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USiena GEP - Gender Equality Plan

UNIVERSITY OF SIENA

Gender Equality Plan USiena GEP 2025-2027



based on the **GEAR Gender Equality in Academia and Research** guidelines of EIGE, European Institute for Gender Equality (2016),
on the **CRUI Vademecum for GEP development in Italian Universities** (2021) and on
the **Horizon Europe Guidance on Gender Equality Plans** (2021)





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Working Group: names and roles

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I. Gender equality at international level.

Among the goals of the **2030 Agenda**, the sustainable development program adopted by the United Nations in 2015, the issue of **gender equality** is explicitly recognized. Specifically:

- **SDG 5:** Achieve gender equality and empower all women and girls;
- **SDG 10:** Promote and enhance the social, economic, and political inclusion of all, age, sex, disability, ethnicity, origin, religion, economic or other status aside.

Alongside this program, international political strategy has found strong support and reinforcement in European policies tool, as evidenced by the European Union's adoption of the **Gender Equality Strategy 2020-2025**. The aim of this document is to contribute to achieving gender equality not only as an isolated goal but by integrating it as a dimension across all EU sectors and actions. The key concept of this strategy is **intersectionality**, an approach that allows the recognition of discriminatory acts as experiences determined not only by gender, but by the interaction of multiple factors such as social class, sexual orientation, disability, and other aspects of personal identity. Intersectionality therefore enables a more in-depth analysis of how different forms of oppression overlap and reinforce one another, creating specific barriers that policies must address in a targeted manner.

The European Commission too has long been contributing to this issue by promoting various **measures** and **strategies** to balance the gender dimension, including within the academic sphere:

- Within the *European Charter for Researchers* and the *Code of Conduct for their Recruitment*, the commitment to maintain a balance in terms of equal opportunities and the composition of selection committees is clearly stated;
- Through the adoption of concrete actions, evaluated via the multi-year European certification process by Research Institutions to obtain the *HR Excellence in Research Award HRS4R*, which recognizes the commitment to implement a strategy aimed at enhancing human resources involved in research processes;
- With the integration of "gender content" as an evaluation criterion for peer-reviewed research projects funded at the European level.

Lastly, the relatively recent adoption of the **Gender Equality Plan – GEP**, an initiative envisaged by the *Horizon Europe* Framework Programme and the National Recovery and Resilience Plan (NRRP)—has represented a significant news for public and private entities receiving European funding. The adoption of the GEP has required these organizations to implement a public, approved and shared document that formalizes their commitment to ensure gender equality in research and innovation activities.

The GEP is fully integrated into a broader strategy that promotes gender mainstreaming in the design, implementation, monitoring and evaluation of policies and programs, with the ultimate goal of fighting gender discrimination. In this context, the GEP is conceived as a strategic and operational tool that guides institutional change, aiming to create an environment conducive to gender balance.

The University of Siena has adopted its 2022/2024 GEP in May 2022¹.

¹ <https://www.unisi.it/ricerca/piano-la-parita-di-genere-gender-equality-plan-gep>



II. Gender equality & UNISI: policies, services and resources.

The principles of **non-discrimination** and **equal opportunities** are guaranteed by national legislation regarding recruitment procedures in public institutes (Art. 35 Legislative Decree 165/2001). Within the same decree, Article 57 provides, about equal opportunities, that public bodies adopt necessary measures to apply the provisions of the relevant European Directives.

The two principles quoted above are also provided for by University regulations, specifically in Articles 2 and 5 of the University of Siena Statute. As provided by Law 183/2010 (pursuant to Art. 21), and transposed in Art. 41 of the Statute, these two principles constitute the work core of a dedicated body, the **Single Guarantee Committee** for equal opportunities, the enhancement of the workers' well-being and against discrimination (CUG)², which has consultative, proactive and monitoring functions regarding the protection and promotion of equal opportunities, occupational well-being, and the fight against discrimination.

The CUG implements preventive measures against all forms of violence, physical or moral, direct or indirect, related to gender and any other discriminatory factor.

The University, as an institution of higher education, has the task of embodying and promoting the fundamental values of **equality**, **non-discrimination** and **dialogue**, which must permeate every aspect of its own activity, from models to research, from interpersonal relationships to work dynamics. The University of Siena has chosen to go beyond the formal adoption of European and constitutional regulations, with the intent of translating these principles into concrete actions that influence the daily life of the entire academic community. By creating spaces dedicated to reflection and training, the University aims to make gender equality and human rights not just a theoretical principle, but a shared practice capable of guiding choices, policies and interactions.

In this way, the University becomes a laboratory for cultural and social experiments, in which differences are valued and inclusion is at the center of every activity. In fact, in addition to the establishment of CUG, the University has invested time and resources in creating a network of systems and support figures, such as:

- **Gender Observatory**: as provided for by art. 41 of the Statute;
- **Observatory on gender identity and sexual orientation**³, whose purpose is to contribute to the improvement of working and studying conditions within the University and, consequently, to promote an academic environment characterized by a culture able to counter prejudice and discriminatory phenomena, such as homophobia and transphobia;

² <https://www.unisi.it/ateneo/governo-e-organizzazione/organismi-di-ateneo/attivita-del-comitato-unico-di-garanzia>



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- **Confidential Counselor**, an impartial figure in charge of listening and engaging in dialogue to support the academic community (teaching staff, technical-administrative staff, students) on issues related to discrimination, harassment, and the violation of rules and values contained in the University Code of Ethics and Conduct. This is a person external to the administration, appointed by the Rector upon proposal by the CUG (Unified Guarantee Committee) and selected through a public call among candidates with adequate professional skills and experience in the legal and labor law fields and in conflict management;
- **Ombudsman for students**, who acts as a guarantor of the impartiality and transparency of teaching activities, protecting the rights and interests of students;
- **Rector's Delegate for inclusion and equity policies**, with the aim of coordinating and providing strategic support to the various bodies and offices that monitor equal opportunities within the University;
- **Drafting of the Gender Budget** starting from 2021;
- **Positive Action Plan (PAP)⁴**, a document merged into the Integrated Activity and Organization Plan (PIAO), in which initiatives aimed at improving organizational well-being, corporate welfare, and work-life balance are planned, including specific training activities, communication, and awareness campaigns;
- **Action Plan within the framework of the Human Resources Strategy for Researchers⁵**, lasting two years, aims to guarantee, implement, and promote the effective application of the principles set out in the European Charter for Researchers and the Code of Conduct for their recruitment, with a specific section dedicated to gender balance.

³ <https://www.unisi.it/ateneo/governo-e-organizzazione/organi-di-ateneo/osservatorio-orientamento-sessuale>

⁴ <https://www.unisi.it/ateneo/governo-e-organizzazione/organi-di-ateneo/attivita-del-comitato-unico-di-garanzia>

⁵ <https://www.unisi.it/ricerca/hrs4r-human-resources-strategy-researchers>



I. Methodology and phases.

For the drafting of the second Gender Equality Plan, the University of Siena could rely on **resources**, **services** and **best practices** already tested and consolidated over the years. These include: the PAP valid for the 2022-2024 three-year period and subsequent annual updates; the latest Gender Budget⁶ (2024); and the *Human Resources Excellence in Research* recognition, obtained in March 2022.

Based on this, the Working Group was able to effectively exploit the synergies among the different available resources.

Constitutive elements of the GEP:

- **Dedicated resources:** the GEP utilizes a diversified and multidisciplinary Working Group, created by official provision and composed of experts from various fields, including representatives of the teaching staff and administrative personnel specialized in gender policies, budgeting, data management, etc. Each member of the Group holds both operational and leadership roles, ensuring a strong link with users and significant influence within the organization. For each objective of the document, the Group has outlined the responsibilities, the structures involved and, if necessary, the dedicated economic resources.
- **Data collection and monitoring system:** the Group began planning actions starting from a solid data base, obtained thanks to a periodic collection system and recent analyses from the Sustainability and Gender Budget, 2022-2023. This approach allows for a detailed mapping of the gender dimension within the University, using specific indicators as well. Regarding the monitoring of the various actions provided for in the GEP, the plan identifies one or more reference offices for each planned action. The Gender Equality and Human Rights Office, in concert with the Rector's Delegate, coordinates the collection of necessary data from the various offices identified and prepares the periodic monitoring documents.
- **Training and awareness-raising:** in addition to several activities already proposed annually, new communication, dissemination, and training initiatives will be launched to strengthen the commitment in this area. These initiatives are developed both at a central level, through activities of the CUG (Unified Guarantee Committee), and in response to spontaneous proposals emerging at the departmental level, within degree courses, or research groups.

⁶ <https://sostenibilita.unisi.it/wp-content/uploads/sites/78/2025/10/Bilancio-di-genere-2024.pdf>



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- **Visibility:** the GEP stems from a process of sharing and strategic planning that involved various entities within the University. To accompany its implementation phase, the document will have a dedicated web space and will be supported by a targeted communication campaign, with the aim of coordinating the multiple planned initiatives, actively involving the academic community, and fostering the expansion of the stakeholder network.
- The 2025-2027 GEP takes into account the actions developed in the previous GEP (2022-2024) and, based on this experience, identifies a series of areas in which to strengthen the University efforts. In particular, some actions already present in the previous 2022-2024 GEP have been re-proposed so they can be brought to completion, and some significant new activities have been introduced, taking into account factors that emerged over the past year.

In 2025, the University of Siena then proceeded to monitor the actions planned in the 2022-2024 GEP. The monitoring document was presented and approved by the University Board of Directors (CdA) in the session of April the 29th 2025.

The monitoring report records significant progress in the implementation of actions provided for by the Gender Equality Plan (GEP) 2022-2024, with concrete actions in visibility, work-life balance, female leadership, career equality, gender integration in research/teaching and the fight against gender-based violence.

Main Actions and Progress

Among the initiatives implemented, key highlights include the establishment of the Gender Equality, Human Rights, and Integrated Policies Office (GEHRPI), the extension of "Alias Careers" to the entire academic community, training on inclusive language, Webex platforms for working flexibility, the amendment of the Statute for parity in decision-making bodies, a gender data dashboard, gender budgeting currently in the analysis phase, and courses on LGBTQI+ and STEM topics for female students. Establishment of working groups, dedicated web pages and hashtags for greater visibility. Anti-violence help desks have been activated, along with awards for theses on gender-based violence and awareness-raising events such as CineCUG.



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Outcomes and Perspectives

Monitoring highlights progress in visibility and inclusiveness, but gaps persist in female leadership, career advancement, and infrastructure (e.g., breastfeeding spaces). The plan lays the foundations for a new three-year GEP, emphasizing continuous monitoring and collaboration with all University components and external bodies for a cultural and sustainable change towards the full achievement of equal opportunities.

Critical elements persist that must be the subject of further actions, such as the gender gap in top positions and career advancement; inclusive infrastructure to be completed, such as breastfeeding spaces; and the strengthening of awareness-raising actions on countering discrimination and gender-based violence, which require targeted interventions for ongoing commitment.

PHASES

GEP 2025-2027



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III a. List of University objectives, 2025/2027.

As in the previous GEP, the choice is to base the plan on the **5 thematic Areas** identified at the European level, which constitute the reference framework within which the specific objectives of the GEP are developed. To these areas, a cross-cutting one is added (Area 0), focused on a widespread communication plan that supports the adoption and development of the GEP as a periodic and shared programming tool. This plan is also useful for promoting **awareness** and **dissemination** of services and activities already established within the University, but not yet sufficiently known at a local level. Institutional *commitment* will provide the necessary framework for the natural development of the Plan.

AREA	OBJECTIVE	ACTION
0. Visibility of actions, services, resources	0.1 Strengthen the GEP sharing and programming process, with greater involvement of the various offices Contact people: <i>Action 1 – Contact person of HR Dept.</i> <i>Action 2- Contact person of Press, communication and PR Dept.</i> <i>Action 3 – Contact person of Press, communication and PR Dept.</i> <i>Action 4 - Rector's Delegate for inclusion and equity policies and Gender Equality, Human Rights and Integrated Policies Office</i>	1. Strengthening of the GEP working group by including representatives from all academic components to improve monitoring and planning ⁷ 2. Revision and enhancement of the dedicated website with an interactive section that allows to submit suggestions 3. Enhancement of the communication plan for the dissemination of GEP results, with events and periodic update meetings ⁸ 4. Continuous and periodic monitoring with the representatives of the different thematic areas, including progress reports
	0.2 Enhancing existing initiatives, services and resources aimed at supporting gender balance by increasing stakeholder awareness.	1. Implementation of a structured communication plan with a schedule of events, courses, and awareness campaigns related to the GEP ⁹

⁷ Action in continuity with the provisions of 2022-2024 GEP

⁸ Action in continuity with the provisions of 2022-2024 GEP

⁹ Action in continuity with the provisions of 2022-2024 GEP



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	<p>Contact people: <i>Action 1 – Press, Communication and Public Relations Dept. Representative</i> <i>Action 2 – Press, Communication and Public Relations Dept. Representative</i> <i>Action 3 – General Management and Budget and Taxation Office Representative</i></p>	<p>2. Organization of public events and seminars to discuss GEP results and challenges, including the involvement of external experts.</p> <p>3. Creation of a dedicated fund for the CUG (Unified Guarantee Committee) to support projects or initiatives originating from the university community that promote inclusion and gender equality.</p>
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AREA	OBJECTIVE	ACTION
1. Work-life balance and organizational culture	<p>1.1 To develop structured policies for work-life balance</p> <p>Contact people: <i>Action 1 – Control Systems and Performance Office Representative and Student Services Area</i> <i>Action 2 – General Management Representative, Teaching Staff Office</i> <i>Action 3 – Legal Careers and Working Hours Office Representative</i></p>	<p>1. Analysis of the academic community needs through questionnaires and focus groups</p> <p>2. Creation of a policy on teaching schedule planning criteria to reconcile maternity/paternity with work activities¹⁰</p> <p>3. Monitoring and evaluation of agile working and teleworking, with monitoring of specific benefits for staff with caregiving responsibilities</p>
	<p>1.2 To ensure an inclusive academic environment by extending and improving inclusive tools and Alias Career services</p> <p>Contact people: <i>Action 1 – Technical Dept. Representative, University Site Managers</i> <i>Action 2 – Staff Training Office</i></p>	<p>1. Installation of gender-neutral toilets in all the University main sites</p> <p>2. Periodic training for administrative staff on the management of Alias Careeers¹¹</p>

¹⁰ Action already included in GEP 2022-2024

¹¹ Action in continuity with 2022-2024 GEP



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	<p>1.3 To promote and monitor the use of inclusive language throughout the University</p> <p>Contact people: <i>Action 1 – Press, Communication and Public Relations Dept. Representative Action 2 – Board for Inclusive Administrative Language Action 3 - Processes and Architectures Dept.</i></p>	<ol style="list-style-type: none"> 1. Organization of training events on inclusive language for technical-administrative and academic staff 2. Periodic check-up of the application of the University Guidelines on inclusive administrative language in internal and external University communications 3. Creation of a reporting system to collect suggestions on how to improve the use of inclusive language
	<p>1.4 University Regulation on maternity/paternity leave for fixed-term staff</p> <p>Contact people: <i>Action 4 – Rector's Delegate Representative, Accounting Dept. Action 5 - Representative for the regulatory acts and data protection support Office Action 6 - Representative for the regulatory acts and data protection support Office</i></p>	<ol style="list-style-type: none"> 4. Economic feasibility analysis 5. Preparation of the draft for the new rule of the regulation 6. Approval of the Regulation revision
	<p>1.5 To adjust the logistics of all university common areas in order to promote gender inclusivity</p> <p>Contact people: <i>Action 1 – Technical dept. Representative, Communication and Public Relations Office, Facility Managers Action 2 – Technical dept. Representative, Facility Managers Action 3 – Technical dept. Representative, Facility Managers</i></p>	<ol style="list-style-type: none"> 1. Installation of inclusive and clear signals for all university spaces¹² 2. Identification and feasibility study for the adaptation of unused or underutilized spaces within the University, to be transformed into safe and equipped areas to welcome children as play areas and homework help 3. Feasibility study and design of breastfeeding Spaces (BabyPitStop)¹³
	<p>1.6 To optimize web conference services to improve working flexibility and create inclusive teaching</p>	<ol style="list-style-type: none"> 1. Enhancement of web conference platforms for teaching and technical-administrative staff

¹² Action in continuity with 2022-2024 GEP

¹³ Action in continuity with 2022-2024 GEP



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	<p>Contact people: <i>Action 1 – Representative for e-learning Service Sector for teaching support, continuing education, using online collaboration platforms</i> <i>Action 2 – Representative for e-learning Service Sector for teaching support, continuing education, using online collaboration platforms</i> <i>Action 3- Representative for the regulatory acts and data protection support Office</i></p>	<p>2. Promotion of a system for students on maternity/paternity leave to access materials and recorded lessons in asynchronous mode</p> <p>3. Definition of guidelines/regulation for teaching staff on teaching methods for students on paternity/maternity leave</p>
AREA	OBJECTIVE	ACTION
<p>2. Gender balance in leadership and process</p>	<p>2.1 To increase female representation in decision-making processes</p> <p>Contact people: <i>Action 1 – Representative for the conventions and electoral procedures Office</i> <i>Action 2 – Representative for the Training Office</i> <i>Action 3 – Rector's Delegate for Inclusion and Equity Policies, general Management</i></p>	<p>1. Monitoring of gender representation in key decision-making bodies</p> <p>2. Training courses and workshops on leadership and gender equality themes, strengthening the culture of female leadership</p> <p>3. Feasibility study for the introduction of incentive measures for female candidacy in top-level positions</p>
AREA	OBJECTIVE	ACTION
<p>3. Gender equality in recruitment and career progression</p>		
	<p>3.1 To strengthen the data collection system for monitoring through an equity lens</p> <p>Contact people: <i>Action 1 – Representative for demand and service management Dept.</i></p>	<p>1. updating the gender data monitoring dashboard to include the “research” component¹⁴</p>
	<p>3.2 To enhance the U-GOV-CO platform from a gender perspective</p>	<p>1. Collection of data related to the estimated budget and to the final financial statement</p>

¹⁴ Action in continuity with 2022-2024 GEP



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	<p>Contact people: Action 1 – Representative for the accounting Dept. Action 2 - Representative for the accounting Dept.</p>	2. Restructuring of financial information to identify easily resources allocated to gender issues, in order to complete the data required for drafting the gender balance report ¹⁵
	<p>3.3 To reward Departments which reduce their <i>gender gap</i> in staff recruitment</p> <p>Contact people: Action 1 – Representative for General Management, Representative for teaching staff Dept., conventions and electoral procedures Office Action 2 - Representative for General Management</p>	<p>1. Feasibility study of various reward mechanisms and application methods to encourage gender-sensitive recruitment¹⁶</p> <p>2. Presentation of such a study results to the collegiate bodies Presentazione dei risultati di tale studio agli organi collegiali</p>
AREA	OBJECTIVE	ACTION
4. Integration of the gender dimension into research and teaching contents	<p>4.1 To strengthen and promote the University research, teaching, and Third Mission activities on gender issues</p> <p>Contact people: Action 1 - Representative of Press, Communication and Public Relations Dept. Action 2 – - Representative for Student Services</p>	<p>1. Organization of training events on the topic and dissemination of information material</p> <p>2. Provision of specific awards, such as scholarships and/or internship offers, for research projects that best address the subject.</p>
	<p>4.2 To prevent and contrast with the gender gap in STEM disciplines</p> <p>Contact people: Action 1 – Representative of the Orientation Office</p>	<p>1. Strengthening of curricular orientation activities in lower and upper secondary schools for female students, aimed at illustrating the persistent gender gap in access to and careers in STEM disciplines¹⁷</p> <p>2. Development of a feasibility plan for the provision of reward instruments intended</p>

¹⁵ Action in continuity with 2022-2024 GEP

¹⁶ Action already included in GEP 2022-2024

¹⁷ Action in continuity with 2022-2024 GEP



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	<p><i>Action 2 – Representative of the Study Incentives and Tutoring Office</i></p>	<p>for female students who decide to undertake a university career in the STEM sector</p>
	<p>4.3 To prevent and oppose the gender gap in social disciplines, with particular regard to educational sciences and social services courses</p> <p>Contact people: <i>Action 1 – Representative for orientation Office</i></p>	<p>1. Strengthening curricular orientation activities in lower and upper secondary schools, for male and female students, aimed at illustrating the persistent gender gap in access to and careers within educational sciences and social work disciplines</p>
	<p>4.4 To strengthen research/entrepreneurship connection initiatives on gender issues</p> <p>Contact people: <i>Action 1 – Representative of Placement Office - Career Service, Dept. for relations with the territory, for the dissemination of knowledge and the promotion of public discussion</i></p>	<p>1. Implementation of events and workshops (e.g.: new cycle of "Aperitifs with women-owned businesses") and training courses with particular focus to female empowerment and entrepreneurship¹⁸</p>
	<p>4.5 To map connection initiatives with other national and/or international bodies</p> <p>Contact people: <i>Action 1 - Delegate for the third mission (public engagement), communication and Public Relations Office, Division for relations with the territory for the dissemination of knowledge and the promotion of public discussion</i></p>	<p>1. Constant updating of the University dedicated web pages, and other tools (e.g.: Third Mission), regarding the theme of equal opportunities¹⁹</p> <p>2. Constant mapping of national and/or international networks</p>

¹⁸ Action in continuity with 2022-2024 GEP

¹⁹ Action in continuity with 2022-2024 GEP



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	<p>Action 2 – Delegate for the third mission (public engagement), communication and Public Relations Office, Division for relations with the territory for the dissemination of knowledge and the promotion of public discussion</p>	
	<p>4.6 To train the whole university community on gender issues and those of the LGBTQIA+ community</p> <p>Contact people: Action 1 – Representative of teaching regulations and educational offer office, USiena Soft&Digital Skills (https://sdskills.unisi.it/) Action 2 – Representative of Process and Architecture Dept.</p>	<p>1. Programming of specific university and/or training courses on the subject for the three-year period, with particular regard to the strengthening of transversal teaching modules (soft skills) offered to the entire student community</p> <p>2. Constant updating of the dedicated Moodle pages, with the inclusion of information material for free access and consultation²⁰</p>
AREA	OBJECTIVE	ACTION
	<p>5.1 To activate a network of territorial systems to support victims of violence</p> <p>Contact people: Action 1 – Representative of General Management, Gender equality, human rights and integrated policies Office, Contracts and conventions Office, Budget and taxation Office Action 2 – Representative of General Management, Study Incentives and Tutoring Office</p>	<p>1. Strengthening of specific agreements between the University and local anti-violence centers</p> <p>2. Carrying on scholarships dedicated to victims of domestic violence and discrimination</p>
	<p>5.2 To raise awareness throughout the university community on the different forms of gender-based violence</p> <p>Contact people: Action 1 – Representative of Training Office and Teacher Training Office</p>	<p>1. Specific training for teaching staff with particular regard to the issue of unconscious bias</p> <p>2. Specific training for TA (technical-administrative) staff with particular regard to the issue of unconscious bias</p> <p>3. Specific training for front-office PTA (technical-administrative staff) with particular regard to the</p>

²⁰ Action in continuity with 2022-2024 GEP



	<p><i>Action 2 – Representative of Training Office, Technical and Administrative Staff Dept.</i></p> <p><i>Action 3 – Representative of training Office</i></p> <p><i>Action 4 - Regulatory Acts and Data Protection Support Office, Legal and General Counsel Dept.</i></p> <p><i>Action 5 – Representative - Regulatory Acts and Data Protection Support Office, Legal and General Counsel Dept. Action 6 - Representative training Office</i></p>	<p>ability to detect signs of distress and violence</p> <p>5. Provision of a contractual clause for adjunct professors regarding compliance with the University Code of Ethics, with particular regard to the fight against discrimination related to gender and gender identity</p> <p>6. Revision of the code of ethics and the code of discipline to strengthen the section dedicated to discrimination and harassment.²¹</p> <p>7. Training dedicated to the members of the disciplinary committee and ethics committee on the subject of harassment</p>
	<p>5.3 To promote specific awards for graduation and doctoral theses that address the issue of the fight against gender-based violence and other forms of discrimination</p> <p>Contact people: Action 1 Representative – Dept. orientation, study support and career service, study incentives and tutoring Office, PhD Office</p>	<p>1. Drafting of the new call for applications, with definition of selection criteria and awards</p>

Each objective is shown schematically in the following data sheets, presented from page 18 to page 39, and is described and detailed through the following elements:

- Descrizione dell'obiettivo Goal description
- Actions to be implemented
- Coordination of the proposed activities
- Other resources involved in the implementation
- Any specific financial resources

²¹ Action in continuity with 2022-2024 GEP



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- Indicators and monitoring tools
- Target audience of the objective
- Timeframe (annual, biennial, multi-year)
- Any reference to the SDGs of the 2030 Agenda



Thematic area no. 0 - Visibility of actions, services, resources

Objective 0.1: *To strengthen the GEP sharing and planning process, with greater involvement of the various offices*

Description	<p>The “USiena GEP” working group will continue its commitment to monitoring and coordinating the actions outlined in the plan; the objective is to optimize the participation of the academic community through sharing and visibility. Besides it will be essential to increase collaboration between the various structures of the University to ensure that actions are continuously monitored and improved.</p> <p>ACTIONS:</p> <ol style="list-style-type: none"> 1. Strengthening of the GEP working group by including representatives from all academic components to improve monitoring and planning 2. Review and enhancement of the dedicated website with an interactive section that allows to submit suggestions 3. Enhancement of the communication plan for the dissemination of GEP results, with periodic events and update meetings 4. Continuous and periodic monitoring with contact people of the various thematic areas, including update reports
Coordination of activities in agreement with the Contact people	<p><i>Coordination by the Rector's Delegate for Inclusion and Equity Policies and the Gender Equality, Human Rights and Integrated Policies Office</i></p> <p><i>Action 1 – HR Representative</i></p> <p><i>Action 2– Representative of press, communication and public relations Dept.</i></p> <p><i>Action 3 – Representative of press, communication and public relations Dept.</i></p> <p><i>Action 4 – Rector's Delegate and of the Gender Equality, human rights and integrated policies Office</i></p>
Other resources involved	
Specific financial resources	
Indicators and monitoring tools	<ul style="list-style-type: none"> • Number of visits and interactions (including suggestions) on the dedicated GEP webpage • Publication of an annual progress report • Number of awareness-raising events organized to increase visibility (number of events held, type of events, number of participants per event) • Periodic assessment of the project actions' effectiveness through questionnaires addressed to the academic community (% of perceived improvement, qualitative feedback on the most effective actions and on those to be improved)



Thematic area n. 0 - Visibility of actions, services, resources

Objective 0.2: *To enhance existing initiatives, services, resources that support gender balance by increasing stakeholder awareness*

Description	<p>The enhancement of existing resources and the continuous promotion of initiatives already undertaken are key elements for strengthening awareness and engagement towards gender equality policies. In the 2025-2027 three-year period, this path will continue, with a focus on more structured communication and greater accessibility of resources and results.</p> <p>ACTIONS:</p> <ol style="list-style-type: none">1. Implementation of a structured communication plan with a schedule of events, courses and awareness campaigns related to the GEP2. Organization of public events and seminars to discuss the results and challenges of the GEP, also involving external experts3. Creation of a dedicated fund for the CUG to support projects or initiatives arising from the university community that promote inclusion and gender equality
Coordination of activities in agreement with the Contact people	<p><i>Coordination, Rector's Delegate for inclusion and equity policies, gender equality, human rights and integrated policies Office</i></p> <p><i>Action 1 – Representative of press, communication and public relations dept.</i></p> <p><i>Action 2 – Representative of press, communication and public relations dept.</i></p> <p><i>Action 3 – Representative of general Management and budget and taxation Office</i></p>
Other resources involved	
Specific financial resources	
Indicators and monitoring tools	<ul style="list-style-type: none">• Annual publication of a report on GEP activities and results• Monitoring of participation to organized events and access to the web platform (number of participants per event/seminar, engagement on social media)• Periodic surveys, at least biennial, among stakeholders (staff, students) to evaluate the impact of awareness actions and the perception of equality policies• Number of funded projects (total amount disbursed, type of funded projects)



Thematic area n. 1 - Work-life balance and organizational culture

Objective 1.1: To develop structured policies for work-life balance

Description	<p>To increase the balanced participation of men and women in reconciliation policies and to promote a culture of mutual support. To formalize work-life balance policies based on tools already launched, such as smart working, to create a structured and institutionalized balance. To introduce an official policy that allows the use of working methods which take family needs into account, regardless of gender.</p> <p>ACTIONS:</p> <ol style="list-style-type: none">1. Analysis of the academic community needs through questionnaires and focus groups2. Creation of a policy on the criteria for scheduling the academic calendar to reconcile maternity/paternity with work activities3. Monitoring and evaluation for the extension of smart working and teleworking for staff with family responsibilities
Coordination of activities in agreement with the Contact people	<p><i>Coordination, Rector's Delegate for inclusion and equity policies, gender equality, human rights and integrated policies Office</i></p> <p><i>Action 1 – Representative of control systems and performance Office and student services Area, data and metadata Office</i></p> <p><i>Action 2 – Representative of general Management, teaching staff Office</i></p> <p><i>Action 3 – Representative of Legal careers and working hours Office</i></p>
Other resources involved	
Specific financial resources	
Indicators and monitoring tools	<ul style="list-style-type: none">• Implementation of policy and analysis of the regulations implemented (number and type)• Monitoring of the adoption of reconciliation measures (number of employees using tools such as smart working, flexible hours, and parental leave)• Administering questionnaires to staff regarding the satisfaction level with the measures adopted or difficulties encountered



Thematic area n. 1 - Work-life balance and organizational culture

Objective 1.2: *To ensure an inclusive academic environment by extending and improving inclusive tools and Alias Career services*

Description	<p>To continue promoting and strengthening an inclusive environment for the academic community, with a specific focus on guaranteeing equal dignity and opportunities for all individuals, through policies that go beyond "Alias Careers," extending inclusive measures that support the entire community and activating practical services to make spaces inclusive.</p> <p>ACTIONS:</p> <ol style="list-style-type: none"> 1. Installation of gender-neutral bathrooms in all the University main locations 2. Periodic training for administrative staff on the management of Alias Careers.
Coordination of activities in agreement with the Contact people	<p><i>Coordination, Rector's Delegate for inclusion and equity policies, gender equality, human rights and integrated policies Office</i></p> <p><i>Action 1 – Representative of technical Dept., Managers of University facilities</i></p> <p><i>Action 2 – Representative of staff training Office</i></p>
Other resources involved	
Specific financial resources	
Indicators and monitoring tools	<ul style="list-style-type: none"> • Number of gender-neutral toilets installed and their distribution across the different locations • Survey on the perception and acceptance of the initiative by the student community and staff, through anonymous questionnaires • Monitoring of the number of Alias career requests and the quality of management, verifying compliance with confidentiality and inclusiveness



Thematic area n. 1 - Work-life balance and organizational culture

Objective 1.3: To promote and monitor the use of inclusive language throughout the University

Description	<p>To continue the implementation of the “Guidelines for inclusive administrative and institutional language,” monitoring their use in all official communications and university documents. To integrate the use of inclusive language as a daily practice within the University, reducing stereotypes and biases through respectful communication.</p> <p>ACTIONS:</p> <ol style="list-style-type: none">1. Organization of training events on inclusive language for technical, administrative and academic staff2. Periodic verification of the application of the University Guidelines on inclusive administrative language in internal and external University communications3. Creation of a reporting system to collect suggestions on how to improve the use of inclusive language
Coordination of activities in agreement with the Contact people	<p><i>Coordination, Rector's Delegate for inclusion and equity policies, gender equality, human rights and integrated policies Office</i></p> <p><i>Action 1 – Representative of press, communication and public relations dept.</i></p> <p><i>Action 2 – Representative of Working Group for inclusive administrative language</i></p> <p><i>Action 3 – Representative of processes and architecture Dept.</i></p>
Other resources involved	
Specific financial resources	
Indicators and monitoring tools	<ul style="list-style-type: none">• Number of training events organized and staff participation level• Qualitative analysis of communication materials (website, institutional e-mails, calls for applications, notices) to evaluate consistency with the inclusive language guidelines.• Number of reports received



Thematic area n. 1 - Work-life balance and organizational culture

Objective 1.4: University Regulation on maternity/paternity leave for fixed-term staff

Description	<p>To assess the feasibility of the University regulation and revise it in the section where it provides for 80% instead of 100% pay for mandatory maternity and paternity leave for fixed-term staff.</p> <p>ACTIONS:</p> <ol style="list-style-type: none">1. Economic feasibility analysis2. Drafting of the new regulatory provision3. Approval of the Regulation's revision
Coordination of activities in agreement with the Contact people	<p><i>Coordination, Rector's Delegate for inclusion and equity policies, gender equality, human rights and integrated policies Office</i></p> <p><i>Action 1 – Rector's Delegate Representative, Accounting Dept.</i></p> <p><i>Action 2 – Representative of regulatory acts and data protection support Office</i></p> <p><i>Action 3 – Representative of regulatory acts and data protection support Office</i></p>
Other resources involved	
Specific financial resources	
Indicators and monitoring tools	<ul style="list-style-type: none">• Drafting of the feasibility analysis• Draft of the new text of the regulation



Thematic area n. 1 - Work-life balance and organizational culture

Objective 1.5: *To adapt the logistics of all common university spaces to promote gender inclusivity*

Description	<p>To adapt common university spaces to an inclusive welcoming logic, creating a physical environment that supports all members of the academic community while taking family needs into account. To create safe spaces within the University where parents (technical and administrative staff, faculty, and students) can leave their children for short periods, allowing them to maintain good productivity levels without neglecting childcare.</p> <p>ACTIONS:</p> <ol style="list-style-type: none"> 1. Installation of inclusive and clear signals for all university spaces 2. Identification and feasibility study for the adaptation of unused or underutilized university spaces, to be transformed into safe and equipped areas for children, such as play areas, homework support zones, and/or changing stations and breastfeeding areas. 3. Feasibility study and design of breastfeeding Spaces (BabyPitStop)²²
Coordination of activities in agreement with the Contact people	<p><i>Coordination, Rector's Delegate for inclusion and equity policies, gender equality, human rights and integrated policies Office</i></p> <p><i>Action 1 – Representative of technical Dept., communication and public relations Office, Managers of facilities</i></p> <p><i>Action 2 – Representative of Technical Dept., Heads of Facilities</i></p> <p><i>Action 3 – Representative of Technical Dept., Heads of Facilities</i></p>
Other resources involved	
Specific financial resources	
Indicators and monitoring tools	<ul style="list-style-type: none"> • Number of signs installed and building mapping to verify coverage • Number of spaces identified • Monitoring the use of renovated spaces to evaluate their effectiveness • Number of partnerships established with organizations or childcare services

²² Action in continuity with 2022-2024 GEP



Thematic area n. 1 - Work-life balance and organizational culture

Objective 1.6: To optimize web conferencing services to improve work flexibility and create inclusive teaching

Description	<p>To build a flexible work and study environment which enables equitable participation in all activities. To continue implementing solutions that support remote working and distance learning, particularly for those involved in family caregiving or who live far from university premises.</p> <p>ACTIONS:</p> <ol style="list-style-type: none"> 1. Enhancement of web conferencing platforms for academic, technical, administrative, and library staff 2. Promotion of a system for students on maternity/paternity leave to access course materials and recorded lectures in asynchronous mode 3. Definition of guidelines/regulation for faculty on recording lectures for students on maternity/paternity leave
Coordination of activities in agreement with the Contact people	<p><i>Coordination - Rector's Delegate for inclusion and equity policies, gender equality, human rights and integrated policies Office</i></p> <p><i>Action 1 – Representative of e-learning Service Sector for teaching support, Continuing Education, and online collaboration platforms</i></p> <p><i>Action 2 – Representative of e-learning Service Sector for teaching support, Continuing Education, and online collaboration platforms</i></p> <p><i>Action 3 - Representative of regulatory acts and data protection support Office</i></p>
Other resources involved	
Specific financial resources	
Indicators and monitoring tools	<ul style="list-style-type: none"> • Number of registered and active users on the platform (academic, technical and administrative staff). • Number of courses available in online and streaming modes • Number of requests and accesses to lections in asynchronous mode • Number of Departments adopting the guidelines and periodic evaluation



Thematic area n. 2 - Gender balance in leadership and decision-making

process

Objective 2.1: To increase female representation in decision-making processes

Description	<p>Gender disparity in top-level positions and decision-making processes represents a critical issue for the University. To ensure equal opportunities, it is essential to intervene by encouraging greater participation of women at the management level and in decision-making roles. Monitoring and analyzing data on gender composition within senior governing bodies is fundamental to verify the effectiveness of changes, pursue specific objectives to increase female representation and promote women's empowerment in the academic context, providing them with the necessary tools to undertake leadership roles.</p> <p>ACTIONS:</p> <ol style="list-style-type: none"> 1. Monitoring gender representation within the main decision-making bodies 2. Training courses and workshops on topics such as leadership and gender equality, strengthening the culture of female leadership 3. Feasibility study for the introduction of incentive measures for female candidacy in top-level
Coordination of activities in agreement with the Contact people	<p><i>Coordination - Rector's Delegate for inclusion and equity policies, gender equality, human rights and integrated policies Office</i></p> <p><i>Action 1 – Representative of agreements and electoral procedures Office</i></p> <p><i>Action 2 – Representative of training Office</i></p> <p><i>Action 3 – Representative – Rector's Delegate for inclusion and equity policies, general Management</i></p>
Other resources involved	
Specific financial resources	
Indicators and monitoring tools	<ul style="list-style-type: none"> • Annual collection and publication of data on the gender composition of the University decision-making bodies • Number of courses and workshops organized and number of participants • Adoption of an incentive system with priority appointment, level of application in selection calls and internal promotion.



Thematic area n. 3: Gender equality in recruitment and career progression

Objective 3.1: To enhance the data collection system for monitoring from an equity perspective

Description	<p>The enhancement of the data collection system to ensure monitoring based on a gender perspective is crucial to ensure that all policies and initiatives are evaluated in an impartial and inclusive manner. The importance of achieving this goal lies in the fact that monitoring based on accurate and timely data is fundamental for an equitable management of resources and opportunities. An effective monitoring system allows for the timely identification of disparities and for targeted intervention.</p> <p>ACTIONS:</p> <ol style="list-style-type: none">1. updating of the gender data monitoring dashboard, including the "research" component2.3.
Coordination of activities in agreement with the Contact people	<p><i>Coordination - Rector's Delegate for inclusion and equity policies, gender equality, human rights and integrated policies Office</i></p> <p><i>Action 1 – Representative of demand and service management Dept.</i></p>
Other resources involved	
Specific financial resources	
Indicators and monitoring tools	<ul style="list-style-type: none">• N° of published periodic reports and interactive dashboards created• Monitoring of data collected during the three-year reference period



Thematic area n. 3: Gender equality in recruitment and career progression

Objective 3.2: Enhancement of the U-GOV-CO platform from a gender perspective

Description	<p>The U-GOV platform has been adopted to ensure the management of accounting, projects, and human resources; specifically, the CO module deals with economic and financial accounting. Enhancing this platform from a gender perspective is important because it also allows for the inclusion of all chart of accounts items related to gender balance and enables, in this sense, the monitoring of the distribution of economic resources and timely intervention should this distribution prove to be disadvantageous for either gender.</p> <p>ACTIONS:</p> <ol style="list-style-type: none">1. Collection of data related to the budget forecast and the final balance sheet2. Restructuring of financial information in order to identify easily the resources allocated to gender issues, with a view to complete the data necessary for the preparation of the gender budget3.
Coordination of activities in agreement with the Contact people	<p><i>Coordination - Rector's Delegate for inclusion and equity policies, gender equality, human rights and integrated policies Office</i></p> <p><i>Action 1 – Representative of Accounting Dept.</i></p> <p><i>Action 2 – Representative of Accounting Dept.</i></p>
Other resources involved	
Specific financial resources	
Indicators and monitoring tools	<ul style="list-style-type: none">• N° of interventions carried out on the U-GOV-CO platform• N° of meetings held• Presentation of the work plan



Thematic area n. 3: Gender equality in recruitment and career progression

Objective 3.3: To reward Departments that reduce their gender gap in staff recruitment

Description	<p>Over the last four years, the gender gap in the career progression of teaching staff between men and women has progressively increased. To counter this inequality, therefore, it was decided to intervene directly in the Departments involved, monitoring the evolution of the gender gap and rewarding those who, over the three-year period, will successfully manage to reduce the gap in concrete terms.</p> <p>ACTIONS:</p> <ol style="list-style-type: none">1. Feasibility study of different reward mechanisms and the methods of application in order to favor a recruitment that is gender-sensitive2. Presentation of the results of this study to the governing bodies
Coordination of activities in agreement with the Contact people	<p><i>Coordination - Rector's Delegate for inclusion and equity policies, gender equality, human rights and integrated policies Office</i></p> <p><i>Action 1 – Representative of general Management, Representative of Teaching Staff Office, Agreements and Electoral Procedures Office</i></p> <p><i>Action 2 – Representative of general Management</i></p>
Other resources involved	
Specific financial resources	
Indicators and monitoring tools	<ul style="list-style-type: none">• Data extraction by Department• Drafting of the feasibility plan for reward instruments• Presentation of the feasibility plan to the governing bodies• Monitoring of the rewards application



Thematic area n. 4: Integration of the gender dimension into research and teaching contents

Objective 4.1: *To enhance and promote the University research, teaching, and Third Mission activities on gender themes*

Description	<p>Integrating the gender dimension into research, teaching and Third Mission activities is a fundamental step towards promoting a more inclusive and complete approach to knowledge. In fact, its full integration makes it possible to highlight differences and inequalities, which are often invisible, and to develop a more conscious and critical perspective, capable of recognizing and valuing diversity.</p> <p>ACTIONS:</p> <ol style="list-style-type: none">1. Organization of training events on the theme and dissemination of information material2. Provision of specific rewards, such as scholarships and/or internship offers, for research projects that best address the theme
Coordination of activities in agreement with the Contact people	<p><i>Coordination - Rector's Delegate for inclusion and equity policies, gender equality, human rights and integrated policies Office</i></p> <p><i>Action 1 - Representative of press, communication and public relations Dept.</i></p> <p><i>Action 2 – Representative of student services Area</i></p>
Other resources involved	
Specific financial resources	
Indicators and monitoring tools	<ul style="list-style-type: none">• N° of training events organized• N° of rewards made available



Thematic area n. 4: Integration of the gender dimension into research and teaching contents

Obiettivo 4.2: To prevent and counter the gender gap in STEM disciplines

Description	<p>The gender gap in the academic field is persistent, especially when considering the so-called STEM disciplines, which tend to have a larger male component. For this reason, the primary goal of the actions to be carried out over the next three years is to bring young female students as close as possible to STEM subjects, starting from secondary schools up to university researchers.</p> <p>ACTIONS:</p> <ol style="list-style-type: none">1. Strengthening of curricular orientation activities in lower and upper secondary schools, for male and female students, aimed at illustrating the persistent gender gap in access to and careers within STEM disciplines2. Elaboration of a feasibility plan for the provision of incentive tools for female students who decide to undertake a university career in the STEM sector
Coordination of activities in agreement with the Contact people	<p><i>Coordination - Rector's Delegate for inclusion and equity policies, gender equality, human rights and integrated policies Office</i></p> <p><i>Action 1 – Representative of orientation Office</i></p> <p><i>Action 2 – Representative of study incentives and tutoring Office</i></p>
Other resources involved	
Specific financial resources	
Indicators and monitoring tools	<ul style="list-style-type: none">• N° of meetings organized with local secondary schools• Drafting of the feasibility plan for the provision of incentive tools• Presentation of the feasibility plan



Thematic area n. 4: Integration of the gender dimension into research and teaching contents

Objective 4.3: *Preventing and countering the gender gap in social disciplines, with particular regard to education sciences and social work courses*

Description	<p>The gender gap in the academic field is persistent, especially when taking into consideration disciplines related to education sciences and social services, which tend to have a larger female component. For this reason, the primary purpose of the actions to be carried out over the next three years is to bring young male students as close as possible to these disciplines, starting from secondary schools up to university researchers.</p> <p>ACTIONS:</p> <ol style="list-style-type: none">1. Strengthening of curricular guidance activities in lower and upper secondary schools, for male and female students, aimed at illustrating the persistent gender gap in access to and careers within education sciences and social work disciplines
Coordination of activities in agreement with the Contact people	<p><i>Coordination - Rector's Delegate for inclusion and equity policies, gender equality, human rights and integrated policies Office</i></p> <p><i>Action 1 – Representative of orientation Office</i></p>
Other resources involved	
Specific financial resources	
Indicators and monitoring tools	<ul style="list-style-type: none">• N° of meetings organized with local secondary schools• Drafting of the feasibility plan for the provision of incentive tools• Presentation of the feasibility plan



Thematic area n. 4: Integration of the gender dimension into research and teaching contents

Objective 4.4: *To strengthen research/entrepreneurship linkage initiatives on gender issues*

Description	<p>Women willing to open themselves to the entrepreneurship world often find themselves dealing with a lack of targeted opportunities capable of guaranteeing them new perspectives and careers. In response to this, the University is at the forefront of offering support to currently engaged female researchers.</p> <p>ACTIONS:</p> <ol style="list-style-type: none">1. Organization of events and workshops (e.g., new cycle of "Aperitifs with female-led businesses") and training courses with particular regard to female empowerment and entrepreneurship
Coordination of activities in agreement with the Contact people	<p><i>Coordination - Rector's Delegate for inclusion and equity policies, gender equality, human rights and integrated policies Office</i></p> <p><i>Action 1 – Representative of Placement Office - Career Service, Division for Territorial Relations, Knowledge Dissemination, and Promotion of Public Debate</i></p>
Other resources involved	
Specific financial resources	
Indicators and monitoring tools	<ul style="list-style-type: none">• N° of events and workshop organized• N° of new training courses activated



Thematic area n. 4: Integration of the gender dimension into research and teaching contents

Objective 4.5: To map coordination initiatives with other national and/or international entities

Description	<p>Constant monitoring of coordination activities with other entities, whether national or international, allows a clear and updated vision of ongoing initiatives, facilitating planning and resource management. Thanks also to the aid of artificial intelligence, it is possible to collect and analyze large quantities of data, optimizing the decision-making process.</p> <p>ACTIONS:</p> <ol style="list-style-type: none">1. Constant updating of the University web pages and other dedicated tools (e.g. Third Mission) focused on the theme of equal opportunities2. Constant mapping of national and/or international networks, through the use of AI as well
Coordination of activities in agreement with the Contact people	<p><i>Coordination - Rector's Delegate for inclusion and equity policies, gender equality, human rights and integrated policies Office</i></p> <p><i>Action 1 – Representative of third mission (public engagement), Communication and Public Relations Office (URP), Dept. for territorial relations, knowledge dissemination and promotion of public debate</i></p> <p><i>Action 2 – Representative of third mission (public engagement), Communication and Public Relations Office (URP), Dept. for territorial relations, knowledge dissemination and promotion of public debate</i></p>
Other resources involved	
Specific financial resources	
Indicators and monitoring tools	<ul style="list-style-type: none">• Mapping of Third Mission actions for the 2025-2027 triennium• Mapping of active networks and any affiliations



Thematic area n. 4: Integration of the gender dimension into research and teaching contents

Objective 4.6: *To train the entire university community on gender issues and those related to the LGBTQIA+ community*

Description	<p>A fundamental step towards a more inclusive environment consists of training the academic community (students, faculty, and technical-administrative staff) on the integration of LGBTQI+ themes, both within educational pathways and in daily university life.</p> <p>ACTIONS:</p> <ol style="list-style-type: none">1. Planning of specific university and/or training courses on the topic for the three-year period, with particular regard to the strengthening of transversal teaching modules (soft skills) offered to the entire student body2. Constant updating of the dedicated Moodle pages, including the upload of informational material for open access and consultation
Coordination of activities in agreement with the Contact people	<p><i>Coordination - Rector's Delegate for inclusion and equity policies, gender equality, human rights and integrated policies Office</i></p> <p><i>Action 1 – Representative of teaching regulations and educational offer Office, USiena Soft&Digital Skills (https://sdskills.unisi.it/)</i></p> <p><i>Action 2 – Representative of Processes and Architectures Dept.</i></p>
Other resources involved	
Specific financial resources	
Indicators and monitoring tools	<ul style="list-style-type: none">• N° University and/or training courses activated• N° dedicated Moodle pages



Thematic area n. 5: Measures against gender-based violence, included sexual harassment

Objective 5.1: To activate a network of territorial systems to support victims of violence

Description	ACTIONS: 1. Strengthening of specific agreements among the University and local anti-violence Centers 2. Extension of the scholarship dedicated to victims of domestic violence and discrimination
Coordination of activities in agreement with the Contact people	<i>Coordination - Rector's Delegate for inclusion and equity policies, gender equality, human rights and integrated policies Office</i> <i>Action 1 – Representative of general Management, Office of gender equality, human rights and integrated policies, contracts and agreements Office, budget and tax Office</i> <i>Action 2 – Representative of general Management, student incentives and tutoring Office</i>
Other resources involved	
Specific financial resources	
Indicators and monitoring tools	<ul style="list-style-type: none">• N° of agreements among the University and anti-violence Centers• N° of counseling desks activated• N° of meetings among involved departments



Thematic area n. 5: Measures against gender-based violence, included sexual harassment

Objective 5.2: *To raise awareness across the whole university community regarding the various forms of gender-based violence*

<p>Description</p>	<p>Achieving this goal is important to promote a culture of respect, equality and inclusivity within the university environment. Educating the community on this topic helps to recognize dangerous behaviors and prevent them, creating a safer environment for everyone.</p> <p>ACTIONS:</p> <ol style="list-style-type: none"> 1. Specific training for teaching staff, with particular regard to the issue of unconscious bias 2. Specific training for administrative and technical staff (TAB), with particular regard to the issue of unconscious bias 3. Specific training for front-office PTA (Administrative and Technical Staff), with particular regard to the ability to identify signs of distress and violence 4. Provision of a contractual clause for adjunct professors regarding compliance with the University Code of Ethics, with particular regard to the fight against discrimination related to gender and gender identity 5. Revision of the code of ethics and the code of discipline to strengthen the sections dedicated to discrimination and harassment.²³ 6. Dedicated training for the members of the disciplinary committee and the ethics committee on the subject of harassment
<p>Coordination of activities in agreement with the Contact people</p>	<p><i>Coordination - Rector's Delegate for inclusion and equity policies, gender equality, human rights and integrated policies Office</i></p> <p><i>Action 1 – Representative of Training Office and Faculty Training Office</i></p> <p><i>Action 2 – Representative of Training Office, Technical and Administrative Staff Dept.</i></p> <p><i>Action 3 – Representative of Training Office</i></p> <p><i>Action 4 – regulatory acts and data protection support Office, legal and general counsel Dept.</i></p> <p><i>Action 5 – Representative of regulatory acts and data protection support Office, legal and general counsel Dept.</i></p> <p><i>Action 6 - Representative of Training Office</i></p>
<p>Other resources involved</p>	
<p>Specific financial resources</p>	

²³ Action in continuity with 2022-2024 GEP



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USiena GEP - Gender Equality Plan

Indicators and monitoring tools

- N° of training opportunities offered to teaching and technical-administrative staff
- N° of extracurricular activities offered



Thematic area n. 5: Measures against gender-based violence, included sexual harassment

Objective 5.3: *To promote degree and PhD theses that address the fight against gender-based violence and other forms of discrimination through specific awards*

Description	<p>The idea behind this objective is to recognize and reward the contribution of the student community to the fight against gender-based violence. The goal of this objective is to encourage a more conscious and in-depth exploration of crucial and socially important issues.</p> <p>ACTIONS:</p> <ol style="list-style-type: none">1. Drafting of the new call for applications, along with the definition of selection criteria and awards
Coordination of activities in agreement with the Contact people	<p><i>Coordination - Rector's Delegate for inclusion and equity policies, gender equality, human rights and integrated policies Office</i></p> <p><i>Representative - orientation, study support and career service Dept., study incentives and tutoring Office, PhD Office</i></p>
Other resources involved	
Specific financial resources	
Indicators and monitoring tools	<ul style="list-style-type: none">• Drafting of the call for applications• N° of awards announced