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Female Careers in Italian Universities: The Role of Gender Budgeting to Achieve Equality between Women and Men*

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Abstract

Objective: The objective of this study is to provide an overview of female careers in Italian academia and to present the implications related to the adoption of Gender Budgeting at universities.

Research Design & Methods: A theoretical framework was developed based on the role of Gender Budgeting and the role of the Central Guarantee Committee for equal opportunities in Italian Universities (CUG). Female careers in Italian Universities were analysed in order to provide a state of the art about gender equality in academia.

Findings: Overall, the findings suggest that Gender Budgeting is a key tool to measure and monitor the level of gender mainstreaming. It can be used to assess the implications not only for women but in general for the least represented gender in each area and at every level. It helps promote the efficiency and transparency of the University's activities and to understand those elements useful in improving measures that have been taken.

Implications/Recommendations: The analysis highlights that Gender Budgeting is a key tool for measuring and monitoring the level of gender mainstreaming within universities. The adoption of Gender Budgeting attests to governing bodies' assumption of responsibility in eliminating discrimination based on gender and thereby protect and promote the well-being for universities employees.

Contribution: In examining female careers in academia in Italian Universities and the role of Gender Budgeting, this paper seeks to contribute to the scholarly conversation on the role of Gender Budgeting in shaping gender inequality and improving the overall performance of universities.

Keywords: gender mainstreaming, Gender Budgeting, gender diversity, universities, Italy.

JEL Classification: M14, J16, H75, I23, I31.

1. Introduction

Gender inequality is a major obstacle to sustainable development, economic growth and the fight against poverty. However, development that is both economically viable and sustainable can be brought about (Nilsson, Griggs & Visbeck 2016). Doing so, however, will mean not only granting a fundamental right to all humanity but also building the essential preconditions. This can be achieved by creating the conditions that the imbalances in the recognition of rights and in the predisposition of equal opportunities towards all individuals without any distinction. Inequality, on the other hand, always entails high costs for those who suffer it and for society as a whole. Such costs include a lack of personal recognition, the absence of merit and the loss of talent and innovation (Harnois & Bastos 2018).

The issues of equal opportunity and gender equality have become binding in the context of European policies on sustainable development. As early as 2000, the Fundamental Charter of EU Rights under Art. 23 stated that "equality between

men and women must be ensured in all areas, including employment, work and pay. The principle of equality shall not prevent the maintenance or adoption of measures providing for specific advantages in favour of the under-represented sex”.

Moreover, recommendations (Recommendation Rec (2003) 3 of the Council of Ministers) and reports have been put forth by European institutions analysing the state of equal opportunity.

More recently, the achievement of gender equality and the emancipation of all women and girls together constitute goal no. 5 of the 2030 Sustainable Development Agenda, approved by the governments of the 193 UN member countries on September 15, 2015. The Agenda is an Action Program covering 17 objectives – Sustainable Development Goals (SDGs) and 169 targets (or targets associated with them) which together comprise a set of fundamental aspects regarding sustainable development. They take into consideration three dimensions of development – economic, social and ecological – and aim by 2030 to end poverty and inequality, tackle climate change and build peaceful societies that respect and protect human rights (Gupta *et al.* 2019, Heise *et al.* 2019).

Moreover, the launch of the European research programme Horizon 2020 renews the invitation to Member States to promote regulation aimed at facilitating equal opportunities between genders, and to seek gender equality in research and innovation (Vida 2020).

The issue of gender budgeting, and gender mainstreaming, have been analysed both by the European institutions and in extensive literature on the subject.

European interest on the subject is confirmed by the document “Strategy for equality between women and men 2010–2015”, which seeks to facilitate cultural change in university and research institutions (European Commission 2012).

In the copious literature on gender equality, which varies widely in terms of the scientific approach employed, some authors report how the fair presence of different genres has a positive effect on individual and team performance (Turner 2006). For Wegge *et al.* (2008), gender and age diversity are related to the performance and well-being of working groups in companies and public sector administrations. Other studies have highlighted how gender diversity on corporate boards lifts a firm’s value (Campbell & Mínguez-Vera 2008, Erhardt, Werbel & Shrader 2003). Further, the percentage of women on the boards is positively associated with the ability to develop more activities and reduce conflict levels (Nielsen & Huse 2010).

In light of the European policy indications and the results of some studies, the pursuit of objectives of equal representation of genders in organisations enables those organisations to improve their results, overall performance and internal atmosphere, as well as to move their administration towards greater social sustain-

ability. For these reasons, the commitment of universities – both public institutions that train young people in their cultural approach and value system, and scientific research institutions for which innovation is a constant objective – can be crucial in the national context (Verloo 2018).

Assigning a strategic function to Gender Budgeting brings up the problem of whether or not this tool is necessary for other factors to succeed. Those factors include information, transparency, equity, valuing differences, social responsibility, sustainability as well as consistency with the values stated in statutes, Codes of Ethics and other documents adopted by universities.

The objective of this study is to provide a state of the art on female careers in Italian academia and to present the implications of Gender Budgeting in universities.

The remainder of the paper is structured as follows: the second section presents the theoretical background of the study followed by the role of Gender Budgeting and the role of the Central Guarantee Committee for equal opportunities in universities (CUG). The fifth section presents an analysis of female careers in academia. The article ends with conclusions and suggestions for further research.

2. Theoretical Background

The issue of gender diversity in the economic and social spheres has been given voice in the international debate only in the last century. It comes as a result of the ever-growing awareness of the need to achieve gender equality not only in the rights and duties genders are ascribed, but even more so in the opportunities they enjoy.

Gender inequality has its roots in the different roles men and women have played over time, in both the family and the wider social context. Inequality has grown out of the different roles the male and female play in procreation, which have been responsible for women being conditioned to head the family's management, and thus often to renounce the possibility of expression on a social and professional level (Shannon & Greenstein 2009).

The results brought about thanks to the continuous commitment of humanitarian organisations to eliminate, or at least overcome, gender inequalities have triggered a growing awareness by both national and local-level institutions, whose activity is now increasingly oriented on achieving equal opportunities; and it is precisely in this context that the analysis of the gender approach takes place (Caglar, Prügl & Zwingel 2013).

It is therefore important to adopt, with particular reference to public-administrative institutions, an overall vision that takes into account the needs and attitudes of the individuals while referring to the identity of each of them.

Adopting an approach to gender enables one to pursue uniform opportunities. These should not be based on comparisons of men and women, but extended to comparisons of Italians and foreigners, adults and young people, able and disabled, employed and unemployed – all with an eye to leveling the playing field and extending opportunities to all.

Given the widespread recognition of the need to achieve equal opportunity and to protect women in using their social and professional skills and supported by the awareness that such openness can aid a country's economic development, determining which strategies are the most effective in achieving uniform opportunity and treatment is of crucial importance.

Integrating political, social and economic practices aimed at developing collective well-being, must go through the joint and transversal action of community government (for the training phase of the agenda), central government (for the decision phase) and local government (for the implementation phase). It is in the local dimension that assessing the needs of individuals from the gender point of view finds its maximum use, allowing the formulation of precise measures and actions aimed at overcoming inequalities in accessing services and opportunities (Gori, Romolini & Fissi 2018, Galizzi, Bassani & Cattaneo 2018, Tommaso, Pastore & Andriolo 2019). Local authorities are therefore called upon, on the front line, to implement equal opportunities.

The realisation of this priority objective provides for the adoption of strategies, policies and interventions aimed at permanently modifying the dominant culture of public action and integrating the gender perspective in all decisions and interventions of the bodies responsible for managing public affairs, each within its institutional powers.

This is where gender mainstreaming enters the picture. Employed at the Beijing Platform for Action developed on the occasion of the Fourth World Conference on Women of the United Nations held in Beijing in 1995, "gender perspective" was required in the conduct of public management at all levels.

Adopting gender mainstreaming strategy-oriented political choices means rethinking and developing all political decision-making processes in a "gender" key, taking into account multi-diversity also in cultural and social terms (Daly 2005). This leads to the implementation of the gender dimension at all levels of the public budget drafting process, from the economic planning phase to the decision, formation and reporting of the budget itself and in the simultaneous removal of the factors from which the causes of inequality originate.

3. Gender Budgeting and Gender Auditing in Public Administrations

The system of changes to which public administration has been subjected in recent years has led to a series of changes to the main guiding criteria that govern the functioning of public bodies. These changes have also significantly affected the information systems of the aforementioned institutions.

In fact, in the face of the new scenario emerging, in which information on the interests and expectations of the various stakeholders of local authority are becoming increasingly important, the shortcomings of traditional reporting tools currently in use clearly emerge. These tools fail to fully grasp the changes in the institutional and regulatory framework of reference. They have significant limits with respect to the new management methods, as well as relations with citizens–users (*La responsabilità...* 2008).

Starting from the second half of the 1990s, interest in social reporting has grown considerably at the local authority level. Although there is a substantial uniformity of views regarding the functions attributed to social reporting, the concrete forms with which it presents itself in reality are quite different. Moreover, the documents prepared by public bodies are variously named and articulated (Ricci 2007).

The plurality of tools can be attributed both to the speed with which the phenomenon has spread and to the need to respond to new and specific knowledge needs. In this context, there is a need for the inclusion of the gender perspective in these tools, that is, a non-neutral and not negligible component. The assumption of this approach becomes evident if one considers that the actions and policies implemented by public bodies have economic and social repercussions that we certainly cannot define as neutral.

At the base of this approach can be found the strategy of gender mainstreaming. Its application does not imply the development of targeted interventions for women, but rather the rethinking of the same from a different perspective in order to enhance the diversity of resources. In light of this assumption, the main objective of gender mainstreaming is to modify the organisational structure of public bodies to endow them with greater gender sensitivity (Grosser & Moon 2005).

Parallel to the affirmation of the principle of gender mainstreaming, the use of tools for planning actions and interventions to be implemented (Gender Budgeting) and for monitoring the results obtained (gender auditing) has been consolidated internationally (Budlender & Sharp 1998). Gender budgeting is configured as a gender analysis of the prior evaluation of decisions and is therefore carried out on budget forecasts and planning documents. Gender auditing revisits annual

budgets in order to assess whether the decisions taken and the resources allocated are compatible with the goal of gender equality.

Therefore, we speak of gender budgeting not to define the preparation of public accounting documents aimed at specific social categories but to identify specific interventions carried out on the same public budgets in order to evaluate from a gender perspective how income and expenses impact the quality of life of the subjects taken as a reference in the preparation of the balance sheet items. Gender budgeting starts from the fundamental assumption that the programmes, actions and public interventions are not “neutral” with respect to the community’s expectations of well-being. In this regard, gender-sensitive budgets seek to redefine the income and expenditure of the budget according to the priorities identified. Ultimately, this should guarantee equal treatment to the legitimate expectations of the community, considered in its “overall heterogeneity”.

Structuring the information systems needed to prepare such decisions in terms of gender, when defining the interventions and actions that involve the interests of the community, makes it possible to identify and highlight existing differences in terms of roles, attitudes, and opportunities for access to services, and, in relation to these differences, to reconsider the planning of the activity to be carried out.

In particular, data on information systems appointed to analyse the surrounding socio-cultural context must in this regard cover: a) the population, disaggregated by gender, b) the world of work, c) the participation of women in politics.

The same approach (here it would be considered gender auditing) performed at a later time, and thus following an *ex-post* logic, provides important support of the control phases of the public activities carried out and reporting on the results obtained. This approach methodology integrates the decisions taken upstream of the decision-making process, in the context of public policy planning, with the results obtained after the budget analysis. Both approaches, commonly referred to as “gender balance”, actually identify two different models of the same analysis and evaluation process, providing, however, different support depending on whether it refers to the budget or the final balance.

The choice between the two models is subordinated, in addition to the availability of the necessary resources and the objectives to be achieved, also to the political will to decide whether to intervene on policies and budgets using a static or dynamic approach. However, nothing precludes the possibility of using the two approaches in full, which in the logic of continuity, create a circular process of *ex-ante* programming and *ex-post* analysis. This allows continuous improvement in the preparation of public interventions increasingly updated with reference to changing social expectations. There is, however, widespread belief that practices aimed at assessing the effects of decisions and actions taken by local authorities, at various levels, can actually become a key to understanding collective well-being if

the internalisation of gender is adopted in the tools for defining and programming public action.

Therefore, with a view to circular application of sensitive budget analysis, the transition from analysis (gender auditing) to the formulation of gender-oriented budgets (gender budgeting) is facilitated by strategic planning aimed at achieving gender equality.

In Italy, at present, there are several local, provincial and regional administrations that have developed, on a voluntary basis, gender analysis projects of public budgets: here is no lack of regulatory references that encourage the transition from the planning of public spending oriented towards cost centers to one that takes into account the different needs related to the identity of the subjects involved.

At the European level, particular reference is made to the resolution of the European Parliament of 3 July 2003. It suggests the adoption of the gender budget as a tool for assessing gender impact at all levels of budget drafting procedures and restructuring of income and expenditure aimed at promoting equality between women and men. More recently, the resolution of the European Parliament of 25 February 2010 strongly supports the need to systematically apply and monitor the integration of the gender perspective in legislative, budget compilation and other important decision-making processes, as well as in the strategies implemented in both economic and integration policy.

At the national level, the Directive of 23 May 2007 on “Measures to implement equality and equal opportunities between men and women in public administrations”, adopted by the Minister for reforms and innovations in public administration and the Minister for rights and equal opportunity, provides for the need to draw up gender budgets and to consolidate them in practice in the social reporting activities of administrations.

4. The Role of The Central Guarantee Committee for Equal Opportunities in Universities

The research on both gender mainstreaming in Public Administrations and on the creation and functioning of equality bodies is a comprehensive system of public rules entrusted to different legal instruments as support for women’s rights. It requires comprehensive and extensive analysis.

This paper focuses on the analysis of the law of 30 December 2010 no. 240, which delegates to the autonomy of the academic institutions’ statutes and regulations a definition of the rules on “gender” based on the principle of equal opportunity. Equal opportunity is a foundational issue for each university, reflected in their statutes and functioning as a general and guiding principle. This principle

is not only an inspirational element for the academic mission, but rises up as a freedom and fundamental right, underscoring the regulation of the Code of Ethics in different contexts. With specific provisions such as “Equal Opportunity” or “Equality of Opportunity,” many universities have given great attention to gender equality. But only a small number of universities enshrine gender studies in their general principles or promote culture and the value of equality by offering training/educational programmes.

All Statutes assume the provision contained in Law no. 240/2010 for which the constitutional principle of equal opportunity in accessing public offices must be ensured in the composition of the Board of Directors. However, only a small number of universities integrate this principle with the guarantee of a minimum “quota” of the presence of both sexes. Finally, the equality of treatment and opportunity are promoted only through a statute referring explicitly to a more effective balance between professional and family life.

The above pieces of legislation are accompanied by the ad-hoc view of institutions aimed at ensuring effective conditions of uniformity of rights and opportunities for all genders, contributing to the elimination or reduction of obstacles to achieving that goal. On this point, articles 21 of Law no. 183/2010, provides for the establishment of the Central Guarantee Committee for equal opportunities in universities (Comitato Unico di Garanzia – CUG). The CUG replaces, by unifying them, the “Comitati per le Pari Opportunità” (CPO) and the “Joint Committees on the phenomenon of mobbing”. The task of the Central Guarantee Committee for equal opportunities in universities is to ensure a level playing field and equal opportunities in the field of work as well as in access to education and research. Its remit is also to prevent or remove any form of discrimination related to situations of disability or membership of a different kind, age group, sexual orientation, race, ethnic origin – in other words, in all areas of daily life (Pulejo 2013). By concentrating the analysis in the university context, the CUG, in the exercise of its propositive, consultative and verification functions, recognised by art. 57, paragraph 1, of Legislative Decree no. 165/2001, is to:

- promote initiatives to implement and spread the concept of equal opportunity;
- prepare positive action plans, interventions and projects to promote conditions of working well-being, such as fact-finding surveys on the working climate, gender analyses that consider the needs of women and men, and the adoption of codes of ethics and conduct that provide for rules aimed at preventing or removing situations of discrimination of any nature, psychological distress and bullying;
- provide non-binding opinions on the university’s reorganisation projects, staff training plans, working hours, forms of work flexibility, conciliation measures, and staff assessment criteria;

- implement actions aimed at promoting work–life balance policies with a view to guaranteeing work–life balance;
- promote the exchange of good practices, knowledge and experience on possible problems concerning equal opportunity;
- verify the results of measures, projects and good practices on equal opportunities, the results of policies promoting well-being at work, the effects of actions to combat moral and psychological violence in the workplace and, finally, the absence of any form of discrimination, direct or indirect.

The functions of the CUG are a part of the community gender mainstreaming strategy. In this regard, preparing a plan of positive actions (PAP) becomes an important task. Falling within the scope of the powers of the CUG, it is aimed at promoting equal treatment at work and the culture of equal opportunities within the University.

The role of the CUG, from a gender-sensitive perspective, is also fundamental with respect to the preparation of the Gender Budget, which highlights the effects that public choices have on men and women (Gender Budget Analysis). The traditional accounting information system is integrated with an analysis that, starting from the accounting data in the strict sense, investigates the degree to which stakeholder needs are satisfied, while paying more attention to people and their identity. Carrying out education and training that involves all stakeholders, the CUG's work is relevant in the preparatory phase of this process. It seeks and aims to make known the PAP, its objectives, its operating methods, its potential and even its limitations in promoting gender equality. These preliminary actions are aimed at acquiring the skills necessary for the preparation of the document in its various phases and at monitoring the university system's research activities on gender equity, discrimination and well-being.

5. Results & Discussion

Gender-disaggregated statistics are an essential tool for gender mainstreaming. Data management, in gender education and research, is now consolidated and supported by specific European Regulations.

In the EU, there is an obligation to communicate data disaggregated by gender on university populations at various levels: from students to those employed in the scientific and technology sectors. In Italy, this obligation is fulfilled by the MIUR for statistics on education and training and ISTAT.

At the international level, gender equality constitutes one of the 17 objectives set by the 2030 Agenda for Sustainable Development, which through Goals 4 and 5 defines the objectives to be reached. Goal 4 seeks to guarantee inclusive

and equitable education for those who are disadvantaged physically and socially. It is also intended to create both lifelong learning opportunities for all and sustainable development. Agenda 2030 emphasises the importance of gender equality not as a basic human right but also as a means to establishing peace, prosperity and sustainability. In that light, objective 5 aims to achieve gender equality and empowerment through the building of strength, self-esteem and awareness among all women and girls, ensuring full and effective participation at all levels in the decision-making processes that attend political, economic and public life.

In light of the above, the following section presents the main statistics relating to the student population, teaching staff and researchers through a gender analysis.

The main results show how: at all levels of the International Standard Classification of Education, more than half of Italy's university student population is permanently represented by women, who make up almost 57% of the total number of graduates, 49.4% of those enrolled in doctoral courses and 50.5% of the total number of PhD students.

Concerning the student population's distribution by gender and area of study in the 2018/2019 academic year, females accounted for 55.4% of total enrolments in degree programmes (there were 1,721,790 students in all). At 77.8%, the Humanities and the Arts has the highest share of females. The share of females falls moving towards programmes that traditionally draw males, such as Agricultural and the veterinary sciences (47.9% female) and Engineering and technology (27.1% of the students enrolled are female). In 2018, 57.1% of the 326,244 graduates were women, who at the same time comprised only 30.5% of those graduating with a degree in Engineering and technology. Lastly, the quantity of female graduates per 100 men in the various programmes was greater than the number of matriculated students. This includes for the "hard sciences", where the ratio of women to men is 37/100 of enrolments, with the share of female graduates at 44/100.

In the 2018/2019, females comprised only 49.4% of PhD students. In the Medical and health sciences, roughly two in three PhD students (65%) were female, while less than half of the PhD candidates in the Natural sciences and only around 1/3 (34.1%) of the candidates in Engineering and technology were female. Regarding "Research Doctor" the 50.5% of population are women and are distributed by sector similarly to female PhD students. Compared to the EU average, Italy achieves better results for both the proportion of women who completed their degree of Doctor of Philosophy about 51% and for the percentage of affiliation of women in STEM areas (43%) that is higher than Spain, the UK, France and Germany.

Moving from university education to academic career, data sharpen an inversely proportional relationship between female presence and career progression: women are the 40.5% of the 68,367 lecturers and researchers.

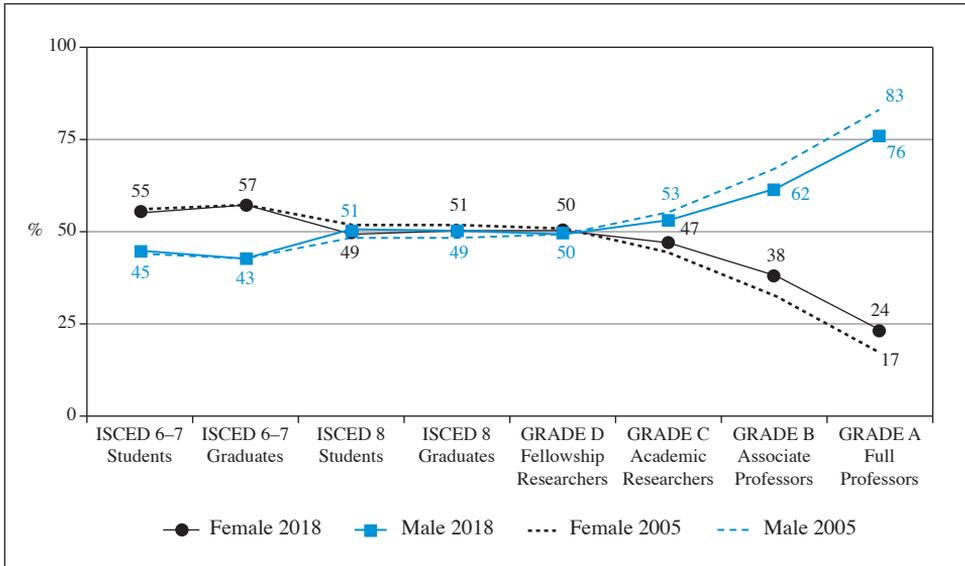


Fig. 1. Proportion of Women and Men in Common Academic Careers. Students, Teaching Staff and Researchers from 2005 to 2018

Source: Information and Statistical Heritage Management Focus, “Female Careers in Academia”, available on: <http://ustat.miur.it/documenti/> (accessed: March 2020).

In 2018, women made up about 50.1% of Fellowship Researchers, but only 38.4% of associate/assistant professors and 23.7% of full professors.

Comparing 2005 and 2018, positive changes occurred for women pursuing careers in academia. Nevertheless, the gap between women and men opens at grade D, one of the first steps in advancing one’s academic career in Italy. The gap between the female and male populations widens at grades A and B. Women comprise over 70% of those receiving grants in Medical and Health Sciences, but only 34% in Engineering and Technology.

The Glass Ceiling Index (GCI) is used by the European Commission in the three-year publication *She Figures 2018* (2019). It takes a value of 1 when there is perfect gender parity at Grade A and takes values above 1 as the underrepresentation of women at Grade A rises. The GCI is a further measure used to monitor vertical segregation and is based on the greater probability of women than men reaching the highest academic qualifications (Tesch *et al.* 1995, Schleifer & Miller 2017).

In 2018, the value of the GCI for Italy was 1.60. The index exhibits a decreasing trend over time and little deviation from the European average, suggesting Italian female academics’ situation is no worse than that of their European colleagues.

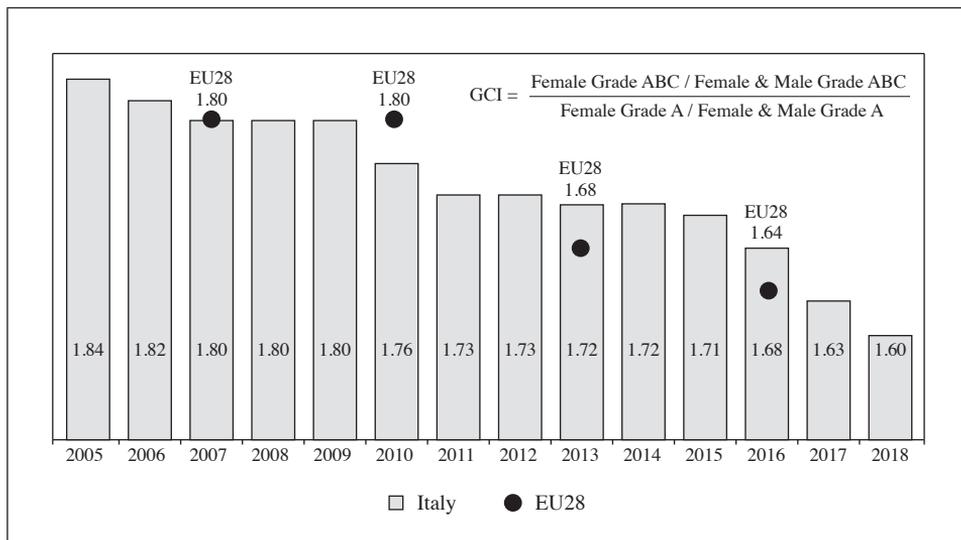


Fig. 2. Glass Ceiling Index in Italy and the EU, 2005–2018

Source: (*She Figures...* 2019).

Despite the empirical evidence, the pipeline phenomenon – which identifies unequal practices throughout one’s working life and follows the female career at every level, gradually increasing the probability that women, more often than men, will leave the job market – still persists in the countries of the EU (Melkas & Anker 2001, Ceci & Williams 2007, 2010, Weyer 2007, Lipka, Preston & Penner 2014).

6. Conclusion

From the point of view of gender, Italian academia displays complexities and difficulties on the one hand, but also successes and objectives achieved by universities engaged in the enhancement and diffusion of the principle of gender equality. Gender Budgeting is confirmed as a key tool to measure and monitor the level of gender mainstreaming, to assess the implications not only for women but in general for the least represented gender of each planned action in each area and at every level. In fact, it allows the efficiency and transparency of the University’s activities to be promoted and the useful elements to be highlighted so that improvements can be made. Its adoption attests to the assumption of responsibility on the part of governing bodies in pursuing the well-being of those who work within the university and in eliminating gender-based discrimination against not only for the main reference stakeholders (students, teaching and administrative

staff) but across academic society as a whole. It remains necessary to highlight, however, how a greater awareness of the advantages that the enhancement of diversity can bring on the whole community remains necessary.

The data shows that at Italian universities, the main problem lies in the limited number of female full professors, which translates into a very limited presence of women in “power” positions.

National data show that women in Italian universities have reached almost identical percentages as men for research positions (RTDA + RTDB + RU = 47% women). At the same time, there has been a general decrease in associate/assistant professor positions (40% women) and a sharp drop in higher full professor positions (24% women). However, when compared with data for the year 2000, there are strong increases in all positions with a significant 11% gain in the highest OP positions. However significant the growth may be, it remains very limited. In fact, if such linear growth rates were maintained, gender equality in the positions of full professors would be practically reached only in 2060.

The present analysis is essential to highlight, first, the usefulness of Gender Budgeting in informing the formulation of programmatic actions aimed at removing the obstacles that hinder the achievement of equal opportunities in the field of work and university training. Second, it also highlights the constant monitoring of the effects produced by the policies, measures and positive actions adopted by the University in this direction. Gender Budgeting is therefore included in an integrated cycle that sees it linked in particular to the gender equality plan. Furthermore, Gender Budgeting provides a series of indicators and measures capable of expressing the University’s commitment to pursuing Sustainable Development Goals, such as objective “5 – achieving gender equality and emancipating all women and girls” and the objective “10 – reduce inequality within and between nations”. But it must be formulated in synergy with the university system’s other programming and control tools, in particular with the Social Report. Therefore, the definition of the contents of this Gender Budgeting must be reflected in the previous versions of the document, to allow the comparability of the University’s performance over time.

The above reflections can be considered early synthetic indications of an analysis that could be a starting point for more detailed future studies. Indeed, the analysis undertaken could be more detailed and extended to countries beyond Italy. Furthermore, it would be interesting and useful to integrate the analysis using a broader diversity approach. The analysis of working well-being exposes “ancient” forms of inequality and hardship, and new forms of discrimination linked to age, illness, loneliness, the lack of infrastructure that favours working mothers and fathers with flexible times, or even with on-site kindergartens. Therefore, in rethinking the very concept of “academic identity” and of the organisa-

tional structure in all its components, the equal opportunities also affected the relationship between individuals and groups, working life and social and personal life, and access, inclusion and exclusion from these sectors, so that gender issues are revealed as a structural element of our academic and social reality in general.

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Kariery kobiet na włoskich uniwersytetach – rola strategii gender budgeting w osiągnięciu równości kobiet i mężczyzn

(Streszczenie)

Cel: Celem artykułu jest charakterystyka aktualnej sytuacji dotyczącej przebiegu kariery kobiet we włoskim środowisku akademickim oraz przedstawienie wniosków w zakresie wdrażania strategii *gender budgeting* na uniwersytetach.

Metodyka badań: Ramy teoretyczne artykułu zostały oparte na założeniach strategii *gender budgeting* oraz na zasadach działania Centralnego Komitetu Gwarancyjnego ds. Równych Szans na włoskich uniwersytetach (CUG). Przeanalizowano kariery kobiet na uniwersytetach we Włoszech, aby ustalić obecny poziom realizacji założeń równości płci w środowisku akademickim.

Wyniki badań: Potwierdzono wykorzystywanie strategii *gender budgeting* jako kluczowego narzędzia pomiaru i monitorowania poziomu zapewnienia równości płci na włoskich uniwersytetach, nie tylko w odniesieniu do kobiet, ale ogólnie do najmniej reprezentowanych płci, z perspektywy każdego planowanego działania, w każdym obszarze oraz na każdym poziomie organizacji. Strategia ta pozwala promować przejrzystość działań uczelni w zakresie równości płci oraz upowszechniać dobre praktyki, które zostały wcześniej wdrożone w różnych obszarach.

Wnioski: Analiza wskazuje, że strategia *gender budgeting* jest kluczowym narzędziem pomiaru i monitorowania poziomu wdrożenia założeń polityki *gender mainstreaming* na uniwersytetach. Zastosowanie tego narzędzia świadczy również o przyjęciu przez organy zarządzające odpowiedzialności za eliminację dyskryminacji ze względu na płeć, a tym samym ochronę i promowanie dobrobytu pracowników uniwersytetów.

Wkład w rozwój dyscypliny: Analiza karier kobiet w środowisku akademickim na włoskich uniwersytetach i roli *gender budgeting* zaprezentowana w artykule ma na celu wniesienie wkładu do dyskusji naukowej na temat roli tej strategii w przeciwdziałaniu nierówności płci i poprawie ogólnych wyników uniwersytetów.

Słowa kluczowe: *gender mainstreaming*, *gender budgeting*, różnorodność płciowa, uniwersytety, Włochy.