



GENDER  
**equality**  
PLAN  
2022 - 2025

Approved by the Academic Senate  
and the Board of Directors at their  
26/10/2021 and 27/10/2021 sessions

GENDER  
**equality**  
PLAN  
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## Summary

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# Introduction

Università Politecnica delle Marche's Gender Equality Plan (GEP) was set up to convey the university's intention of investing skills, energies and resources systematically to reduce the current gender gap in the academic and research world. It is crucial to generate the structural change on the cultural, organisational and normative planes required to overcome current disparities between men and women. Moreover, it will contribute to the dissemination of equality and equity values, which are currently at the core of the functioning of the main international institutions, within academia and across society.

The UN 2030 Sustainable Development Agenda – signed by its 193 member states in 2015 – includes explicit references to gender equality in its 17 goals. In fact goal 5 (SDG5) relates to the achievement of gender equality and the emancipation of women and girls, goal 10 (SDG10) to reducing inequality, goal 4 (SDG4) to equal and inclusive education, goal 8 (SDG8) to ensuring employment and equal pay to all women and men, thus overcoming any discrimination in the labour market.

In the European context the von der Leyen Commission has approved a specific strategy (*EU Gender Equality Strategy 2020-2025*) whose goal is a European Union which guarantees gender equality and brings all forms of discrimination, oppression and violence against women to an end. This strategy encompasses specific measures designed to achieve equality but it also proposes that a gender perspective should be systematically incorporated into policy planning in any field. Education and research are directly involved in the implementation of this strategy as the 2021-27 research and innovation programme called Horizon Europe requires all institutions applying for funds to have gender equality plans.

Our university's GEP, however, depicts the contribution we intend to make to fostering sustainable and inclusive development at the local, European and global levels. Our commitment to respecting equal opportunities as a founding value in our university community is enshrined in the university's Statute and Ethics Code and reiterated in our Student Charter of Rights and Duties as well as in Regulation Governing the Functioning of the Guarantee Committee for Equal Opportunities (CUG), the body appointed in any public administration with the task to define a three-year Plan of Positive Actions aimed to foster gender equality and organisational wellbeing.

The present document is the outcome of the university's intention to implement full equality between men and women and combat all forms of violence and discrimination and will henceforth be the linchpin in the university's gender strategy, in close synergy with the objectives set out in the 2020-22 Strategic Plan and with its internal planning and control processes. The objectives and actions set out in the GEP are, in fact, the result of a gender-led review of the organisation's data on human capital (teaching and technical-admin staff and students) and main university activities (education, research, third mission) as shown in the 2020 Integrated Report. The data analysis and monitoring experience begun in 2017 and 2018 with the drafting of a gender supplement to the UnivPM social responsibility report has thus been supplemented by a planning phase which establishes gender goals shared by university governance bodies and all relevant stakeholders. These shared goals will act as a reference framework for the new Positive Action Plans which will need to be approved by the Guarantee Committee for Equal Opportunities for the 2022-24 period.

This document is divided up into three sections: the first offers a context analysis, namely an overview of the key outcomes of the gender-led review of the information provided in the 2020 Integrated Report about the university's structure and activity; the second illustrates the contents of the gender equality plan, delineating priority action spheres, the goals to be pursued within each area and action levels; the third details the individual actions planned, summarising their main features.

The GEP is a key tool  
to generate the structural change  
on the cultural, organisational  
and normative planes required  
to overcome current disparities  
between men and women

# The reference context

The 2020 Integrated Report offers a gender-specific overview of the main university bodies, staff (teaching, research and technical-admin) and student population figures, as well as teaching, research and third mission activities.

What follows is a brief overview of the main evidence which highlights trends over the last three years (2018-20) where available.



**36%**

OF THE FULL AND ASSOCIATE PROFESSORS ARE WOMEN

## BODIES

The composition of the university's governing bodies on 31 December 2020 showed a still limited gender balance. Both the Rector and the Vice Rector are men and there is only a minority of women in the governance team as a whole with male managers, commission members, process heads and special project heads predominating. The proportion of women on the Academic Senate and Board of Directors, the university's two main governance bodies whose members are elected, is 35% and 15% respectively. Since 31 December 2020, university management has been the responsibility of a male General Manager assisted by a female Vice General Manager.

As regards oversight bodies which are directly appointed, women are a majority on the Board of Auditors, with two out of three of its members being women (67%). By contrast, only two of the seven members of the Evaluation Committee (29%) are women. The university's other bodies have greater numbers of women on them. These include the Student Council and the Ethics Committee which are fully gender balanced, with equal numbers of men and women, while women predominate on the Guarantee Committee for Equal Opportunities (70% women).

As regards the organisational framework, an overall gender imbalance prevails at the top of the principal research and teaching bodies with the university's three faculties being headed by men, as well as 10 of its 12 departments. As regards courses of study, only 30% of the university's fifty seven 2020/21 courses are headed by women, although this has increased significantly in recent years, having been 20% in the 2017/18 academic year and 27% in 2018/19.

## TEACHING STAFF

On 31 December 2020 the university's teaching and research staff numbered 562. Among them, 69% were full and associate professors, 12% permanent researchers (*ricercatori a tempo indeterminato*) and 19% non-permanent researchers (*ricercatori a tempo determinato*).

Women account for 36% of the university's teaching and research staff, a percentage which is slightly higher compared to 2018 (34%) but still lower than the national average (39%). Men dominate in the higher positions with women accounting for only 22% of full professors and 40% of associate professors. Yet, the gender composition has improved compared to 2018, when women accounted for 18% and 36% of the full and associate professors, respectively. The composition of lecturers is more balanced, with women accounting for 44% of the total. Specifically, 48% of non-permanent researchers and 38% of permanent researchers are women. UnivPM's gender gap is wider than the Italian average among permanent researchers and full professors. By contrast, the gap is narrower than the national average among non-permanent researchers. Finally, the gender composition of the UnivPM associate professors is in line with the national value.

Men outnumber women in four out of five university's fields of study. Sciences is an exception with women accounting for 57% of the teaching and research staff.

UnivPM had 222 post-doc research fellows on 31 December 2020, 53% of whom were women, a figure which has grown significantly in recent years (47% of female post-doc research fellows in 2016). Among post-doc research fellows, women outnumber men in three out of five university's fields of study (Sciences, Medicine and Agricultural sciences).

With reference to career progress over the 2018-20 period, around half of all post-doc research fellows who got a researcher position (49%) were women. Similarly, half of the researchers who became associate professors were women (50%). Differently, the incidence of women moving from associate to full professorship was substantially lower (29%) although a significant heterogene-

ity emerges across fields of study. Specifically, in Sciences and Agricultural sciences the number of associate professors achieving the full professorship was higher among women than among men whilst the same career progress is achieved predominantly by men in Economics, Engineering and Medicine.

The university's Glass Ceiling Index (GCI) over the period 2018-20 confirms women's greater difficulty to reach the top of the academic hierarchy, registering a value greater than 1 (a threshold which denotes the absence of what is known as the *glass ceiling*) and scoring higher than the national average. However, it is important to highlight a decreasing trend, with the index passing from 1.89 in 2018 to 1.62 in 2020. Such a pattern is even more clear considering that the index was equal to 2.13 in 2016. This means that the proportion of women among full professors has increased to a greater extent than the percentage of women in the teaching and research staff as a whole and that the gender gap at the top of the hierarchy has thus narrowed. The university's progress in this respect is greater than the national average.

In the academic year 2020-21 the university appointed 301 contract teaching staff and, of these, women were a minority in each of the five fields of study.

### TECHNICAL AND ADMINISTRATIVE STAFF

On 31 December 2020 UnivPM had 521 technical and administrative staff, 64% of whom were women. Women are prevalent amongst both permanent (64%) and fixed term (61%) staff. Women also accounted for three out of four of the language assistants and experts appointed by the university.

By considering simultaneously professional category and gender, in 2020 women's presence was highest in categories B, C and D, in line with the previous years. In 2020 women outnumbered men also in the EP category, differently from 2018 and 2019 when the gender composition was balanced. Women are a minority in managerial roles. It is however important to emphasize that more than two thirds of division heads and two thirds of office heads are women. On average, the number of training hours is higher for women than for men, with a gender gap which has diminished significantly over the three year period examined. In contrast with a stable number of maternity leaves – four – among the teaching and research staff, the number of technical and admin staff applying for maternity leave increased from 3 in 2018 to 7 in 2020.



**64%**

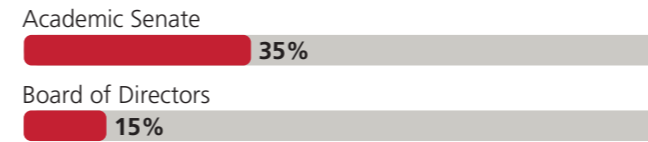
OF THE  
TECHNICAL AND  
ADMINISTRATIVE  
STAFF ARE WOMEN

More than two thirds of division heads and two thirds of office heads are women

### BODIES

% of women

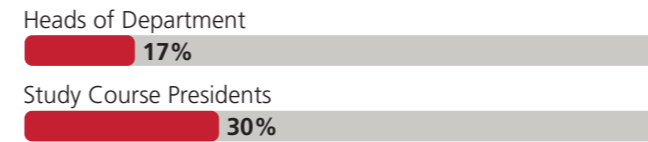
#### GOVERNING BODIES



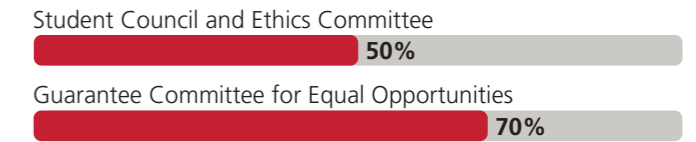
#### OVERSIGHT BODIES



#### ORGANISATIONAL STRUCTURE

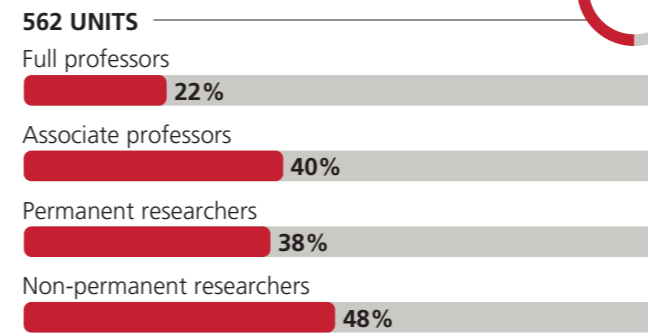


#### OTHER BODIES

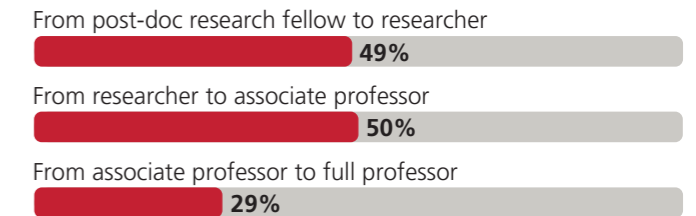


### TEACHING STAFF

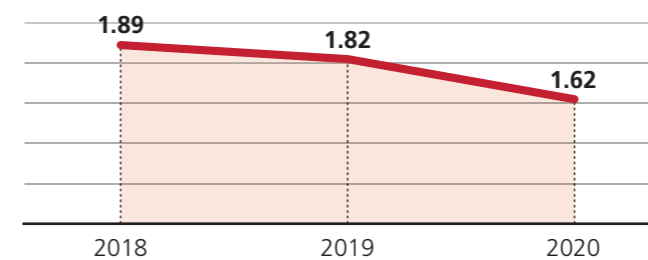
**36%**



#### CAREER PROGRESSION (2018-2020)

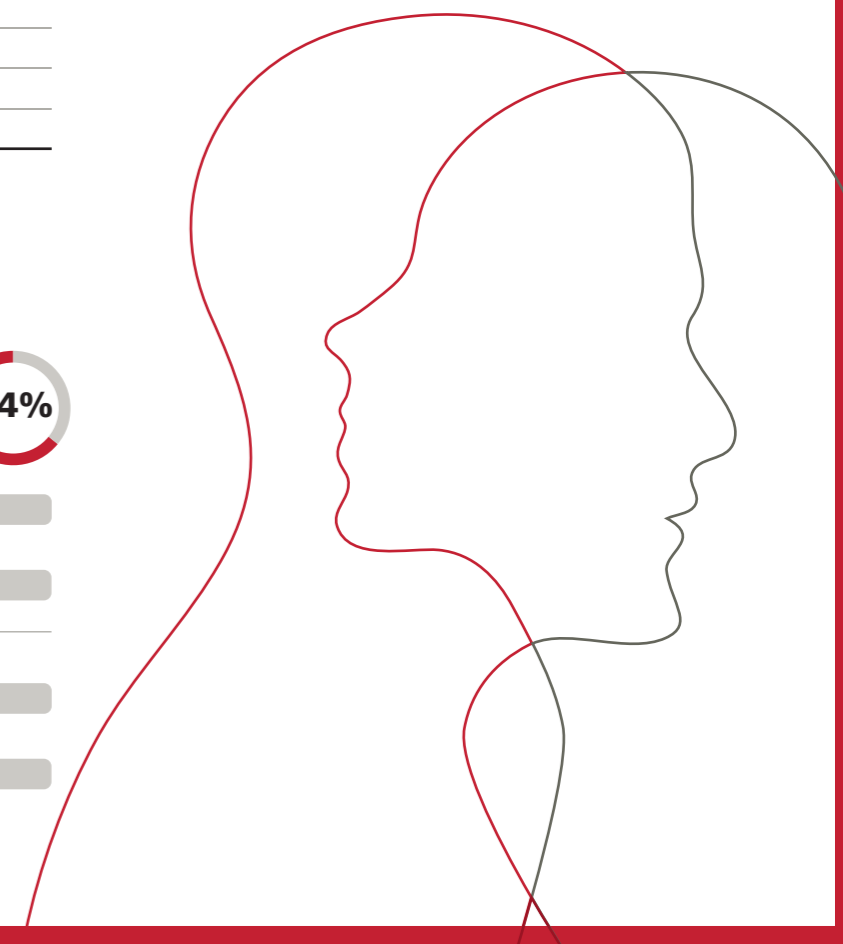
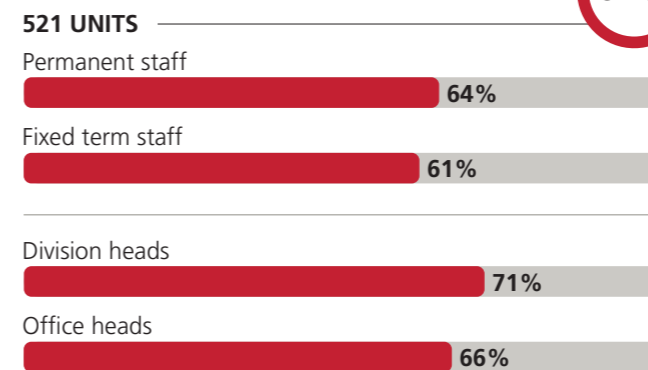


#### GLASS CEILING INDEX



### TECHNICAL AND ADMINISTRATIVE STAFF

**64%**



## STUDENTS AND TEACHING ACTIVITIES

In the academic year 2020/21 UnivPM offered 57 programmes (31 BA/BScs, 23 MA/MScs and 3 single-cycle MA/MScs) and had 15,373 students: 55% men and 45% women.

There were 4,650 first year students. Women were a significantly larger proportion of these in Sciences and Medicine (67% and 66% of the total, respectively) while men were the majority in Engineering, Agricultural sciences and Economics (with 76%, 67% and 56%, respectively). The limited presence of women in Engineering reflects a nation-wide and global gender imbalance in STEM subjects.

Examining the university's graduates (3,034 students in 2020), around a half completed their degrees in the normal time frame, without differences between men and women. With reference to the five fields of study, the distribution of graduates by gender corresponds to the enrolment figures, with a larger number of women in Sciences and Medicine (71% and 70% of the total, respectively) and more male graduates in Engineering, Agricultural sciences and Economics (70%, 65% and 54%, respectively).

As far as professional careers are concerned, the XXIII AlmaLaurea survey showed that employment rates for UnivPM male graduates is, in most cases, higher than women's. However, it is significant that the men-women employment gap diminishes considerably and in fact disappears almost entirely five years after the MA/MSc graduation, a result which is well above the national average. Furthermore, women's employment rates are higher than men's amongst BA/BSc graduates a year after graduation, when 43% of women have a job against 29% of men. With reference to the net income earned at one, three and five years after graduation, there is a widespread gap at the expense of women, with the exception of BA/BSc graduates. The UnivPM graduates' pay gap is, however, lower or in line with national averages.

Whilst the pandemic has significantly reduced international mobility over the last two academic years, in the 2020/21 academic year 154 UnivPM students studied abroad (outgoing mobility) whereas 47 students arrived from foreign universities (incoming mobility). On 31 January 2020 the gender breakdown of the outgoing students saw a majority of men across all university's fields of study with the only exception of Medicine, in which women accounted for 60% of students travelling abroad to study. In terms of incoming students, however, there was a majority of men in Medicine, Engineering and Agricultural sciences and broadly similar numbers of men and women in Economics. Lastly, the sole incoming science student was female.

With reference to students and new graduates taking part in international mobility for internship purposes there were more women in Medicine and Agricultural sciences compared to a majority of men in Engineering and Economics. In Sciences, instead, numbers were broadly similar. Post-graduate education is also of central importance at UnivPM.



### 45%

FEMALE STUDENTS  
ENROLLED FOR  
THE ACADEMIC  
YEAR 2020/2021

In the academic year 2020/21 there were 9 Ph.D. courses with a total of 341 students, slightly fewer than in previous years. In Sciences, Medicine and Agricultural sciences women were the majority, with men predominating in Economics and Engineering. In 2020 out of 100 graduating doctoral students, 47% were women, a percentage that was lower compared to the previous years when the proportion of women awarded a Ph.D. amounted to 50% (2018) and 57% (2019), respectively. Concerning the participation to non-doctoral post-graduate education, there are more women than men at UnivPM, and more women than men graduate. Over the last three years, women have been the majority of those enrolling in medical area specialisation schools. There were more women than men studying for first and second level MA/MScs in the same period and, also in this case, more women than men got the corresponding title. Lastly, in the 2020/21 academic year more women than men studied on further training courses offered by the university, in contrast to the previous years. However, around 80% of the qualifications issued on 31 December 2020 were awarded to men, confirming a growing trend over the 2018-20 period (in 2018 around 56% of such qualifications were awarded to men, with the corresponding 2019 figure being 60%).

## RESEARCH

Alongside educational activities, the university has scientific research as a primary task, carried out in a free and autonomous way and with excellent outcomes at both national and international level. As long as research external funding is concerned, in the 2018-20 period there were more men than women acting as heads of the scientific research projects funded. In particular, two thirds of the 34 projects funded by Miur, Ministries, Institutes and National Agencies were headed by men.

Men were even more prevalent in the 69 research projects funded in the Horizon 2020 programme in the 2014-20 period, with 59 of these being coordinated by men. In terms of the overall number of participants, however, the female incidence turns out to be higher: of the 231 individuals involved, 33% were women and the remaining 67% men. Lastly, in the last three years, a further 29 research projects were funded via other European and international programmes and 20 of these were headed by men.

When assessing the research activity in terms of scientific outcomes, in 2020 around 2000 publications were entered into IRIS, the research outcome cataloguing system. More than 50% of these had at least one female author, a figure which is higher compared to 2018 and in line with 2019. Furthermore, more than half of journal articles - which is the most widespread and significant type of publication in the university's fields of study - had at least one female author.

### THIRD MISSION ACTIVITIES

One of the most important aims of the university's initiatives is the positive impact of the research activity on local socio-economic development via innovation, technology transfer and knowledge dissemination.

In order to assess the gender balance with reference to the so-called "third mission", intellectual property is a key dimension. On 31 December 2020 the proportion of applications coming from female inventors was 90% in the Sciences field of study but this figure was significantly lower in the other study areas.

Academic spin-offs are another important aspect within the third mission. In 2020 there were 55 UnivPM spin-offs, 34 of which had at least one female founding member. Furthermore in seven out of nine sectors the majority of academic spin-offs had a woman as a founder.

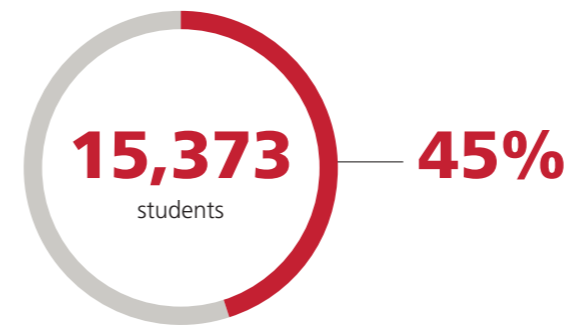


**62%**

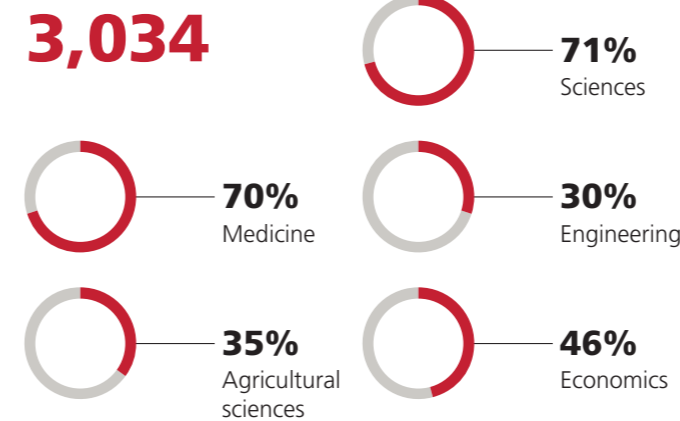
SPIN-OFFS WITH AT LEAST ONE FEMALE FOUNDING MEMBER

### STUDENTS AND TEACHING ACTIVITIES

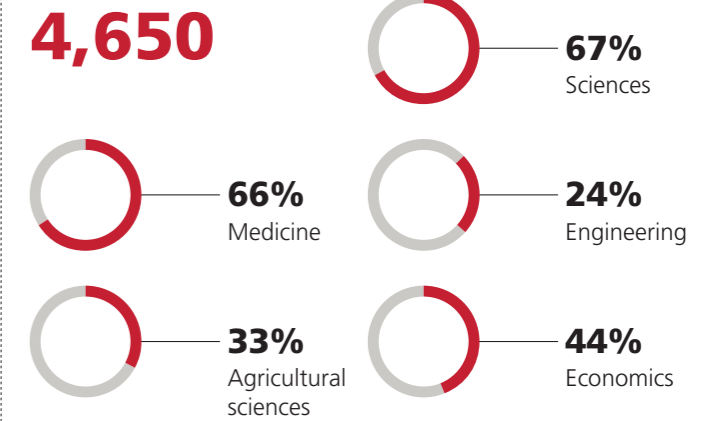
STUDENTS 2020-2021 ACADEMIC YEAR



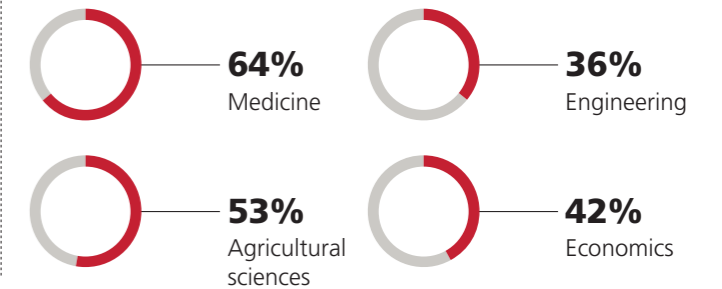
GRADUATES



FIRST YEAR STUDENTS



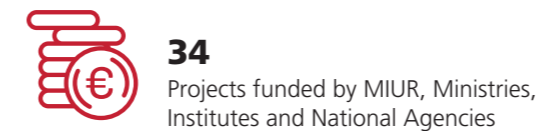
ENROLMENT ON DOCTORAL PROGRAMMES 2020-2021 ACADEMIC YEAR



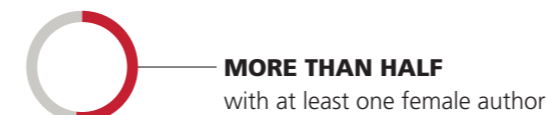
EMPLOYMENT RATE 5 YEARS AFTER MA/MSC GRADUATION



### RESEARCH ACTIVITY

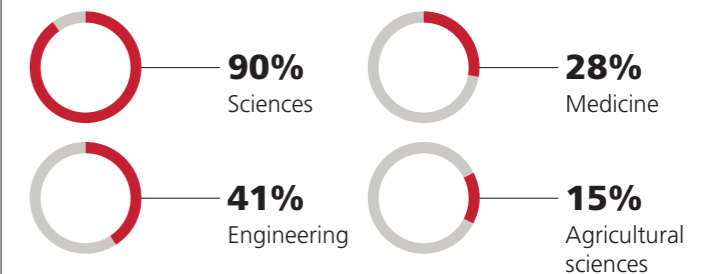


2,000 PUBLICATIONS



### THIRD MISSION ACTIVITIES

DEPOSITS WITH AT LEAST ONE FEMALE INVENTOR



ACADEMIC SPIN-OFFS **55**

- Had at least one female founding member: 34





## Chapter 2

# Areas of action, goals and action levels



## 5 THE PRIORITY ACTION AREAS COVERED IN THE GENDER EQUALITY PLAN

The UnivPM Gender Equality Plan is divided up into five priority action areas covering the European Commission's minimum GEP requirements for academic and research institutions taking part in Horizon Europe.

The five areas of action are:

- 1) Work-life balance and organisational culture
- 2) Gender balance in leadership roles and decision-making bodies
- 3) Gender equality in recruitment and career progression
- 4) Incorporating the gender dimension into research and teaching programmes
- 5) Combating gender violence, including sexual harassment

These cut across all the strategic areas identified in the university's 2020-22 Strategic Plan, although the most tangible synergy is strategic area IV, relating to promoting human capital as the university's linchpin and improvements in organisational wellbeing, and the intersecting area, highlighting the goal of creating a sustainable university in line with the UN Agenda 2030 for Sustainable Development, as noted in the introduction.

One or more goals have been identified within each of the five priority action areas and the university will invest energy, expertise and resources in these in the 2022-25 period:

- fostering greater attention on the equal opportunities principle in decision-making processes and organisational culture (area 1);
- improving work-life balance (area 1);
- fostering greater inclusivity in training programmes (area 1);
- increasing the number of women at the top of the hierarchy and in decision-making bodies (area 2);
- promoting recruitment and career progression processes underpinned by respect for equal opportunities (area 3);
- overcoming gender stereotypes regarding women's presence in STEM careers (area 3);
- promoting greater attention to gender considerations and the equal opportunities principle in research and dissemination work (area 4);
- integrating the gender dimension into educational content (area 4);
- preventing discriminatory behaviour and psychological and sexual harassment amongst teaching, technical and administrative staff and students (area 5).

These goals are to be achieved by means of a series of actions divided up into three levels: cultural, normative and organisational.

The cultural level encompasses actions intended to prioritise awareness raising and a greater focus on the theme of equal opportunities between men and women as the principle underpinning the university's organisational culture and wellbeing and thus a better work-life balance for all staff (area 1), gender stereotype mitigation (areas 1, 3, 4), combating all forms of gender discrimination (areas 2 and 3) and psychological and sexual harassment of women (area 5).

The normative level encompasses the adoption of internal guidelines (areas 1, 2, 4 and 5) and the amendment of existing norms for the purposes of improving the gender balance (areas 1 and 2).



Measures impacting on internal working organisation (area 1) and individual and collective potential development in full accordance with gender equality principles (area 3) are, lastly, encompassed within the organisational level.

This classification serves to map out the actions to be taken as shown below but it is certainly not a rigid one. Much of the action set out in the plan is a priority in one of the three levels cited above but also has direct or indirect effects on the other two in an overall framework characterised by several synergies across different levels and intervention areas.

Each action is summarised through an information sheet on which its beneficiaries are identified, together with those responsible for implementing it and, where possible, the human, financial and instrumental resources to be used. An implementation time frame is also set out which varies in accordance with the specific nature of the measure to be taken (one-off, periodic on a yearly basis, periodic on a multi-year time frame) and which contributes to determining the GEP's overall timeline shown on page 17. Lastly, indicators (and related target values) have been identified for periodic monitoring on the state of implementation progress and a final performance assessment.

These goals are to be achieved by means of a series of actions divided up into three levels: cultural, normative and organisational

### GEP ACTION MAP 2022-2025

PRIORITY ACTION AREAS	GOALS	Action level		
		CULTURAL	NORMATIVE	ORGANISATIONAL
<b>AREA 1</b> Work-life balance and organisational culture	Fostering greater attention on the equal opportunities principle in decision making processes and organisational culture	Action 1.3	Action 1.4	Action 1.1 Action 1.2
	Improving work-life balance	Action 1.5	Action 1.7	Action 1.6 Action 1.8
	Fostering greater inclusivity in training programmes			Action 1.9
<b>AREA 2</b> Gender balance in leadership roles and decision making bodies	Increasing the number of women at the top of the hierarchy and in decision-making bodies	Action 2.1	Action 2.2	Action 2.3
<b>AREA 3</b> Gender equality in recruitment and career progression	Promoting recruitment and career progression processes underpinned by respect for equal opportunities	Action 3.1		Action 3.2 Action 3.3
	Overcoming gender stereotypes regarding women's presence in STEM careers	Action 3.4 Action 3.5		
<b>AREA 4</b> Incorporating the gender dimension into research and teaching programmes	Promoting greater attention to gender considerations and the equal opportunities principle in research and dissemination work	Action 4.2 Action 4.3 Action 4.4	Action 4.1	
	Integrating the gender dimension into educational content	Action 4.5 Action 4.6 Action 4.7		
<b>AREA 5</b> Combating gender violence including sexual harassment	Preventing discriminatory behaviour and psychological and sexual harassment amongst teaching, technical and administrative staff and students	Action 5.3	Action 5.2	Action 5.1

### GEP ACTION TIMELINE 2022-2025

Action	2022	2023	2024	2025
1.1				
1.2				
1.3				
1.4				
1.5				
1.6				
1.7				
1.8				
1.9				
2.1				
2.2				
2.3				
3.1				
3.2				
3.3				
3.4				
3.5				
4.1				
4.2				
4.3				
4.4				
4.5				
4.6				
4.7				
5.1				
5.2				
5.3				

## Chapter 3

# Action summary sheets

## AREA I

## Work-life balance and organisational culture

## GOAL

## Fostering greater attention on the equal opportunities principle in decision-making processes and organisational culture

- 1.1** **Action:** Setting up a GEP Team responsible for monitoring data and the state of progress in planned actions as well as yearly/periodic plan updating  
**Primary action level:** Organisational  
**Direct beneficiaries:** The university  
**Responsible individuals:** General Manager, Rector's Delegate for Equal Opportunities  
**Human/financial/instrumental resources:** 1 specific staff member, €5000 annual budget, 1 fixed reference post  
**Timeline:** 2022  
**Indicator:** Working group appointment  
**Target:** 1
- 1.2** **Action:** Appointment of an equal opportunities officer in every department  
**Primary action level:** Organisational  
**Direct beneficiaries:** Teaching and technical-admin staff  
**Responsible individuals:** Rector  
**Human/financial/instrumental resources:** Department directors, 12 professors available for co-ordination and front-desk tasks  
**Timeline:** 2022-2025  
**Indicator:** annual meetings with the GEP Team  
**Target:** At least two meetings per year
- 1.3** **Action:** Education and awareness raising activities on gender themes for technical-admin staff  
**Primary action levels:** Cultural  
**Direct beneficiaries:** Technical-admin staff  
**Responsible individuals:** Human Resources Office  
**Human/financial/instrumental resources:** GEP Team, CUG, €1000 annual budget  
**Timeline:** 2022-2025  
**Indicator:** Number of training initiatives  
**Target:** At least one per year
- 1.4** **Action:** Drawing up guidelines on appropriate gender-inclusive language in internal and external communications  
**Primary action level:** Normative  
**Direct beneficiaries:** The university  
**Responsible individuals:** GEP Team  
**Human/financial/instrumental resources:** GEP resources, Communications Office  
**Timeline:** 2022  
**Indicator:** Guidelines  
**Target:** 1

## AREA I

## Work-life balance and organisational culture

## GOAL

## Improving work-life balance

- 1.5** **Action:** Drawing up a questionnaire on parenting and family care of the university staff (needs analysis)  
**Primary action level:** Cultural  
**Direct beneficiaries:** Teaching staff, doctoral students, post-doc researchers, technical-admin staff  
**Responsible individuals:** GEP Team  
**Human/financial/instrumental resources:** GEP resource, CUG, CSI, Microsoft Forms or alternative interface  
**Timeline:** 2022  
**Indicator:** Parenting and care work needs survey questionnaire  
**Target:** 1
- 1.6** **Action:** Feasibility study for the implementation of parenting support measures to respond to the needs emerging from the questionnaire (e.g. babysitter bonus, agreements with childcare and summer centres, the setting up of a nursery school and/or child-friendly spaces within the university etc.) with preliminary mapping of any existing or past initiatives  
**Primary action level:** Organisational  
**Direct beneficiaries:** Teaching staff, doctoral students, post-doc researchers, technical-admin staff  
**Responsible individuals:** Human Resources Office  
**Human/financial/instrumental resources:** GEP resource, relevant office staff  
**Timeline:** 2023-2025  
**Indicator:** Parenting support measure feasibility study  
**Target:** 1
- 1.7** **Action:** Drawing up guidelines for the adoption of working hours allowing for a better work-life balance  
**Primary action level:** Normative  
**Direct beneficiaries:** Teaching and technical-admin staff  
**Responsible individuals:** Human Resources Office  
**Human/financial/instrumental resources:** Relevant office staff  
**Timeline:** 2023-2024  
**Indicator:** Working time guidelines  
**Target:** 1
- 1.8** **Action:** Incentivising the use of parental leave  
**Primary action level:** Organisational  
**Direct beneficiaries:** Teaching and technical-admin staff  
**Responsible individuals:** CUG  
**Human/financial/instrumental resources:** CUG, GEP resource, €500 annual budget for information-giving and awareness-raising initiatives  
**Timeline:** 2023-2025  
**Indicator:** Information-giving and awareness-raising initiatives  
**Target:** At least one per year

## AREA I

## Work-life balance and organisational culture

## GOAL

## Fostering greater inclusivity in training programmes

- 1.9** **Action:** Monitoring the application of procedures adopted for alias careers and analysis of any emerging issues  
**Action level:** Organisational  
**Direct beneficiaries:** Student population  
**Project heads:** Education Office  
**Human/financial/instrumental resources:** GEP resource, relevant office staff  
**Timeline:** 2022-2025  
**Indicator:** Annual monitoring report  
**Target:** 1

## AREA II

## Gender balance in leadership roles and decision-making bodies

## GOAL

## Increasing the number of women at the top of the hierarchy and in decision-making bodies

- 2.1** **Action:** Annual monitoring of the gender breakdown of the selection committees in competitive recruiting procedures for teaching staff, post-doc researchers and technical-admin staff and the identification of a potential indicator to be used as a target for the less represented gender  
**Primary action level:** Cultural  
**Direct beneficiaries:** Teaching staff, post-doc researchers and technical-admin staff  
**Responsible individuals:** GEP Team  
**Human/financial/instrumental resources:** GEP resource, relevant office staff (Human Resources)  
**Timeline:** 2022-2025  
**Indicator:** Annual monitoring report  
**Target:** 1
- 2.2** **Action:** Analysis of internal norms with reference to the composition of governing bodies and of good practices at the national level and the drafting up of a proposal for the introduction of double gender preference in voting procedures  
**Action level:** Normative  
**Direct beneficiaries:** The University  
**Responsible individuals:** GEP Team  
**Human/financial/instrumental resources:** GEP resource, Legal Affairs Office staff  
**Timeline:** 2022-2024  
**Indicator:** Amendment proposal  
**Target:** 1
- 2.3** **Action:** Increase in the share of women into directly appointed university bodies  
**Action level:** Organisational  
**Direct beneficiaries:** The University  
**Responsible individuals:** Rector and General Manager  
**Human/financial/instrumental resources:** Legal Affairs Office staff  
**Timeline:** 2022-2025  
**Indicator:** Women's share of the directly appointed components  
**Target:** At least 50%

## AREA III

## Gender equality in recruitment and career progression

## GOAL

## Promoting recruitment and career progression processes underpinned by respect for equal opportunities

- 3.1** **Action:** Mentoring programmes to support young female doctoral students, research grant holders and research fellows  
**Action level:** Cultural  
**Direct beneficiaries:** Female doctoral students, post-doc researchers and research fellows  
**Responsible individuals:** GEP Team  
**Human/financial/instrumental resources:** Mentors (university staff) and outside trainers, €2000 budget for the organisation of training initiatives  
**Timeline:** 2023-2025  
**Indicator:** Setting up of a pilot project  
**Target:** 1
- 3.2** **Action:** Design and trial of an incentive mechanism for departments with a favourable gender balance in the composition of selection committees for faculty recruitment and hiring procedures (on the basis of monitoring set out in action 2.1)  
**Action level:** Organisational  
**Direct beneficiaries:** Teaching staff  
**Responsible individuals:** GEP Team  
**Human/financial/instrumental resources:** GEP resource, relevant office staff (Human Resources Office)  
**Timeline:** 2022-2025  
**Indicator:** Draft proposal for an incentive mechanism to be approved by governing bodies  
**Target:** 1
- 3.3** **Action:** Exploratory analysis for designing an incentive mechanism to reward departments that promote gender equitable career trajectories  
**Intervention level:** Organisational  
**Direct beneficiaries:** Teaching staff  
**Responsible individuals:** GEP Team  
**Human/financial/instrumental resources:** GEP resource, relevant office staff (Human Resources)  
**Timeline:** 2022-2025  
**Indicator:** Feasibility report containing an incentive mechanism proposal  
**Target:** 1

## AREA III

## Gender equality in recruitment and career progression

## GOAL

Overcoming gender stereotypes regarding women's presence in STEM careers

- 3.4** **Action:** Orientation and training projects for high school students designed to combat gender stereotypes about science and technology  
**Action level:** Cultural  
**Direct beneficiaries:** High school students of both genders  
**Responsible individuals:** Rector's Delegate for Counselling, Right to Study and Disability  
**Human/financial/instrumental resources:** GEP resource, Education Office, €10,000 initiative budget for the year 2022 (Ministerial Decree no. 752/2021 and additional resources to be identified subsequently)  
**Timeline:** 2022-2025  
**Indicator:** Orientation and training initiatives  
**Target:** At least one per year
- 3.5** **Action:** Introduction of scholarships for female students in the STEM fields  
**Action level:** Cultural  
**Direct beneficiaries:** Female BSc/MSc students in the STEM fields  
**Responsible individuals:** GEP Team  
**Human/financial/instrumental resources:** Rector's Delegate for Counselling, Right to Study and Disability, Education Office, funds to be allocated on a yearly basis  
**Timeline:** 2023-2025  
**Indicator:** Scholarships in the STEM fields  
**Target:** 50 scholarship per year from 2023/2024 academic year onwards

## AREA IV

## Incorporating the gender dimension into research and teaching programmes

## GOAL

Promoting greater attention to gender considerations and the equal opportunities principle in research and dissemination work

- 4.1** **Action:** Adoption of university guidelines for the setting up of balanced panels in scientific events and public engagement initiatives and subsequent monitoring activities  
**Action level:** Normative  
**Direct beneficiaries:** The university  
**Responsible individuals:** GEP Team  
**Human/financial/instrumental resources:** GEP resource, departments' officers for Equal Opportunities  
**Timeline:** 2023  
**Indicator:** Guidelines for gender-balanced panels in scientific events and public engagement initiatives  
**Target:** 1
- 4.2** **Action:** Reward measures designed to promote the incorporation of the gender dimension into research  
**Action level:** Cultural  
**Direct beneficiaries:** Post-doc researchers, research fellows  
**Responsible individuals:** GEP Team  
**Human/financial/instrumental resources:** GEP Team, Research Office, €10,000 annual budget  
**Timeline:** 2023-2025 academic year onwards  
**Indicator:** Annual prize awards in the form of additional research funds for research work published by post-doc and researchers (RTDa and RTDb) with a specific focus on the gender dimension  
**Target:** 2 prizes per year
- 4.3** **Action:** Promotion of dissemination initiatives (e.g. Sharper) to raise awareness of the gender dimension in research  
**Action level:** Cultural  
**Direct beneficiaries:** Local population  
**Responsible individuals:** GEP Team  
**Human/financial/instrumental resources:** GEP Team, Research Office, €1000 annual budget  
**Timeline:** 2023-2025  
**Indicator:** Dissemination initiatives  
**Target:** At least one per year
- 4.4** **Action:** Promotion of the University's staff participation in Italian and international research funding programmes whose calls push for a gender-balanced composition of research units  
**Action level:** Cultural  
**Direct beneficiaries:** Teaching and research staff  
**Responsible individuals:** Research Office  
**Human/financial/instrumental resources:** Relevant office staff  
**Timeline:** 2022-2025  
**Indicator:** Share of advertised calls on total incentivising calls  
**Target:** 75% or higher share in the 2022-2025 four-year period

## AREA IV

## Incorporating the gender dimension into research and teaching programmes

## GOAL

## Integrating the gender dimension into educational content

- 4.5** **Action:** Insertion of gender themes as cross-disciplinary contents into individual courses, where possible  
**Action level:** Cultural  
**Direct beneficiaries:** students  
**Responsible individuals:** Rector's Delegate for Education  
**Human/financial/instrumental resources:** Presidents of the undergraduate and MA teaching programmes, Education Office  
**Timeline:** 2023-2025  
**Indicator:** # courses whose syllabuses include 'gender' contents  
**Target:** At least one per degree course
- 4.6** **Action:** Gender equality, inclusion and diversity training for all university doctoral students  
**Action level:** Cultural  
**Direct beneficiaries:** The university's doctoral students  
**Responsible individuals:** Rector's Delegate for Equal Opportunities  
**Human/financial/instrumental resources:** GEP resource, PhD Office  
**Timeline:** 2023-2025  
**Indicator:** Hours of training  
**Target:** At least two hours per year
- 4.7** **Action:** Setting up short online courses (e.g. MOOC) on gender themes accessible by all interested parties: students, doctoral students and technical-admin staff but also external stakeholders  
**Action level:** Cultural  
**Direct beneficiaries:** Students, doctoral students, technical-admin staff, external stakeholders  
**Responsible individuals:** Human Resources Office  
**Human/financial/instrumental resources:** HR Office and Education Office staff, €2000 budget, e-learning platform  
**Timeline:** 2025  
**Indicator:** Short training courses  
**Target:** 1

## AREA V

## Combating gender violence, including sexual harassment

## GOAL

## Preventing discriminatory behaviour and psychological and sexual harassment amongst teaching and technical and administrative staff and students

- 5.1** **Action:** Monitoring psychological and sexual harassment internal reporting with the active cooperation of the ombudsperson  
**Action level:** Organisational  
**Direct beneficiaries:** University  
**Responsible individuals:** GEP Team  
**Human/financial/instrumental resources:** GEP Team, Guarantee Committee for Equal Opportunities (CUG), Ombudsperson  
**Timeline:** 2022-2025  
**Indicator:** Annual report on internal episodes of psychological and sexual harassment (if any)  
**Target:** 1
- 5.2** **Action:** Revision of the university's norms and measures on combating gender violence and psychological and sexual harassment on the basis of the monitoring outcomes in 5.1  
**Action level:** Normative  
**Direct beneficiaries:** The university  
**Responsible individuals:** Legal Affairs Office  
**Human/financial/instrumental resources:** relevant office staff, GEP resource, Ombudsperson  
**Timeline:** 2025  
**Indicator:** revised norms on norms to be revised  
**Target:** 75% or more
- 5.3** **Action:** Promotion of internal and external awareness-raising initiatives on gender harassment and violence  
**Action level:** Cultural  
**Direct beneficiaries:** University, local population  
**Responsible individuals:** Guarantee Committee for Equal Opportunities (CUG)  
**Human/financial/instrumental resources:** €1000 annual budget, Guarantee Committee for Equal Opportunities (CUG), GEP resources, Ombudsperson  
**Timeline:** 2022-2025  
**Indicator:** Awareness raising initiatives on specific themes  
**Target:** At least one per year

GENDER  
**equality**  
PLAN  
2022 - 2025

