



Università di Foggia

Gender Equality Plan (GEP) University of Foggia

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PREFACE

During the 2020 edition of the European Research and Innovation Days, Jean Eric Paquet, the European Commission's Director General for Research and Innovation, announced the call for adopting a **Gender Equality Plan (GEP)** for all research bodies and Higher Education institutions as a **requirement for access to funding from the Horizon Europe research programme**. This was announced among the provisions introduced to foster gender equality in European organisations.

The measure is part of the European Commission policies to promote **gender equality in research and innovation**, which has been identified for more than twenty years as one of the priorities of European policies. It is also part of a national framework in which similar processes are already in place in several universities. In this perspective, the European Commission has recently provided precise indications on the implementation of GEPs, which are to be implemented by taking into account the regulatory, social and cultural differences that distinguish both the countries that make up the European Union, and the specific organisations in which these indications are to be implemented.

The Gender Equality Plan (GEP) of the University of Foggia is not only aimed at safeguarding equal opportunities between men and women, but it also provides for different types of actions aimed at preventing and removing all possible sources of discrimination related to age, disabilities, sexual orientation, ethnicity, religion and personal beliefs. This is in line with the most recent legislative, jurisprudential and doctrinal developments on the subject.

The planned and programmed actions described in this document, on the one hand, endeavour to give continuity and consistency to the policies already undertaken by our university, and, on the other, to conceive objectives and actions capable of breaking down the obstacles that still separate us from gender equality and the enhancement of diversity.

The GEP is placed within a planning framework and is part of the Strategic Plan, fitting into the development guidelines of the University and the strategies to fulfil it. Actions therein envisaged are related to the Gender Budgeting both when forecasting and reporting. In compliance with the definition provided by the European Commission, the GEP stands as a set of actions which are not isolated but rather integrated in a single strategic vision, aimed to:

- identify gender distortions and inequalities;
- implement innovative strategies to correct distortions and inequalities;
- set targets and monitor their achievement through appropriate indicators.

INTRODUCTION

Horizon Europe, the new framework programme for research and innovation for the period 2021-2027, has introduced new provisions to strengthen **gender equity** in European organisations. In particular, for all **research organisations** and **Higher Education Institutions**, adopting a **Gender Equality Plan (GEP)** has become a requirement to access funding from the Horizon Europe research programme. In the specific context of research organisations and Higher Education Institutions, the European Commission defines a GEP as a strategic plan aimed at

- carrying out **impact assessments/audits** of procedures and practices to identify gender bias;
- identifying and implementing **innovative strategies** aimed at correcting gender bias;
- defining **objectives and processes** for monitoring progress by means of **indicators**.

With reference to the Italian academic context, it is clarified that the GEP is a document that outlines the university strategy for gender equality and is to be conceived as a means to embed the gender perspective into the university Strategic Plan, in accordance with the Gender mainstream indications. The GEP is part of the university planning and is to be finetuned with the Positive Action Plan (PAP) already provided for by Italian law. Finally, it is to be drafted in line with the gender budgeting process described in the relevant guidelines of the CRUI (Conference of Italian Rectors) Gender Thematic Committees, CRUI - (2019).

The European Commission's action is part of the EU Strategy for Gender Equality 2020-2025, in which strategic objectives and actions have been illustrated to make significant progress by 2025 towards a gender-equal Europe.

The main objectives set out by the European Commission are to:

- put an end to gender-based violence
- combat sexist stereotypes
- close the gender gap in the labour market
- tackle the pay and pension gap
- achieve gender balance in decision-making processes

WHO

Universities have been called upon to identify a **dedicated body (GEP Team)** for implementing the GEP, which:

- is composed of more than one person with specific expertise on gender issues (or adequately trained in this field)
- works together with all other institutional structures
- is allocated adequate resources
- is publicly supported by the institution governing bodies

In this regard, the University of Foggia has set up a working group for drafting and updating the University Gender Balance, the Positive Action Plan and the Gender Equality Plan, consisting of:

Prof. Madia D'Onghia

Prof. Barbara De Serio

Dr. Cristina Di Letizia

Dr. Rosa Anna Maria Muscio.

The working group has been set up by D.R. (Rectoral Decree) no. 1591, ref. no. 54944-VII/4 of 18/11/2021.

Furthermore, participation of all stakeholders is recommended in the process of drafting and implementing the GEP. Such involvement may vary according to the stakeholders' profile, but establishing a participatory process for drafting and implementing the GEP is considered significant to overcome obstacles and resistance that may arise at all levels. In particular, the European Commission requires the involvement of: the institution's Rector or Head, Director General, Deans of Schools, Heads of Departments, teaching and research staff, technical and administrative staff, students, Human Resources Office.

With reference to the Italian context, it is suggested that the GEP team should in any case include the following: Rector, Director General, Chair of the Committee for Equal Opportunities (Italian acronym: CUG), or their delegate(s); at least one person representing the group drafting the gender balance sheet, where appointed.

HOW

The European Commission defines the following **4 requirements** deemed basic and mandatory features of a GEP:

1. The GEP must be a public document that has been:

- approved and signed by the governing bodies of the institution;
- published on the institution's website in line with data protection laws (GDPR) 1
- shared in all institutional areas
- written in Italian

2. Specific human and financial resources must be dedicated to the GEP:

- resources for devising, implementing and monitoring the GEP may include funding for specific positions dedicated to equality or to workgroups for gender equality

3. The GEP must include provisions for collecting and monitoring data

- data must be disaggregated by gender and related to both the student body and staff involved in teaching, research, and in support and library activities; an updated annual report must also be drafted including indicators available on the website (i.e., the Gender Report)
- such data must provide details to define GRP objectives, monitoring and evaluation

The GEP must be supported by training and capacity building:

- namely, training of staff and decision makers in gender issues and equal opportunities is required
- actions may include developing gender skills and overcoming gender biases among staff, leaders and decision makers;
- establishing and enhancing working groups dedicated to specific topics; raising awareness through workshops and communication activities dedicated to all stakeholders. The CRUI Gender Issues Board points out the opportunity to apply for European funding to allow university institutions to equip themselves with the needed dedicated human and financial resources.

The European Commission indicates the following 5 minimum priority areas requiring specific measures:

- **Work-Life balance and organizational culture**
- **Gender balance in leadership and decision-making bodies**
- **Gender equality in recruitment and career progression**
- **Incorporating gender dimension in research and the teaching curricula**
- **Contrasting gender-based violence, including sexual harassment**

Each area involves defining several objectives realized through a number of actions.

Indicators, targets, timeline, allocation of responsibilities, and dedicated resources shall be identified for each of them (EIGE, 2016).

With reference to the Italian context, the CRUI Gender Committee suggests the following template including details specifying individual actions. Measures aimed at achieving gender equality cannot be set apart, but shall be integrated in an overall strategy.

METHODOLOGY AND INDICATORS

This Gender Equality Plan (GEP) was written following the indications of the Handbook for the development of the Gender Equality Plan by Italian Universities, edited by the GEP Working Group of the CRUI Committee on Gender Issues (2021). The GEP was published following the recommendations of the European Union and the European Institute for Gender Equality (EIGE) concerning Horizon Europe projects.

The Gender Equality Plan (GEP) is the result of a participatory analysis and monitoring process, in order to improve and accelerate the gathering of features, needs and requirements of all the components of the University, so as to ensure they are more in line with all the interventions implemented within the scope and in compliance with gender issues.

This document was drafted by taking inspiration from and referring to a wealth of information related to gender, which the University of Foggia has already produced over the years, both in terms of actions undertaken and services activated. The aim is to identify strengths and weaknesses with reference to gender in the University policy implemented, and to start the strengthening and improving process described precisely through the objectives reported in the GEP.

The actions to achieve these objectives, which, as already mentioned, are organised in line with the template suggested by the CRUI Handbook, can be traced back to five areas of intervention:

1. Work-life balance, health, safety, well-being in the perspective of differences; organisational culture and well-being;
2. Gender balance in leadership and decision-making;
3. Gender equality in recruitment and career progression;
4. Integration of the gender dimension in research and teaching content;
5. Measures against gender-based violence, mobbing, harassment, including sexual harassment.

Each strategic objective has in turn been broken down into a set of specific actions, which are to form the basis of the actions related to the concrete implementation of the plan in the various university dimensions. For each action, levels of responsibility and result indicators have also been defined, which could provide the basis for the subsequent consolidation and revision actions during the (ongoing and final) monitoring.

The University GEP transversally implements targeted dissemination, awareness and public engagement activities such as:

1. work-life balance and organisational culture;
2. gender balance in leadership and decision-making;

3. gender equality in recruitment and career progression;
4. integration of the gender dimension into research and teaching content;
5. measures against gender-based violence, including sexual harassment
6. dissemination, awareness-raising and public engagement

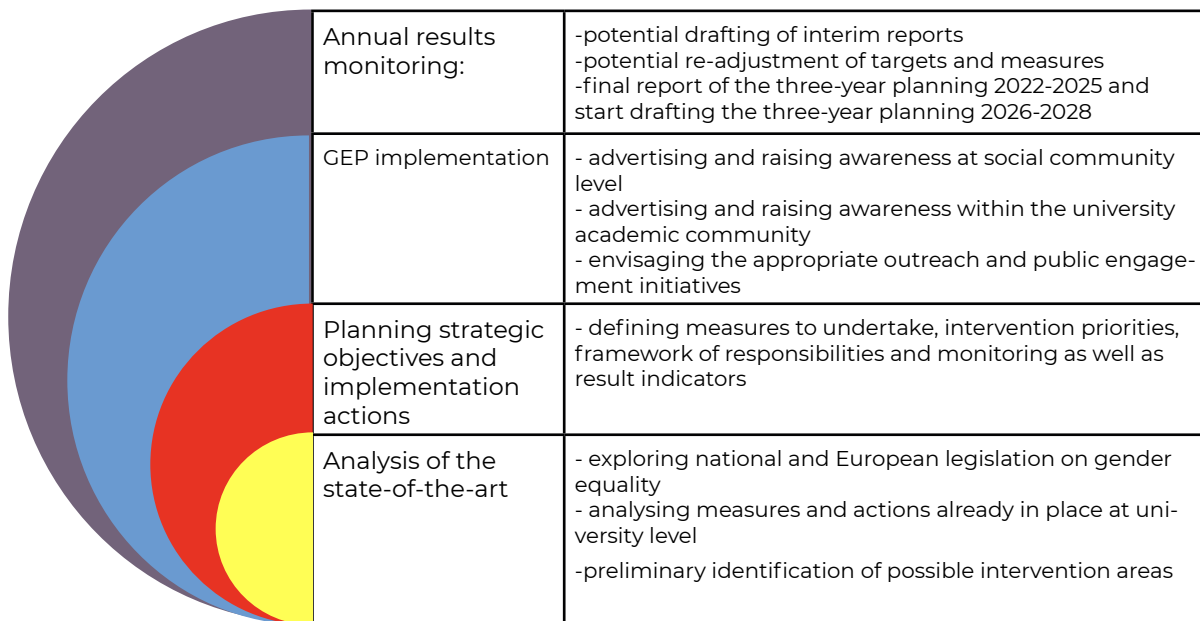


Fig. 1 The GEP adoption process within the University

One year after its approval in the Governing Bodies, the Annual results monitoring phase was launched, as envisaged in the GEP adoption process within the University (Fig. 1). A careful evaluation of the framework of actions and related objectives at the end of 2022, the first year the document was adopted, revealed a positive response to what was proposed, as tangible results were achieved - for example the setting up of the Equal Opportunities delegation. Furthermore, the need to re-adjust the GEP objectives and measures is also highlighted (Fig. 1), by also including new actions. The redesign of the GEP template was carried out in such a way as to broaden the range of action related to the objectives already proposed for the various Thematic Areas, so as to strengthen their aims and reinforce the intervention work. As a result of the revisions made, the overall duration of the GEP has been shifted by one year, so the three-year period is 2023-2024-2025, with 2022 being the first year of adoption and, as such, the pilot year for implementation. The three-year period is also in line with the start of the new mandate of the University Committee for Equal Opportunities (CUG), so as to facilitate its work of evaluating the indicators and matching them with the new programme planning.

The revision of the document was overseen by the Working Group within the CUG entitled 'Normativa e buone prassi' (i.e. 'Legislation and Good Practices'),

set up by Director General's Decree ref. no. 48837 -VII/4 of 03/10/2022, which was tasked with: updating the existing legislation for which the CUG is responsible; monitoring its application, with special reference to policy documents; and introducing new practices aimed at spreading the culture of equal opportunities within the academic community.

The working group consists of:

Cristina Di Letizia (Chair)-CUG full member

Silvia D'Oro-Trusted counsellor

Carmela Robustella-CUG full member

Valentina Pasquarella-CUG full member

Maria Lops-CUG full member

Carmela Clemente-CUG full member

Eugenio Nardella-CUG full member

Stefania D'Alessandro-CUG substitute member.

The following conventions have been adopted to make the document easier to read:

- Action Assessment Indicator per objective: R- Reformulated, C- Confirmed, N- New entry
- University Community - teaching staff, researchers, specialty school students, post-doc research fellows, grant-holders, technical and administrative staff and library staff, students
- Wider University Community - university community including visiting researchers and host speakers
- University Community with family responsibilities - University Community together with their families
- BdG - Bilancio di Genere, i.e. Gender Balance Sheet
- CAF - Corsi di Alta Formazione, i.e. Advanced Training Courses
- CE - Commissione Europea, i.e. European Commission
- CRUI - Conferenza dei Rettori delle Università Italiane, i.e. Conference of Italian Universities' Rectors
- CUG - Comitato Unico di Garanzia, i.e. University Committee for Equal Opportunities
- GdL - Gruppo di Lavoro, i.e. Working Group
- GEP - Gender Equality Plan
- MUR - Ministero dell'Università e della Ricerca, i.e. Ministry for University and Research
- PIAO - Piano Integrato di Attività e Organizzazione, i.e. Integrated Activity and Organisation Plan
- PAP - Piano delle Azioni Positive, i.e. Positive Action Plan

OVERVIEW OF ACTIONS

AREA 1 - Work-life balance and organisational culture

- 1.** Objective: to support policies for those with family responsibilities
 - 1.1 Expanding/improving childcare services within the workplace
 - 1.2 Guidelines for scheduling institutional and teaching commitments in line with reconciliation needs (children's school schedules, etc.)
 - 1.3 Supporting staff resuming work after leave, maternity leave, parental leave and sick leave, aimed at preserving career paths
 - 1.4 Support for improved participation in institutional and teaching activities and in international scientific groups, conferences, panels and committees of experts
- 2.** Objective: adoption of the gender perspective in organisational culture
 - 2.1 Training actions and initiatives to counter stereotypes and prejudices
 - 2.2 Updating guidelines for gender visibility in language
 - 2.3 Countering gender stereotypes through the enhancement of diversity and support for underrepresented communities
 - 2.4 Reclassifying the chart of analytical accounts from a gender perspective
 - 2.5 Collecting and monitoring gender equality data

AREA 2 - Gender balance in leadership and decision-making

- 1.** Objective: to improve internal decision-making processes, aimed at greater gender equity, and to increase the number of women in top positions (Accountability)
 - 1.1 Integrating the activities included in the GEP with the measures envisaged in the Strategic Integrated Planning Document and the Positive Action Plan (PAP)
 - 1.2 Setting up the Gender Equality Delegation

AREA 3 - Gender equality in recruitment and career progression

- 1.** Objective: to promote Unifg mission and role as a fair and gender-inclusive educational and working environment
 - 1.1 Collecting and systematising quantitative and qualitative data broken down
- 2.** Objective: to develop knowledge and skills on GE throughout the Unifg community to encourage positive behaviour in daily activities
 - 2.1 Individual mentoring for female staff
 - 2.2 Training teachers as well as technical and administrative staff - Training modules on gender equality
 - 2.3 Promoting a fair gender composition in the selection committees for the recruitment of teaching, research, technical and administrative staff, as well as library staff, taking into account the current laws on women quotas in teacher

AREA 4 - Integration of the gender dimension into research and teaching content

- 1.** Objective: to promote the integration of a gender dimension in teaching content
 - 1.1 Student training - Training module (with recognition of university credits - CFU) for all students
 - 1.2 Promoting a gender dimension in teaching content
 - 1.3 Promoting an annual prize for the best thesis work of a graduate, doctoral, short specialisation or specialty School Degree that includes a gender dimension
- 2.** Objective: to promote the integration of a gender dimension in research content
 - 2.1 Raising awareness of the need for gender dimension integration and producing data broken down by gender in research results, building on the knowledge developed in previous European projects

AREA 5 - Measures against gender-based violence, including sexual harassment

- 1.** Objective: to improve recruitment and career rules to ensure gender equality
 - 1.1 Defining new procedures to reduce stereotyping in recruitment selections
- 2.** Objective: to contribute to decreasing gender prejudices and stereotypes
 - 2.1 Raising awareness of the impact of stereotypes in one's professional outlook
- 3.** Objective: to raise awareness of GE issues within and outside the Unifg community, also contributing to dismantling gender stereotypes
 - 3.1 Communication campaigns in support of the various GEP actions, always giving visibility to the under-represented gender
- 4.** Objective: to publish constantly updated data on the state of the art on gender equality in the UNICA platform and on current and future GE policies, services and regulation
 - 4.1 Creating a dynamic dashboard aimed at enhancing some indicators related to gender gap decrease at Unifg, in line with the activities on Gender Balance promoted by CRUI
- 5.** Objective: to create knowledge and awareness of the different forms of harassment, violence and discrimination and of the services available within the University and in the territory, for those who are subjected to such actions
 - 5.1 Promoting actions against moral harassment and gender-based violence.

Area 1

Work-life balance and organisational culture

1. Objective: to support policies for those with family responsibilities

1.1 Expanding/improving childcare services within the workplace - C

Sub-actions	1. Monitoring/re-adapting the 'Playroom' facility 2. Expanding the 'Playroom' facility by also providing additional services of different types and for different age groups 3. Continuing existing agreements and entering into new ones with sports and recreational centres for reduced rates during school holidays
Direct targets	University community resuming work after a leave of absence
Indirect Targets	Wider University Community with family responsibilities
Responsible Areas	CUG; Teaching and guidance Division; Staff, organisation, and performance Division
Outputs	University Regulation
Outcomes	Maintaining productivity standards; number of male and female employees benefitting from measure
Timeline	2023 - 2024 - 2025
Key Performance Indicators	Publication of Regulation on the University website

1.2 Recommendations for scheduling institutional and teaching commitments in line with reconciliation needs (children’s school schedules, etc.) - R

Sub-actions	Drafting Guidelines for a family-friendly approach aimed at a family-work balance in the day-to-day management of teaching, institutional, and administrative activities, in the name of better work-life balance (especially by encouraging smart working in accordance with the PIAO)
Direct Targets	University Community
Indirect Targets	Wider University Community with family responsibilities
Responsible Areas	CUG, Human Resources Area, Advanced Training Area, Teaching and Students’ Services Area, Directorate General
Outputs	Recommendations
Outcomes	Strengthening welfare/well-being measures favouring work-life balance Dissemination of Recommendations for the right to disconnect and better planning of meetings and work/teaching activities.
Timeline	2023 - 2024 - 2025
Key Performance Indicators	<ul style="list-style-type: none"> - Publication of the Recommendations on the website - Training actions with Facility Managers by December 2025. - Presentation in Department Councils and Structures by December 2023. - Smart Working survey for Technical and Administrative staff - Survey on Work-Related Stress 2025 - Improving the ‘Workaholism’ indicator for teaching, research and Technical and Administrative staff

1.3 Supporting staff resuming to work after leave, maternity leave, parental leave and sick leave, aimed at preserving career paths - C

Sub-actions	<ol style="list-style-type: none"> 1. Defining internal regulations establishing benefits (e.g. workload reduction for 12 months after work resumption) and specific evaluation criteria (in the case of staff subject to evaluation) for workers resuming work after birth/adoption of a child or after sick leave 2. Defining implementation procedures 3. Implementation
Direct targets	Wider University Community
Indirect Targets	Wider University Community with family responsibilities
Responsible Areas	CUG; University Sports Centre (CUS); Budget and Financial Planning Area; Technical Affairs and Negotiations Area; Human Resources Area; Right to Study, Sports Services and Disability Area; Third Mission Area; Equal Opportunities Delegation
Outputs	<ol style="list-style-type: none"> 1. Facility expanding/reorganising 2. Agreements 3. Projects/initiatives 4. Report with indicators to measure number of facility usage instances and frequency rate
Outcomes	Strengthening welfare/well-being measures geared towards work-life balance
Timeline	2023 - 2024 - 2025
Key Performance Indicators	survey and monitoring service request - no. of subscribers to the facility - no. of active and renewed agreements - no. of projects/initiatives undertaken

1.4 Support for improved participation in institutional and teaching activities and in international scientific groups, conferences, panels and committees of experts - R

Sub-actions	Identifying dedicated reception spaces recognised as 'Well-being Zones' in various University premises, to meet temporary and unpredictable health, well-being and privacy needs.
Direct targets	University community including non-permanent staff who do not have their own rooms (e.g. students, PhD students, post-doctoral fellows, advanced training students, etc.)
Indirect Targets	Wider University Community with family responsibilities
Responsible Areas	CUG, Human Resources Area, Advanced Training Area, Teaching and Students' Services Area, Directorate General, Equal Opportunities Delegate and Delegates of the Organisational Areas concerned
Outputs	Creating dedicated 'Well-being Zones'
Outcomes	Creating a private and safe environment to meet temporary and unpredictable personal needs (e.g. due to psycho-physical health reasons, breastfeeding, ...)
Timeline	2023 - 2024 - 2025
Key Performance Indicators	<ul style="list-style-type: none"> - survey and monitoring service demand and regulation of space use - no. of people enrolled in the service - no. of rooms dedicated to the service

2. Objective: adoption of the gender perspective in organisational culture

2.1 Training actions and initiatives to counter stereotypes and prejudices - N

Sub-actions	Organising awareness-raising events on the issues of gender, inequalities and equal opportunities, exploring the topic of conscious and unconscious stereotypes, harassment and gender-based violence.
Direct Targets	University Community
Indirect Targets	Wider University Community with family responsibilities
Responsible Areas	CUG, Human Resources Area, Advanced Training Area, Teaching and Students' Services Area, Directorate General
Outputs	Number of training courses organised
Outcomes	Promoting a university policy favouring gender equality and reducing inequalities
Timeline	2022 - 2023 - 2024
Key Performance Indicators	- No. of events/initiatives per year - No. of participants \geq 1000 (to be counted wherever possible)

2.2 Updating guidelines for gender visibility in language - N

Sub-actions	<ul style="list-style-type: none"> - Organising training events on ways and strategies to apply the Guidelines for Gender Visibility in Institutional Communication. - Extensively applying the Guidelines for the visibility of gender in institutional communication. - Adapting the institutional documents of the University and its Structures (Regulations, Guidelines, Social Report, etc.) and the University Templates to the Guidelines for the visibility of gender in institutional communication. - Integrating the Regulations for the awarding of honorary Degree and Doctorate Degree titles with indications on gender language.
Direct Targets	University Community
Indirect Targets	University Community
Responsible Areas	CUG, Human Resources Area, Advanced Training Area, General Affairs Area, Third Mission and Communication Area, Directorate General
Outputs	Promoting and updating gender language guidelines in Italian and English
Outcomes	<p>Promoting a university policy oriented towards gender equality and decrease of inequalities.</p> <p>Updating and disseminating the guidelines on the use of Italian and English for inclusive institutional communication through the adoption of gender-friendly institutional/administrative language.</p>
Timeline	2023 - 2024 - 2025
Key Performance Indicators	<ul style="list-style-type: none"> - Organisation of at least two training events on ways and strategies to apply the Guidelines for Gender Visibility in Institutional Communication, December 2023 - Completion of the review of (verbal and non-verbal) communication in the University Portal by December 2024 - Revision of General Administration Templates and documents and communication of Areas and Departments by 2024. - Adjustment of the University Regulations by December 2024.

2.3 Countering gender stereotypes through the enhancement of diversity and support for underrepresented communities - N

Sub-actions	Implementation and dissemination of the Alias Career Regulation (assignment of a provisional identity) for teaching and research staff, specialisation school students, post-doc research fellows, PhD students, technical and administrative staff and Expert Language Collaborators (CELs) and the student community.
Direct Targets	University Community
Indirect Targets	Wider University Community with family responsibilities
Responsible Areas	CUG, Human Resources Area, Advanced Training Area, Teaching and Students' Services Area, Third Mission and Communication Area, Directorate General
Outputs	Implementation and dissemination of the Alias Career Guidelines as of September 2023, i.e. the start of the new academic year.
Outcomes	Fostering a university policy geared towards gender equality and reducing inequalities, countering gender stereotypes, enhancing diversity and supporting underrepresented communities
Timeline	September 2023
Key Performance Indicators	Implementation and dissemination of the Alias Career Regulation

2.4 Reclassifying the chart of analytical accounts from a gender perspective - N

Sub-actions	Reclassifying the chart of analytical accounts from a gender perspective and implementation of the procedure in the U-GOV application
Direct Targets	Teaching staff and Technical and Administrative staff
Indirect Targets	University Community
Responsible Areas	Budget and Financial Planning Area, Directorate General
Outputs	Ability of reporting staff to process accounting data from a gender perspective
Outcomes	Gender analysis of the University economic and financial commitments from a gender perspective, so as to quantify the commitment to equality and to check the adequate allocation of resources aimed to guarantee effective compliance with equal opportunities
Timeline	2023 - 2024 - 2025
Key Performance Indicators	- Training on Cineca U-Gov application adjustment - Reclassifying Chart of Accounts in General Accounting

2.5 Collecting and monitoring gender equality data - N

Sub-actions	Publishing and disseminating the third edition of the Gender Balance Sheet and the annual update of the indicators on the composition of the university population within the Report
Direct Targets	CUG, Rector's Delegates
Indirect Targets	Wider University Community, Citizenship
Responsible Areas	Budget and Financial Planning Area, Directorate General
Outputs	Annual drafting of the University Gender Balance Sheet, publication of the document in Italian and English.
Outcomes	Strengthening a shared culture of equal opportunities and the value of inclusion within the University.
Timeline	2024
Key Performance Indicators	a) Publication of the Gender Balance Sheet 2024 b) Organisation of an event to present the results

Area 2

Gender balance in leadership and decision-making

1. Objective: to improve internal decision-making processes, aimed at greater gender equity, and to increase the number of women in top positions (Accountability)

1.1 Integrating the activities included in the GEP with the measures envisaged in the Strategic Integrated Planning Document and the Positive Action Plan (PAP) - C

Sub-actions	1. Regular integration with respect to the actions of the University Strategic Plan 2. Regular integration with respect to the actions of the Positive Action Plan (PAP)
Direct Targets	University Community
Indirect Targets	Society at large
Responsible Areas	CUG; Strategic Planning, Management Control and Performance Evaluation Area; Directorate General
Outputs	Regular harmonisation of planning documents on gender issues
Outcomes	Strategic steering of University policies
Timeline	2023 - 2024 - 2025
Key Performance Indicators	Publication of the two documents on the University website

1.2 Setting up the Gender Equality Delegation - R

Sub-actions	Setting up/confirming the Delegation for Equal Opportunities Appointing the Delegate for Equal Opportunities
Direct Targets	Wider University Community
Indirect Targets	Media, society at large, equivalent positions in other institutions
Responsible Areas	Rector, Governing bodies
Outputs	Proxy
Outcomes	Structural integration of gender policies in the organisation chart
Timeline	2023 - 2024 - 2025
Key Performance Indicators	Publication of the news on the University website Publication of proposals for the delegation implementation

Area 3

Gender equality in recruitment and career progression

1. Objective: To promote Unifg mission and role as a fair and gender-inclusive educational and working environment

1.1 Collecting and systematising quantitative and qualitative data broken down by gender and creating an integrated system useful for gender statistics; monitoring existing measures and defining new ones - C

Sub-actions	1. Collecting quantitative and qualitative data (on staff, research products, student body) broken down by gender; 2. Monitoring specific indicators of gender equity and staff well-being; 3. Systematic analysis of indicators.
Direct Targets	University Community
Indirect Targets	Society at large
Responsible Areas	CUG, Data Processing and Decision Support Service, Human Resources Area, Research Area, Grant Office Service
Outputs	1. Database 2. Annual reporting
Outcomes	Strategic University policies oriented towards gender equity and people's well-being
Timeline	2023 - 2024 - 2025
Key Performance Indicators	Publication on the University website

2. Objective: To develop knowledge and skills on GE throughout the Unifg community to encourage positive behaviour in daily activities

2.1 Individual mentoring for female staff - C

Sub-actions	1. Designing paths aimed at supporting careers through mentoring (peer finding within organisation structures) 2. Workshops focused on soft skills considering the various direct targets; annual planning of activities aimed at enabling comparison with more senior women and role models; designing and planning training activities on gender equality at the university
Direct Targets	University Community
Indirect Targets	Wider University Community, Society at large
Responsible Areas	CUG; Rector's Delegates; Heads of Department; Transparency, Anti-corruption and Training Area; Advanced Training Area
Outputs	Establishing mentoring paths
Outcomes	Support for women's careers
Timeline	2023 - 2024 - 2025
Key Performance Indicators	Publication of training events on the University website

2.2 Training Teachers as well as Technical and Administrative staff - Training modules on gender equality - R

Sub-actions	1. Designing and planning training activities on the impact of gender bias in career and occupational choices, Work-life balance and Gender Asymmetries. Legal framework and policy 2. Training materials 3. Implementing training activities 4. Monitoring results
Direct Targets	University Community (especially new employees)
Indirect Targets	University Community
Responsible Areas	CUG, Rector's Delegates, Heads of Department, PhD programme Coordinators, Advanced Training Area
Outputs	1. Training activities delivered 2. Report on participation 3. Self-assessment form on activity success
Outcomes	Inclusive organisational culture
Timeline	2023 - 2024 - 2025
Key Performance Indicators	Publication of reports on the University website

2.3 Promoting a fair gender composition in the selection committees for the recruitment of teaching, research, technical and administrative staff, as well as library staff, taking into account the current laws on women quotas in teacher evaluation committees - R

Sub-actions	1. Amending regulations on selection committee make-up for staff recruitment 2. Monitoring the increase in gender balance in selection committees
Direct Targets	Members of Selection Committees, Candidates in recruitment process
Indirect Targets	University Community
Responsible Areas	Academic Senate and Board of Directors (CdA); Human Resources Area; Strategic Planning, Management Control and Performance Evaluation Area
Outputs	1. Regulations 2. Monitoring reports
Outcomes	Decrease of the gender gap in career paths
Timeline	2023 - 2024 - 2025
Key Performance Indicators	<ul style="list-style-type: none"> - Monitoring compliance with the articles in the Regulations governing the balanced make-up of Selection committees with respect to the gender variable from 2022. - Annual publication of gender balance percentages in Selection Committees broken down by Departments and Structures as from 2022. - Publication of regulations and reports on the University website

2.4 Training for staff in leadership positions - C

Sub-actions	Designing and organising courses and workshops aimed at developing empowerment and inclusiveness in decision-making processes
Direct Targets	Staff in top positions
Indirect Targets	Teaching Staff, Technical and Administrative Staff, Library Staff
Responsible Areas	Rector; Rector's Delegates; Transparency, Anti-corruption and Training Area
Outputs	Training courses and workshops
Outcomes	Increase of women in leadership positions; inclusive policies
Timeline	2023 - 2024 - 2025
Key Performance Indicators	Publication of training courses on the University website Number of courses: ≥ 2 per year Involvement and participation of all administrative areas of the Technostructure

Area 4

Integration of the gender dimension
into research and teaching content

1. Objective: To promote the integration of a gender dimension in teaching content

1.1 Student training - Training module (with recognition of university credits - CFU) for all students - C

Sub-actions	1. Designing and planning training activities on the impact of gender bias in career and occupational choices 2. Training material 3. Implementing training activities 4. Planning placement activities (anti-violence organisations) 5. Monitoring results 6. Integrating dedicated university credits (CFUs) in students' study plans
Direct Targets	Students
Indirect Targets	University community
Responsible Areas	Teaching and Students' Services Area, Guidance Area, Students' Council
Outputs	1. Training activities delivered 2. Report on participation 3. Self-assessment form on activity success
Outcomes	Increase in non-stereotyped professional and career choices
Timeline	2023 – 2024 - 2025
Key Performance Indicators	Publication of results on the University website

1.2 Promoting a gender dimension in teaching content - C

Sub-actions	1. Training and co-design activities proposed to teachers on a voluntary basis to integrate the gender dimension in teaching 2. Including the 'gender' field within the syllabus form
Direct Targets	Teachers, researchers
Indirect Targets	PhD students, specialty school students, post-doc research fellows, grant-holders, students
Responsible Areas	Guarantee Committee (CUG), Education and Student Services, Heads of Departments
Outputs	Increase of gender dimension in syllabi
Outcomes	Gender-sensitive training approach
Timeline	2023 – 2024 - 2025
Key Performance Indicators	Publication of syllabi on the University website

1.3 Promoting an annual prize for the best thesis work of a graduate, doctoral, short specialisation or specialty school degree that includes a gender dimension
- N

Sub-actions	1. Drafting the regulation establishing the prize 2. Setting up an annual prize for the best graduate, doctoral, and postgraduate (short specialisation and Specialty School programmes) thesis that includes the gender dimension 3. Fundraising campaigns
Direct Targets	PhD students, specialty school students, post-doc research fellows, grant-holders, students
Indirect Targets	PhD students, specialty school students, post-doc research fellows, grant-holders, students, society
Responsible Areas	CUG; Heads of Department; Right to Study, Sports Services and Disability Area; Large Project Area
Outputs	Increase in the number of research projects and theses related to gender equality
Outcomes	Gender-sensitive training approach
Timeline	2023 - 2024 - 2025
Key Performance Indicators	No. of theses submitted Economic allocation of the award

2. Objective: to promote the integration of a gender dimension in research content

2.1 Raising awareness of the need for gender dimension integration and producing data broken down by gender in research results, building on the knowledge developed in previous European projects - C

Sub-actions	1. Designing and organising workshops that include the gender dimension at departmental level 2. Designing and organising training activities 3. Monitoring impact of workshops and training courses 4. Defining a template to integrate the gender approach in research
Direct Targets	Teaching staff, researchers, PhD students, specialty school students, post-doc research fellows, grant-holders
Indirect Targets	Students, policy and administrative institutions, local agencies and media that use research for advisory and dissemination purposes, society at large
Responsible Areas	All Departments
Outputs	1. Workshops and training 2. Information material 3. Template 4. Reports
Outcomes	Gender-sensitive scientific culture
Timeline	2023 – 2024 - 2025
Key Performance Indicators	Publication of outputs on the University website

Area 5

Measures against gender-based violence,
including sexual harassment

1. Objective: To improve recruitment and career rules to ensure gender equality

1.1 Defining new procedures to reduce stereotyping in recruitment selections - C

Sub-actions	1. Identifying forms of blind grading in the selection process, in compliance with current legislation 2. Guidelines for selection committees on the use of specific techniques to recognise/check prejudices and stereotypes. Specific statement on the importance of a fair assessment on part of Unifg
Direct Targets	Candidates for positions as members of teaching, research, technical and administrative, as well as library staff, post-doc research fellows, grant-holders
Indirect Targets	Members of the recruitment selection committees
Responsible Areas	Human Resources Area, Directorate general
Outputs	1. Process review 2. Guidelines
Outcomes	Gender-inclusive organisational culture
Timeline	2023 - 2024 - 2025
Key Performance Indicators	Publication of guidelines and reports on the University website

2. Objective: To contribute to decreasing gender prejudices and stereotypes

2.1 Raising awareness of the impact of stereotypes in one's professional outlook - C

Sub-actions	1. Planning and organising workshop orientation days in high schools 2. Presentations with testimonials
Direct Targets	High school students, Regional School Office
Indirect Targets	High school teaching staff, technical and administrative staff, and library staff, society at large
Responsible Areas	CUG, Guidance Area
Outputs	1. Organisation of dissemination events 2. Information material
Outcomes	Critical awareness of the gender dimension in university choices; gender gap decrease in university enrolment
Timeline	2023 - 2024 - 2025
Key Performance Indicators	Publication of events organised on the University website

3. Objective: To raise awareness on GE issues within and outside the Unifg community, also contributing to dismantling gender stereotypes

3.1 Communication campaigns in support of the various GEP actions, always giving visibility to the under-represented gender - C

Sub-actions	<ol style="list-style-type: none"> 1. Designing and organising communication campaigns balancing male and female gender in various research fields 2. Designing and organising communication campaigns to raise the profile of male and female researchers working in anti-stereotypical fields during orientation days at the University and in upper secondary schools 3. Designing and organising communication campaigns to support GEP actions 4. Complying with the University gender-sensitive communication guidelines in all institutional campaigns
Direct Targets	University Community
Indirect Targets	Media and society at large
Responsible Areas	CUG, Communication Area
Outputs	Campaigns launched
Outcomes	Promotion of the visibility of Unifg as an inclusive organisation
Timeline	2023 - 2024 - 2025
Key Performance Indicators	<ul style="list-style-type: none"> - Publication of communication campaigns on the University website - Number of campaigns launched

4. Objective: To publish constantly updated data on the state of the art on gender equality within UNIFG and on current and future GE policies, services and rules

4.1 Creating a dynamic dashboard aimed at enhancing some indicators related to gender gap decrease at Unifg, in line with the activities on Gender Balance promoted by CRUI - C

Sub-actions	<ol style="list-style-type: none"> 1. Choosing indicators to be included in the dashboard 2. Continuous database updating 3. Designing an ad hoc webpage on the institutional website dedicated to gender equality 4. Circulating the webpage
Direct Targets	University Community
Indirect Targets	CUG
Responsible Areas	Guarantee Committee (CUG)
Outputs	<ol style="list-style-type: none"> 1. Updated Database 2. Constantly updated online webpage
Outcomes	Recognition of Unifg's role as an organisation promoting gender equality
Timeline	2023 - 2024 - 2025
Key Performance Indicators	Publication of updated data on the University website

5. Objective: To create knowledge and awareness of the different forms of harassment, violence and discrimination and of the services available within the University and in the territory for those who are subjected to such actions - N

5.1 Promoting actions against moral harassment and gender-based violence

Sub-actions	1. Starting or renewing agreements with sector Associations 2. Strengthening the Counselling Service with sector Associations where present. 3. Strengthening the service of the Trusted Counsellor 4. Awareness-raising campaigns on the issue of gender-based violence
Direct Targets	Teaching staff, researchers, technical and administrative, as well as library staff, PhD students, Specialty School students, post-doc research fellows, grant-holders, students
Indirect Targets	Media and society at large, sector Associations
Responsible Areas	CUG, University Counselling Centre, Workers at the CAV Anti-Violence Centre
Outputs	Recognition of Unifg's role as an organisation promoting gender equality
Outcomes	Recognition of Unifg's role as an organisation promoting gender equality
Timeline	2023 – 2024 - 2025
Key Performance Indicators	No. of annual accesses No. of awareness campaigns on the topic No. of initiatives to make the counter services known to the whole community



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