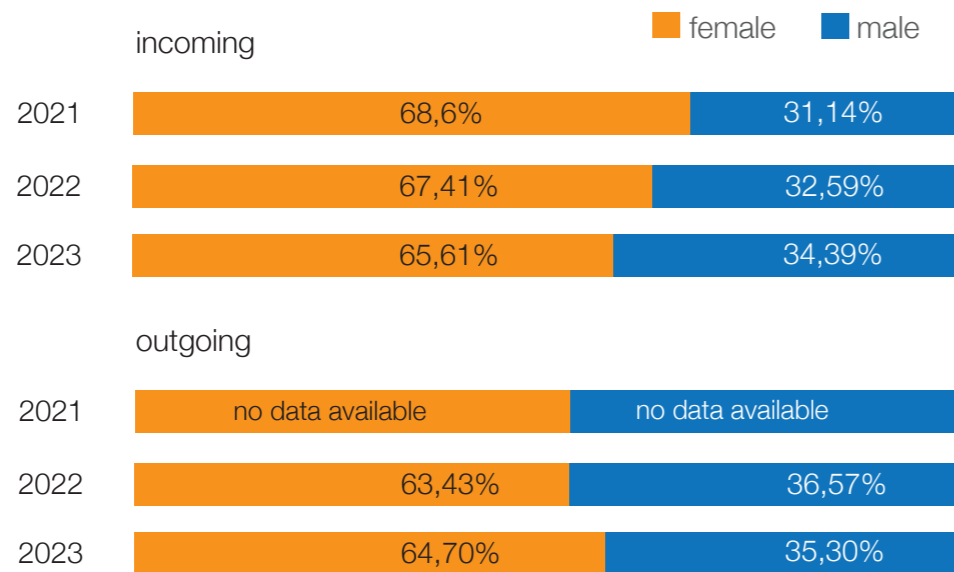


Fig. 39 – Student participation in international exchange programmes: percentage distribution by gender and type of programme, a.y. 2021/22-2022/23-2023/24. Source: Cineca BdG Dashboard (data update as of 12 September 2025).

The gender breakdown of graduates is in line with the number of enrolments; the Almalaurea Survey on the Profile of Graduates 2023 shows a trend, in the three-year period 2021-2023, towards a rebalancing between genders compared to previous years, with the percentage of female graduates always higher than that of enrolments but to a lesser extent than in the past. The performance of female students remains, however, a little better: graduation grades tend to be higher (in particular, the highest grade is achieved by 28.2% of female students against 24.7% of male students, with a better figure for both genders than the national average – see fig. 40), and in master's and single-cycle degrees they graduate more frequently within the normal duration of the course (while in three-year degrees the figure is similar, cf. fig. 41).

composition of graduates by degree grade

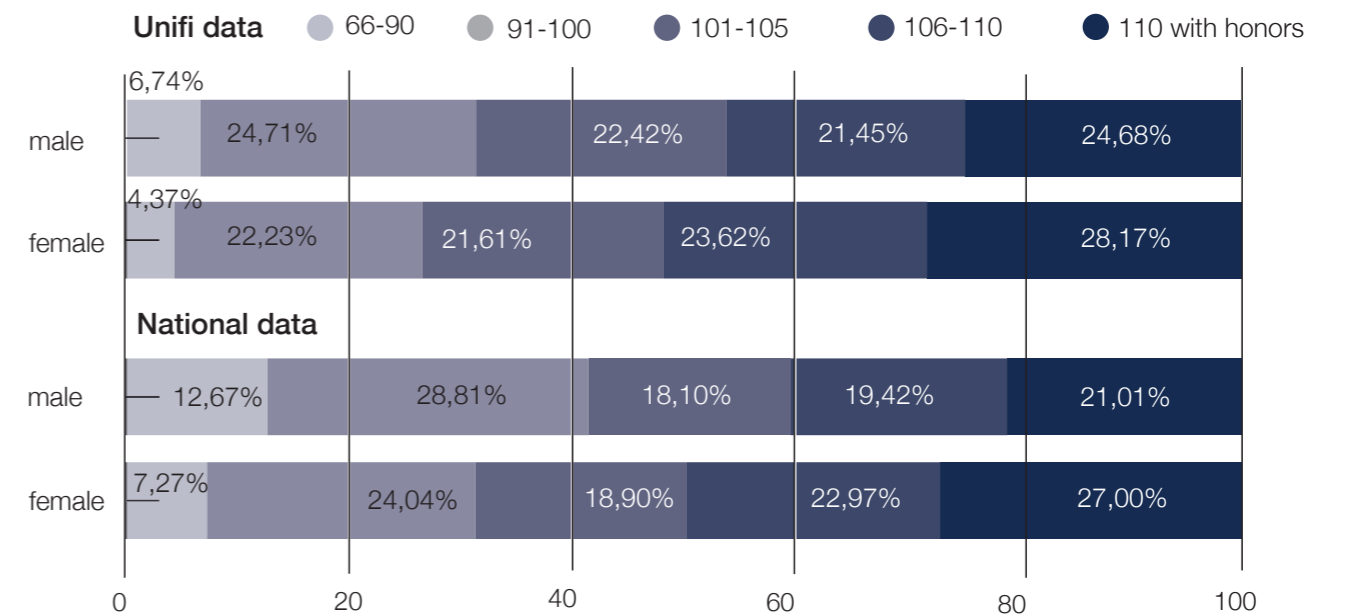


Fig. 40 – Percentage distribution of graduates year 2023 by degree grade and gender and comparison with national data. Source: Cineca BdG Dashboard (data update as of 12 September 2025).

percentage of graduates on schedule by course type and gender

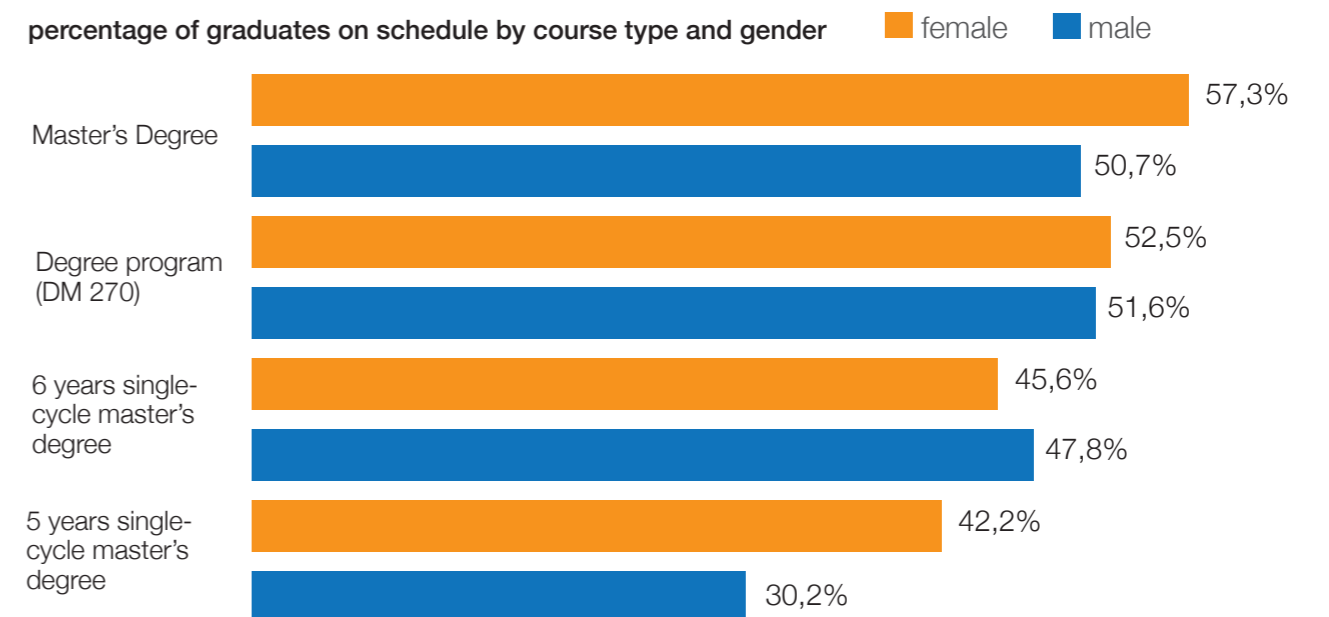


Fig. 41 – Percentage distribution of current graduates by gender and type of course, a.y. 2023/24. Source: Cineca BdG Dashboard (data update as of 12 September 2025).

## 1.4.3 Postgraduate

In the last three years, the percentage of students enrolled in the PhD programme has always been slightly lower than that of men (see Figure 42), with the latest survey figure slightly improving by almost one percentage point compared to the previous year. Doctorates are also experiencing horizontal segregation (see Figure 43) with a more pronounced presence of women in the areas of education, health and social sciences. Still skewed towards the male gender are the areas of Engineering, Manufacturing and Construction (gap increased compared to last year) and ICT (slightly improving). The trends observed, except for slight deviations, are in line with the national average.

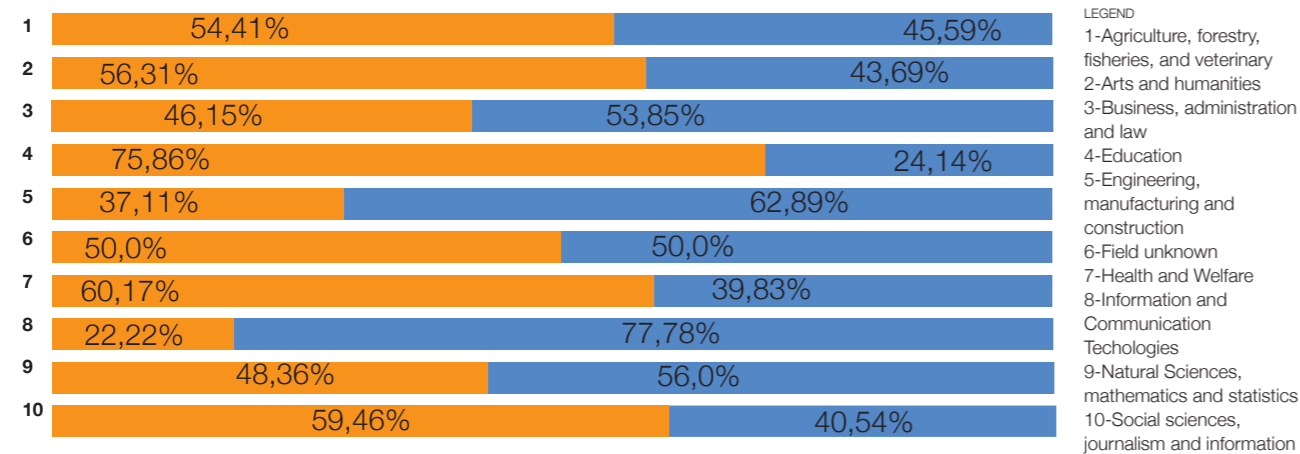
Looking at the dropout rate from doctoral courses (see Figure 44), the trend over the five-year period is fluctuating also due to the low relevance of the number, however, compared to 2020 and 2021, when the percentage of female dropouts was lower than those of men, there is still a reversal of the trend that sees, in the last three years, a constant slightly higher percentage of dropouts of women (1.1% vs 0.7% of men in 2024).



Fig. 42 – Percentage distribution of students enrolled in doctoral courses by gender, a.y. 2023/24. Source: Cineca BdG Dashboard (data update as of 12 September 2025).

### Percentage of PhD students enrolled by field of study and gender

#### Unifi data



#### National data

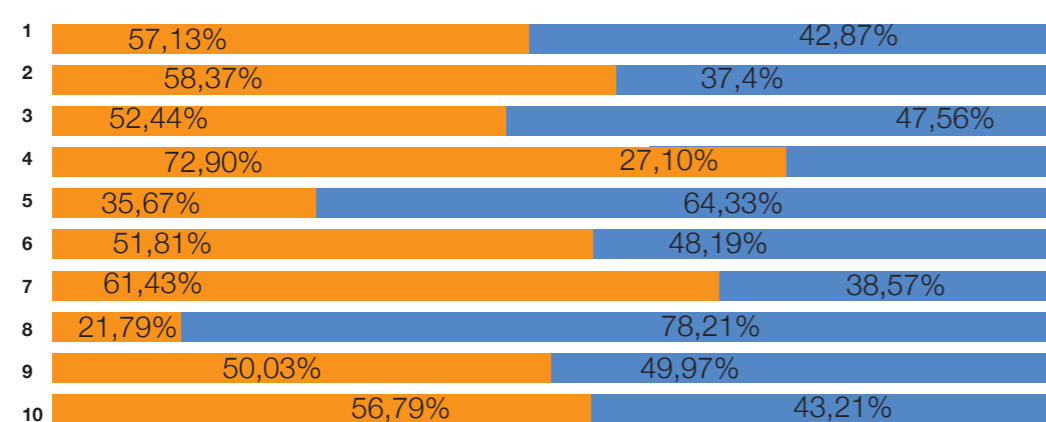


Fig. 43 – Percentage distribution of PhDs a.y. 2023/24 by gender and subject area and comparison with national data. Source: Cineca BdG Dashboard (data update as of 12 September 2025).

### dropout rate from PhD courses, by gender and by year

year	female	male
2020/21	2,0%	2,7%
2021/22	0,6%	1,3%
2022/23	2,3%	2,0%
2023/24	1,4%	0,8%
2024/25	1,1%	0,7%

Fig. 44 – Drop-out rate from doctoral courses by gender, academic year 20 20-24. Source: Cineca BdG Dashboard (data update as of 12 September 2025).

With a figure in substantial balance over the three-year period, in the Specialisation Schools the female component represents the majority of those enrolled, a trend that is not surprising given that most of these Schools belong to the medical-health and humanities areas (see fig. 45).

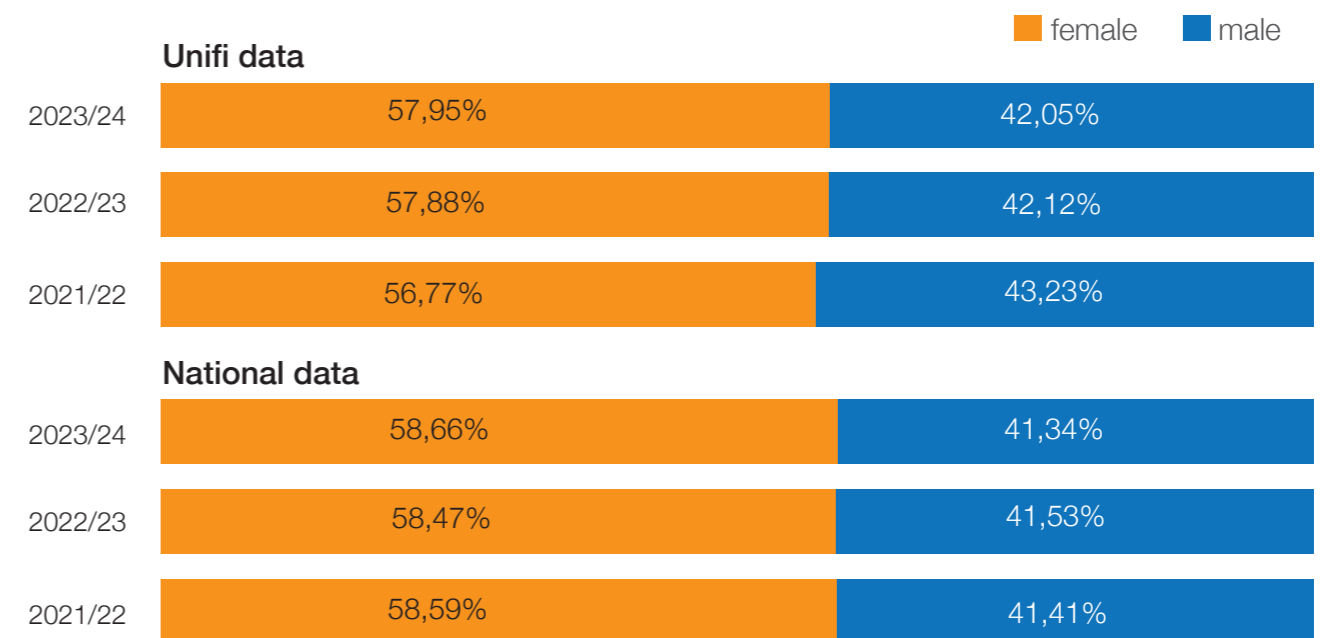


Fig. 45 – Percentage distribution of students enrolled in postgraduate schools by gender, a.y. 2021/22-2023/24 and comparison with national data. Source: Cineca BdG Dashboard (data update as of 12 September 2025).

## 1.4.4 Employment status

The better performance of the female gender in the cycle of studies is not systematically reflected in a better employment condition. In fact, according to data from the AlmaLaurea 2025 survey (see Figure 46), one year after graduation, the employment rate is higher for the male component among master's degree graduates (about +6 percentage points, an increasing gap compared to last year) and slightly better for the female component among three-year and single-cycle graduates in the latter case with a reversal of the trend compared to last year). Five years after graduation, as far as master's degree graduates are concerned, the gap is closed, with an employment rate for women almost one percentage point higher than that for men. On the other hand, the figure for single-cycle master's degrees remains balanced. The data indicatively reflect national trends and are all generally in line with or better than the Italian average.

The monthly net salary is systematically lower among women, with a figure in line with that of other Italian universities and which therefore reflects a national problem, just as permanent contracts for men continue to be more frequent (see Figure 47), except for single-cycle graduates, who increase their percentages compared to last year. Compared to last year's figure, the gaps against the female gender tend to be decreasing, in some cases due to an increase in the percentage of women, in others due to the decline of the male share.

These observations, probably also linked to preferences for certain areas of study, highlight the need for targeted interventions on orientation and placement policies.

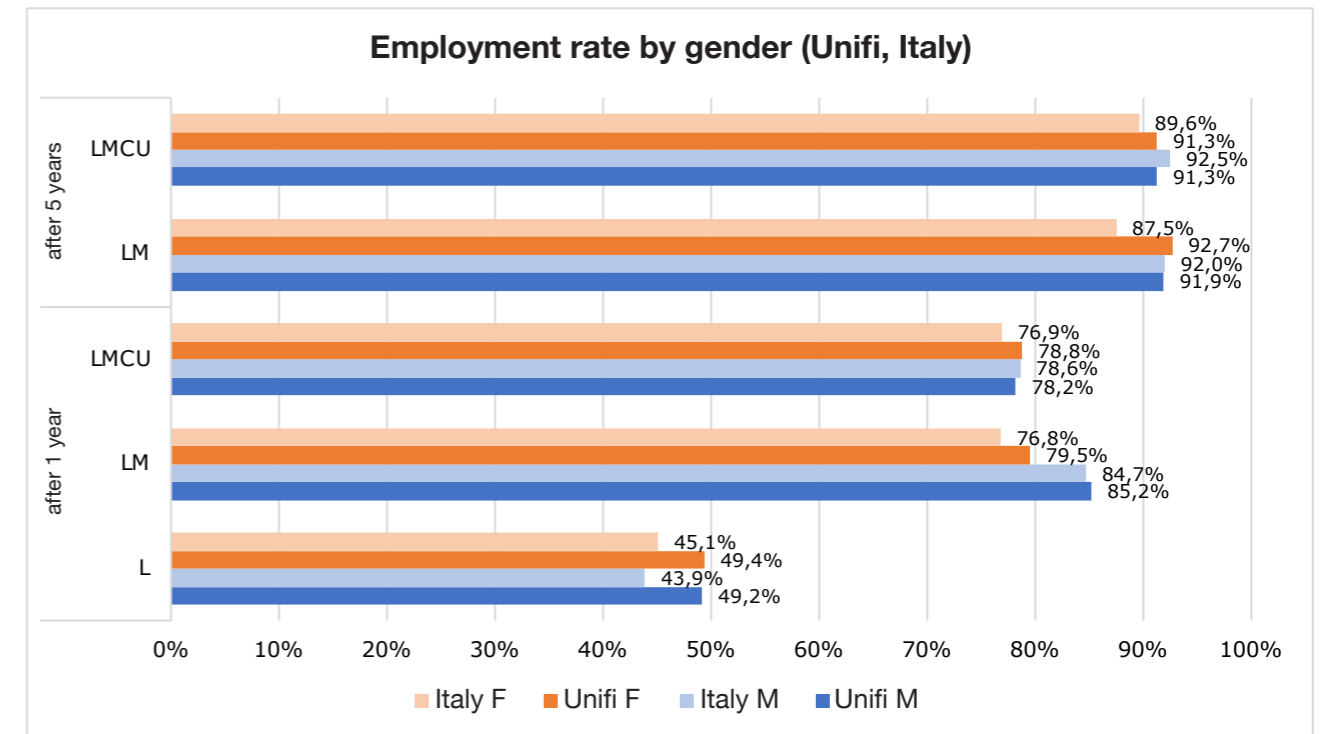


Fig. 46 – Employment rate of Unifi graduates by gender and type of course, 1 and 5 years after graduation, and comparison with the Italian average. Source: AlmaLaurea 2025 Survey on the Employment Condition of Graduates (survey year 2024, relating to the year of graduation 2023 and 2019).

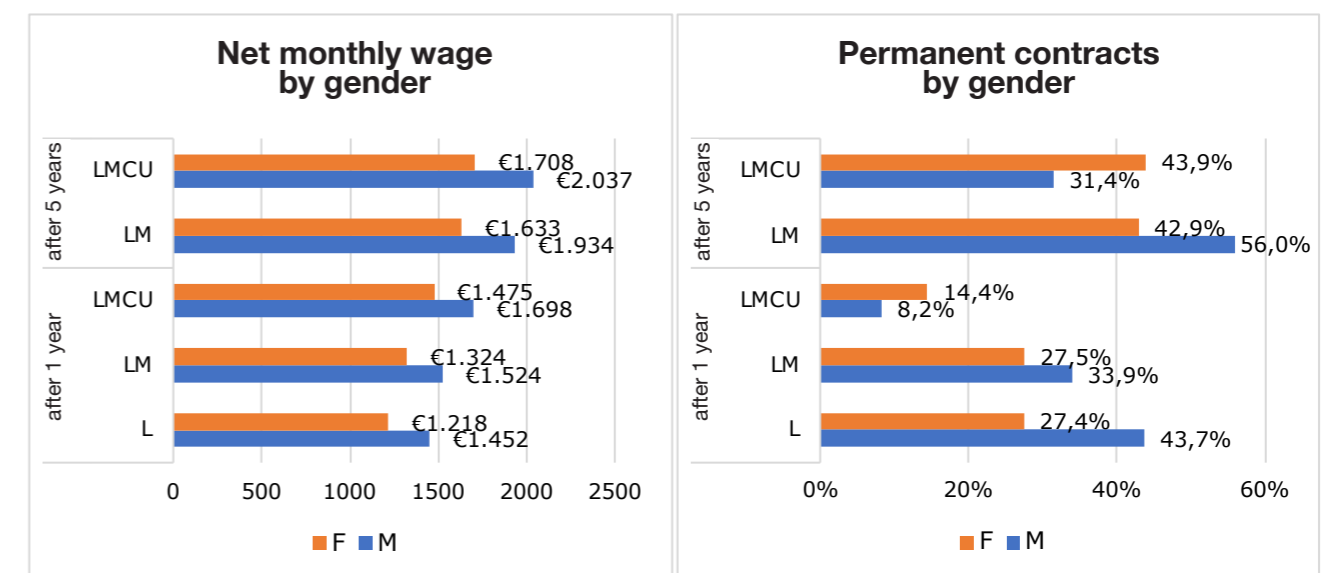
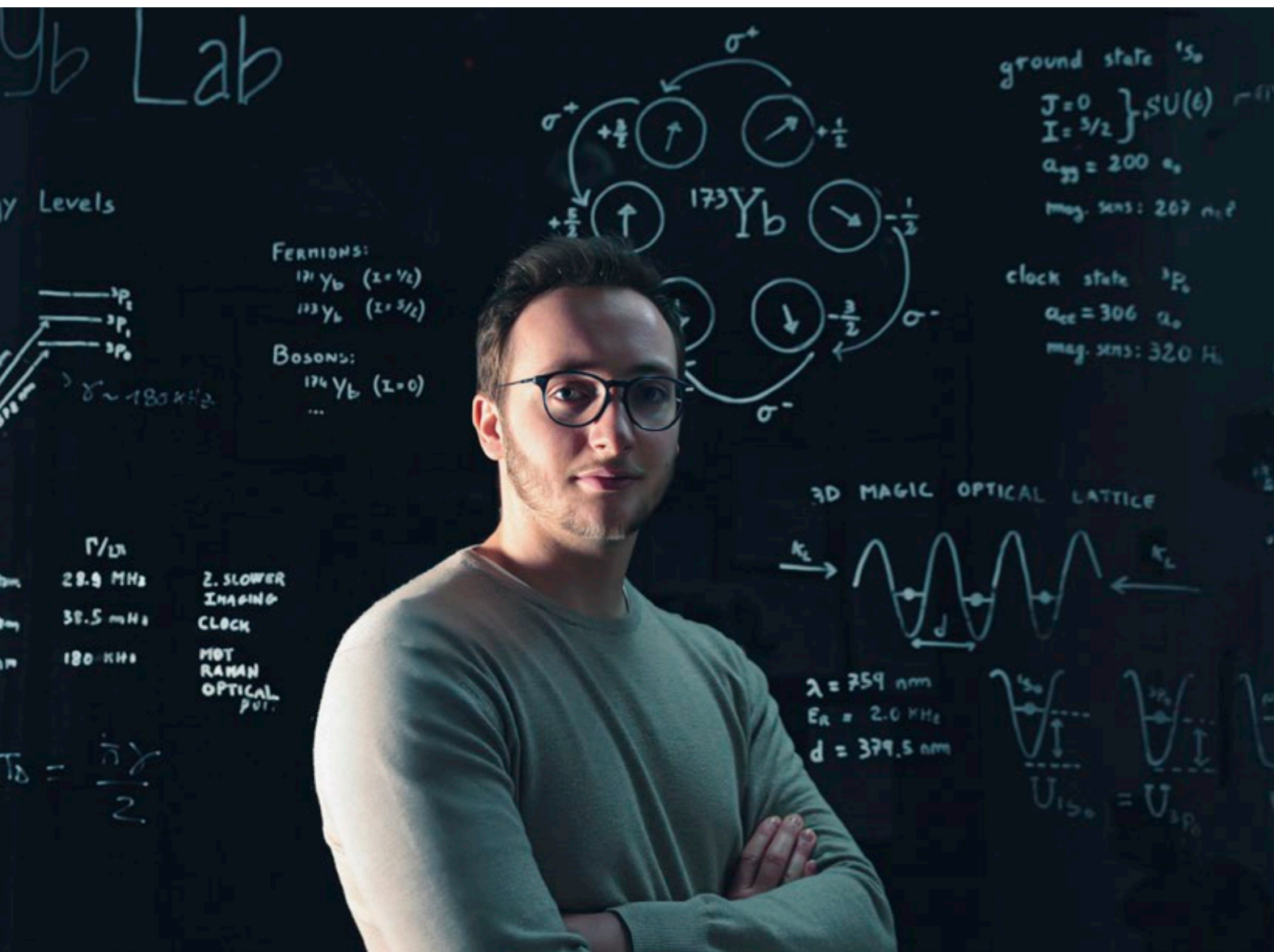


Fig. 47 – Net monthly salary and permanent contracts of Unifi graduates by gender and type of course, 1 and 5 years after graduation. Source: AlmaLaurea 2025 Survey on the Employment Condition of Graduates (survey year 2024, relating to the year of graduation 2023 and 2019).



## 2. Gender equality strategies and initiatives

The analyses presented in the Gender Report offer the University useful insights to strengthen the University's strategies for equal opportunities and to verify the impacts of the actions promoted. Its integration with the University's other planning, management and reporting documents means that the gender perspective becomes an integral part of the University's governance.

In particular, the University's strategies for gender equality are defined in the Gender Equality Plan ("Gender Equality Plan", GEP); this is accompanied by the actions promoted by the CUG in the three-year Plan of Positive Actions (PAP). The policies defined therein (see Figure 48) are an integral part of the Integrated Plan of Activities and Organisation (PIAO).

### Gender Equality Plan

#### Work-Life Balance

Strengthen work-life balance tools for technical and administrative staff (teleworking, smart working, flexible working hours), and design new services for the entire academic community (e.g., playroom, babysitting).

#### Gender balance in top positions and decision-making bodies

Training and regulatory review initiatives to promote more balanced representation at all organizational levels.

#### Integration of the gender dimension in research and in teaching programs

Raising awareness among the academic community on the topic, promote inclusive attitudes, identifying gender aspects in research groups and research content.

#### Combating gender-based violence

Update the code of conduct, open desks for reception and harassment report.

### Three-Year Plan of Positive Actions

#### Training, awareness, communication

To spread a culture of respect, gender equality and the valorization of differences throughout the academic community.

#### Equal opportunities, anti-discrimination and inclusiveness

To raise widespread awareness of the conditions that can hinder participation in university life based on equal opportunities and recognition of the value of individuals. Propose figures, measures, and tools capable of guiding the University in overcoming these obstacles.

#### Organizational well-being, corporate welfare, work-life balance

Promote the most favorable conditions for the physical, psychological, and social well-being of workers, which is influenced by a series of factors related to time, working methods, organizational culture, and the general climate in the workplace.

## 2.1 The Gender Equality Plan 2021-2024

The University of Florence has embarked on a structured and progressive path towards gender mainstreaming in its policies, organisational structures and institutional activities since 2021. With the adoption of the first Three-Year Plan for Gender Equality (GEP) 2021-2024, updated in 2022, the University has built a model based on the participation of the academic community, data analysis through Gender Budgeting and alignment with European priorities in terms of equity, inclusion and innovation.

The GEP has been implemented through five strategic axes:

- Governance and leadership,
- Gender balance in recruitment and career,
- Organizational culture and work-life balance,
- Gender-sensitive teaching and research
- Combat harassment and promote a safe environment.

In 2024, the first four-year programming period was completed. The most significant achievements between 2021 and 2024 include, among others:

- **the growth of female representation in government roles:** the strategy has provided for both structural interventions (regulations aimed at promoting gender equality in access to roles and offices, appointments and delegations aimed at integrating the gender dimension in every area of government of the University) and cultural and educational actions. Although, as indicated in section 1.1 of this Report, there is still room for full gender balance in university governance, the positive trend is documented by the observable change in the percentage of women in institutional positions (36% in 2024 compared to 27% in 2021).
- **the adoption of measures to ensure gender equity in the recruitment of teaching and research and technical-administrative staff:** explicit criteria of fairness, equality and inclusiveness in competition procedures have been integrated into the calls, and constant monitoring of fair representation in competition committees has been carried out. As highlighted in section 1 of this Report, the gender composition of both components (academic and administrative) shows progressive tendencies towards rebalancing between genders, although there is significant room for improvement.
- **the adoption of measures to promote work-life balance, with actions dedicated to flexibility, the culture of time and the legitimization of care activities.** For contracted staff, the working methods useful for reconciling working life with the personal sphere (teleworking, agile work and flexible hours) have been consolidated. In this sense, the Document concerning the working hours and management of the employment relationship of TA staff introduced a new type of working hours (7 hours and 12 over five days, continuous or without a mandatory attendance slot, adopted by a total of 302 employees) and consolidated the cases of remote work (revised in progress of 2024, with new experimental policies adopted starting from 2025), with a new framework that has led to a slight increase in remote working days (44,081 – 15.4% of total working days in 2023; 51,737 – 15.7% in 2024), remote working staff for at least one day a month (11,263 – 63.4% in 2023; 12,110 – 64.4% in 2024) and average monthly remote working days (3.9% in 2023; 4.3 in 2024).

Fig. 48 – Areas of action of the GEP 2022-2024 and the PAP 2022-2024.

As regards the academic component, in 2023 a reflection was launched on conciliation methods for teaching and research staff, which is the result, for example, of the provision of an economic contribution for the use of early childhood services by the children of researchers starting from 2024 (7 beneficiaries in 2024; the measure was refinanced with 120,000 euros in 2025).

- **the structural integration of the gender perspective in training courses**, starting a process of revision of teaching content and strengthening of practices already active in degree courses. This action has been implemented in particular through the activation of modules dedicated to the issues of equality, justice and inclusion in at least 12 degree courses, belonging to different disciplinary areas (social, legal, medical, humanistic and technical-scientific sciences). The contents of these courses have been designed to develop in students a critical awareness of gender inequalities and the normative and cultural tools to combat them. In addition, in 2023 the “Teaching Gender Across the Curriculum” project was launched, promoted with the aim of mapping the existing good teaching practices within the degree courses of the University of Florence and promoting the dissemination of the gender perspective in curricular content. The initiative, coordinated with the support of the Single Guarantee Committee (CUG), involved over 60 teachers and allowed the collection and analysis of more than 40 training experiences, in which issues related to gender, equal opportunities, social justice and human rights were addressed in an explicit and structured way.

- **the integration of the gender perspective in the design and evaluation of research**, promoting, in the University calls for funding research projects, inclusive teams, equitable impacts and methodologies sensitive to differences. As reported in § 1.2.5, there are still important gender differences in the roles of principal investigators in research groups. As part of the European Researchers’ Night, the University has activated thematic courses and educational workshops with a focus on the gender gap in scientific careers, paying attention to equal access and the barriers that still limit women’s participation in STEM. In addition, the University has launched training courses aimed at doctoral students and researchers, focused on the integration of the gender perspective in research projects.

- **the promotion of choral moments of reflection against gender-based violence and discrimination**: there have been numerous initiatives in this regard, and here we mention only the “An occupied place” campaigns and the network of events for the International Day for the Elimination of Violence against Women (see below).

- **the activation of the “alias career”** (which allows transgender, non-binary, gender non-conforming people to use the elective name within the University), with an increase in activations from 5 in 2021 to 14 in 2023.

In 2024, the new GEP was approved, which combines the issue of work/life balance with the culture of the organization and the fight against stereotypes, still boosts gender equality in recruitment and career progression and includes sexual harassment in the area of combating gender-based violence.

## 2.2 The reclassification of the income statement from a gender perspective

Following the CRUI directives, the University has started, in 2023, the reclassification of the income statement from a gender perspective, aimed at verifying the efficiency and effectiveness of budget expenditures with respect to the distribution of resources and services intended for men and women, with a view to promoting equal opportunities and a substantial gender balance. To this end, a one-off default classification was first carried out, according to a scheme structured by CRUI and Cineca which provides for different degrees of “sensitivity” of the cost items to the genre. In the last quarter of 2023, an experimental phase was then launched which allowed, through comparison and feedback from operators on individual expenditure items, an adjustment of the default classification, reassigning some items to a better defined type of classification. The classification thus defined, applied to the year 2024, has shown that most of the entries (and the consequent amounts) are to be classified as “gender-sensitive”, as they are basically cost items relating to teaching, research and technical-administrative staff; a lower share, but significant in terms of amounts, is to be considered gender-neutral; 3 out of about 466 thousand entries are classified as expenses aimed at reducing gender inequalities (see Figure 49). From this point of view, the almost total absence of expenses attributed to the latter category necessarily obliges us to reflect on the degree of maturity reached by this classification activity in this year and a half of operation.

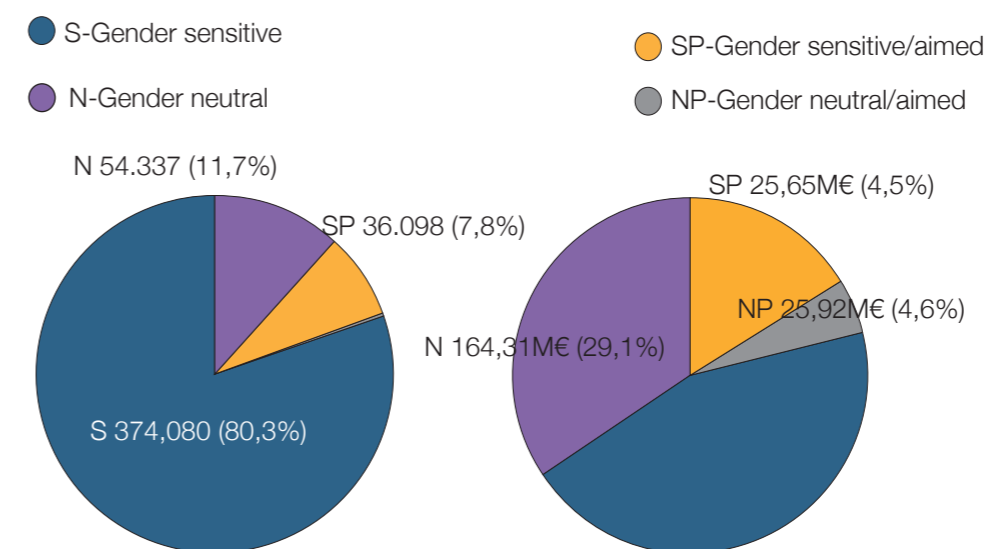
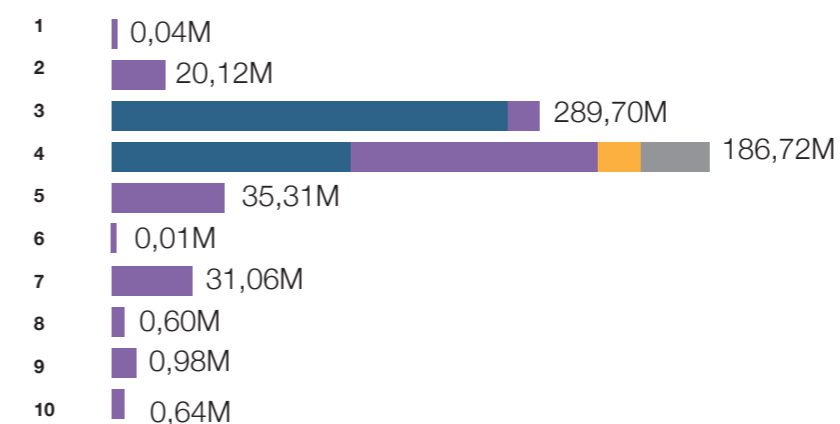


Fig. 49 – Classification of expenses according to a gender perspective, overall breakdown by number of accounting entries and by amount and overall breakdown by item of the COAN Chart of Accounts. Source: Cineca BdG Dashboard (data update as of 12 September 2025).

### breakdown by Item of the Chart of Accounts (COAN)



LEGEND  
 1-operating costs, provisions for risks and charges  
 2-operating costs, amortisation, depreciation and impairment losses  
 3-operating costs personnel costs  
 4-operating costs current management costs  
 5-operating costs and other management charges  
 6-fixed assets intangible assets  
 7-fixed assets tangible fixed assets  
 8-current, deferred and prepaid income taxes for the financial year  
 9-financial income and expenses  
 10-extraordinary income and expenses

## 2.3 Promotion of gender culture

Among the additional initiatives carried out in 2024 aimed at implementing what is described in the GEP and PAP plans, we mention:

- Awareness and dissemination activities.** A transversal action necessary to promote awareness and the fight against prejudices starts from the training of the academic community and citizenship on these aspects. Among the numerous conferences, meetings, exhibitions, shows and other types of dissemination initiatives organized by the University in 2023, there are dozens of events dedicated to gender issues. Among these, those organized by the CUG are worth mentioning: the playful event “Pink” to promote the fight against gender inequality and discrimination; the seminar “Against homophobia: culture of respect, broad language, recognition of the pluralism of families”, proposed on the occasion of the International Day against homophobia, biphobia, transphobia; the conference “The words of discrimination”; the conversation “The dream of love and violence. Violence against women exercised through affective dependence”, proposed on the occasion of the International Day for the Elimination of Violence against Women; the seminar “Women’s gestures against gender regimes”, proposed on the occasion of International Women’s Day. The CUG also promoted the publication of the volume “How many kinds of diversity” for the editorial series “Policies for gender equality and inclusion: Themes, research and perspectives of the CUGs of the Universities of Siena and Florence”, it also conveyed the research “The perception of the family burden in professional choices” presenting the results at the National Conference of Equality Bodies of Italian Universities.

During the rich program of Bright-Night 2024, the round table on women in the world of research “Bright Women: research for Global Well-being” is mentioned. On the occasion of the International Day for the Elimination of Violence against Women, from 22 to 26 November, to remember the victims of gender-based violence, the rectorate building in St. Mark’s Square was illuminated in red, the symbolic color of the day. Rector Alessandra Petrucci participated, in particular, in two events: the show “Alfabeto al femminile. True stories, women’s stories”, scheduled for Sunday 24 November in Campi Bisenzio and the “Day of presentation of the results of the survey on the degree of well-being of students within university environments” (Monday 25 November). To be remembered as part of the rich program offered the meeting “Violence against women: signs and signals”, the meeting “Violence against women. Knowing it to counter it” and the debate “But is feminism also useful to men?”.

- Creation of the Steering Committee for Well-being:** in line with the attention to the well-being of the university community, the University has created a special Steering Committee for the promotion and maintenance of the physical, psychological and social well-being of the entire university community: an operational structure created to coordinate activities aimed at promoting and maintaining physical well-being, of the entire university community, in support of the Delegate for Inclusion and Diversity, whose meetings and activities were attended by the president of the Committee. Other important activities carried out in years prior to the year of analysis, but which still generate results, in addition to the aforementioned establishment of the figure of the Confidential Counsellor(s) which took place in 2024, are: Unifi Include Desk, which collects information on the services promoted by the University on gender issues; the issuance of the University Regulations for the prevention and combating of discrimination and harassment in the workplace and study and the Guidelines for the protection of maternity of female students and other equivalent workers of the University; the inclusion of the gender balance requirement in the composition of research groups for participation in University calls for the funding of research projects, RTDs and research infrastructures; the Framework Agreement between Unifi and the Metropolitan City to take care of the drafting of the Gender Report of the Metropolitan City and 36 municipalities in the area.



Fig. 50 – Some posters of the events organized by the University of Florence in 2023.



Giornata di presentazione dei risultati dell'indagine sul grado di benessere di studentesse e studenti all'interno degli ambienti universitari



Awards

University of Florence  
Gender Report 2024

Coordination: Enrico Marone, Maria Paola Monaco  
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