

Index

	Page
President's Letter.....	3
Introduction.....	4
A. Work Life Balance and Organizational Culture.....	5
B. Gender Balance in Leadership & Decision Making.....	8
C. Gender Inequality in Recruitment & Career Progression.....	10
D. Integration of the Gender Dimension into Research & Teaching Content	12
E. Measure Against Gender Based Violence, Including Sexual Harassment	15
Conclusions.....	16
Goals.....	18

Introduction¹

The American University of Rome (AUR) originated in 1969 as an institution catering for American Study A broad students and began offering its own degrees in 1986. It currently offers 10 undergraduate majors, 27 undergraduate minors and three Masters' programs. The focus of the institution is Liberal Arts and Social Sciences supplemented by Business. AUR is recognized by the Italian Ministry of Education, University and Research as an American university authorized to operate in Italy as a Foreign Higher Education Institution. Its degrees are accredited by Middle States Commission on Higher Education, which is authorized by the U.S. Secretary of Education to conduct accreditation for institutions of higher education.

As a foreign institution drawing on an international body of students, staff and academics

without having to downplay or adjust their identity to fit in, because feeling included does not necessarily mean to belong.”

In Spring 2023 DEI workshops for academic and administrative staff were held as part of faculty/staff development. The core elements of DEI were introduced and discussed. The goal was to build a greater awareness and understanding of

Most valuable part ... "Understanding how I can present myself to show that I am an ally rather than someone who is judging others."

"I think we all mean well, but that there is definitely much to be learned and much work to be done, especially as it ends up affecting the work we do with students."

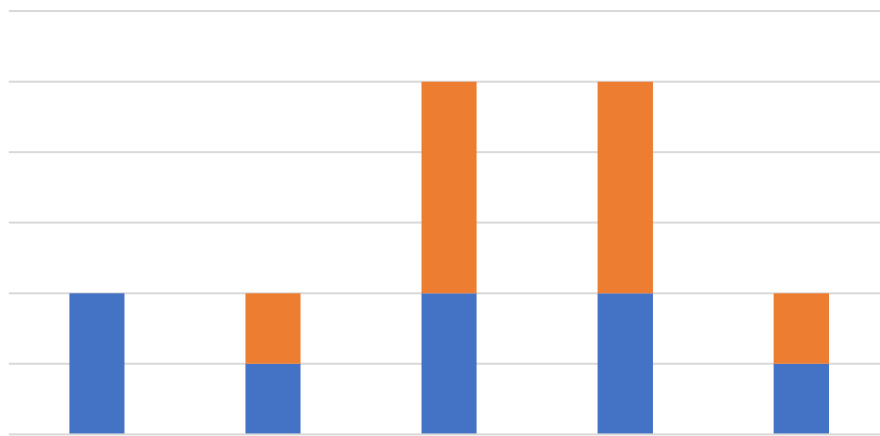
"The majority of the AUR community actively try to be inclusive, but given our demographics, I think it is hard for a lot of us to see that there is even an issue. The majority of us are coming from privileged places, so I think it is important that these issues are highlighted and we are all trained to deal with DEI on a daily basis."

B. Gender Balance in Leadership and Decision-Making

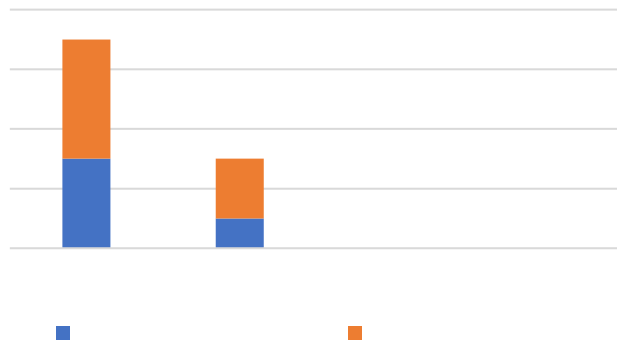
AUR is governed by a Board of Trustees who appoint a President. Below the President is a Dean of Academic Affairs who is the Chief Academic Officer and a Dean of Students who is in charge of non-academic student affairs such as welfare and social activities. The Presidential Leadership Council consists of senior managers who meet weekly to discuss the administration of the university. On the academic side, below the Dean of Academic Affairs, there are Program Directors who are in charge of individual academic programs.

Academic Appointments Disaggregated by Rank

Full time academic (faculty) appointments are ranked in the following categories: Full Professor, Associate Professor, Assistant Professor, Non-Tenured Lecturer. Procedures for progression between tenured ranks are described in the Faculty Handbook and consist of evaluation by faculty colleagues of teaching, research and service to the university and professional community. The faculty meet and vote on their recommendation which is forwarded to the Dean of Academic Affairs, who makes a final recommendation to the President. The final decision rests with the President. An appeals process is defined in the Faculty Handbook for individuals who wish to appeal the final decision.



Part-time Faculty (Spring 2023) Disaggregated



D. Integration of the Gender Dimension into Research and Teaching Content

In order to measure the importance of gender in research and teaching at AUR, the full-time faculty, and senior administration who engage in research, were surveyed. They were asked to respond to a series of questions using a Likert scale and to add comments.

a) Gender issues are an important part of my teaching:

Selected comments

"I make a conscious effort to incorporate issues regarding this field as much as possible...for example, in the course on Italian food and culture I discuss and include course readings on how gender relates to food production, preparation and consumption in the Italian context throughout various phases of history."

"I typically let each class or group determine the depth to which gender issues are a major topic of discussion on a given day, but I always have at least one focused discussion on gender issues early on in the course so that students are aware that these are valid and available methods of interpretation going forward."

"Under the guiding goals of the Sustainable Development Goals of No Poverty (SDG1), Zero Hunger (SDG2), Gender equality (SDG5) and Responsible Production and Consumption (SDG12) the Master highlights i) Analyses of disaggregated data on food insecurity on a global scale showing how women are more food insecure than men; ii) Gender as a critical factor in the intrahousehold allocation of resources and impact on nutrition; iii) Role of men and women in agricultural production – in developing and developed countries; iv) gender roles in food consumption and sustainable diets."

"I inserted recently a course *Gender in Global Perspectives*, so that on top of the recognition of the issue in the IR, Ethics and philosophy courses, there is also a specific course on this."

"There is no specific course on gender in my program but impacts on threats to local heritage and intangible culture are often greatest on, and can be mitigated through, women in their role as primary providers and carers for the family."

"W

adapted for the different role of the administration. In all cases the potential risks of relationships with a power differential makes them inadvisable.

Goals

Goals

Actions