

UNIVERSITY OF SIENA

Gender Equality Plan

USiena-GEP 2022-2024



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



Working Group: Names and roles

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I. The question of "gender equality" in the international scenario

Within the ambitious and programmatic long-term perspective outlined since 2015 with the **Agenda 2030**, supported internationally by 193 United Nations member countries and approved by the UN General Assembly, one of the 17 Sustainable Development Goals (SDGs) is focused on achieving gender equality and empowerment for all women and girls by 2030 (**SDG 5**). The SDG 10 also supports this objective focused on the reduction of inequalities and the achievement of an effective "social, economic and political inclusion for all, regardless of age, sex, disability, race, ethnicity, origin, religion, economic status or other".

The international political strategy has found a shore and reinforcement also in the context of European policies and in particular in the adoption of the document "**Strategy for gender equality: 2020/2025**" which aims to achieve gender equality by also including a "**a gender perspective at every stage of policy development in all areas of EU action, both internal and external**". The strategy will be implemented using, as a transversal principle, **intersectionality**, i.e., the combination of gender with other personal characteristics or identities and how these intersections contribute to specific discrimination experiences.

For a long time and systematically, the European Commission has supported measures and strategies to balance the gender dimension and has declined them in the academic field:

- from the call already in 2005 within the *European Charter of Researchers and Code of Conduct for their recruitment* to a balance to be guaranteed in terms of equal opportunities and composition of selection committees
- to the concrete actions requested and evaluated through the multi-year process of European certification by Research Bodies that intend to claim the award *HR Excellence in Research HRS4R* which recognizes the effort to implement a specific strategy for the enhancement of human resources involved in research processes,
- the inclusion as an evaluation criterion in European-funded research projects, subject to peer-review, of an element linked to "gender" contents.

The recent introduction of a "**Gender Equality Plan - GEP**", as part of the interventions conducted to implement the Framework Programme for funding Research and Innovation *Horizon Europe* and the National Recovery and Resilience Plan, leads public and private bodies receiving European funding from 2022 to obtain a shared, approved, and mandatory public document. The GEP therefore forms part naturally and consequently of the strategy and systemic approach mentioned above, which provide for the integration of a gender perspective in the design, implementation, monitoring, and evaluation of policies, implementing measures and expenditure programmes, with a view to promoting equality between women and men and fighting discrimination.

The GEP aims to be the main instrument to influence systematic and shared institutional change. It is a strategic, operational, and individualized instrument that allows to define the legal, organizational, economic, and social framework and operational conditions to implement gender balance in practice.

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

Non-discrimination and the principle of equal opportunities are guaranteed by national legislation on recruitment procedures in public bodies (Article 35 of Legislative Decree 165 c 2001). Moreover, Article 57 of this decree provides, in the field of "equal opportunities", that public bodies adopt the necessary measures for the application of the provisions of the relevant European Directives.

The principles of non-discrimination are reaffirmed in the Statute of the University of Siena (Articles 2, 3 and 5) and, as provided for by Law 183/2010 (Article 21) and by Article 46 of the same Statute, they represent the core of the work of a "dedicated" body such as the **Single Guarantee Committee for equal opportunities, the enhancement of the well-being of workers and against discrimination (CUG)**¹ which has consultative, proactive and verification tasks relating to the protection and promotion of equal opportunities, work well-being and the fight against discrimination by implementing preventive measures against any form of physical or moral violence, direct or indirect, relating to gender, age, sexual orientation, ethnic origin, disability, religion, politics and language.

The University is the place where didactic, scientific, relationship and work models find their necessary and unavoidable reference in the values of equality, non-discrimination, and dialogue, both in terms of language and good practices. The University of Siena intended to develop the European and constitutional regulatory guidelines in the belief that **these values must not remain confined to institutional documents**, but become practices of life, moments of reflection, actions for the protection and promotion of all equality, as well as spaces for cultural reflection and training.

Our University has in fact invested over the years, in addition to the statutory institution of the CUG, also in the establishment of a network of resources, tools and support figures such as:

- *Gender observatory*: as required by art. 46 of the Statute.
- *Observatory on gender identity and sexual orientation*: it aims to contribute to the creation of better working and study conditions at the University and, consequently, to promote an academic environment with a culture capable of opposing prejudices and discriminatory phenomena such as homophobia and transphobia.

¹ <https://www.unisi.it/ateneo/governo-e-organizzazione/organi-di-ateneo/attivita-del-comitato-unico-di-garanzia>

- *Trusted advisor(s)*: The Trust Advisor is a super partes figure called to listen and dialogue in support of the academic community (teachers, technical-administrative staff, and students) in matters of discrimination, sexual and moral harassment, mobbing, as well as non-compliance with values and rules set out in the University Code of Ethics and Conduct. He/she is a person external to the Administration, appointed by the Rector on a proposal made by the CUG, identified following a specific public call for applications among a roster of candidates with suitable professional and personal skills and experience. This figure possesses knowledge in the field of law and labor law, conflict management, regulations on equal opportunities, reconciliation of work and family times, etc.
- *Ombudsman for students*: acts as guarantor of the impartiality and transparency of activities related to teaching, protecting the rights and interests of students.
- *Positive Action Plan PAP²*: every three years (with annual review) a "positive action plan" is drawn up, approved by the bodies, and provided with adequate financial coverage, in which actions are planned focused on achieving organizational well-being, corporate welfare and reconciliation between life and work time, on the offer of specific training, communication and awareness campaigns, as well as measures to support equal opportunities, inclusiveness and combat discrimination.



- HR EXCELLENCE IN RESEARCH *Action Plan as part of the Human Resources Strategy for Researchers³*: two-year plan of actions aimed at guaranteeing, implementing and promoting the virtuous application of the principles set out in the *European Charter of Researchers and in the Code of Conduct for their recruitment*, which provides for a section dedicated to gender balance; the current action plan, the result of a synergic work of almost two years, was approved by the collegiate bodies and sent to the European Commission in November 2021 for evaluation, on 11 March 2022 the candidacy of the University of Siena was accepted.

² PAP 2022-2024 available at <https://www.unisi.it/ateneo/governo-e-organizzazione/organi-di-ateneo/attivita-del-comitato-unico-di-garanzia>

³ Action Plan 2021/2023 available at <https://www.unisi.it/ricerca/hrs4r-human-resources-strategy-researchers>

III. Methodology and phases: towards the definition of the first GEP of the University of Siena (USiena GEP)

The University of Siena, as documented in the previous chapter, was able to count on resources, services and good practices already experienced and, in some cases, consolidated over the years for the drafting of its first Plan for Gender Equality: the last "Gender Report" is from June 2021⁴; the Positive Action Plan (PAP) is in its second three-year programming and, at the end of January 2022, was officially adopted for the period 2022/2024; the European label "HR Excellence in Research" was assigned to our University in March 2022.

This has allowed the Working Group, which was set up during the drafting of the GEP, to quickly activate a whole series of channels and resources and to draw on experiences and data already validated also in the collegiate field.

Adherence and institutional support are in fact priorities in this type of process, to ensure its effective application and to monitor the implementation over time of what is proposed.

Constituent elements of the GEP:

- *Allocated resources*: the GEP can count on a very heterogeneous Working Group, established with an official provision, on the indication of the strategic and political leaders of the University (Rector and Director General)⁵. It brings together representatives of the teaching staff and administrative staff, experts in gender policies, budget and data management, support for the presentation and management of research projects, and human resources management. The members, moreover, have both operational roles within the organization and are in close contact with the user, as well as roles of responsibility or managerial or political representation, even of the top management kind.

The Working Group has chosen, for each objective planned for the three-year period covered by the GEP, to also indicate the ownership of the responsibility, in addition to all the structures involved in the achievement and monitoring of the set results and the possible need to allocate an ad hoc budget, considering that the type and volume

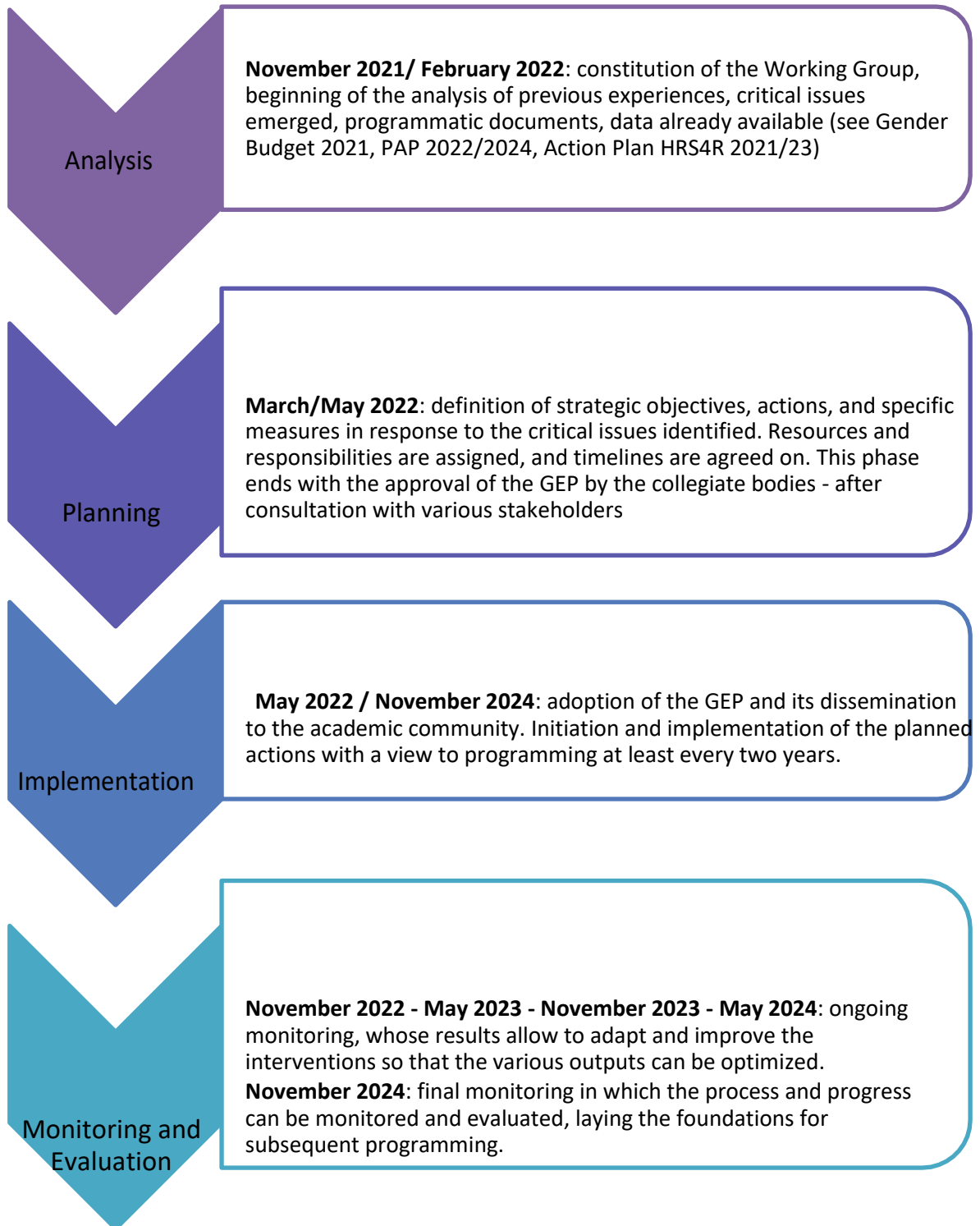
⁴ <https://www.unisi.it/unisilife/notizie/pubblicato-il-bilancio-di-genere-delluniversita-di-siena>

⁵ For the Composition of the Working Group, see the list with names and roles, on page 1 of this document,

of allocated resources are key elements for the facilitation of a continuous process of organizational change.

- *Data collection and monitoring system*: thanks to a system of periodic data collection and using recent analyses prepared for the drafting of the 2021 Gender Report, the Working Group was able to operate and start the programming of actions beginning with a mapping of the gender dimension within the organization already well-defined and based on specific indicators. The need for constant monitoring and a network of resources and tools remains, however, the premise of a positive implementation of the proposed actions.
- *Training and awareness-raising*: new public communication, dissemination and training initiatives will complement the broad portfolio of activities proposed each year to the academic community, both centrally through the Single Guarantee Committee, and on spontaneous requests that have emerged at the departmental, course of study or research group level, in the awareness that, in addition to specific more technical training initiatives on certain topics, it remains essential to invest in a widespread awareness campaign on the subject.
- *Visibility*: the GEP is the result of a sharing and strategic planning work. This GEP was discussed and approved by the Academic Senate and the Board of Directors in the sessions of May 2022, after being sent for consultation to the Evaluation Unit (26.04.2022), the University Quality Assurance Unit (09.05.2022), the Student Council (22.04.2022), the Provincial Councilor for Equality (09.05.2022), the RSUs, the Trade Union Representations (20.04.2022). During the entire implementation phase, the GEP will therefore be guaranteed a dedicated web space and a suitable communication campaign, to put the many initiatives planned in place, involve the entire community, and aim at a gradual expansion of the network of stakeholders.

PHASES




III.a List of objectives of the University 2022/2024

The 5 Thematic Areas identified at European level represent the framework within which the University has developed the specific objectives of the GEP. These areas are flanked by a cross-section focused on a widespread communication plan that can support the adoption and development of the GEP as a periodic and shared programming tool and that facilitates the dissemination of services and activities now consolidated in the University but not widely known.

The institutional commitment, as well as the strategic-political vision of key figures of the academic community, will constitute the necessary and fundamental framework for a "natural" development of the Plan; at the same time, in order to promote a implementation ruled by the objectives set, it was chosen to attribute the management responsibility for each objective to one or more contact persons, functionally and hierarchically identified within the general organizational chart, which will then involve other entities of the University.

In addition, the choice to borrow all or part of some objectives directly from the PAP Positive Action Plan 2022/2024, is part of a perspective of strengthening policies and tools and enhancing good practices of the University, in detail:

PAP obj. 1a	→	GEP obj. 1.4
PAP obj. 1e	→	GEP obj. 5.2
Pap obj. 2c	→	GEP obj. 4.5
PAP obj. 2d	→	GEP obj. 1.3
PAP obj. 2e	→	GEP obj. 5.1

AREA	OBJECTIVE	ACTION
0. Visibility of actions, services, resources 	0.1. Setting up a dynamic GEP sharing and scheduling process <i>Contact persons: USiena GEP; Area ARBI3M Directorate General</i>	<ol style="list-style-type: none"> 1. Involvement in the activities of the GEP Working Group of students, PhD students, assignees members. 2. Activation of an ad hoc email account (e.g., gep@unisi.it) always active to collect suggestions and reflections. 3. Preparation of a web page dedicated to the GEP as a hub and process documentation and periodic dissemination of monitoring and evaluation results of the actions envisaged by the GEP (accountability) 4. Definition of instruments and a periodic monitoring plan for the actions

	<p>0.2. Enhancing initiatives, services, University resources already active in support of gender balance and make the outputs of the GEP known to all stakeholders</p> <p><i>Contact persons: USiena GEP; CUG; Area ARB13M Directorate General</i></p>	<ol style="list-style-type: none"> 1. Mapping of initiatives, services, resources already active for their joint and coherent promotion 2. Ad hoc mapping of initiatives aimed at reconciling work and private life (University plan for smart working, web conference services, right to disconnect) 3. Design and adoption of a two-year communication plan (tools, resources, timing, etc.) 4. Launch of a communication campaign on gender policies, with particular attention to the portal and institutional social media
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AREA	OBJECTIVE	ACTION
<p>1. Work-life balance and organizational culture</p>	<p>1.1. Facilitate the reconciliation of the private life commitments of teachers on parental leave, with the departmental teaching calendars</p> <p><i>Contact persons: Student services area Directorate General Personnel area</i></p>	<ol style="list-style-type: none"> 1. Launch of an open consultation on the needs of reconciliation between private and professional life of teachers who are new parents. 2. Definition of the policy on the programming criteria of the educational calendar with a view to supporting parenting, consulting the structures involved. 3. Approval of the policy by the Bodies. 4. Divulcation of policy and operational tools.
	<p>1.2. Extension of tools and services called "Career Alias" at present and provided for students in gender transition to the whole academic community.</p> <p><i>Contact persons: USiena GEP CUG AOSI Area</i></p>	<ol style="list-style-type: none"> 1. Communication campaign, dissemination, and application of the University regulations on career Alias 2. Revision of regulations involving faculty and technical administrative staff (TPAs) in order to extend the "Career Alias" tool to the entire academic community.

	<p>1.3. To oversee the implementation of the "Guidelines for an inclusive institutional administrative language" approved in 2021</p> <p><i>Contact persons:</i> CUG USiena GEP Gender Observatory General Direction</p>	<ol style="list-style-type: none"> 1. Preparation of ad hoc information for all the offices involved. 2. Mapping issues of non-inclusive language use in key strategic acts and documents. 3. Adaptation of such acts and documents. 4. Advice on new acts and documents.
	<p>1.4. To adapt and improve the logistics of all university common areas to communication and services which are attentive to the gender perspective</p> <p><i>Contact persons:</i> USiena GEP General Direction Building Area</p>	<ol style="list-style-type: none"> 1. Feasibility study and design of child-friendly spaces (Kids Friendly) within the University facilities. 2. Feasibility study and design of spaces for breastfeeding (Baby Pit Stop) 3. Signage design which is "inclusive" from a gender perspective. 4. Analysis of potential risk situations or improvement of the safety of female workers in the workplace.
	<p>1.5. Implementation of web conferencing services to improve work, research and study flexibility and optimize travel between different venues of the University.</p> <p><i>Contact persons:</i> ARBI3M AOSI AOSI Area Student services area. Directorate General</p>	<ol style="list-style-type: none"> 1. Adoption of an integrated, flexible, and extensible system of communication, collaboration and team-working for Teachers and PTAs

AREA	OBJECTIVE	ACTION
2. Gender balance in leadership and process	2.1. To increase the presence of women in decision-making processes (commissions, bodies, committees, delegations, candidacies, etc.) <i>Contact persons:</i> <i>USiena GEP</i> <i>Directorate General</i> <i>AFAP Area</i>	1. Preparation of a proposal for the revision of the regulations on the composition of the Bodies
AREA	OBJECTIVE	ACTION
3. Gender equality in recruitment and career progression	3.1 To standardize the regulatory indications relating to the respect of gender balance in the composition of selection committees <i>Contact persons:</i> <i>USiena GEP</i> <i>Personnel Area</i> <i>Student Services Area</i> <i>Department Directors</i>	1. Recognition of the regulations in force regarding the composition of the selection committees and their consequent adaptation. 2. Revision and possible modification of the "Regulations for research grants pursuant to Article 22 of Law 240/2010"; "University Regulations on PhD in compliance with Ministerial Decree no. 226/2021"
	3.2 To build an integrated gender data collection system that can allow periodic monitoring with a view to equity. <i>Contact persons:</i> <i>Area AOSI</i> <i>USiena GEP</i> <i>ARBI3M Area</i> <i>Student Services</i> <i>Personnel Area</i> <i>Department Directors</i>	1. Design of an integration to the "dashboard" tool already in use for Gender balance Report, with reference to the "Research" component (e.g., presence as P.I. in research projects, scientific publications, patents etc., abandonment of careers) including all academic profiles (from PhD student to ordinary ones) 2. Connection with the other offices involved and possible adaptation of the data collection tools.
	3.3 To identify financial planning and reporting.	1. Feasibility study of an information integration at the level of the budget and final balance sheet which provide for

	<p>resources for gender balance ("gender budgeting")</p> <p><i>Contact persons:</i> USiena GEP Accounting System Area Directorate General AOSI Area</p>	<p>To lead to a clear allocation of resources to gender equality initiatives.</p> <p>2. Presentation of the results of this study to the collegiate bodies.</p>
	<p>3.4. Enhancement with a "reward" value those Departments that reduce their gender gap in relation to recruitment and career progression.</p> <p><i>Contact persons:</i> USiena GEP General Management Area AOSI Area of teaching staff Department Directors</p>	<p>1. Mapping of the gender gap in the Departments starting from the data of the 2021 Gender Balance Report.</p> <p>2. Feasibility study of reward tools of the most virtuous Departments in terms of reducing the gender gap.</p> <p>3. Presentation of the results of this study to the collegiate bodies.</p>
<p>4. Gender mainstreaming in research and teaching content</p>	<p>4.1. To promote and train people for the integration of the sex/gender dimension in Research projects and methodologies.</p> <p><i>Contact persons:</i> ARBI3M Area Directorate General Area Department Managers</p>	<p>1. Creation of short videos to be disseminated online on specific scientific areas and/or case studies.</p> <p>2. Creation of slides and informative material.</p> <p>3. Organization of training events.</p> <p>4. Drafting of a proposal for institutional recognition of research that considers the sex and gender variables.</p>
	<p>4.2. To strengthen connection initiatives between research/ entrepreneurship from a gender perspective.</p> <p><i>Contact persons:</i></p>	<p>1. Organization and implementation of events/workshops ("aperitifs with women's businesses")</p> <p>2. To schedule and enhance various support initiatives and participation in the annual event "International Day of Women and Girls in Science"</p>

	<p><i>Area ARBI3M</i> <i>Directorate</i> <i>General</i> <i>Departmental Directors</i> <i>CUG</i> <i>Gender Observatory</i></p>	
	<p>4.3. To promote of access to STEM disciplines and, more generally, to female leadership, for high school students</p> <p><i>Contact persons:</i> <i>ARBI3M Area</i> <i>Student services area</i> <i>Directorate General</i></p>	<ol style="list-style-type: none"> 1. Creation of info day in high schools in the province of Siena by teachers, researchers, and STEM area researchers with testimonies of successful researchers. 2. Coordination with ongoing initiatives related to the BRIGHT project funded by the European Commission in the context of MSCA and European Researchers' Night. 3. Feasibility study for the preparation of rewarding tools for the enrollment of female students in STEM courses.
	<p>4.4. To map and keep track at institutional level of actions aimed at citizenship and of connection initiatives with other bodies, including international ones.</p> <p><i>Contact persons:</i> <i>ARBI3M Area</i> <i>Student services area</i> <i>Directorate General</i> <i>CUG.</i> <i>Gender Observatory</i></p>	<ol style="list-style-type: none"> 1. Mapping of the third mission actions developed within the University on the theme of combating stereotypes, combating gender-based violence, violence related to gender identity, and to moral and sexual harassment. 2. Mapping of international networks for possible membership (e.g., the European Women's Management Development -EWMD international network). 3. To populate web pages or other freely available medium for accessing the information collected (online archive)
	<p>4.5. To train the entire academic community to integrate LGBTQI+ issues into educational paths and university life</p> <p><i>Contact persons:</i> <i>USiena GEP</i> <i>CUG</i> <i>Santa Chiara Lab</i></p>	<ol style="list-style-type: none"> 1. Design of training courses for teaching and technical-administrative staff and students, also available on Moodle. 2. Moodle platform configuration. 3. Provision of training.

	<i>Staff Area. Gender Observatory. Observatory on Sexual Orientation and Gender Identity</i>	
5. Measures against gender-based violence, including sexual harassment	<p><i>5.1 Adapt the University Codes to the ILO Convention of 2019 and to the national law 4/2021 on violence and harassment in the world of work</i></p> <p><i>Contact persons: CUG. Directorate General. Gender Observatory. Observatory on Sexual Orientation and Gender Identity</i></p>	<ol style="list-style-type: none"> 1. Revision of the University Code against Sexual Harassment. 2. Review and merger of the Code of Ethics and the Code of Conduct for civil servants. 3. Submission to bodies for discussion and approval.
	<p><i>5.2 To activate a system of integrated territorial services to support victims of violence and harassment in the world of work</i></p> <p><i>Contact persons: CUG Student Services Area University Penitentiary Venue DSU and territorial anti-violence centers</i></p>	<ol style="list-style-type: none"> 1. Creation of brochures on regulatory instruments and services in the territory. 2. Strengthening of the university psychological listening desk and the Listening and Inclusion Service. 3. Drafting of specific agreements with DSU and territorial anti-violence centers. 4. Elaboration of a training proposal aimed at abusive men in collaboration with the University Penitentiary Venue. 5. <i>Whistleblowing</i> Service Promotion already active in the University
	<p><i>5.3 To enhance the importance of the topic, through specific prizes, graduate, or PhD theses on the issues of combating gender-based violence and other forms of discrimination.</i></p> <p><i>Contact persons: USiena GEP Area ARBI3M Student Services Area</i></p>	<ol style="list-style-type: none"> 1. Drawing up a call for participation in prizes and research grants and the selection thereof. 2. Administrative support to award the prize.

Each objective has been represented schematically in the sheets reported from page 19 to page 43 described and expressed through the following elements:

- individual measures to be taken or actions to be taken
- ownership/responsibility of measures/actions
- resources involved in implementing actions
- any specific financial resources for the implementation of the actions
- recipients, where, for the research staff, it was chosen to group the internal recipients also considering the classification of the European Research Area ERA, i.e., 1. PhD students, fellowship, and scholarship holders or *R1 - First Stage Researcher and R2 - Recognized Researcher*; 2. researchers and professors or *R3 - Established Researcher and R4 - Leading Researcher*
- indicators for subsequent monitoring
- timeframe: annual, biennial, multiannual
- possible reference to SDG Agenda 2030 objectives

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

Objective 0.1. To set up a dynamic GEP sharing and scheduling process

Description	<p>The "Usiena GEP" working group will consolidate its work and will oversee the implementation of the actions planned in the period 2022/2024, also thanks to an addition in the composition of its members, as well as the development of management and communication tools that can support a periodic monitoring of the activities.</p> <p>ACTIONS:</p> <ol style="list-style-type: none"> 1. Involvement in the activities of the GEP Working Group of students, PhD students, research fellow members. 2. Activation of an ad hoc email account (e.g., gep@unisi.it) always active to collect suggestions and reflections. 3. Preparation of a web page dedicated to the GEP as a hub and process documentation and periodic dissemination of monitoring and evaluation results of the actions envisaged by the GEP (accountability) 4. Definition of instruments and a periodic monitoring plan for the actions
Coordination of activities in agreement with Contact persons	<i>Research & Grant Management Division</i>
Other resources involved	<i>Press office, institutional communication, and digital press</i>
Financial resources specifications	NO, use of internal resources
Monitoring indicators and tools	<ol style="list-style-type: none"> 1. Email activation (by August 2022) 2. Publication of the decree appointing and integrating the members of the Usiena GEP group (by September 2022) 3. Design and publication of the web page (by December 2022) 4. Drafting of the monitoring plan for GEP actions (by December 2022)

Recipients

Teachers, Researchers

Students

International Stakeholders

Research Fellows, Research grants holders, PhD Students

Technical-administrative staff

Timeline



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

Objective 0.2. *To enhance initiatives, services, resources of the University already active in support of gender balance and bring to all stakeholders' attention the outputs of the new GEP*

Description	<p>For years, the University of Siena has been promoting numerous initiatives aimed at harmonizing private and professional life, combating discrimination, and supporting gender balance in the services and activities offered to the academic community. However, it is now necessary to rationalize and enhance the many initiatives and give them a visible and identifiable space and dimension in order to guarantee access to as many recipients as possible.</p> <p>ACTIONS:</p> <ol style="list-style-type: none"> 1. Mapping of initiatives, services, resources already active for their joint and coherent promotion 2. Ad hoc mapping of initiatives aimed at reconciling work and private life (University plan for smart working, web conference services, right to disconnect) 3. Ad hoc mapping of services or training paths already active in the field of "gender culture" (including the activity of the Trusted Counsellor, a course on soft skills open to the entire student community organized by the SCL and the Alumni Association "Pathways of Inclusion" active from the A.Y. 2019-2020. Multidisciplinary course on Discrimination and gender violence, open to the entire student and academic community, active from the A.Y. 2018-2019 etc. 4. Design and adoption of a two-year communication plan (tools, resources, timing, etc.) 5. Launch of a communication campaign on gender policies, with particular attention to the portal and institutional social media
Coordination of activities in agreement with the Contact persons	<i>Research & Grant Management Division</i>
Other resources involved	<i>Press office, institutional communication, and digital press</i>
Specific financial resources	NO, use of internal resources
Monitoring indicators and tools	<ol style="list-style-type: none"> 1. N. internal meetings for mapping services and initiatives. 2. Drafting of a communication plan (by 2022) 3. Design and publication of web pages (by March 2023)

Recipients

Teachers, Researchers
Students
Stakeholders

Research Fellows, Research grants holders, PhD Students
Technical-administrative staff

Timeline



Thematic area no.1 Work-life balance and organizational culture

Objective 1.1. *To facilitate the reconciliation of the private life commitments of teachers on parental leave, with the departmental teaching calendars*

Description	<p>The University Policy, which must allow a better integration between the teaching needs and teachers' needs for reconciliation between private and professional life, must consider the needs deriving from the teaching staff themselves, but also from the users of the courses.</p> <p>In fact, a policy may be defined after open consultation between the interested parties. The policy may consider, for example, the possibility of granting members of the teaching and research staff who are new parents an optional semester free from educational activity upon return from mandatory parental leave and/or continuous parental leave with full duration completed</p> <p>ACTIONS:</p> <ol style="list-style-type: none"> 1. Launch of an open consultation on the needs of reconciliation between private and professional life of teachers who are new parents. 2. Definition of a policy on the programming criteria of the educational calendar with a view to supporting parenting, consulting the structures involved. 3. Approval of the Policy and disclosure of the Policy and operational tools
Coordination of activities in agreement with the Contact persons	<i>Division of level I and II courses</i>
Other resources involved	<i>Teaching Staff and Relations with the Health Service Student and Teaching Offices Division Venues of the University</i>
Specific Financial resources	NO
Monitoring indicators and tools	<ul style="list-style-type: none"> ● Launch of open consultation, 2022 ● Policy Definition, 2024 ● Moments of divulgation of the Policy, num.3, 2024

Recipients

Teachers, Researchers
Students
Stakeholders

Research Fellows, Research grants holders, PhD Students
Technical-administrative staff

Timeline



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

Objective 1.2. *Extend to the entire academic the community tools and services called "Alias Careers" currently provided for students in gender transition*

Description	<p>In addition to making known the University Regulations on careers alias, i.e. that regulation adopted by the University in order to protect students in gender transition of the University of Siena, this action aims to create the conditions for an effective extension to the entire academic community of tools and services attentive to gender transition, so as to guarantee everyone the opportunity to live in a serene study environment, attentive to the protection of privacy and dignity of the individual, suitable for fostering interpersonal relationships so that they are marked by correctness and mutual respect for the freedoms and inviolability of the person.</p> <p>ACTIONS:</p> <ol style="list-style-type: none"> 1. Communication, dissemination, and application of the University regulations on Alias careers campaign. 2. Revision of regulations involving teaching and technical-administrative staff
Coordination of activities in agreement with the Contact persons	<i>Process and Architecture Division</i>
Other resources involved	<p><i>Student and teaching offices</i> <i>Press office, institutional communication, digital printing</i> <i>Teaching staff and relations with the Health Service Division</i> <i>Technical and administrative personnel Division</i></p>
Specific Financial resources	NO
Monitoring indicators and tools	<ul style="list-style-type: none"> • Moments of divulgation 2022, 2023 • Submission of revision proposal (by 2023)

Recipients

Teachers, Researchers
Students
Stakeholders

Research Fellows, Research grants holders, PhD Students
Technical-administrative staff

Timeline



Thematic area no.1 Work-life balance and organizational culture

Objective 1.3.: *Oversee the implementation and the "Guidelines for an inclusive administrative and institutional language" approved in 2021*

Description	This measure aims to fully implement and consolidate the initiatives already launched by the University during 2021 and aimed at promoting an inclusive administrative and institutional language. In particular, the following actions are envisaged. ACTIONS: <ol style="list-style-type: none"> 1. preparation of ad hoc information for all the offices involved. 2. mapping issues of non-inclusive language use in the main strategic acts and documents. 3. adaptation of such acts and documents. 4. advice on new acts and documents.
Coordination of activities in agreement with the Contact persons	<i>Tenders, Conventions and Assets Division</i>
Other resources involved	<i>Office of collegiate Bodies Office for Conventions and Electoral Procedures</i>
Specific Financial resources	NO
Monitoring indicators and tools	<ul style="list-style-type: none"> • Preparation of ad hoc information for all the offices involved, 2022. • mapping of the main strategic acts and documents and possible adjustments, 2022 and beyond
Connection with SDG	SDG 5 Gender equality. SDG 16 Peace, justice, and solid institutions.

Recipients

Teachers, Researchers
Students
Stakeholders

Research Fellows, Research grants holders, PhD Students
Technical-administrative staff

Timeline



Thematic area no.1 Work-life balance and organizational culture

Objective 1.4. *To adapt and improve the logistics of all university common areas with communication and services which are attentive to the gender perspective.*

Description	<p>This measure aims to give full implementation and consolidate the initiatives in favor of the reconciliation between private and working life, thus allowing to define and make available to the entire academic community sharing spaces, to be understood also as a temporary space to welcome children of the staff on the occasion of conferences or special events, realization of the Baby Pit Stop of the University and other facilities in favor of the University employees.</p> <p>ACTIONS:</p> <ol style="list-style-type: none"> 1. Feasibility study and design of child-friendly spaces (Kids Friendly) within the University facilities. 2. Feasibility study and design of spaces for breastfeeding (Baby Pit Stop) 3. Design of "inclusive" signage from a gender perspective 4. Analysis of potential risk situations or improvement of the safety of female workers in the workplace.
Coordination of activities in agreement with the Contact persons	<i>Technical division</i>
Other resources involved	<i>Venues of the University Technical and administrative personnel division</i>
Specific Financial resources	NO
Monitoring indicators and tools	<ul style="list-style-type: none"> ● Feasibility studies for Kids friendly dedicated spaces and Baby Pit Stop, 2022. ● Designing Inclusive Signage, 2023 ● Analysis of risky situations or safety improvement, 2023
Connection with SDG	SDG 5 Gender equality. SDG 16 Peace, justice, and solid institutions.

Recipients

Teachers, Researchers
Students
Stakeholders

Research Fellows, Research grants holders, PhD Students
Technical-administrative staff

Timeline



Thematic area no.1 Work-life balance and organizational culture

Objective 1.5. *Implementation of web conference services to improve work, research and study flexibility and optimize travel between different venues of the University*

Description	As demonstrated by the pandemic situation triggered by Covid-19, using web conference platforms integrated with remote work organization tools allows people to conduct teaching, research, and administrative support activities. This has allowed and will allow to guarantee efficiency in the delivery of teaching, in the execution of research activities and in the administrative-accounting management of the processes that underlie them. Likewise, web conference tools have the advantage of being accessible to most in different places and at different times, thus guaranteeing access to sources of information as never before the 2020 crisis. ACTIONS: 1. Adoption of an integrated, flexible, and extensible system of communication, collaboration and team-work for Teachers and technical-administrative staff.
Coordination of activities in agreement with the Contact persons	<i>Sector E-learning service to support teaching, continuing education, the use of online collaboration platforms</i>
Other resources involved	<i>Service and Technology Office Technical and administrative personnel division Personnel training service</i>
Specific Financial resources	NO
Monitoring indicators and tools	<ul style="list-style-type: none"> • Web conference platform optimized for research, teaching and third mission, 2023
Connection with SDG	SDG 4 Quality education. SDG 5 Gender equality. SDG 16 Peace, justice, and solid institutions. SDG 17 Partnership for objectives.

Recipients

Teachers, Researchers
Students
Stakeholders

Research Fellows, Research grants holders, PhD Students
Technical-administrative staff

Timeline



Thematic area: no. 2 Gender balance in leadership and in the process

Objective 2.1.: *To increase the presence of women in decision-making processes*

Description	Starting from an internal analysis of the decision-making processes, a reflection will be launched on the need to guarantee gender balance in the collegiate bodies, in the Commissions, in the Committees, in the identification of positions by delegation, in the candidacies and in the bodies of the structures however named. The group will draw up a proposal for the revision of the regulations on the composition of the organs, together with indications and guidelines to be disseminated widely in the University.
Coordination of activities in agreement with the Contact persons	<i>Office for Conventions and Electoral Procedures</i>
Other resources involved	<i>Collegiate Bodies Office Departmental Secretariats</i>
Specific Financial resources	NO, use of internal resources
Monitoring indicators and tools	<ul style="list-style-type: none"> • Drafting of mapping decision-making processes, 2023 • Submission of a revision proposal to the collegiate bodies, 2023 • Internal dissemination of guidelines for alignment with new policy and revision of regulations, 2023
Connection with SDG	SDG 5 Gender equality. SDG 16 Peace, justice, and solid institutions.

Recipients

Teachers, Researchers
Students

Research Fellows, Research grants holders, PhD Students
Technical-administrative staff

Timeline



Thematic area no. 3 - Gender balance in recruitment and career progression

Objective 3.1. *To standardize the regulatory indications relating to the respect of gender balance in the composition of selection committees*

Description	<p>Gender balance in the composition of selection boards is already a consolidated and applied norm for all structured staff: from teachers, to researchers, to technical-administrative staff.</p> <p>However, it is customary to pay particular attention to this aspect also in the selection of research fellows, research grant holders, and PhD students. Nevertheless, regarding these profiles, there is no regulatory bond, a fact which, with this action, the University now intends to reaffirm and regulate.</p> <p>ACTIONS:</p> <ol style="list-style-type: none"> 1. Recognition of the regulations in force regarding the composition of the selection committees and their consequent adaptation. 2. Revision and possible modification of the "Regulations for research grants pursuant to Article 22 of Law 240/2010"; "University Regulations on PhD in compliance with Ministerial Decree no. 226/2021"
Coordination of activities in agreement with the Contact persons	<i>Technical and administrative personnel division</i>
Other resources involved	<i>Teaching Staff Division Competition Office Office for Scholarships and Study Incentive PhD Office Departmental Secretariats</i>
Specific Financial resources	NO, use of internal resources
Monitoring indicators and tools	<ul style="list-style-type: none"> • Presentation to the collegiate bodies of the revised and integrated regulations, 2022 • Dissemination of the change to all departments and structures concerned (n. email recipients)
Connection with SDG	SDG 5. Gender equality

Recipients

Research fellows, research grants holders, PhD students Students, teachers, researchers

Timeline



Thematic area no. 3 Gender balance in recruitment and career progression

Objective 3.2. *To build an integrated collection system about gender presence which may allow periodic monitoring with a view to equity.*

Description	<p>The University of Siena can count on an internally developed data management tool that for some time has allowed real-time monitoring of the trend of some variables, including that of "gender" understood as the analysis of quantitative data disaggregated by gender. This tool called "dashboard" currently does not detect information related to the "Research" component, understood, among other things, as female representativeness among the Principal Investigators holding funds on competitive tenders, such as the number of scientific publications or patents etc., abandonment or suspension of the career.</p> <p>The dashboard will consider all the academic profiles related to research, as required by the European Research Area, then from PhD students to ordinary ones.</p> <p>ACTIONS:</p> <ol style="list-style-type: none"> 1. Design of an integration of the "dashboard" already in use for Gender Report, with reference to the "Research" component including all academic profiles (from PhD students to ordinary ones) 2. Connection with the other offices involved and possible adaptation of the data collection tools.
Coordination of activities in agreement with the Contact persons	<i>Demand Management and Statistical Service Office</i>
Other resources involved	<i>Research and Grants Management Division</i> <i>Research PhD Office</i> <i>Competitive exams office</i> <i>Library Support Office</i> <i>Liaison Office</i>
Specific Financial resources	<ul style="list-style-type: none"> • No, use of internal resources
Monitoring indicators and tools	<ul style="list-style-type: none"> • No. of meetings between the structures concerned • Elaboration of the tool architecture and list of types of data that will be collected, 2023 • Design of the data import system from other University databases, 2023

Recipients

Professors, researchers

Research fellows, PhD research grant holders,

PhD students Technical-administrative staff

Timeline



Thematic area no.3 Gender balance in recruitment and career progression

Objective 3.3. *Identify gender budgeting resources allocated to gender balance at the level of planning and financial reporting ("gender budgeting")*

Description	<p>With a view to sharing, detection and accountability, the University is putting in place various initiatives and resources aimed at bringing out all-round data and information originated by commitment and attention paid to gender balance. Being able to identify at the budgetary level the costs and funding related to such initiatives will favor a "social" planning and reporting with a strategic perspective.</p> <p>ACTIONS:</p> <ol style="list-style-type: none"> 1. Feasibility study of an integration of information at the level of the budget and final balance sheet that can lead to a clear allocation of resources to gender equality initiatives. 2. Presentation of the results of this study to the collegiate bodies.
Coordination of activities in agreement with the Contact persons	<i>Budget and Taxation Office</i>
Other resources involved	<i>Demand Management and Statistical Service Office; Departmental Secretariats</i>
Specific Financial resources	<ul style="list-style-type: none"> • NO, use of internal resources
Monitoring indicators and tools	<ul style="list-style-type: none"> • No. of meetings between structures involved for design and simulation detection • Presentation to the Board of Directors of a feasibility study of an integration of information at the level of the budget and final balance (by 2024)
Connection with SDG	<p>SDG 5 Gender equality. SDG 17 Partnership for objectives</p>

Recipients

Teachers, Researchers
Students
administrative staff Stakeholders

Research Fellows, Research grants holders, Ph. D Students
Technical-

Timeline



Thematic area no. 3 Gender equality in recruitment and career progression

Objective 3.4 *Enhance it with a "reward" to those Departments that reduce their gender gap in relation to recruitment and career progression*

Description	<p>Once the collection of data disaggregated by gender has been set up (see Ob. 3.2. of the GEP), the University will be able to identify and map the gender gap under various aspects and with different implications. In particular, we will focus on a feasibility study that can promote with a view to a "reward" those Departments that will be able to reduce their gender asymmetries.</p> <p>ACTIONS</p> <ol style="list-style-type: none"> 1. Mapping of the gender gap in the Departments starting from the data of the 2021 Gender Balance Report. 2. Feasibility study of reward tools of the most virtuous Departments in terms of reducing the gender gap. 3. Presentation of the results of this study to the collegiate bodies.
Coordination of activities in agreement with the Contact persons	<i>Teaching Staff Division</i>
Other resources involved	<i>Department Secretariats; Demand Management and Statistical Service Office;</i>
Specific Financial resources	NO, use of internal resources
Monitoring indicators and tools	<ul style="list-style-type: none"> • Data extraction (by 2023) • No. of meetings structures involved • Drafting of a feasibility study (by September 2024) • Presentation of the results of this study to the collegiate bodies (by 2024).
Possible connection with SDG	<p>SDG 5 Gender equality.</p> <p>SDG 10 Reducing inequalities.</p> <p>SDG 16 Peace, justice, and solid institutions.</p>

Recipients

Teachers, Researchers
Technical-administrative staff

Research Fellows, Research grants holders, Ph. D Students
Stakeholders

Timeline



USiena GEP - Gender Equality Plan

Thematic area no. 4 Integration of gender dimension in research and teaching contents

Objective 4.1. *To promote and train people for the integration of the sex/gender dimension in Research projects and methodologies*

Description	<p>Increasingly, in national and international competitive calls, the gender dimension has a specific space and attention: the main evaluation criteria obviously remain the excellence and impact of research, however even the gender balance in the composition of the groups and the adoption of inclusive methodologies (especially in some disciplines) could be a decisive plus in the allocation of funding by external evaluators.</p> <p>This new approach will have to be conveyed both through ad hoc training initiatives within which to support and prioritize scientific comparison, and through free online tools that can promote access to important publications, guidelines, and good practices for managing the gender dimension within content and research processes⁶.</p> <p>ACTIONS:</p> <ol style="list-style-type: none"> 1. creation of slides and informative material 2. organization of training events 3. creation of short videos to be disseminated online on specific scientific areas and/or case studies 4. drafting of a proposal for institutional recognition of research that considers the sex and gender variables
Coordination of activities	<i>Research and Grants Management Division</i>
Other resources involved	<i>Staff Training Service Communication Office and portal of the University Departmental Contact Teachers or Research</i>
Specific Financial resources	NO, use of internal resources
Monitoring indicators and tools	<ul style="list-style-type: none"> ● number of training events organized in 2022 - 2023 ● preparation of videos and educational material 2022 - 2023 ● number of participants in training/information events ● presentation of the proposed enhancement of research with a gender variable (by 2023)
Connection with SDG	SDG 5 Gender equality

Recipients

Teachers, researchers

Research fellows, PhD students

Timeline



⁶ Among the main ones, it is worth noting: “ *Gendered Innovations 2: How Inclusive Analysis Contributes to Research and Innovation* ” published by the European Commission in November 2020 or the dedicated web section of Stanford University <http://genderedinnovations.stanford.edu/>

Thematic area no. 4 Integration of gender dimension in research and teaching contents

Objective 4.2. *Strengthening Research/Entrepreneurship networking initiatives from a gender perspective*

Description	<p>Knowing how to translate research into innovations capable of changing views styles, production and consumption is increasingly relevant in national and European research planning. This is emblematic of the fact that research is not something alien to reality but fundamental to respond to the specific demands and needs of societies. Women, researchers able to innovate, suffer from the lack of ad hoc opportunities that can facilitate the translation of research into innovations that can drive new careers, even if they are different from the more academic one.</p> <p>In this regard, the aim is to encourage the role of female researchers and entrepreneurs in translating research into results by providing support aimed at guaranteeing sustainability to entrepreneurial ideas and innovations arising from research activities so that they do not remain mere ideas but are substantiated with regard to growth and work.</p> <p>ACTIONS:</p> <ol style="list-style-type: none"> 1. organization and realization of events/workshops ("aperitifs with women's businesses") 2. scheduling and enhancement of various support initiatives and participation in the annual event "International Day of Women and Girls in Science"
Coordination of activities in agreement with the Contact persons	<i>Research and Grants Management Division</i>
Other resources involved	<i>Liaison Office Communication Office and portal of the University of Departmental Contact Teachers for Research Spin-off and Start-up of the University</i>
Specific Financial resources	NO, use of internal resources
Monitoring indicators and tools	<ul style="list-style-type: none"> • number of aperitifs with women's businesses organized in 2022 – 2023 • participation in the International Day of Women and Girls in Science • number of participants in training/information events
Connection with SDG	SDG 5 Gender equality.

Recipients

Teachers, researchers

Technical and administrative staff

Research fellows, PhD students

Stakeholders

Timeline



GEP 2022-2024

USiena GEP - Gender Equality Plan

Thematic area no. 4 Integration of gender dimension in research and teaching contents

Objective 4.3.: *To promote of access to STEM disciplines and, more generally, to female leadership, for high school students*

Description	<p>The gender gap characterizes certain disciplines perceived in the widely and commonly as more accessible, if not suitable, to boys than to girls. If STEM disciplines are perceived as something closer to males, the same cannot be said for humanities disciplines or for those disciplines that are the basis of training courses for professions dedicated to personal care (e.g., nursing).</p> <p>This action, even in a small way, aims to help dispel clichés and gender stereotypes which end up having a negative impact in terms of access to scientific careers and to make it clear that there are no disciplines which are more or less <i>suitable</i> based on gender differences. These actions therefore aim to bring young people closer to research, making them discover the beauty of doing research and the <i>trades</i> of research; in particular, they want to encourage girls to go deeper into STEM disciplines.</p> <p>ACTIONS:</p> <ol style="list-style-type: none"> 1. Creation of info day in high schools in the province of Siena by teachers, researchers, and STEM area researchers with testimonies of successful researchers. 2. Coordination with the initiatives related to the BRIGHT – NIGHT project funded by the European Commission in the context of MSCA Citizen Science and European Researchers' Night (annual event at the end of September) 3. Feasibility study for the preparation of reward tools for the enrollment of female students in STEM courses.
Coordination of activities	<i>Research and Grants Management Division</i>
Other resources involved	<i>Guidance and Tutoring Office Communication and University's portal office</i>
Specific Financial resources	NO
Monitoring indicators and tools	<ul style="list-style-type: none"> • number of high school info days organized in 2023 • adherence to the BRIGHT-NIGHT initiatives scheduled in 2022 and 2023 • number of students participating • development of feasibility study (by 2023)
Connection with SDG	<p>SDG 5 Gender equality SDG 4 Equal and quality education SDG 16 Peace, justice, and solid institutions</p>

Recipients

Teachers, researchers

Research fellows, PhD students, students

Stakeholders

Timeline



GEP 2022-2024

Thematic area no. 4 Integration of gender dimension in research and teaching contents

Objective 4.4. *To map and keep track at institutional level of actions aimed at citizenship and of connection initiatives with other bodies, including international ones.*

Description	<p>Mapping and keeping track of what the University does internally and in favor of citizenship is emblematic of an organization rooted in the territory and close to the needs of the reality in which it lives. Encouraging constant dialogue and the active involvement of citizens and local institutions in University initiatives dedicated to combating gender gaps is fundamental to their success. At the same time, being included in international networks allows to keep alive the dialogue with international actors and promotes exchanges of good practices, policies, and knowledge.</p> <p>ACTIONS:</p> <ol style="list-style-type: none"> 1. Mapping of the third mission actions developed within the University on the theme of combating stereotypes, combating gender-based violence, violence related to gender identity, sexual and moral harassment. 2. Mapping of international networks for possible membership (e.g., European Women's Management Development EWMD international network) 3. To populate web pages or other freely available medium for accessing the information collected (online archive)
Coordination of activities in agreement with the Contact persons	<i>Third Mission Division</i>
Other resources involved	<i>Guidance and Tutoring Office Communication and University's portal office</i>
Specific Financial resources	NO
Monitoring indicators and tools	<ul style="list-style-type: none"> • Mapping of the third mission actions held in 2022 and in the years to follow; • Mapping of international networks: implementation in 2023 and annual update; • Web pages: implementation in 2022 and constant updating
Possible connection with SDG	<p>SDG 5 Gender equality SDG 16 Peace, justice, and solid institutions SDG 17 Partnership for objectives</p>

Recipients

Teachers, Researchers
Technical-administrative staff

Research Fellows, Ph. D Students
Stakeholders

Timeline



Thematic area no. 4 Integration of gender dimension in research and teaching contents

Objective 4.5. *Train the entire academic community to integrate LGBTQI+ issues into educational paths and university life*

Description	<p>A University staff trained in diversity is a staff able to welcome, is a staff open to the different kinds of sensitivity present today. For this reason, focusing on targeted training is essential for the full implementation and effectiveness of the interventions set up by USiena GEP. Considering LGBTQI+ issues in university life as well as in training courses is reflected in the following actions.</p> <p>ACTIONS:</p> <ol style="list-style-type: none"> 1. design of training courses for teaching staff, students, PTAs on LGBTQI+ issues in university life and organization 2. including on the Moodle platform LGBTQI+ themes in training paths 3. use of training through the platform <i>Usiena Integra</i> in the form of modules accessible to the teaching and technical-administrative staff of the University and the student body
Coordination of activities in agreement with the Contact persons	<i>Staff Training Service</i>
Other resources involved	<i>Teaching and Learning Centre Santa Chiara Lab</i>
Specific Financial resources	NO
Monitoring indicators and tools	<ul style="list-style-type: none"> • Training courses for teaching staff, students, PTAs also available on Moodle created in 2022 and 2023; • Number of courses delivered via Moodle
Possible connection with SDG	<p>SDG 4 Quality education SDG 5 Gender equality SDG 16 Peace, justice, and solid institutions SDG 17 Partnership for objectives.</p>

Recipients

Teachers, Researchers
Students

Research Fellows, Ph. D Students
Technical-administrative staff

Timeline



Thematic area no. 5 Measures against gender-based violence, including sexual harassment

Objective 5.1. *Adapt the University Codes to the ILO Convention of 2019 and to the national law 4/2021 on violence and harassment in the world of work*

Description	<p>Following the ratification in October 2021 by Italy (ninth country in the world and second in Europe) of the ILO Convention of 2019 on violence and harassment in the world of work (no. 190), it is necessary to review and substantially adapt the university regulations that will include and implement in practice the common indications issued by the International Labour Organization (ILO).</p> <p>Convention No. 190 is an important instrument which is the first international standard for preventing and combating violence and harassment in the world of work. Together with Recommendation no. 206, it provides a comprehensive framework for action and a unique opportunity to define a future of work based on dignity and respect and to guarantee the right of everyone to a world of work free from violence and harassment. The Convention sets out the first internationally recognized definition of work-related violence and harassment, including gender-based violence and harassment. This definition refers to "a set of unacceptable practices and behaviours" that "aim at, cause or may result in physical, psychological, sexual or economic harm". The definition extends to all male and female workers, including trainees and apprentices, individuals who play the role or activity of entrepreneur, in the public and private sector, in enterprises in the formal and informal sector, and in rural and urban areas.</p>
Coordination of activities	<i>Tenders, Conventions and Assets Division</i>
Other resources involved	<i>Division of technical and administrative staff</i> <i>Division of teaching staff</i> <i>Office of Electoral Conventions and Procedures</i> <i>Office of Collegiate Bodies</i>
Specific Financial resources	NO, use of internal resources
Monitoring indicators and tools	<ol style="list-style-type: none"> 1. Revision of the University code against sexual harassment (by March 2023) 2. Review and merger of the Code of Ethics and the Code of Conduct for civil servants (by 2023). 3. Presentation to the bodies for discussion and approval (by March 2024)
Connection with SDG	SDG 3 Health and Wellness SDG 5 Gender equality SDG 16 Peace, justice, and solid institutions

Recipients

Teachers, Researchers
Students

Research Fellows, Ph.D Students
Technical-administrative staff

Stakeholders

Timeline



Thematic area no. 5 Measures against gender-based violence, including sexual harassment

Objective 5.2. *To activate a system of integrated territorial services to support victims of violence and harassment in the world of work*

Description	<p>Thanks to the many resources and services in the area that already deal with support for victims of gender-based violence and the fight against sexual harassment in the world of work, the time is ripe to rethink individual activities and activate partnerships that lead to outline an integrated territorial system.</p> <p>ACTIONS:</p> <ol style="list-style-type: none"> 1. Creation of brochures on regulatory instruments and services in the territory. 2. Strengthening of the university psychological listening desk and the Listening and Inclusion Service. 3. Drafting of specific agreements with DSU and territorial anti-violence centers. 4. Elaboration of a training proposal aimed at abusive men in collaboration with the University Penitentiary Venue. 5. Promotion of Whistleblowing, a service already active in the University
Coordination of activities in agreement with the Contact persons	<i>Division of Guidance, Study Support and Career Service</i>
Other resources involved	<i>Guidance and Mentoring Division; Press office, institutional communication, and digital press University penitentiary center; DSU and territorial anti-violence centers</i>
Specific Financial resources	Yes, budget for psychological listening desk, already allocated in the annual budgets
Monitoring indicators and tools	<ul style="list-style-type: none"> • No. of meetings between the parties involved • Multiannual programming of the activities of the university psychological listening desk in terms of human resources needed and recipients (by March 2023) • Stipulation of agreements with territorial subjects (by 2023) • Design of specific courses to be given in collaboration with the University Penitentiary Centre (by 2024)
SIConnection with SDG	<p>SDG 5 Gender equality.</p> <p>SDG 10 Reducing inequalities</p> <p>SDG 16 Peace, Justice, and Solid Institutions</p> <p>SDG 17 Partnership for Goals</p>

Recipients

Professors, researchers Research fellows, PhD, PhD students

Technical-administrative staff Stakeholders

Timeline



Thematic area no. 5 Measures against gender-based violence, including sexual harassment

Objective 5.3.: *To enhance the importance of the topic, through specific prizes, graduate, or doctoral theses on the issues of combating gender-based violence and other forms of discrimination.*

Description	<p>The specific action aims to increase the level of awareness of the academic community towards the issues of diversity and inclusion by rewarding those graduates and/or doctoral theses that address the issue of gender violence and discrimination.</p> <p>Through a dedicated call for applications, at least a number of annual prizes for degree theses and at least 3 annual research grants dedicated to doctoral students will be awarded, who will thus be able to continue the research for another 12 months from the end of the PhD course of study.</p> <p>ACTIONS:</p> <ol style="list-style-type: none"> 1. Drawing up a call for participation in prizes and research grants and the selection thereof. 2. Administrative support to award the prize.
Coordination of activities in agreement with the Contact persons	<i>Study grants and incentives office</i>
Other resources involved	<i>Research and Grants Management Division, Research Doctorate Office;</i>
Specific Financial resources	Yes , funds needed to pay the prize (€5,000 a year for 3 years) and the research grant (€10,000 per a year for 3 years)
Monitoring indicators and tools	<ul style="list-style-type: none"> ● Institution of 3 prizes: one for each of the years 2022-2024 ● Institution of 3 research grants of annual duration: one for each of the years 2022-2024
Possible connection with SDG	<p>SDG 4 Quality education.</p> <p>SDG 5 Gender equality.</p> <p>SDG 16 Peace, justice, and solid institutions. SDG 17 Partnership for objectives.</p>

Recipients

Teachers, Researchers
Students
Stakeholders

Research Fellows, Ph.D Students
Technical-administrative staff

Timeline

