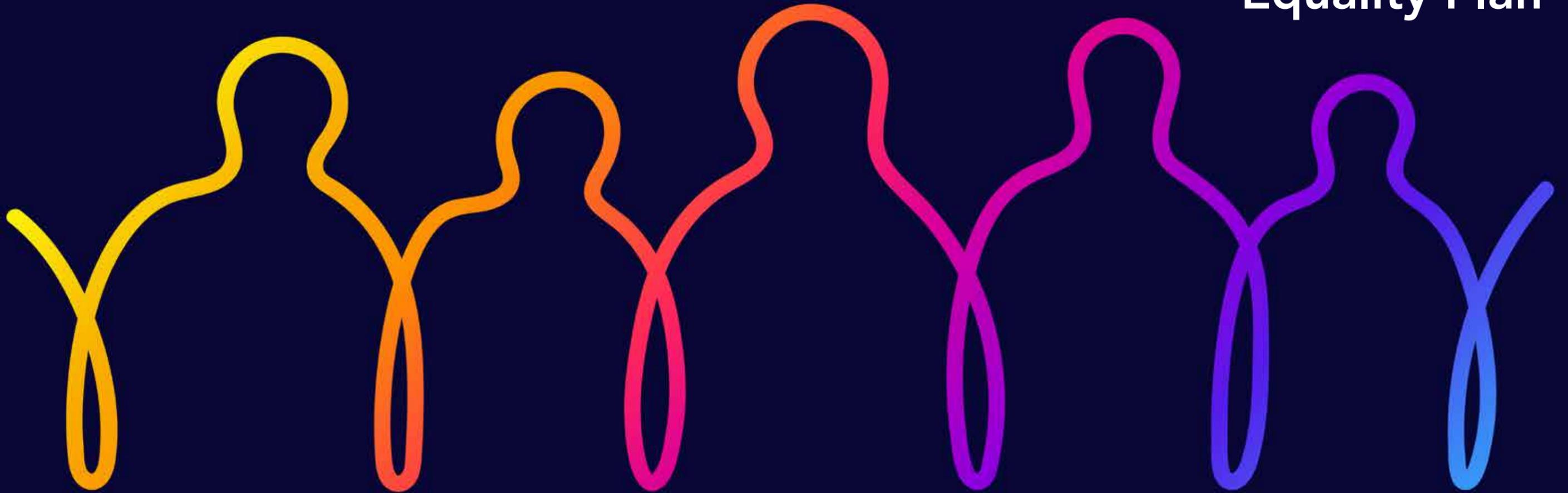January 2022

Bocconi

Inclusive Gender Equality Plan

DIVERSITY IS A FACT,
INCLUSION IS OUR PRACTICE

Università
Bocconi
MILANO

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FOREWORD: OUR COMMITMENT TO DIVERSITY AND INCLUSION

Bocconi is committed to building a diverse and truly inclusive university. With students, faculty, staff and alumni from over 100 countries around the world, diversity is integral to Bocconi's ethos. This extraordinary mix of people and ideas underpins our global reputation for research excellence and creates an open and dynamic environment that makes studying and working at Bocconi a unique and enriching experience. We are determined to pursue our core research and educational objectives in a physical and intellectual context where all members of our community receive – and offer to others – equality of opportunity and treatment, irrespective of their gender, gender identity, sexual orientation, nationality, ethnicity, religion, disability, age or economic background.

In recent years, diversity and inclusion have become key elements of Bocconi's overall strategic priorities, a shift that has now accelerated through the establishment of a dedicated Deanship, among the first of its kind in Europe. Also in place are a set of related key performance indicators in the Strategic Plan 2021-2025 and the adoption of an Honor Code. This Inclusive Gender Equality Report is yet another sign of the importance we place on this matter: it maps diversity at Bocconi, outlines the University's inclusion practices and sets an agenda for future initiatives and procedures.

At Bocconi we want to ensure that our policies, research and teaching – as well as the lived experiences of students, faculty, staff and alumni – reflect our promise to uphold a transparent and coherent strategy in this crucial area. To deliver on this commitment, diversity and inclusion will be embedded in the activities of our University, day in and day out, and strategic goals will be tracked carefully. This document restates our mission to provide bright and motivated students – regardless of their background – with the knowledge and tools that realize their full potential: today as students, tomorrow in the workplace and society. Together, we are working towards Bocconi as a home of diversity, intercultural understanding, community engagement and inclusion – a safe and nurturing physical and virtual space for all.

Gianmario Verona
Rector

Riccardo Taranto
Managing Director

1.
DIVERSITY AND INCLUSION AT BOCCONI

Diversity and inclusion have become key elements of Bocconi University's strategic priorities. The critical executive importance of diversity and inclusion was affirmed in 2020 through the establishment of a dedicated Deanship. The governance of diversity and inclusion is supported by a dedicated Project Manager, three university committees (the Equal Opportunities Committee, the Disabilities Committee and the Committee for the Coordination of Student and Group Activities), and diversity delegates in each Department (for members see Appendices 1-4). In our current Strategic Plan, Bocconi has developed a set of key performance indicators to increase diversity among students, staff and faculty. The University is committed to being "an open university supporting social mobility, inclusivity, diversity and sustainability" (Strategic Plan 2021-2025). Furthermore, the University has adopted an Honor Code for the entire Bocconi community, which includes a commitment to diversity and inclusion. We aim to embed diversity and inclusion in the University's day-to-day activities, and we track our diversity goals carefully through dedicated metrics.

This Inclusive Gender Equality Report systematically maps diversity and inclusion at Bocconi University in order to help the University to meet its key performance indicators included in the Strategic Plan 2021-2025, and identify our strengths and weaknesses. Bocconi has been active in developing diversity and inclusion practices in the past, and through the strategy outlined in this report it is on course to develop and adopt an even more systematic approach in the future. The Inclusive Gender Equality Report takes an intersectional approach and thus reflects Bocconi's commitment to intersectionality. Intersectionality highlights the interconnected nature of social categorizations, such as gender, gender identity, class, sexual orientation, disability, ethnicity or nationality, which create overlapping forms of discrimination, disadvantage and marginalization. Bocconi's diversity and inclusion strategy strengthens the University's efforts to increase inclusion of a diverse faculty, staff and student body, according to different parameters, with a special focus on gender, gender identity, sexual orientation, disability, mental health, nationality, ethnicity and religion.

Before mapping diversity at Bocconi University and outlining our inclusion policies and strategy for the future, it is important to define what we mean by diversity and inclusion. Diversity is any dimension that can be used to differentiate groups and people from one another: age, gender,

ethnicity, religion, disability, sexual orientation, socio-economic status and national origin. Inclusion are the practices that empower people by respecting what makes them different and allowing them to reach their fullest potential within an organization. The bottom line here is that diversity is a fact, while inclusion is a practice. Bocconi is committed to diversity and inclusion because doing so benefits our whole community. Academic institutions across the globe often do not reflect the makeup of the societies that they serve. A strong commitment to diversity and inclusion is crucial for academic institutions to ensure that different perspectives are being heard and for scientific innovation to flourish. Ensuring that all Bocconi students, faculty and staff members have the same chance to thrive, regardless of religion, ethnicity, socio-economic background, sexual orientation, gender identity, disability or mental health needs, is something that benefits our entire community.

What is more, diversity and inclusion management allows for the development of a professional environment in which every member of our community can reach their fullest potential. Performance metrics that universities use may reflect systemic inequalities that certain groups in society face. For example, research suggests that female academics are evaluated differently from their male counterparts by selection panels, even when their CVs are identical (Franco et al. 2021), by evaluation panels (Begeny et al. 2020), by students in their course evaluations (MacNell et al. 2015; Boring 2017; Mitchell and Martin 2016), and by male colleagues who are less likely to cite female colleagues, even in fields where leading scholars are women (Dion et al. 2018). Creating more awareness about these and other inequalities, while at the same time aiming to address their drivers, helps each member of our academic community to thrive.

Bias is the biggest obstacle to increasing diversity and inclusion within organizations (Jana and Diaz Mejias 2018). Bias can be defined as prejudice in favor of or against one thing, person or group compared with another, usually in a way that's considered to be unfair. Biases may be held by an individual, group or institution. When it comes to institutional bias, it is important to recall the classical definition by North (1991: 97): "Institutions are the humanly devised constraints that structure political, economic and social interaction. They consist of informal constraints [customs and norms] and formal constraints [rules and procedures]." Keeping this definition in mind, we can view institutional bias as non-neutral customs and norms as well as rules and procedures. The term non-neu-

tral here means favoring the presence and performance of some groups over others.

Every institution displays bias. Capturing the extent of bias that exists in institutions is difficult, especially because it often plays out unconsciously. Nonetheless, Bocconi has taken an important step in measuring bias by creating a Diversity and Inclusion Dashboard that measures real-time diversity and inclusion through a monitoring tool. Yet biases can manifest themselves not only in institutional rules and procedures, but also in institutional customs and norms. Hence it is important to map diversity within institutions based on data at regular intervals to help bring these institutional biases to the fore. Institutional bias can take on two distinct forms: a) conscious/explicit bias, and b) unconscious/implicit bias. Explicit bias encompasses explicit forms of discriminatory practices. This form of bias is usually counteracted by law, in the case of Bocconi University through Italian and European Union (EU) law. Bocconi's legal office pays close attention to remedying any loopholes in procedures and makes sure that regulations are on par with legal developments. Implicit bias encompasses social stereotypes about certain groups of people that individuals form, outside of their own conscious awareness. Everyone holds unconscious beliefs. They stem from our natural tendency to social categorizing. Implicit bias may differ across different parts of the organization, and it is not easy to tackle.

Implicit biases develop at an early age: biases emerge during middle childhood and appear to develop across childhood (Astell-Burt et al. 2012). They are formed in numerous ways such as through exposure to the media, cultural stereotypes or personal experiences. Implicit biases have real world consequences for behavior and educational achievement. For example, research suggests that teachers' unconscious beliefs about ethnic differences affect their interaction with students and their assessment of student performance (Tenenbaum and Ruck 2007, Glock and Krolak-Schwerdt 2013). In addition, students' perceptions of teacher bias may adversely affect their self-esteem and academic achievement (Astell-Burt et al. 2012, Major et al. 1998). Implicit bias helps to sustain prejudice and discrimination. So, in order to create a level playing field within an institution and provide a working environment in which every person can reach their fullest potential, it is imperative for every institution to actively map and counteract implicit bias. Evidence suggests that implicit biases are malleable, this means that one can take steps to mini-

mize the impact of implicit bias (Vuletich and Payne 2019).

The goal of this report is to map diversity within our community, to define the strengths and weaknesses of our inclusion policies and to develop a diversity and inclusion strategy that allows us to address these weaknesses. The first part of the report consists of a mapping exercise based on the descriptive analysis of the diverse makeup of staff, students and faculty, especially when it comes to gender. The descriptive analysis does not include certain characteristics which are protected characteristics under privacy and data protection laws in Italy and the EU. These characteristics are therefore not recorded by the University. Gender reassignment, marital status or "religion or beliefs" are examples of such characteristics. In addition, there are some characteristics that the University currently does not collect, but could do so in the future, if they were deemed important. Sexual orientation or ethnicity are examples of such characteristics.

The descriptive analysis is complemented with survey data based on perceptions, specifically based on a student survey on perceptions of diversity on campus. The possibility of collecting similar survey data among staff and faculty members is discussed in the last part of the report. Finally, quantitative data, both descriptive and survey analysis, is enriched by qualitative data. Due to privacy issues and the fact that some groups are small in size, qualitative data based on in-depth interviews with students, staff and faculty is also crucially important for mapping diversity within Bocconi. The use of qualitative data also allows for the validation of descriptive and survey analysis and the examination of perceptions and experiences that individuals have within the University.

Due to data availability the numerical mapping exercise refers to academic year 2019-2020 (or where possible before). This also means that some numbers have changed between now and then, but the purpose of this report is to try to develop a way of mapping diversity that can easily be repeated in the future, and in fact should be repeated in order to monitor change. The perception-based data based on surveys and the in-depth interviews were conducted between November 2020 and June 2021. The in-depth interviews were conducted with all Deans, Heads of Department, Directors of staff units, departmental diversity delegates, heads of the student associations TEAM, B.Lab, BLEST and Women in Business, as well as a working group of SDA students and individual members of the staff, faculty and student body that reached out to the Dean of Diversity

and Inclusion in the context of issues that arose between November 2020 and June 2021.

This first report on diversity and inclusion does not only serve as an overview and plan of action for the Diversity and Inclusion Deanship, but also as a starting point for creating a dedicated workflow for regular diversity and inclusion reporting within Bocconi. This is institutionally anchored in the newly established Bocconi Diversity and Inclusion Dashboard which is updated in real time and serves as a means to create institutional memory.

This report could not have been completed without the help of so many people within the Bocconi community. First and foremost, the working group "Inclusive Gender Equality Report" including Paola Profeta, Stefania Borghini, Mariatheresa Maggiolino and Sonia Petrone. Second, the members of the Equal Opportunities Committee have provided frequent and important feedback on previous drafts (for an overview of members, see Appendix 2). Third, I wish to thank Aida Riolo, who has helped especially when it comes to disability and accessibility issues discussed. Fourth, compiling the descriptive data and the Diversity and Inclusion Dashboard would not have been possible without the help of Ricardo Taranto, Giovanni Salvucci and Gabriella Zanga. Fifth, I wish to thank Antonella Carú for allowing me to include a diversity cycle to the Broaden Your Frame program which has helped to bring researchers who work on diversity and inclusion to Bocconi to interact with students on the topics, and Linda Giozza for her wonderful administrative assistance. Finally, the following members of staff, faculty, (PhD) students, alumni and executive board have been crucial in providing data and their insights in in-depth interviews: the Rector, all Deans, all Heads of Department, Paolo Cancelli, Laura Candotti, Silvia Colombo, Riccardo Taranto, Maurizio Mongardi, Roberto Grassi, Claudia Piccioni, Luigi Pellegrino, Benedetta Colombo, Nicola Scalzo, Marcello Valtolina, Antonia Devoto, Giuseppe Sinatra, Martina Ercoli, Elio Borgonovi, Massimo Morelli, Dirk Hovy, Eleanor Spaventa, Nicoletta Balbo, Valentina Bosetti, Marlene Jugl, Joachim Vosgerau, Nell Dutt, Andrea Rurale, Om Papaspiliopoulos, Lanny Martin, Sonia Petrone, Anna Battauz, Silvia Cinque, Fabrizio Perretti, Stefania Borghini, Eliana la Ferrara, Angelo Ditillo, Hao Jiang, Tony Bertelli, and Vittorio Collau, Paula Rettl, Antonia von Appen, Roberto Isibor, and the leadership of B.Lab, TEAM, BLEST and Women in Business.

Catherine E. De Vries
Dean of Diversity and Inclusion

2.

DIVERSITY AND INCLUSION OF STUDENTS

This chapter of the report is dedicated to exploring diversity and inclusion among Bocconi students. The mapping of diversity and inclusion within the Bocconi student body is based on descriptive information on the makeup of students mainly stemming from the academic year 2019-2020 contained in the Diversity and Inclusion Dashboard and enriched by perception-based data based on a survey conducted in June 2021 as well as in-depth interviews. The chapter is structured as follows. In the first section, the focus is on gender and geographical diversity as these are primary characteristics the University collects upon student entry. The second section focuses on physical and learning disabilities of students and the perceptions about mental health based on a recent student survey. The third and final section includes a brief overview of the inclusion initiatives in place at Bocconi to foster student inclusion as well as the perceptions of students about diversity and inclusion at Bocconi collected in a recent student survey.

2.1 Gender and Geographical Diversity

Figure 1 shows the gender and geographical diversity among Bocconi students during academic year 2019-

2020. In academic year 2019-2020, the share of female students across all programs was 42%, while the share of male students was 58%. Note that these shares reflect the legal gender status of students, not the perceived gender identity as the University currently does not systematically collect information on students' perceived gender identity. The share of non-Italian students in 2019-2020 is 19%. The non-Italian status of students reflects them holding a non-Italian passport.

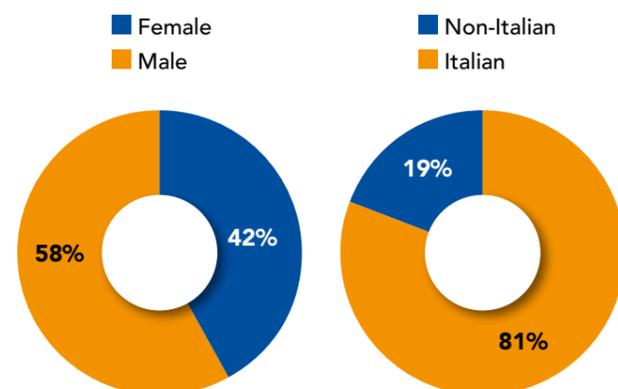**Figure 1:** Gender and Geographical Diversity Among Students, 2019-2020

Table 1: Gender and Geographical Diversity Among Students, 2017-2020

	2017-2018	2018-2019	2019-2020
Share of Female Students	44%	43%	42%
Share of Male Students	56%	57%	58%
Share of Non-Italian Students	16%	18%	19%
Number of Countries	110	108	107

Table 1 provides an overview of the diversity within the student body in terms of gender and nationality between 2017 and 2020. Interestingly, while the share of non-Italian students has increased from 16 to 19% between the 2017-2018 and 2019-2020 academic years, the share of female students slightly decreased over the same period, from 44 to 42% respectively.

Non-Italian students hold passports from over 100 different countries. Figure 2 provides an overview of the geographical diversity of Bocconi students. While Bocconi attracts students from many different

parts of the world, it clearly lacks student representation from the African continent as well as the Middle Eastern region. This may provide an important consideration for future inclusion and outreach activities that the University may undertake. The Strategic Plan 2021-2025 sets the goal of increasing the share of non-Italian students in international programs. Considering the geographical diversity of these students, in conjunction with their gender and socio-economic background, is important for meeting the key objective laid out in the Strategic Plan, namely for Bocconi to become an open university dedicated to supporting social mobility, inclusivity and diversity.

Figure 3 provides an overview of the share of female versus male students and Italian and non-Italian students across different schools within the University. In academic year 2019-2020, the share of female students in the Undergraduate School was 38%, while the share of male students was 62%. The share of non-Italian students in 2019-2020 in the Undergraduate School was 19%. Both the share of female stu-
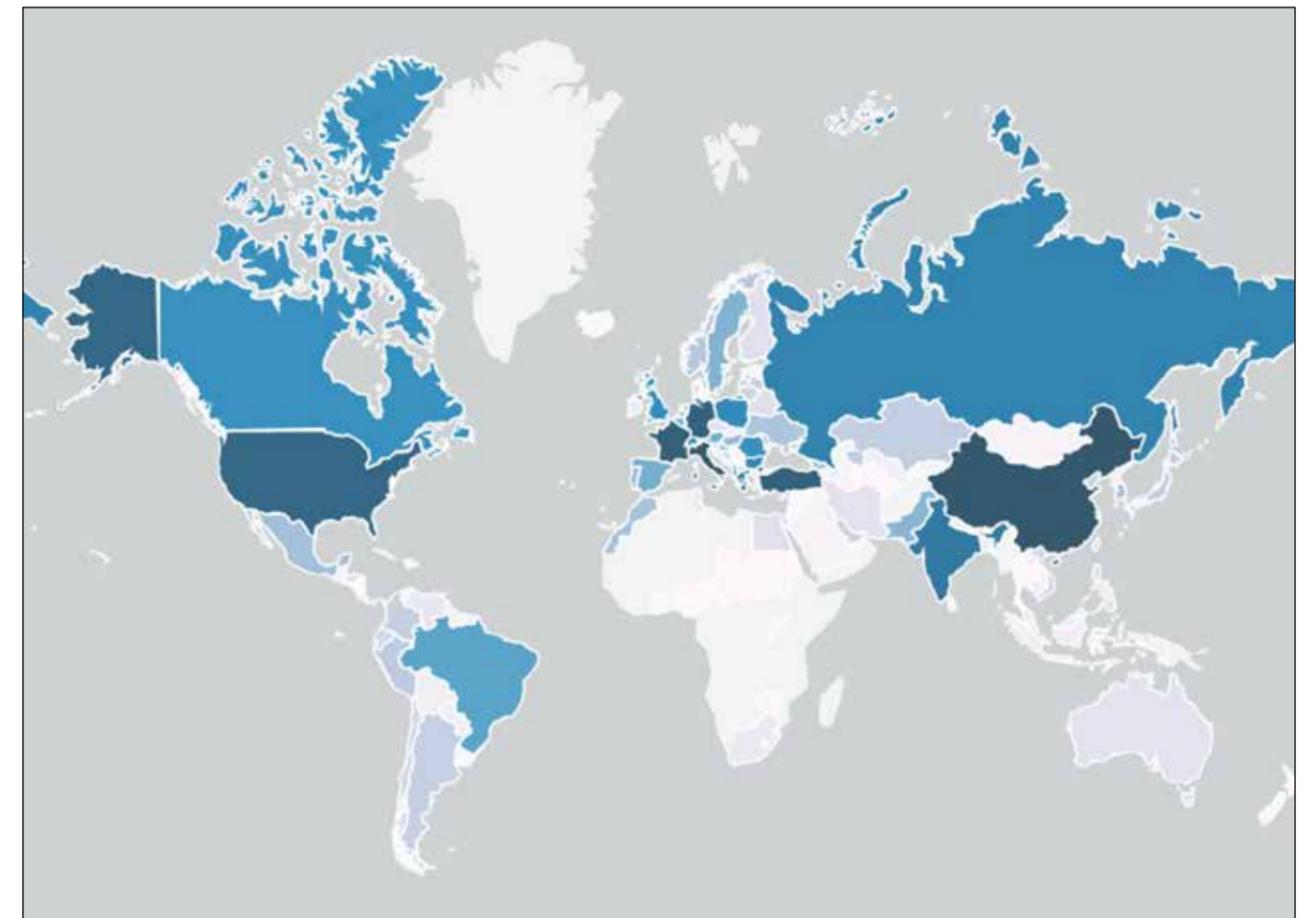

Figure 2: Geographical Diversity of Students, 2019-2020

dents, 38%, and non-Italian students, 19%, is slightly higher in the Graduate School, 44 and 21% respectively. While the School of Law has the highest share of female students within the University, 53%, the share of non-Italian students is the lowest with only 2% of

law students being non-Italian. The share of female students within SDA Bocconi is 40%, while the share of non-Italian students is 42%. Within the PhD School, the share of female students is 42%, and the share of non-Italian students is 52%.

Figure 3: Gender and Geographical Diversity Among Students per School
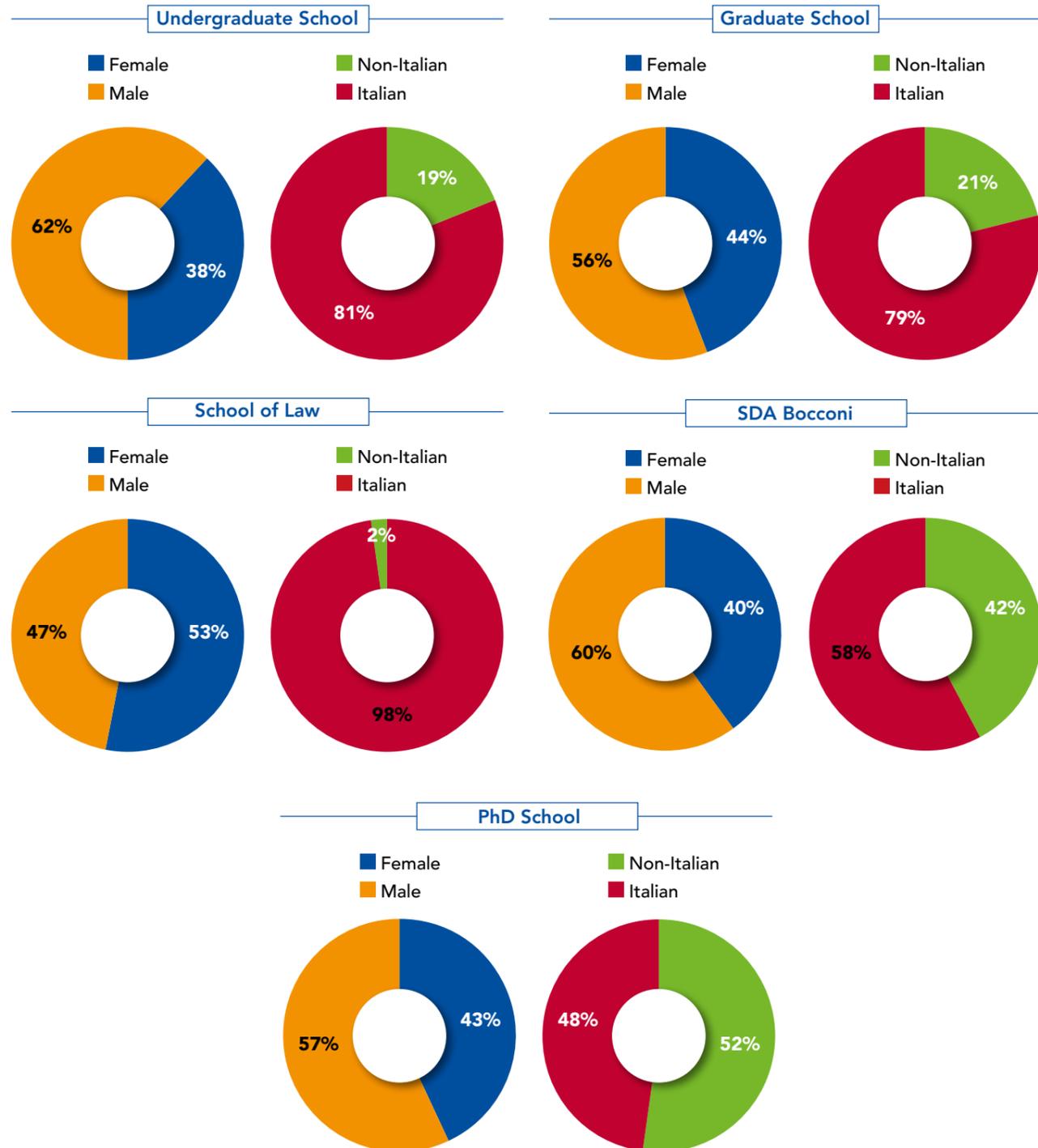
Finally, Figures 4 and 5 present an overview of the gender and geographical diversity across different undergraduate and graduate programs. Note that not all programs are included due to space constraints, but the Figures are intended to demonstrate that there is substantial variation in the enrollment of female and non-Italian students across different programs. For example, the share of female students is quite high in CLE-ACC followed by BIG, but quite low in CLEF. The share of non-Italian students is high in BIEMF followed by BIEF, but low in CLEAM and CLEF (which is perhaps not surprising given the language barrier).

Within the Graduate School, the share of female students is the highest in ACME followed by MM, but low in FIN. The share of non-Italian students is the highest in CLEFIN-FINANCE and ACME. One key reason for variation in geographical diversity is of course the language of instruction, with English-taught courses featuring a higher share of non-Italian students. The low levels of female intake in CLEF and FIN reflects a traditionally lower stream of female students into finance-related courses. At the same time, it also reflects an important area that should receive close attention in Bocconi's admissions and outreach activities in the future.

Figure 4: Gender and Geographical Diversity Within Undergraduate Programs

Figure 5: Gender and Geographical Diversity Within Graduate Programs

2.2 Disability and Mental Health

After providing some important insights into the diversity of the Bocconi student body when it comes to gender and geographical diversity, this section focuses on students with physical and learning disabilities as well as mental health concerns. Table 2 provides an overview of the number of students with physical and learning disabilities over the past five years. Overall, students with learning disabilities constitute the largest group of students with special needs, but it is important to stress that the overall number of students that require additional support to allow them to study has been increasing steadily since 2016-2017. This requires additional support to craft a more inclusive environment for students with special needs, to allow them to reach their fullest academic potential.

Table 2: Students with Physical and Learning Disabilities (October 2021)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Illness	14	14	17	23	21	18
Visual impairments	5	6	7	7	5	5
Learning disabilities	47	61	79	116	144	170
Exchange students with learning disabilities	7	11	6	27	2*	31
ADHD	2	2	3	11	9	9
Hypoacousia	5	3	3	4	5	7
Physical disabilities	7	7	7	11	11	11
Temporary disability	2	1	1	7	1	4
Total cases	89	105	123	206	196	256

Note: *The number of exchange students for a.y. 20-21 is extremely low due to the impact of pandemic on exchange programs in general.

In addition to physical and learning disabilities, a considerable amount of Bocconi students face mental health challenges. Tables 3 through 5 provide an overview of the use of Bocconi's counseling service and wellbeing courses. Table 3 suggests that a substantial share of students use Bocconi's counseling service and wellbeing courses. The number of appointments with the counseling service are most likely to range between 2-5 meetings (Table 4) and focus on anxiety and other personal issues (Table 5). The importance of Bocconi's counseling service and wellbeing courses is likely to increase in the future as the survey results presented in Figures 6-8 suggest that

mental health is a bigger concern for students in light of the pandemic.

Table 3: Counseling Service and Wellbeing Courses (May 2021)

	Totals
Number of meetings with counseling service	1032
Number of students using counseling service	391
Number of wellbeing courses/activities	21
Students registered for wellbeing courses/activities	1053

Table 4: Number of Counseling Service Appointments (May 2021)

	Share
Single meeting	19 %
2-5 meetings	63 %
6-10 meetings	12 %
> 10 meetings	6 %

Table 5: Focus of Counseling Service Meetings

	Share
Anxiety	40 %
Personal issues	15 %
Time management	14 %
General guidance	5 %
Motivation	5 %
Study methods	5 %
Depression	4 %
Social relationships	4 %
Adapting issues	4 %
Other	4 %

In order to provide more depth to these descriptive figures, the Dean of Diversity and Inclusion, in collaboration with the School Deans and Director of Students, conducted a survey asking students about mental health and diversity on campus. Students could respond in a fully anonymous manner. In addition, students were asked some questions about their background which allows for the examination of responses among stakeholder groups on campus about which we often lack data. Two important caveats are in order. First, the issue of non-response, as only about a quarter of Bocconi students responded to the survey. Hence, the survey is not necessarily representative of the entire Bocconi student community. Second, we would have also liked to consider intersectionality, i.e. how gender identity and being non-Italian might interact, but the number of responses do not always allow for that. Figures 9 through 11 present an overview of self-reported

mental health concerns. It presents the responses to three different questions:

a. How much do you think your mental health, for example your level of worry and anxiety, has affected your academic performance? Please select a number on a scale of 1 to 10, where 1 means that your mental health has not affected your performance at all and 10 your mental health has affected your performance very much.

b. Do you have the perception that your mental health has worsened during the pandemic? Please select a number on a scale of 1 to 10, where 1 means that your mental health has not been affected by the pandemic at all and 10 your mental health has very much been affected by the pandemic.

c. Do you have the perception that your academic performance has worsened during the pandemic? Please select a number on a scale of 1 to 10, where 1 means that your academic performance has not been affected by the pandemic at all and 10 your academic performance has very much been affected by the pandemic.

Figure 6 shows the responses to these questions by gender. Overall, a majority of both male and female students who responded to the survey think that their mental health has affected their academic performance and that their mental health has worsened during the pandemic. Importantly, the figures suggest that female students are more concerned about their mental health and how it affects their academic performance and how the pandemic affects it than male students are. These differences are also statistically significant. The patterns of how both male and female students view their academic performance being adversely affected by the pandemic is less clear.

Figure 7 shows the answers to the same questions as those used in Figure 6, but now split by the passports that students hold. The survey results suggest that while non-Italian students who responded to the survey do not differ significantly from Italian students when it comes to mental health concerns more generally and the adverse effects of the pandemic, Italian students who responded to the survey are significantly more concerned about adverse effects of the pandemic on their academic performance compared to non-Italian students.

The advantage of using survey data is that it allows for the collection of data based on perceived gender identity. Figure 8 compares responses to the same survey questions as in Figures 6 through 7, but now split between those students who identify as binary versus those who identify as non-binary (or other). Figure 8 demonstrates clearly that

those identifying as non-binary or other who responded to the survey have significantly greater concerns about their mental health, its effects on their academic performance and the impact of the pandemic. Overall, this group is very concerned about their mental health, and this was corroborated in in-depth interviews as well. In light of this, the University has already stepped up by committing to a Carriera Alias program, which will be briefly explained in the next section. Notwithstanding, future mental health activities on campus should be sensitive to gender identity more generally.

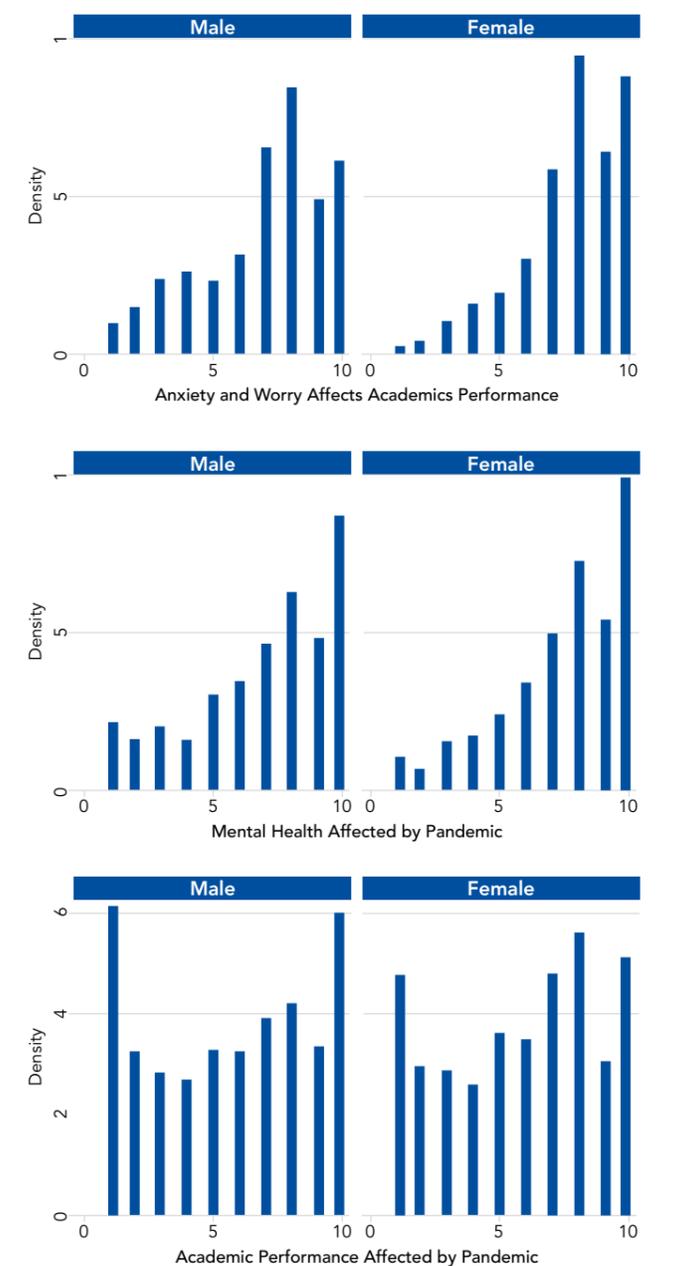Figure 6: Mental Health Concerns Based on Gender Diversity

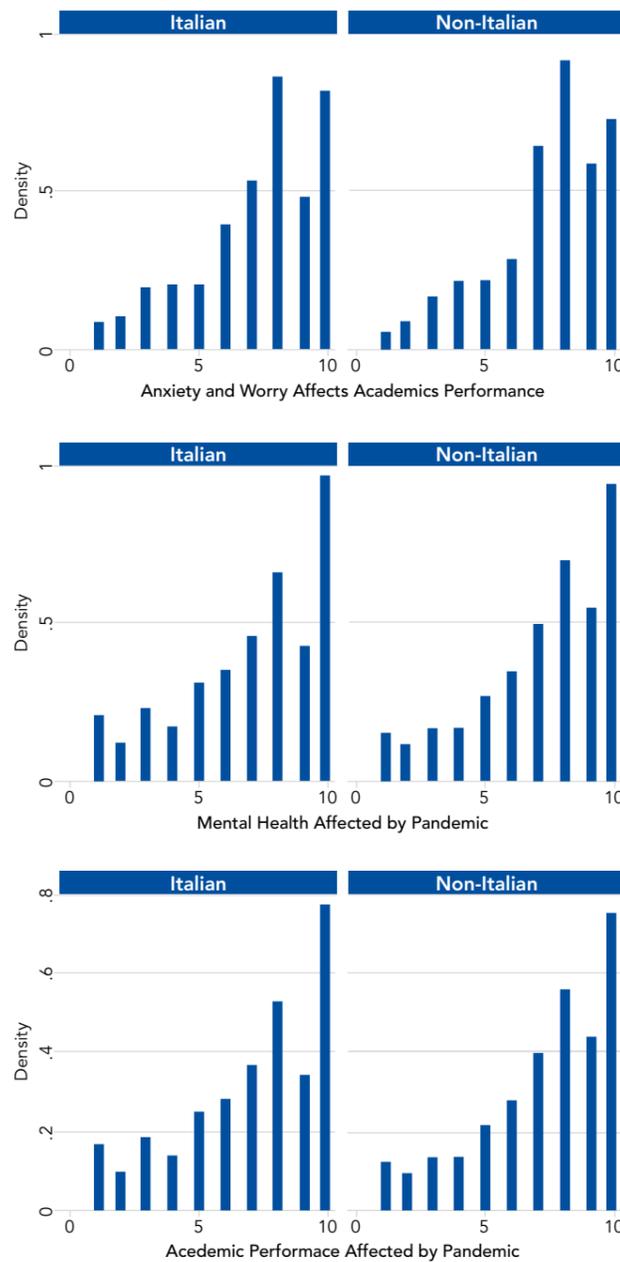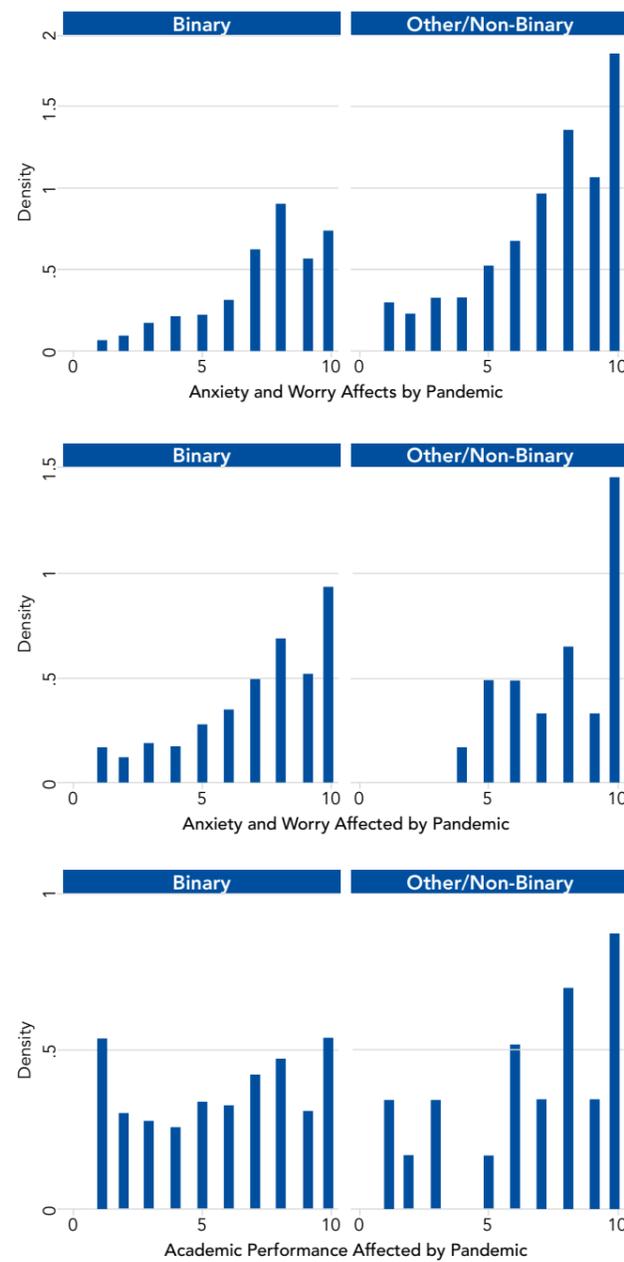Figure 7: Mental Health Concerns Based on Geographical Diversity

Figure 8: Mental Health Concerns Based on Gender Identity

Figure 9: Financial Student Support at Bocconi University

2.3 Inclusion Policies: Governance, Harassment Social Inclusion and Belonging

This section provides a brief overview of some of the key policies on the Bocconi University campus to foster the inclusion of all students. The topic of inclusion has become increasingly important in the way Bocconi engages with students and structures its student activities. This section provides an overview of the key initiatives. The governance of inclusion initiatives for students is supported by the Equal

Opportunities Committee, the Disabilities Committee and the Committee for the Coordination of Student and Group Activities (CASA). The Equal Opportunities Committee is chaired by the Dean of Diversity and Inclusion (for members see Appendix 2). It analyzes and makes proposals regarding gender equality, equal opportunities and wellbeing. In 2021 the Equal Opportunities Committee was expanded to also include a student representative from the student association, Women in Business. The Disabilities Committee is currently in charge of inclusion policies for students

with physical and learning disabilities. This committee has developed numerous services to support students with disabilities, providing information for high school students with disabilities who want to attend Bocconi and plan their life at the University. The primary objective is the complete inclusion of all students in the processes of learning, taking exams and living on campus, while developing and making the most of their potential, knowledge, competencies and abilities, irrespective of their disability. Inclusion initiatives for students are also supported by the CASA Committee. This committee reviews and approves student-led activities proposed by student associations. It reviews the proposals for the establishment and renewal of student associations. It also supports the communication and outreach activities of student associations with the student body. The activities of student associations on campus help foster the integration of students on the Bocconi campus. Many student associations focus on gender equality issues, such as Women in Business or Women in Finance.

Bocconi's commitment to gender equality and inclusion on campus is demonstrated through the adoption of the Honor Code for the Bocconi Community. Being part of the Bocconi community means sharing its values: independence, ethics, transparency, freedom of expression, equality, solidarity, promotion of diversity, attention to merit and development of individual abilities, professionalism and standards, social responsibility. The Honor Code commits everyone within the Bocconi Community to maintaining an academic environment for all students that is free from all forms of discrimination based on race, religion, gender, national origin, age, disability or sexual orientation. If students feel that they have been subject to discrimination, harassment or retaliation, they have access to the Student Ombudsman: garante.studenti@unibocconi.it. If any issues arise, such as sexual harassment or discrimination, faculty members can raise their concerns to the Bocconi Disciplinary Committee for Faculty and Students.

Bocconi University has engaged in several specific initiatives designed to support social inclusion. In the Strategic Plan 2021-2025, Bocconi commits to acting as a "social elevator." In order to make good on this commitment, Bocconi offers a range of initiatives and opportunities based on merit and economic conditions. Figure 9 below provides a key overview of the student financial support that Bocconi is engaged in. In academic year 2019-2020 over 4500 financial aid awards and scholarships were provided. Additional support is provided for accommodation in residence halls or waivers for female students in programs with low female student intake.
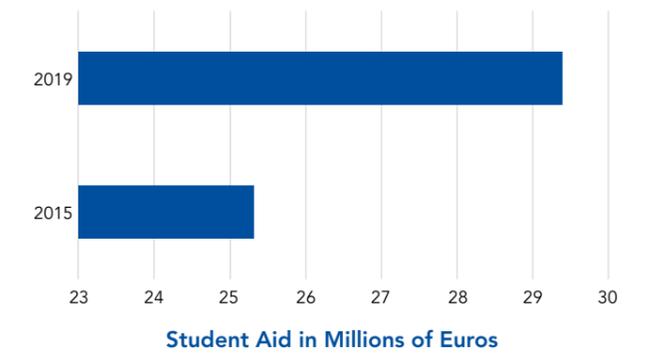
An important new initiative is "Bocconi Carriera Alias" for transgender students. The Alias identity is an alternative and temporary bureaucratic profile that replaces the registry name of a person going through a gender reassignment process with a chosen name. The birth and implementation of the Alias Career in Italy is intrinsically linked to the provision of Law 164/1982 on gender reassignment rectification. The former provides for the rectification with a Court decision on personal data only after a sex reassignment intervention. Even though the intervention has become non-mandatory since 2015, the procedure has not changed in terms of time, i.e. a transgender person who has started a gender reassignment procedure but whose personal data has not yet been rectified should use information he/she no longer identifies with. In the light of this legal framework and since official procedures might take a long time to be completed, the Alias identity has the goal to fill a gap before a Court decision on the rectification of gender attribution is made. It is temporary and does not have legal value, yet it can be used within the University and in many aspects related to university life. The "Bocconi Carriera Alias" program was formally launched in January 2022.

An additional important initiative is "Bocconi in Prisons." Over the past decades there has been a steady increase in the prison population, with some estimates suggesting reoffending rates as high as 70%. Prisons are therefore struggling to fully serve their rehabilitation purpose. Mindful of this impact, Bocconi University launched a project with the Opera Prison where detainees study video recordings of lessons and programs provided by the University, and then meet professors to consolidate what they have studied. The goal of the project is to set in motion a positive process, based on the dignity that comes from a commitment to study. After a four-year track that began in 2016, in April 2020 the first student graduated,

and two more inmates will complete their degrees over the summer.

Bocconi University is also committed to fostering alumni that are mindful of the importance of social inclusion. To this end, the University has, for example, organized "Community Days" every year since 2014. The two-day event dedicated to social engagement allows members of the Bocconi community – students, faculty and employees – to donate a few hours of their free time to volunteer activities. The "Making Sense of Profits" project represents a new way for students to put their economic and legal knowledge at the disposal of non-profit organizations, combining on-the-field experience in the world of work with social engagement that facilitates personal development and coming to grips with organizational dynamics. There are also dedicated volunteer channels available specifically, focusing on local organizations near the campus. The "Pane Quotidiano" initiative is a flexible opportunity, where volunteers can donate a few hours of their time to support the poorest segments of the population. The project with the European Institute of Oncology (IEO), including a training course, is for anyone who wants to spend time listening to and supporting oncological patients and their families. Lastly, the University participates in "Volontari per un giorno," a campaign promoted by the City of Milan, CIESSEVI, Fondazione Sodalitas and Un-Guru that puts potential volunteers in touch with associations and projects for the community that need support. To this end, a volunteer help desk has been set up to match volunteer supply and demand. Offered in collaboration with CIESSEVI - the Volunteer Support Center in Milan and the Students for Humanity student association, about 80 hours of volunteering are donated each year. It aims to help guide interested students towards a large number of associations (around 1,600) and non-profit organizations (around 700) operating across the Milan metropolitan area, as well as summer and international opportunities.

In order to get a sense of the perceptions of Bocconi students about diversity and inclusion on campus, a student survey was conducted in June 2021. Two important caveats are in order when it comes to the survey. First, only about a quarter of Bocconi students responded to the survey, so it is not necessarily representative of the entire Bocconi student community. Second, we would have also liked to consider intersectionality, i.e. how gender identity and being non-Italian might interact, but the number of responses do not always allow for that. Figures 11 through 13 display student agreement or disagreement with a set of four different statements:

a. Students of all cultures and backgrounds are respected and valued at Bocconi University.
b. My fellow students use inclusive language in the classroom that is respectful of my gender, ethnicity or country of origin.
c. My professors use inclusive language in the classroom that is respectful of my gender, ethnicity or country of origin.
d. Professors do not tolerate racial, ethnic and gender-based jokes in the classroom.

Respondents could choose between five answer categories: 1. strongly disagree, 2. disagree, 3. neither disagree or agree, 4. agree or 5. strongly agree.

While the data provided in Figures 10 through 12 suggest students who responded to the survey are overall quite satisfied with their level of inclusion on campus, important differences exist. Specifically, non-dominant student groups on campus, such as female and non-binary students, are significantly less likely to agree that the campus culture is generally inclusive. The non-binary students who responded to the survey are least positive about the level of inclusion on campus, especially when it comes to inclusive language used in the classroom.

Figures 13 through 15 display student agreement or disagreement with another set of four different statements:
e. I feel that I can be myself on campus, regardless of my gender, ethnicity or country of origin.
f. The University provides an environment for the free and open expression of ideas, opinions and beliefs.

Respondents could choose between five answer categories to respond to these two statements: 1. strongly disagree, 2. disagree, 3. neither disagree or agree, 4. agree or 5. strongly agree.

The last two questions refer to the counseling service and the general inclusion perception on campus:
g. Do you think a counseling service specifically for harassment or discrimination would be useful? Please select a number on a scale of 1 to 10, where 1 means that such a counseling service would not be useful at all and 10 means counseling service would be very useful.
h. Do you feel like Bocconi University is doing enough to ensure that all students are respected on campus? Please select a number on a scale of 1 to 10, where 1 means that the University is doing enough and 10 means that the University should do more.

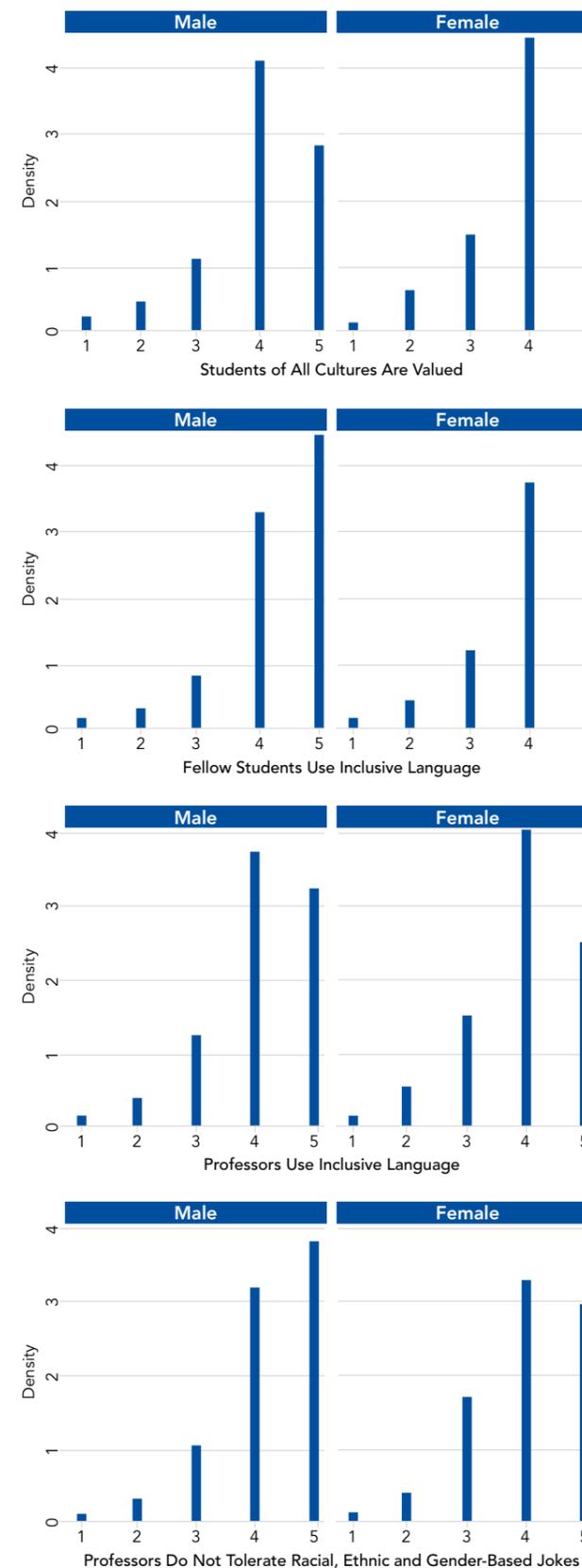Figure 10: Inclusion Perception on Campus Based on Gender Diversity

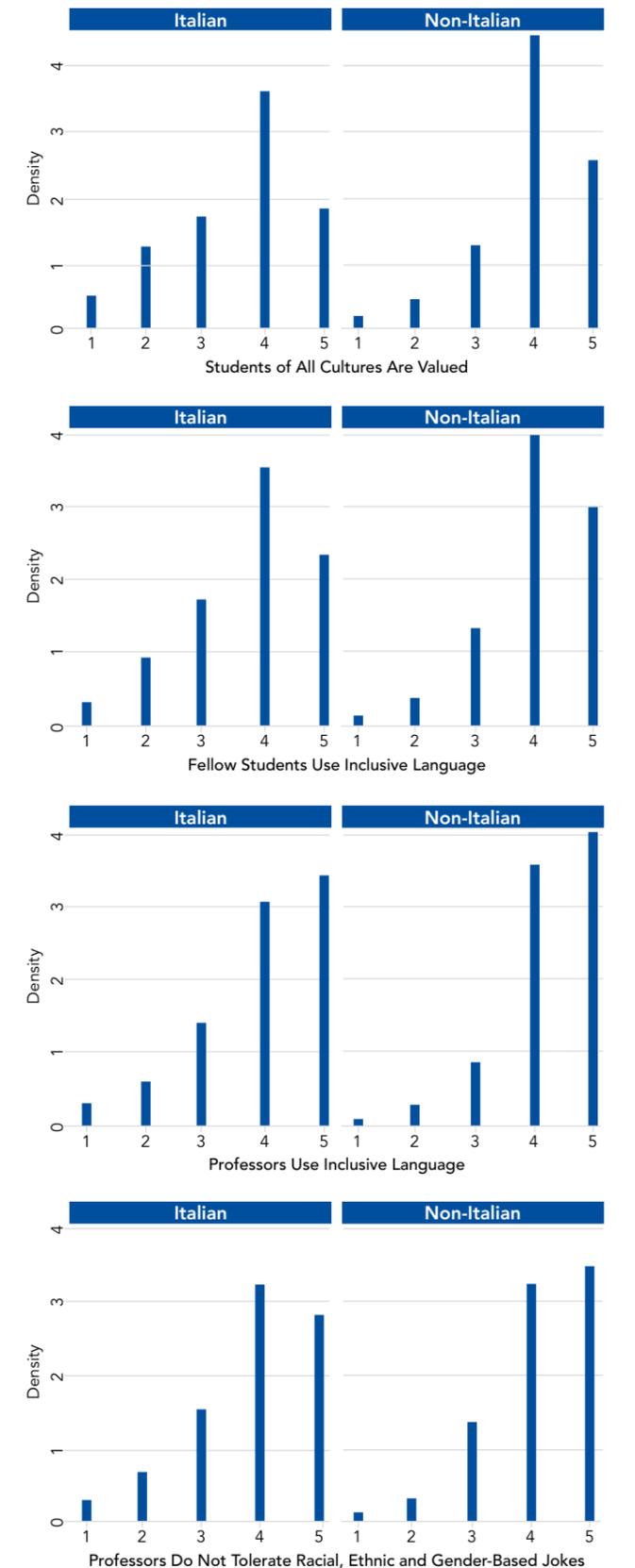Figure 11: Inclusion Perception on Campus Based on Geographical Diversity

Figure 12: Inclusion Perception on Campus Based on Gender Identity
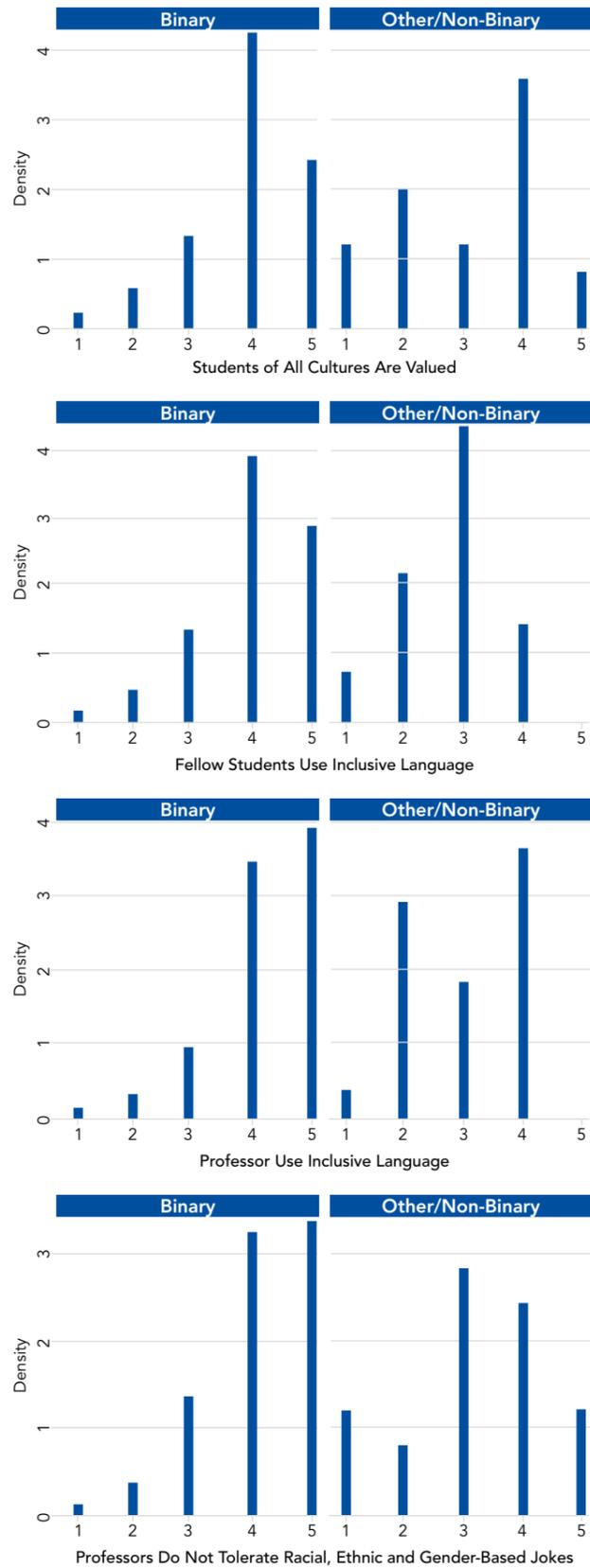

Figure 13: Inclusion and Counseling Perception on Campus Based on Gender Diversity
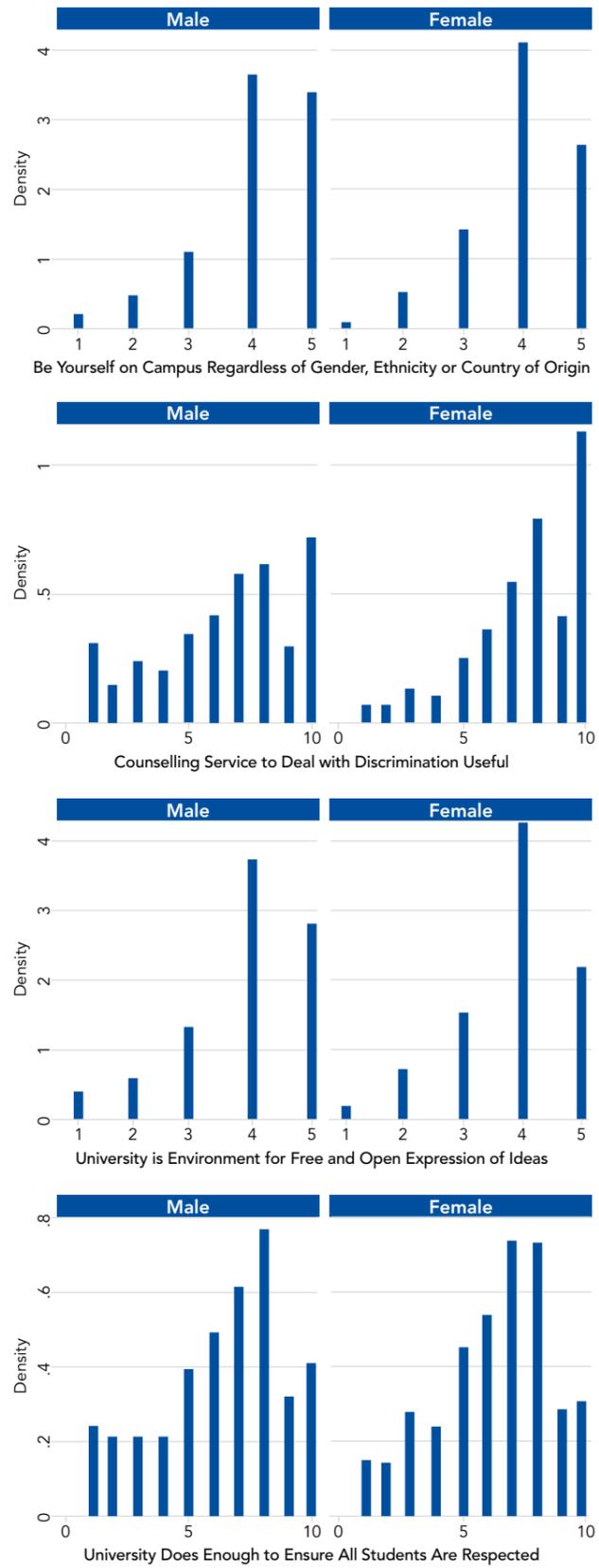

Figure 14: Inclusion and Counseling Perception on Campus Based on Geographical Diversity
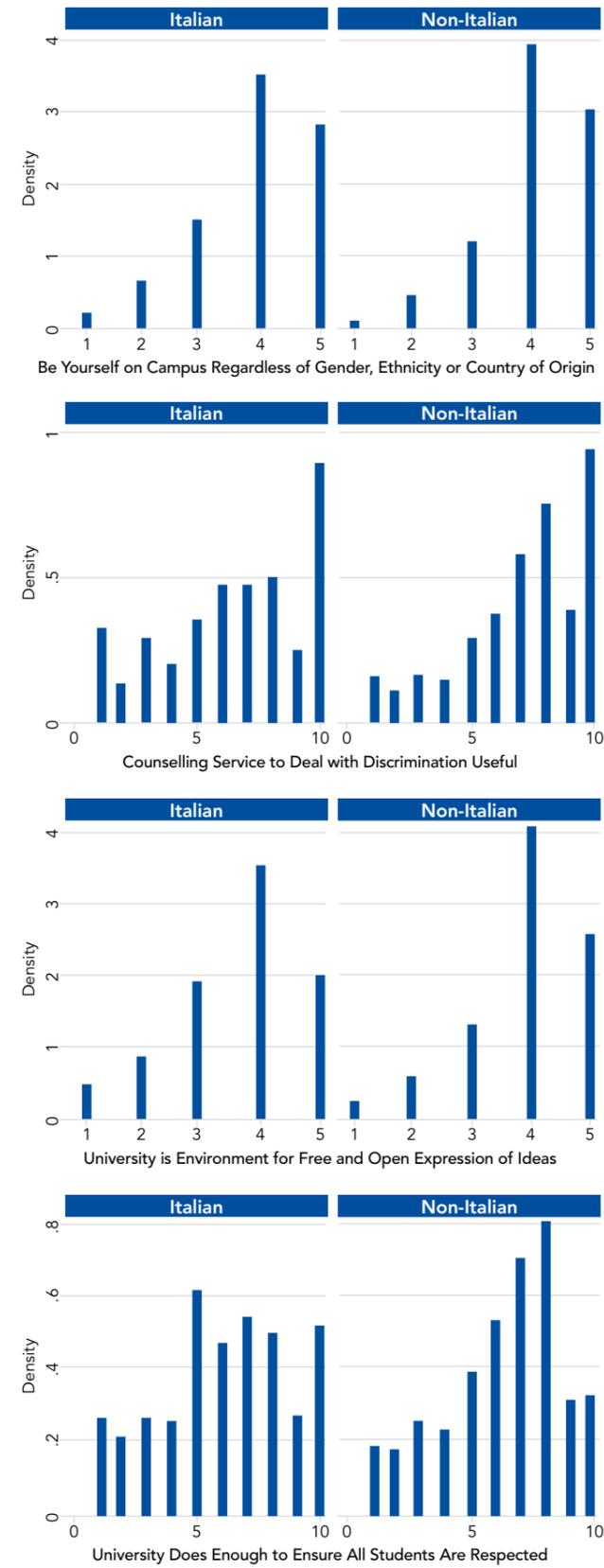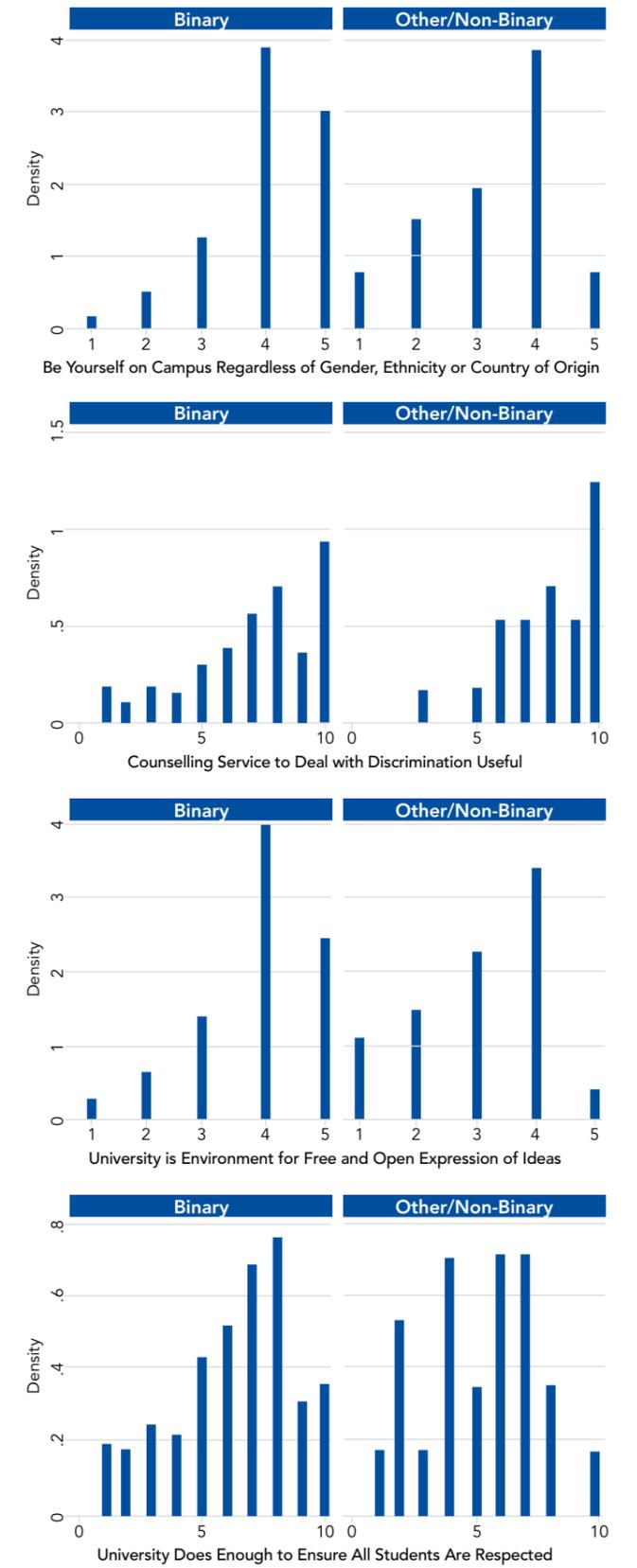

Figure 15: Inclusion and Counseling Perception on Campus Based on Gender Identity

An important finding reported in Figures 13 through 15 is that female, non-Italian and non-binary students who responded to the survey are significantly more critical about the extent to which they feel that they can be themselves on campus, regardless of their gender, ethnicity or country of origin, or can openly express their ideas. Female, non-Italian and non-binary students who responded to the survey are also significantly more likely to think that the counseling service should have a greater role when it comes to inclusion policy.

These differences in responses of important stakeholder groups on campus are important to consider when drafting inclusion policies going forward, especially because they were also corroborated in the in-depth interviews that were conducted. In the future, inclusive classroom courses will be developed that focus on language in the classroom and the respect of different gender/gender identities, cultures and nationalities on campus. Creating these courses about inclusive language and teaching are a key part of diversity and inclusion courses that are being developed for students, faculty and staff, especially about the use of inclusive language. Chapter 6 provides more information regarding this issue.

3.
DIVERSITY AND INCLUSION OF FACULTY

This chapter provides an examination of the diversity and inclusion among Bocconi faculty. The mapping of diversity and inclusion within the Bocconi faculty is based on the Diversity and Inclusion Dashboard. In order to enact diversity and inclusion policy and communicate it effectively to faculty, every Bocconi Department now has a departmental diversity delegate (see Appendix 1 for members). The diversity delegates have provided important data for this report which was complemented by in-depth interviews with Deans, Heads of Department and individual faculty members. The chapter is structured as follows. In the first section, the focus is on gender diversity within the faculty. The second section focuses on geographical diversity as the growth of non-Italian faculty members in the coming years is a key goal according to the Strategic Plan 2021-2025. This requires us to pay more attention to the inclusion of non-Italian faculty within the University. The third and final section includes a brief overview of the initiatives and policies in place at Bocconi to foster faculty inclusion.

3.1. Gender Diversity

In this section, we explore the gender diversity among Bocconi faculty, see Figure 16. As of May 2021, the total research and teaching faculty, including Assistant, Associate and Full Professors, Researchers, Lecturers, Adjuncts and Professors of Practice, comprises 31% female faculty versus 69% male.

Figure 16: Gender Diversity Among Bocconi Faculty (May 2021)

■ Female   ■ Male

69%   31%
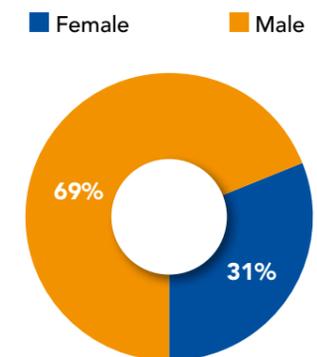
The distribution of female faculty among Researchers, Lecturers, Assistant, Associate and Full Professors is shown in Figure 17. The share of female faculty is highest among Associate Professors and lowest among Researchers.

Figure 17: Share of Female Faculty (May 2021)

- Researchers
- Lectures
- Assistant
- Associate
- Full
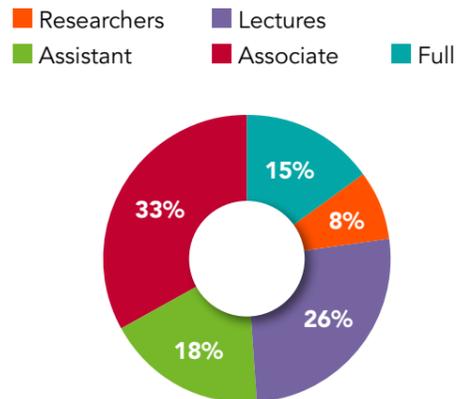
The share of female faculty differs substantially by Department, as is shown in Figure 18. While the share of female faculty is highest in the Departments of Management, Social and Political Sciences and Accounting, it is lowest in the Departments of Decision Sciences and Finance. The underrepresentation of female faculty in these Departments is an important issue of concern for the future.

Figure 18: Share of Female Faculty Across Departments (November 2020)
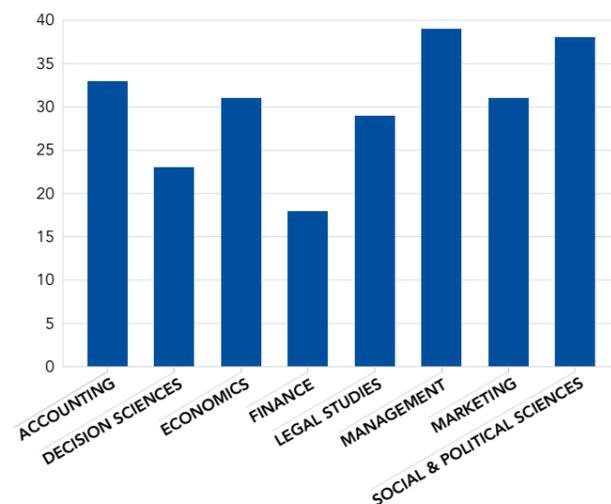
Figure 19 shows the development of the share of core faculty – Assistant, Associate and Full Professors – from 2008 until 2020. Clearly, the share of female Full Professors has increased substantially from 4% in 2008 to 15% in 2020. Yet the share of female Associate Professors has stagnated and the share of female Assistant Professors has clearly declined since 2008. While some of this decline may have been due to promotions, it also suggests that the University may not have been able to attract a sufficient share of female Assistant Professors. This potentially raises a pipeline issue that requires careful attention in the future when new hires are made.

Figure 19: Share of Female Professors over Time, 2008-2020
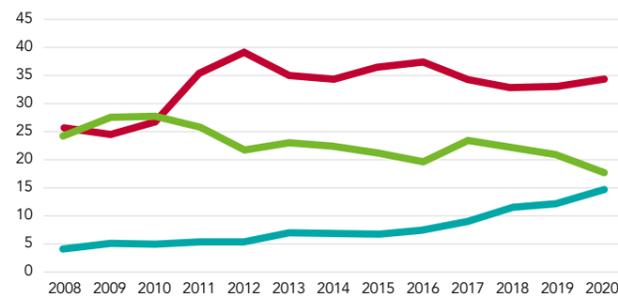
Within gender equality reporting in the EU and Italy, the Glass Ceiling Index (GCI) has become a key measure of equal opportunity. The GCI measures the chances for women, as compared with men, of reaching a top position. The GCI compares the proportion of women in grade A positions (equivalent to Full Professor) to the proportion of women overall (in grade A, B and C positions – Assistant, Associate and Full), indicating the opportunity, or lack thereof, for women to move up the hierarchical ladder in their profession. A GCI of 1 indicates that there is no difference between women and men being promoted. A score of less than 1 means that women are over-represented at grade A level, and a GCI score of more than 1 points towards a Glass Ceiling Effect, meaning that women are underrepresented in grade A positions. In other words, the interpretation of the GCI is that the higher the value, the thicker the Glass Ceiling and the more difficult it is for women to move into a higher position.

Table 6 shows that the GCI has been clearly decreasing since 2015, reflecting the fact that the University has especially increased its share of female Full Professors. Notwithstanding, however, a GCI of 1.77 in 2020 still points towards a Glass Ceiling Effect, meaning that women are underrepresented in Full Professor positions.

Table 6: Glass Ceiling Index for Professors at Bocconi

Year	2015	2016	2017	2018	2019	2020
GCI	3.51	3.29	2.82	2.25	2.13	1.77

Figures 20 and 21 show the gender distribution in university and departmental committees. Except for the Equal Opportunities Committee, and to a lesser extent the Ethics Committee, the university committees have a higher share of male members. With the exception of the Department of Marketing, this is also the case of departmental committees. In part, this reflects the overall lower share of female Full Professors at the University, but increasing the share of women in the university and departmental committees is an important means through which diversity and inclusion can be fostered at Bocconi University.

Figure 20: Share of Female Faculty in University Committees (May 2021)
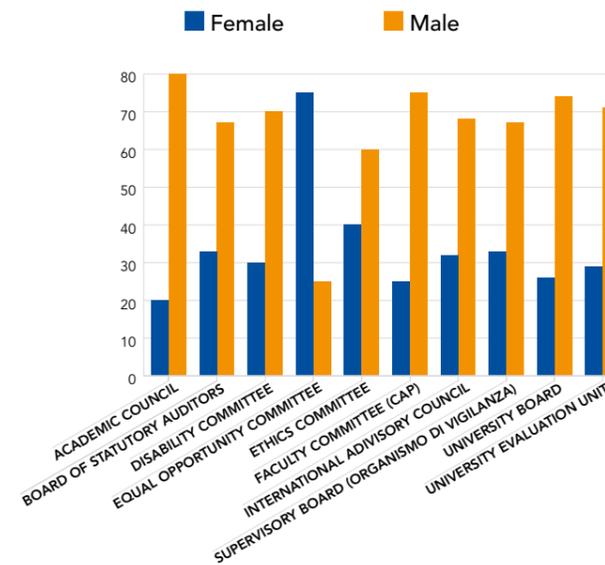
- Female
- Male

In the Strategic Plan 2021-2025, the University has indeed committed to increasing the share of female faculty to 35% and the share of female Full Professors to 20% by 2025, see Figure 22. Based on the review of the number of female professors between now and in the past, we can try to establish if given our current hiring and promotion practices we will reach the goals set out in the Strategic Plan to increase the overall share of female faculty and especially of female Full Professors. Chapter 6 outlines a set of strategies to meet these goals and accelerate our action to increase gender diversity among faculty.

Figure 21: Share of Female Faculty in Departmental Committees (May 2021)
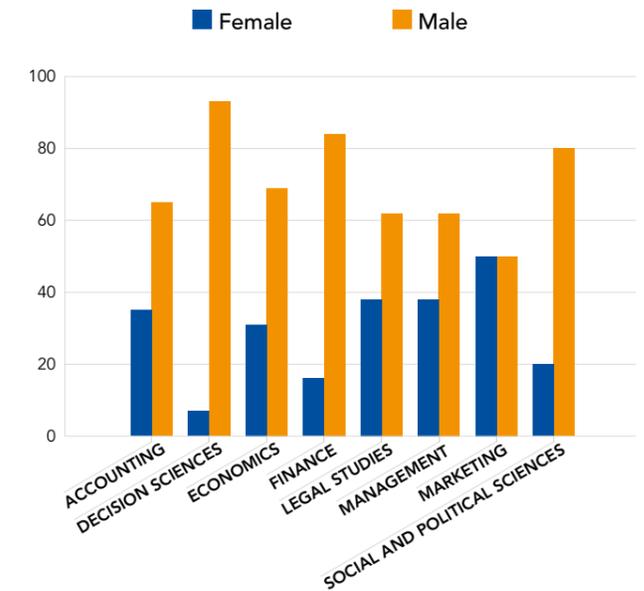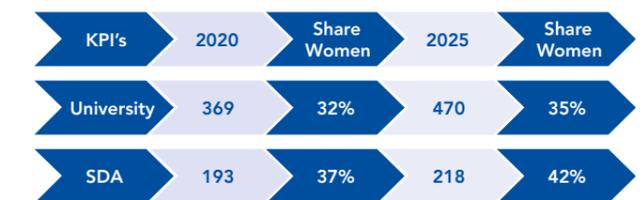

- Female
- Male

Figure 22: KPIs from Strategic Plan 2021-2025

KPI's	2020	Share Women	2025	Share Women
University	369	32%	470	35%
SDA	193	37%	218	42%

3.2 Geographical Diversity

In addition to gender diversity of faculty, we have also explored their geographical diversity, see Figure 23. As of May 2021, the total research and teaching faculty is comprised of 20% non-Italian faculty versus 80% Italian faculty.

Figure 23: Geographical Diversity of Bocconi Faculty (May 2021)

- Non-Italian
- Italian
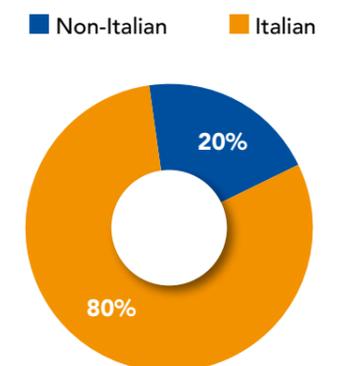
The distribution of non-Italian faculty among Researchers, Lecturers, Assistant, Associate and Full Professors is shown in Figure 24. While the share of non-Italian Full and Associate Professors is very similar, both clearly over 15%, the majority of non-Italian faculty is of the Assistant Professor rank.

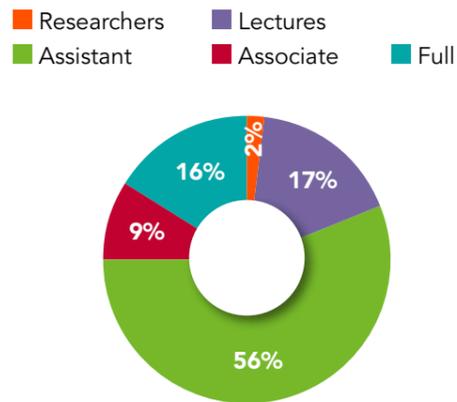**Figure 24:** Share of Non-Italian Faculty (May 2021)

Figure 25 shows the development in the share of non-Italian Assistant, Associate and Full Professors from 2008 until 2020. Clearly, the share of non-Italian Assistant Professors has increased substantially over time, from 20% in 2008 to about 56% in 2020. The share of non-Italian Full Professors has also increased substantially from 1% in 2008 to 16% in 2020. The increase in the share of Associate Professors is much more modest from 3% in 2008 to 9% in 2020. This is important to examine more carefully, also to make sure that there is not an issue with promotions within the University and a lack of information about how to prepare for them. Chapter 6 will present some considerations in this respect.

Figure 25: Share of Non-Italian Professors over Time, 2008-2020
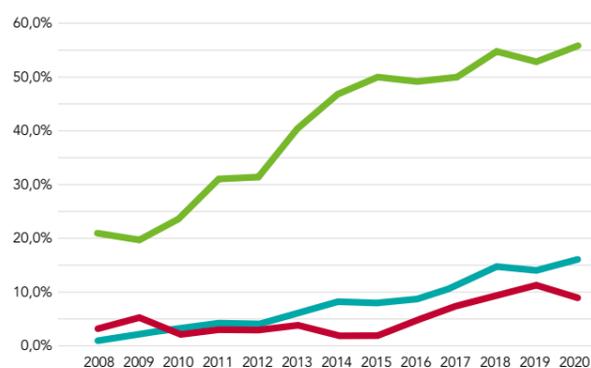
Figure 26 shows the share of non-Italian faculty across Departments. The share of non-Italian faculty is the highest in the Departments of Marketing and Management, and the lowest in Legal Studies. The low share of non-Italian faculty in the Department of Legal Studies is not surprising given the importance of research and teaching in Italian law.

Figure 26: Share of Non-Italian Faculty Across Departments (November 2020)
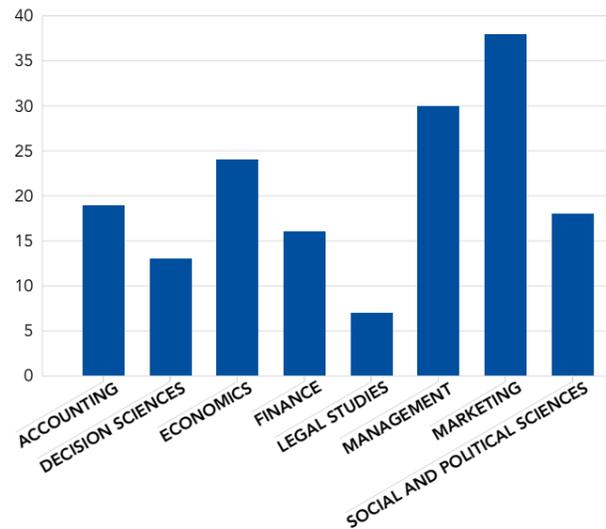
Figures 27 and 28 provide an overview of non-Italian faculty in university and departmental committees. When it comes to the University, Figure 27 shows that with the exception of the International Advisory Council and the Faculty Committee, the share of non-Italian faculty in university committees is rather low.

Figure 27: Share of Non-Italian Faculty in University Committees (May 2021)
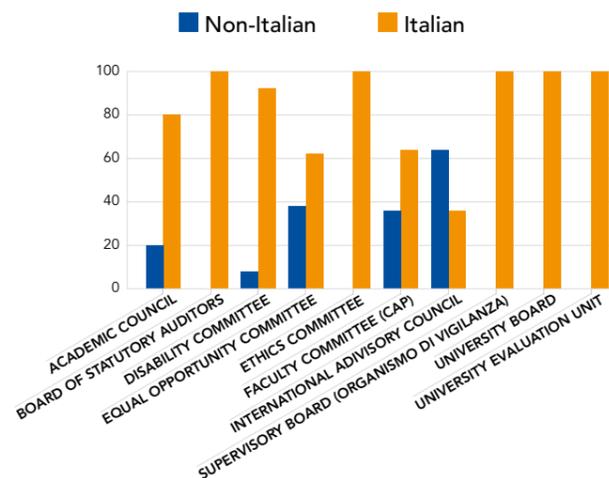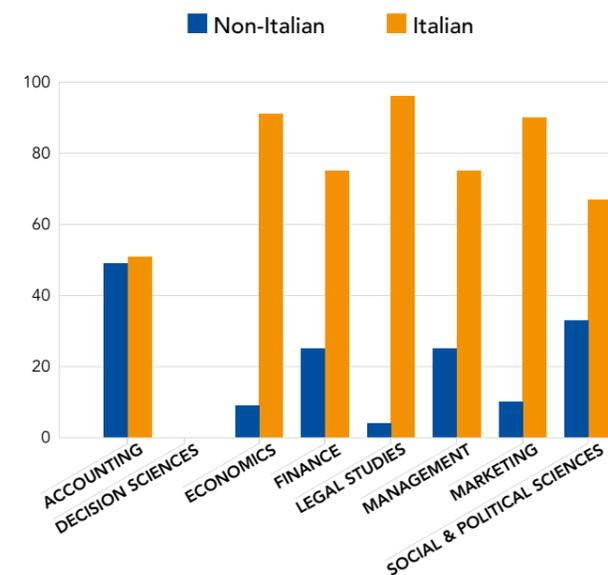

Figure 28 shows the share of non-Italian faculty in departmental committees (note that we currently lack the information for the Department of Decision Sciences). The data suggest that the share of non-Italian faculty on departmental committees is generally low, with the clear exception of the Department of Accounting.

Figure 28: Share of Non-Italian Faculty in Departmental Committees (May 2021)

In the Strategic Plan 2021-2025, the University has committed to increasing the share of non-Italian faculty to 30% by 2025, see Figure 29. Based on the review of the number of non-Italian faculty in the past, we can try to establish if given our current hiring and promotion practices we will reach the goals set out in the Strategic Plan to increase the overall share of non-Italian faculty in the same way we did for female faculty in the previous section.

Figure 29: KPIs from Strategic Plan 2021-2025

3.3 Inclusion Policies: Governance, Work-Life Balance, Promotion, Harassment and Belonging

The final section provides a brief overview of the key inclusion policies on the Bocconi campus to foster the inclusion of faculty, especially when it comes to gender. The governance of inclusion initiatives for faculty is coordinated by the Equal Opportunities Committee. To support the work of the Equal Opportunities Committee, in the fall of 2020 diversity delegates were appointed in each Department (see Appendix 1). These delegates serve as a link to foster cooperation with Departments and improve information provision on diversity-related issues within Departments.

Bocconi University's commitment to inclusion is demonstrated through the adoption of the Honor Code for the Bocconi Community to which all faculty members need to adhere. If any issues arise, such as sexual harassment or discrimination, faculty members can raise their concerns with the Bocconi Disciplinary Committee for Faculty and Students.

In addition to this, a series of other inclusion policies for work-life balance, promotion and belonging exist for faculty. These primarily include:

- Mentoring scheme in the Departments for female Assistant Professors.
- All announcements for core faculty include reference to the Bocconi policy of encouraging commitment to equal opportunity hiring.
- All organizers of events organized by the University, Departments and Research Centers are asked to consider diversity when inviting and featuring speakers.
- CAP Committee for hiring and promotions always includes at least one female member.
- CarDev – career development help for faculty members, with teaching discount and extra funding provided. Teaching discount equal to 50% of the teaching load for the academic year and an allocation of €5,000 for additional individual research funds.
- In the previous Strategic Plan, the Rector allocated additional hiring points for hiring senior female professors (*quota donna*) over and above the points normally allocated for hiring.
- Bocconi nursery with discounted rates for faculty and staff members, subsidized by the University.
- Discount for a local private primary and secondary school (La Zolla) organized by Bocconi. Originally used only for staff, but more recently increasingly being used by faculty members.

- Discounts for on-campus sports facilities.
- Private healthcare policy for all faculty and Full Professors have an annual check-up included.
- Associate and Full Professors coming from abroad and relocating to Italy can have school subsidies and housing subsidies included in their recruitment offer.
- Cooking Class organized online for faculty to help integration and sense of belonging. A Teams chat group has been set up so faculty can share ideas and experiences, e.g. finding babysitters, dog-sitters, asking for advice about dentists, etc.
- Bocconi organizes and pays for an Italian class for all new non-Italian faculty.
- ISSIM Sportello di Assistenza Sociale (Social Assistance Helpdesk), social assistance counseling offered to faculty.
- Maternity/paternity leave, see Table 7. Table 7 shows that in 2020 three maternity/paternity leave requests were made and granted, and all recipients returned to work. In-depth interviews with past, present and future recipients suggest that most recipients would like the University to offer a more generous package than re-

quired by Italian law. Moreover, paternity leaves are not on par with international standards that some non-Italian faculty members are used to. Indeed, paternity is only a few days by law in Italy, but many Italian companies offer more, and Bocconi should consider this. Developing a maternity/paternity leave policy that is more on par with international standards (especially compared to European competitors) would allow Bocconi to better compete within the international higher education market while at the same time signaling its commitment to diversity and inclusion.

Table 7: Leave Requests in 2020 for Faculty

Requests	Year	Core Faculty	Notes
Requests for maternity/paternity leave	2020	3	A minimum 5-month leave for maternity is compulsory according to Italian law.
of which: granted	2020	3	
Return to work rates	2020	100%	

4.
DIVERSITY AND INCLUSION OF STAFF

In an additional step, we explore the diversity and inclusion of Bocconi staff. The mapping of diversity and inclusion within the Bocconi staff is based on the information provided in Bocconi University's Diversity and Inclusion Dashboard and in-depth interviews with Deans, Directors of staff units and individual staff members. The chapter is structured as follows. In the first section, the focus is on gender and geographical diversity within staff. The second section includes a brief overview of the initiatives and policies in place at Bocconi to foster staff inclusion.

4.1 Gender and Geographical Diversity

In this section, we explore the gender and geographical diversity of Bocconi staff, see Figures 31 and 32. As of May 2021, of the total staff, 75% are female, while 25% are male. This is a very different picture from Bocconi faculty, as women are clearly in the majority.

Figure 32 shows the geographical diversity of Bocconi staff members. The share of non-Italian staff is very low at 6%, though this might in part be a result of language barriers. Yet 21% of Bocconi staff has had international experience (i.e. spent 6 months or more working abroad).

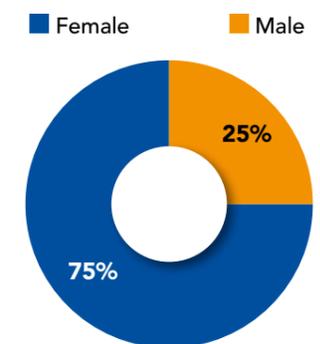**Figure 30:** Gender Diversity of Bocconi Staff (May 2021)

■ Female ■ Male

25%
75%

Figure 32: Geographical Diversity of Bocconi Staff (May 2021)

■ Italian ■ Non-Italian ■ International Experience
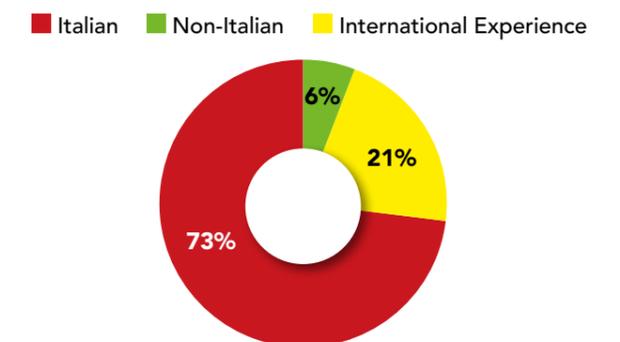
6%
21%
73%

Figure 33 displays the diversity by staff type at Bocconi. The data shows that with the exception of the top rank A positions, the share of female staff members is quite substantial. Interestingly, when it comes to "Dirigente" it is equal, while in the case of "Giornalistas" the share of female staff is low. The overall share of non-Italian staff members is overall quite low.

Figure 33: Diversity by staff type at Bocconi (May 2021)
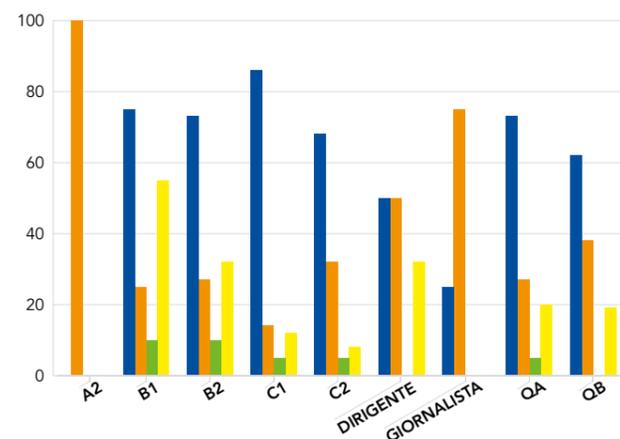
In a final step, we explore the GCI which has become a key measure of equal opportunity. It measures the chances for women, as compared with men, of reaching a top position. The GCI compares the proportion of women in grade A positions (equivalent to the most senior rank) to the proportion of women overall (in grade A, B and C positions), indicating the opportunity, or lack thereof, for women to move up the hierarchical ladder in their profession. A GCI of 1 indicates that there is no difference between women and men being promoted. A score of less than 1 means that women are over-represented at grade A level and a GCI score of more than 1 points towards a Glass Ceiling Effect, meaning that women are underrepresented in grade A positions. In other words, the interpretation of the GCI is that the higher the value, the thicker the Glass Ceiling and the more difficult it is for women to move into a higher position. Table 8 indicates that when it comes to Bocconi staff the GCI is higher than 1 indicating that there is an under-representation of women at grade A and that a Glass Ceiling Effects exists.

Table 8: Glass Ceiling Index for Bocconi Staff in 2020

	Women	Men	GCI 2020
Executives	47.6	52.4	
Overall staff	74.1	25.9	
			1.55

4.2 Inclusion Policies: Governance, Work-Life Balance, Harassment and Belonging

The final section provides a brief overview of the key initiatives on the Bocconi campus to foster the inclusion of staff. These are also governed through the Equal Opportunities Committee. Gender discrimination and sexual harassment are explicitly referenced in the staff collective contract with Bocconi with reference to the policies in place. In addition, a series of other inclusion initiatives for staff exist, which are focused on work-life balance and belonging. These primarily include:

- ISSIM Sportello di Assistenza Sociale (Social Assistance Helpdesk), social assistance counseling offered to staff.
- Banca delle Ferie Solidali (Annual Leave Bank) which gives the possibility to donate residual holidays between employees to benefit workers who need additional leave or have special situations.
- Bocconi nursery with discounted rates for staff members, subsidized by the University.
- Discount for a local private primary and secondary school (La Zolla) organized by Bocconi.
- Increased flexibility of the HR department regarding requests for part-time working hours for families with children under 3 years old (staff only) after maternity leave.
- Bocconi already had smart working in place before the pandemic. 2018 was the first year it was open to staff without motivated requests (difficult home situations, etc.).
- Maternity/paternity and child illness leave or part-time work, see Table 9. Table 9 shows that in 2020 14 maternity/paternity leave requests were made and granted, and all recipients returned to work. In-depth interviews with past, present and future recipients suggest that most recipients would like the University to offer a more generous package than required by Italian law. Moreover, paternity leaves are not on par with international standards that some non-Italian staff members might be used to. Developing a more generous maternity/paternity leave policy would allow Bocconi to attract international staff in the higher education market while at the same time signaling its commitment to diversity and inclusion. 26 requests for child illness leave were requested and granted, and 3 requests for conversion to part-time work were requested and granted.

Table 9: Leave Requests in 2020 for Bocconi Staff

Requests	Year	Staff	Notes
Requests for maternity/paternity leave	2020	14	A minimum 5-month leave for maternity is compulsory according to Italian law.
of which: granted	2020	14	
Return to work rates	2020	100%	
Requests for absence due to child illness	2020	26	No. of days of leave for child illness (up to 3 years of the child's age); these days are paid according to Italian law.
of which: paid	2020	26	
Requests for contract conversion from full to part time for staff	2020	3	
of which: from male staff members	2020	0	
of which: granted	2020	3	

5.

DIVERSITY AND INCLUSION RESOURCES

In this fifth chapter, we explore diversity and inclusion resources at Bocconi University. In the first section, the focus is on diversity and inclusion in teaching and research conducted at Bocconi. The second section includes an overview of the budgetary resources Bocconi commits to diversity and inclusion.

5.1 Teaching and Research on Diversity

Bocconi University is committed to diversity and inclusion in teaching. A key initiative is the seminar series "Broaden Your Frame: Making the Public and Private Sector More Diverse: Opportunities and Challenges" for Bocconi graduate students directed by the Dean of Diversity and Inclusion. This seminar series is designed to introduce students to important research findings concerning diversity and inclusion as well as first-hand experiences of Bocconi alumni and other practitioners. By combining research insights with an exchange of experiences from the public and private sector, it aims to generate a deeper understanding of diversity and the implicit and explicit barriers to inclusion within different parts of our society. The seminar series provides an opportunity for students to reflect on which diversity and inclusion practices might help remedy exist-

ing biases and barriers. The program of the seminar series is presented in Figure 34.

The range of speakers, including female, non-white and LGBTQIA+ speakers, was meant to enhance students' knowledge and awareness of diversity- and inclusion-related matters. Currently, participation in the seminar series is voluntary. The University could decide to feature more diversity- and inclusion-related seminar series within the curriculum as a way to foster understanding and awareness. This idea has received positive responses from several student associations on campus dedicated to diversity- and inclusion-related issues.

In addition, specific courses are dedicated to diversity- and inclusion-related issues. One example of such a course is taught in the School of Law. This course explores women's rights in society, by framing the recognition of their position in policies through the lenses of gender awareness. It focuses on women not as an isolated subject in contemporary societies, but rather as contributors to economic, social, cultural and political developments. In such a context, the mission of the course is to encourage students to develop a critical look at societal dynamics, with a view to understand and detect the roots of rules, attitudes and behaviors that define the role of women as social, economic and political actors. The course offers a reading of

women's rights through the lenses of gender discrimination, thus concentrating on the usefulness of gender studies to the understanding of women's claims for recognition and protection of their content-specific rights.

It addresses: a) The history of the recognition of women's rights at both the domestic and the international level; b) The contribution of women's studies to gender law; c) The interplay between gender law and women's rights; and d) The legal guarantees women are entitled to in the specific contexts in which they live and operate (political, economic, everyday life).

Figure 34: Teaching Example "Broaden Your Frame: Making the Public and Private Sector More Diverse: Opportunities and Challenges"

Research and teaching about gender equality are also the core activity of the AXA Research Lab on Gender Equality, headed by Professor Paola Profeta. Professor Profeta teaches the undergraduate course "Diversity Management and Policy." This course addresses the main arguments to understand why diversity is key for policy-making and organizations, focusing in particular on the gender dimension. It also discusses the most effective measures to promote diversity. After an introduction, the course is organized into two parts, which develop socio-econom-

ic-policy and management perspectives respectively. The main goal of the course is to understand and discuss topics related to the economic value of gender equality and how to promote it in public policy and in organizations. The course promotes discussion in class based on data, respectful of each other and the topic.

The first part of the course covers the following concepts:
- Gender equality: an overview of gender gaps, dimensions, scenario, based on data.
- Labor market and the family: the role of maternity, fertility, intrahousehold bargaining power as determinants of gender gaps.
- Psychological and socio-psychological factors which determine gender gaps.
- At the root of gender gaps: the role of gender culture, at the individual and firm level.
- Theories of discrimination and non-neutrality in selection.
- Policies to favor female occupation.
- Policies to measure female empowerment in business and in politics. A special focus on gender quotas.

The second part of the course focuses on the management dimension and covers the following concepts:
- Introduction to diversity management in organizations: why is diversity important? What types of diversity?
- Understanding and exploring gender stereotypes.
- Effects of gender status on women's own behavior in organizations and on others' attitudes and behavior towards women in organizations.
- Intergroup (non-gender) relations and stereotypes (main theories).
- Effects of minority status on their own behaviors and others' behaviors towards them in organizations.
- What can women/minorities do to be more successful in organizations.
- What can organizations do to manage diversity more effectively in organizations.

The AXA Lab on Gender Equality is a partnership between AXA Italy, Bocconi University and the AXA Research Fund. It aims to improve our understanding of gender gaps and how to reduce them by examining the risks and opportunities for women in the economy through three simultaneous research streams. A first research stream applies quantitative analysis to examine the under-representation of women in STEM disciplines and design lab experiments to demonstrate how culture matters when it comes to choosing STEM over other disciplines. Meanwhile, a second stream uses policy-evaluation techniques to identify the causal effects wom-

en can have on policy outcomes, such as firm performance, policy agenda and public spending. It will also analyze differences in leadership styles between men and women. The third research stream focuses on developing measures and policies designed to close the gender gap.

At Bocconi, the Lab is the first and only research center on the topic of gender equality and women's empowerment. The Lab and its research have contributed to the University's Strategic Plan, which now places the topic on top of the agenda for future development. In the international research community, the Lab has contributed to developing and promoting research in one of the most vibrant and growing fields of study in economic and social sciences, which has a clear and relevant impact on society.

Furthermore, the Lab managed to rapidly become a well-recognized place for research and development of ideas, projects and policy recommendation. As is clear from the details of the participation and organization of events and media attention, researchers at the Lab have actively participated in the debate around gender equality, women's empowerment and the impact of Covid on them, both in Italy and in Europe. It has also directly contributed to proposals for a post-pandemic recovery which should be gender equal and inclusive. The Director of the Lab is recognized as the most influential and renowned academic voice in Italy on this specific topic.

Led by Professor Paola Profeta, Full Professor of Public Economics at Bocconi University, and including a multidisciplinary team of young scholars in the social sciences, the Lab has developed interdisciplinary research, including quantitative econometric techniques for macro-level and micro-level data, policy evaluation techniques, lab experiments and randomized control trials. This cutting-edge research will enhance the value of gender-balanced leadership in business, promote a gender equal culture and create measurable progress that will ultimately contribute to the development of a more gender equal society and economy.

The main goal of the Lab is to promote academic research on the topic of gender equality. More specifically, this implies:

- Developing rigorous research based on the collection of new data with well-identified results;
- Publishing papers in top journals and field journals highly-ranked in academia;
- Developing interdisciplinary research on the topic of gender equality and women's empowerment;
- Developing clear policy recommendations in each paper;
- Informing and leading the action of the main actors on the economic and political sphere in Italy and Europe: workers, firms and policy-makers.

The final goal is to produce research which can contribute to building a more gender-equal and inclusive society. The AXA Research Lab on Gender Equality includes Director Paola Profeta, 3 post-doc researchers (Caroline Coly, Silvia Griselda and Giulia Savio), 1 junior researcher (Ximena Calò) and 1 research assistant (Alda Marchese). In addition, administrative support is always provided by project officers at Bocconi University.

The AXA Research Lab on Gender Equality's research activity is divided into 6 research topics, or research streams: "Education," "Labor, family and fertility," "Culture," "Politics," "Women's Empowerment" and "Policies." For each research stream, the team works on different research projects whose outputs are publications, working papers, articles, reports, etc.

In addition to this important research, the Science Communication Office at Bocconi features short articles highlighting the research on diversity and inclusion produced within the Bocconi community. Showcasing this research from Bocconi faculty through the Science Communication Office is a way to amplify the impact of diversity and inclusion research within the wider community. During specific times of the year, we feature a set of research articles in a format accessible to the general public. For example, during the Milano Pride week, we featured a whole range of research focusing on LGBTQIA+ inclusion from Bocconi faculty. Figure 35 provides an overview of the featured work.

Figure 35: Examples of Research Featured During 2020 Milano Pride Week

Business Is the Soul of Legitimation
Source: https://www.knowledge.unibocconi.eu/notizia.php?idArt=23035

RESEARCH BY FABRIZIO PERRETTI OBSERVES THE RELATION BETWEEN THE PRESENCE OF GAY AND LESBIAN COMMERCIAL ORGANIZATIONS AND LOCAL REGULATIONS BANNING DISCRIMINATION

Local lesbian and gay businesses can operate like a bridge with the rest of the community, signaling the legitimacy of the group. Their presence has shown to make the enactment of non-discrimination policies in American cities and counties more likely.

In a paper published in the *American Journal of Sociology*, **Fabrizio Perretti**, Full Professor of Management at Bocconi, **Giacomo Negro**, and **Glenn Carroll** examined the local enactment of ordinances of nondiscrimination against lesbian/gay persons in US communities from 1972 to 2008.

Legal Before the Law: Same Sex Marriage in the US
Source: https://www.knowledge.unibocconi.eu/notizia.php?idArt=23090

WHEN THE SUPREME COURT RULED SAME SEX MARRIAGE LEGAL IN 2015, JUSTICES OVERLOOKED THE NEED FOR LEGISLATION, THAT WOULD MAKE THE RIGHT MORE ROBUST AND LONGER LASTING

Deciding on the *Obergefell v. Hodges case* in 2015, the US Supreme Court legalized same-sex marriage in all fifty states. On the one hand, it put an end to a legal struggle which dated back to 1970, when a same-sex couple applied for a marriage license for the first time in Minnesota. On the other, it paradoxically reversed a sustained, progressive process, which had saw many states promote gay and lesbian rights irrespective of their political majority.

Until then, wrote **Graziella Romeo**, Associate Professor of Constitutional Law at Bocconi, in a book chapter, "virtually every State seems to adopt an incremental approach to gay rights that usually develops from a statutory ban on homosexual intimate relationships to a statutory guarantee of (at least) some spousal rights. These developments do not appear to depend directly upon changing political attitudes. In almost every case the evolving vicissitudes of rights recognition involve struggles among courts, legislatures and civil society—as the preferred terrain of the liberty/authority dialectic— rather than the mere transformation of political preferences."

5.2 Budgetary Resources

Budgetary resources spent on diversity

6.

TOWARDS A DIVERSITY AND INCLUSION STRATEGY AT BOCCONI

The final chapter of this report presents an overview of the key components of a diversity and inclusion strategy that Bocconi University could implement in the coming years to meet the goals of the Strategic Plan 2021-2025. Diversity and inclusion have generally risen to the top of corporate priorities over the past years. But progress has generally been slow (Sherbin and Rashid 2017, Jana and Diaz Mejias 2018). One reason for this is that organizations often lack a systematic, coherent approach to diversity and inclusion to be able to deliver on the promises made and monitor how they can improve in the future. Research suggests that five aspects are crucial when developing a systematic and coherent approach to diversity and inclusion (Sherbin and Rashid 2017, Jana and Diaz Mejias 2018, Pedulla 2020):

1) ensure that diversity and inclusion is championed by everyone within management and is embedded in the activities of the organization day in, day out;
2) increase diversity among those involved in the design and execution of diversity and inclusion strategy to better reflect a broader group of stakeholders;
3) introduce to leadership long-term development rather than short-term diversity and inclusion training as both awareness and skill development develops with time;

4) mitigate implicit bias in talent management and hiring; and
5) hold managers accountable for outcomes by defining key performance indicators, inclusion results that focus on day-to-day experience plus track those metrics constantly.

At Bocconi University, diversity and inclusion have become part of the University's priorities in the past years, affirmed through a dedicated Deanship, specific goals set out in the Strategic Plan 2021-2025 and the adoption of an Honor Code for the Bocconi community. The overall goal set out in the Strategic Plan is that Bocconi should become "an open university supporting social mobility, inclusivity and diversity." The specific goal included in the Strategic Plan 2021-2025 is to increase diversity within the Bocconi community, specifically an increase in the gender and geographical diversity of students, staff and faculty. Bocconi's diversity and inclusion strategy should strengthen efforts to increase inclusion and diversity among faculty, staff and the student body, according to different parameters, with a special focus on gender, gender identity, sexual orientation, disability, mental health, nationality, ethnicity and religion. The Bocconi's diversity and inclusion strategy also sets out the activities and responsi-

bilities of the Dean of Diversity and Inclusion. Bocconi's diversity and inclusion strategy should also contribute to developing a communication policy as well as educational initiatives aimed at highlighting the value of diversity and inclusion management.

The main takeaway from the previous chapters is that the University has developed a lot of activities in the area of diversity and inclusion, and in a next step should adopt a more integrated approach to diversity and inclusion across all levels. While the various initiatives in place at the University are running well, they are not yet fully integrated into a coherent diversity and inclusion approach, and therefore not always well understood by and communicated towards students, faculty and staff, or the outside world. To make sure that the University reaches its strategic targets to deliver inclusive change, every Department and staff unit as well as every teaching program needs to develop a more integrated approach to diversity and inclusion. Diversity and inclusion should be embedded in the activities of our University day in, day out, and we need to aggressively track our diversity goals through metrics moving forward.

6.1 Gender Inclusivity

Although we have taken some important steps to ensuring gender diversity within Bocconi, our priority should now be that we begin to deliver meaningful change. Increasing gender diversity should become a key consideration in our selection and hiring processes. Our primary goals over the coming years should be in increasing gender diversity within the University as well as within research and education. Key ways to do this are through a) selection, hiring and retention, b) outreach and communication, and c) research and teaching.

a) Selection, hiring and retention:
1. **Increase gender diversity among our faculty** to be able to meet the targets of increasing the share of female faculty, and especially female Full Professors, within our Strategic Plan. In order to achieve this goal, we need to develop best practices for hiring and retention that are designed to mitigate implicit bias in talent management and hiring.
2. **Ensure that all policies and practices support gender diversity and the associated cultural change** within the Bocconi academic community.

This requires a systematic review of all policies and practices and more diversity in our decision-making bodies to allow the design and execution of policies to better reflect a broader group of stakeholders.
3. **Set clear diversity goals for Departments:** Considering that hiring and retention are key responsibilities of Departments, jointly with the University of course, Departments need to define key performance indicators around diversity results.
4. **Eliminate implicit bias in hiring and promotion practices** and allow for equal opportunities in promotion. The University should support Departments by for example providing D&I training that is conducted over time, as well as sharing best practices. Best practices could for example involve: including externals on hiring committees, for example from another Department, providing an overview of inclusion practices at Bocconi (leave, childcare, etc.), and increasing diversity on selection panels and during flyout visits.
5. **Develop targeted programs aimed at increasing diversity** such as the reorientation of the Car-Dev Program (making all faculty eligible for it), or the development of a spousal hiring program. In addition, the University should consider making existing policies, like maternity/paternity leaves, more generous to signal that the University does more than is legally required.
6. **Develop surveys to monitor perceptions of diversity among students, faculty and staff.** The results from the 2021 student surveys for example suggested that mental health was a key concern for female students and this should feature in the development of mental health initiatives in the future.

b) Outreach and communication:
7. **Strengthen "special cases" awards,** such as Gender/Diversity awards or Program Specific awards (i.e. STEM), to attract and retain the best talents.
8. **Strengthen outreach to increase gender diversity in STEM.** There are many good examples from other countries and universities that aim to increase the intake of female students into STEM-related subjects (for a UK example see Bateman et al. 2021, as well as: https://www.economicsnetwork.ac.uk/news/gender).
9. **Increase the visibility of female role models on campus** by featuring female students, staff, facul-

ty and alumni in events and communication.

10. **Organize dedicated events** about gender-based violence, discrimination and harassment.

11. **Create a dedicated space on the Bocconi website where students, staff and faculty can "report an incident"** of gender-based violence, discrimination or harassment.

c) Research and teaching:

12. **Make sure Bocconi teaching reflects the diverse world around us** and empowers students to shape more equitable communities by developing an inclusive teaching program with BUILT.

13. **Make sure Bocconi's research and knowledge engagement activities** contribute to understanding gender diversity in Italy and beyond.

6.2 LGBTQIA+ Diversity

Although we have taken important steps to ensuring the inclusion of LGBTQIA+ students, faculty and staff, we should now follow through with more ambitious initiatives. A first issue that needs to be considered is the extent to which we wish to collect data on sexual orientation and gender identity. Currently, we do not. Yet we could collect more data within the boundaries of Italian law, especially when it comes to anonymous surveys. In the coming years our primary goals should be to a) implement inclusion programs, b) strive towards a more inclusive form of communication, and c) incorporate more inclusion in research and teaching.

a) Inclusion programs:

1. **Implement and monitor the Carriera Alias program for students, staff and faculty.** The Alias identity is an alternative and temporary bureaucratic profile that replaces the registry name of a person going through a gender reassignment process with a chosen name, and a means to support students, staff and faculty that are transitioning. The "Bocconi Carriera Alias" program was approved in July 2021 and was formally launched in January 2022. In addition to administrative and other organizational matters, the "Bocconi Carriera Alias" program involves mentorship as well. These mentors will need to be consistently trained to support the program and will also provide input about how to support transgender students, faculty and staff members.

2. **Ensure that all policies and practices support LGBTQIA+ diversity and the associated cultural change** within the Bocconi academic community. This requires a systematic review of all policies and practices and more diversity in our decision-making bodies to allow the design and execution of policies to better reflect a broader group of stakeholders.

3. **Eliminate implicit bias through D&I training** that is conducted regularly over time (not a one-off), as well as sharing best practices.

4. **Develop surveys to monitor perceptions of diversity among students, faculty and staff.** The results from the 2021 student surveys for example suggested that mental health was a key concern for non-binary students and this should feature in the development of mental health initiatives in the future.

b) Outreach and communication:

5. **Increase the visibility of LGBTQIA+ role models on campus** by featuring more LGBTQIA+ students, staff, faculty and alumni in events and communication. This is especially important in the context of Pride. During Pride week in 2021, an inclusive communication strategy was introduced which consisted of a series of content, infographics and research on the topics of inclusion and LGBTQIA+ rights featuring Bocconi faculty and student associations. This content was featured on all Bocconi social media channels and Bocconi websites (Knowledge, Sarfatti25 and the official Bocconi website).

6. **Organize dedicated events** about LGBTQIA+ inclusion, harassment and discrimination.

7. **Create a dedicated space on the Bocconi website where students, staff and faculty can "report an incident"** of LGBTQIA+-based violence, discrimination or harassment.

c) Research and teaching:

8. **Make sure Bocconi teaching reflects the diverse world around** us and empowers students to shape more equitable communities by developing an inclusive teaching program with BUILT.

9. **Make sure Bocconi's research and knowledge engagement activities** contribute to understanding LGBTQIA+ diversity in Italy and beyond.

6.3 Disability and Mental Health Diversity

Although we have taken important steps to ensuring the inclusion of people with disabilities and mental health challenges within Bocconi, we currently lack a dedicated unit to deal with these important topics on campus. This is especially pressing since the data presented in Chapter 2 suggests that the number of students with disabilities has been increasing over the years. Our primary goal over the coming years should be to foster inclusion of people with disabilities and mental health challenges within Bocconi and within the Bocconi community. This relates to students, faculty and staff. To this end, the Disabilities Committee has proposed creating a central service, the Bocconi Inclusion Service, with dedicated professionals to create state-of-the-art solutions for students, faculty and staff with physical and learning disabilities as well as providing personalized support and mentoring if required. In addition, this unit should deliver courses and continuous support in teaching and student life more generally for faculty and staff with guidelines on accessibility in a broad sense. This training should be delivered in close cooperation with BUILT, which acts as a reference point for training. Therefore, BUILT's collaboration will be essential to creating this learning path.

In addition, it is important to highlight two extra points of consideration for the future. First, the focus thus far has been on disabilities, but in the future, mental health-related benchmarking should be conducted. Second, the Disabilities Committee is currently tasked with disability-related matters, yet the topics that are discussed in this committee now span many more topics concerning diversity and inclusion. The name and organizational composition of the Committee does not reflect this. In the future, this organizational mismatch should be addressed. This could be done by creating an additional committee on Diversity and Inclusion, or by changing the name and remit of the Disabilities Committee. The latter option has been discussed and viewed more positively as it allows D&I topics to be dealt with in a holistic fashion rather than creating different silos within the University. In addition, currently Bocconi is not entirely on par with international and national competitors that combine welfare, inclusion and disability activities with a designated office, website, communication, etc. The proposal is to change the name of the Disabilities Committee to the Inclusion, Disability and Wellbeing Committee that is tasked with Bocconi's inclusion policy concerning students with disabilities, students with mental health challenges and students

from LGBTQIA+ and different ethnic and religious backgrounds to make sure that our procedures and activities are non-discriminatory.

6.4 Geographical and Ethnic Diversity

While Bocconi has been very successful in attracting non-Italian faculty and students, the inclusion of non-Italian staff members of the Bocconi community has received less attention. Our primary goals over the coming years should be to support geographical and ethnic diversity within the University. Key ways to do this are through a) selection, hiring and retention, b) outreach and communication, and c) research and teaching.

a) Selection, hiring and retention:

1. **Increase geographical diversity among our faculty and students** to be able to meet the targets of increasing the share of non-Italian faculty and students within our Strategic Plan. In order to achieve this goal, we need to develop best practices for hiring and retention that are designed to mitigate implicit bias in talent management and hiring. When it comes to students, Bocconi should also consider enhancing the representation of non-Italian students within the largest student associations.

2. **Ensure that all policies and practices support geographical and ethnic diversity** and the associated cultural change within the Bocconi academic community. This requires a systematic review of all policies and practices and more diversity in our decision-making bodies to allow the design and execution of policies to better reflect a broader group of stakeholders.

3. **Set clear geographical diversity goals for Departments:** Considering that hiring and retention are key responsibilities of Departments, jointly with the University of course, Departments need to define key performance indicators around diversity results.

4. **Eliminate implicit bias in admission, hiring and promotion practices and allow for equal opportunities in promotion.** The University should support Departments by for example providing D&I training that is conducted over time, as well as sharing best practices.

5. **Develop surveys to monitor perceptions of geographical diversity** among students, faculty and staff.

6. **Organize regular celebrations of different nationalities and national days** (e.g. 2 June for Italy, 4 July for the US, etc.), using the internal system of communication (apps, screens, audio messages), and/or nation days during which a nationality present on Campus can meet the Bocconi community, organizing events in connection with the respective consulate/embassy. In addition, the organization of an international food fair on campus can help to foster the inclusion of different nationalities and ethnicities on campus.

b) Outreach and communication:

7. **Strengthen awards to increase ethnic diversity or increase geographical diversity** on campus to attract and retain the best talents.

8. **Move the multi-faith room** for students, staff and faculty that is now located in a church to a more neutral building.

9. **Increase the visibility of non-Italian role mod-** els as well as non-white role models on campus by featuring more non-Italian and non-white students, staff, faculty and alumni in events and communication.

10. **Organize dedicated events** about discrimination and harassment based on nationality and ethnicity.

11. **Create a dedicated space on the Bocconi website** where students, staff and faculty can "report an incident" of discrimination or harassment.

c) Research and teaching:

12. **Make sure Bocconi's teaching reflects the diverse world around us** and empowers students to shape more equitable communities by developing an inclusive teaching program with BUILT.

13. **Make sure Bocconi's research and knowledge engagement activities contribute to understanding geographical and ethnic diversity** in Italy and beyond.

Appendix 1:
Diversity Delegates

- **Sonia Petrone** – Decision Sciences
- **Anna Battauz** – Finance
- **Silvia Cinque** – SDA Bocconi
- **Catherine De Vries** – Chair/Dean of Diversity and Inclusion
- **Fabrizio Perretti** – Management and Technology
- **Stefania Borghini** – Marketing
- **Eliana La Ferrara** – Economics
- **Paola Profeta** – Social and Political Sciences
- **Angelo Ditillo** – Accounting
- **Hao Jiang** – Legal Studies

Appendix 2:
Equal Opportunities Committee

- **Francesco Billari** – Social and Political Sciences/Dean of Faculty
- **Elena Carletti** – Finance
- **Antonella Carù** – Marketing/Dean of the Graduate School
- **Simona Cuomo** – SDA Bocconi
- **Catherine De Vries** – Chair/Dean of Diversity and Inclusion
- **Mariateresa Maggiolino** – Legal Studies
- **Paola Profeta** – Social and Political Sciences
- **Hao Jiang** – Legal Studies
- **Natalia López Delgado** - Student Representative

Appendix 3:
Disabilities Committee

- **Elio Borgonovi** – Rector's Delegate for Disability
- **Paolo Cancelli** – Director of Students
- **Antonella Carù** – Dean of the Graduate School
- **Catherine De Vries** – Chair/Dean of Diversity and Inclusion
- **Antonio Devoto** – Academic Services
- **Martina Ercoli** – Academic Services
- **Achraf Fadhel** – Student Representative
- **Roberto Grassi** – Director of Academic Services
- **Maurizo Mongardi** – HR and Operations Director
- **Annalisa Prencipe** – Dean of the Undergraduate School
- **Giuseppe Sinatra** – Director of Infrastructures, Sustainability and General Services
- **Pietro Sirena** – Dean of the School of Law

Appendix 4:
CASA Committee

- **Paolo Cancelli** – Director of Students
- **Laura Candotti** – Director of Market and Partners
- **Francesco Citti** – Student Representative
- **Catherine De Vries** – Chair/Dean of Diversity and Inclusion
- **Marco Ferrari** – Student Representative
- **Chiara Sacchetti** – Student Representative
- **Stefania Testa** – Students
- **Silvia Tracchi** – Director of Corporate Communications and Marketing
- **Erika Zancan** – Director of International Relations

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