# CALIPER
## Gender Equality in STEM Research

## Linking Research & Innovation for Gender Equality

## Gender Equality Plan

## Salento University

## UNIVERSITÀ DEL SALENTO

1st iteration: July 2021

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# 1 Introduction

*Introducing a GEP process is not an easy feat: Italian Universities already approve every year a Positive Actions Plan (PAP) proposed by the Comitato Unico di Garanzia, an elected committee composed, in principle, by representatives of the academic and administrative staff as well as students. How the existing PAP and the newly required GEP should interact is at the moment one of the issues that the Rectors' Conference (CRUI) is trying to clarify, together with the impact of other aspects of the Italian academic regulations. CRUI nominated a dedicated panel to devise guidelines for GEPs, in order to propose a standard to be shared by Italian Universities, including ours. Unisalento's Vice-Rector for Gender Policies participates in this panel.*

*The GEP of UniSalento will build on, and take into account, a positive environment (the presence of a CUG and the appointment, since the end of 2019, of a Vice-Rector for Gender Policies) and a number of actions already put in place in the last year and a hald, including:*

- *The strategic plan of the pro-rector for Gender Policies (2020)*
- *The issue of the University code to contrast mobbing and harassment (2020)*
- The appointment of a working group (EOS: Equal Opportunities @uniSalento) supporting the mandate of the Vice-Rector for Gender Policies, composed by researchers and professors representing all the Departments and the head of the Communications Office (2020): https://www.unisalento.it/ateneo/politiche-di-genere?open=2
- *A web page on the UniSalento website dedicated to Gender Equality Policies* https://www.unisalento.it/ateneo/politiche-di-genere?open=2 *(2021)*
- The appointment of an Ombudsperson, independent from the University, to address mobbing and harassment cases (2021)
- The first UniSalento Gender Budget, for 2020, following the CRUI national guidelines (2021)
- The first cycle of seminars and lessons on "Gender Issues", within the UniSalento+ Project, with an inter- and transdisciplinary approach, which took place in the Spring semester of 2021 and recorded a very high participation of staff and students. A second cycle is already planned for the Fall semester. (2021) Details of the first cycle can be found at https://www.unisalento.it/-/rete-questioni-di-genere-
- The appointment of a working group to implement the 'alias' career for transgender students (2021)
- *The active participation of the Vice-rector for Gender Policies in regional and national tables such as the CRUI (the Committee of the Italian Rectors) Technical Committee on Gender Policies, the panel defining guidelines for GEPs in Italian Universities, the regional network defining Puglia Gender Agenda, the group of representatives of Unisalento for the network Puglia Regione Universitaria.*

The activities of CALIPER's work group (the core group includes the Head of CUG, the Vice-Rector for Gender Policies and some fo EOS members) and the activities of CUG adds up to a solid base for devising a GEP.

Meetings of the *GEP Working Group and EOS WG for the implementation of the "scenarios" documents took place.*

*Meetings have been held with the Rector and the head of central administration to present and discuss feasible actions and new measures for gender equality, in order to stipulate a GEP*

*Given the huge process going at national level, in particular on the technical "tables" of the CRUI for the formulation of guidelines for GEPs, this GEP should be consistent with the national guidelines to be released.*

*Moreover, the GEP process should be widely inclusive of all the universities components, main managers and stakeholders, as recommended by ERC and strongly advised by CRUI. Therefore this document is a first draft of a GEP, to be adjusted following further discussion and negotiation and translated in Italian.*

*In particular, the approval of the GEP will consist of the following steps:*

*1. approval by the Vice-Rector for Gender Policies*

*2. approval by the Rector and the General Manager*

*3. approval by the Senate*

*4. approval by the Board of Directors In view of the technical time required to complete the above steps, it is expected that final approval will be obtained by the end of October or November.*

*In addition to the final approval, according to the CRUI indications, the negotiation process will involve other partners, with strategic roles in relation to the different levels.*

**At a political level, we will involve:**

Rector; Vice-rectors (for Human resources/personnel, Research, Teaching, Students, Third mission / Communication / Cultural initiatives, Building Gender Policy, Well-being at work, Inclusion, Career guidance (in/out), Staff training (for teaching, research and technical-administrative staff), Governing bodies, i.e. Senate and Board of Directors (for any regulatory changes) and Structure Directors (Departments, Interdepartmental Centres, Schools).

**At a management level with reference to General Administration Areas, we will involve**:

General Manager, Administrative-managers for Human resources / personnel, Administrative-managerial unit for Research, Administrative/management unit for teaching/training, Administrative and management unit for students and doctorates, Administrative-managerial unit for Third Mission / Communication / Cultural initiatives, Administrative-managerial unit for General Affairs, Administrative-managerial for building, Administrative-managerial for budget, Administrative-managerial unit for planning and evaluation support.

**Finally, we will involve the following Committees, figures and bodies within the University**:

CUG, Student Council, Ombudsperson, Evaluation committee, Quality control, Technical-administrative staff council, Trade union table

## 2  Gender Equality Strategy and Key Priority Areas

In the context of a growing awareness of the factors that most significantly affect gender equality, a virtuous process of thinking and internal discussions has been initiated at UNILE, which, supported by the CUG and the Vice-Rector for Gender Policies, and encouraged by the challenges taken on together with the other partners within the CALIPER project, has led, in the last few months, to some important milestones, such as the publication of UNILE's First Gender Balance Sheet and the sharing and drafting of some priority objectives for overcoming some specific criticalities.

All this has been made possible thanks to:

- the involvement of the University's top management, the Rector Prof. Fabio Pollice and the Director General, Dr.Donato De Benedetto, who have shared the challenges proposed within this GEP;
- the collaboration with the President of the National Conference of Equality Bodies of Italian Universities, prof. Tindara Addabbo, and
- the efforts made by the Vice-Rector for Gender Policy and the CUG in previous years to implement initiatives to raise awareness and concrete measures to combat various forms of discrimination (e.g. the creation of career aliases or seminars on gender-sensitive communication for all staff).

As shown in the graph below, in this process there are many areas in which the University has decided to invest to improve its commitment for promoting gender policies. These are all equally strategic areas, and significant measures have been designed, which can be even more effective if considered their mutual synergy and interconnection.

The most crucial area is certainly human resources, under the aspects of recruitment, retention and career progression and family-work reconciliation policies. In order to reduce the existing significant horizontal and vertical segregation, concrete measures aimed at ensuring equal opportunities in careers (with research awards for young female researchers and doctoral candidates; incentives to encourage the recruitment of female research staff of equal merit and the promotion of women among the first and second tier professors; recognition of the time dedicated to maternity or parental care and relatives healthcare leave in career progressions and competition assessments) and greater visibility and representation in governance are included in the present plan.

In order to achieve these commitments, it was also considered indispensable to support internal decision-making processes towards gender equity, through the creation of a dedicated team to act as a coordination table (which will be composed of some representatives of Caliper WG and some of the EOS WG), which can oversee and ensure cooperation between the different areas of the GEP, promote the collection of needs and  proposals, but also find timely information and updated data on relevant situations, by means of the bodies of the University and the various components concerned.

Concrete measures have also been designed to monitor other areas considered strategic for the promotion of gender equality within the University:

- measures related to research, teaching and transfer to market;
- measures about counteracting any forms of bullying and discrimination, not only of a sexual nature;
- and finally, measures related to the transversal area of institutional communication, to be exploited to ensure information on actions, tools and services related to gender policies and equal opportunities and to promote their use and dissemination.

## Key Priority Area

■ Human Resources

■ Institutional Governance

■ Research, teaching and transfer to market

■ Institutional Communication

■ Sexual harassment

■ Intersectionality
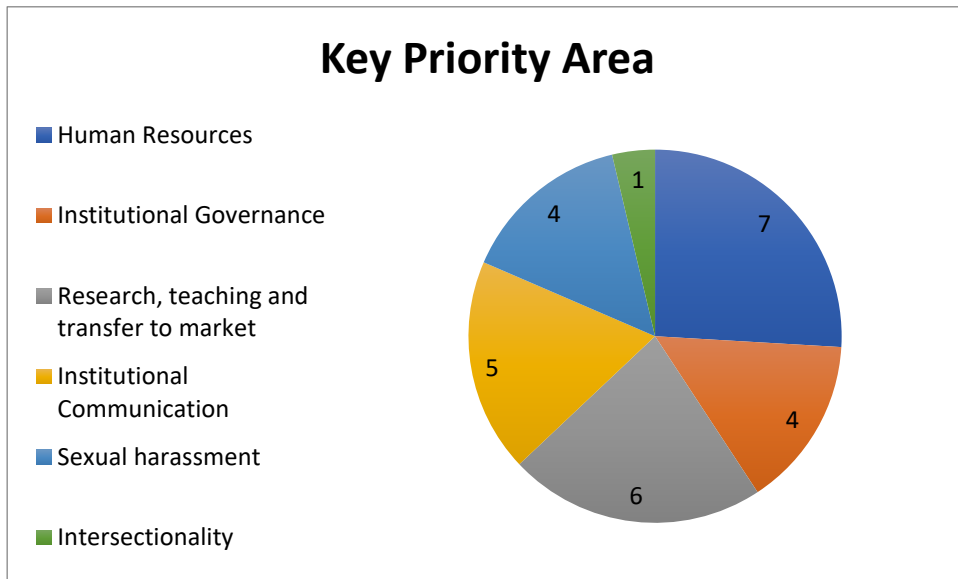
# 3 Human resources

In Unile, there has been a gradual increase in vertical segregation as careers progress, so much so that an almost homogeneous distribution among researchers gives way to a light disparity among associate professors and a clear disparity among second-rank professors. The trend among administrative staff is also similar. Another aspect to be mentioned is the unequal representation of female staff in the composition of recruitment committees. In terms of work-life balance measures, there is generally limited awareness of existing measures and they are mainly used by women. In addition, there are no measures aimed at guaranteeing a gender-equitable pay policy or measures to support women's career progression: there is no adequate career protection for women in conjunction with pregnancy and childbearing, in part because of the lack of services such as crèches and study support services.

## 3.1    Recruitment and selection

Gender differences are quite evident on the sex ratio related to the type of contract for academics: Men are the 60,29% of academics as a whole, while Women the 39,71%. The difference is accentuated moving from lower to higher career positions: Grade A: men 80,18% - women 19,81% - Grade B: men 62,70% - women 37,30% - Grade C: men 50,23% - women 49,77%".

Quite the same is visible about the proportion of women grade A/B/C in the administrative staff: women are not represented at grade A ; among grade B there are 60% men and 40% women; among grade C, 54,47% men and 45,53% women. In the administrative field, only a few women are in a leadership position.

Female professors are more numerous in humanities and social science than in scientific areas; concerning STEM, in biological and environmental sciences a similar distribution between female and male professors is visible, while in the other areas, male professors are more numerous than female professors, above all in mathematics, physics and engineering. The only exception is in antiquity sciences, literary philology and artistic history areas, in which female professors are always more than male professors.

According to the internal assessment the main issues that were identified regarding recruiting procedures are the following : 1) recruitment boards are mainly composed by males (68,32% male members of recruitment or promotion boards and 31,68% female; only 33% of recruitment boards have a woman as President. In 10% of the recruitment boards, there are only men); 2) success rates of man and women applicants are quite unbalanced among the different departments.

The goal is to redress the balance by increasing organizational well-being, with the adoption of specific measure for the reconciliation of life and work, and the quality of work environment, on one side, and by raising awareness at every level of the University to a more gender-responsive approach, on the other side.

The identification, development and implementation of actions aimed at creating optimal working conditions and study in order to fully integrate with the environment in a framework of serious human and professional relationships is configured as a fundamental requirement to achieve maximum cohesion between the purposes of the institution and the interest of the individuals through the development of a strong sense of belonging to the institution.

| N. | Measures/actions | Objective | Timeframe of implementation |
|---|---|---|---|
| 1 | Briefing dedicated to recruitment committees for sensibilization and promotion | Promoting gender diversity in scientific careers | June 2021-Oct 2022 |

| | of    unbiased    recruitment procedures | | |
|---|---|---|---|

### 3.1.1    Measure n. 1

| **Briefing dedicated to recruitment committees and sensibilization** | *Sources[1]:* |
|---|---|
| | 1. *Internal CALIPER resources and materials* |
| | 2. *Best practices and internal reflections within the dedicated team* |
| | 3. *Toolkit gear* |
| | **4.** *GEP University of Cagliari* |

| *Target audience:* | June 2021-Oct 2022 |
|---|---|
| Teachers, researchers, technical, administrative and librarian staff, PhD students, postgraduates, post-docs, fellows. The whole University community | |

*Goals & Objectives*

Design and implementation of online briefing videos and sessions for recruitment committee

Short term (<1 year)

1. Rebalancing  recruitment committees . Increase women percentage in recruitment and career progression committee

Medium term (1-2 years)

Enhancement of gender diversity in scientific careers

Short term (<1 year)

*Activities and Available Resources*

1. Organization of an analysis and evaluation study with respect to the effectiveness of the career evaluation models, to highlight any critical issues in current selection and enhancement practices
2. Internal assessment

*Targets & Indicators*

Number of "trained" committee higher than 75%

Medium term (1-2 years)

More than 50% of women components in carrier progression, evaluation and selection committees

Medium term (1-2 years)

Decreasing of the gender gap and  glass ceiling in careers

Long term (3 -5 years)

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[1]Here you should report what you have included in the log-frame in the section "theoretical assumptions and available evidence".

**Facilitating Factors**

▸ *The Comitato Unico di Garanzia (CUG - joint guarantee committee) activities on "Best practices" and annual report*

▸ *The EOS WG activities in departments.*

**Hindering Factors**

▸ *Different vision of top management and central administration in departments*

## 3.2 Working conditions and work-life balance

The situation identified through the initial assessment shows that: most of parental leaves are taken by women (the percentage of leave days used by women is the 93,32% and teleworking is also used by a greater percentage of women); no policies on equal pay are in place (so that for example, women administrative manager work for a pay 1,93% lower than men's salary; and with regard to academics, we note a not-negligible gap between man and woman, with peaks of 5,66% difference, against women among grade C professors under a fix-term contract); a quite high % of employees are not aware of work-life balance measures and there is a negative evaluation of working environment.

The goal is to rebalance the situation, introducing an approach more oriented towards gender equality at every level of the University staff and management

Encourage the construction and permanence of a serene working environment free from discrimination, abuse of power and interpersonal conflicts, where diversity is perceived positively as a source of personal and professional enrichment and not as an element of negative competition.

The need to allow the employee to take care of the family requires the adoption of measures aimed at facilitating the reconciliation of work and care time in order to remove the obstacles to a proper work-life balance.

| N. | Measures/actions | Objective | Timeframe of implementation |
|---|---|---|---|
| 2 | Implementation of actions aimed at the organizational well-being and the quality of work environment | Promotion of Unisalento's mission as a fair and gender inclusive training and working environment | June 2021-June 2022 |
| 3 | Implementation of actions aimed at reconciling life / work | Support policies for those with family responsibilities | June 2021-sept 2022 |
| 4 | Elaboration and implementation of an "offer and request" online desk for the identification and support of work life balance measures | Support policies for those with family responsibilities | June 2021-Sept 2022 |

## 3.2.1 Measure n. 1[2]

| Ongoing survey on satisfaction of actual occupational well-being | *Sources[3]:* |
|---|---|
| | *Best practices and internal reflections within the dedicated team* |
| | *Toolkit gear* |
| | *GEP University of Cagliari* |
| *Target audience:* | *Timeframe:* |
| *The entire university community* | June 2021-June 2022 |

### Goals & Objectives

▸ Promotion of Unisalento's mission as a fair and gender inclusive training and working environment

Medium term (1-2 years)

▸ Identification of obstacles for  gender inclusive carrier progressions

Medium term (1-2 years)

### Activities and Available Resources

1. Analysis of the survey on occupational well-being

2. Identification of weaknesses and critical situations

3. Presentation of the results of the survey to the governing bodies, the Rector and the General Manager

4. Compensatory measures and improvement of conditions.

### Targets & Indicators

▸ Strategic policies of the University oriented to gender equity and well-being of people

Medium term (1-2 years)

▸ Increase of percentage of personnel satisfaction on occupational well being above the 80%

Long term (3-5 years)

### Facilitating & Hindering Contextual Factors

**Facilitating Factors**

▸ *In Italy, **gender equality is established within the Constitution and a set of ordinary laws** which promote equal opportunities and contrast gender discrimination.*

▸ *The Comitato Unico di Garanzia (CUG - joint guarantee committee)  activities on "Best practices" and annual report*

▸ *The EOS WG activities in departments.*

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[2]Write here the title of the measure

[3]Here you should report what you have included in the log-frame in the section "theoretical assumptions and available evidence".

*Hindering Factors*

▸ *Top management and central administration internal regulations*

## 3.2.2 Measure n. 2

| Implementation of actions aimed at reconciling life / work | *Sources[4]:* |
|---|---|
| | *1. Results from internal assessment and gender budgeting* |
| | *2. Feasibility studies* |
| | *3. Support actions to facilitate return to work* |
| | *4. Best practices and internal reflections within the dedicated team* |
| | *5. Toolkit gear* |
| | *6. GEP University of Cagliari* |
| *Target audience:* | *Timeframe:* |
| *The entire university community* | *June 2021-Sept 2022* |

*Goals & Objectives*

Enhancement of the well-being of the individual worker in her/his capacity as a family member (including single parents and LGBTQ+ couples/parents) which requires the need for assistance not only for children, but also for elderly living together and non self-sufficient family members

Medium term (1-2 years)

Consolidation of childcare services: nursery schools, kindergarten, playroom, summer children champs

Short term (< 1 year)

*Activities and Available Resources*

1. Identification of other possible agreements with educational structures in the area for staff living far from the existing nursery (also in conjunction of collaborative action n.9)
2. Organization of an information seminar on smart working

*Targets & Indicators*

Strengthening welfare / well-being measures aimed at work-life balance

Increase the number of family and childcare servicers by 30%

Medium term (1-2 years)

*Facilitating Factors*

▸ *Online services for UNISALENTO Personnel.*

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[4]Here you should report what you have included in the log-frame in the section "theoretical assumptions and available evidence".

▸ *The Comitato Unico di Garanzia (CUG - joint guarantee committee)  activities on "Best practices" and annual report*

▸ *The EOS WG activities in departments.*

**Hindering Factors**

▸ *Top management and central administration internal regulations*

▸ *Lack of adequate administrative support and extra* bureaucracy *and paperwork*

### 3.2.3    Measure n. 3

| **Elaboration and implementation of an "offer and request" online desk for the identification and support  of work life balance measures** | *Sources[5]:* |
|---|---|
| | *1. Results from gender asset and gender budgeting* |
| | *2. Feasibility studies* |
| | *3. Support actions to facilitate return to work* |
| | *4. Best practices and internal reflections within the dedicated team* |
| | *5. Toolkit gear* |
| | *6. Gep University of Cagliari* |
| *Target audience:* | *Timeframe:* |
| *The entire university community* | *June 2021-Sept 2022* |

**Goals & Objectives**

Support policies for those with family responsibilities

Medium term (1-2 years)

Enhancement of the well-being of the individual worker in his capacity as a member of a family unit, which requires the need for assistance not only for children, but also for elderly living together and non self-sufficient family members

Long term (3-5 years)

**Activities and Available Resources**

1. Support and identification of  reconciliation needs of staff, regardless of gender, starting from CUG annual report

2. Online services in the UniSalento portal

**Targets & Indicators**

Strengthening welfare / well-being measures aimed at work-life balance

Increase of number of support action though the online desk.

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[5]Here you should report what you have included in the log-frame in the section "theoretical assumptions and available evidence".

Long term (3-5 years)

***Facilitating Factors***

> ‣ *Online services for UNISALENTO Personnel.*
> ‣ *The Comitato Unico di Garanzia (CUG - joint guarantee committee)  activities on "Best practices" and annual report*
> ‣ *The EOS WG activities in departments.*

***Hindering Factors***

> ‣ *Top management and central administration internal regulations*
> ‣ *Lack of adequate administrative support and extra* bureaucracy *and paperwork*

## 3.3     Career support and development strategies

According to the internal assessment, with reference to career progression (economic or formal)  the problem that emerged is that the institution takes measures that are governed by the national regulation and by national collective labour agreements. Such measures do not include any specific actions concerning female career progression. There is no adequate career protection for women in conjunction with pregnancy and childbearing, in part because of the lack of services such as crèches and study support services.

The goal is is to redress the balance by sensitizing every level of the University to a more gender-responsive approach.

These imbalances are detrimental not only to equality, but also to efficiency. There is now a large amount of literature that demonstrates how the most equal organizational contexts and more attentive to diversity present a greater degree of innovation and creativity, a more contained level of dispersion of skills and a higher organizational well-being.

However, given the almost total absence of good practices in this area in National Public Research bodies and Universities, part of the actions initially planned will consist of analytical and feasibility studies of positive actions to favour female careers and counteract the phenomenon of the leaky pipeline.

Integrating a gender perspective in the various aspects of the academic world and agreeing on active communication actions with the territory would contribute to achieve part of CALIPER's objectives and also obtain resources for planning and training events.  Moreover, the dissemination of good practices, advanced training, didactics, experimentation and information on gender issues would not only enhance diversity in organizational, educational, political and professional contexts, but would also promote a culture inspired by the principles of respect for the person.

| N. | Measures/actions | Objective | Timeframe of implementation[6] |
|----|------------------|-----------|-------------------------------|
|    |                  |           |                               |

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[6]The timeframe should be indicated using the initials of the calendar month and year (e.g. Jun 2021 – Jun 2022). Consider that actions included in the present GEP can be both actions that will be implemented and concluded during the first GEP iteration and actions that will take place in a longer timespan that might be adjusted after the first GEP evaluation.

| 5 | Guidance to early career researchers to favour retention | Promoting gender diversity in scientific careers | June 2021-Oct 2022 |
|---|---|---|---|
| 6 | Support for equal opportunities in careers | Promoting gender diversity in scientific careers | June 2021-Oct 2022 |
| 7 | Enhancement of gender diversity in technical-administrative careers | Promoting gender diversity in scientific careers | June 2021-Oct 2022 |

## 3.3.1 Measure n. 5

| **Guidance to early career researchers to favour retention** | *Sources[7]:* |
|---|---|
| | 1. *Best practices and internal reflections within the dedicated team* |
| | 2. *Toolkit gear* |
| | 3. *GEP University of Cagliari* |

| *Target audience:* | June 2021-Oct 2022 |
|---|---|
| Students and female students, PhD students, postdocs and postdocs, and researchers . | |

### Goals & Objectives

1. Enhancement of gender diversity in scientific careers

Medium term (1 -2 years)

1. Activation of mentoring paths
2. Information and support material
3. Workshops
4. Mini courses to increase soft skills dedicated to female researchers

Short term (<1 year)

1. Promote retention of Young female researchers

Medium term (1 -2 years)

### Activities and Available Resources

1. Organization of seminars for students and staff on prejudice, stereotypes, etc.

2. Interventions to promote the visibility of female scientific excellence

3. Mentoring by EOS WG representatives or selected professors in departments

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[7]Here you should report what you have included in the log-frame in the section "theoretical assumptions and available evidence".

**Targets & Indicators**

Support for women's careers and promotion of a fair and inclusive training and work environment through mentoring, courses and workshops

Short term (<1 year)

Increase number of female researchers in academia through RTDB contracts

Medium term (1 -2 years)

**Facilitating & Hindering Contextual Factors**

**Facilitating Factors**

▸ *In Italy, **gender equality is established within the Constitution and a set of ordinary laws** which promote equal opportunities and contrast gender discrimination.*

▸ *The Comitato Unico di Garanzia (CUG - joint guarantee committee) activities on "Best practices" and annual report*

▸ *The EOS WG activities in departments.*

**Hindering Factors**

▸ *Top management and central administration internal regulations*

## 3.3.2   Measure n. 6

| **Support for equal opportunities in careers** | ***Sources[8]:*** |
|---|---|
| | 1. Internal CALIPER resources and materials |
| | 2. *Best practices and internal reflections within the dedicated team* |
| | 3. *Toolkit gear* |
| | 4. *GEP University of Cagliari* |
| *Target audience:* | June 2021-Oct 2022 |
| Teachers, researchers and administrative staff, PhD students, postgraduates, post-docs, fellows. | |

**Goals & Objectives**

1. Research support awards for young female researchers and PhD students

2. Drafting of guidelines to support conferences and workshops funded by the University or with its patronage, subordinating them to an equal representation of each of the genders among the invited speakers and scientific and organizational committees.

3. Interventions to promote the visibility of female scientific excellence

Medium term (1- 2  years)

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[8]Here you should report what you have included in the log-frame in the section "theoretical assumptions and available evidence".

1. Enhancement of gender diversity in scientific careers

Long term (3 – 5 years)

1. Role model interviews and women success stories in academia and business

*Targets & Indicators*

Major visibility and participation of women in public events and conferences

Medium term (1- 2  years)

Reduction of the gender gap in career paths

Long term (3 – 5 years)

*Facilitating & Hindering Contextual Factors*

**Facilitating Factors**

- ▸ *The Comitato Unico di Garanzia (CUG - joint guarantee committee)  activities on "Best practices" and annual report*
- ▸ *The EOS WG activities in departments.*

**Hindering Factors**

- ▸ *Different vision of top management and central administration in departments*

### 3.3.3    Measure n. 7

| **Promotion of gender diversity in technical-administrative careers through seminars and training courses** | *Sources[9]:* |
| --- | --- |
| | 1. *National and Internal Regulations* |
| | 2. *Best practices and internal reflections within the dedicated team* |
| | 3. *Toolkit gear* |
| | 4. *GEP University of Cagliari* |
| *Target audience:* | *Timeframe:* |
| Technical, administrative and librarian staff. The whole University community | June 2021-Oct 2022 |

*Goals & Objectives*

Promotion of gender diversity in technical-administrative careers careers

Short term (<1 year)

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[9]Here you should report what you have included in the log-frame in the section "theoretical assumptions and available evidence".

### Activities and Available Resources

Seminars and training courses organized by the CUG or in the context of of the activities of the Vice-Rector for Gender Policy

### Targets & Indicators

Reduction of the gender gap in career paths

Medium term (1-2 years)

### Facilitating & Hindering Contextual Factors

**Facilitating Factors**

▸ *The Comitato Unico di Garanzia (CUG - joint guarantee committee)  activities on "Best practices" and annual report*

▸ *The EOS WG activities in departments.*

**Hindering Factors**

▸ *Different vision of top management and central administration in departments*

# 4 Institutional Governance

In UNILE there is a strong predominance of men in top positions (Rector, Administrative Director and The President of the Auditors). The distribution of delegations is more balanced, with a substantial parity between men and women. The largest gap is noted within the following bodies: the academic senate, that consists of 4 women and 16 men, and the Board of Directors, that is composed of 2 women and 8 men.

The Heads of Department are all men but one. In the administrative sector, among the 21 units' administrative heads, 11 are assigned to women. Only a couple of top positions are held in top management of central administration by women (as rectoral programs coordinator and advocacy).

The main problem is the under-representation of women in all governing bodies and leadership positions:

- the number of full women professors is less than 20% of the total and they are often not sufficiently encouraged or supported to apply for (elective) leadership positions.
- there is also a cultural problem, linked to the tendency to consider leadership positions more suitable for men.

## 4.1 Leadership and access to top positions (academic and administrative levels)

The goal is to increase the percentage of women in governing bodies, even though the starting numbers are much lower. Insert gender constraints in votes where a double preference must be expressed (this requires a change in the bylaws).

| N. | Measures/actions | Objective | Timeframe of implementation[10] |
|---|---|---|---|
| 8 | Annual review of Gender Budget (BDG) | Promotion of Unisalento's mission as a fair and gender inclusive training and working environment | June 2022 |
| 9 | Create a coordination group and build a dedicated team. | Implementation of more consistent and effective strategies for the promotion of Unisalento's mission as a fair and gender inclusive training and working environment | Jun 2021 – Jun 2022 |
| 10 | Rebalancing careers. Governance interventions to increase fair visibility and representativeness | Implementing effective support actions to increase the number of underrepresented individuals in the highest roles of academic careers, such as, for example, women in scientific disciplines. | Jun 2021 – Jun 2022. |
| 11 | Collect proposals, suggestions, needs and data | Definition of the objectives to be implemented and the plan of action | Jun 2021 – Jun 2022 |

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[10]The timeframe should be indicated using the initials of the calendar month and year (e.g. Jun 2021 – Jun 2022). Consider that actions included in the present GEP can be both actions that will be implemented and concluded during the first GEP iteration and actions that will take place in a longer timespan that might be adjusted after the first GEP evaluation.

| | | |
|---|---|---|
| from the components of the University, such as students, teaching staff and technical-administrative staff, as well as from its bodies. | through collaboration between the components of the University. | |

## 4.1.1 Measure n. 8

| **Annual review of Gender Budget (BDG)** | *Sources[11]:* |
|---|---|
| | *1. Positive Action Plan* |
| | *2. Action Plan for Gender Policies* |
| | *3. Performance Plan* |
| | *4. Best practices and internal reflections within the dedicated team* |
| | *5. Toolkit gear* |
| | *6. Gep University of Cagliari* |
| *Target audience:* | *Timeframe:* |
| *The entire university community* | June 2022 |

*Goals & Objectives*

Mapping the improvements due to the action put in place by the GEP. Filling the gaps and implementing corrective and/or dedicated actions where needed.

Medium term (1-2 years) to Long term (3-5 years)

*Activities and Available Resources*

1. Institution of a coordination group for the annual revision of the gender budget (BDG)

2. Organization of at least one meeting prior to the publication of the new BDG

*Targets & Indicators*

Strategic policies of the University oriented to gender equity and well-being of people

Medium term (1-2 years)

*Facilitating & Hindering Contextual Factors*

*Action already in place.*

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[11]Here you should report what you have included in the log-frame in the section "theoretical assumptions and available evidence".

### 4.1.2   Measure n. 9[12]

| Implementation of a coordination group and of a dedicated team | Sources[13]:<br><br>1. Best practices and internal reflections within the dedicated team<br><br>2. Toolkit gear<br><br>3. Gep University of Cagliari |
|---|---|
| Target audience:<br><br>The entire university community. | Timeframe:<br><br>Jun 2021 – Jun 2022 |

**Goals & Objectives**

The role of the Coordination group will consist in the update and improvement of strategic actions in the GEP

The dedicate team will be responsible of GEP actions correct actuation

The Coordination group will nominate one or two external expert to monitor and evaluate the implementation of the GEP measures through the indicators and targets once a year.

Short term (<1 year)

**Activities and Available Resources**

In relation to the activities and resources available, it would be necessary to: write reports of the contents resulting from the various meetings of the group; set up a dedicated office, in order to build a team to work with; identify a contact person for gender policies in each Department; appoint a support and reference TA figure for delegation.

**Targets & Indicators**

More effective GEP improvement and actuation through the coordination group and team activity

Short to mid term

**Facilitating & Hindering Contextual Factors**

**Facilitating Factors**

▸ *The Comitato Unico di Garanzia (CUG - joint guarantee committee)  activities on "Best practices" and annual report*

▸ *The EOS WG activities in departments.*

**Hindering Factors**

▸ *Different vision of top management and central administration in departments*

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[12]Allow the participation of each figure or body in order to give a better homogeneity to the strategies implemented in the various areas.

[13]Here you should report what you have included in the log-frame in the section "theoretical assumptions and available evidence".

### 4.1.3   Measure n. 10

| Rebalancing careers<br><br>**Governance interventions to increase fair visibility and representativeness** | Sources[14]:<br><br>1. Best practices and internal reflections within the dedicated team<br><br>2. Toolkit gear<br><br>3. Gep University of Cagliari |
|---|---|
| Target audience:<br><br>Professors, researchers, PhD students, postgraduates, research fellows, administratives | Timeframe:<br><br>Jun 2021 – Jun 2022. |

**Goals & Objectives**

Implementing effective affirmative action to increase the number of underrepresented individuals in the highest roles of academic careers, such as, for example, women in scientific disciplines.

Top governance dedicated action and financial support to rebalance critical situations

Medium to long term (2-4 years)

**Activities and Available Resources**

- *The goal is to increase the percentage of women in governing bodies, even though the starting numbers are much lower, inserting gender constraints in votes where a double preference must be expressed (this requires a change in the by-laws)*

**Targets & Indicators**

*Equal representation of men and women in all the governing bodies and committees.*

Long term (3 -5 years)

**Facilitating & Hindering Contextual Factors**

**Facilitating Factors**

- *The Comitato Unico di Garanzia (CUG - joint guarantee committee)  activities on "Best practices" and annual report*
- *The EOS WG activities in departments.*

**Hindering Factors**

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[14]Here you should report what you have included in the log-frame in the section "theoretical assumptions and available evidence".

> ▸ *Lack of financial support from top management and central administration. Resistance in the change of internal regulation and   by-laws*

### 4.1.4.      Measure n. 11

| *Collect proposals, suggestions, needs and data from the components of the University, such as students, teaching staff and technical-administrative staff, as well as from its bodies* | *Sources[15]:* <br><br> *1. Best practices and internal reflections within the dedicated team* <br><br> *2. Toolkit gear* <br><br> *3. Gep University of Cagliari* |
|---|---|
| *Target audience:* <br><br> The entire university community. | *Timeframe:* <br><br> Jun 2021 – Jun 2022. |

***Goals & Objectives***

Definition of the objectives to be implemented and the plan of action through collaboration between all the components of the University.

GEP-Update through bottom-up and top-down proposals and discussions

Medium term (1-2 years)

***Activities and Available Resources***

***Targets & Indicators***

*Sustainable GEP*

Medium term (1-2 years)

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[15]Here you should report what you have included in the log-frame in the section "theoretical assumptions and available evidence".

# 5  Research, teaching and third mission

In the last three years, our survey registered some projects and theses explicitly integrating a gender dimension only in the Humanities Department. There were no post-doc research fellowships for gender studies but we must also remark that in Italy there is not a scientific sector for gender studies officially recognised by the Ministry for Research, so research in gender studies is typically within the big 'umbrella' labels such as sociology or philosophy. Some studies on gender issues, such as research or questionnaires on the staff well-being, have been funded by CUG.

In teaching, gender issues are not systematically integrated, but courses on gender topics are presents in the departments of history, humanities and cultural heritage.

There is not a widespread awareness of the transversality of these issues with respect to teaching methods, methods of evaluation, use of language and communication.

In 2020 the Vice-Rector for Gender Policies and the EOS team organised the first interdisciplinary series of seminars on gender topics: the series "Questioni di genere", part of the didactic project UniSalento+, involved researchers and professors in all disciplines and was open to everyone. Another series is planned for the 2021 Autum/Winter semester.

With respect to the so-called *third mission*, the University has many collaborations in place with research projects, and it also organizes training activities focusing on knowledge transfer to innovation. However, it does not take any measures regarding gender when transferring scientific results to the market. Also there is currently no adequate institutional language in regulatory and administrative documents. Of the 14 university spin-offs, it can be noted that all but one relevant positions (legal representative of the company or member of the University within the board of directors of the company) are occupied by men. In the Department of Mathematics and Physics, the women involved in collaborative research projects co-financed / co-managed with companies or other stakeholders are 28%.

## 5.1    Gender dimension in research, teaching and transfer to market

The goal is to achieve a widespread awareness of the transversality of gender issues, not only as content of research, but also as a factor to be taken into account in teaching, evaluation and language and to carry out gender or gender-sensitive projects in research.

With regard to the third mission: the goal is to enlarge and streghten the netwok of collaboration in gender related topics. Another action, targeting sexism, is dedicated to the implementation of an alias career to guarantee privacy to transgender students.

| N. | Measures/actions | Objective | Timeframe of implementation[16] |
|----|-----|-----|-----|
| 12 | *Alias c*areer for transgender students | Promoting gender diversity in scientific careers | Jun 2021-Oct 2022 |

[16]The timeframe should be indicated using the initials of the calendar month and year (e.g. Jun 2021 – Jun 2022). Consider that actions included in the present GEP can be both actions that will be implemented and concluded during the first GEP iteration and actions that will take place in a longer timespan that might be adjusted after the first GEP evaluation.

| 13 | Interdisciplinary seminars on gender issues and feasibility study about the introduction of a gender course | *Introducing gender perspectives in teaching and research.* | Oct 2021 – Nov 2022 |
|----|----|----|----|
| 14 | Promotion and organisation of scientific gender related workshops and events | *Introducing gender perspectives in teaching and research.* | Oct 2021- end of the project |
| 15 | Differentiated training for students and staff on gender related issues | *Introducing gender perspectives in teaching and careers* | Jan 2022-Dec 2022 |
| 16 | Opening a medical practice for staff and students in the technological campus, in collaboration with the Italian NHS. | Strenghtening collaborations with the local institution. Enhancing attention to the students' health. | Oct 2021 – Jun 2022 |
| 17 | Collaborations with equality bodies and professional associations at regional, national and European level networks | Strengthening the networks of local and non-local ecosystems | Jun 2021 – end of the project |

## 5.1.1 Measure n. 12

**Alias Career  for transgender students**

*Sources[17]:*

1. University internal and national regulations

*2. Best practices in other Italian Universities*

*Target audience:*

June 2021-Oct 2022

Students.

*Goals & Objectives*

Enhancement of gender diversity in scientific careers

Medium term (1-2 years)

*Activities and Available Resources*

Technical implementation  of  the alias career and definition of the procedure to access it. Information campaign, targeting students, academic and administrative staff.

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[17]Here you should report what you have included in the log-frame in the section "theoretical assumptions and available evidence".

*Targets & Indicators*

Number of students accessing the career

Long term (3-5 years)

***Facilitating & Hindering Contextual Factors***

The university governance supports the action.
The current national laws do not explicitly regulate the alias career, so resistance from administrators can be foreseen

## 5.1.2   Measure n. 13[18]

| Interdisciplinary seminars on gender issues and feasibility study about the introduction of a gender course | *Sources[19]:*<br><br>*1. Best practices and internal reflections within the dedicated team* |
|---|---|
| *Target audience:*<br><br>The entire academic community. The seminars will also open to interested public outside the university. | *Timeframe:*<br><br>Oct 2021 – Nov 2022 |

***Goals & Objectives***

*Introducing and consolidating a gender perspective in teaching and research.*

Short term (<1 year)

***Activities and Available Resources***

Series of open seminars given by experts in all disciplines, both from Unile and outside. We have already done a pilot action in the 2021 Spring term, building a network of Unile professors either working in gender studies or on gender aspects of their disciplines. The seminars registered a very good attendance and we are proposing the formula on a regular basis.

***Targets & Indicators***

Increasing gender awareness in the whole academic community and public outside the university.

Indicators: average attendance

Short term (<1 year)

**Facilitating & Hindering Contextual Factors**

No hindering factors foreseen

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[18]Write here the title of the measure

[19]Here you should report what you have included in the log-frame in the section "theoretical assumptions and available evidence".

### 5.1.3   Measure n. 14

| | Sources[20]: |
|---|---|
| **Promotion and organisation of scientific gender related workshops and events** | *1. Best practices and internal reflections within the dedicated team* |
| *Target audience:*<br><br>Academic staff | *Timeframe:*<br><br>Oct 2021 – end of the project |

*Goals & Objectives*

*Introducing gender perspectives in teaching and research.*

*Long term.*

*Activities and Available Resources*

National and international workshops and conferences on gender topics. One is already scheduled in Nov 2021. Financial resources can also come from research funding of local interested researchers.

*Targets & Indicators*

*Strenghtening research with a  gender perspective.*

Long term (3-5 years)

Indicator: number of events per year

*Facilitating & Hindering Contextual Factors*

Organisation of conferences is normal academic work. The only hindering factor foreseen could be funding.

### 5.1.4 Measure n. 15

| | Sources[21]: |
|---|---|
| **Differentiated training for students and staff on gender related issues** | *1. Best practices and internal reflections within the dedicated team* |
| *Target audience*<br><br>**Entire academic community** | *Timeframe:*<br><br>*Jan 2022-Dec 2022* |

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[20]Here you should report what you have included in the log-frame in the section "theoretical assumptions and available evidence".
[21]Here you should report what you have included in the log-frame in the section "theoretical assumptions and available evidence".

***Goals & Objectives***

*Introducing  gender perspectives in teaching and careers*

*Long term.*

***Activities and Available Resources***

*Training on crucial topics such as implicit gender bias. The training methods and contents will be adapted to the audience (students, academic and administrative staff). Communication campaign to advertise the initiative.*

***Targets & Indicators***

*Specialised seminars. At least two seminars per component audience (students, academic and administrative staff) are planned*

Long term (3-5 years)

Indicator: number of events per year

***Facilitating & Hindering Contextual Factors***

Organisation of seminars is normal academic work. There could be resistance in attendance by academic staff.

## 5.1.5 Measure n. 16

| **Opening a medical practice in the technological campus, in collaboration with the Italian NHS.** | *Sources[22]:*<br><br>*1. Best practices and internal reflections within the dedicated team* |
|---|---|
| *Target audience:*<br><br>Mainly students and PhD students | *Timeframe:*<br><br>Oct 2021 – Jun 2022 |

***Goals & Objectives***

Establishment of a health center for students at the Ecotekne campus.

Besides enhancing attention to the students' health, the action will strengthen collaborations with the local institution.

Medium term (1-2 years

***Activities and Available Resources***

Signing of an agreement with the local ASL for the establishment of a health center for students at the Ecotekne center, including, in addition to basic services,  psychological and a gynecological services. Identification of suitable spaces; minimal building work to adapt them. Communication campaign.

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[22]Here you should report what you have included in the log-frame in the section "theoretical assumptions and available evidence".

Meetings between the vice-rector for gender policies, rectors, administrative director and a representative of the local NHS have already taken place

### Targets & Indicators

Opening of the health center.

Indicator: Center opened (yes/no)

Medium term (1-2 years)

**Facilitating & Hindering Contextual Factors**

The university governance supports the project. Delays due to the present pandemic emergency can be foreseen.

## 5.1.6.     Measure n. 17

| Collaborations with equality bodies and professional associations at regional, national and European level | Sources[23]: 1. Best practices and internal reflections within the dedicated team |
|---|---|
| *Target audience:* Local and non-local ecosystems. | *Timeframe:* Jun 2021 – end of the project |

### Goals & Objectives

Strengthening of relations with subjects operating in the field of Equal Opportunities at local, national and international level.

Long term (3-5 years)

### Activities and Available Resources

Participation in shared projects with institutions, panels, centers, professional associations dedicated to gender equality in academia and research. Members of the CALIPER team can rely on their personal research networks; besides new connections were created in the project activities.

### Targets & Indicators

Indicator is: number of meetings per year

Long term (3-5 years)

### Facilitating & Hindering Contextual Factors

The vice-rector for gender policies already participates in national and European panels for gender equality in academia. Non hindering factors foreseen

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[23]Here you should report what you have included in the log-frame in the section "theoretical assumptions and available evidence".

# 6 Institutional Communication

The examination of the current communication material, surveys and interviews shows that in Unile there is individual sensitivity to communication. Precisely based on individual sensitivity, on the website and in the institutional communication materials produced centrally (posters, brochures and the news) attention is paid to images (presence of both men and women, attention to stereotypes, use of colours, etc.) and to language.

However, as there is not an institutionalized approach, this sensitivity is not uniform in all communications (forms, "decentralized" communications in departments, research infrastructures and others). There is a lack of guidelines establishing "binding rules" regarding the language and images to be used in official documents.

The institution's adoption of protocols on communication and sensitive and impartial linguistic use has not been demonstrated. For example, the institute does not organize training sessions on the use of gender-sensitive language in administrative communication. Only, a few years ago, a course open to technical staff was held, called the "Summer School of Difference", in which numerous educational initiatives were promoted by teachers and employees. But these gender equality awareness initiatives were not permanent and systematic.

## 6.1    Gender sensitive language

The goal is to draw up binding guidelines, which refer to the recommendations suggested in the national guidelines.

Of course, in order for this objective to be fully achieved, it will not be limited to the drafting of the Guidelines, but it is proposed to train professors, reserchers and technical-administrative staff on the subject and to support the offices in the revision of the formal documentation provided to users through paper forms or available online.

This activity will be prepared through a targeted awareness-raising activity on gender issues addressed to the entire academic community, and through a structured institutional communication action through the Vice-Rector for Gender Policies  web page.

| N. | Measures/actions | Objective | Timeframe of implementation[24] |
|---|---|---|---|
| 18 | Create and update on the University website a web page dedicated to the activities of the Vice-Rector for Gender Policies with documents, regulations, news on initiatives and actions in progress related to gender policies (Gender Budget and other relevant studies and analyses) | Ensuring information on actions, tools and services related to gender policies and equal opportunities and promoting their use and dissemination | June 2021- July 2021 |
| 19 | Organise a series of seminars on language and stereotypes in the media and social media, aimed at the academic | Promoting greater awareness of gender sensitive language use | Sept 2021 – Dec 2021 |

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[24]The timeframe should be indicated using the initials of the calendar month and year (e.g. Jun 2021 – Jun 2022). Consider that actions included in the present GEP can be both actions that will be implemented and concluded during the first GEP iteration and actions that will take place in a longer timespan that might be adjusted after the first GEP evaluation.

| | | | |
|---|---|---|---|
| | community and the local area (professional bodies, institutions, etc.). | | |
| 20 | Definition of the University Guidelines for the use of gender sensitive language. | Recognition and modification of existing practices (administrative forms, University website, regulations, other forms of communication) | Jan 2022 – Mar 2022 |
| 21 | Conscious word - Staff training on the implementation of the Guidelines, and dissemination of the Guidelines throughout the university, with the active involvement of the university structures | Promoting the use of gender-sensitive institutional language | April 2022 – Jun 2022 |
| 22 | Implementation of the Guidelines in forms, website and other forms of official communication | Revision of institutional documents to use gender-sensitive language | April 2022 – Jun 2022 |

## 6.1.1 Measure n. 18- [25] Web Page on GE issue

| | |
|---|---|
| **WEB PAGE ON GE ISSUE** | Sources[26]: |
| | *1. Best practices and internal reflections within the dedicated team* |
| | *2. Toolkit gear* |
| | *3. Gep University of Cagliari* |
| *Target audience:* | *Timeframe:* |
| *the entire university community* | *June 2021 – July 2021* |

*Goals & Objectives*

Ensuring information on actions, tools and services related to gender policies and equal opportunities and promoting their use and dissemination.

Short term (<1 year)

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[25]Write here the title of the measure

[26]Here you should report what you have included in the log-frame in the section "theoretical assumptions and available evidence".

*Activities and Available Resources*

Creation of the webpage and updating on significant documents, measures and initiatives related to gender policies. Among the useful resources are certainly the existence of two very significant institutional roles: the Vice-Rector for Gender Policies and the OmbudPerson, whose initiatives will be mentioned on the website.

*Targets & Indicators*

Up-date of webpage with all the information on gender policies of UNILE

Short term (<1 year)

*Facilitating & Hindering Contextual Factors*

**Facilitating Factors**

▸ *One facilitating factor is certainly the need for all universities to give visibility to their commitment to ensuring the implementation of gender policies, in agreement with national guidelines on the specific topic*

▸ *The Comitato Unico di Garanzia (CUG - joint guarantee committee)  activities on "Best practices" and annual report*

▸ *The EOS WG activities in departments.*

**Hindering Factors**

▸ *The higher paperwork and time to dedicate to the formal documentations in administrative offices*

## 6.1.2   Measure n. 19 – Seminars on language and stereotypes

| **Seminars on language and stereotypes in the media and social media** | *Sources[27]:* |
| --- | --- |
| | *1. Best practices and internal reflections within the dedicated team* |
| | *2. Toolkit gear* |
| | *3. Gep University of Cagliari* |
| *Target audience:* | *Timeframe:* |
| *the entire university community* | *Sept 2021 – Dec 2021* |

*Goals & Objectives*

Promoting greater awareness of language use

Medium term (1-2 years)

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[27]Here you should report what you have included in the log-frame in the section "theoretical assumptions and available evidence".

Presence of a number of gender-sensitive and gender-expert teachers who can collaborate in the organisation and implementation of seminar activities

*Targets & Indicators*

Three seminars on *language and stereotypes in the media and social media every semester with different target audience: students, researchers and administrative staff.*

Medium term (1-2 years)

*Facilitating & Hindering Contextual Factors*

### Facilitating Factors

▸ *Factors that can facilitate this activity is the possibility to realise online training events reducing organisation costs and allowing a wider participation. Registration and storing of the seminars in a specific repository in web page will make them available for non trained users and new hired personnel.*

### Hindering Factors

▸ Complexity in the use of forms of language that are historically inherent in traditional Italian culture
▸ *Administrative unit managers could criticize and object the action because of extra workload*

## 6.1.3 Measure n. 20 - Guidelines for a language that speaks to everyone

| **Definition of the University Guidelines for the use of gender sensitive language.** | *Sources[28]:* |
|---|---|
| | 1. Study aimed at analyzing best practices and drawing up guidelines for institutional communication from a gender perspective, in implementation of Regional Law 7/2007 of the Apulia Region and other downloadable at this link: http://www.corecom.umbria.it/files/allegati_pubblicazioni/quaderni_2.pdf |
| | 2. European legislation and documents drawn up and adopted in various institutional forums in Italy |
| | *3. Best practices and internal reflections within the dedicated team* |
| | *4. Toolkit gear* |
| | *5. Gep University of Cagliari* |
| *Target audience:* | *Timeframe:* |
| teaching and administrative staff | Jan 2022 – Mar 2022 |

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[28]Here you should report what you have included in the log-frame in the section "theoretical assumptions and available evidence".

*Goals & Objectives*

The ultimate objective of this action is to identify and modify existing practices (administrative forms, the university website, regulations, other forms of communication) and collect all the new rules in an official guideline document.

Medium term (1-2 years)

*Activities and Available Resources*

▸ *The EOS WG activities in departments.*

▸ *The involvement of the communication office and Vice-Rector for Communication of UniSalento*

▸ *The set up of a small group of administrative for the specific target*

*Targets & Indicators*

Draw up the University guidelines.

Short term (< 1 years)

Common practices set-up with use of gender sensitive language in official communication and documents

Medium term (1-2 years)

*Facilitating & Hindering Contextual Factors*

***Facilitating Factors***

▸ Factors facilitating the realisation of this objective lie in the extensive documentation that already exists on the topic.

***Hindering Factors***

▸ Complexity in the use of forms of language that are historically inherent in traditional Italian culture
▸ *Administrative unit managers could criticize and object the action because of extra workload*

### 6.1.4 Measure n. 21 – Conscious words - Staff training on the implementation of the Guidelines, and dissemination of the Guidelines throughout the university, with the active involvement of the university structures

| **Conscious words** | *Sources[29]:* |
| --- | --- |
| | *1. Best practices and internal reflections within the dedicated team* |
| | *2. Toolkit gear* |
| | *3. Gep University of Cagliari* |

---

[29]Here you should report what you have included in the log-frame in the section "theoretical assumptions and available evidence".

| Target audience: | Timeframe: |
|---|---|
| teaching and administrative staff | Apr 2022 – Jun 2022 |

**Goals & Objectives**

Promoting the use of gender-sensitive institutional language in official courses, lessons, workshops, and institutional meetings

Medium term (1-2 years)

**Activities and Available Resources**

Staff training on the implementation of the Guidelines, and dissemination of the Guidelines throughout the university, with the active involvement of the university structures

**Targets & Indicators**

Annual Official training courses on conscious words for professors and administrative staff

Short term (<1 year)

Dissemination of the Guidelines throughout the university

Medium term (1-2 years)

**Facilitating & Hindering Contextual Factors**

In order to facilitate the process, the University's organisational structures, which have been very successful in previous seminar and training initiatives, can be used.

## 6.1.5 Measure n. 22 - Communication check-up

| **Implementation of the Guidelines in forms, website and other forms of official communication** | *Sources[30]:* |
|---|---|
| | *1. Best practices and internal reflections within the dedicated team* |
| | *2. Toolkit gear* |
| | *3. Gep University of Cagliari* |
| *Target audience:* | *Timeframe:* |
| teaching and administrative staff | Apr 2022 – Jun 2022 |

**Goals & Objectives**

Revision of institutional documents to use gender-sensitive language according to the Guidelines set up through measure n.20

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[30]Here you should report what you have included in the log-frame in the section "theoretical assumptions and available evidence".

Medium term (1-2 years)

*Activities and Available Resources*

Supporting offices in reviewing institutional documents and formal communication to users. The revision of the documents - which will concern the information published on the website but also the forms used to manage the activities for which the office is responsible - will be planned together with the head of each administrative office, who will coordinate the staff assigned to it in order to ensure the homogenisation of the revision process.

*Targets & Indicators*

Up-dating all official documents, forms and communication protocols according to the guidelines

Long term (3-5 years)

*Facilitating & Hindering Contextual Factors*

It is likely to be not only time-consuming, but also requires a willingness to change existing and established practices, for the administrative offices, which are already engaged in managing the normal workload.

# 7 Sexual harassment

The institution has not yet put in place any complaint mechanisms in cases of gender-biased/sexist communication. It has disciplinary bodies (supported by CUG) and has the right to impose sanctions, following internal investigations. Of course, any person who suffers harassment also has the right to initiate formal external complaints.

Institutional language in regulatory and administrative documents is not yet adequate.

There is currently no adequate policy for the protection of students who are in the process of changing sex (transgender students).

The goal is to redress the balance by raising awareness at every level of the University for a more gender-equal approach, to create an approach to the protection of victims of violence, and raise awareness at every level of the organization for anti-mobbing and anti-harassment policies, and to devise an appropriate privacy policy for transgender people.

These objectives can be achieved through the establishment of the institutional figure of the pro rector for gender policies  and an OmbudPerson in charge of their achievement and the preparation of an appropriate regulation, and through targeted cultural awareness and information work on the regulation.

Recently, in May 2021, the figure of the OmbudPerson of the University of Salento was appointed, whose task is to work for the prevention and contrast of discrimination, sexual harassment, mobbing in the workplace and study.

| N. | Measures/actions | Objective | Timeframe of implementation[31] |
|----|------------------|-----------|---------------------------------|
| 23 | Publicising and informing about the rules and the role of the CUG (*Comitato Unico di Garanzia CUG - joint guarantee committee)*  and of the OmbudPerson and access to their services (including information material). | Promoting initiatives to detect situations of harassment, bullying and discrimination, also with reference to the student component | Sept 2021 – Jun 2022 |
| 24 | Drafting, approval and subsequent dissemination of the Regulation on combating sexual harassment, bullying and discrimination in the workplace and in education | Adopt specific protection and safeguard measures | Nov 2021 – Dic 2021 |
| 25 | Publication of annual reports by the OmbudPerson and subsequent preparation of a | Raise awareness on harassment, bullying and discrimination, also with reference to the student component | Sept 2021 – Jun 2022 |

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[31]The timeframe should be indicated using the initials of the calendar month and year (e.g. Jun 2021 – Jun 2022). Consider that actions included in the present GEP can be both actions that will be implemented and concluded during the first GEP iteration and actions that will take place in a longer timespan that might be adjusted after the first GEP evaluation.

| | | | |
|---|---|---|---|
| | document analysing and planning interventions | | |
| 26 | Programming of a cycle of meetings dedicated to the topic of mobbing and sexual harassment with a function of basic knowledge of these phenomena, their dynamics and consequences | Promoting a specific action of information to students and academic personnel, in collaboration with student associations, on harassment, mobbing and related topics | Sept 2021 – Jun 2022 |

## 7.1.1 Measure n. 23 - Publicising and informing about the rules and the role of the CUG (*Comitato Unico di Garanzia CUG - joint guarantee committee)* and of the OmbudPerson and access to their services.

| | |
|---|---|
| **Promoting initiatives to detect situations of harassment, bullying and discrimination, also with reference to the student component** | *Sources[32]:* <br><br> *1. Best practices and internal reflections within the dedicated team* <br><br> *2. Toolkit gear* <br><br> *3. Gep University of Cagliari* |
| *Target audience:* <br><br> The entire academic community | *Timeframe:* <br><br> Sept 2021 – Jun 2022 |

*Goals & Objectives*

Presentation of the OmbudPerson to the departments and student associations for information about her role and related actions/services

Short term (<1 year)

Publicising and informing about the rules and the role of the CUG (*Comitato Unico di Garanzia CUG - joint guarantee committee)*

Medium term (1-2 years)

Promoting a specific action of information to academic personnel and students, in collaboration with student associations, on harassment, mobbing and related topics

Medium term (1-2 years)

*Activities and Available Resources*

Specific informative meetings and dedicated contact channels and rules to be observed in the specific support actions.

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[32] Here you should report what you have included in the log-frame in the section "theoretical assumptions and available evidence".

Number of detected situations of harassment, bullying and discrimination avoided and/or positively solved with the aid of CUG (*Comitato Unico di Garanzia CUG - joint guarantee committee*)  and of the OmbudPerson

Medium term (1-2 years)

Reduction of situations of harassment, bullying and discrimination at any level of career and for students.

Long term (3-5 years)

*Facilitating & Hindering Contextual Factors*

### Facilitating Factors

▸ The contextual factors that led to the appointment of the OmbudPerson are linked to the will of the governing bodies and, above all, of the Vice-Rector for gender policies to ensure that the University complies with the provisions of the legislation.
▸ The involvement of the Student Associations will be of great support because of their strength of aggregation and the spirit of belonging and solidarity that animates them.
▸ *The Comitato Unico di Garanzia (CUG - joint guarantee committee)  activities on "Best practices" and annual report*
▸ *The EOS WG activities in departments.*


### Hindering Factors

▸ *Unconscious bias due to retrograde mentality and cultural problem linked to southern Italy habits in some local villages and small communities*
▸ A possible obstacle to the work of the OmbudPerson  is a particular cultural conditioning, which tends to make the victim not want to denounce the perpetrator.


## 7.1.2   Measure n. 24 – Regulation on sexual harassment, bullying and discrimination


| **Regulation on sexual harassment** | *Sources[33]:* |
|---|---|
| | *1. Best practices and internal reflections within the dedicated team* |
| | *2. Toolkit gear* |
| | *3. Gep University of Cagliari* |
| *Target audience:* | *Timeframe:* |
| The entire academic community | Nov 2021 – Dic 2021 |

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[33]Here you should report what you have included in the log-frame in the section "theoretical assumptions and available evidence".

*Goals & Objectives*

Adopt specific protection and safeguard measures through the implementation of a specific framework of rules to be proposed by the internal UniSalento committee for by-laws and regulations and approved by the governing bodies

Medium term (1-2 years)

*Activities and Available Resources*

- ▸ Annual initiatives on "Best practices" implemented by CUG
- ▸ OmbudPerson competences and activities

*Targets & Indicators*

Drafting, approval and subsequent dissemination of the Regulation on combating sexual harassment, bullying and discrimination in the workplace and in education.

Medium term (1-2 years)

*Facilitating & Hindering Contextual Factors*

The factor that will facilitate the definition of the Regulation is the appointment of the important institutional figure, the OmbudPerson, who will be able to make a clear contribution in this direction.

### 7.1.3   Measure n. 25 – Publication of the OmbudPerson Report

| **OmbudPerson Report** | *Sources[34]:* |
|---|---|
| | *1. Best practices and internal reflections within the dedicated team* |
| | *2. Toolkit gear* |
| | *3. Gep University of Cagliari* |
| *Target audience:* | *Timeframe:* |
| The entire academic community | Sept 2021 – Jun 2022 |

*Goals & Objectives*

Ensuring information on actions, tools and services related to gender policies and equal opportunities and promoting their use and dissemination

The publication of annual report of the OmbudPerson will support the creation of a working environment that ensures the well-being of all staff and will encourage prevention and resolution actions. It will promote, in collaboration with the academic structures, gender and anti-discrimination cultures.

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[34]Here you should report what you have included in the log-frame in the section "theoretical assumptions and available evidence".

Medium term (1-2 years)

The collected information will be also used to revise or up-grade the regulation on sexual harassment, bullying and discrimination

Long term (3-5 years)

**Activities and Available Resources**

The establishment of the OmbudPerson will enable this objective to be achieved on an annual basis.

**Targets & Indicators**

Annual report publication on the Unisalento web site and  EOS web site.

Short term (<1 year)

Increase awareness of institutional support to everybody in the academic community for positive resolutions of sexual harassment, mobbing, bullying and discrimination

Long term (3-5 years)

**Facilitating & Hindering Contextual Factors**

A possible obstacle to the work of the Equality Council is a particular cultural conditioning, which tends to make the victim not want to denounce the perpetrator.

The contextual factors that led to the appointment of the OmbudPerson are linked to the willingness of the governing bodies and, above all, of the Vice-Rector for gender policies to ensure that the University complies with the provisions of the legislation.

## 7.1.4 Measure n. 26 - Dissemination of detailed rules on combating sexual harassment

| **Programming of a cycle of meetings dedicated to the topic of mobbing and sexual harassment with a function of basic knowledge of these phenomena, their dynamics and consequences** | *Sources[35]:* <br><br> *1. Best practices and internal reflections within the dedicated team* <br><br> *2. Toolkit gear* <br><br> *3. Gep University of Cagliari* |
|---|---|
| *Target audience:* <br><br> The entire academic comunity | *Timeframe:* <br><br> Sept 2021 – Jun 2022 |

**Goals & Objectives**

Promoting a specific action of information to students and academic personnel, in collaboration with student associations, on harassment, mobbing and related topics

Short term (<1 year)

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[35]Here you should report what you have included in the log-frame in the section "theoretical assumptions and available evidence".

The regulation will be publicised through the institutional websites and also through printed information material.

Medium term (1-2 years)

### Activities and Available Resources

Seminars and lessons on "Gender Issues", within the UniSalento+ Project, an inter- and transdisciplinary teaching approach on strategic issues in the study courses of the University of Salento https://www.unisalento.it/-/rete-questioni-di-genere-

### Targets & Indicators

The regulation will be provided together with the hiring contract of academic personnel,  of PhD students and post-doc,  and of administrative staff. Concerning student it will be received in conjunction  of registration for students. Signed acknowledgement of receipt and acceptance of the regulations will be requested.

Medium term (1-2 years)

### Facilitating & Hindering Contextual Factors

It is expected that there is some potential resistance linked to a certain cultural orientation that encourages the victim not to report the perpetrator of the sexually offensive behaviour.

# 8  Intersectionality

There is no awareness of this issue. Discriminations are considered and treated in isolation, without considering them in their possible intersection, and therefore there is no collaboration and exchange between the various offices responsible for dealing with them.

There is less awareness and experience of managing linguistic, cultural or religious diversity, partly due to the fact that the presence of foreign students is numerically insignificant.

The objective is to promote greater awareness of the importance of multiple discriminations and the complex effects they produce when they intersect. Awareness of the theme of intersectionality can help to deepen and enhance the widespread sensitivity that the University constantly demonstrates in welcoming and taking charge of the uniqueness of each person with his or her specific needs, and to integrate and make more effective the good practices already in place in the management of differences.

It is proposed to overcome some structural and organizational limits of the internal functioning of the offices, making them more aware of the importance of integrating measures to support diversity and multiple inequalities (gender, disability, culture, religion, language, socio-economic status ...), to amplify the positive effects of this sensitivity already present in interpersonal relationships.

| N. | Measures/actions | Objective | Timeframe of implementation[36] |
|----|------------------|-----------|------------------------------|
| 27 | Implementing initiatives to raise awareness of the phenomenon of discrimination among students in relation to gender, age, disability, ethnic origin, language, political opinions, sexual orientation | Promoting a specific action of information to students, in collaboration with student associations, on harassment, mobbing and related topics | Sept 2021 – Jun 2022 |

## 8.1.1 Measure n. 27 – Knowing and awareness to defend  oneself

| | |
|---|---|
| **Implementing initiatives to raise awareness of the phenomenon of discrimination among students in relation to gender, age, disability, ethnic origin, language, political opinions, sexual orientation** | *Sources[37]:* *1. Best practices and internal reflections within the dedicated team* *2. Toolkit gear* *3. Gep University of Cagliari* |

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[36]The timeframe should be indicated using the initials of the calendar month and year (e.g. Jun 2021 – Jun 2022). Consider that actions included in the present GEP can be both actions that will be implemented and concluded during the first GEP iteration and actions that will take place in a longer timespan that might be adjusted after the first GEP evaluation.
[37]Here you should report what you have included in the log-frame in the section "theoretical assumptions and available evidence".

| Target audience: | Timeframe: |
|---|---|
| Students, PhD and  post doc | Sept 2021 – Jun 2022 |

### Goals & Objectives

Promoting a specific action of information to students, in collaboration with student associations, on harassment, mobbing and related topics through specific cultural events and dissemination strategies on social media

Medium term (1-2 years)

### Activities and Available Resources

All the activities will be implemented in conjunction with cultural events and open days dedicated to students and their relatives, with the collaboration of the Student Associations and various teachers sensitive to the theme who can offer their contribution in promoting and implementing the initiative.

### Targets & Indicators

The effectiveness of the initiative will be measured by the number of participants who will be involved and the consistency of participation. Some specific publications on media and social media will be planned to involve all the interested students.

Medium term (1-2 years)

### Facilitating & Hindering Contextual Factors

The involvement of the Student Associations will be of great support because of their strength of aggregation and the spirit of belonging and solidarity that animates them.

# 9 Collaborative actions

*In this section the Institution is asked to present the collaborative actions that will be implemented in cooperation with external stakeholders. Briefly describe the process leading to the identification of the collaborative action sand the rationale behind the choice of the specific measures to address the identified challenges.*

| n. | Collaborative action | Area | Stakeholders involved | Timeframe |
|---|---|---|---|---|
| 1 | introduce in the regulations the possibility of suspending the research grant during maternity leave, as other universities already do. | Human resources | *Research centers and other universities* | |
| 2 | To extend the university career evaluation period to 18 months for each pregnancy could be suggested | Governance | *Research centers and other universities* | |
| 3 | To establish: <br>• funding for participation in conferences in the post-doctoral period; <br>• prizes for gender-oriented research projects. <br>• mentoring and role models to support female researchers in presenting projects. | Research | *Research centers and other universities* | |
| 4 | To give some lectures in the program of UniSalentoPLUS on GEP | Teaching | *Civil society, government, academia* | |
| 5 | ▪ To carry out activities in schools aimed at promoting a gender culture <br>▪ To establish scholarships for participation in specific degree courses (especially STEM) for the less represented gender <br>• Use the skills profile to provide a more objective guidance service, based on the real aptitudes of the students | Students and services to students | *Civil society, government, academia* | |

| 6 | to start actions for the gender-sensitive communication and language | Communication | *Civil society, government, academia* | |
| 7 | To compare actions already in place in equality bodies of stakeholders workplaces and in NGOs which try to prevent violence against women | Sexism and sexual harassment | *Civil society, industry government, academia* | |
| 8 | To establish prizes for research projects that develop gender-oriented products. | Transfer to market | *Civil society, industry, academia* | |
| 9 | Consolidation of childcare services in conjunction with regional and municipal services.

Identification of agreements with educational structures in the area for staff living far from the existing nursery | Human resources | *Civil society, government* | |

*In the table above list all the collaborative actions that will be implemented.*

***The time frame, goals, objectives and targets of collaborative actions will be fixed after the publication of the National guidelines of the CRUI Technical Committee on Gender Policies for GEP implementation.***

# 10   Gantt Chart

| Area | Measures | M18 | M19 | M20 | M21 | M22 | M23 | M24 | M25 | M26 | M27 | M28 | M29 | M30 | M31 | M32 | M33 | M34 | M35 | M36 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| HUMAN RESOURCES | 1 | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | | |
| | 2 | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | | | | | | |
| | 3 | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | | | |
| | 4 | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | | |
| | 5 | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | | |
| | 6 | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | | |
| | 7 | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | | |
| INSTITUTIONAL GOVERNANCE | 1 | | | | | | | | | | | | | █ | | | | | | |
| | 2 | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | | | | | | |
| | 3 | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | | | | | | |
| | 4 | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | | | | | | |
| **RE**SEARCH TEACHING AND THIRD MISSION | 1 | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | | | |
| | 2 | | | | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | |
| | 3 | | | | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ |
| | 4 | | | | | | | | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ |
| | 5 | | | | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | | | | | | |
| | 6 | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ |
| INSTITUTIONAL COMMUNICATION | 1 | █ | █ | | | | | | | | | | | | | | | | | |
| | 2 | | | | █ | █ | █ | █ | | | | | | | | | | | | |
| | 3 | | | | | | | █ | █ | █ | | | | | | | | | | |
| | 4 | | | | | | | | | | | █ | █ | █ | | | | | | |
| | 5 | | | | | | | | | | | █ | █ | █ | | | | | | |
| GENDER PREJUDICE AND STEREOTYPES, SEXISM… | 1 | | | | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | | | | | | |
| | 2 | | | | | | █ | █ | | | | | | | | | | | | |
| | 3 | | | | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | | | | | | |
| | 4 | | | | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | | | | | | |
| INTERSECTIONALITY | 1 | | | | █ | █ | █ | █ | █ | █ | █ | █ | █ | █ | | | | | | |