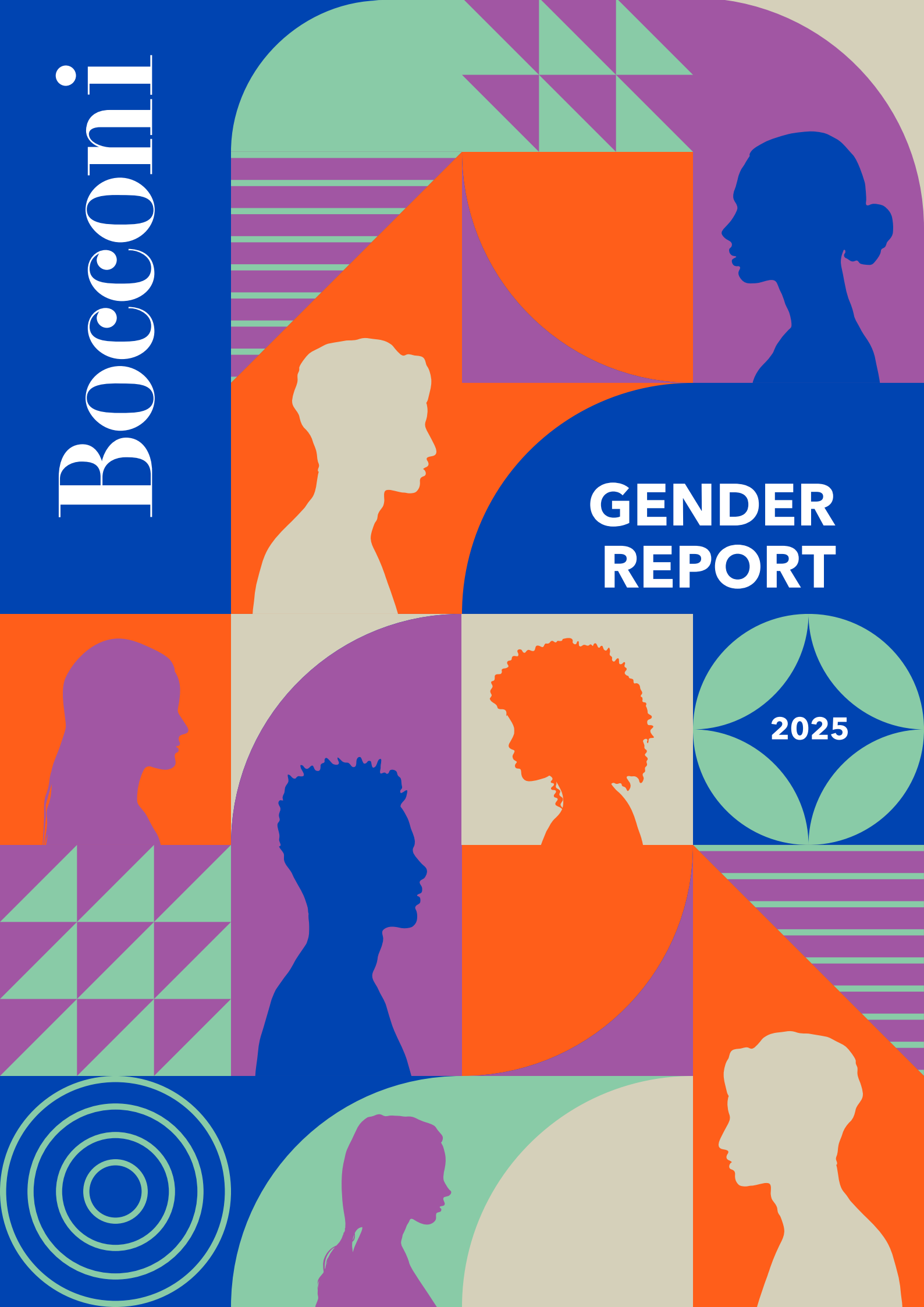


Bocconi

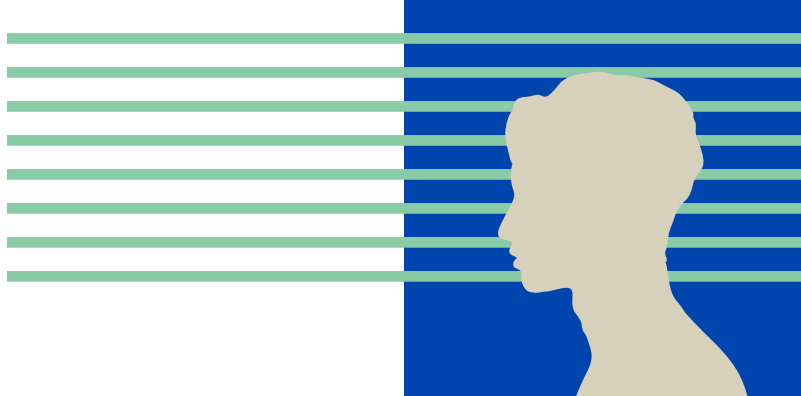
**GENDER
REPORT**

2025





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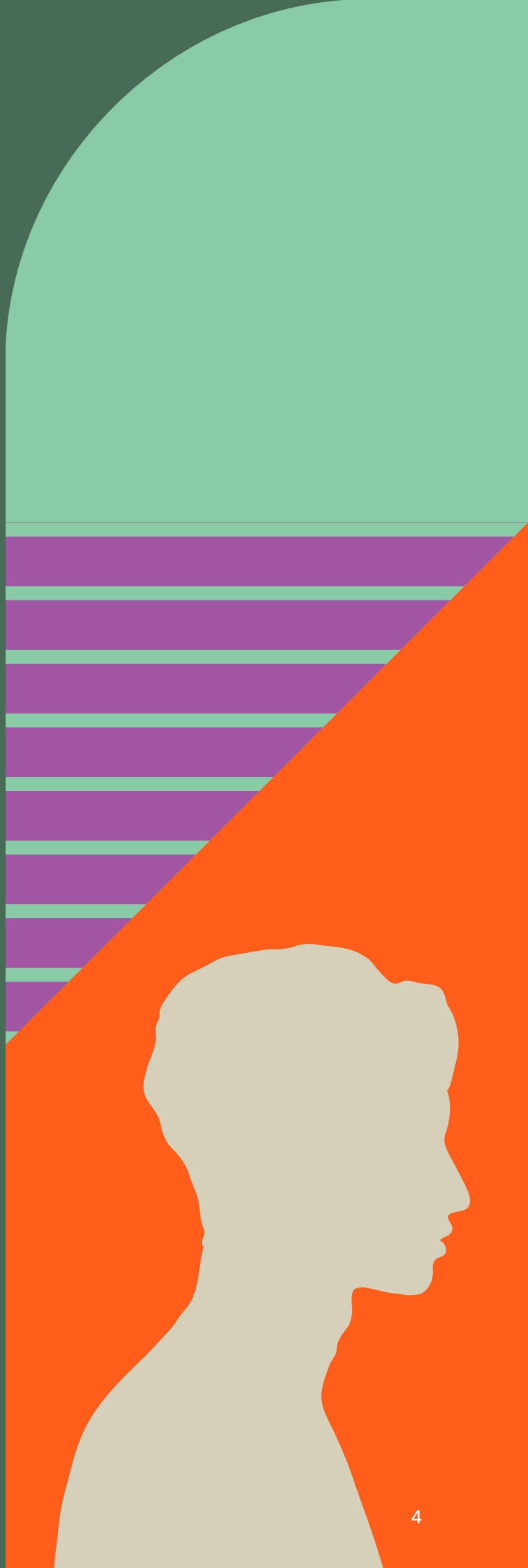
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INTRODUCTION





Francesco Billari
Rector



Riccardo Taranto
Managing Director

Presentation

We are pleased to share the latest edition of the Bocconi University Gender Report (2025), presented at the meeting of the Rectoral Committee held on 10 February 2026, which forms part of an established and recognized path of promoting gender equality and equal opportunities within the Bocconi academic community.

In its role as an instrument of analysis and disclosure, the Gender Report offers a systematic account of the gender dynamics present at Bocconi University. Its periodic revision speaks to the University's commitment to monitoring the evolution of its policies and the effectiveness of the actions it has undertaken over time, a pledge further underlined by the path it has undertaken to acquire Gender Equality Certification, which represents both an achievement and a responsibility.

This document complements the Inclusive Gender Equality Plan (2024 edition, pertaining to the 2025–2027 three-year period), which constitutes the main planning tool used by the University to develop and implement continuous improvement actions in the field of inclusion, with particular focus on gender equality. In addition, this Report also makes reference to the University's new Diversity and Inclusion strategy, as defined in the University's Strategic Plan 2026–2030.

Prepared in compliance with the Guidelines for Italian University Gender Reports of the Conference of Italian University Rectors (CRUI), the Bocconi University 2025 Gender Report highlights the current situation regarding the participation of men and women in the different areas of the University — students, faculty, staff and governance — with particular focus on the 2023–2024 two-year period, and is therefore an essential tool for critically assessing the status quo and highlighting the progress that has been made.

The Gender Report aims to plot the University's path toward full and effective gender equality and to contribute to the spread of an organizational culture based on the values of gender equality, inclusion and the promotion of diversity, respect and protection for human dignity, transparency and equality, prevention of all forms of discrimination and harassment, and social responsibility. A heartfelt thank you goes to Professor Paola Profeta, Dean for Diversity, Inclusion and Sustainability, who together with her Inclusion Service team and all the people who contributed to the collection of data and information, strongly championed the idea of equipping the University with this instrument and making it a central element of its path towards an increasingly tangible, measurable and shared form of equality.



Paola Profeta
Dean for Diversity,
Inclusion and
Sustainability

Our Mission

Building on the first edition of the *Gender Report (2023)* and the *Inclusive Gender Equality Plan (IGEP 2025–2027)*, the second **Bocconi University Gender Report (2025)**, presented at the meeting of the Rectoral Committee held on 10 February 2026, is part of the broader path outlined by the Strategic Plan 2026–2030 aimed at consolidating our commitment to creating a fair and inclusive environment based on the values of diversity and social sustainability. In addition, it also serves as a monitoring tool that strengthens our process of continuous improvement and supports the University in its acquisition of **Gender Equality Certification**, expected in the first half of 2026.

A key figure in the area of diversity and inclusion is the **Dean for Diversity, Inclusion and Sustainability**, a role which I hold. Established in 2019, this figure coordinates the Committees, Department Delegates and the inclusion activities aimed at the University population, as well as initiatives in the area of research, teaching and personal wellbeing. These include:

- **Equal Opportunities Committee:** Defines, supervises and monitors the University's diversity, equality and inclusion policies and serves as the Steering Committee for Gender Equality. It also promotes a culture of equality aimed at ensuring equal opportunities and equal treatment, with respect for all forms of diversity.
- **Inclusion, Disability and Wellbeing Committee:** Is responsible for inclusion policies aimed at people with disabilities and specific learning disorders, as well as initiatives dedicated to wellbeing and mental health.
- **Alias Committee:** Manages the assignment of "alias" careers to those who work or study at the University, allowing transgender or gender nonconforming people to use a name other than their legal name in order to promote diversity and prevent any form of discrimination.
- **Sustainability Committee:** Promotes and coordinates sustainability projects and initiatives, with particular focus on environmental impact (e.g. reducing material consumption and conserving raw materials, energy savings and emissions reduction, urban mobility).
- **CASA Committee** (Coordination of Student and Association Activities): Evaluates requests and activities promoted by student associations.
- **Department Delegates for Diversity, Inclusion and Sustainability:** Facilitate the interdepartmental exchange of information on policies, projects and awareness-raising actions, and foster cooperation among Departments on diversity issues.

- **Anti-Discrimination Counselor:** Oversees the Anti-Discrimination Service Desk and serves as the point of contact for all episodes of discrimination, harassment or other inappropriate behavior. This figure operates independently and guarantees listening and confidentiality.
- **Inclusion Service:** Through the development of projects, initiatives and dedicated services, this office puts the University's pledges into practice by promoting diversity, inclusion, accessibility, equal treatment and multiculturalism, in collaboration with the different areas of the University.

The University underlines its commitment to integrating gender equality and diversity issues in its teaching activities with specific courses on these topics and the widespread adoption of good inclusive teaching practices.

Lastly, Bocconi University is involved in research activities on gender equality through the activities of the **AXA Research Lab on Gender Equality**. Funded in part with the contribution of the AXA Research Fund and AXA Italia, the Lab promotes research on gender issues in the social sciences, involving all areas of gender economics, gender policies and diversity management.

Universities play a fundamental role in promoting gender equality, ensuring a gender balance among students in different fields of study and within the faculty at all levels, respect for diversity and inclusion in teaching, the advancement of research on these issues, the development of role models for the next generations and — in general — their ability to create an inclusive culture. This is the focus of our commitment. The ultimate goal is to guarantee equal opportunities for everyone and to create an efficient system that attracts and develops talent, broadens people's horizons and improves results by rewarding merit.

Paola Profeta
Dean for Diversity, Inclusion and Sustainability

Methodological Note

This publication presents an analysis of the student body, the faculty, the staff and the governance. Data were provided internally by the various competent units and, in some cases, compared with ministerial databases.

Data mainly refer to the **years 2023** and **2024** and, in the case of time series, the five-year period from 2020 to 2024. An exception is the “Governance” section, for which the decision was made to consider the most recent academic years, 2024–2025 and 2025–2026.

The analysis is based on the parameters defined by the Guidelines for Italian University Gender Reports by the CRUI Group for Gender Reports. In compliance with these guidelines, the study programs considered in the chapter “Analysis of the Student Body” are Bachelor, Master of Science, Master of Arts and PhD programs. It should therefore be noted that data relating to Bocconi Specialized Master programs or SDA Bocconi School of Management’s educational offer are not included in this document. In the “Faculty” section, the analysis focuses on Bocconi University’s Full Professors (FP), Associate Professors (AsCP) and Assistant Professors (AsTP).

To strengthen the link with planning activities and highlight the University’s ongoing commitment to promoting gender equality, the closing section of the Gender Report describes the actions carried out in 2025 (first year of implementation of the Inclusive Gender Equality Plan 2025–2027) and the actions planned for the subsequent two-year period.

Finally, it should be emphasized that Bocconi University adopts every possible measure to promote gender equality and inclusivity, including the use of language that is as neutral as possible with respect to gender and other forms of diversity; where necessary — as in this document — the generic masculine may be used, intended as an inclusive form referring to all people who may be concerned.



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research centers

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PARKING

CONTEXT ANALYSIS



CONTEXT ANALYSIS

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



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

Bocconi Community by Gender

[Table 1](#) highlights three clear trends:

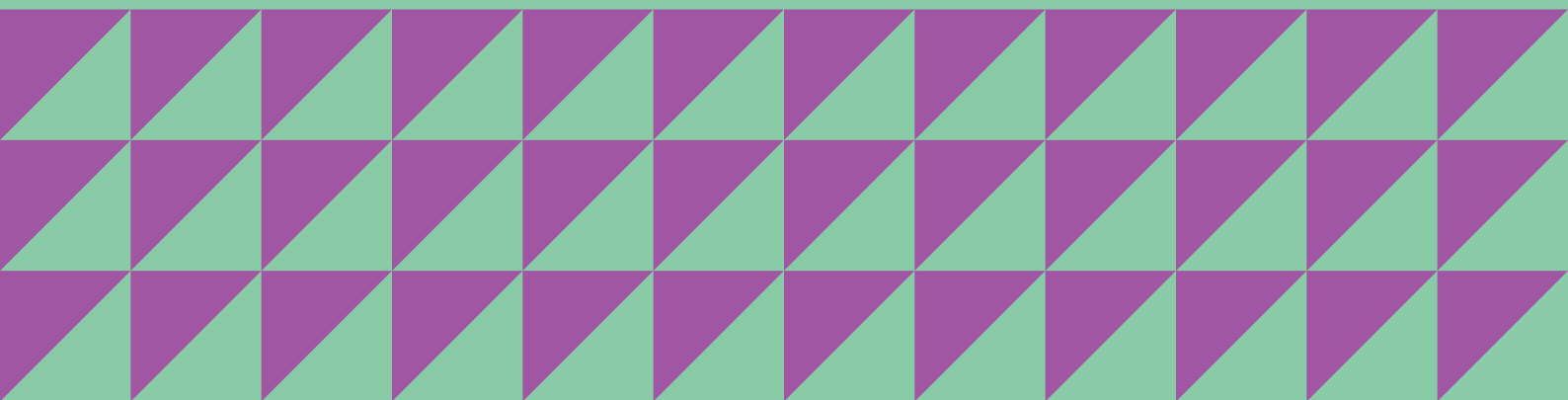
- **Students.** There is a gradual trend towards parity across the student body as a whole: the percentage of female students rose from 41.7% in 2022 to 43% in 2024, while the percentage of male students fell from 58.3% to 57%.
- **Faculty.** The majority of the teaching staff are still male (about 70%), though the share of women increased slightly from 29.4% to 30.1%.
- **Staff.** The opposite is true among the staff which is predominantly female (over 72% women) and this percentage has been increasing.

The overall picture is therefore that of a University in which the student body and faculty are still predominantly male but slowly becoming more balanced, and the staff remains largely female.

Table 1: Bocconi Community by Gender

	2022	2023	2024
STUDENTS			
● Women	41.7%	42.4%	43%
● Men	58.3%	57.6%	57%
FACULTY			
● Women	29.4%	29.6%	30.1%
● Men	70.6%	70.4%	69.9%
STAFF			
● Women	72.6%	73%	73.4%
● Men	27.4%	27%	26.6%

STUDENTS



1. Analysis of the Student Body

In 2024–2025 the overall student body is predominantly male: female students make up 43% of enrolled students, while male students make up 57%, indicating an ongoing imbalance.

TOTAL STUDENTS
ENROLLED
IN THE 2024–2025
ACADEMIC YEAR

43%
WOMEN

57%
MEN

Students Enrolled by Academic Year, Degree Type, Program Area and Gender

As shown in [Figure 1.1](#) and [Figure 1.2](#), the gender distribution of enrolled students confirms the presence of **divergences between fields of study**.¹ In **Bachelor** programs there is a clear prevalence of male students in **STEM** and in **Economics and Finance** (about 65–70% in 2023–2024 and 2024–2025), while female students form the majority in **Political Science** (from 57.4% to 58.4%) and remain slightly underrepresented in **Management** (45% in both years).

In **Master of Science** programs the gender imbalance is smaller but does not disappear: in **STEM** and in **Economics and Finance** male students remain prevalent (over 60% and 75%), despite a slight increase in the percentage of female students in STEM programs in 2024–2025. In Political Science there has been a shift from a slight female majority in 2023–2024 (51.3% women) to a slight male majority in 2024–2025 (53.7% men), while in **Management** there has been progress towards parity with women students increasing from 45% to 46.7%.

With a percentage that has risen from 56.8% to 57.6%, female students continue to dominate **Master of Arts** programs (Law area), confirming the prevalence of women studying **Law**.

¹ For the list of study programs by field of study, see [Annex](#) (2023–2024 and 2024–2025 academic years)

CONTEXT ANALYSIS

In **PhD programs**, male students continue to significantly dominate some areas, particularly **STEM** and **Economics and Finance** where they account for approximately two-thirds of enrollees, though the percentage of female students in STEM programs has risen from 17.9% to 26.9%. Gender parity is closer in other areas, though the numbers of PhD students are too limited to draw more general conclusions.

Overall, we are thus continuing to see patterns of **horizontal segregation**: men are concentrated in STEM and Economics and Finance, while women are more represented in Law, with some signs of an improved balance (especially in Master of Science programs in STEM and in some PhD programs). There have also been slight setbacks, such as the development of a male prevalence in Master of Science programs in Political Science.

Figure 1.1: Percentage of Students Enrolled by Academic Year, Degree Type, Program Area and Gender – 2023

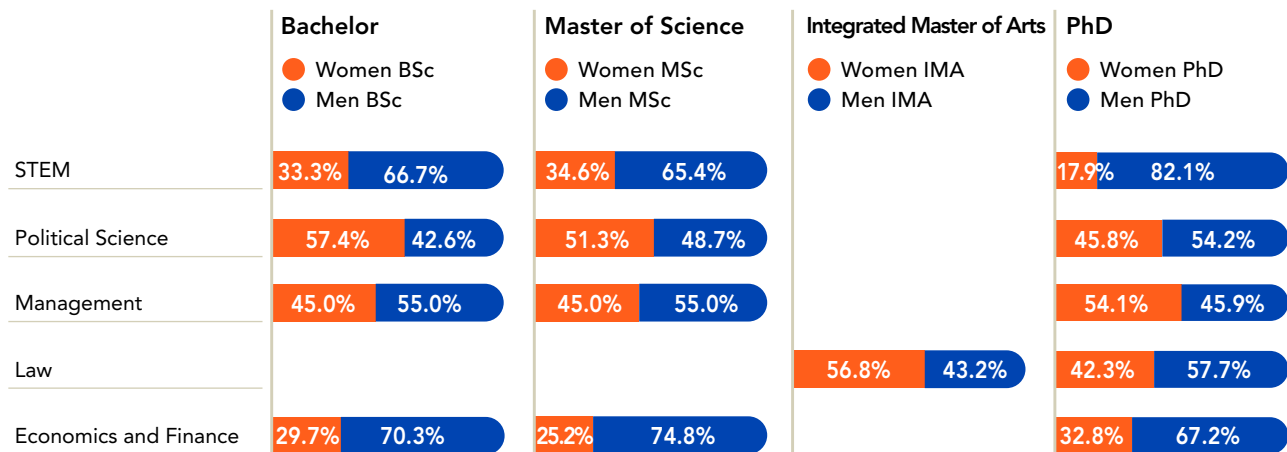
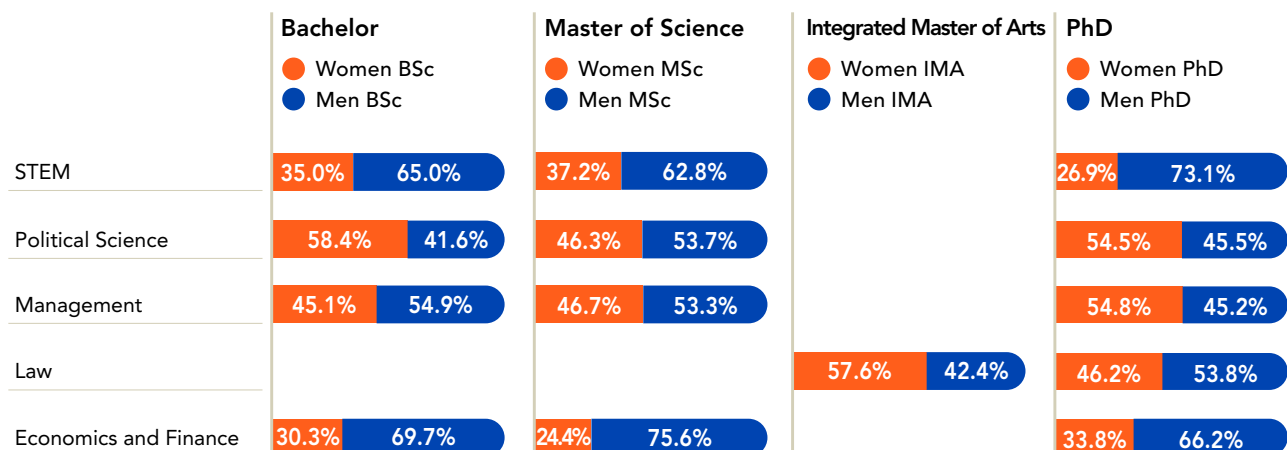


Figure 1.2: Percentage of Students Enrolled by Academic Year, Degree Type, Program Area and Gender – 2024



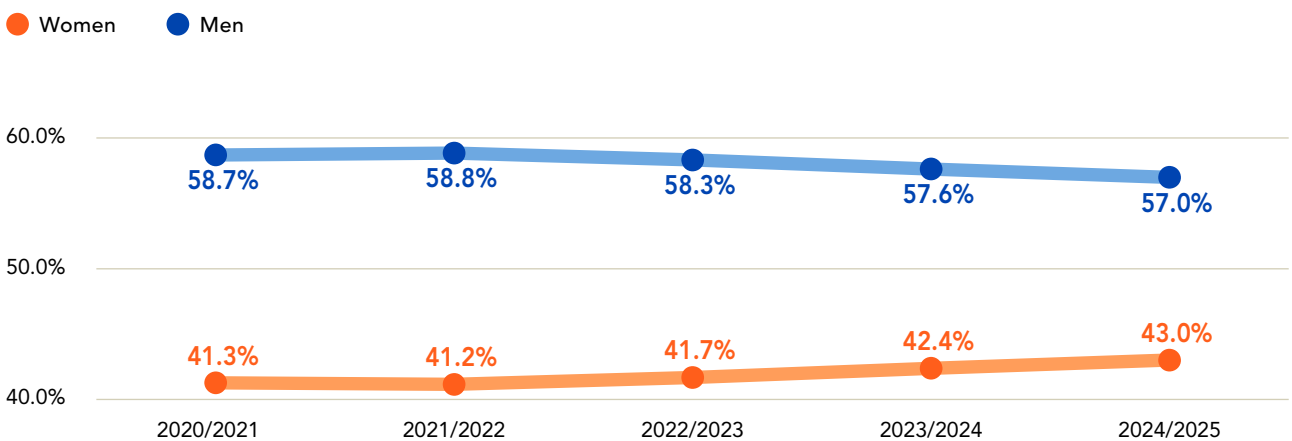


Student Body by Gender and Program Area

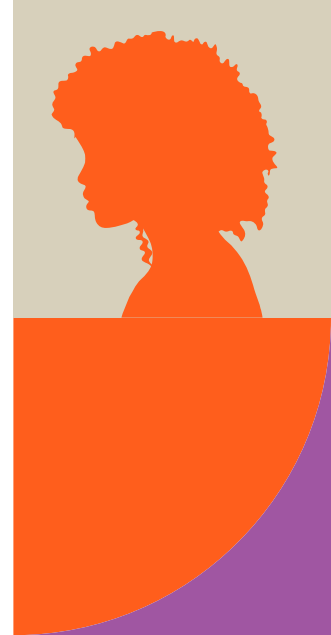
The time series presented in [Figure 1.3](#) shows a **consistently male majority student body** that is slowly becoming more balanced over time. From 2020–2021 to 2024–2025, the percentage of **male students** changed from around **58.7%** to **57%**, while that of **female students** rose from **41.3%** to **43%**.

The general trend is therefore stable albeit with a **slight increase in female representation** over the five-year period, indicating a progressive yet gradual shift toward parity in the overall student population.

Figure 1.3: Student Time Series by Gender from 2020 to 2024



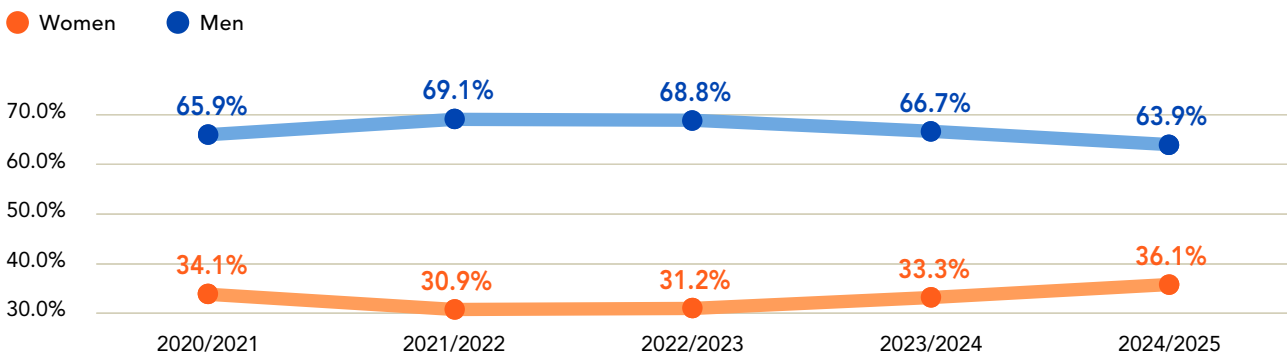
CONTEXT ANALYSIS



With reference to individual fields of study:

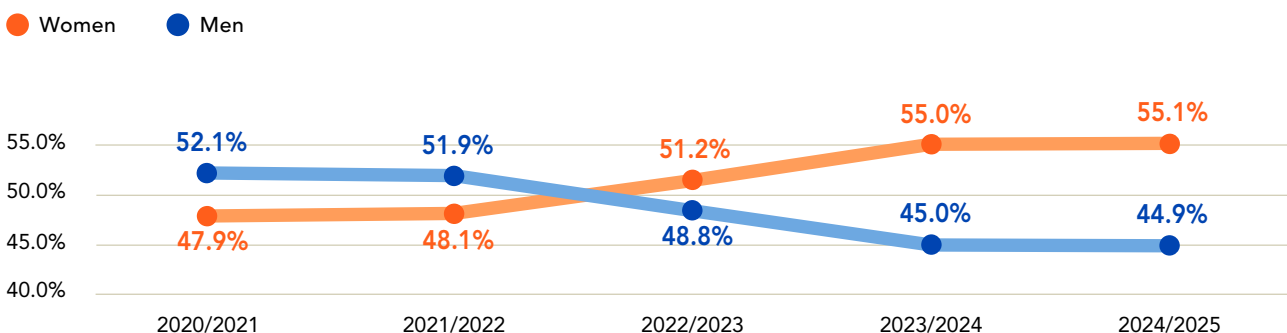
STEM (Figure 1.4). The STEM student body remains consistently male-dominated: men continue to account for over 60%, with a peak near 70% in 2021–2022 and a gradual decline to about 63.9% in 2024–2025. Women therefore account for between 30% and 36.1%, with a slight rise in the last two years after the minimum recorded in 2021–2022. The numbers are therefore showing slight signs of balancing out, albeit against the backdrop of a strong male predominance.

Figure 1.4: Student Time Series by Gender and Program Area from 2020 to 2024 STEM



Political Science (Figure 1.5). This field tends to gravitate around gender parity, displaying a **male prevalence** in 2020–2021 and 2021–2022 (around 52%) followed by a **female prevalence** in the subsequent years (55% in 2023–2024 and 2024–2025).

Figure 1.5: Student Time Series by Gender and Program Area from 2020 to 2024 Political Science



CONTEXT ANALYSIS

Management. Figure 1.6 shows a stable situation that is slowly becoming more balanced:

- Men have remained the majority throughout the period, albeit falling from 55.6% in 2020–2021 to 54.3% in 2024–2025.
- The number of women has gradually increased from 44.4% to 45.7% over the same period.

In summary, although the Management area remains predominantly male, there has been a gradual increase in female representation, which slightly reduces the gender gap in the student population.

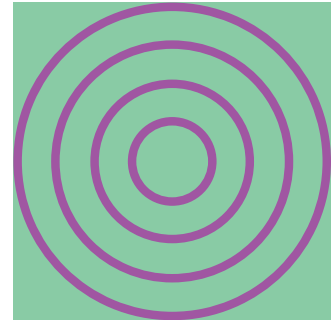
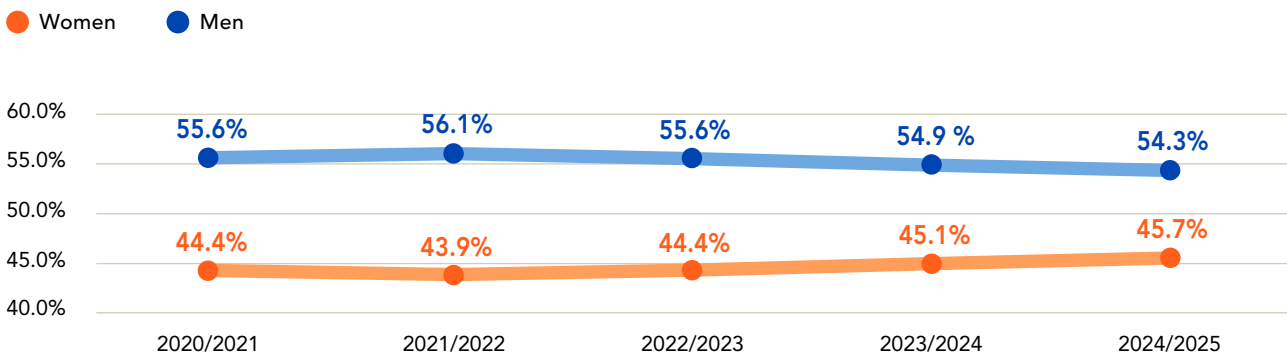
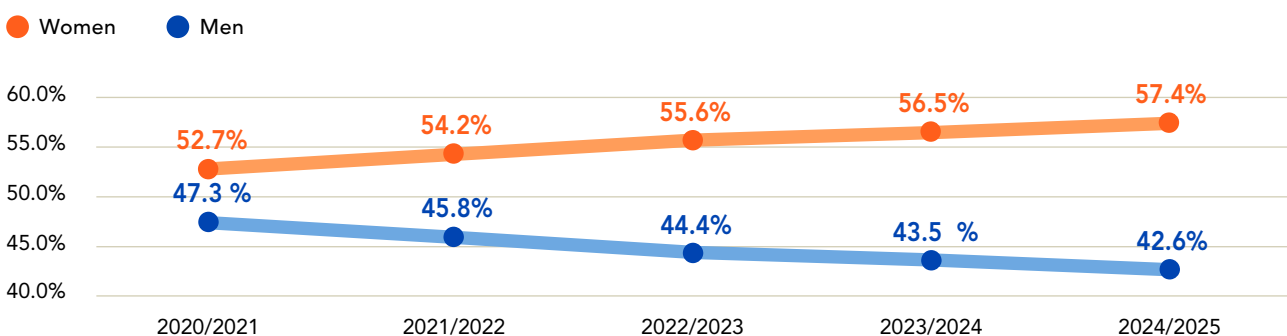


Figure 1.6: Student Time Series by Gender and Program Area from 2020 to 2024 Management



Law (Figure 1.7). In Law programs women **consistently represent the majority** and their presence has increased over time: from 52.7% in 2020–2021 up to 57.4% in 2024–2025. The percentage of men has progressively declined from 47.3% to around 42.6% in the most recent year.

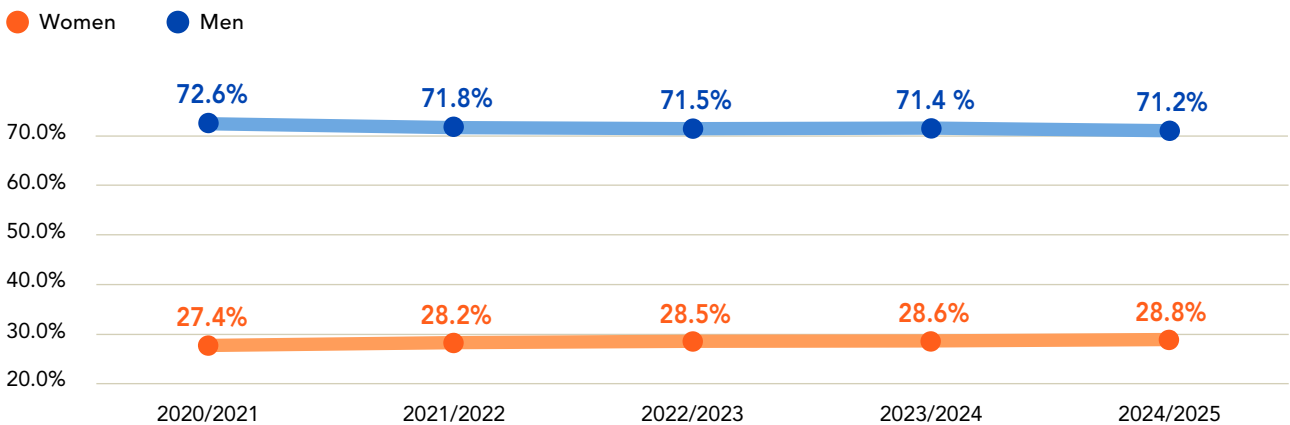
Figure 1.7: Student Time Series by Gender and Program Area from 2020 to 2024 Law



CONTEXT ANALYSIS

Economics and Finance (Figure 1.8). In this area the student body is **heavily skewed toward men**, who consistently account for over 71–72% of the total. The share of female students fluctuates around 27–29% without any significant trends, indicating a particularly persistent gender segregation.

Figure 1.8: Student Time Series by Gender and Program Area from 2020 to 2024 Economics and Finance

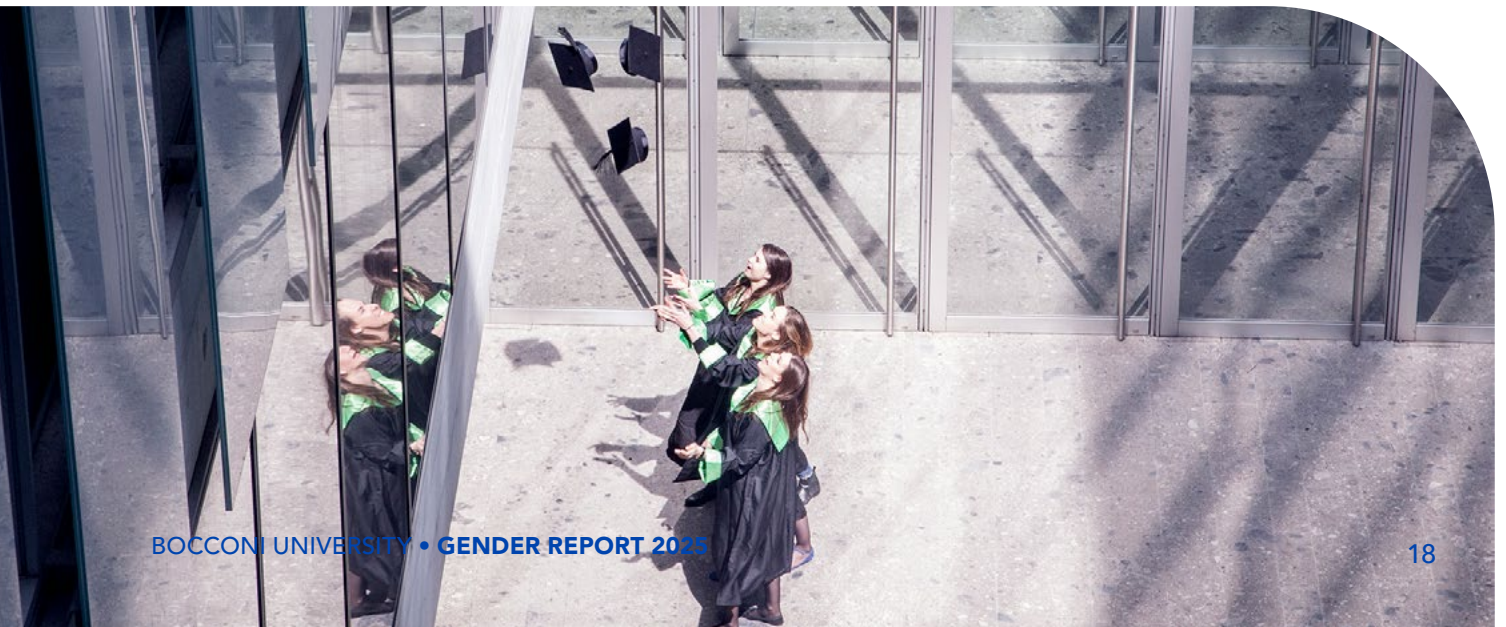


In 2024–2025, the total number of male and female graduates was approaching parity with a **slight male prevalence**: women represented 44.7% and men 55.3%. Parity has not yet been achieved and a male prevalence of about 10 percentage points is observed.

TOTAL GRADUATES 2024–2025 ACADEMIC YEAR

44.7%
WOMEN

55.3%
MEN



Breakdown of Graduates by Graduation Grade

The distribution of graduation grades is **very similar for both women and men** and concentrated in the upper ranges. In 2023–2024 (Figure 1.9), over **65%** of graduates of both genders achieved a **grade equal to or higher than 101**, with a higher male presence in the **110 cum laude** bracket (24.9% men versus 19.9% women) and a slightly higher female share in the **101–110** brackets. The lowest scores (66–90) apply to a minority and are slightly more frequent among men (10.6% versus 9.1%).

In 2024–2025 (Figure 1.10), the trend remained stable, with a slight improvement for both genders: the share of graduates achieving 110 cum laude increased (up to 25.8% for men and 22.9% for women) and the percentages in the lower grade brackets remain low and still slightly higher among men (9.5% versus 8.3% below 91).

Overall, therefore, no large performance gaps emerge between female and male students: both groups are concentrated primarily in the mid-high ranges, with men slightly more present at the extremes (both among the lower grades and among 110 cum laude) and women somewhat more numerous in the high but not extreme ranges.



Figure 1.9: Breakdown of Graduates by Graduation Grade – 2023-2024 academic year

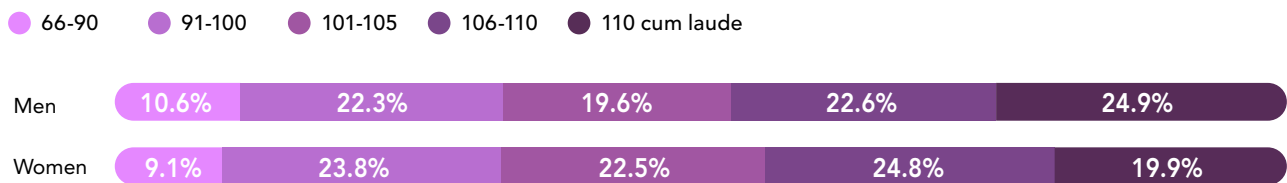
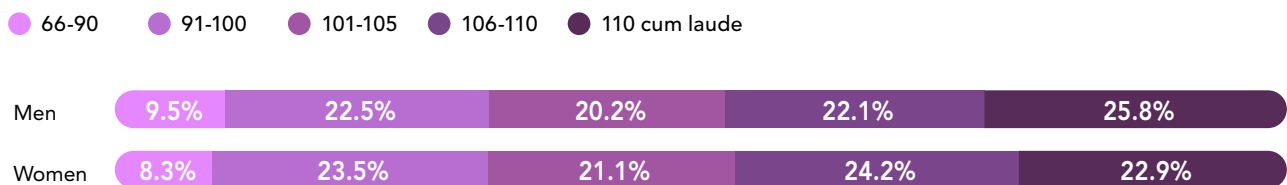


Figure 1.10: Breakdown of Graduates by Graduation Grade – 2024-2025 academic year

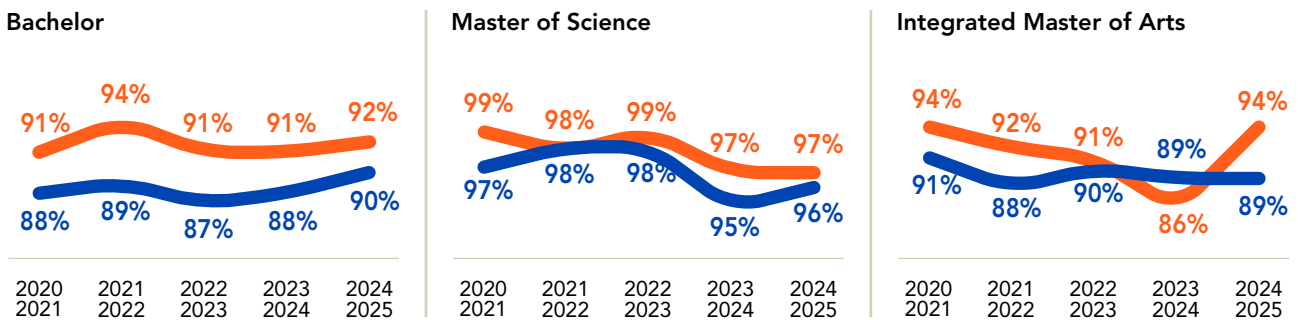


Percentage of Students Graduating on Time

Over the last five years (Figure 1.11), the percentage of students graduating on time has remained high across all degree programs, with generally small gender differences. In **Bachelor programs**, the percentages remain stable at high levels and women consistently score higher than men (in 2024–2025: **92%** vs **90%**). In **Master of Science programs**, the levels are very high (**95–99%**) and the gender gap is minimal (in 2024–2025: **97%** women, **96%** men). In **Master of Arts programs** the trend is more variable: after declining until 2023–2024 (with women at **86%** and men at **89%**), in 2024–2025 there was a sharp uptick for women (**94%**) with men remaining stable (**89%**).

Figure 1.11: Students Graduating on Time 2020 to 2024

● Women ● Men



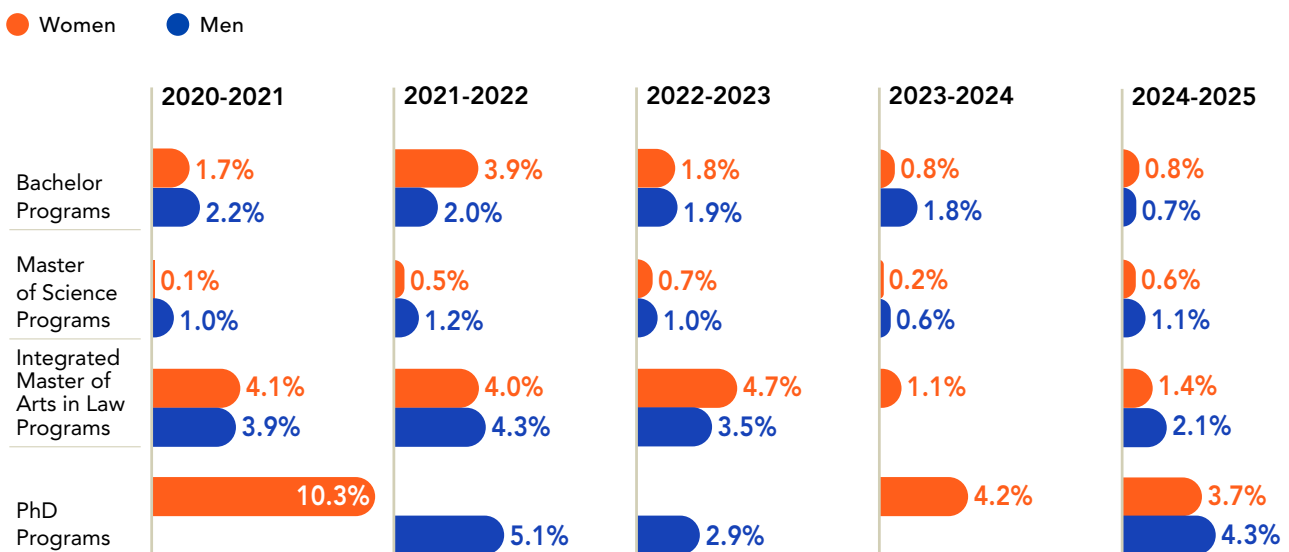
Dropout Rate

In the five years covered in [Figure 1.12](#), the dropout rates remain very low across all degree programs with values almost always below 2–3% and limited gender differences.

- **Bachelor programs:** The dropout rate is low and similar for women and men with small year-to-year fluctuations but no systematic gender disadvantage.
- **Master of Science programs:** This is the degree type with the lowest rates overall (always around or below 1%), slightly higher for men in some years.
- **Master of Arts programs:** Rates are higher compared with other degree programs, especially in the early years (around 4%), but show a progressive reduction down to about 1–2% in 2024–2025. Here, too, gender differences are modest and alternate between years with higher values for women and years with higher values for men.
- **PhD programs:** There is greater variability (with a female peak in 2020–2021 and trends reversed in subsequent years), likely linked to the smaller numbers, but still around relatively limited percentage values.

Overall, therefore, dropout is a minor phenomenon and does not show structural gender imbalance patterns except for some fluctuations in PhD programs and Master of Arts programs.

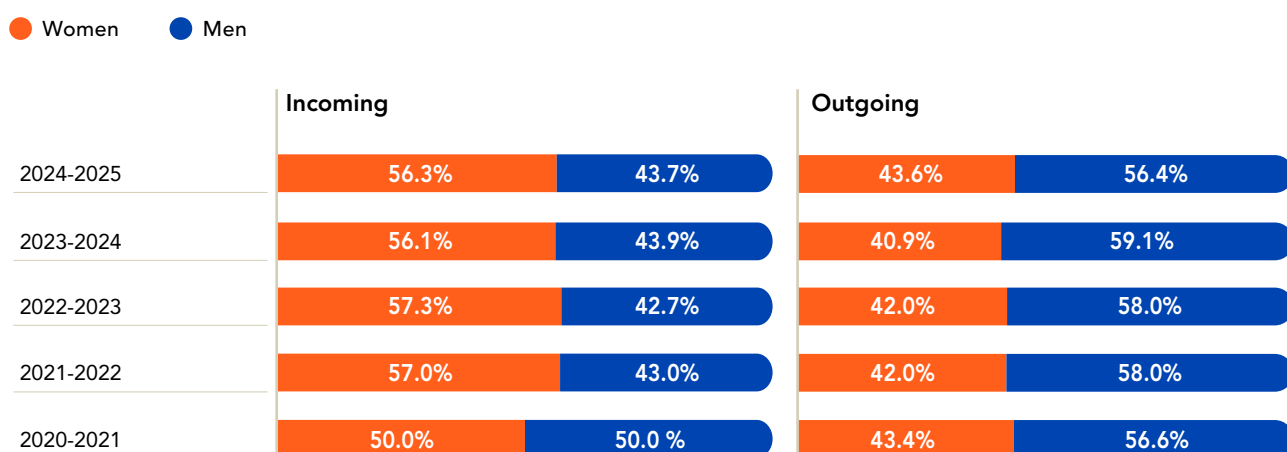
Figure 1.12: Dropout Rate 2020 to 2024



Incoming and Outgoing Students in International Exchange Programs

Figure 1.13 show the gender breakdown of students participating in international exchange programs over the last five years. In terms of **incoming** programs, the share of female students is always higher than that of male students and remains steadily above 55% (except for academic year 2020–2021). As for **outgoing** programs, there is a constant, albeit modest, prevalence of men (about 56–59%), indicating lower female participation.

Figure 1.13: Percentage of Students in Incoming and Outgoing International Exchange Programs from 2020 to 2024



Employment and Pay Gap

The following figures present data on the employment and gender pay gap of graduates of Master of Science and Law programs. For Bachelor programs, the number of students directly entering the labor market is limited and thus was not the subject of analysis.

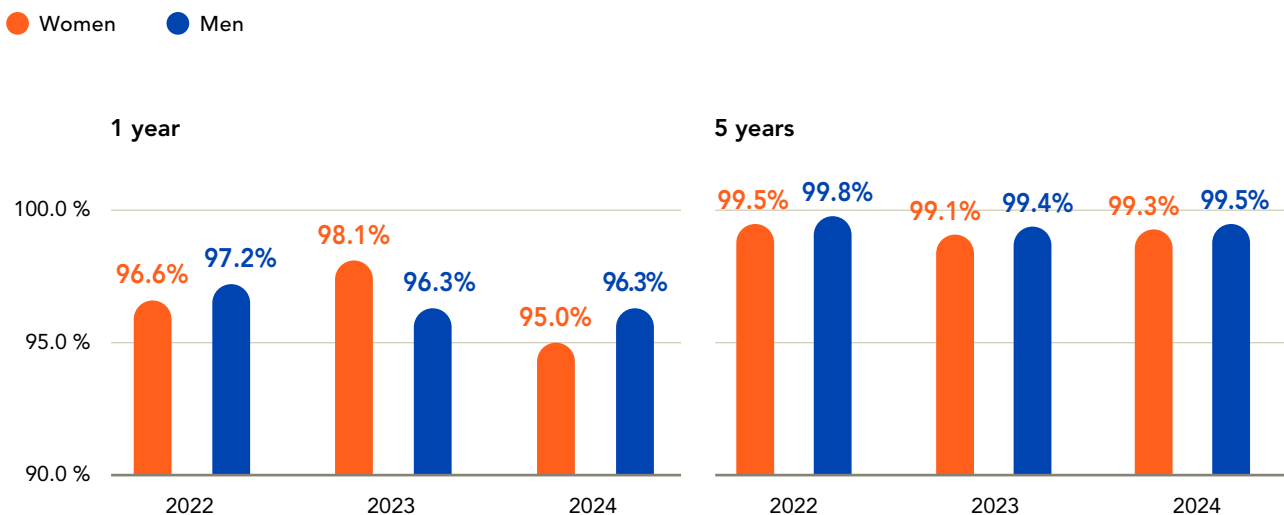
The gender pay gap was calculated using the following formula:

$$(average\ male\ salary - average\ female\ salary) / average\ male\ salary$$

Employment Rate – 1 and 5 Years After Graduation from a Master of Science Program – 2022 to 2024 (Figure 1.14)

Employment rates at **one year** after graduation are very high for both gender groups (equal to or above 95%) with male employment higher in 2022 and 2024. **Five years** after graduation, employment for women and men is steady at around 99% with minimal gender differences.

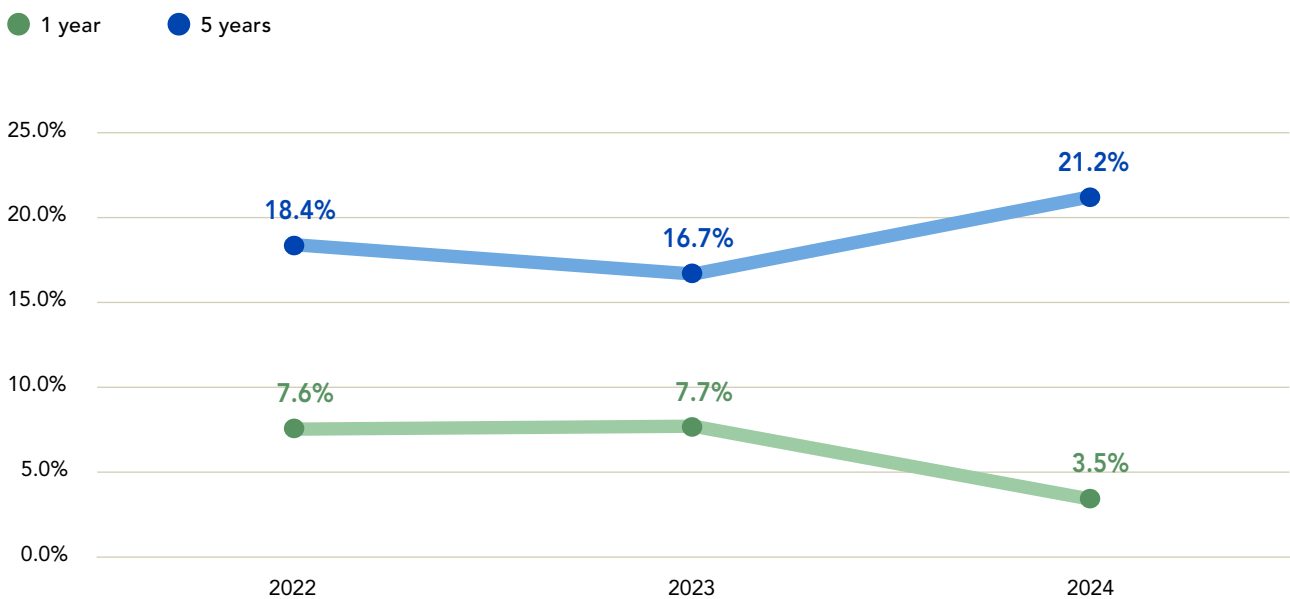
Figure 1.14: Employment Rate – 1 and 5 Years After Graduation from a Master of Science Program – 2022 to 2024



Gender Pay Gap – 1 and 5 Years After Graduation from a Master of Science Program – 2022 to 2024

Figure 1.15 shows the gender pay gap between **male and female Master of Science graduates** one and **five years after graduation**. In all years considered the gap is greater five years after graduating, when it comes to around 17–21%, indicating that as careers progress male pay grows more rapidly than female pay. **One year after graduating** the gap is smaller (about 7–8% in 2022–2023) and decreased significantly in 2024, down to about 3.5%. This dynamic suggests an improvement in pay equity early in career paths but also highlights a marked gap in the medium term.

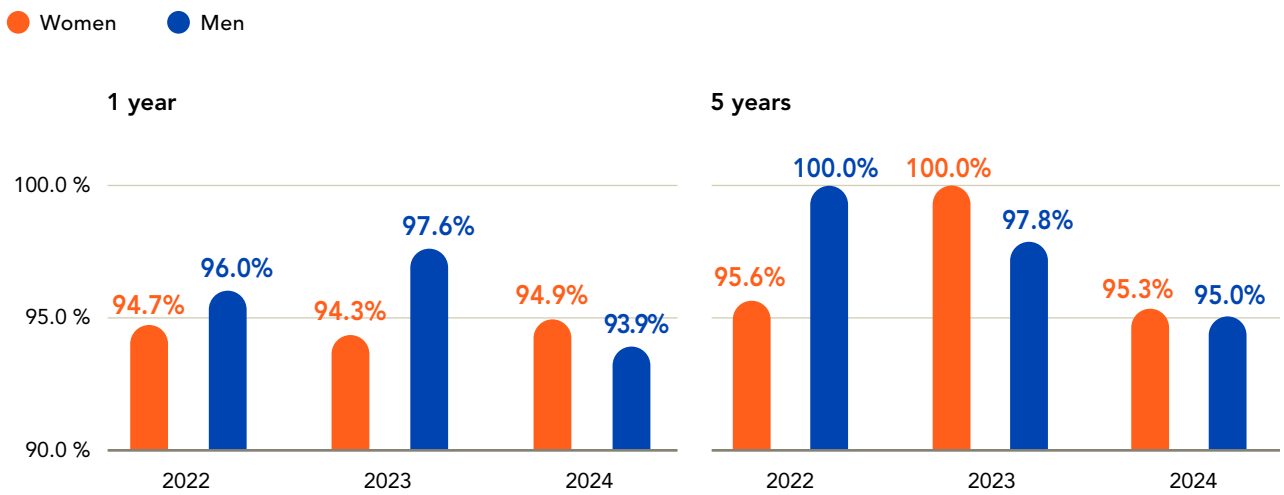
Figure 1.15: Gender Pay Gap – 1 and 5 Years After Graduation from a Master of Science Program – 2022 to 2024



Employment Rate – 1 and 5 Years After Graduation from a Law Program – 2022 to 2024

For **degree programs in Law** (Figure 1.16) both women and men enjoy very high **employment levels** both one and five years after graduation (generally above 94–95%) with modest and non-systematic gender differences: after one year the percentage of employed women was slightly lower than that of men in 2022–2023, while in 2024 women enjoyed a slightly higher employment rate. Five years after graduation, the employment rate is between 95% and 100% in all observed years.

Figure 1.16: Employment Rate – 1 and 5 years After Graduation from a Law Program – 2022 to 2024

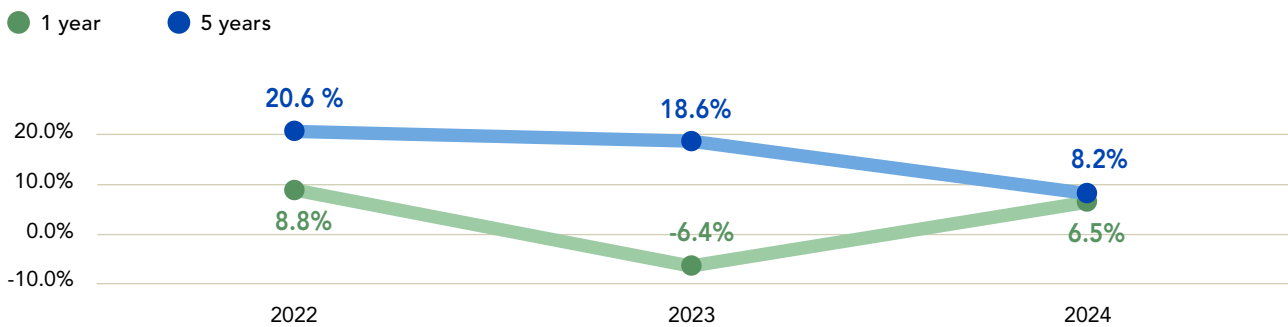


CONTEXT ANALYSIS

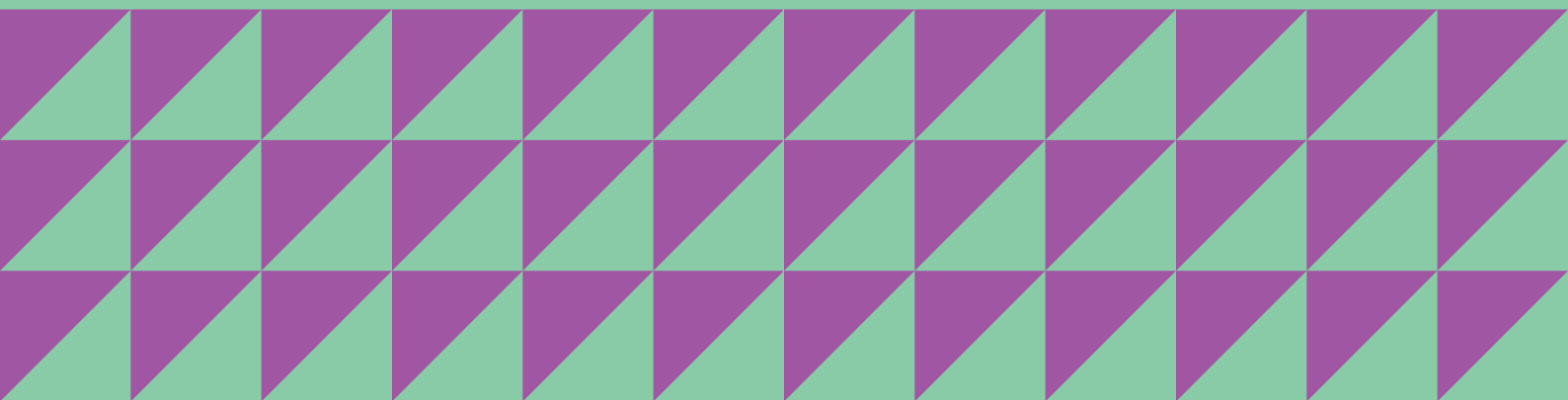
Gender Pay Gap – 1 and 5 Years After Graduation from a Law Program – 2022 to 2024

Regarding the **remuneration** of Law graduates ([Figure 1.17](#)), the gender pay gap was particularly marked in 2022 (about 9% at one year and over 20% at five years after graduation in favor of men), but has fallen rapidly in subsequent years: in 2023 there was a reversal in the trend at one year after graduation with average salaries slightly higher for female graduates, while in 2024 the gap was small at both one year (6.5%) and five years (8.2%) after graduation. Overall, for Law the pay gap therefore tends to be decreasing more sharply as compared with Master of Science degrees, gradually approaching parity.

Figure 1.17: Gender Pay Gap – 1 and 5 Years After Graduation from a Law Program – 2022 to 2024



FACULTY



2. Analysis of the Faculty

In 2024 women represented **30.1%** of the Bocconi Faculty, a figure that is steadily growing.

The following section provides an in-depth study of the gender breakdown of different academic roles, making it easier to see where the main differences are concentrated.

2024

30.1%
WOMEN

69.9%
MEN

KEY

- FP Full Professors
- AscP Associate Professors
- AstP Assistant Professors

Breakdown of Faculty

Between 2020 and 2024 the teaching staff was **predominantly male** with women slowly taking up more positions ([Figure 2.1](#)). In fact, the number of **female** faculty members rose from **27.9%** to **30.1%** with the percentage of **men** falling from **72.1%** to **69.9%**. Though the overall trend is therefore stable, the **gradual increase in female representation** slightly reduces the gap even if about two thirds of faculty positions are still held by men.

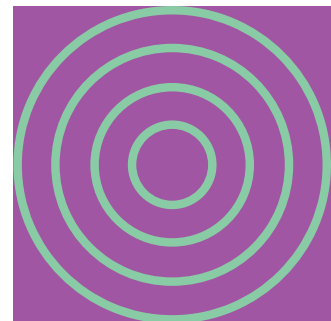
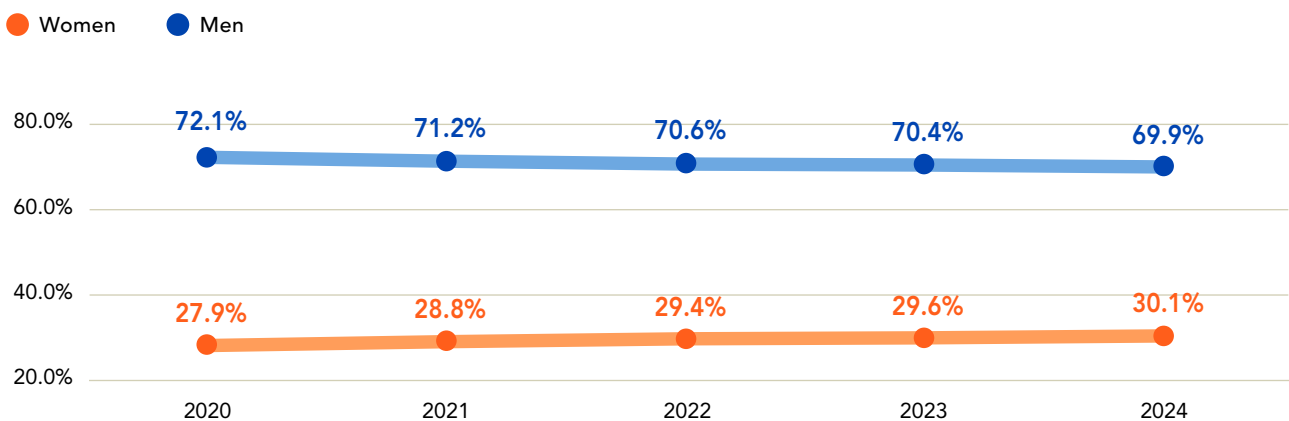


Figure 2.1: Faculty Time Series 2020–2024



Breakdown of Faculty by Gender and Role

The gender distribution across different roles confirms a trend of **vertical segregation**: the proportion of women decreases at higher career levels. In 2024 ([Figure 2.3](#)) women represented about **a third of Assistant Professors** (31.3%) and **Associate Professors** (36.4%), but just **a fifth of Full Professors** (20.0%).

A comparison with 2023 ([Figure 2.2](#)) shows limited but partly positive variations: the number of female FPs rose from 19% to 20%; the number of female AstPs increased slightly (from 29.2% to 31.3%) and the number of female AscPs fell slightly (from 38.2% to 36.4%). Overall, women are redressing the balance but it is a slow process, particularly in the most senior academic roles.

The role of Researcher accounts for just 4.8% of total faculty with 47.1% of these positions held by women. This role is being phased out, with no new hires since 2010, and as such will not form part of the analysis.

Figure 2.2: Breakdown of Faculty by Gender and Role – 2023



Figure 2.3: Breakdown of Faculty by Gender and Role – 2024



Full Professors out of Total Faculty

There is a markedly higher percentage of male Full Professors compared with female Full Professors. In **2023** (Figure 2.4), **40%** of male faculty members were Full Professors, compared with **22.3%** of female faculty members; these values were similar in **2024** (Figure 2.5) with a slight reduction for both genders (**38.7%** men, **22.2%** women).

In other words, men are still **about twice as likely** to be made Full Professor as their female colleagues. The slight adjustment between 2023 and 2024 does not change the underlying trend: the **vertical segregation** at the upper echelons of academic careers remains marked.

Figure 2.4: Percentage of Full Professors out of Total Faculty by Gender - 2023

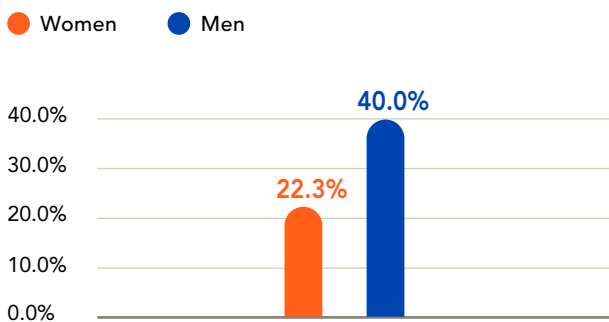
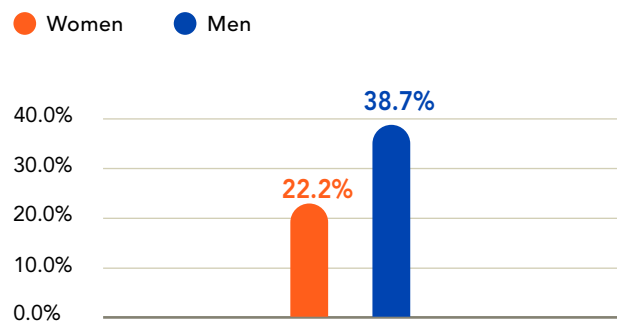
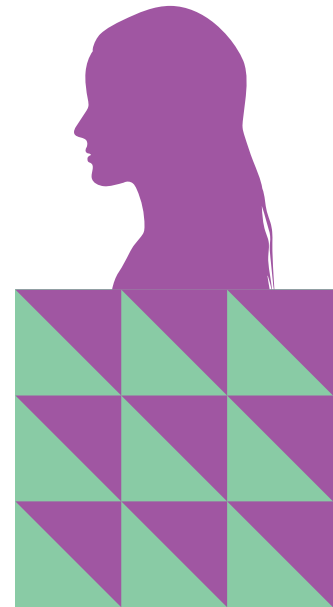


Figure 2.5: Percentage of Full Professors out of Total Faculty by Gender - 2024





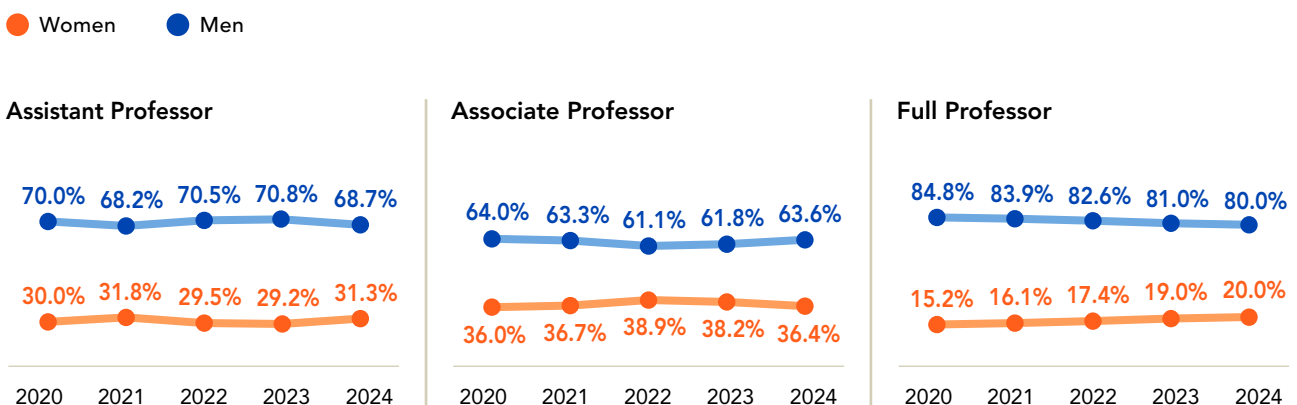
Faculty from 2020 to 2024

The time series by role (Figure 2.6) confirms the trend of **vertical segregation** with female representation falling at higher career levels, albeit with some signs of improvement.

- **Assistant Professor:** Women consistently accounted for around 30% throughout the period, with a slight increase in 2021 (31.8%). The male component therefore remains around two thirds.
- **Associate Professors:** The proportion of females is higher compared with Assistant Professors (between 36% and 38.9%), with a **gradual increase** up to 2022; men still represent the majority (about 61–64%).
- **Full Professors:** This is the level with the most marked gap, but also the role where the clearest growth trend is observed: the percentage of women increased from **15.2% in 2020 to 20.0% in 2024**, with men falling from 84.8% to 80%.

Overall, therefore, women are numerically more present at lower career levels before becoming progressively less represented at senior levels; at the same time, between 2020 and 2024 there was a **slow but steady increase in their presence, especially in the role of Full Professor**, indicating a gradual rebalancing process which in any case has not yet closed the gap.

Figure 2.6: Faculty Time Series 2020-2024 – FPs, AscPs, AstPs



Faculty by Gender, Role and Department

In 2023 the female presence in the faculty varied greatly between **Departments** and **roles**, confirming a pattern of vertical and horizontal segregation.

Full Professor (FP) (Figure 2.7). In no Department do women reach parity: the highest percentage is recorded in **Accounting** and **Marketing** (about 33%), followed by **Economics** and **Social and Political Sciences** (25%). In **Finance**, **Decision Sciences**, **Management and Technology** and **Legal Studies** the share of women among FPs remains below 20%, with a low of around 7–8% in Finance.

Associate Professor (AscP) (Figure 2.8). The situation is more balanced here: in several Departments women represent around or above 50% — in particular in **Marketing** (about 67%), **Decision Sciences** (57%), **Management and Technology** (50%) and **Legal Studies** (over 50%). In **Economics** and **Finance**, however, female AscPs clearly remain the minority (about 10–18%).

Assistant Professor (AstP) (Figure 2.9). Female representation increases and in several Departments approaches or exceeds 40% (Economics, Management and Technology, Social and Political Sciences, Marketing), while remaining lower in **Finance** (12.5%) and **Computing Sciences** (18.2%).

Overall a clear **“funnel effect”** emerges: women are represented among AstPs, reach and exceed parity among the AscPs in some departments, but are a clear minority among FPs.



CONTEXT ANALYSIS

● Women

Figure 2.7: Faculty Breakdown by Gender, Role and Department 2023 – FPs

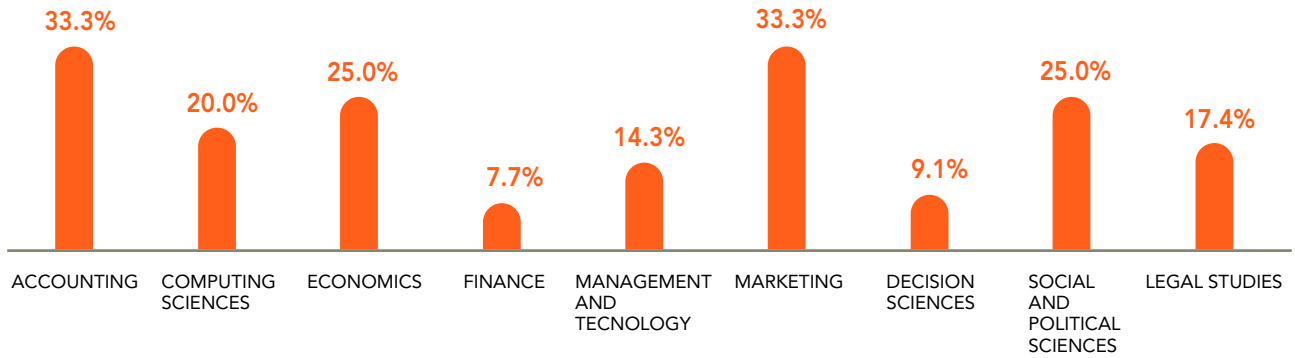


Figure 2.8: Faculty Breakdown by Gender, Role and Department 2023 – AscPs

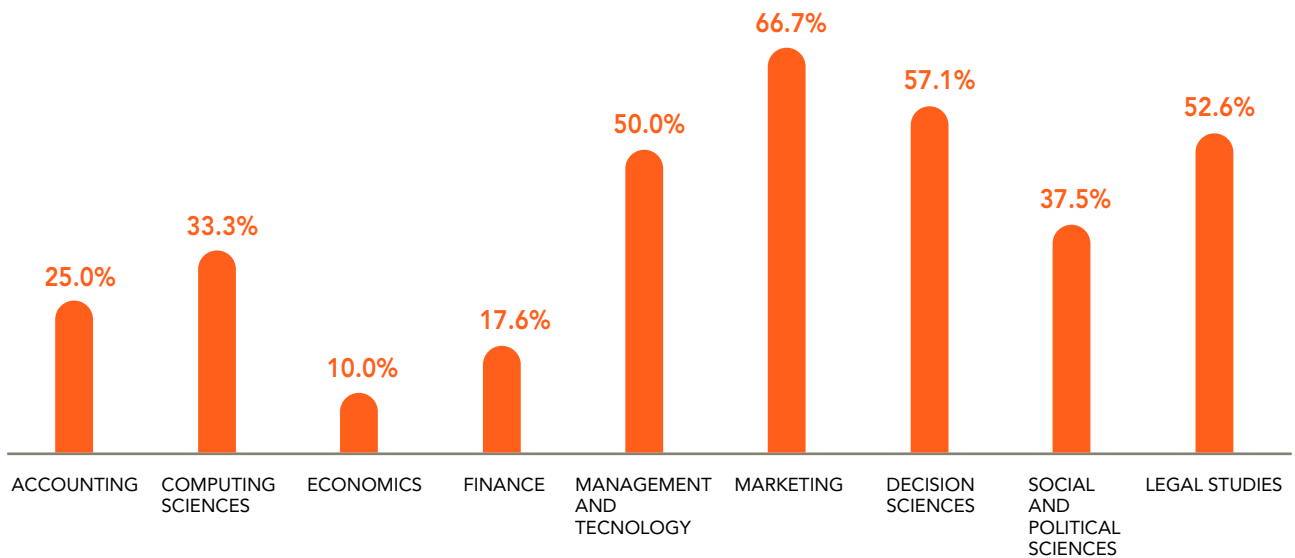
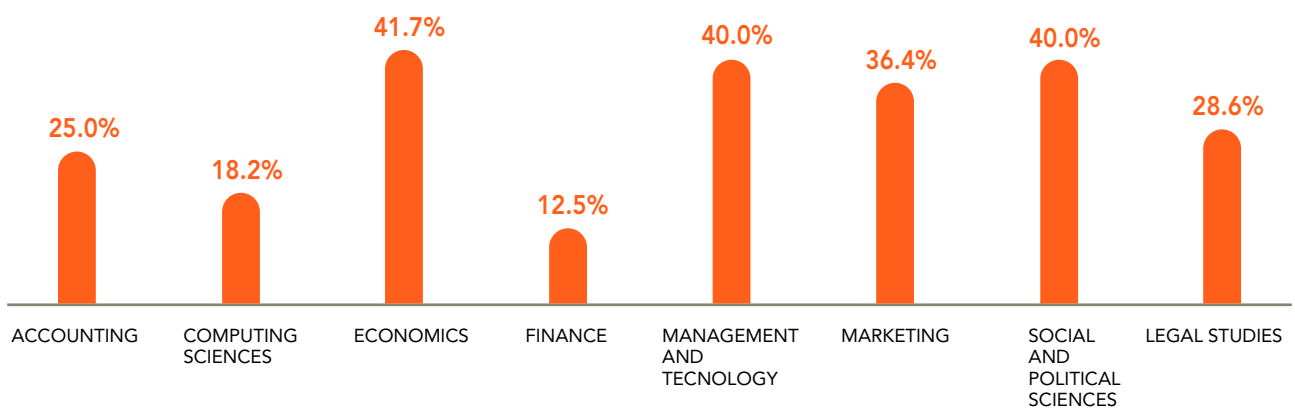


Figure 2.9: Faculty Breakdown by Gender, Role and Department 2023 – AstPs





The gender distribution by role and Department in 2024 confirms the patterns already observed in 2023, with some signs of a greater balance but also some setbacks.

Full Professor (FP) (Figure 2.10). Female presence remains limited in all Departments: the highest values are in **Accounting** and **Marketing** (33.3%), followed by **Social and Political Sciences** (25%) and **Legal Studies** (24%, up from 17.4% in 2023). Percentages remain very low in **Finance** (7.1%) and **Decision Sciences** (9.1%), with a slight improvement in **Management and Technology** (from 14.3% in 2023 to 16.7% in 2024).

Associate Professor (AscP) (Figure 2.11). This is the level where the greatest variability is seen. In some Departments women are numerically strong — 71.4% in **Marketing**, 47.1% in **Management and Technology** — while in others women are less represented: 10% in **Economics**, 16.7% in **Finance**, 36.4% in **Decision Sciences**, 44.4% in **Legal Studies**, a decrease compared to 2023.

Assistant Professor (AstP) (Figure 2.12). On average the percentages of women are higher than among FPs, but still far from parity in several Departments. The percentage of women increases in **Accounting, Finance, Marketing, Social and Political Sciences** and above all in **Legal Studies** (44.4% compared with 28.6% in 2023), but decreases in **Computing Sciences, Economics** and **Management and Technology**.

Overall, 2024 confirms a trend in which women are well represented among AstPs and AscPs, but markedly less represented at the level of **Full Professor**. At the same time, positive signs are emerging in some Departments (for example among FPs and AstPs in Legal Studies).



CONTEXT ANALYSIS

● Women

Figure 2.10: Faculty Breakdown by Gender, Role and Department 2024 – FPs

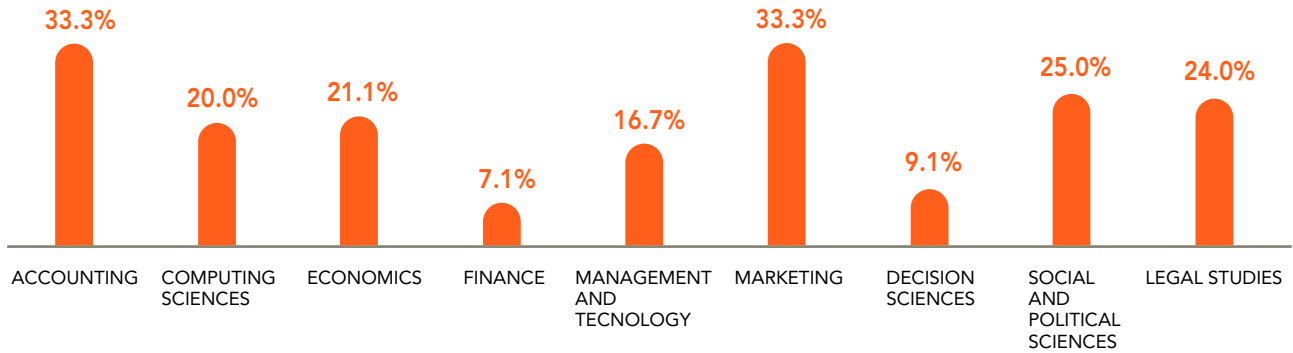


Figure 2.11: Faculty Breakdown by Gender, Role and Department 2024 – AscPs

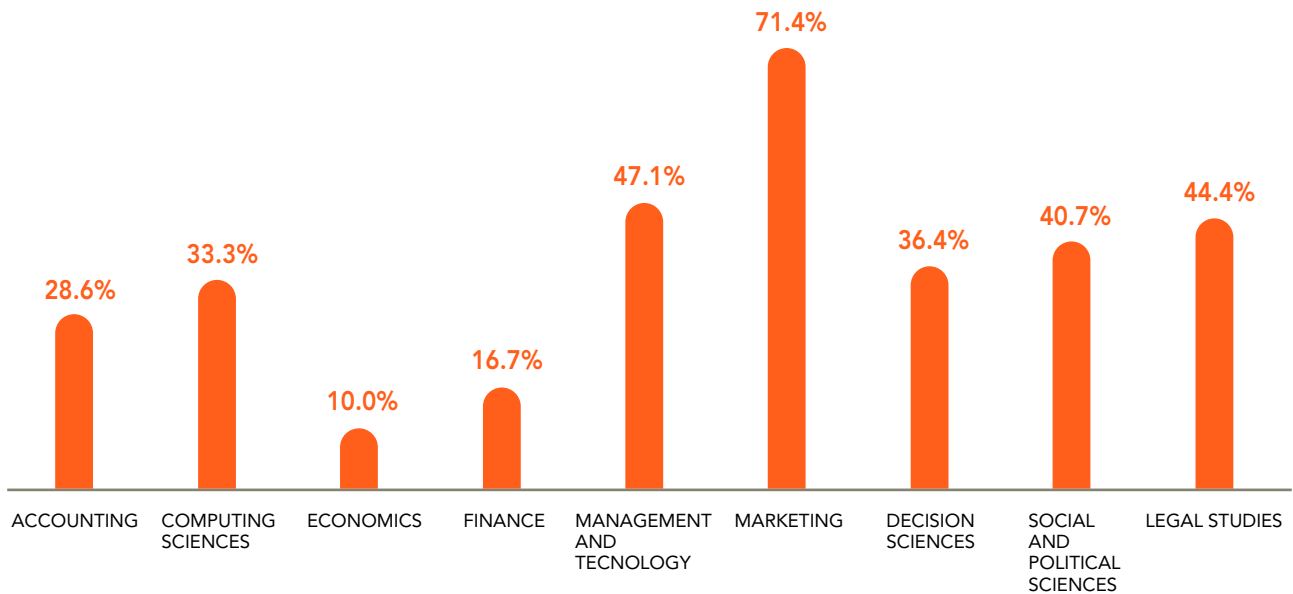
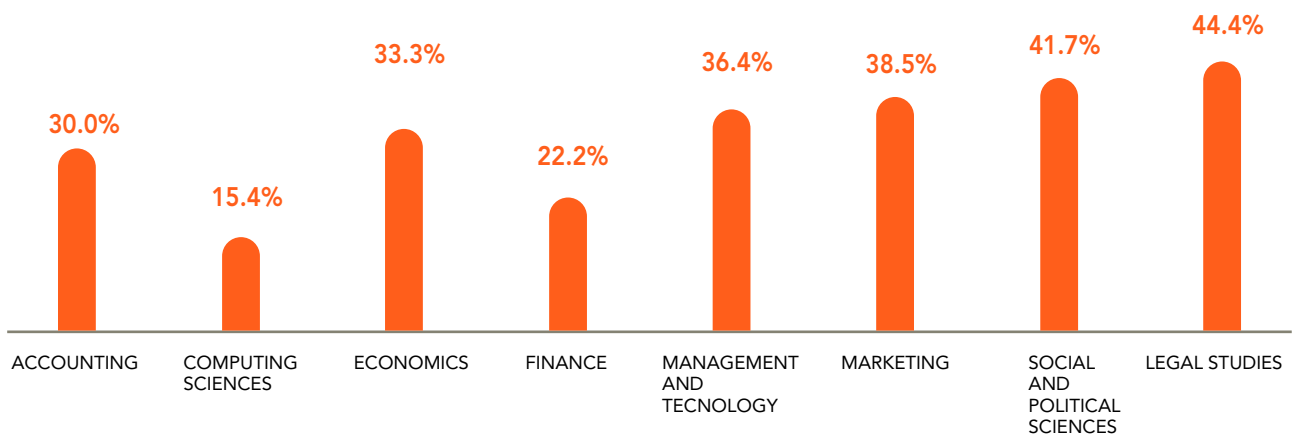


Figure 2.12: Faculty Breakdown by Gender, Role and Department 2024 – AstPs

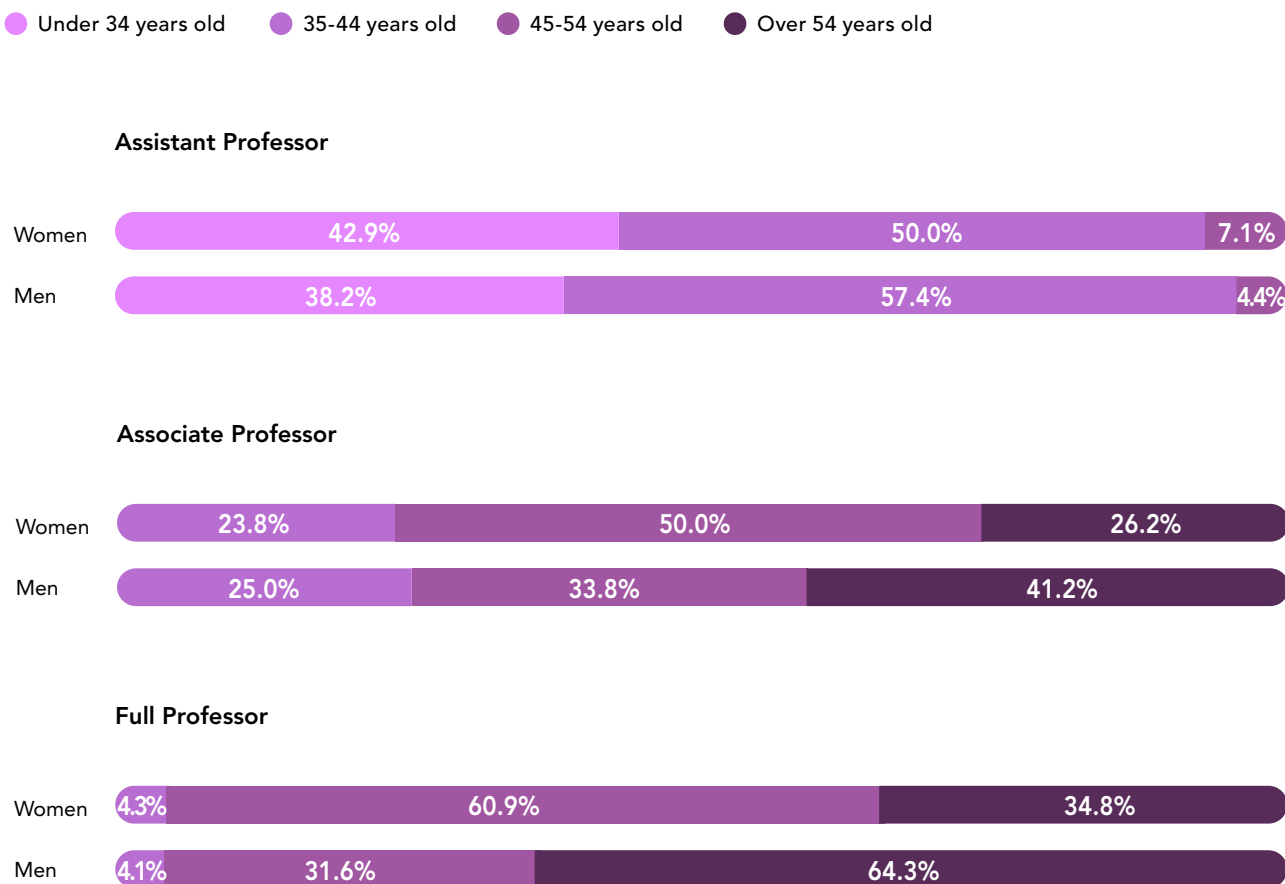


Breakdown by Gender and Age

Faculty by Gender and Age Range

In 2023 (Figure 2.13) the distribution by age confirmed a clear generational gradient across roles, with some gender differences. Among **Assistant Professors**, the majority of women and men are concentrated in the 35–44 age group. Women are slightly younger: 42.9% fall into the under-34 age group versus 38.2% of men. Among **Associate Professors**, both genders are mainly in the over-45 age groups, but women are more concentrated in the 45–54 range while men are more frequently over 54. Among **Full Professors**, almost nobody is under 45 and the over-54 share is markedly higher for men (64.3% versus 34.8%), while women are more present in the 45–54 range.

Figure 2.13: Faculty Distribution by Gender and Age Range – 2023



CONTEXT ANALYSIS

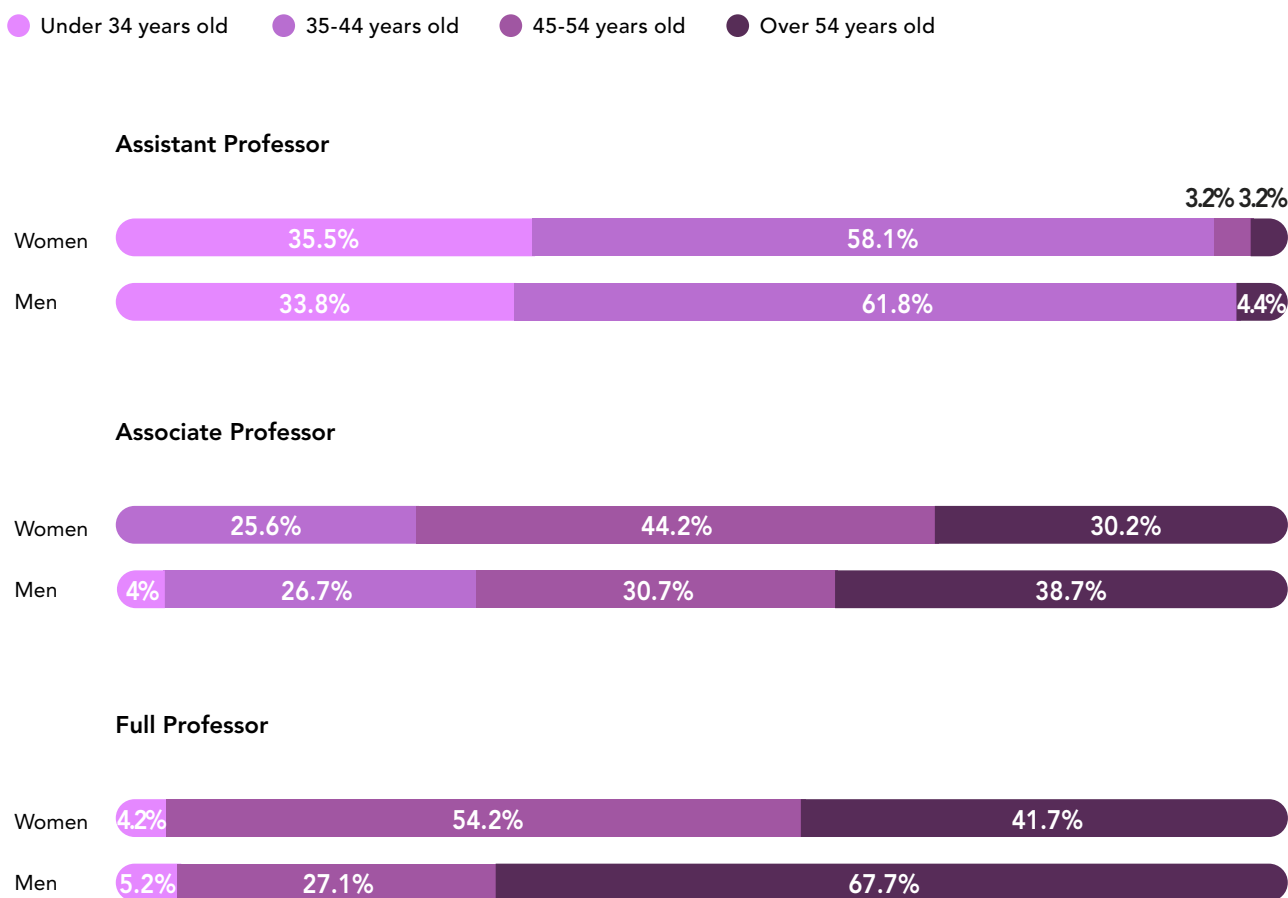
In 2024 ([Figure 2.14](#)) the generational gradient across roles persisted with few changes compared to 2023. Among **Assistant Professors**, the majority of women and men are concentrated in the 35–44 age group; women remain slightly younger, with a slightly higher share in the under-34 range and a limited presence in the over-54 range.

Among **Associate Professors**, both genders are distributed mainly in the 35–54 ranges, but women continue to be concentrated in the 45–54 bracket while men are more often over-54, indicating that men’s careers in the same role are on average longer.

Among **Full Professors** almost no one is under 45 years old; men are largely concentrated in the over-54 range while women are more represented in the 45–54 age group, indicating a relatively younger group of female Full Professors.



Figure 2.14: Faculty Distribution by Gender and Age Range – 2024



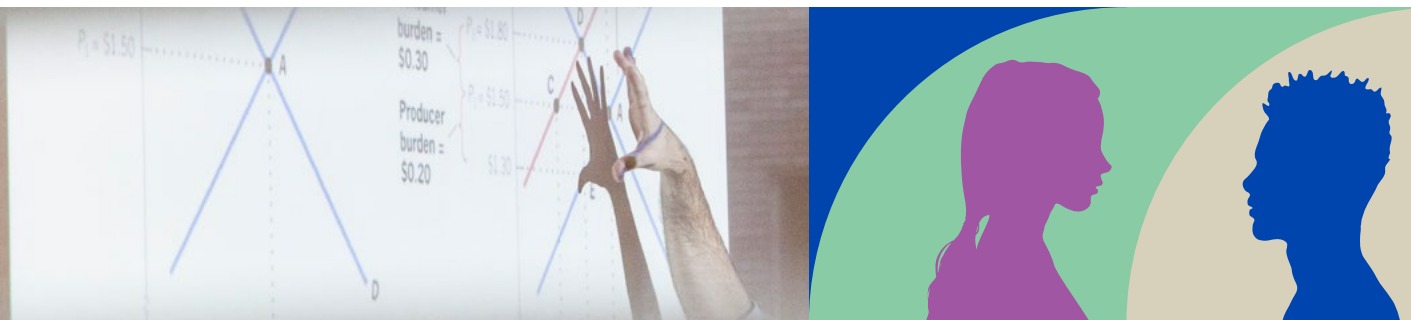
Male and Female Faculty Members by Role and Age Range 2023 and 2024

Over the two-year period, the distribution by role and age group confirms different career paths for women and men, with only slight adjustments.

Women (Figure 2.15 and Figure 2.17). In the younger age groups (under 34 and 35–44), female faculty members are almost exclusively Assistant Professors and, increasingly, Associate Professors; there is only one female Full Professor. Meanwhile, Full Professor roles are concentrated in the 45–54+ age ranges, where the majority of women nevertheless occupy the role of Associate Professor. In 2024 (Figure 2.17) there is a slight increase in AscPs and FPs in the older age groups, a sign of progression, but the trend remains heavily skewed toward intermediate roles.

Men (Figure 2.16 and Figure 2.18). Among male faculty members, the age ranges under 45 are dominated by Assistant Professors with an already significant share of Associate Professors in the 35–44 bracket. From age 45 upwards the presence of Associate Professors increases further and Full Professors also appear; among the over-54s, the vast majority of men are concentrated in the roles of AscPs and in particular FPs. Between 2023 and 2024 there was no substantial change to this trend, which remains highly “verticalized.”

Overall, the 2023 and 2024 data show that **female faculty members tend to remain longer in the roles of Assistant Professor and especially Associate Professor**, while male faculty members more often accede to the role of Full Professor in middle and advanced ages.



CONTEXT ANALYSIS

Figure 2.15: Distribution of Women Faculty Members by Role and Age Group – 2023

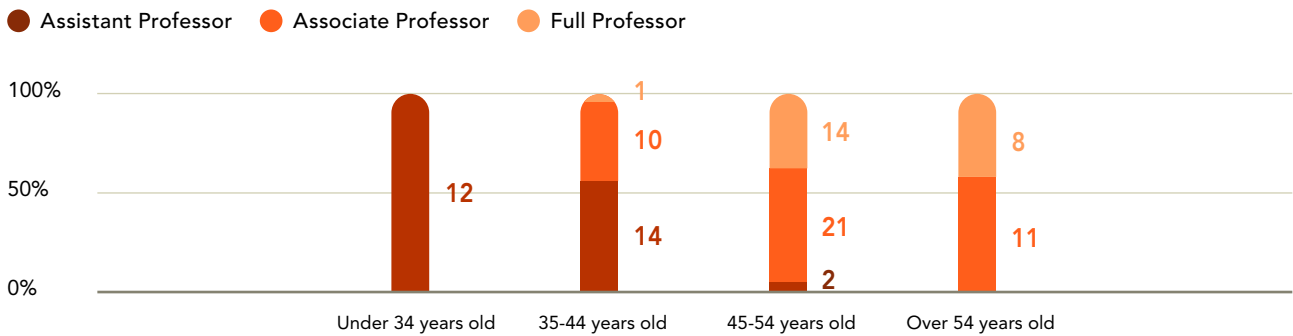


Figure 2.16: Distribution of Male Faculty Members by Role and Age Group – 2023

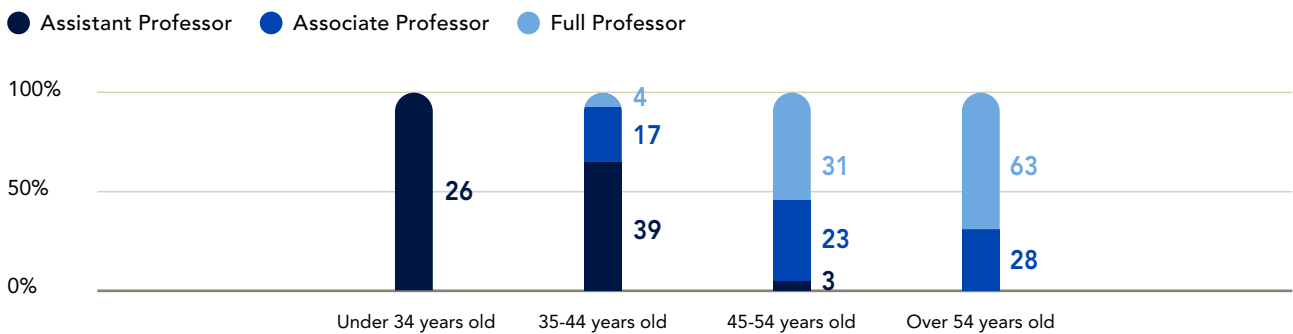


Figure 2.17: Distribution of Women Faculty Members by Role and Age Group – 2024

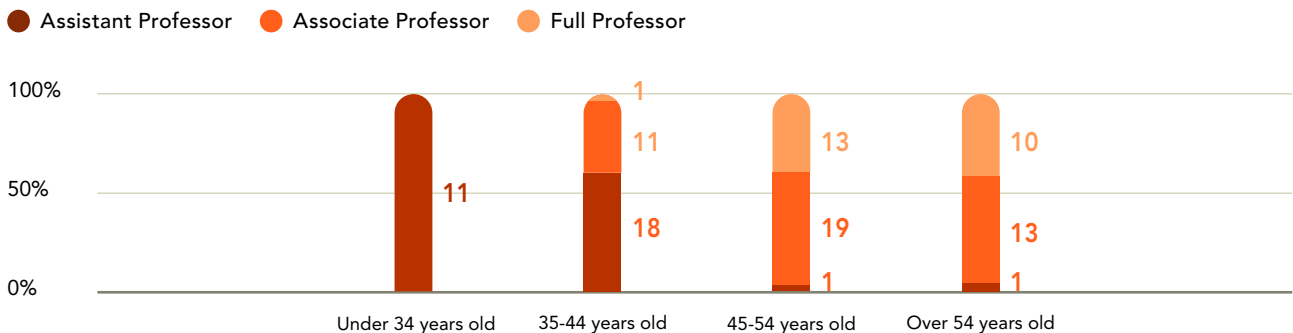
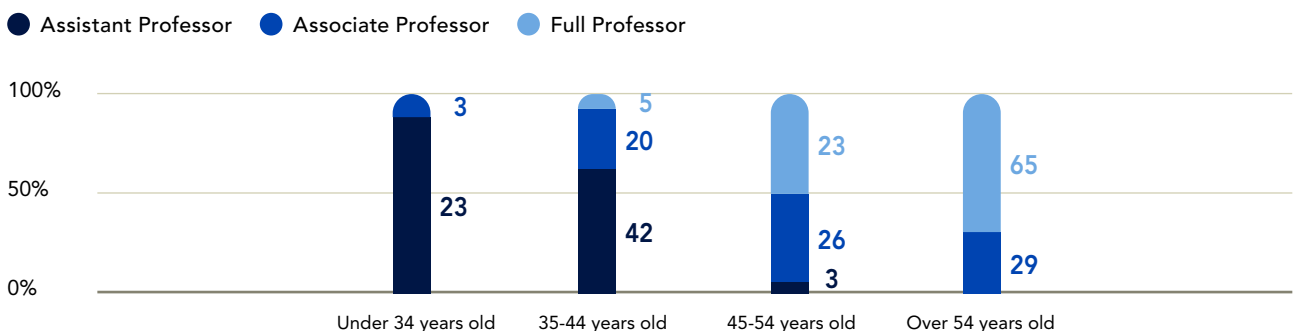


Figure 2.18: Distribution of Male Faculty Members by Role and Age Group – 2024



National Comparison

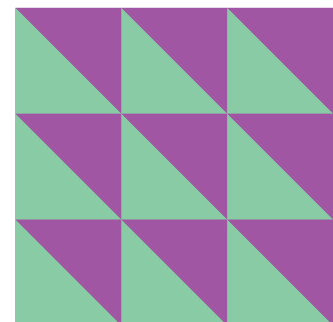
Given the University's specialization, most Bocconi faculty members belong to disciplinary fields **12 (Legal Studies)** and **13 (Economics and Statistics)**. In addition, faculty members belong to disciplinary field **14 (Political Science)** as well as to the STEM area, which is formed by disciplinary fields **1 (Mathematical and Computer Sciences)**, **2 (Physical Sciences)** and **9 (Industrial and Information Engineering)**.

The figures show that overall the percentage of women faculty members at Bocconi (**30.1%**) is very close to the Italian average (**31.6%**) ([Figure 2.19](#)). However, if individual areas are examined, clear differences emerge: in the **STEM** fields women represent **15.4%** at Bocconi versus **23.5%** at the national level; in the University's core areas — disciplinary fields **12 Legal Studies**, **13 Economics and Statistics** and **14 Political Science** — female representation is respectively **34%**, **30.5%** and **25%** compared with higher national values (about **40–43%** in all three areas).

Breaking the data down by role, the situation is multifaceted. As regards **female Associate Professors (AscPs)** ([Figure 2.20](#)), Bocconi has a slightly higher percentage than the Italian average (**36.4%** against **35%**), with particularly high values in **disciplinary field 12 (44.4% vs 45.5% Italy)** while they remain less represented in **disciplinary field 13 (35.6% against 45.9%)** and in **disciplinary field 14**, where women represent **25%** (compared with the national average of **43.3%**). In terms of **female Assistant Professors (AstPs)** ([Figure 2.21](#)), the overall figure is lower at Bocconi University (**31.3% vs 34.1% Italy**) mainly in **STEM areas** and in **disciplinary field 14**.

The greatest critical issue emerges at the level of **Full Professor (FP)** ([Figure 2.22](#)): in most areas the share of women is lower than the Italian average (total Bocconi **20%** vs **23.6%** Italy). In **disciplinary fields 12, 13 and 14** the number of female Full Professors remains below the average of the university system, while in STEM areas the Bocconi percentage is slightly higher than the national one (**16.7% vs 16.1%**).

Overall, therefore, though Bocconi is in line with the national figure on total female representation and shows good results in intermediate roles (AscPs and, in part, AstPs), a significant gap remains in senior positions.



CONTEXT ANALYSIS

● Bocconi ● Italy

Figure 2.19: Percentage of Women in the Faculty 2024

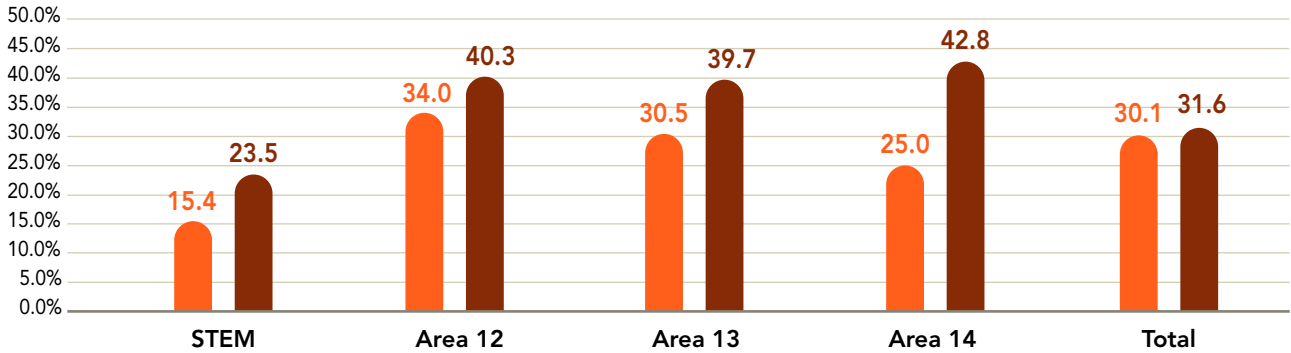


Figure 2.20: Percentage of Women AscPs

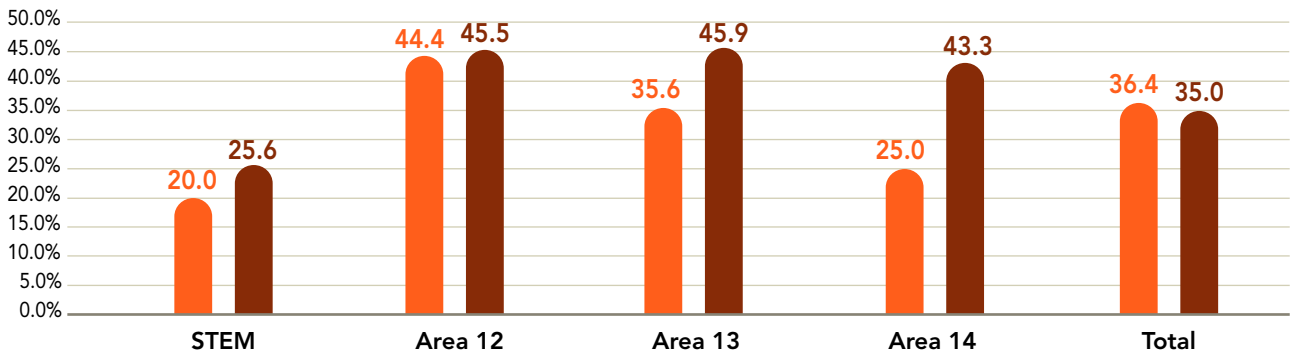


Figure 2.21: Percentage of Women AstPs

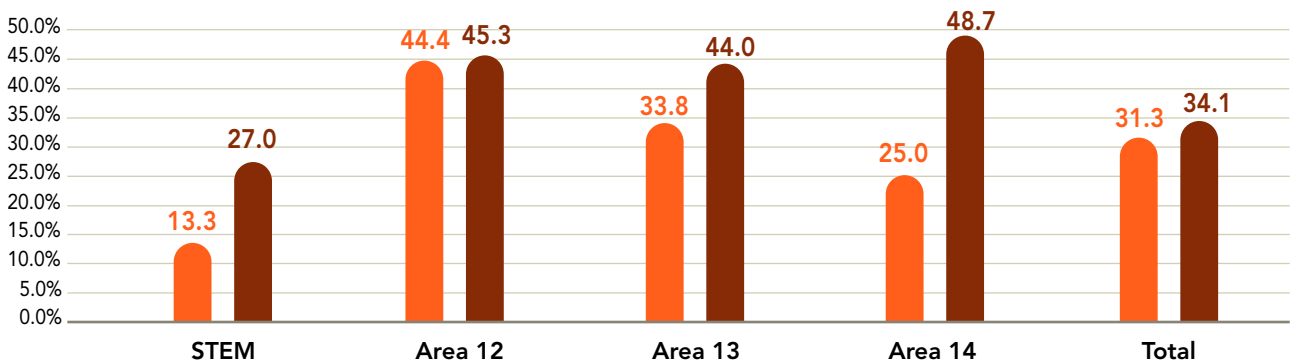
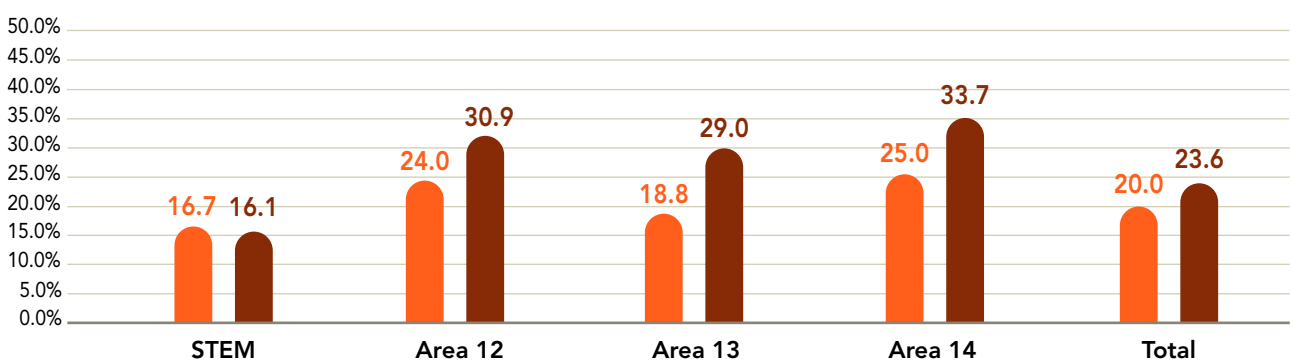


Figure 2.22: Percentage of Women FPs



Glass Ceiling Index

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

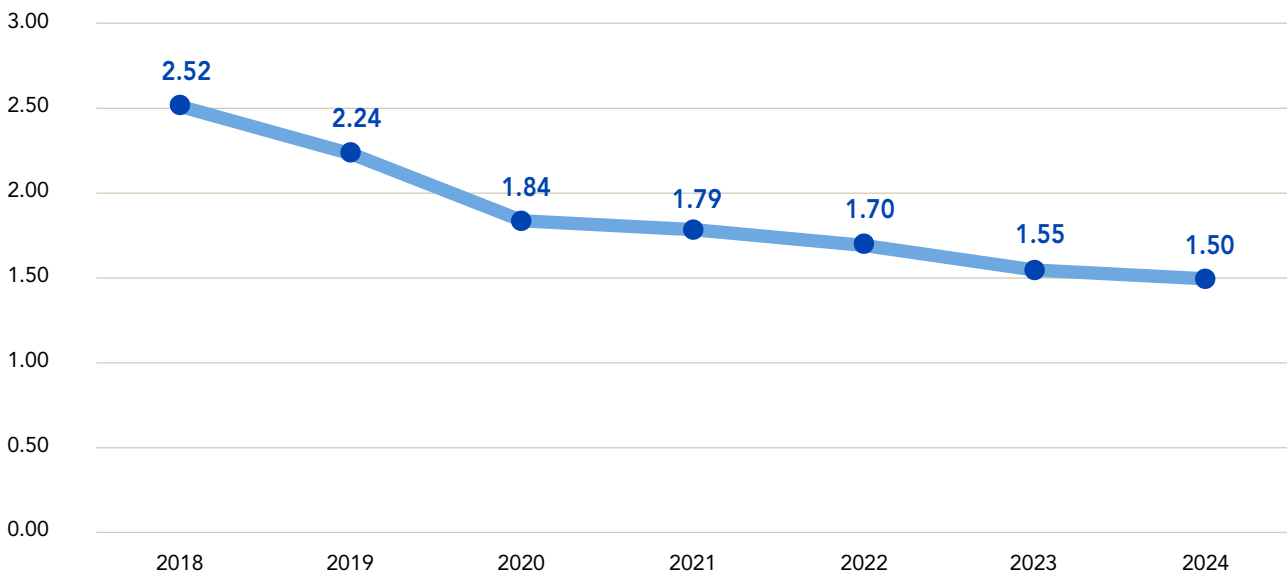
$$GCI = \frac{\text{Number of women} * (\text{Number of female Full Professors} + \text{Number of male Full Professors})}{\text{Number of women} + \text{Number of men} * \text{Number of female Full Professors}}$$

The Glass Ceiling Index in [Figure 2.23](#) shows a **steady decrease between 2018 and 2024**, falling from **2.52** to **1.50**. This indicates that, over time, women’s access to senior positions has become less disadvantaged relative to their overall presence in the organization: the “glass ceiling” is therefore **becoming thinner**.

The reduction is particularly marked between 2018 and 2020, while from 2021 onward the decline continues but with a more gradual trend, until a near stabilization between 2023 and 2024. The value nevertheless remains **above 1**, indicating that a barrier to women’s advancement to higher levels is still present and requires further targeted interventions.



Figure 2.23: Glass Ceiling



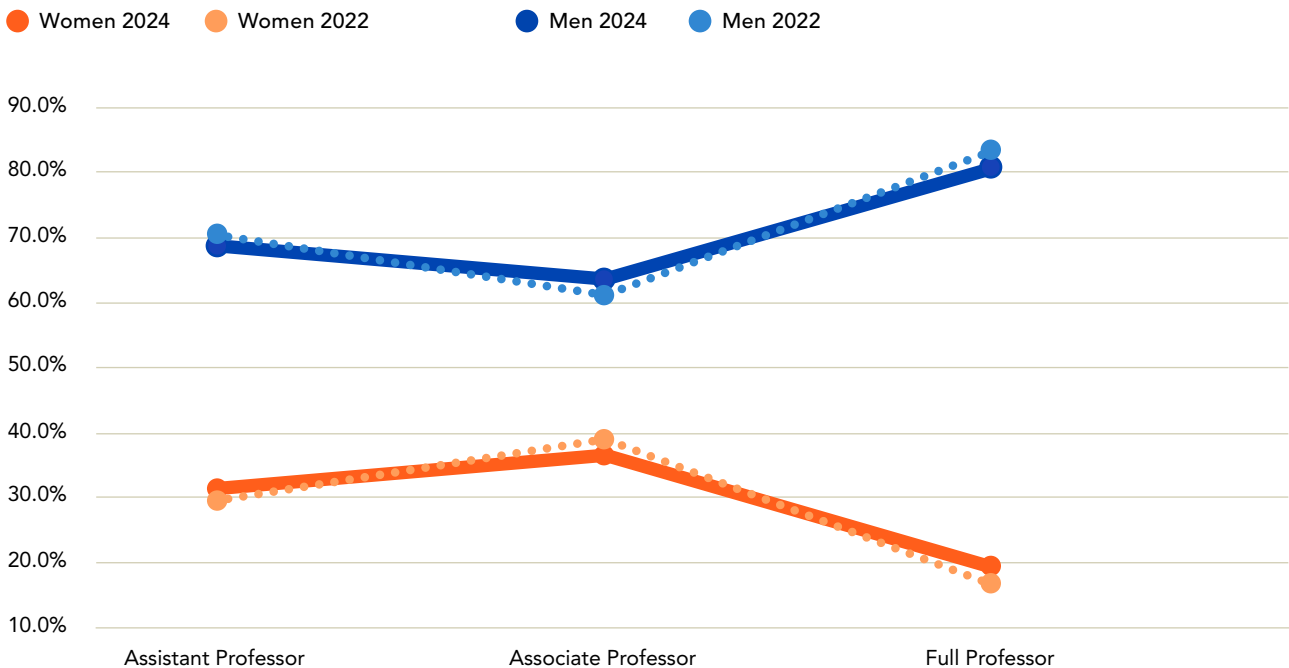
Career Levels

Figure 2.24 shows how the gender distribution across career levels changed between 2022 and 2024. In all roles the lighter lines (2022) and the darker lines (2024) move slightly closer together: the percentage of women increases and the percentage of men decreases symmetrically.

The increase in female representation is more visible at the extremes of their careers: among **FPs** women rise from just under 20% to 20%, remaining nevertheless a minority. In intermediate roles (**AscPs** and **AstPs**) women consistently make up about one third of the total, with more limited progress.

In summary: between 2022 and 2024 there was a **gradual improvement in gender balance**, especially at entry and senior levels, but the trend remains markedly skewed with men dominating FP roles and women concentrated at lower levels.

Figure 2.24: Career Levels: Time Series All Areas of Study – from 2022 to 2024



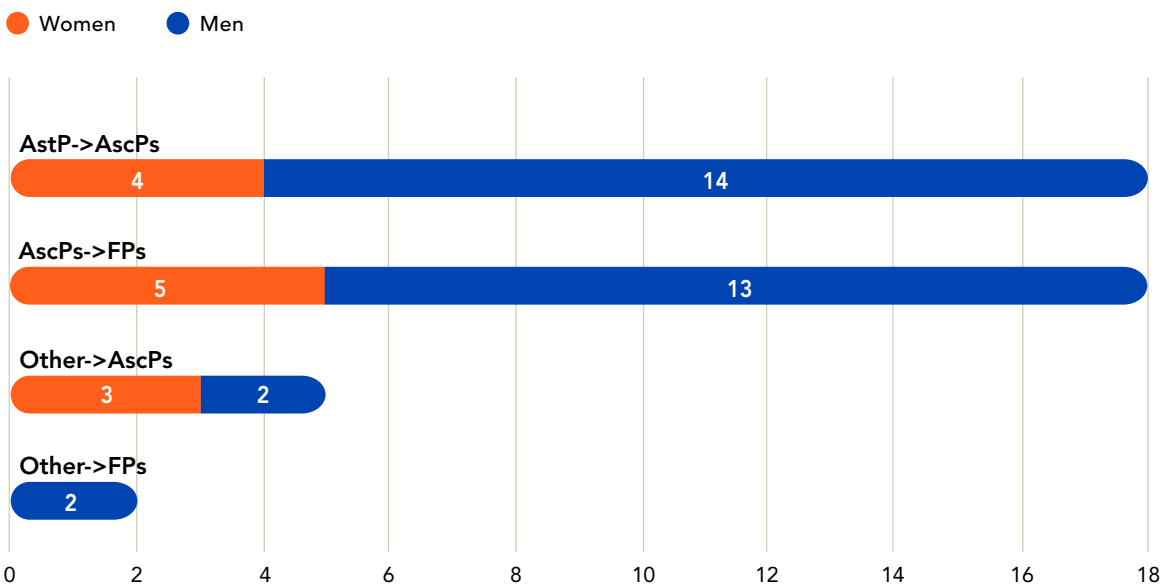
Role Transitions

Figure 2.25 shows role transitions in 2022–2024 for men and women and highlights how promotions within the Faculty were numerically far more frequent among men than women.

- In the transition **AstPs → AscPs** there are **14 men** and **4 women**: as such, the large majority of the beneficiaries of promotions from the entry level to the intermediate level are men.
- The gap is marked also in the transition **AscPs → FPs**: **13 men** and **5 women** acquired Full Professor status in the three-year period considered.
- There are slightly more women in the transitions from **“other roles” to AscPs** (3 vs 2 men), while the transitions from **“other roles” → FPs** only concern men (2 cases).

Overall, therefore, on the main career advancement paths (from AstP to AscP and from AscP to FP), men benefit from around **two and a half times** as many promotions as women. This confirms that, even though some women do enjoy career advancements, **vertical mobility** continues to favor mainly male faculty members.

Figure 2.25: Role Transitions - 2022–2024



Employment Contract

Faculty Employment Contracts by Gender – 2023 and 2024

In both years the vast majority of Bocconi faculty members worked full time, but with clear differences according to gender.

In **2023** (Figure 2.26), **88%** of women worked full time and **12%** part time, while among men the share of full time was **71%** with almost **three out of 10** (29%) on part-time contracts (Figure 2.27).

This trend was confirmed in **2024** (Figure 2.28): women in full-time positions rose to **90%** (part time **10%**), while among men the proportions remained substantially stable (**72%** full time, **28%** part time) Figure 2.29).

Overall, therefore, “part-time” contracts continue to be **more prevalent among male faculty members than female faculty members**, while female faculty members are more frequently employed full time at the University.

Figure 2.26: Employment Contract - Women – 2023 (full time / part time)

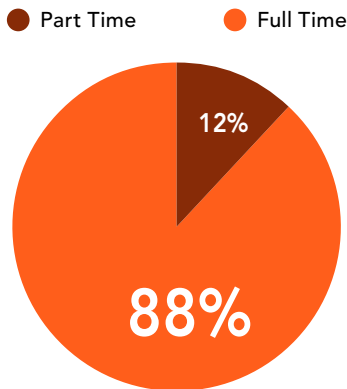


Figure 2.27: Employment Contract - Men – 2023 (full time / part time)

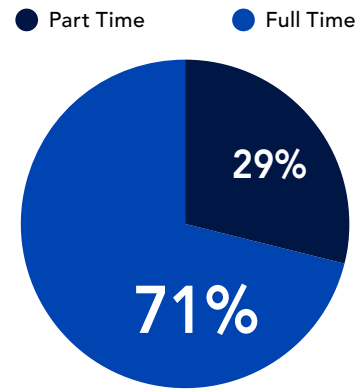


Figure 2.28: Employment Contract - Women – 2024 (full time / part time)

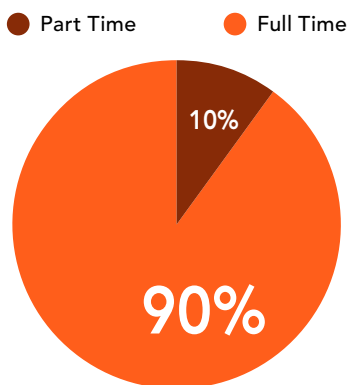
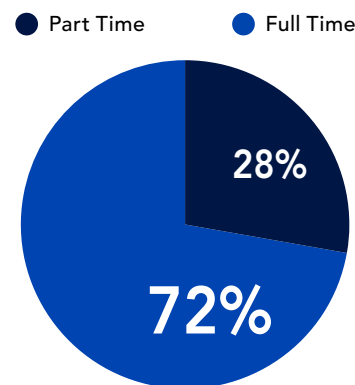


Figure 2.29: Employment Contract - Men – 2024 (full time / part time)



Remuneration - Average Men/Women Gross Annual Pay Differential Full-Time Faculty

The pay differential for full-time faculty members **almost always favors men** and increases as careers advance. In 2023 (Figure 2.30), on average men earned more than their female counterparts by around **12.5%** among **Full Professors**, **5.1%** among **Associates** and **4.7%** among **Assistant Professors**.

The trend continued in 2024 (Figure 2.31): the gap remains small but stable between **Assistant Professors** (5.2%) and **Associates** (4.5%) but **increases among Full Professors** to around 14.3% in favor of men.

Overall, therefore, the gender pay gap is more pronounced in **more senior academic roles**.

Figure 2.30: Average Men/Women Gross Annual Pay Differential Full-Time Faculty - 2023

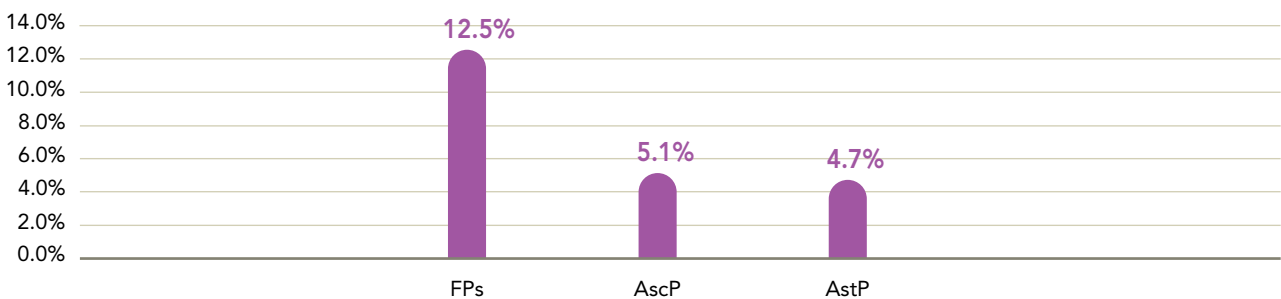
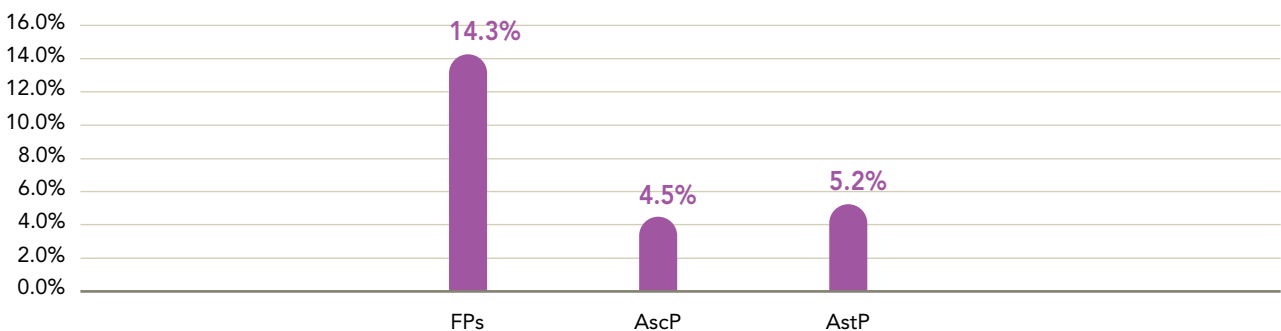
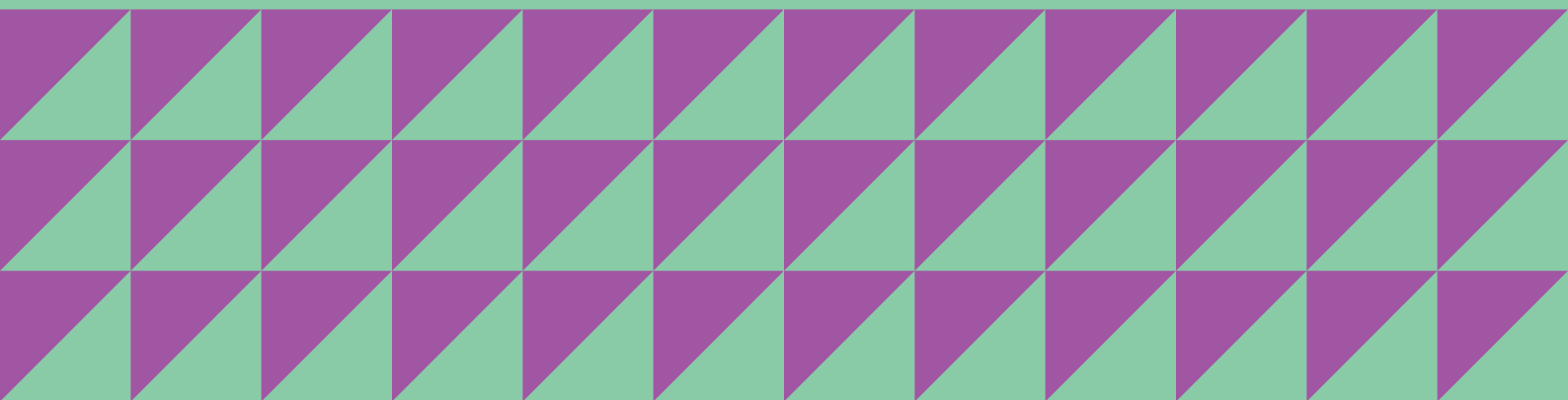


Figure 2.31: Average Men/Women Gross Annual Pay Differential Full-Time Faculty - 2024



STAFF



3. Analysis of Staff

In 2024, the staff was still predominantly female (73.4%).

The following section provides an in-depth study of the gender breakdown across different professional areas in the years 2023 and 2024, making it easier to see where the main differences are concentrated.

73.4%
WOMEN
26.6%
MEN

Percentage Composition by Gender and Functional Area

Figure 3.1 and Figure 3.2 show that this female prevalence is concentrated mainly in administrative areas and Library: in 2024 women accounted for around 80.7% of administrative and office management staff and 64.4% of library staff, slightly up compared with 2023. Conversely, the technical, technical-scientific and data processing area remains strongly male-dominated (over 70% men, with the female share falling from 27.3% to 26.8%), as do general services, facilities and sustainability, where between 2023 and 2024 there was a further widening of the imbalance in favor of men (women fell from 47.8% to 44%).

Directors shows a largely balanced gender distribution, but with a slight and stable male prevalence (around 52–54% between 2023 and 2024). Overall, therefore, despite a predominantly female staff, there are still technical and service areas — as well as senior positions — where women are a minority.



CONTEXT ANALYSIS

Figure 3.1: Staff Breakdown by Gender and Functional Area – 2023

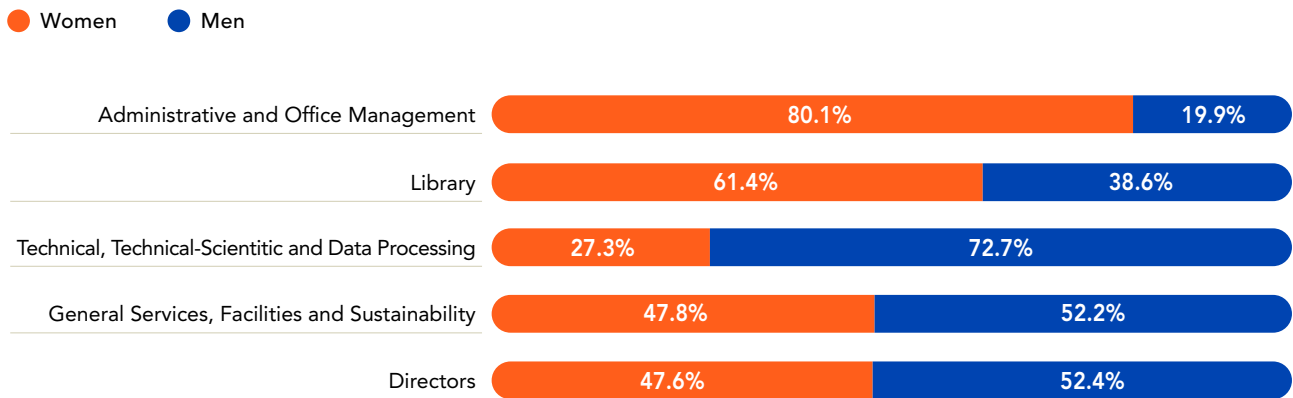
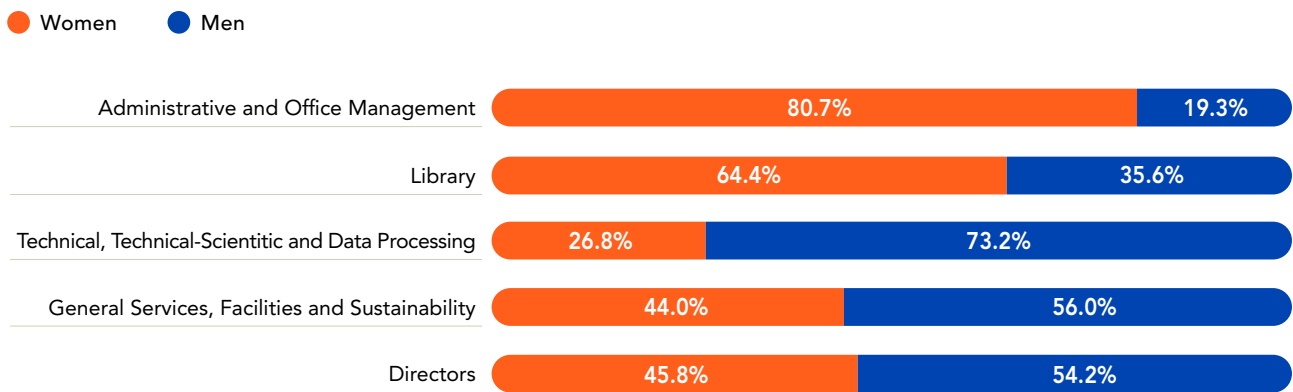


Figure 3.2: Staff Breakdown by Gender and Functional Area – 2024



Career Gap

The “career gap” confirms that, even among staff, the gender distribution varies significantly across job classification levels. In **2023** (Figure 3.3) women were clearly predominant at levels from **B1** to **C2**, where they accounted for between 71–75% and exceeded 80% at level **C1**, while men were concentrated mainly at the higher levels: the latter’s share increased progressively from QA and QB and exceeded 50% at **director level** (about 52%), where women fell below 50%.

In **2024** (Figure 3.4) the general trend remained unchanged but with some new elements. The introduction of the new levels **B3** and **C3** — which were not present in 2023 — confirmed a strong **feminization of the intermediate levels**: women accounted for around 80% of B3 and more than two thirds of C3. At the already existing levels, the female shares remained very high in **B1, B2, C1 and C2** (between 71% and 83%), while the gender gap tends to narrow the higher the level: women accounted for just over 60% in **QA and QB** and fell below 50% again at **director level**, where men account for around 54% (a slight increase compared to 2023).

Overall, therefore, women form the large majority at entry and intermediate levels, while a male presence increases with seniority, assuming the majority in managerial positions.



Figure 3.3: Career Gap – 2023 (Women and Men)

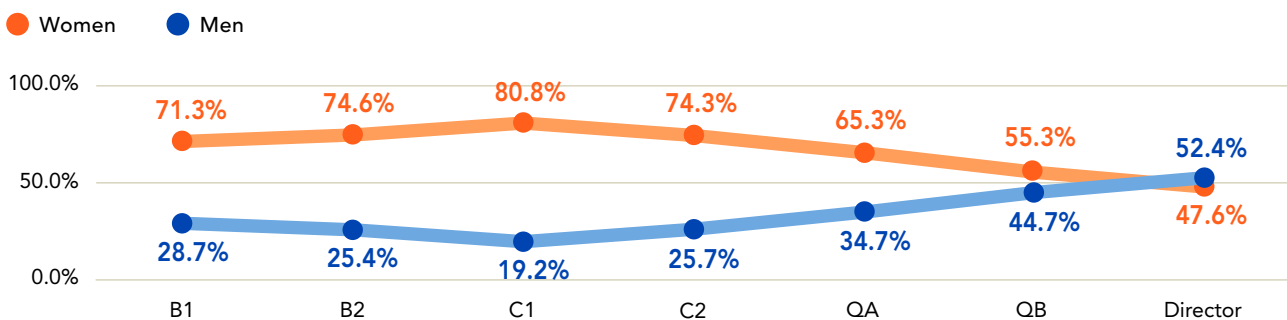
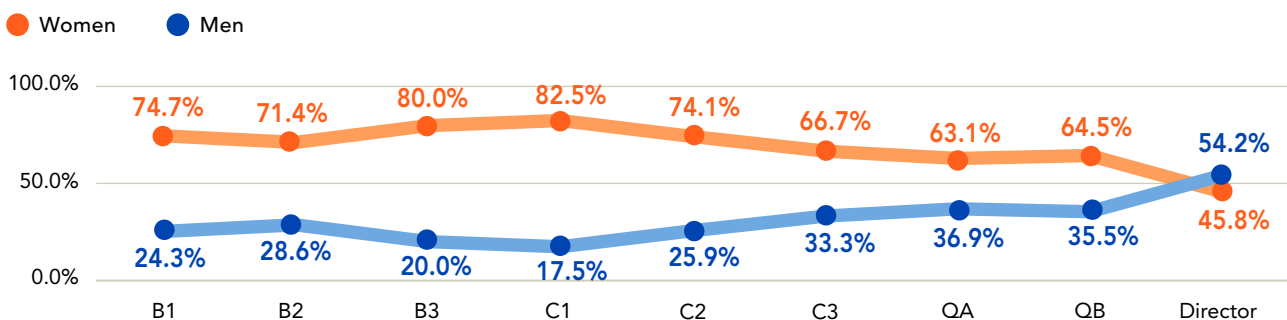


Figure 3.4: Career Gap – 2024 (Women and Men)



Staff Breakdown by Gender and Age

The age distribution of the staff is overall **very similar for women and men** (Figure 3.5 and Figure 3.6): in both cases the largest share is concentrated in the **45–54** and **over 54** age groups, which in 2024 together represented about half of the staff of each gender. As such, there are no significant gender imbalances related to age.

However, between **2023 and 2024** some interesting trends can be observed. For **women**, the share of under 35s increases (from 26.7% to 30.1%), against a slight decline in the 45–54 age group, indicating the **partial rejuvenation** of the female component of the staff. For **men**, the age structure remains more stable, with a slight increase in the 35–44 and over 54 age groups.

Overall, the staff therefore appears to be characterized by a similar age pyramid for both genders, with the relatively more dynamic entry of young women in 2024.

Figure 3.5: Staff Breakdown by Gender and Age - 2023

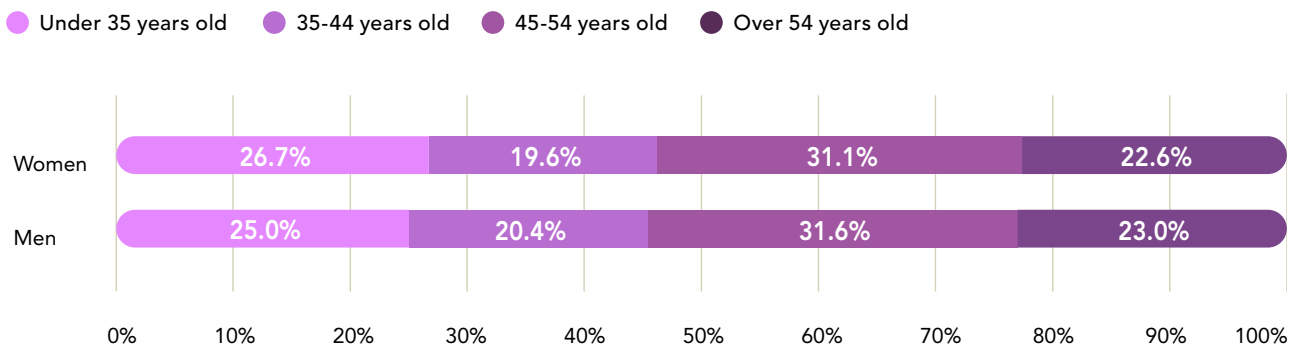
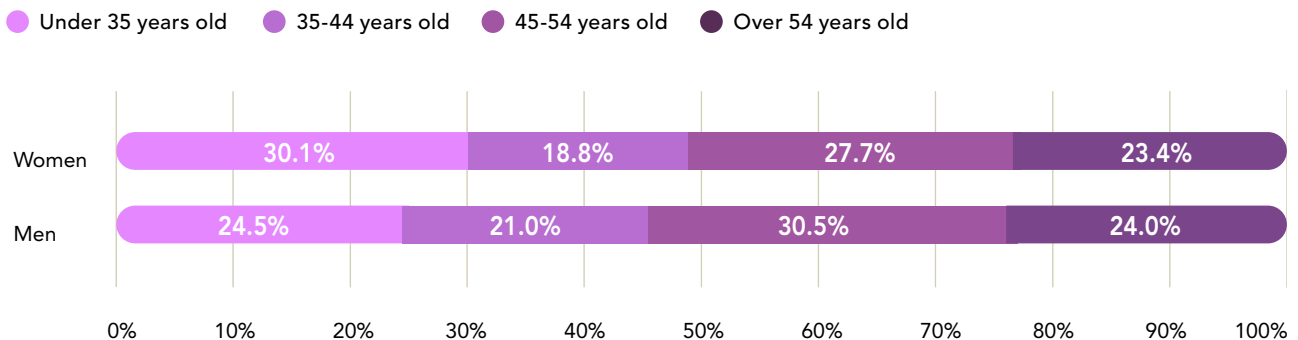


Figure 3.6: Staff Breakdown by Gender and Age - 2024



Staff Breakdown by Gender and Qualification

In **2023** and in **2024** the breakdown of the staff by qualification remained very stable with a **degree** clearly prevalent among both genders ([Figure 3.7](#) and [Figure 3.8](#)). **Women** have a slightly higher share of college graduates compared with **men** (72.5% vs 70.2% in 2023; 73.0% vs 69.9% in 2024) and, consequently, a slightly lower share of **high school graduates or lower qualifications** (26.9% vs 29.3% in 2023; 26.6% vs 29.6% in 2024).

Post-graduate qualifications remain a small minority for both (0.5% men in both years; women 0.6% in 2023 and 0.4% in 2024). Overall, between 2023 and 2024 only minimal changes are observed: a slight increase in the share of college graduates among women and a slight reduction among men, with no structural changes in the profile of qualifications.



Figure 3.7: Staff Breakdown by Gender and Qualification - 2023

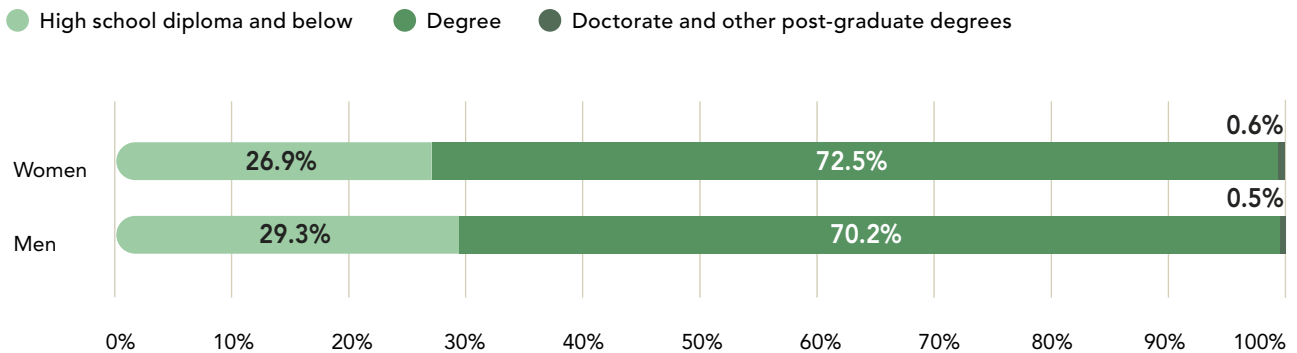
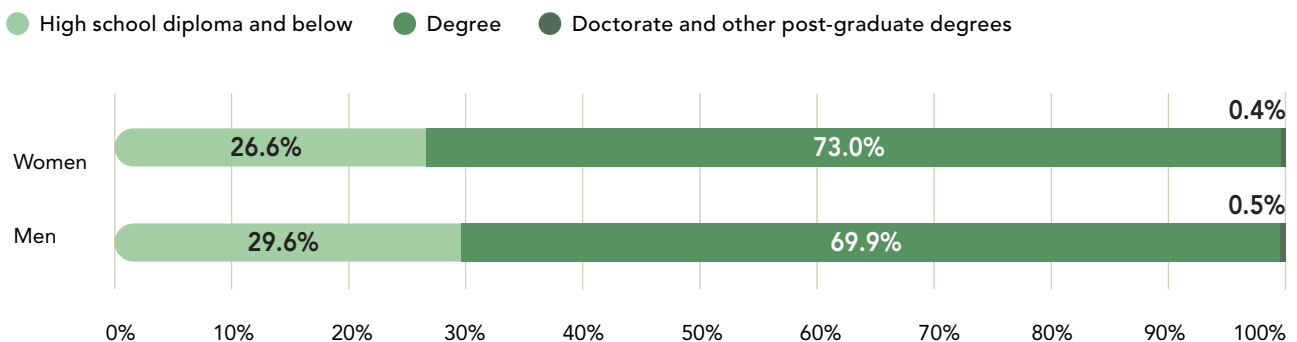
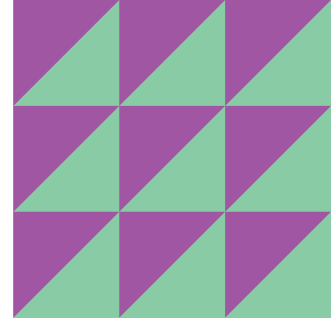


Figure 3.8: Staff Breakdown by Gender and Qualification - 2024





Permanent and Term Contracts

The staff is predominantly female with regard to both **term contract** and **permanent contract** positions. In **2023** (Figure 3.9) women represented **83.9%** of term contracts (men 16.1%) and **72.9%** of permanent contracts (men 27.1%). In **2024** (Figure 3.10) the female share remained very high in both types: **78.4%** term contracts and **73.7%** permanent contracts, with the male presence slightly increasing in term contracts (21.6%) and largely stable as regards permanent contracts (men 26.3%).

Overall, women represent the clear majority for both types of contract. Men are comparatively more represented in permanent contracts than in term contracts, although between 2023 and 2024 this gap narrowed thanks to their increased share in term contracts

Figure 3.9: Permanent and Term Contracts – 2023 (Women and Men)

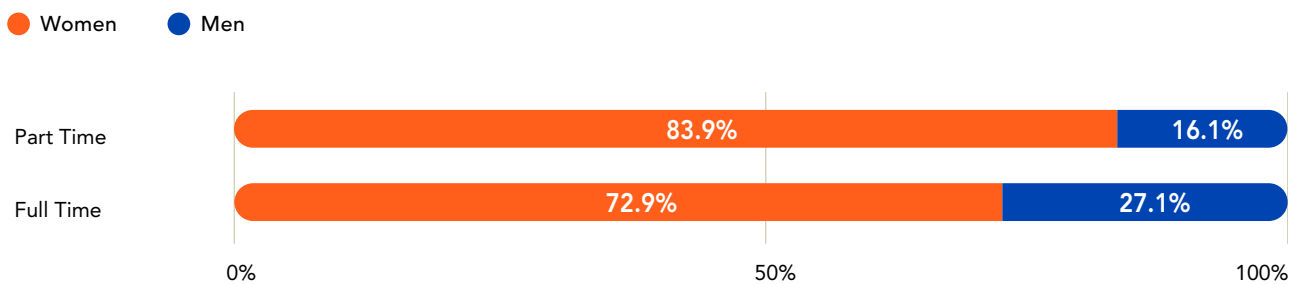
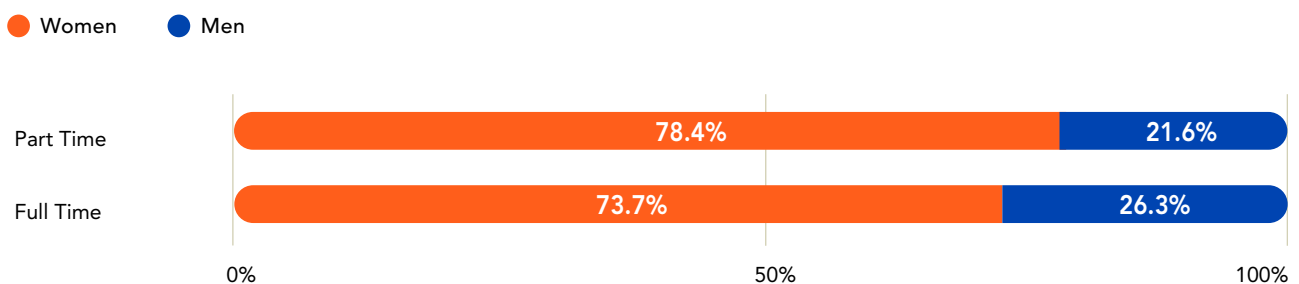


Figure 3.10: Permanent and Term Contracts – 2024 (Women and Men)



Breakdown by Gender and Employment Contract

For both years, 2023 and 2024 (Figure 3.11 and Figure 3.12), **almost all of the staff worked full time**, with very high values for both women (about **92–93%**) and men (**98.4%** in both years). The **part-time > 50%** category concerns a small proportion of staff but with a clear gender imbalance: in 2023 this form of contract was held by **7.8% of women** versus **1.6% of men**; the percentages remained similar in 2024 (7.3% women and 1.6% men). The **part-time < 50%** contract is marginal, used exclusively by women (0.2%), and absent for men.

Overall, therefore, no significant changes were observed between 2023 and 2024, with almost all staff working full time.

Figure 3.11: Breakdown of Staff by Gender and Employment Contract - 2023

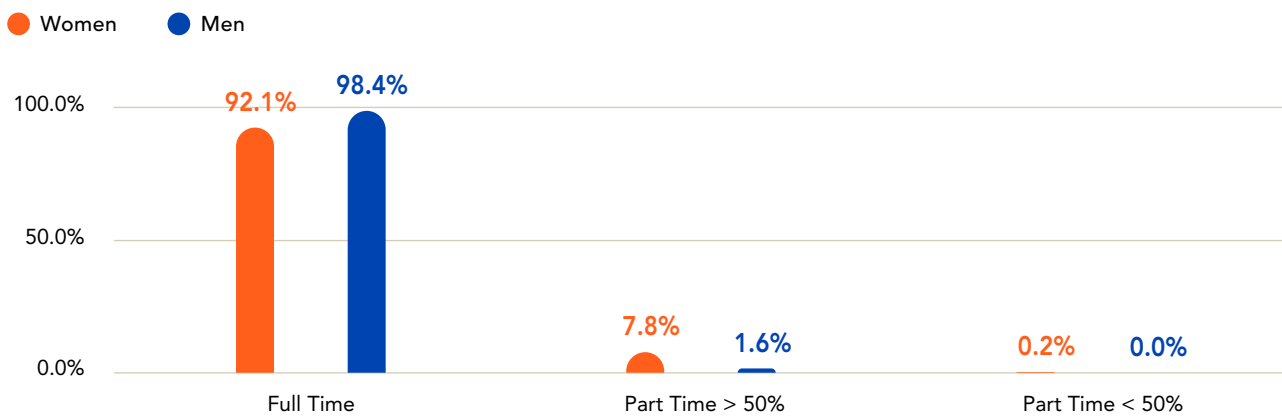
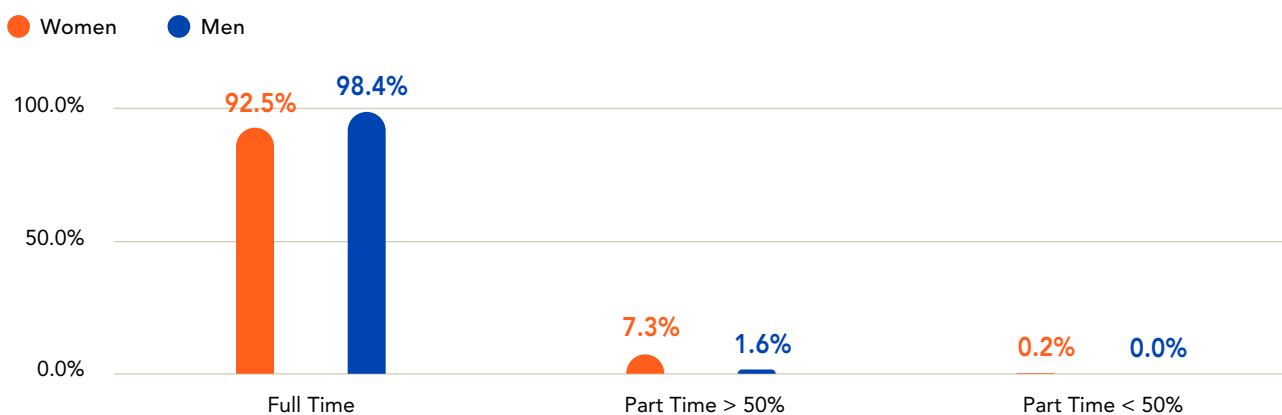


Figure 3.12: Breakdown of Staff by Gender and Employment Contract - 2024



Staff Seniority

Women form the clear majority in all staff seniority bands considered. In 2023 (Figure 3.13 and Figure 3.14) women represented 66–80% of staff in each seniority band, with higher values in the ranges 11–20 years (79.7%) and 30 years and over (77.9%). The male presence therefore ranges between 20–33%, with no ranges in which men are predominant.

In 2024 the situation remained largely stable: women continued to make up about two thirds or more of the staff in each age group (from 68.5% in the 0–5 age group to 80.6% in the 11–20 age group), while men remained between 19–31%. Only slight adjustments are observed: the share of females increases slightly in the ranges 0–5, 11–20 and 30 years and over, while the male presence increases slightly only in the 6–10 range.

Overall, therefore, the breakdown by seniority confirms a strong feminization of the staff across the entire career path with no apparent differences in retention between women and men in the various seniority bands.

Figure 3.13: Staff Seniority - 2023

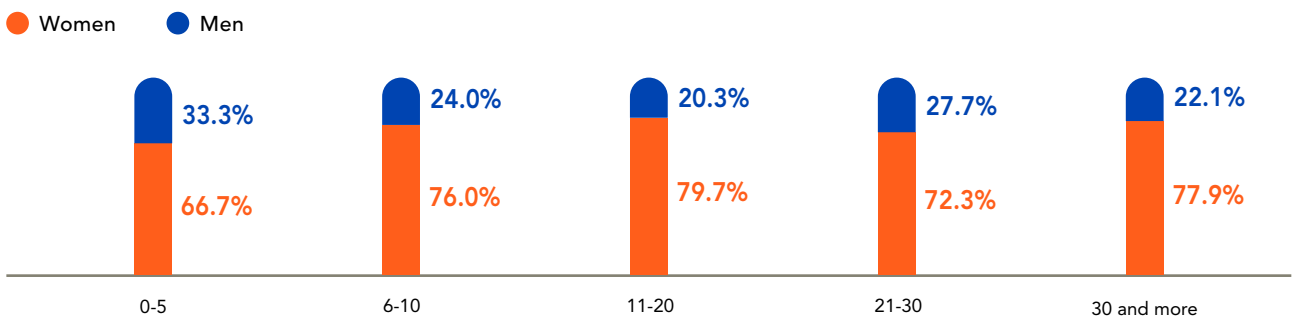
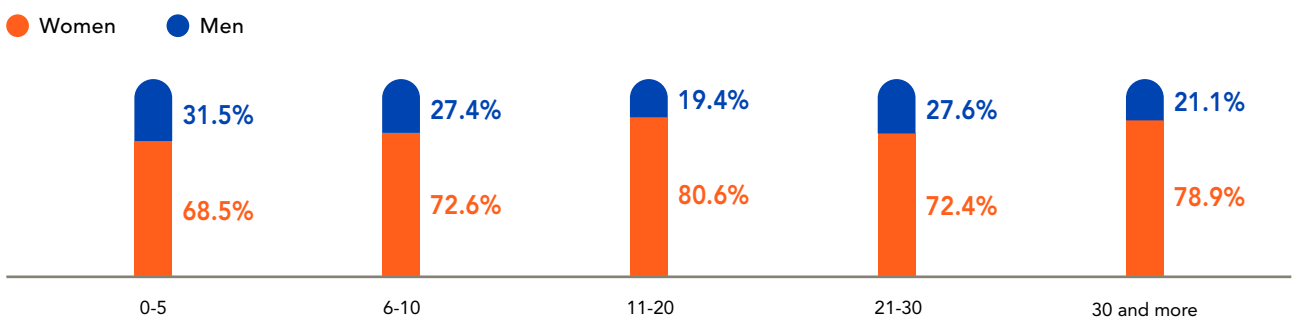


Figure 3.14: Staff Seniority - 2024





Turnover Index (Hires/Terminations)

To calculate **the Turnover Index (Hires/Terminations)** a formula is used that relates the number of hires and the number of terminations in a given period.

Turnover index = number hires in the period / number terminations in the same period

The turnover index shows how in **2023 (Figure 3.15)** new hires were concentrated mainly at levels **B1 and B2**, with a marked strengthening of the female component: women show values of well over 1 (up to **4.8** at level B2), compared with lower values for men. At levels **C1 and C2** the dynamic is reversed: the indices are markedly higher for men (4.0 and 3.0) than for women (0.8 and 1.0), indicating a **stronger male entry at intermediate levels**. In the most senior positions, interpretations are impacted by the limited numbers: in 2023 a female increase was recorded at level **QA** (index 3.0) but only a male increase in **directors** (index 1.0).

In **2024 (Figure 3.16)** the scenario partially changes. Growth continued to be concentrated at lower levels, but with a more balanced gender distribution: at **B1** the index remained higher for women (3.5 versus 1.8), while at **B2** men recorded a slightly higher value (3.0 versus 2.5). At levels **C1 and C2** both genders showed indices near or below 1 (in particular women at C2, 0.33), indicating a phase of **stability or a slight contraction in the intermediate levels**. At level **QB** the indices were below 1 for both genders (0.5 women, 0.33 men), indicating more terminations than hires.



CONTEXT ANALYSIS

Overall, the data suggest that the staff grows primarily at entry level B, where a strong female presence persists but with a progressive strengthening of the male component, while intermediate and higher levels are more stable or slightly declining, with dynamics that can affect the **gender-differentiated career advancement**.

Figure 3.15: Turnover Index (Hires/Terminations) - 2023 (by Level)

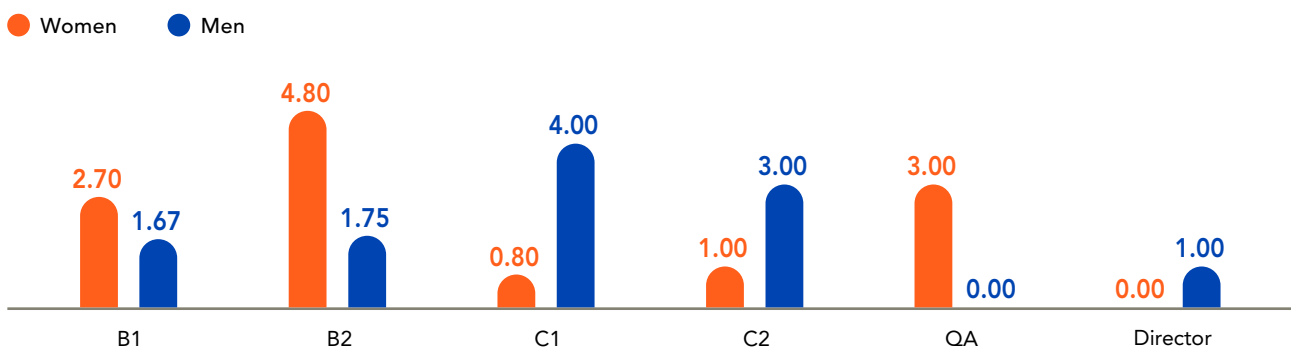
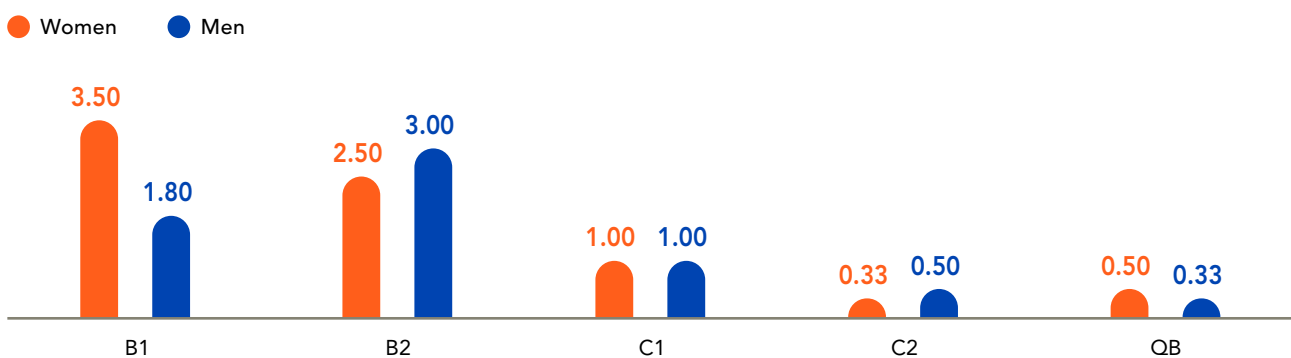


Figure 3.16: Turnover Index (Hires/Terminations) - 2024 (by Level)



Average Staff Men/Women Gross Annual Pay Differential

The pay differential between men and women among staff is **always in favor of men** across all levels considered. In **2023** (Figure 3.17) the gap was around 5% for **A/B level staff** and 4.3% for **level C**, but increased significantly among **managers/journalists (9.5%)** and above all among **director positions (10.8%)**, where male remuneration is more than a tenth higher than female remuneration at the same level.

In **2024** (Figure 3.18) the differential remained positive at all levels, with different trends: for staff **A/B** and **C** a slight increase was observed (respectively **5.2%** and **5.1%**), while among **managers/journalists** and **directors** the gap narrowed but still remained high (**8.0%** and **8.9%**).

Overall, therefore, the pay gap still tends to **widen as organizational responsibilities increase**, with the highest values concentrated among managers and directors; compared to 2023 a partial closing of the gap is visible in the top tiers but still remains significant and worthy of continuous monitoring.



Figure 3.17: Average Staff Men/Women Gross Annual Pay Differential - 2023 (by Level)

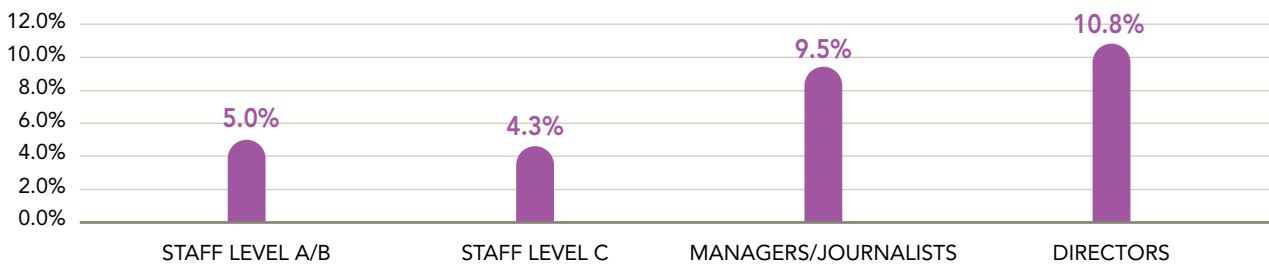
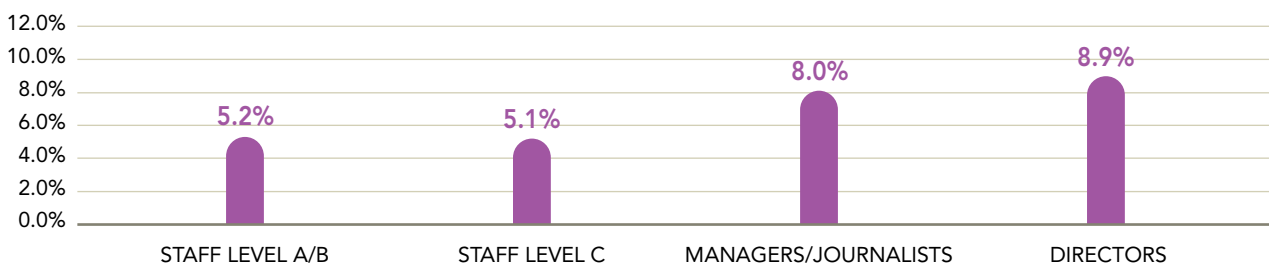
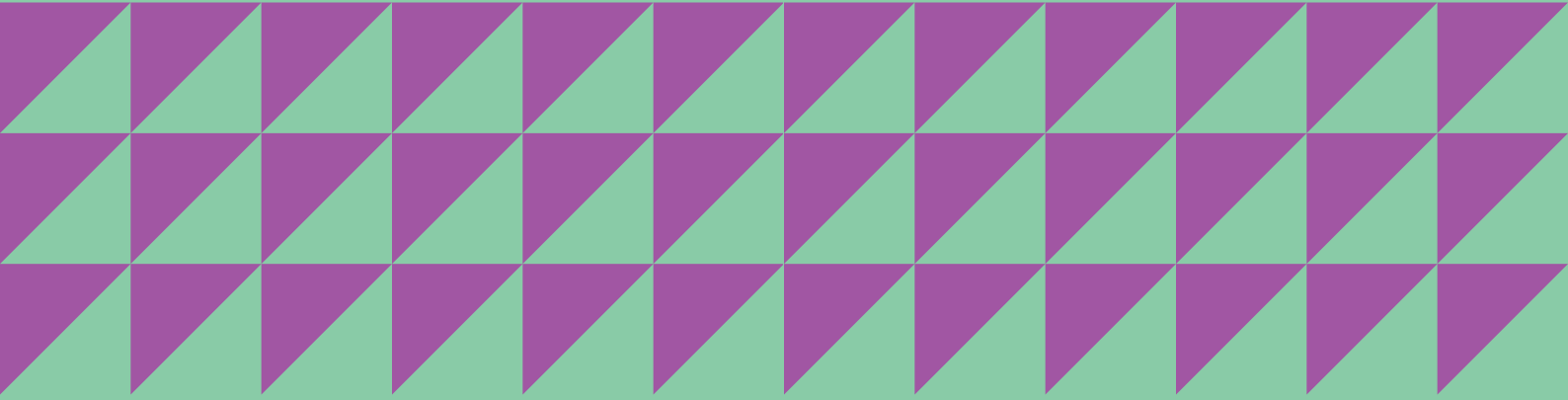


Figure 3.18: Average Staff Men/Women Gross Annual Pay Differential - 2024 (by Level)



GOVERNANCE



4. Analysis of the Governance

From **2024–2025** (Figure 4.1) to **2025–2026** (Figure 4.2), there was a slight increase in women’s representation in governance, from **36%** to **37.6%**.

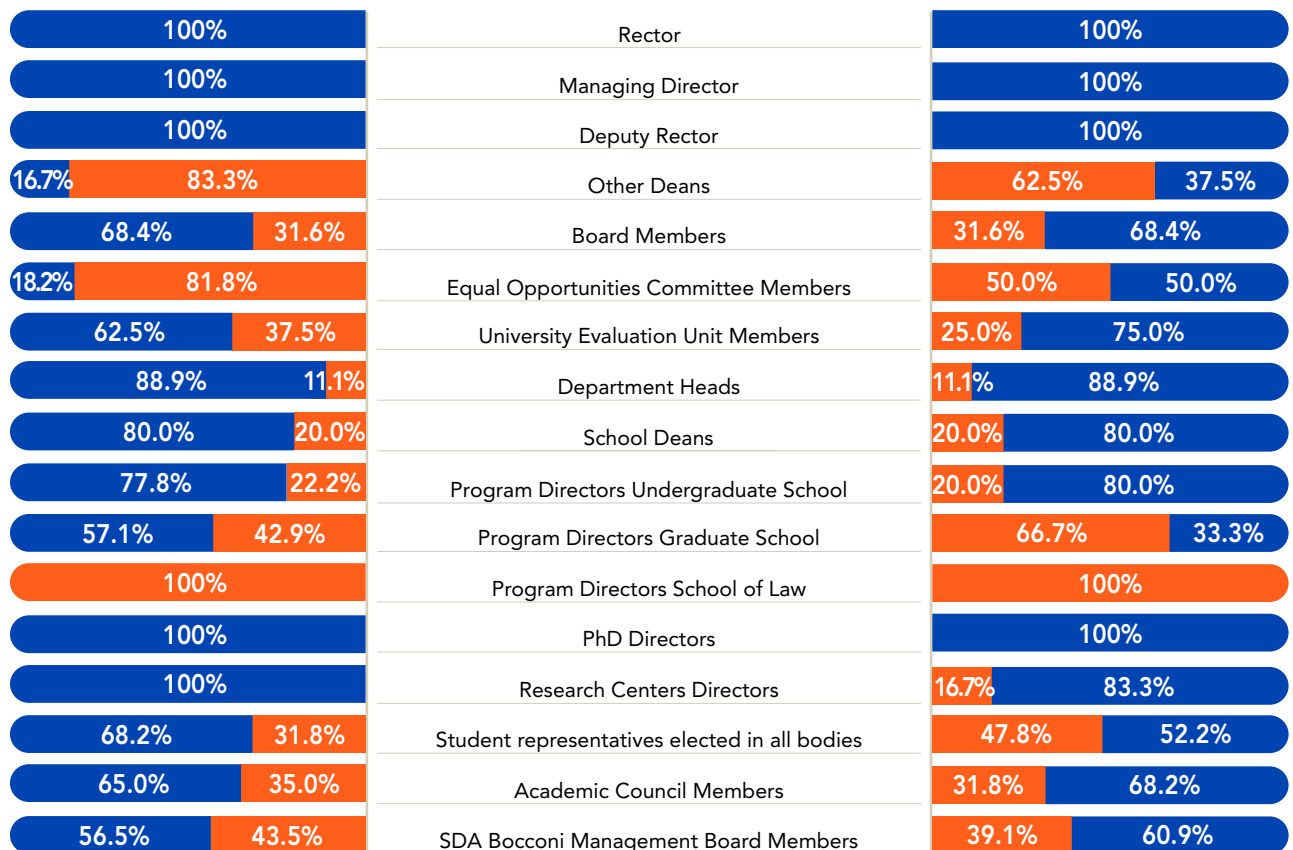
In particular, women are strongly represented in the Rectoral Committee (“Other Deans,” where women are the majority), the Equal Opportunities Committee, University Board Members, and the SDA Bocconi Management Board. A significant presence of women is also noted among Program Directors in the Graduate School. Among student representatives, the share of women also increases, approaching parity.

Figure 4.1: Governance 2024-2025

36% WOMEN 64% MEN

Figure 4.2: Governance 2025-2026

37.6% WOMEN 62.4% MEN



IMPLEMENTED AND FUTURE ACTIONS



Actions Implemented After the First Year of the IGEP 2025–2027

This section completes the analysis presented in the previous pages.

The Gender Report, by its very nature, describes what has already happened: this document comments on the 2023 and 2024 data. In the meantime, the University has already launched actions based on the findings of the previous Gender Report, based on the data for 2020–2022.

The tables below report the actions of the first year of the Inclusive Gender Equality Plan (IGEP) 2025–2027 relating to the year 2025 just completed. The numbering of the actions reflects that of the IGEP 2025–2027 document.



AREA 1.



Diversity and Inclusion in Leadership Strategies

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

ACTION 1

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

Output/outcome

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

Timing

2025, 2026, 2027

ACTION 2

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

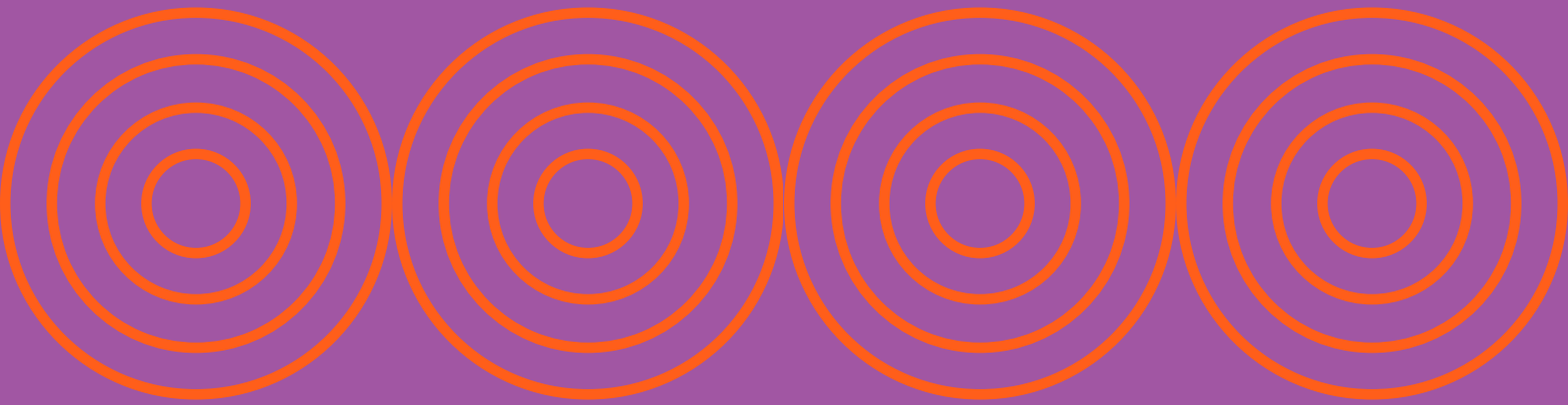
Output/outcome

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

Timing

2025, 2026, 2027

AREA 2.



Communication of Organizational Culture

OBJECTIVE 2.1: Promote an inclusive culture, free from discrimination

ACTION 1

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

Output/outcome

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

Timing

2025, 2026, 2027

ACTION 2

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

Output/outcome

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

Timing

2025, 2026, 2027

ACTION 4

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

Output/outcome

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

Timing

2025

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

ACTION 1

Regulations on the composition of conference panels

Output/outcome

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

Timing

2025

OBJECTIVE 2.3: Adopt more inclusive language

ACTION 2

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

Output/outcome

Gradual adaptation of the content produced by the University

Timing

2025, 2026, 2027

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

ACTION 1

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

Output/outcome

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

Timing

2025

ACTION 2

Advocacy of the values of diversity culture with local institutions

Output/outcome

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

Timing

2025, 2026, 2027

AREA 3.



Prevention and Management of Discrimination, Violence and Harassment

OBJECTIVE 3.1: Prevent discrimination, violence and harassment

ACTION 1

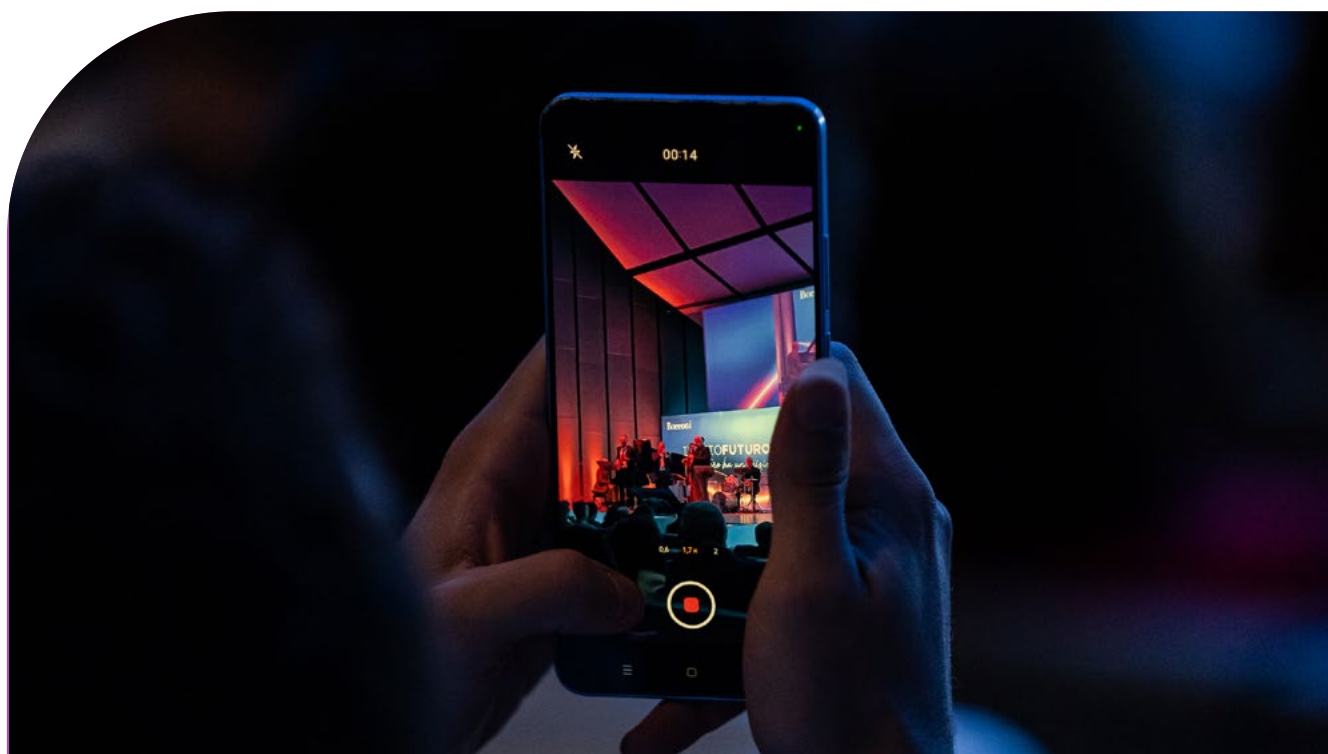
Organization of internal initiatives to raise awareness and prevent both harassment and violence also in reference to the multiculturalism at the University (different sensibilities, approaches and perceptions)

Output/outcome

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

Timing

2025 e 2027



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

ACTION 1

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

Output/outcome

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

Timing

2025

ACTION 2

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

Output/outcome

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

Timing

2025, 2026, 2027

ACTION 3

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

Output/outcome

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

Timing

2025, 2026, 2027

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

ACTION 1

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

Output/outcome

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

Timing

2025, 2026, 2027

OBJECTIVE 3.4: Protect the psychophysical wellbeing of LGBTQIA+ people

ACTION 1

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

Output/outcome

- Evaluation and acceptance of applications to the “Bocconi Carriera Alias” program, guidance during the person’s gender transition
- Presence of all-gender bathrooms on campus and adequate signage and communication

Timing

2025, 2026, 2027

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

ACTION 1

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

Output/outcome

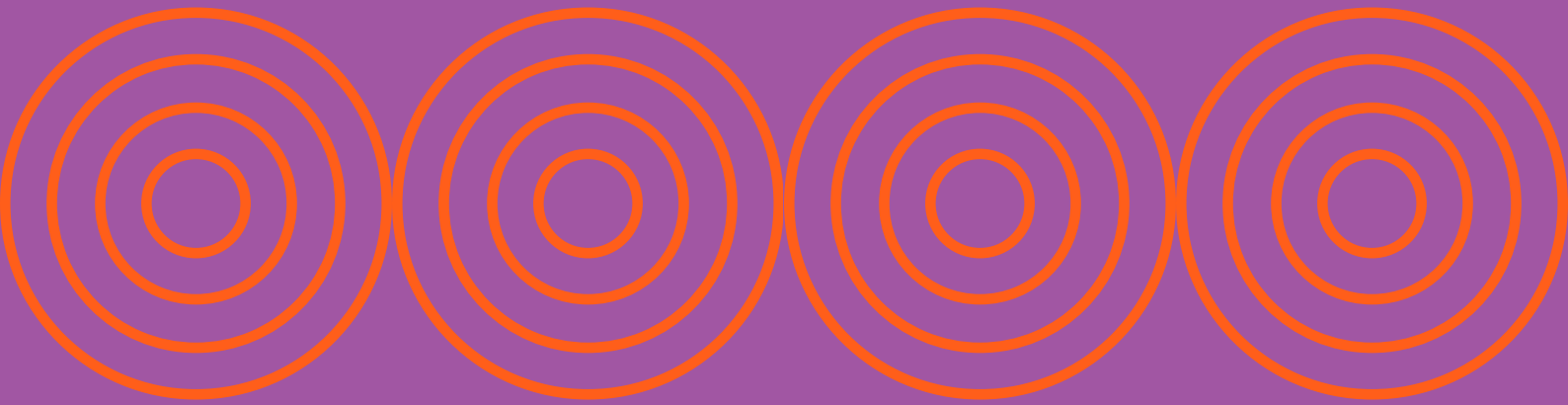
Implementation of projects/services on the topics of:

1. Physical accessibility
2. Digital accessibility
3. Counseling and Learning Needs Help Desk
4. Academic Specific Needs Support
5. Targeted integration into the job market

Timing

2025, 2026, 2027

AREA 4.



Integration of Diversity and Inclusion in Research and Teaching Programs

OBJECTIVE 4.1: Enhance diversity and inclusion in research and teaching

ACTION 1

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

Output/outcome

Organization of the “Broaden Your Frame” series for Master of Science students and other members of the community

Timing

2025 e 2027

ACTION 3

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

Output/outcome

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

Timing

2025, 2026, 2027

ACTION 4

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

Output/outcome

Distribution of monetary awards

Timing

2025, 2026, 2027

OBJECTIVE 4.1: Enhance diversity and inclusion in research and teaching

ACTION 5

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

Output/outcome

Obtainment of research grants

Timing

2025, 2026, 2027

ACTION 6

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

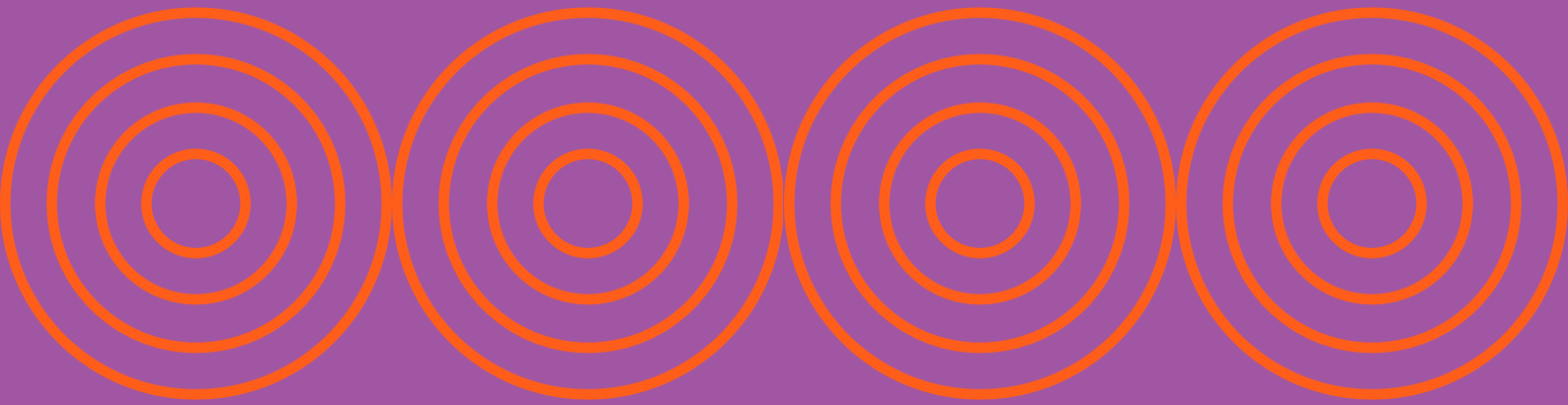
Output/outcome

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

Timing

2025, 2026, 2027

AREA 5.



Work-Life Balance

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

ACTION 5

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

Output/outcome

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

Timing

2025, 2026, 2027

ACTION 6

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

Output/outcome

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

Timing

2025, 2026, 2027

ACTION 7

Continuation of the “CarDev - Research Support on Career Development” program

Output/outcome

Career development assistance for associate professors and tenured researchers who have significant experience in family care and assistance (for children, spouses or partners, or relatives) through:

1. a teaching discount equal to 50% of the teaching load for the academic year of reference
2. the allocation of an additional €5,000 for individual research funds

Timing

2025, 2026, 2027

OBJECTIVE 5.2: Promote work-life balance in general

ACTION 2

Continuation of welfare platform

Output/outcome

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

Timing

2025, 2026, 2027

ACTION 3

Collection of information on welfare services and initiatives

Output/outcome

Increased awareness of welfare measures dedicated to the faculty

Timing

2025

ACTION 4

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

Output/outcome

Increased staff satisfaction linked to the greater flexibility guaranteed by remote working

Timing

2025, 2026, 2027

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

ACTION 1

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

Output/outcome

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

Timing

2025

ACTION 2

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

Output/outcome

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

Timing

2025, 2026, 2027

ACTION 3

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

Output/outcome

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

Timing

2025, 2026, 2027

AREA 6.



Gender Balance in Leadership Positions and Decision-Making Bodies

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

ACTION 1

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

Output/outcome

Periodic publication of the Gender Report

Timing

2025, 2026, 2027



AREA 7.



Gender Equality in Recruitment and Career Advancement

OBJECTIVE 7.4: Rebalance salary dynamics

ACTION 1

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

Output/outcome

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

Timing

2025, 2026, 2027



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

ACTION 1

Continuation and monitoring of scholarships for female students (Women Awards)

Output/outcome

- Monitoring of the number of "Bocconi Women Award" scholarships
- Feasibility study of other possibilities of financial aid or forms of support for female students to reduce gender asymmetries of participants in degree programs and elevate female empowerment

Timing

2025, 2026, 2027

OBJECTIVE 7.6: Raise awareness of gender issues at all levels

ACTION 1

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

Output/outcome

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

Timing

2025, 2026, 2027

Future Actions

The Inclusive Gender Equality Plan 2025–2027 represents the framework by which the University intends to continue to pursue and consolidate its equality and inclusion policies.

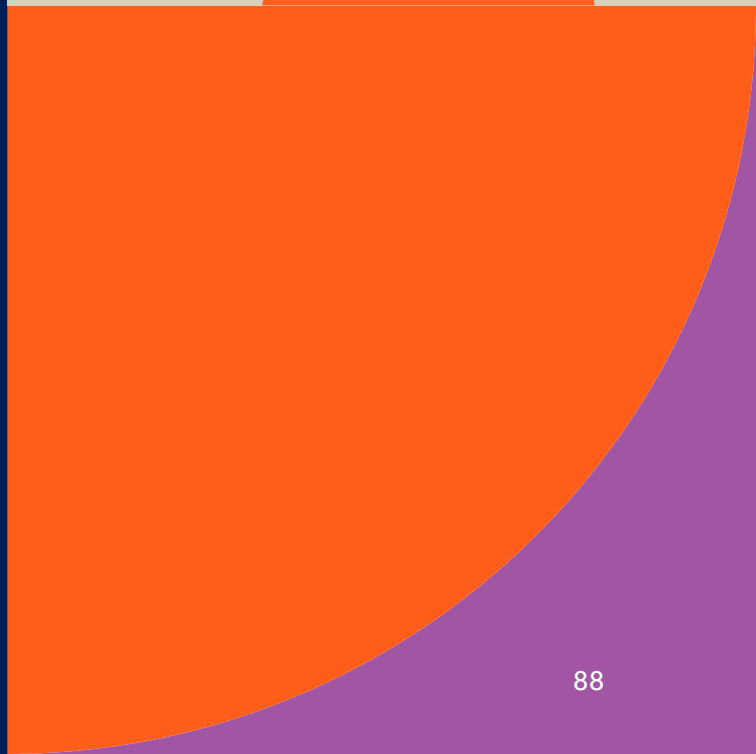
In keeping with this plan, the results that emerge from the analysis of this Gender Report, which highlight areas of persistent imbalance — in female student access to study paths in STEM and Economics and Finance subjects, in career advancement, in access to decision-making positions, in pay dynamics — will help us to more clearly identify our action priorities for 2026 and 2027.

In this scenario, our future actions will develop along several lines outlined in both the IGEP and the specific Gender Equality Strategic Plan 2026–2028, recently drafted with reference to Gender Equality Certification UNI Pdr 125:2022: on the one hand, the improvement of organizational conditions that facilitate a better work-life balance, with particular focus on the asymmetries that still exist regarding the use of flexibility tools and the distribution of care burdens; on the other, the promotion of more equitable and transparent growth and career development paths, supporting more equal gender representation at senior levels and in decision-making bodies and promoting female access to leadership roles and managerial positions. At the same time, the monitoring and systematic analysis of pay differentials and the main career levels will continue with specific attention focused on areas where the gaps are tending to widen, as well as on the introduction of more equitable recruitment processes.

Finally, in line with the IGEP, the next two-year period will see continuous attention focused on integrating the gender dimension into academic and scientific growth opportunities, including the dynamics of accessing resources and competitive research opportunities, and the consolidation of initiatives that counter horizontal segregation in educational choices, especially in areas where these differences remain pronounced. Overall, these action areas confirm the University's commitment to maintaining an integrated and measurable approach in 2026–2027, one that is capable of combining strategic planning with the findings of the Gender Report and of translating these results into gradual improvements in equality, inclusion and equal opportunities for the entire Bocconi community.



ANNEX



Study Programs by Subject Area 2023–2024 and 2024–2025

AREA

ECONOMICS AND FINANCE

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

AREA

MANAGEMENT

- **Bachelor**
 - Economia aziendale e Management (ITA)
 - International Economics and Management (ENG)
 - Business (World bachelor in Business) (ENG)
 - Economia e Management per Arte, Cultura e Comunicazione - *Economics and Management for Arts, Culture and Communication* (ITA-ENG)
- **Master of Science**
 - Management (only for 2023-2024 a.y.) (ITA-ENG)
 - International Management (ENG)
 - Marketing Management (ITA-ENG)
 - Amministrazione, Finanza aziendale e controllo - *Accounting, Financial Management and Control* (ITA-ENG)
 - Economia e legislazione per l'impresa (ITA)
 - Economics and Management in Arts, Culture, Media and Entertainment (ENG)
 - Economics and Management of Government and International Organizations (ENG)
 - Economics and Management of Innovation and Technology (ENG)
- **PhD**
 - Business Administration and Management (ENG)

AREA

LAW

- **Bachelor**
 - Global law (ENG)
- **Integrated Master of Arts**
 - Giurisprudenza (ITA)
- **PhD**
 - Legal Studies (MAINLY ENG)

AREA

POLITICAL SCIENCE

- **Bachelor**
 - International Politics and Government (ENG)
- **Master of Science**
 - Politics and Policy analysis (ENG)
- **PhD**
 - Social and Political Science (ENG)

AREA

STEM

- **Bachelor**
 - Mathematical and Computing Sciences for Artificial Intelligence (ENG)
- **Master of Science**
 - Data Science and Business Analytics (ENG)
 - Cyber Risk strategy and Governance (ENG)
 - Transformative Sustainability (ENG)
 - Artificial Intelligence (ENG)
- **PhD**
 - Statistics and Computer Science (ENG)

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