



# UNIVERSITÀ “MAGNA GRAECIA” DI CATANZARO

## GENDER EQUALITY PLAN 2022-2024

*Achieve Gender Equality and  
Empower all Women and Girls*

Document Approved in the session of the Academic Senate of 06/08/2022

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## 1. From the objectives of the European Union to the mission and vision of the University as regards gender issues

The EU strategy for gender equality presents the strategic objectives and actions aimed at making significant progress by 2025 so that gender equality be guaranteed in Europe. The goal is a Union in which women and men, girls and boys, with all their differences, are free to pursue their life choices, have equal opportunities to fulfill their goals and can, in equal measure, be part of and lead our European society.

The main objectives are to end gender-based violence, combat sexist stereotypes, reduce the gender gap in the labor market, achieve equality in participation in different economic sectors, address the problem of the pay and pension gap, reduce the gap and achieve gender balance in decision making and politics. The strategy pursues the dual approach of gender integration combined with targeted actions, whose implementation is based on the transversal principle of intersectionality. Although it is focused on actions which are carried out within the EU, the strategy is consistent with the EU's foreign policy on equal opportunities and women's empowerment.

Among the first objectives of the strategy, the Commission proposed, on 4 March 2022, binding measures on wage transparency.

The Gender Equality Plan (GEP) is therefore the required instrument, within the European Union framework program for research and innovation 2021-2027 Horizon Europe, for the eligibility and access to funding that will be announced to starting in 2022.

In summary, the European Institutions direct the academic structures, asking to:

1. identify guiding objectives in decision-making bodies to achieve gender balance in leadership and decision-making positions;
2. identify guiding objectives for a fairer gender balance among tenured teaching staff;
3. monitor, with appropriate indicators, the implementation of gender policies and actions at institutional, national and EU level;
4. implement awareness on gender issues, in order to achieve institutional and cultural change;
5. define flexible and family-friendly working conditions and agreements for both women and men;
6. review the performance evaluation of male and female researchers, to eliminate gender bias / discrimination.

The University of Catanzaro has been recognized both in Italy and abroad as a place for research and training, where talent, merit and skills represent the founding values of students' identities and where gender, social origin, economic condition, religious and political belief are not decisive for the course of study and research, respecting the freedom and rights of the members of a democratic study community.

On these assumptions, the University of Catanzaro adopts the European strategies of Gender Equality (Objective 5) of the 2030 UN Agenda, the 2020-2025 strategy for gender equality approved by the European Parliament, the objectives defined in the European Research Area (ERA) and the objectives for the Member States set in order to promote gender equality in the academic field (EIGE).

The GEP of the University of Catanzaro is based on a dual approach that combines both existing actions with new actions which aim at gender equality.

The University of Catanzaro pursues clear and measurable objectives that ensure fair and transparent evaluations, with the aim of achieving gender equity in the Community and balance in all processes.

## 2. Methodology

This document describes the actions that have been undertaken according to the 2002-2025 Gender Equality Strategy and with the European regulatory framework on gender equality that concerns the entire labor market, including the sector of research.

Various organizational structures of the University were involved, which allowed to analyse the context in which the University of Catanzaro operates, so as to identify the expressed or latent needs of stakeholders who are directly or indirectly involved.

The Single Guarantee Committee has collected information and agreed on useful actions for the preparation of this document.

The Gender Equality Plan of the University of Catanzaro, therefore, is the result of the indications of the European Commission implemented by the CRUI; it is also the result of a participatory process, supported by the governance of the University, which was able to rely on the involvement of the organizational and governance bodies which deal with the issue.

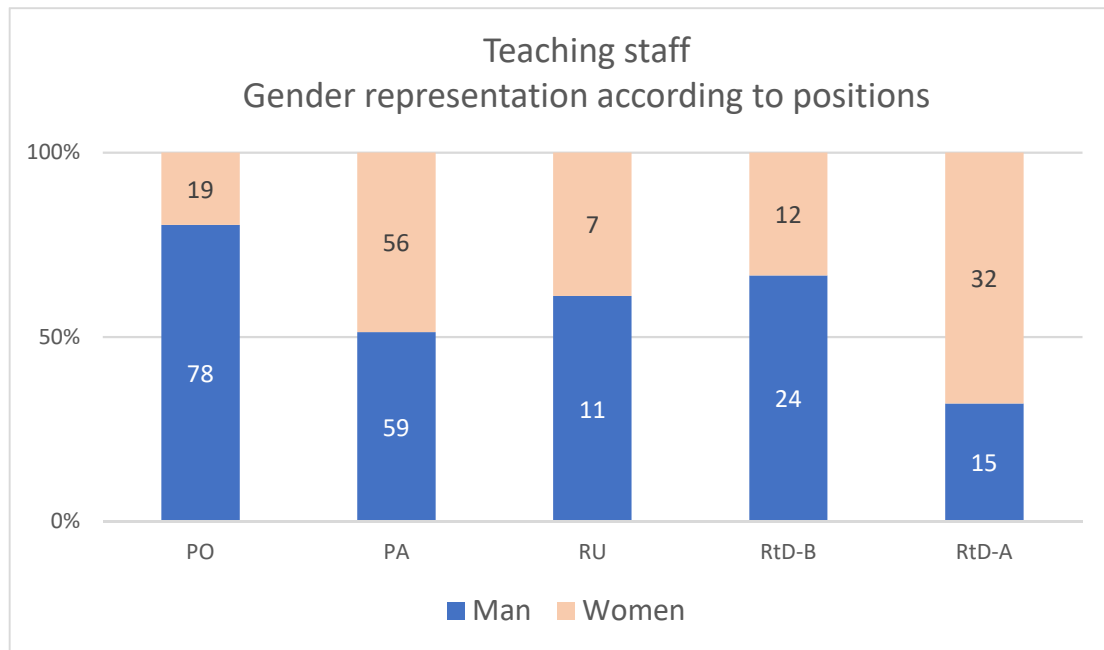
## 3. The University of Catanzaro: context analysis on gender diversity

### Teaching staff

The analysis of employment data shows the presence of some encouraging signs with respect to the policies which have been adopted by the University since its establishment. Specifically, to date, there are 313 teachers, of which 187 men (59.7%) and 126 women (40.3%).

Academic position	Men		Women		Total
	Figures	%	Figures	%	
Full Professors	78	80,41	19	19,59	<b>97</b>
Associate Professors	59	51,30	56	48,70	<b>115</b>
Assistant Professors	11	61,11	7	38,89	<b>18</b>
Senior Assistant Professors	24	66,67	12	33,33	<b>36</b>
Junior Assistant Professors	15	31,91	32	68,09	<b>47</b>

40% of the teaching staff is in fact made up of women. This figure, together with the presence of 68% of women who currently hold the role of Junior Assistant Professor, is certainly an indication of the sensitivity of the University with respect to the principles of Gender Equality.



It is true that, by analysing these data in more detail, 68% of women are Junior Assistant Professors and 19% of them are Full Professors. It should be noted, however, that the gender gap is almost absent if we consider the data pertaining to Associate Professors. The following tables show the percentages of men and women in different Departments in relation to their academic positions. The data confirm a similar general trend in all departments which sees lower percentages of women. An equal representation of Junior Assistant Professors in the Departments of Law, Economics and Sociology is confirmed. 60% of women are Associate Professors, but only 28% are Full Professors.

#### Law, Economics and Sociology

Academic Position	Men		Women		Total
	Figures	%	Figures	%	
Full Professors	20	71,43	8	28,57	<b>28</b>
Associate Professors	8	40,00	12	60,00	<b>20</b>
Assistant Professors	3	100,00	0	0,00	<b>3</b>
Senior Assistant Professors	5	55,56	4	44,44	<b>9</b>
Junior Assistant Professors	4	50,00	4	50,00	<b>8</b>
<b>Total</b>	<b>40</b>	<b>58,82</b>	<b>28</b>	<b>41,18</b>	<b>68</b>

In the Department of Experimental and Clinical Medicine, although the gender gap stands out if total figures are considered, women currently hold the role of Junior Assistant Professors in a higher percentage than men. In this micro-system, the gender gap is mainly observed in the percentage of women who hold the roles of Full and Associate Professors.

### Experimental and Clinical Medicine

Academic Position	Men		Women		Total
	Figures	%	Figures	%	
Full Professors	21	80,77	5	19,23	<b>26</b>
Associate Professors	15	60,00	10	40,00	<b>25</b>
Assistant Professors	2	50,00	2	50,00	<b>4</b>
Senior Assistant Professors	7	77,78	2	22,22	<b>9</b>
Junior Assistant Professors	4	33,33	8	66,67	<b>12</b>
<b>Total</b>	<b>49</b>	<b>64,47</b>	<b>27</b>	<b>35,53</b>	<b>76</b>

In the Department of Medical and Surgical Sciences, gender gaps seem to be reduced if total figures are considered. The recruitment policy shows, even in this context, a significantly high number of women who are Junior Assistant Professors and an equal distribution of gender of Senior Assistant Professors and Permanent Assistant Professors. The figures pertaining to career progression are critical: if 44% of women are Associate Professors, only 6% are Full Professors.

### Medical and Surgical Sciences

Academic Position	Men		Women		Total
	Figures	%	Figures	%	
Full Professors	17	94,44	1	5,56	<b>18</b>
Associate Professors	18	56,25	14	43,75	<b>32</b>
Assistant Professors	5	71,43	2	28,57	<b>7</b>
Senior Assistant Professors	5	50,00	5	50,00	<b>10</b>
Junior Assistant Professors	1	8,33	11	91,67	<b>12</b>
<b>Total</b>	<b>46</b>	<b>58,23</b>	<b>33</b>	<b>41,77</b>	<b>79</b>

In the Department of Health Sciences, the gender gap appears to be narrowing if total figures are considered. Overall, women are more represented as Junior and Permanent Assistant Professors. 53% of women are Associate Professors and only 20% of them are Full Professors.

### Department of Health Sciences

Academic position	Men		Women		Total
	Figures	%	Figures	%	
Full Professors	20	80,00	5	20,00	<b>25</b>
Associate Professors	18	47,37	20	52,63	<b>38</b>
Assistant Professors	1	25,00	3	75,00	<b>4</b>
Senior Assistant Professors	7	87,50	1	12,50	<b>8</b>
Junior Assistant Professors	6	40,00	9	60,00	<b>15</b>
<b>Total</b>	<b>52</b>	<b>57,78</b>	<b>38</b>	<b>42,22</b>	<b>90</b>

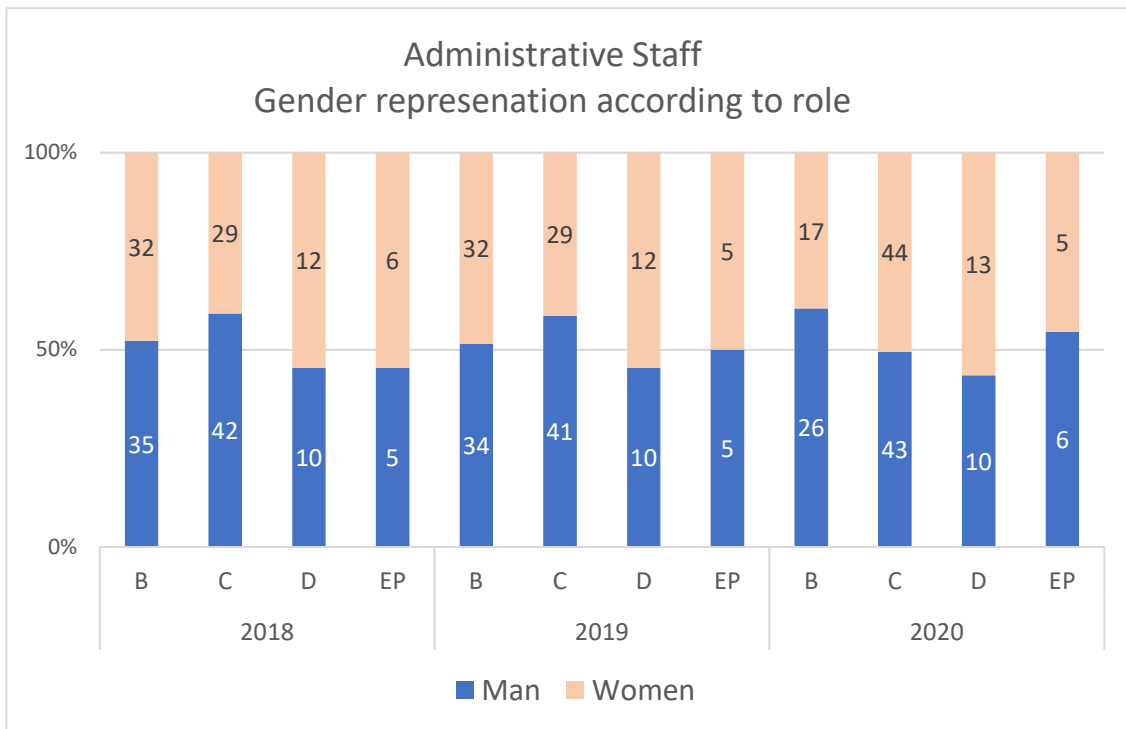
If on the one hand, therefore, the data analysis confirms the policy implemented by the University during the recruitment phase with the aim of reducing the slight gender gap within UNICZ, gender inequalities are evident in the career progression. Both the percentage of Senior Assistant Professors and the percentage of Full Professors confirm a greater difficulty for women to grow in their academic role. These data will require a more careful analysis in order to ascertain that governance has put in place adequate family-work reconciliation policies that could explain, albeit in part, the difficulties faced by women in assuming higher-level roles and functions.

### Technical-administrative staff

Category	31.12.2018			31.12.2019			31.12.2020		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
B	35	32	67	34	32	66	26	17	43
C	42	29	71	41	29	70	43	44	87
D	10	12	22	10	12	22	10	13	23
EP	5	6	11	5	5	10	6	5	11
<b>TOTAL</b>	<b>92</b>	<b>79</b>	<b>171</b>	<b>90</b>	<b>78</b>	<b>168</b>	<b>85</b>	<b>79</b>	<b>164</b>
<b>%</b>	<b>54%</b>	<b>46%</b>		<b>54%</b>	<b>46%</b>		<b>52%</b>	<b>48%</b>	

As the table and the graph show, it is clear that over the years the relationship between men and women has been fairly stable and balanced. In 2020, there is a further reduction in gender gaps. On the other hand, it is important to emphasise that there are as many women belonging to the EP category (with greater administrative responsibilities) as men, despite the reduction over the years in the total number of administrative staff.





**GOVERNING BODIES:**

*Rector: Man – General Director: Man*

<i>Senate</i>	<b><u>THREE-YEAR TIME 20-23</u></b>	<b><u>THREE-YEAR TIME 17-20</u></b>	<b><u>THREE-YEAR TIME 14-17</u></b>
Number of components:	15 (1 additional student)	14	14
<b><u>WOMEN</u></b>	3	3	3
<b><u>MEN</u></b>	12	11	11
<b><u>PRESIDENT</u></b>	MAN	MAN	MAN

<i>Board of Directors</i>	<b><u>THREE-YEAR TIME 20-23</u></b>	<b><u>THREE-YEAR TIME 17-20</u></b>	<b><u>THREE-YEAR TIME 14-17</u></b>
Number of components:	10	10	10
<b><u>WOMEN</u></b>	3	3	2
<b><u>MEN</u></b>	7	7	8
<b><u>PRESIDENT</u></b>	MAN	MAN	MAN

***Evaluation board in charge***

Number of components: 5 of which

- women: 0
- men: 5
- President: man

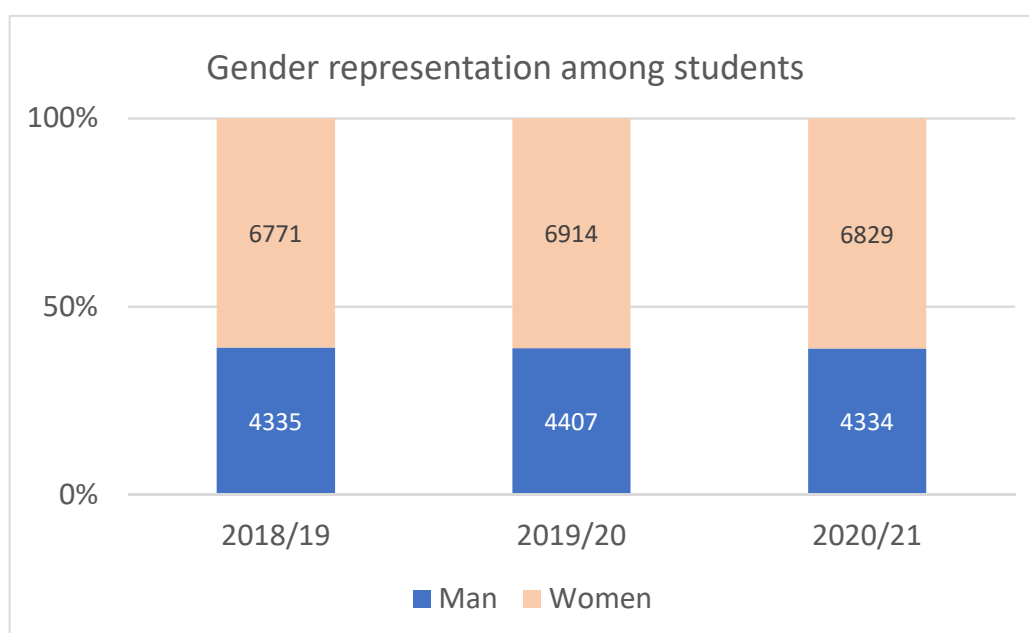
## Executive Committees of Departments

Department	Director	Vice Director	Total Components	
			Men	Women
Experimental and Clinical Medicine	MAN	MAN	5	4
Medical and Surgical Sciences	MAN	MAN	7	2
Health Sciences	MAN	MAN	6	2
Law, Economics and Sociology	MAN	WOMAN	4	2

## Students

The data analysis confirms a constant trend in the relationship between women and men. Over the last 3 academic years, the percentage of women enrolled in the first year has always been higher than the number of men.

2018/2019			2019/2020			2020/21		
MEN	WOMEN	Total	MEN	WOMEN	Total	MEN	WOMEN	Total
<b>4335</b>	<b>6771</b>	<b>11.106</b>	<b>4.407</b>	<b>6914</b>	<b>11.321</b>	<b>4334</b>	<b>6829</b>	<b>11163</b>
<b>54%</b>	<b>46%</b>		<b>54%</b>	<b>46%</b>		<b>52%</b>	<b>48%</b>	



The data pertaining to the various degree courses (Bachelor degrees vs. Master's degrees vs. five-year degrees) are being processed; the data relating to graduates will be analysed carefully.

According to an exclusively qualitative analysis, it is confirmed that the same percentages are maintained by comparing men and women who have achieved at least one degree. If confirmed, this figure would represent a clear confirmation of the role of the university policies in terms of equal opportunities.

#### 4. The policies of equal opportunities of the University of Catanzaro

The University of Catanzaro has already implemented measures for the pursuit of gender equality, the creation of equal growth and career opportunities for its employees and the overcoming of any role asymmetries between men and women that the university system could generate.

Since the adoption of the University Statute applying the Law 240/2010, the bodies which are responsible for its drafting and approval have stated the aforementioned principles.

In this regard, the regulations contained in the Statute are reported below:

- art. 6, paragraph 7, in regulating the procedures for the appointment of the members of the Board of Directors, recalls the constitutional principle of equal opportunities between men and women to access public offices.

The application of the principle of equal opportunities is limited to the Board of Directors, as its members, unlike the members of the Academic Senate who are identified through electoral consultations, are appointed by the Rector, after they stand as candidates following the publication of specific notices.

- Article 29 establishes the Single Guarantee Committee for equal opportunities, the enhancement of the well-being of those who work and against discrimination pursuant to Law 183/2010.

The Code of Ethics, adopted with DR no. 0769 of 28.07.2011 provides in article 1, among other things, to determine, by implementing the fundamental principles of the Constitution as well as of article 23 of the Statute and of article 2 paragraph 4 of Law 240 / 2010:

- the acceptance of the duties and responsibilities towards the institution which the staff belongs to.

The Code determines the rules of conduct within the community in order to avoid all forms of discrimination and abuse, as well as to regulate cases of conflict of interest or intellectual property.

In particular, the Code involves the whole Community so as to:

- implement and guarantee the fundamental values of legality, solidarity and the rejection of all kinds of discrimination;

The University then adopted the aforementioned principles in its own regulatory framework in which the following regulations are found:

- Regulations for the call of Full and Associate Professors according to Law no. 240/2010:

- Art. 6 paragraph 2 and art. 11 paragraph 2 "The Commission is appointed by following the principle of equal opportunities between men and women, and it is composed by three Full Professors, one of which is designated by the University [of Catanzaro] and two of them are designated from other Italian Universities. "

- Regulations for the recruitment of temporary Assistant Professors pursuant to art. 24 of the law n. 240/2010:

- Art. 6, paragraph 5 "The University guarantees equality and equal opportunities between men and women to access work and guarantees equal treatment at work" and art. 8, paragraph 2 "The Commission is appointed by following the principle of equal opportunities between men and women, and it is composed by three Full Professors, one of which is designated by the University [of Catanzaro] and two of them are designated from other Italian Universities. At least one member of the board must be a Full Professor, while the others can be Associate Professors".

- "University Regulations for the selection and recruitment procedures of the technical and administrative staff of the University of Catanzaro":
- art. 7 "Examining boards and selection procedures" provides in the second paragraph that "At least one third of the positions of members of the examining board are reserved for women, except for specific cases which must be justified".
- "Regulations as regards Ph.d programs":
- Art. 10 paragraph 8 "The appointment of the examining board follows the principles of gender equality and is composed of at least three members, 2 of which do not belong to the administrative headquarters of the Ph.d program and one of the teachers must belong to the Teaching Body".

As regards the three-year programmatic documents adopted by the University, on 27.06.2018, the Academic Senate implemented the indications pertaining to the respect of gender equality and contained in the 2017 update to the National Anti-Corruption Plan in Universities, approved with ANAC Resolution on 22/11/2017 and adopted by the MIUR on 14/05/2018.

As regards what was deliberated by the Academic Senate in the aforementioned session, changes were also made to the 2018-2020 Three-Year Corruption Prevention and Transparency Plan, which established the principle of equal opportunities between men and women in the appointment of examining boards.

In addition to the regulations which have been previously quoted, the University has also implemented concrete actions to overcome gender inequality with the establishment of bodies and tools aimed at ensuring equal rights and opportunities for growth.

In compliance with Law 183/2010, the Single Guarantee Committee was established to guarantee equal opportunities, for the enhancement of workers' well-being and to combat discrimination. The Single Guarantee Committee aims to support gender equality and combat discrimination against all university staff and students, including gender discrimination. Since its inception, the Single Guarantee Committee has opposed gender inequality and sexual violence and harassment.

The trusted councilor has been appointed, pursuant to art. 5 of the "Code of conduct to protect the dignity of people who study or work at the University of Catanzaro" with the purpose of providing advice and assistance to those who are or have been subjected to sexual harassment or discrimination, and to contribute to ease the solution of their cases, with absolute discretion and guaranteeing the right to confidentiality; in addition, the trusted councilor takes part and collaborates in training activities promoted by the University and by other Institutions. Such activities deal with equal opportunities, communication techniques, mobbing, self-esteem courses, counseling etc.

In order to meet the needs of combining work and study life with family life, the Campus of the "Magna Graecia" University of Catanzaro is endowed with a nursery for the children of the employees and teachers of the "Magna Graecia" University, as well as for the children of those who work at the "Mater Domini" University Hospital, at the UMG Foundation and at the CNR, located at the university campus of Catanzaro. The nursery can also welcome (depending on the available positions) the children of the citizens of the socio-sanitary district of Catanzaro of the Provincial Health Authority.

## 5. Thematic areas of the Gender Equality Plan (GEP)

The Working Group has therefore implemented the European indications with regard to the thematic areas which the GEP has included and, in relation to the specificity of the socio-cultural context in which the university operates, has pinpointed the specific objectives and activities for each of the 5 thematic areas.

### Area 1. Work-life balance and organisational culture

This area aims to solve the problems that hinder to combine family life and work life. Particular attention is paid to strengthening those activities that support organizational well-being and welfare policies and to supporting parents and other employees to manage the combination between work life and private life.

Area 1. Work-life balance and organisational culture	
<b>Objective 1.1</b>	Supporting and improving the facilities and services for the nursery in the workplace.
<b>Objective 1.2</b>	Supporting the need to combine work and life.
<b>Objective 1.3</b>	Guidelines to schedule institutional and educational commitments in compliance with parents' needs (children's school timetables, etc.).

### Area 2. Gender balance in leadership and decision-making

The primary objective will be to fill a leadership gap: despite the actions already implemented by governance, there is a marked gap both in the Board of Directors and in the Academic Senate, but above all with respect to the role of Department Director.

The actions already taken do not seem sufficient and it will be necessary to analyse the possible causes and the motivational level also through a questionnaire addressed to the University staff.

Area 2. Gender balance in leadership and decision-making	
<b>Objective 2.1</b>	Making the academic community aware of the need to increase the presence of women in leadership positions and in decision-making processes.

### Area 3. Gender equality in recruitment and career progression

The primary objective is to promote gender equality when students enrol, to ensure fair participation in competition announcements (postgraduate schools and PhDs), overcome any obstacles to the progression of the academic career. This area is therefore intended to promote a gender culture through training, events and specific activities.

Area 3. Gender equality in recruitment and career progression	
<b>Objective 3.1</b>	Monitoring gender equality at the beginning of courses, both undergraduate courses and Ph.d programs.
<b>Objective 3.2</b>	Reducing the loss of women in career progression.

### Area 4. Integration of the gender dimension into research and syllabi

The goal is to promote and form the community's awareness on gender inclusiveness, through events to be included in the study courses and incentives for research conducted by university scholars.

Area 4. Integration of the gender dimension into research and syllabi	
<b>Objective 4.1</b>	Making community aware of gender inclusiveness.

## Area 5. Measures against gender-based violence, discrimination and harassment

It aims to raise the students' and employees' awareness of the problem of sexual violence, harassment and gender stereotypes.

Area 5. Measures against gender-based violence, discrimination and harassment	
<b>Objective 5.1</b>	Development of inclusiveness by sharing the values which combat discrimination, harassment and gender-based violence.
<b>Objective 5.2</b>	Making the community aware of the respect for rules of conduct as regards discrimination, harassment and gender-based violence.

## 6. Description of the specific thematic areas of the (GEP)

According to the indications of the vade mecum pertaining to the Gender Equality Plan, which was drawn up by the CRUI, for each of the aforementioned thematic areas, the working group has identified:

- one or more individual specific actions identified as operational strategies to achieve each indicated objective;
- the direct target, i.e. the main Recipients / Beneficiaries of the envisaged measure;
- the indirect target and therefore the Recipients / Secondary contact persons of the envisaged measure;
- the institutional and operational managers, that is to say the leading figures with decision-making competence, as well as the persons who are responsible for the operativeness of the specific measure and of monitoring;
- the outputs, in terms of tangible products resulting from the implementation of each measure;
- the outcomes, i.e. the measurable results of the adopted policies, the time line, the time which is expected to achieve the pre-established objectives;
- the performance indicators (Key Performance Indicator - KPI) and trend parameters to quantitatively evaluate the results obtained within the established time;
- the priority of the measures in relation to the timing and according to the scale: very high, high, medium.

## Area 1. Work-life balance and organisational culture

Area 1 - Objective 1.1	
<b>Objective</b>	<b>Promoting and improving the facilities and the services for the nursery in the workplace</b>
<b>Actions</b>	<ol style="list-style-type: none"><li>1. Making the access to the University nursery easier.</li><li>2. Making baby rooms;</li><li>3. Organising summer schools for children and teenagers.</li><li>4. Involving women and, possibly, their children aged under 14, in the activities of the University Sports Centre.</li><li>5. Reserving some car parks for pregnant women and for all those parents who travel by car with babies aged under 2 years old.</li><li>6. Supporting the vaccination of the children of the employees of the "Mater Domini" University hospital.</li></ol>

<b>Sub-actions</b>	<ul style="list-style-type: none"> <li>a. Increasing the University funding for the enrolment at the nursery of the campus (action 1);</li> <li>b. Monitoring the needs (actions 2 and 3);</li> <li>c. Planning restoration work (action 2);</li> <li>d. Planning a summer project with the University Sports Centre (action 3);</li> <li>e. Participation of female technical and administrative staff in the submission fee, which could be assigned on demand (action 4);</li> <li>f. Agreement with the Hospital of Catanzaro for the vaccination campaign (action 6).</li> </ul>
<b>Direct target</b>	University staff, research staff, students of postgraduate schools, research fellows, grant holders, support staff and library staff, students, parents; visiting assistant professors, guests who look after their parents.
<b>Indirect target</b>	Families and colleagues of university staff.
<b>Institutional managers</b>	General direction, Single Guarantee Committee, technical services, financial, economic and fiscal services, human resources, Students' Secretary's Office, Institutional communication and orientation section, planning and development area, Rector.
<b>Operational managers</b>	<p>Action 1: General direction.</p> <p>Action 2: technical services, Single Guarantee Committee (for the analysis of needs)</p> <p>Action 3: General direction, Single Guarantee Committee (for the analysis of needs).</p> <p>Action 4: General direction, management committee of the University Sports Centre.</p> <p>Action 5: Technical services</p> <p>Action 6: Rector's office, technical services.</p>
<b>Output</b>	<ul style="list-style-type: none"> <li>🚧 Promoting/improving facilities</li> <li>🚧 Agreements</li> <li>🚧 Report on the analysis of needs</li> <li>🚧 Making the access to the University services easier</li> </ul>
<b>Outcome</b>	🚧 Strengthening welfare measures to support life/work balance.
<b>Timeline</b>	<p>Action 1: 2022</p> <p>Action 2: 2023</p> <p>Action 3: 2023</p> <p>Action 4: 2023</p> <p>Action 5: 2022</p> <p>Action 6: 2023</p>
<b>Assessment indicators</b>	<p>Action 1: Number of children (employees', students', collaborators' children) who are enrolled at the nursery, analysed over time.</p> <p>Action 2: Number of baby rooms.</p> <p>Action 3: starting the project in summer 2023.</p> <p>Action 4: Number of enrolled employees.</p> <p>Action 5: Number of car parks reserved for pregnant women.</p> <p>Action 6: Number of vaccinated children (employees', students', collaborators' children), analysed over time.</p>

<b>Priority</b>	Action 1: high Action 2: high Action 3: high Action 4: high Action 5: high Action 6: high
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<b>Area 1 - Objective 1.2</b>	
<b>Objective</b>	<b>Supporting the need to combine work and life.</b>
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Regular surveys to pinpoint the needs to combine life and work;</li> <li>2. Conforming the programmatic actions of the Positive Action Plan according to the analysis of the final balance of the previous year.</li> </ol>
<b>Sub-actions</b>	<ol style="list-style-type: none"> <li>a. Preparing a questionnaire (action 1);</li> <li>b. Analysis of the data to be integrated in the Positive Action Plan (action 2).</li> </ol>
<b>Direct target</b>	University staff. Single Guarantee Committee
<b>Indirect target</b>	Families of the university staff (children, the elderly, disabled people) Beneficiaries of actions
<b>Institutional managers</b>	Single Guarantee Committee
<b>Operational managers</b>	Single Guarantee Committee
<b>Output</b>	<ul style="list-style-type: none"> <li>📌 Report on the needs and analysis of the needs;</li> <li>📌 Preparing the financial statement of the Positive Action Plan.</li> </ul>
<b>Outcome</b>	<ul style="list-style-type: none"> <li>📌 Higher knowledge of the needs to plan actions which conform to the needs;</li> <li>📌 Higher conformance of the Positive Action Plan to the needs that result from the financial statement.</li> </ul>
<b>Timeline</b>	Action 1: 2022 Action 2: 2022
<b>Assessment indicators</b>	Action 1: Annual survey of specific targets Action 2: Adoption of the Positive Action Plan
<b>Priority</b>	Action 1: high Action2: high

<b>Area 1 - Objective 1.3</b>	
<b>Objective</b>	<b>Guidelines to schedule institutional and educational commitments in compliance with parents' needs (children's school timetables, etc.).</b>
<b>Actions</b>	Scheduling smart working
<b>Sub-Actions</b>	Analysis of needs
<b>Direct target</b>	University staff, research staff, students of postgraduate schools, research fellows, grant holders, support staff and library staff, students' parents.
<b>Indirect target</b>	Families and colleagues of university staff, companies.



<b>Institutional Managers</b>	General director, Human Resources.
<b>Operational Managers</b>	General director, Human Resources.
<b>Output</b>	Guidelines.
<b>Outcome</b>	✚ Supporting work life balance.
<b>Timeline</b>	2023
<b>Assessment indicators</b>	✚ Adopting guidelines; ✚ Number of employees who ask for smart working.
<b>Priority</b>	High

## Area 2. Gender balance in leadership and decision-making

<b>Area 2 - Objective 2.1</b>	
<b>Objective</b>	<b>Making the academic community aware of the need to increase the presence of women in leadership positions and in decision-making processes.</b>
<b>Actions</b>	1. Drafting the guidelines to establish the criteria for appointing the institutional commissions of the university and for assigning institutional tasks; 2. Reporting on the progress of women's positions of responsibility.
<b>Sub-actions</b>	a. Complete recognition of the University commissions and of the positions designated by the institutional bodies; b. Periodic verification of the distribution in the commissions and of the assignments, in order to maintain the average gender equality once it has been achieved.
<b>Direct target</b>	University staff, Technical and administrative staff, research fellows, PhD students, undergraduate students.
<b>Indirect target</b>	The media, the whole community, other Institutions.
<b>Institutional Managers</b>	General Director, Academic Senate, Board of Directors, Rector.
<b>Operational Managers</b>	General Affairs, Human Resources, General Director, Rector's office.
<b>Output</b>	✚ Guidelines for the assignment of tasks to women, taking into account their different load of responsibility; ✚ Report on the number of women who hold high offices and on their trend over time.
<b>Outcome</b>	✚ Increasing the number of women in University commissions, as well as women who are appointed by institutional bodies; ✚ Increasing the number of women who hold high offices.
<b>Timeline</b>	Action 1: 2023 Action 2: 2022
<b>Assessment indicators</b>	✚ Number of women in University commissions and women who are appointed by institutional bodies; ✚ Number of women who hold high offices according to the structure they work in.
<b>Priority</b>	Action 1: very high Action 2: high

## Area 3. Gender equality in recruitment and career progression

<b>Area 3 - Objective 3.1</b>	
<b>Objective</b>	<b>Monitoring gender equality at the beginning of courses, both undergraduate courses and Ph.d programs.</b>
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Review of the internal / external communication system of undergraduate courses and PhD courses in compliance with the respect for gender equality in planned actions;</li> <li>2. Enhancement of the experiences of female students and former female students (new narration and gender-inclusive language) both in internal and external communication through videos and articles;</li> <li>3. Monitoring the relationship between applications for state competitions to access undergraduate courses and PhD courses and the winners.</li> </ol>
<b>Sub-Actions</b>	<ol style="list-style-type: none"> <li>a. Specific communication campaigns with inclusive purposes which are focused on courses (action 1);</li> <li>b. Testimonies given by female students during incoming and outgoing orientation events (action 2);</li> <li>c. Enhancement of the research of female students during the annual PhD Poster event (action 2);</li> <li>d. Report drafting (action 3) on gender diversity in the admission to undergraduate courses and PhD courses.</li> </ol>
<b>Direct target</b>	Middle school and high school students, graduate students, candidates for state competitions, undergraduate students and PhD students, female PhD students.
<b>Indirect target</b>	University, the whole community.
<b>Institutional managers</b>	Orientation and communication areas, President of the PhD School, employees who manage courses.
<b>Operational managers</b>	Actions 1, 2 e 3: orientation and communication areas, PhD coordinators, Department Chairs, President of Surgery and Medical School, Single Guarantee Committee, Presidents of courses of studies.
<b>Output</b>	<ul style="list-style-type: none"> <li>✚ Planning communication campaigns;</li> <li>✚ Final report of longitudinal comparative survey of admissions trend.</li> </ul>
<b>Outcome</b>	<ul style="list-style-type: none"> <li>✚ Increasing female candidates for undergraduate courses and PhD programs;</li> <li>✚ Developing the culture of gender equality in the field of education.</li> </ul>
<b>Timeline</b>	Action 1: 2023 Action 2: 2023 Action 3: 2022
<b>Assessment indicators</b>	<ul style="list-style-type: none"> <li>✚ Yearly increase in women's applications for undergraduate courses on the total number of applications;</li> <li>✚ Yearly increase in women's applications for PhD programs on the total number of applications;</li> <li>✚ Yearly increase in the balanced ratio between female and male winners of state competitions.</li> </ul>

<b>Priority</b>	Action 1: high Action 2: high Action 3: high
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<b>Area 3 - Objective 3.2</b>	
<b>Objective</b>	<b>Reducing the loss of women in career progression</b>
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Eliminating gender bias in the selection process;</li> <li>2. Drawing up the requisites and competences which are required in the managerial positions of the technical and administrative areas</li> </ol>
<b>Sub actions</b>	<ol style="list-style-type: none"> <li>a. Survey which aims to pinpoint factors related to the context and to the system which hinder gender equality (action 1);</li> <li>b. Monitoring the trend over time of the number of women who hold high offices (Services, Areas, Centres for support, Technical and Managerial Services) according to the structure (Services, Areas, Centres for support, Technical and Managerial Services) and to the benefit which is expected (action 2).</li> </ol>
<b>Direct target</b>	Full female Professors, Junior and Senior Assistant Professors, research fellows, Territorial Assistance Centres.
<b>Indirect target</b>	University staff and students, the whole community, other Institutions.
<b>Institutional Managers</b>	General Director, Academic Senate, Board of Directors.
<b>Operational Managers</b>	Human Resources, Development and Planning areas, Single Guarantee Committee.
<b>Output</b>	<ul style="list-style-type: none"> <li>✚ Monitoring the existence of prejudice in career progression which is useful for planning future actions;</li> <li>✚ Description of managerial roles and of required competences (organizational and institutional positions).</li> </ul>
<b>Outcome</b>	<ul style="list-style-type: none"> <li>✚ Supporting the culture of gender equality by combating the obstacles generated by the context.</li> <li>✚ Supporting the increase in the involvement of women in organizational and managerial positions.</li> </ul>
<b>Timeline</b>	Action 1: 2023 Action 2: 2023
<b>Assessment indicators</b>	<ul style="list-style-type: none"> <li>✚ Report on monitoring (action 1).</li> <li>✚ Document containing requisites (action 2).</li> </ul>
<b>Priority</b>	Action 1: high Action: high

## Area 4. Integration of the gender dimension into research and syllabi

<b>Area 4 - Objective 4.1</b>	
<b>Objective</b>	<b>Making community aware of gender</b>
<b>Action</b>	<ol style="list-style-type: none"> <li>1. Organizing seminars, workshops and conferences, which combine the educational activities of the University with gender issues.</li> </ol>

	2. Establishing groups or projects, which develop research on gender, by providing research fellowships for projects pertaining to the study of gender issues.
<b>Sub-actions</b>	a. Planning events periodically (action 1); b. Planning incentives for research (action 2).
<b>Direct target</b>	Teaching staff, academic community.
<b>Indirect target</b>	Students.
<b>Institutional Managers</b>	Academic Senate, the Commission for research, Single Guarantee Committee.
<b>Operational Managers</b>	Presidents of courses of studies, Teachers, Ph.d program directors.
<b>Output</b>	<ul style="list-style-type: none"> <li>✚ Seminars, conferences, workshops (at least two workshops a year);</li> <li>✚ Research projects and research products about gender,</li> </ul>
<b>Outcome</b>	<ul style="list-style-type: none"> <li>✚ Increase in the interest on gender issues (100% of the staff should be trained within three years);</li> <li>✚ Supporting the gender equity-oriented culture.</li> </ul>
<b>Timeline</b>	Action 1: 2023 Action 2: 2023
<b>Assessment indicators</b>	<ul style="list-style-type: none"> <li>✚ Number of seminars on gender gap;</li> <li>✚ Number of research projects, papers and articles on gender issues.</li> </ul>
<b>Priority</b>	Action 1: high Action 2: high

## Area 5. Measures against gender-based violence, discrimination and harassment

<b>Area 5 – Objective 5.1</b>	
<b>Objective</b>	<b>Development of inclusiveness by sharing the values, which combat discrimination, harassment and gender-based violence.</b>
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Communication activities to combat discrimination, harassment and gender-based violence;</li> <li>2. Preventing discrimination, harassment and gender-based violence at the University of Catanzaro.</li> </ol>
<b>Sub-actions</b>	<ol style="list-style-type: none"> <li>a. Supporting the campaign of internal communication.</li> <li>b. Designing initiatives to involve the academic community.</li> </ol>
<b>Direct target</b>	Students/PhD candidates/Research fellows/Teachers
<b>Indirect target</b>	Future students and teachers.
<b>Institutional Managers</b>	General director, Communication and Orientation Areas.
<b>Operational Managers</b>	Trusted Councillor, Single Guarantee Committee.
<b>Output</b>	<ul style="list-style-type: none"> <li>✚ Reports on the participation and the identification of the key points for the development of internal and external communication.</li> <li>✚ Planning actions to combat all forms of discrimination.</li> </ul>
<b>Outcome</b>	<ul style="list-style-type: none"> <li>✚ Organising events with the purpose of combating discrimination, harassment and gender-based violence;</li> <li>✚ Making the community more inclusive.</li> </ul>

<b>Timeline</b>	Action 1: 2022 Action 2: 2022
<b>Assessment indicators</b>	<ul style="list-style-type: none"> <li>✚ Communication campaign against discrimination, harassment and gender-based violence;</li> <li>✚ Supporting counselling.</li> </ul>
<b>Priority</b>	Action 1: very high Action 2: very high

<b>Area 5 - Objective 5.2</b>	
<b>Objective</b>	<b>Making the community aware of the respect for rules of conduct as regards discrimination, harassment and gender-based violence.</b>
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Adopting gender-inclusive language.</li> <li>2. Supporting the procedures to start the "Alias careers".</li> </ol>
<b>Sub-actions</b>	<ol style="list-style-type: none"> <li>a. Forming the work group to set the rules to be submitted to the governing bodies of the University;</li> <li>b. Supporting the procedures to start the "Alias Careers".</li> </ol>
<b>Direct Target</b>	Undergraduate students, PhD candidates, Research fellows, Teachers, Technical-administrative staff, collaborators.
<b>Indirect Target</b>	Future students; Collaboration with other Institutions.
<b>Institutional Managers</b>	Academic Senate
<b>Operational Managers</b>	General Director.
<b>Output</b>	<ul style="list-style-type: none"> <li>✚ Drawing up the guidelines to use the gender-inclusive language;</li> <li>✚ Supporting the procedures to start the "Alias Careers".</li> </ul>
<b>Outcome</b>	Formalisation of anti-homophobic and anti-sexist policies from the University.
<b>Timeline</b>	Action 1: 2023 Action 2: 2023
<b>Assessment indicators</b>	Adopting guidelines Supporting the procedures to start the "Alias Careers".
<b>Priority</b>	Action 1: very high Action 2: very high

## 7. Conclusions and next stages

This GEP has been drawn up in compliance with the principles set out in the CRUI vade mecum. It is, therefore, a public document, prepared by the GEP team, approved by the top management bodies of the University, published on the website and shared by all institutional areas.

The actions that this document had stated will be monitored at the end of 2023, on the first edition of the GEP. Subsequently, monitoring will take place annually, through the preparation of a report, following which the GEP will be updated.