DICCA
EDI
(Equality Diversity and Inclusion)
Plan

16/04/2024

Table of Contents

Letter of endorsement from the head of the department

Accelerating progress towards inclusion, gender equality and the empowerment of women and minorities is fundamental to creating a more inclusive society, a goal to be pursued at all levels, starting from our homes and workplaces. DICCA's EDI Plan is intended to enhance initiatives that promote women's rights, gender equality, diversity, and inclusion within our Department and the University. The University is the place where progress and positive changes, of all kinds, should be naturally pursued; DICCA's EDI Plan will not necessarily represent the agent of change but it describes the framework and the acts to which we must all adapt.

Equality involves the redistribution of power, resources and care responsibilities between men and women. The most important forces for change are women and minorities, who organize and mobilize resources to challenge and overcome discriminatory attitudes and structures in their environments. DICCA will support such agents of change. Men will also play an important role in promoting equality and inclusion, paving the way for women and minorities to participate on equal terms with them in all issues related to their professional experience.

DICCA is a department where many people strive towards being the best possible scientists and educators; it is also well positioned to lead the way forward within the University of Genova on issues of social justice, gender equality and inclusion, all matters of which I am fiercely proud.

Prof. Alessandro Bottaro

DICCA Director

Section 1: An overview of the department and its approach to EDI

DICCA

The Department of Civil, Chemical and Environmental Engineering (DICCA) of the Polytechnic School of the University of Genoa was established by Rector's Decree no. 1340 of 26 April 2012, with effect from 1 May 2012. The Department was born from the merger of DICHEP (Department of Chemical and Process Engineering G.B. Bonino) and DICAT (Department of Construction, Environmental and Land Engineering), with the desire to bring together in a single educational and scientific centre clearly defined cultural areas characterized by the same intent: to improve knowledge and human intervention on issues such as environment, sustainability and care of the territory.

The skills of the members of the department cover a wide range of the historically consolidated topics of civil engineering (structures, hydraulics, geotechnics, design, surveying, urban planning and topography), chemical engineering (process synthesis and optimization, chemical plant engineering, eco-sustainable design of processes and products, materials, corrosion and protection of materials, reliability and safety in the process industry, food technologies) and environmental engineering (environmental health engineering, environmental protection engineering, industrial and environmental biotechnology). Other fields, such as materials and biomaterials engineering, geophysics, or fluid dynamics, are also well integrated into DICCA, greatly expanding the possibilities in the field of cross-sectoral research. In this framework of interests, themes and objectives, the Department's research intends to place itself between the academic and the industrial worlds, national and international, expressing, through the awareness of scientific laws, an authoritative contribution to the knowledge, transformation, and governance of the environment in the broadest sense of the term.

The aims of the DICCA can be summarized as follows:
1. to increase the scientific skills of all members in a coordinated way, offering a common home for the birth and development of interdisciplinary activities. This aspect is an indispensable premise on the one hand for a qualified pedagogical offer, and on the other for the expansion of those research activities on which the Department's ability to self-finance increasingly depends, a fundamental element in today's University to support hypotheses of further growth;
2. collaborate, as a high-profile cultural partner, with local authorities and companies at regional, national and international level, to address the great problems of modern engineering, through the application of the sciences of civil and chemical engineering;
3. to become a cultural and pedagogical reference point for the study of the natural and anthropic environment and its interactions with humanity.

The research activity of the department is articulated according to national and international thematic lines and is aimed at harmonizing the basic developments with the applications, leaving each researcher the freedom to identify individual topics and their funders. DICCA guarantees, within the limits of possibilities and based on shared priorities, the maximum availability of spaces, infrastructures, support, and anything else necessary for the optimal

development of its affiliated personnel (technical, administrative, scientific) and of its students of all levels, in their pursuit of excellence.

After the Master Degree the students can participate at the different PhD paths (see Page 27 for details) coordinated by the DICCA Department:

PhD program in Civil, Chemical and Environmental Engineering
The course aims at educating highly qualified researchers and professionals in the fields of civil, chemical, and environmental engineering.
The course is organized in four curricula:
1. Chemical, Materials and Process Engineering
2. Fluid Dynamics and Environmental Engineering
3. Structural and Geotechnical Engineering, Mechanics, and Materials
4. Wind Science and Engineering

PhD program in Marine Science and Technologies
Curriculum Engineering for Marine and Coastal Environments

PhD program in Security, Risk and Vulnerability
Curriculum Risk and Resilience Engineering for the Natural, Industrialized and Built environments
DICCA's strategic objectives are based on the following pillars:

Training: our activities are focused on supporting the new generation of engineers in leading the main social challenges of the future.

Research: our research products will influence industry and society, also taking into account the SDGs of Agenda 2030.

Influence: we work to build relationships with the public and private sectors on a national and international scale to influence decision-making and build sustainable future infrastructure.

Resources: we implement a positive work environment using the various activities proposed on the topic of well-being, life/work by UniGE's central governance.

A video presentation of the Department is available at this link

DEPARTMENT BOARD

Alessandro Bottaro, Director

Adriana Del Borghi, Deputy director

Luca Morasso, Administrative Secretary

Governance and recognition of EDI work

At present, DICCA is bound by all measures, initiatives and committees adopted and implemented by UniGE.

There are currently no formal structures in place to implement and support equality, diversity, and inclusion (EDI) activities at departmental level.

The DICCA EDI Plan will create formal processes in 2024 and 2025 to distribute, recognise and reward EDI work that do not overlap with UniGE-level actions in which DICCA members are already involved.

The process to be created will be embedded in the governance structure of the department and it will be clarified, when and where necessary, how it is linked to the EDI structures at university level.

The process will detail the structure, personnel, and financial resources at Department level.

In 2024 DICCA personnel will start the discussion and draft the process and in 2025 will implement it.

Other actions that support the creation and implementation of the process at a factual and technical level will start in 2024. (See Section 3of this document)

Self-assessment process

The preparatory work included a personnel from DICCA and UniGE, constituting a first nucleus of an EDAT (EDI DICCA self Assessment Team) as follows:

EDAT Member M/F/Non binary	Role in DICCA EDI PLAN	Role/Experience in EDI	Involvement in creating DICCA EDI PLAN* and/or in implementing it **
Angela Celeste Taramasso F	Advising on DICCA EDI PLAN application.	Rector's advisor for equal opportunities and inclusion; researcher at DICCA	*; **
Rita Bencivenga F	Advising on DICCA EDI PLAN application.	Expert in gender studies, EDI, disability. Researcher at DICCA	*; **
Carla Maria Reale F	Advising on DICCA EDI PLAN from an intersectional perspective	Expert in gender studies, intersectionality. Researcher at UniGE	*
Bottaro Alessandro M	Supervision of the entire process	DICCA Director	*

Table 1 - Description of staff involved in the preparatory work for the DICCA EDI PLAN* and in the implementation, monitoring and evaluation of the planned measures**.

Our EDI strategy will be designed to create a sustainable working environment in which people enjoy working and want to contribute to the various pillars in which DICCA is involved.

The main objectives are to reduce the gender and other possible gaps in educational outcomes and among employees, both vertically and horizontally, and to integrate the EDI dimension into research and teaching. To achieve these key objectives, staff will ensure that policies and actions support an inclusive culture and do not have a negative impact on staff or students due to gender, pregnancy and maternity, parenting, gender identity, trans status or caring responsibilities

EDI process and meetings

The concept of the DICCA EDI PLAN stems from the desire to bring the UniGE Gender Equality Plan (GEP) closer to the staff and students at department level. This involves adopting and adapting actions from the UniGE GEP to the departments' level.

A feasibility plan for a departments' gender action plan for 2022 was included in UniGE's GEP for 2022. In 2022, several meetings were held with teaching, research, and administrative staff from two interested departments to explain the details and the expected implementation plan.

Documents of the Athena SWAN (AS) Charter were analysed: These included consultation of AS initiative descriptions, forms and templates, compilation instructions, GEPs from some English and Irish faculties, and the 2022 literature available on AS analysis. The current document broadly reflects the three-part structure of the department's AS template.

At the end of 2022, the initiative was considered valid and feasible by DICCA and considered valid but not immediately implementable by the other interested department. This led to an informal agreement with the Department and the inclusion of DICCA GAP PLAN in UniGE's GEP for 2023 to implement actions in 2024 and 2025. The Department's agreement was formally presented by the Department Director at a GEP conference organised by UniGE on 20 January 2023.

In the following months, the collection of gender-disaggregated data began and the drafting of the document started in June. The draft was reviewed by the Director of the Department and further refined in a series of working group meetings to define actions for implementation in 2024 and 2025.

Details of the plans to support the department's future equality, diversity and inclusion (EDI) efforts are outlined in the final section of this document.

During the drafting of the document, it became apparent that the title Gender Action Plan did not reflect the actual content and measures to be implemented, and it was agreed to rename the document "EDI Plan".

Section 2: An assessment of the department's equality, diversity and inclusion context

Culture, inclusion and belonging

DICCA complies with current Italian regulations on gender equality, equal opportunities, and inclusion, collaborates with UniGE initiatives and is committed to equality, diversity and inclusion (EDI) both informally and formally. The preparatory work that has led to the DICCA EDI plan has highlighted the need to collect and structure existing efforts to create visibility and plan complementary or connecting actions.

The following text describes the existing UniGE structure and processes and explains the path that leads to the EDI DICCA plan.

At the University of Genoa, two different committees deal with equality, diversity, and inclusion. The first is the Equal Opportunities Committee ([CPO](#)), which is elected by and made up of all staff and students, and the second is the Committee for the Guarantee of equal opportunities, workers' well-being and anti-discrimination ([CUG](#)), which is made up only of technical and administrative staff. The specific objectives of these committees focus on the issue of EDI and the fight against violence, discrimination, and harassment of any kind.

Together, they draw up the [Positive Action Plan](#), a document that is required by law for public administrations and has a duration of 3 years.

At the end of 2021, the administration set up a [GEP & Gender Budget Team](#) to analyse gender and equality-related data at the level of the entire university.

As of 2019, the University of Genoa has created the Gender Budget for all staff and students Links: [Bilancio di Genere 2019](#); [Bilancio di Genere 2020](#); [Bilancio di Genere 2021](#); Bilancio di Genere 2022.

The general organisation of the DICCA and the University of Genoa follows the national laws on research and university and the [Statute of UniGE](#).

The department's values, traditions, leadership, practises and behaviours, as well as other informal structures and interactions that shape the department's working and learning environment and affect all staff and students, are generally characterised by mutual respect. Gender equality and inclusion are part of the culture, but not in a formal and structured way, including how instances of negative practises or behaviours are dealt with. UniGE's general requirements are the references in relation to EDI.

The department's current understanding and capacity to identify and address intersectional inequalities for staff and students is limited. The existing infrastructure and evidence base does not support the assessment of intersectional inequalities. These actions need to be included in the action plan that will assist the department in assessing and addressing intersectional inequities in the next DICCA EDI plan (2026-2030).

The department has initially selected the following intersecting characteristics on which to focus future analysis: Gender, Age and Disability. The selection of intersecting characteristics is based on the specific context, the department's data and trends, and currently available data. In the future, the department can actively seek to recognise the contribution of transgender and non-binary people in the department's culture and practises. For example, available data does not allow for the collection of information on disclosure rates of trans or non-binary people. UniGE has formal mechanisms in place to support this population, such as the "alias career" policy, which protects those who wish to use their chosen name rather than their legal name in interactions within the university community, based on the principle of gender self-determination. However, it is important to consider how inclusive practises and approaches can be embedded into culture and activities.

After analysing the available data and information (See Appendix 1), the need arose to collect and structure DICCA's activities in relation to EDI. This is done to raise awareness, increase visibility and plan additional or harmonising measures.

Key priorities for future action

Based on the department's evidence base and self-assessment, what follows is a two years (2024-2025) EDI action plan that addresses the department's identified key issues and priorities.

The DICCA-EDI Plan includes actions implementable at the departmental level, as UniGE's GEP remains valid for the rest. The action sheets are identical to those of UniGE's GEP, allowing for comparisons and analyses.

The actions are separated into 3 areas, with sub-actions identified in each table, where appropriate. The identified actions fall within:

- Area 0 (6 macro actions), creation and adoption of the prerequisites necessary for the implementation of the DICCA EDI PLAN, corresponding to an extra area created for UniGE's GEP as a set of prerequisites needed to facilitate the other actions. As for the UniGE GEP, we consider necessary to establish a common awareness and understanding before proceeding with more specific actions in DICCA EDI PLAN 2026-2030.

In particular, the survey on belonging and inclusion, equality, work-life balance, bullying and harassment, career development and well-being will provide further data that will be analysed in 2024 in order to integrate further actions in 2025.

- Area 4 (1 macro action), Integration of the EDI (and not simply gender) dimension in research and teaching programs, where teaching and research activities provide greater flexibility to individuals wishing to promote EDI in their research and/or teaching path.

- Area 5 (1 macro action) due to the need of spread at any level the activities planned to combat harassment and all forms of gender-based violence

The actions span the years 2024 and 2025. This will allow for the creation of the next DICCA EDI Plan simultaneously with UniGE's next GEP; both will have a duration of 4 years starting from 2026.

Similar to UniGE's GEP, the DICCA-EDI Plan will be regularly reviewed and updated.

Section 3: Future EDI action plan

In the DICCA EDI Plan, actions are categorised under the reference areas: to avoid overlaps with GEP activities and concentrate actions only on what is effectively implementable at the departmental level, the reference areas (described in the previous page) are:

0 (Creation and adoption of the prerequisites necessary for the implementation of the DICCA EDI Plan),

4 (Integration of the EDI (and not simply gender) dimension in research and teaching programs.), and

5 (Combating harassment and all forms of gender-based violence).

LEGENDA: For each action, a table describes the characteristics that make it SMART (Specific: aimed at a particular area for improvement; Measurable: quantify or at least suggest an indicator of progress; Assignable: clearly define responsibility; Realistic: outline achievable results with available resources; Time-related: include a timetable for the expected results). The tables are similar to those used for UniGE's GEP to facilitate coordination of actions, analysis, and data transfer.

The tables list:

Objective: A clear and measurable statement of the action's goal.
Action/Sub-actions: Detailed description of the actions or sub-actions necessary to achieve the objective.
Direct/Indirect Targets: Indication of the individuals or groups who will be directly or indirectly affected by the action.
Responsible Figure: Indication of the person or role responsible for implementing the action.
Timing: Division of actions and sub-actions into the semesters of the two years envisaged for the DICCA EDI Plan.

In future editions of the DICCA EDI Plan we consider advisable to include the following further information:

Additional Human Resources: Number of estimated working days (annually, unless otherwise indicated) needed for backup activities, monitoring, data collection, evaluation, or other types of support for the action.
Direct/Indirect Costs: Indication of the financial commitments required for the action, with specific attention to direct or indirect costs associated.
Assessment of Allocated Resources: Where possible, indicate already dedicated resources; otherwise, the assessment will be made at the first monitoring.

This structure helps ensure that actions are SMART, facilitating the management and monitoring of the DICCA EDI Plan.

Creation and adoption of the prerequisites necessary for the implementation of the DICCA EDI Plan, Area 0, we propose the following actions

Objective Action 0.1	Promote the **communication of the** DICCA EDI PLAN
Action (s)	0.1.a) Annual Communication Plan 0.1.b) Dissemination of the annual Communication Plan
Direct/Indirect Target	Direct: Staff and students at DICCA; Indirect: Staff and students at UniGe and the general public consulting the UniGE social media and networks.
Institutional/operational responsible	EDAT
Indicators, targets, timetable	a) Annual Communication Plan developed, second semester 2024 b) Annual Communication Plan disseminated, on each year

Objective Action 0.2	Promote the **dissemination** of the DICCA EDI PLAN at the entire UniGE community
Action(s)	0.2.a) Present the DICCA-EDI Plan within the University at large. 0.2.b) Present the DICCA-EDI Plan at least at one conference organised by UniGE
Direct/Indirect Target	The UniGE staff and students and the scientific community.
Institutional/operational responsible	EDAT
Indicators, targets, timetable	a) University presentation completed at end of 2024 b) Conference presentation completed at end of 2025

Objective Action 0.3	Promote the **dissemination** of the DICCA EDI PLAN at DICCA
Action(s)	0.3.a) Preparation of slides/text to highlight the existence of the DICCA EDI PLAN to assure that all the staff and students at DICCA are aware of it. 0.3.b) Adoption of the reference to the DICCA EDI PLAN by professors in conferences and papers

Direct/Indirect Target	The DICCA staff and students and the DICCA related scientific community.
Institutional/operational responsible	EDAT
Indicators, targets, timetable	a) Preparation of slides/text to include, end of 2024 b) Sharing and adoption, end of 2025

Objective Action 0.4	Collect info about EDI related at DICCA
Action(s)	0.4.a) Survey defined and submitted 0.4.b) Data analysis
Direct/Indirect Target	The DICCA staff and students
Institutional/operational responsible	EDAT
Indicators, targets, timetable	a) Data collected, end 2025 b) Data analysed, end 2025

Objective Action 0.5	Stabilize the DICCA EDI PLAN
Action(s)	0.5.a) Formalize the EDAT (if endorsements for this activity and role are received during the DICCA presentation meeting)
Direct/Indirect Target	DICCA
Institutional/operational responsible	EDAT
Indicators, targets, timetable	a) EDAT formalised, end 2024

Objective Action 0.6	Disaggregated data collection to better respond to the new requirements of Horizon Europe and Erasmus+
Action(s)	0.6.a) Add the option "non-binary," "other, specify" and "prefer not to say" to the data collection. 0.6.b) Provide information to all researchers and administrative staff.
Direct/Indirect Target	DICCA staff and students
Institutional/operational responsible	EDAT
Indicators, targets, timetable	a) Updated tables and forms, updated software, end 2025 b) Informed personnel, end 2025

Integration of the EDI dimension in research and teaching programs, Area 4, we propose the following action.

Objective Action 4.1	Include not only a reference to the GEP (as required by the calls) but also the DICCA EDI Plan in European projects.
Action(s)	4.1.a) Preparation of example texts to be included in new projects. 4.1.b) Inclusion of the texts.
Direct/Indirect Target	DICCA researchers, professors, administrative staff
Institutional/operational responsible	EDAT
Indicators, targets, timetable	a) Ready texts in the first semester, end 2024 b) Adopted texts; titles, and project calls where they have been used, communicated to the EDAT for data recording, end 2025

Combating harassment and all forms of gender-based violence, Area 5, we propose the following action.

Objective Action 5.1	Ensure that all students are aware that any unacceptable behaviour should be reported, and this can be done confidentially through the Wellbeing Officers.
Action(s)	5.1.a) Creation of a manifesto/brochure (texts in Italian and English) 5.1.b) Link on the DICCA website to the relevant section of UniGE (texts in Italian and English) 5.1.c) If necessary, updates
Direct/Indirect Target	All individuals working or studying at DICCA
Institutional/operational responsible	EDAT
Indicators, targets, timetable	a) Manifesto/brochure created (texts in Italian and English), end 2025 b) Link activated, end 2025 c) Updates completed, end 2025

Appendix 1: Data tables

Students

1 Students at foundation, UG, PGT and PGR level

2 Degree attainment and/or completion rates for students at foundation, UG, PGT and PGR level

The following tables show the number of students enrolled in the study courses present at DICCA for bachelor's and master's degrees in general (see **Errore. L'origine riferimento non è stata trovata.**, Table 3,

Table 4) divided into the different study courses (see Table 5), classified according to their geographical origin (see Table 6 and Table 7) and indication of the number of students with declared disabilities (see **Errore. L'origine riferimento non è stata trovata.**, Table 9 and Table 10).

Course/ Gender	F	M	Tot	% F	% M
Bachelor	168	287	455	36,9	63,1
Master	103	141	244	42,2	57,8
5 yrs. degree	11	8	19	57,9	42,1
TOTAL	282	436	718	39,3	60,7

Table 2 – academic year 2020-2021

Course/ Gender	F	M	Tot	% F	% M
Bachelor	169	285	454	37,2	62,8
Master	96	140	236	40,7	59,3
5 yrs. degree	8	5	13	61,5	38,5
TOTAL	273	430	703	38,8	61,2

Table 3 - academic year 2021-2022

Course/ Gender	F	M	Tot	% F	% M
Bachelor	175	276	451	38,8	61,2
Master	104	138	242	43,0	57,0
5 yrs. degree	8	4	12	66,7	33,3
TOTAL	287	418	705	40,7	59,3

Table 4 - academic year 2022-2023

General comments on Tables 3, 4 and 5:

In the bachelor program, male students consistently exceed 60%, while in the master's degree program, this difference decreases. Overall, the data are not strongly imbalanced.

Course	Class of Minister	Course of Study - Academic Years - Gender	20/21 F	20/21 M	20/21 Tot	21/22 F	21/22 M	21/22 Tot	22/23 F	22/23 M	22/23 Tot
Bachelor	10	1519 - INGEGNERIA CHIMICA (GE)	0	1	**1**	0	2	**2**	0	1	**1**
Bachelor	8	1517 - INGEGNERIA DELL'AMBIENTE (SV)	1	2	**3**	1	4	**5**	0	2	**2**
Bachelor	8	1520 - INGEGNERIA CIVILE E AMBIENTALE (GE)	3	5	**8**	3	3	**6**	1	2	**3**
Bachelor	L-7	8712 - INGEGNERIA DELL'AMBIENTE (SV)	2	1	**3**	2	1	**3**	1	1	**2**
Bachelor	L-7	8715 - INGEGNERIA CIVILE E AMBIENTALE (GE)	112	210	**322**	110	198	**308**	113	183	**296**
Bachelor	L-9	10375 - INGEGNERIA CHIMICA E DI PROCESSO (GE)	47	64	**111**	51	74	**125**	50	63	**113**
Bachelor	L-9	8714 - INGEGNERIA CHIMICA (GE)	3	4	**7**	2	3	**5**	1	1	**2**
Bachelor	L-P01	11428 - TECNOLOGIE PER L'EDILIZIA E IL TERRITORIO (GE)	0	0	**0**	0	0	**0**	7	9	**16**
Bachelor	L-P03	11429 - TECNOLOGIE INDUSTRIALI (GE)	0	0	**0**	0	0	**0**	2	14	**16**
Master	38/S	1641 - INGEGNERIA DELL'AMBIENTE (SV)	1	0	**1**	0	0	**0**	0	0	**0**
Master	LM-22	10376 - INGEGNERIA CHIMICA E DI PROCESSO (GE)	27	20	**47**	20	17	**37**	19	19	**38**
Master	LM-23	10799 - INGEGNERIA CIVILE (GE)	18	40	**58**	23	48	**71**	21	49	**70**
Master	LM-23	9263 - INGEGNERIA CIVILE E AMBIENTALE (GE)	0	10	**10**	0	5	**5**	0	3	**3**
Master	LM-24	10719 - ENGINEERING FOR BUILDING RETROFITTING (GE)	11	24	**35**	12	22	**34**	18	28	**46**
Master	LM-35	10720 - ENVIRONMENTAL ENGINEERING (GE)	21	33	**54**	18	34	**52**	22	30	**52**
Master	LM-35	9263 - INGEGNERIA CIVILE E AMBIENTALE (GE)	0	1	**1**	0	0	**0**	0	0	
Master	LM-4	9914 - INGEGNERIA EDILE - ARCHITETTURA (GE)	25	13	**38**	23	14	**37**	24	9	**33**
5 yrs degree	4/S	1637 - INGEGNERIA EDILE - ARCHITETTURA (GE)	4	2	**6**	4	1	**5**	4	1	**5**

5 yrs degree	LM-4 C.U.	8724 - INGEGNERIA EDILE - ARCHITETTURA (GE)	7	6	13	4	4	8	4	3	7
TOTAL	Class of Minister	Course of Study	282	436	718	273	430	703	287	418	705

Table 5 - Enrollments in different study programs related to DICCA

Comments on Table 6:

It is highlighted that the bachelor program in Civil and Environmental Engineering has more male students. A similar situation is observed for the master's program in ENGINEERING FOR BUILDING RETROFITTING (GE). The opposite trend is only found in the master's program in Architectural and Building Engineering (GE).

Academic year – total career	2020/2021 starts in the first year	2020/2021 of which from Liguria	2020/2021 from other Italian regions	2020/2021 from abroad	2021/2022 starts in the first year	2021/2022 of which from Liguria	2021/2022 from other Italian regions	2021/2022 from abroad	2022/2023 starts in the first year	2022/2023 of which from Liguria	2022/2023 from other Italian regions	2022/2023 from abroad
Female	49	39	8	2	43	35	6	2	53	43	5	5
Male	76	60	9	7	80	61	12	7	75	55	14	6
TOTAL	125	99	17	9	123	96	18	9	128	98	19	11

Table 6 - DEGREES: Disaggregated data (first year) by region of high school diploma attainment

Academic year – total career	2020/2021 starts in the first year	2020/2021 of which from the University of Genoa	2020/2021 from another Italian university	2020/2021 and from a foreign university	2021/2022 starts in the first year	2021/2022 of which from the University of Genoa	2021/2022 from another Italian university	2021/2022 and from a foreign university	2022/2023 starts in the first year	2022/2023 of which from the University of Genoa	2022/2023 from another Italian university	2022/2023 and from a foreign university
Female	45	34	3	8	22	15	4	3	43	19	6	18
Male	55	40	7	8	46	27	4	15	52	30	5	17
TOTAL	100	74	10	16	68	42	8	18	95	49	11	35

Table 7 - MASTER'S DEGREES: Career starts in the first year by type of university of the access degree.

Comments on Tables 7 and 8:

As revealed by the data analyzed for the Gender Balance, the University of Genoa stands out as a institution that mainly attracts male and female students from Liguria. For DICCA, this is confirmed for the first two years under examination, while for the last year, this value reverses its trend

The following Tables show the number and percentage of students classified by gender and with disabilities, in the table indicated with D for three different academic years.

Course	F	With D	% F with D	M	With D	% M with D
Bachelor	168	2	1,2%	287	6	2,1%
Master	103	0	0,0%	141	0	0,0%
5 yrs degree	11	0	0,0%	8	0	0,0%
TOTAL	282	2	0,7%	436	6	1,4%

Table 8 – data for the Academic Year 2020/2021

Course	F	With D	% F with D	M	With D	% M with D
Bachelor	169	1	1,7%	276	6	2,2%
Master	96	0	1,0%	138	1	0,7%
5 yrs degree	8	0	0,0%	4	0	0,0%
TOTAL	273	1	1,4%	418	7	1,7%

Table 9 – data for the Academic year 2022/2023

Course	F	With D	% F with D	M	With D	% M with D
Bachelor	175	3	1,2%	287	6	2,1%
Master	104	1	0,0%	141	0	0,0%
5 yrs degree	8	0	0,0%	8	0	0,0%
TOTAL	287	4	0,7%	436	6	1,4%

Table 10 – data for the Academic year 2022/2023

PhD students and scholarshisps

After the Master Degree the students can participate at the different Ph D. paths coordinate from the DICCA Department that are the following

PhD program in Civil, Chemical and Environmental Engineering

The course aims at educating highly qualified researchers and professionals in the fields of civil, chemical and environmental engineering.

The course is organized in four curricula:

- Chemical, Materials and Process Engineering

- Fluid Dynamics and Environmental Engineering

- Structural and Geotechnical Engineering, Mechanics and Materials

- Wind Science and Engineering

The Coordinator of the course is Professor Roberta Massabò

PhD program in Marine Science and Technologies

Curriculum Engineering for Marine and Coastal Environments

The curriculum in Engineering for Marine and Coastal Environments (EMaCEs) takes as its starting point the different scientific expertise developed by the departmental academic staff in the fields of Environmental, Chemical and Structural Engineering.
This specificity makes the curriculum highly multidisciplinary and with a significant rate of innovation thanks to possibile cross-feritilization among the different research areas.

The Coordinator of the Curriculum is Professor Giovanni Besio

PhD program in Security, Risk and Vulnerability

Curriculum Risk and Resilience Engineering for the Natural, Industrialized and Built environments

This curriculum aims to educate highly qualified researchers and professionals in the engineering fields related to the resilience of the natural, industrialized and built environments in where we live, in order to assess and tackle risks arising from natural hazards and anthropic

activities and their impact on society, in terms of direct and indirect losses and their economic, social and environmental consequences.

The curriculum is strongly characterized by a multi-disciplinary and systemic approach favouring a cross-fertilization among different research areas, as technical, economic, social and environmental aspects.

The coordinator of the Curriculum is Professor Serena Cattari

PhD program Civil, Chemical and Environmental Engineering A.Y. 2020/2021

Number	Total enrollees	of which enrolled in the first year
F	14	4
M	23	6
Total	**37**	**10**

PhD program Marine Science and Technologies A.Y. 2021/2022

Number	Total enrollees	of which enrolled in the first year
F	14	5
M	22	8
Total	**36**	**13**

PhD program Security, Risk and Vulnerability A.Y. 2022/2023

Number	Total enrollees	of which enrolled in the first year
F	18	8
M	20	7
Total	**38**	**15**

Table 11 - number of students divide for gender in the PhD courses

In Table 12 (only for the last two academic years) it is possible to know if the University from which PhD students arrive is Italian or foreign.

Academic Year and origin	21/22 University of Genoa	21/22 Other Italian University	21/22 Foreign University	21/22 Total First Year	22/23 University of Genoa,	22/23 Other Italian University	22/23 Foreign University	22/23 Total First Year
F	1	1	3	5	3	0	5	8
M	2	1	5	8	2	2	3	7
Total	3	2	8	13	5	2	8	15

Table 12 - number of students enrolled at PhD course and their academic origin

Research fellows

Role 31.12.2020	Tot	F	M	% F	% M	Tot	F	M	% F	% M	Tot	F	M	% F	% M
Research fellows	23	11	12	47,8%	52,2%	30	11	19	36,7%	63,3%	27	10	17	37,0%	63,0%

Role 31.12.2021	Tot	F	M	% F	% M	Tot	F	M	% F	% M	Tot	F	M	% F	% M
Research fellows	23	11	12	47,8%	52,2%	30	11	19	36,7%	63,3%	27	10	17	37,0%	63,0%

Role 31.12.2022	Tot	F	M	% F	% M	Tot	F	M	% F	% M	Tot	F	M	% F	% M
Research fellows	23	11	12	47,8%	52,2%	30	11	19	36,7%	63,3%	27	10	17	37,0%	63,0%

Table 13 - distribution of gender among research fellows

Gender	Tot	Liguria	out Liguria	out of Italy	% Liguria	% out Liguria	% out of Italy
Female	11	7	3	1	63,6%	27,3%	9,1%
Male	12	9	2	1	75,0%	16,7%	8,3%
Total 31.12.20	**23**	**16**	**5**	**2**	**69,6%**	**21,7%**	**8,7%**

Gender	Tot	Liguria	out Liguria	out of Italy	% Liguria	% out Liguria	% out of Italy
Female	11	10	1	0	90,9%	9,09%	0
Male	19	16	3	0	84,2%	15,79%	0
Total 31.12.21	**30**	**26**	**4**	**0**	**86,7%**	**13,33%**	**0**

Gender	Tot	Liguria	out Liguria	out of Italy	% Liguria	% out Liguria	% out of Italy
Female	10	7	2	1	70,0%	20,0%	10,0%
Male	17	14	2	1	82,4%	11,8%	5,9%
Total 31.12.22	**27**	**21**	**4**	**2**	**77,8%**	**14,8%**	**7,4%**

Table 14 - geographical origin of research fellows

Course	F graduate	F in time	M graduate	M in time
Bachelor	23	11	45	21
Master Degree	38	31	40	31
Unique cicle	6	0	5	0
TOTAL 2021	**67**	**42**	**90**	**52**

Course	F graduate	F in time	M graduate	M in time
Bachelor	23	14	44	24
Master Degree	27	18	46	25
Unique cicle	1	0	0	0
TOTAL 2022	**51**	**32**	**90**	**49**

Course	F graduate	F in time	M graduate	M in time
Bachelor	22	12	27	15
Master Degree	31	14	32	18
Unique cicle	0	0	1	0
TOTAL 2023	**53**	**26**	**60**	**33**

Table 15 - distribution of graduated within the expected timeframe (data disaggregated by gender)

Course / score	66 - 90	91 - 99	100 - 105	106 - 110	110 cum laude	total graduate
Bachelor F	5	9	6	2	1	23
Bachelor M	13	18	7	6	1	45
Master F	0	0	6	15	17	38
Master M	0	2	6	17	15	40
Unque cycle F	2	0	2	4	0	6
Unique cycle M	0	0	2	3	0	5
Total 2021	**18**	**29**	**29**	**47**	**34**	**157**

Course / score	66 - 90	91 - 99	100 - 105	106 - 110	110 cum laude	total graduate
Bachelor F	4	7	3	4	5	23
Bachelor M	6	17	11	5	5	44
Master F	0	1	2	17	7	27
Master M	0	2	9	21	14	46
Unque cycle F	0	0	1	0	0	6
Unique cycle M	0	0	0	0	0	5
Total 2022	**10**	**27**	**26**	**47**	**31**	**157**

Course / score	66 - 90	91 - 99	100 - 105	106 - 110	110 cum laude	total graduate
Bachelor F	2	4	11	2	3	22
Bachelor M	3	5	7	9	3	27
Master F	1	2	6	10	12	31
Master M	0	2	9	9	12	32
Unque cycle F	0	0	1	0	0	0
Unique cycle M	0	1	0	0	0	1
Total 2023	**6**	**14**	**33**	**30**	**30**	**113**

Table 16 - distribution of final marks considering the gender

STAFF

3 Academic staff by grade and contract function
4 Academic staff by grade and contract type

The

Category 31.12.23	tot	Female	Men	% Female	% male
CATEGORIA B	1	0	1	0	100,00%
CATEGORIA C	11	10	1	90,91%	9,09%
CATEGORIA D	2	1	1	50,00%	50,00%
CATEGORIA EP	0	0	0	0	0
T D CATEGORIA C	2	0	2	0	100,00%
T D CATEGORIA D	0	0	0	0	0
Total 2023	**16**	**11**	**5**	**68,75%**	**31,25%**

Table 17 shows the female/male ratio of administrative staff on the last 3 years, with an equal number of women and men only in the lower categories (B and C) only in the lower categories (B and C).

Category 31.12.21	tot	Female	Men	% Female	% male
CATEGORIA B	2	1	1	50,00%	50,00%
CATEGORIA C	18	10	8	55,56%	44,44%
CATEGORIA D	4	0	4	0	100,00%
CATEGORIA EP	1	0	1	0	100,00%
T D CATEGORIA C	1	1	0	100,00%	0
T D CATEGORIA D	1	0	1	0	100,00%
Total 2021	**27**	**12**	**15**	**44,44%**	**55,56%**

Category 31.12.22	tot	Female	Men	% Female	% male
CATEGORIA B	2	1	1	50,00%	50,00%
CATEGORIA C	18	10	8	55,56%	44,44%
CATEGORIA D	4	0	4	0	100,00%
CATEGORIA EP	1	0	1	0	100,00%
T D CATEGORIA C	0	0	0	0	0
T D CATEGORIA D	0	0	0	0	0
Total 2022	**25**	**11**	**14**	**44,00%**	**56,00%**

Category 31.12.23	tot	Female	Men	% Female	% male
CATEGORIA B	1	0	1	0	100,00%
CATEGORIA C	11	10	1	90,91%	9,09%
CATEGORIA D	2	1	1	50,00%	50,00%
CATEGORIA EP	0	0	0	0	0
T D CATEGORIA C	2	0	2	0	100,00%
T D CATEGORIA D	0	0	0	0	0
Total 2023	**16**	**11**	**5**	**68,75%**	**31,25%**

Table 17- data of ratio female/male of the administrative staff in the last three years

The Table 18 shows the scientific staff divided for gender and role at 31.12.2023.

Role	Tot	F	M
Researchers	34	15	19
Associate professors	30	15	15
Full professors	25	10	15

Total	89	40	49

Table 18 - Scientific staff as of 31.12.2023

These tables shown the gender distribution on DICCA

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