UNIFIED CURRICULA REPORT

INTRODUCTION

The curricula analysis is one of the key actions present in the Work Package 2 of the project. The **aim** of this action is to valorize the dimension of *Integrating gender and intersectional dimensions into educational activity*, thus into teaching curricula, because we believe thi is essential for the training and prosperity of the next generation of researchers and innovators.

The analysis was carried out to measure the presence or absence of a gender and intersectional lens in the teaching offers for the academic year 2022/2023 of each Partner University (University of Milano-Bicocca, Department of Human Science for Education; Universidad San Jorge, Zaragoza, Department of Health Sciences; Vilnius University, Faculty of Communication)

Specifically, the analysis of the curricula focused on several features:

- the gender and the ethnicity of the course giving professors;
- the gender and the ethnicity of the authors in references and bibliography of the each course;
- frequency of self-referenced materials used by the professors.

The criteria for determining gender and ethnicity were based on names and birthplaces listed in the curriculum vitae or the authors' web pages online. Several shared rules were established for consistency across research teams and established a comparative analysis method between the three different HEIs. The rules are:

- Authors cited multiple times in a single course are counted once, with notes for future reference.

- courses divided in two semesters with identical professors/references are counted once; otherwise, they are counted separately.

- Main readings (mandatory for all students) were counted, while recommended readings were considered on a case-by-case basis.

- Self-referenced materials were documented, noting each instance a professor used their own work.

Additionally, information on Agenda 2030 sustainability goals was included for the Italian analysis, as these were often specified in syllabi. The Lithuanian team checked the topic, however any results

were found. The analysis excluded laboratory and workshop activities, focusing solely on courses with taught materials.

STATE OF THE ART

University of Milano-Bicocca

University of Milano-Bicocca, the vertical and horizontal segregation is still visible: in fact, data from 2021 clearly shows these patterns. Out of 1278 academic staff, 45,7% are women; however, they are notably overrepresented in junior roles, such as tenured researchers (56%), but remain significantly underrepresented in higher academic positions, such as RTDB, which is the italian correspondent of Assistant Professor (65 men compared to 32 women). In accordance with this trend, among associate and full professors the presence of women progressively reaches minimal levels, amounting to 40% and 36%, respectively (Bilancio di Genere UNIMIB, 2021). Horizontal segregation is also visible: women account for the majority of the professors in departments such as Biotechnology, Human Sciences and Sociology (Bilancio di Genere UNIMIB, 2021).

General statistics of all degree courses

The total number of professors (295) is distributed with 171 females (58% of the total) and 124 males (42% of the total). Concerning ethnicity, the majority of the professors are coming from a white ethnicity (Table 1). Regarding the authors present in the course bibliography, the number of male authors represents 55% of the total, compared to female authors which represent 45% of the total.

Table 1. Distribution of teaching staff and authors in UNIMIB

TOTAL PROFESSORS	WOMAN	MAN	WHITE	OTHERS
295	171	124	283	12

TOTAL AUTHORS	WOMAN	MAN	WHITE	OTHERS
1806	815	991	1707	106

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Vilnius University

According to the "Monitoring Diversity and Equal Opportunities at Vilnius University 2021-2022" VU had 3,440 academic staff, with women comprising 55% and men 45%. Among professors, 40% were women. In leadership roles, men dominate the Council (64%) and Rector's team (67%), though women lead the Council and Senate. The Faculty of Communication has 96 full-time lecturers, of whom 43 (46%) are male and 53 (54%) are female.

University of San Jorge

USJ had 259 Professors teaching in the courses offered by the Faculty of Health Sciences in 2022, with 56 % women and 44 % men, indicating a slight female majority. Detailed analysis reveals disparities within specific programs; for instance, women dominate in biomedicine (80%), while men prevail in physical activity and sports science (72.7%). At the same time, vertical segregation can not be observed. The analysis of the university's organizational chart shows that men hold 50% of responsible positions, compared to 50% for women.

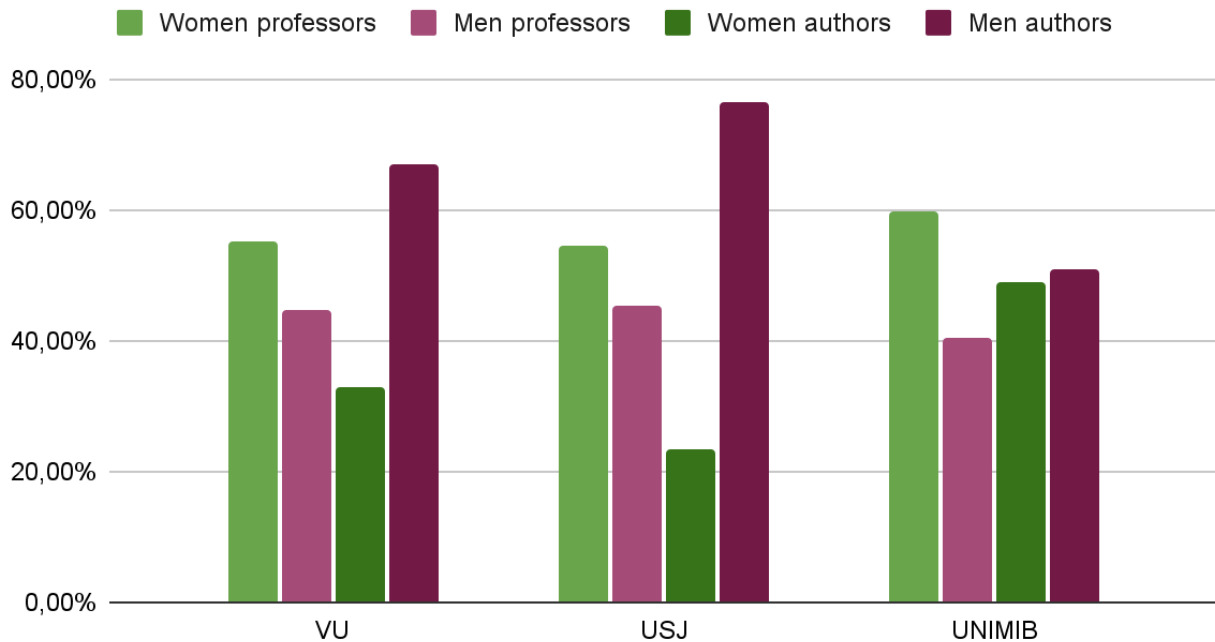*Table 3. Distribution of teaching staff and authors in USJ*

TOTAL PROFESSORS	WOMAN	MAN	WHITE	OTHERS
259	146	113	259	0

TOTAL AUTHORS	WOMAN	MAN	WHITE	OTHERS
3002	725	2277	2948	54

Bachelor's degrees

To begin with, we analyze the comparative statistics across the three departments regarding the distribution of gender and ethnicity in bachelor degrees.

Gender - BA

Legend: Women professors, Men professors, Women authors, Men authors

Graph showing gender distribution across VU, USJ, UNIMIB with percentages on Y-axis from 0,00% to 80,00%.

Graph 1. Gender distribution of Professors and Authors in the three departments considered of VU, USJ, UNIMIB in Bachelor degrees

When considering Bachelor Degrees, the professor's gender distribution is similar between the three Departments: Vilnius University has 55% women professors, vs 45% men; Health Science Faculty in Universidad San Jorge 56.6% women vs 45.5% men and the department of Human Sciences for Education in University of Milano Bicocca has 60% women professors vs 40% men. The distribution of all three departments is slightly tilted towards women.

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On the other hand, when considering the authors, both USJ and VU show an opposite trend, with more male authors (for USJ, 67% men and 66% for VU), while the gender distribution in UNIMIB is more balanced when considering bachelor programs authors (51% men and 49% women).

Ethnicity - BA

■ White professors　■ Other ethnic groups　■ White authors　■ Other ethnic groups
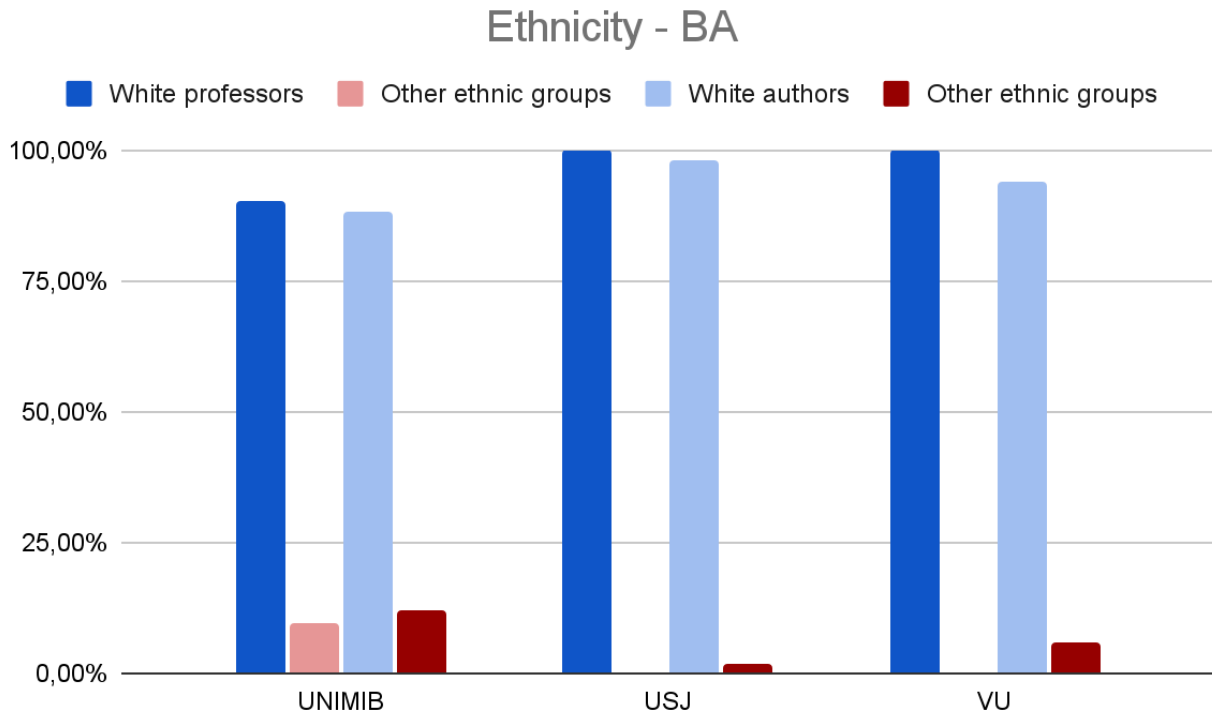
Graph 2. Ethnicity distribution of Professors and Authors in the three departments considered of VU, USJ, UNIMIB in Bachelor degrees

As shown in the graph, the ethnicity of both professors and authors is a lot less diverse in all three departments: USJ and VU have an all-white faculty, while the non-white representation in UNIMIB accounts for only 10% of professors. When considering the authors, UNIMIB shows 11% non-white authors, USJ only 1.9% and VU only 6%.

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Master's degrees

We now proceed to analyze the comparative statistics across the three departments concerning the distribution of gender and ethnicity in master's degree programs.

Gender - MA

Women professors ▮ Men professors ▮ Women authors ▮ Men authors
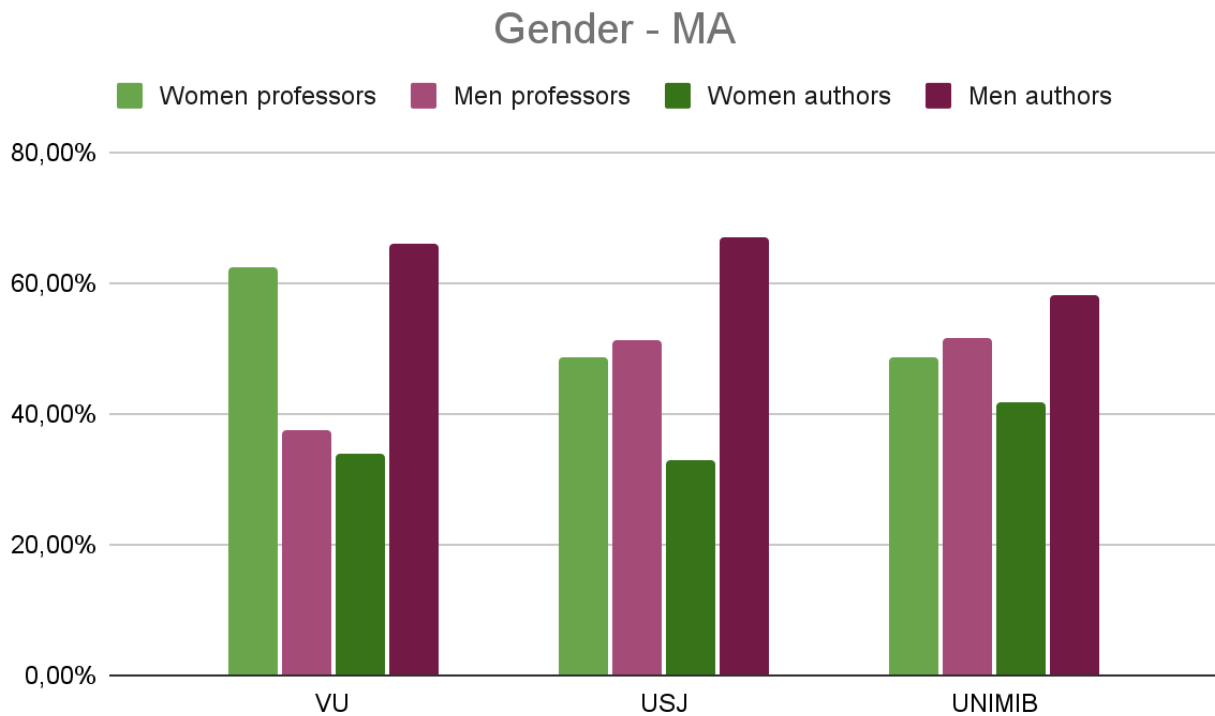
Graph 3. Gender distribution of Professors and Authors in the three departments considered of VU, USJ, UNIMIB in Master's degrees

When considering Master's Degrees, the gender distribution of professors shows some variation across the three departments. At VU, women make up 62% of the faculty, while men represent 48%. At USJ, the distribution is nearly balanced with men slightly outnumbering women, comprising 51.2% of the teaching staff compared to 48.8% women. The University of Milano-Bicocca has a slight tilt toward men in Master's programs, with 51% male professors versus 48% female professors.

In contrast, when analyzing the authors cited in Master's degree programs, both USJ and VU exhibit a higher representation of male authors. At USJ, male authors make up 67.1% of the bibliography, while female authors account for only 32.9%. Similarly, at VU, male authors represent 66% of the cited authors, with female authors making up 34%. In comparison, UNIMIB shows a more balanced distribution, with 58% male authors and 42% female authors in its Master's degree bibliographies, but still showing a preference for male authors.

Ethnicity - MA

Legend: ■ White professors   ■ Other ethnic groups   ■ White authors   ■ Other ethnic groups

Graph 4. Ethnicity distribution of Professors and Authors in the three departments considered of VU, USJ, UNIMIB in Bachelor degrees

The ethnicity of both professors and authors in master's programs remains significantly homogenous across all three departments. Both USJ and VU have an all-white faculty, with no non-white representation among professors. Similarly, UNIMIB's faculty in master's degrees is entirely white, with no diversity reported. When considering the authors, the non-white representation is minimal: UNIMIB shows only 4% non-white authors, USJ 0.5%, and VU 7%. This highlights the lack of ethnic diversity in both teaching staff and bibliographic materials at the master's level.

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Gender Representation Analysis Across Three Universities

The analysis of gender representation at three university departments —Universidad San Jorge (USJ), and Vilnius University (VU), Milano-Bicocca (UNIMIB), —highlights notable trends in both vertical and horizontal gender segregation, with some institutional differences.

At the Department of Sciences for Education of **UNIMIB**, women constitute 60% of professors in bachelor's degree programs, while men make up 40%. However, in master's degree programs, the representation shifts to 48% women and 51% men, indicating a slight decrease in female representation at higher levels.

At the Faculty of Communication of the **VU**, women account for 55% of professors in bachelor's degree programs, while men make up 45%. In master's programs, the proportion of women increases to 62%, with men representing 34%.

At the Health Sciences Faculty of **USJ**, gender distribution in bachelor's programs shows 55% women and 45% men. For master's programs, there is near gender parity, with 49% women and 51% men.

These findings align with existing knowledge about gender balance in the analyzed departments, which are historically associated with caregiving and traditionally female-dominated fields. Despite apparent gender equity in some cases, further investigation into contractual positions and career progression is necessary, as vertical segregation and ceiling effects may still be prevalent. USJ exhibits less pronounced disparities but still shows evidence of segregation in certain programs. Vilnius University demonstrates a more balanced distribution across disciplines. These disparities reinforce gender stereotypes about career paths and academic disciplines, perpetuating imbalances in higher education.

Conclusions

The findings of accomplished analysis highlight the persistence of gender imbalances across academic ranks and the teaching offerings. While USJ demonstrates notable efforts to achieve gender parity, vertical segregation remains a concern at Milano-Bicocca and VU, where men dominate higher academic and leadership positions. Horizontal segregation, though less evident at USJ and VU, still persists in specific fields (for a more detailed discussion, see Unified GEP report).

Ethnic Diversity in Teaching Staff and Course Materials

The analysis highlights a significant lack of ethnic diversity among professors and authors across the three universities, both at the bachelor and master study levels.

At the **bachelor study level**, the ethnic diversity among teaching staff is minimal:

- Both **USJ** and **VU departments** have an entirely white faculty.
- At **UNIMIB**, non-white professors constitute only 10% of the total, indicating slightly higher diversity but still highlighting significant underrepresentation.

Distribution of the course authors reflect a similarly low level of diversity:

- **UNIMIB** features 11% non-white authors in the bachelor level study courses.
- **USJ** has the lowest diversity, with only 2% non-white authors.
- **VU** reports 6% non-white authors.

At the **master study level**, the lack of diversity becomes even more pronounced:

- Both **USJ** and **VU** continue to have all-white faculties, while **UNIMIB** also has no representation of non-white professors.

Regarding course authors for master's programs:

- **UNIMIB** features only 4% non-white authors.
- **USJ** reports an even lower percentage, with 0.5% non-white authors.
- **VU** shows 7% non-white authors.

The lack of ethnic diversity, which is present at all levels of teaching staff and in bibliographic materials, points to a systemic issue within the academic institutions analyzed. The homogeneity risks perpetuating a narrow, Eurocentric perspective, limiting the breadth of academic discourse and excluding voices from historically underrepresented groups.

The Lack of an Intersectional Lens

The analysis also reveals the absence of an intersectional approach in understanding and addressing diversity and social inequalities. While gender and ethnicity were considered independently, their intersections—and the ways in which overlapping identities create unique forms of disadvantage—were not explored. For example:

- Non-white women, who may face compounded challenges due to both gender and racial/ethnic biases, are rendered invisible in this framework, or very narrowly represented.
- The absence of data on other factors, such as socioeconomic background, disability, or sexual orientation, further underscores the need for a more nuanced, intersectional perspective in assessing diversity and inclusion.

An intersectional lens is essential to capturing the full complexity of inequality within academic institutions, it is a way of looking at inequalities and discrimination in an interconnected way. Without it, interventions risk oversimplifying the issues, potentially addressing one dimension (e.g., gender) while neglecting others (e.g., race/ethnicity, class). Ultimately, the intersectional lens is proposed as a method of observation, a starting point for dialogue.

List of references

Bilancio di Genere UNIMIB 2021, a cura del Comitato Scientifico BdG 2021

reference for VU?

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