



GENDER EQUALITY PLAN

2022
2024

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University strategy for gender equality, development and innovation

1. Gender and scientific research in the European perspective: a strong connection

The history of the European pro-active commitment on gender equality, and equal treatment for men and women alongside the establishment of antidiscrimination laws and policies, soon intertwined with the history of European research.

This framework also includes the recent developments of Gender Equality Plans, considered as the main platforms for actions of public institutions and the application of the gender mainstreaming principle. We should, therefore, start from this framework to introduce the work the University of Pisa has carried out over the last months and its underlying overall project.

It is well known that since 1984 the European Union has supported research in the European Research Area – ERA through the Framework Programmes for Research and Technological Development.

A few years after the beginning of these long-term funding programmes, in 1998, the European Commission introduced the gender mainstreaming.

In the english language, the concept of gender mainstreaming has a univocal me-

aning: a main stream flowing through all the stages and levels of public policies, bringing the gender equality perspective with it.

But an actual translation can be found in the Swedish language only, where *jämtegrering* (i.e. gender mainstreaming) is composed by *jämställdhet*, namely “equality of the sexes”, and *integrering*, namely “integration”.

Moreover, gender issues in all social areas had already been considered as a global strategy to foster gender equality in the Beijing Conference Platform for Action in 1995.

In 1997 the United Nations Economic and Social Council – ECOSOC defined the concept of gender mainstreaming as: “The process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men equally benefit and inequality is not perpetuated. The ultimate goal is to achieve gender equality.”

Several subjects of the system hold the responsibilities for the implementation of the mainstreaming strategy, whilst procedures are foreseen for responsibilities’ assessments and monitoring of both progress and achieved outcomes, according to the initial identification of issues and problems cutting across the boundaries of different political areas and involving gender inequality (in the gender mainstreaming framework). The mainstreaming, however, does not replace the tool of positive actions, which still represents the more “traditional” approach (within the contemporary constitutional framework) to remove the obstacles for the achievement of a full and substantive gender equality.

In this phase the Council of Europe decided to include the community policy on equal opportunities in the Fifth Framework Programme (FP5) (1998-2002). In 2000 the European Commission further enhanced the analysis of how gender equality affected funding programmes, thus laying the foundation for including the gender perspective in the fifth framework programme, as it is currently set.

If compared with the Sixth Framework Programme (FP6), the FP5 deals less

with the gender dimension which, instead, in FP6 touches upon all aspects of the topic priorities characterizing the project cycle stages.

In particular, as regards research, the sixth framework programme specifies some gender objectives to enhance not only the general female participation, but also the specific involvement of female scientists in the research assessment and transformation procedures to fulfil the different requirements of men and women.

In that framework, the European Commission already required the submission of gender equality plans within the research proposal in FP6, such as the *Integrated Projects* and the *Networks of Excellence*.

This framework programme entails, above all, many funds for the Research Performing Organisations (RPO) and the Research Funding Organisations (RFO) to foster: implementation of gender equality plans, integration of gender in research contents, anti-discrimination, promotion of female scientific curricula and women's advancement in decision-making positions.

As a result, the European Commission set the objective of a 40% female presence in boards, such as the projects' assessment committees, whilst in FP5 the percentage only amounted to 18%.

The Science in Society (SIS) programme and the Science with and for Society (SwafS) programme, including the calls Gender Equality in Research and Innovation (GERI).⁴ - Support to research organizations to implement Gender Equality Plans in Horizon 2020, represented a watershed, funding the implementation of Gender Action Plan - GAP (FP7) and Gender Equality Plan - GEP (Horizon 2020).

The aforementioned programmes, SIS and GERI, have provided a great deal of material about GAPs and GEPs, and financed many studies, scientific papers and reports highlighting the need for sex and gender analysis in research, not only in general terms but also to formulate a good strategic plan for the gender equality goal achievement. With the Seventh Framework Programme (FP7), the European Commission started to fund those projects aiming at the development and implementation of the GEPs, which superseded the previous GAPs foreseen in FP6.

The European Institute for Gender Equality (EIGE) has provided higher education institutes with guidelines for GEPs drafting, which have been crucial for the activities carried out by the GEP working team (hereafter referred to as “GEP Team”), as detailed below.

A recurrent element is the relevance given not only to an equal representation of gender in research and innovation but also, and above all, to the integration of gender dimension in all scientific areas.

The gender intersectionality and the suggested adoption of a transdisciplinary approach represent, indeed, a still current challenge that research educators are summoned to tackle. A particular effort is, instead, demanded, if operating in the technical-scientific area, where the gender perspective is not so considered. This urges, therefore, a reappraisal and an integration of that knowledge system slowly built up over time, as well as the awareness that the learning process, aimed at including the gender perspective, needs for changes both in the research development and in self-perception.

2. GEP: mandatory requirement to access the EU funding

In the Model Grant Agreement of the Horizon 2020 programme, the European Research Council (ERC) already promoted equal opportunities for women and men in the implementation of project actions. The Model Grant Agreement to be signed by the funded bodies specified its request to ensure, wherever possible, gender equality in the staff involved in the project at all levels, including the supervising and executive ones. Negative effects on the budget allocation could be the consequence for those not fulfilling their commitment. But we don't know how many events of budget reductions have occurred.

When the new calls of Horizon Europe were published, a significant change emerged soon: in the event of a successful application, the hosting research body is required to state to be provided with a GEP.

The GEP institution approval does not affect the proposal assessment stage but,

as regards the proposals shortlisted for funding after the assessment phase, the research organization undertakes to be provided with and submit a GEP fulfilling the minimum requirements within the sufficient time needed to sign the contract with the EU.

This initiative was obviously influenced by similar actions recently undertaken at a European level, such as the one involving the three most important research funding entities in Ireland: *Science Foundation Ireland*, *Irish Research Council* and *Health Research Board*. These funding entities required the higher education institutions to join the Athena SWAN (AS)¹ programme for the funding eligibility. Athena SWAN acknowledges and assigns a three-level Award (bronze, silver and gold) for good practice initiatives to advance gender equality in higher education institutions and research institutes: equal representation, careers' advancement and success for all people, regardless of gender. Among the documents universities must submit to obtain an AS Award, the GEP is a crucial one. A UK study on AS shows a connection between eligibility for funding and the institutional leaders' motivation for the achievement of the AS awards (Ovseiko et al. 2017).

In April 2021, an EU notice specified that, despite the 2021 application forms already asked if the institution is provided with a GEP, the answer will not be considered among the eligibility criteria until the 2022 call. Starting from the 2022, the GEP will be mandatory to apply for any funding, hence not only for ERC projects within the framework of Horizon Europe.

Only very few Italian higher education institutions already have a GEP, thanks to specific funding obtained within the framework of Horizon 2020. Most of the Italian universities, including ours, have been forced to develop a Gender Equality Plan within the tight deadlines set by the EU. It urged, therefore, the setting up of a document entailing a deep institutional and structural change in just a few months, as well as the involvement of all components of the university community.

1. Athena Swan is an initiative established by the UK in 2005 and launched in Europe in 2015 (<https://www.advance-he.ac.uk/equality-charters/athena-swan-charter>).

With “University community”, every time this expression is used in the document, is to be intended the overall academic community: all the components of the university community, teaching staff members, students and all kinds of research personnel, even if temporary, technical-administrative staff, managers, external members of university collegial bodies, and everyone working at the University in various capacities – including occasional and temporary one.

3. What is the GEP?

This introduction also aims at providing a guidance on this document, including the main University goals for an approach touching upon all aspects of gender policies. We, therefore, report the EU recommendations to develop an effective GEP. The GEP must be a formal document published on the institutional website and signed by the institution’s top management. The document must specify *i)* the human resources and gender expertise devoted to the GEP implementation; *ii)* collection and monitoring of gender/sex-disaggregated data on staff and students; *iii)* annual reporting based on indicators; *iv)* training activities for staff, including management positions, to raise awareness about gender dimensions, equality practices, equality and the so-called unconscious bias also linked to indirect discrimination.

The EU especially supports universities through the documents issued by the European Institute for Gender Equality-EIGE, whose website has a detailed section devoted to GEPs, providing several examples of gender equality strategic plans within the framework of European projects starting from FP7.

The GEP is a set of commitments and actions that aim at promoting gender equality in the University through institutional and cultural changes.

To comply with the EU GEP eligibility criterion, the GEP must fulfil four mandatory requirements:

- (a) *the status of public document*: the GEP must be a formal document published on the institutional website, signed by the institution’s top management and widely notified within the institution, also to ensure its wide sharing and enhance its compliance.

- (b) *dedicated resources*: the GEP must have dedicated resources and expertise in gender equality to implement the plan, which should not be considered only as a red-tape fulfilment. This aspect is crucial and will be further addressed. The GEP must also include the tools for its implementation. Organisations should identify specific subjects with relevant expertise in terms of gender studies and resources required to support an ongoing process of sustainable organizational change.
- (c) *data collection and monitoring*: sex/gender disaggregated data on University personnel and students must be collected with an annual reporting based on indicators. Universities should consider how to select the most relevant indicators, and how to collect and analyze the data, including the resources to ensure data publication and monitoring on an annual basis. Analysis and monitoring activities are linked to the goals defined in the GEP, as the context analysis from the Gender Report provides the GEP with the actions to be implemented, and the monitoring of the strategic actions, defined by the plan, must also be ensured.
- (d) *training*: The GEP must include awareness-raising actions and training on gender equality. These activities should engage the whole organization and be an ongoing and long-term process. Furthermore, the European Union pays particular attention to communication activities focusing on gender issues.

In addition to these four general characteristics, the European Commission set five content-related theme areas that the GEP is recommended to consider and are, therefore, all present in the GEP of the University of Pisa, as we will see afterwards.

- (1) **Work-life balance and organisational culture**: GEPs aim to promote gender equality through the sustainable transformation of organizational culture. Organisations should implement necessary policies to ensure an open and inclusive working environment, the visibility of genders, and the proper evaluation of their contribution. The GEP should also consider strategic work-life balance policies including parental leaves, flexible working time arrangements and support for caring responsibilities.
- (2) **Gender balance in leadership and decision-making**: the issue of increasing

number and share of female leadership and decision-making positions touches upon all aspects in the GEP. This section can include, for example, the following measures: *i)* training subjects in leadership and decision-making positions on gender issues; *ii)* adapting selection procedures; *iii)* ensuring gender balance through gender quotas, if possible and allowed by the national applicable laws where the GEP is implemented.

(3) **Gender equality in recruitment and career progression:** this content-related section is devoted to the critically review of selection procedures, ensuring that women and men get equal chances to develop and advance their careers, for example, by:

- (a) establishing recruitment codes of conduct;
- (b) involving a specific gender equality officer in recruitment and promotion committees;
- (c) considering organisation-wide workload planning models;
- (d) training the staff on *unconscious bias* (Easterly, and Ricard [2020]), emphasizing that the academic system needs to have female and male trainers capable to adapt the training activity on *unconscious bias* according to the specific context.

Please note that these actions are strongly affected by the general regulations' context. In our system, where the recruiting of University personnel takes place through selection procedures, according not only to legal provisions but also to a relevant constitutional principle, it is not possible to conceive any action influencing the recruitment, thus modifying the merit-based criterion as the only one possible in the selection of teaching, research, technical and administrative staff.

The GEP certainly cannot change this approach but, starting from the organization's specific data emerging from the Gender Report, it must plan corrective actions mainly affecting the cultural level (ranging from the research promotion to the proactive identification of the underrepresented gender in assessment contexts) and fostering the structural change which is the essential goal of the gender equality-oriented plan.

- (4) **Integration of gender dimension into research and teaching content:** The GEP should consider how sex and gender analysis² could be included in research and training.

Anyway, the gender-equality orientation of scientific research contents and methods was among the key goals of the University Positive Action Plan (PAP), approved in November 2017, in compliance with the provisions and the rewarding criteria set by the European Commission in Horizon 2020. Several tools were already suggested there: the adoption of internal fund-raising campaigns for research (as the *Progetti di Ricerca di Ateneo PRA*³ at the University of Pisa), of rewards to supporting the development of gender related research practices, as well as establishing degree awards for theses of Master's/Single Cycle degree or PhD programmes. This kind of actions is in line with the interventions implemented at the University of Pisa through the TRIGGER project (TRansforming Institutions by Gendering contents and Gaining Equality in Research), funded within the framework of the FP7, under the coordination of the Department for Equal Opportunities (Italian Government), joined by our University, along with the universities of London, Paris, Madrid and Prague, counting the introduction of gender approaches in the educational processes among its goals.

The relation between gender and training interweaves disciplines through some common elements: the urge to retrieve a female memorial in the history of disciplines themselves; the importance of overcoming stereotypes, starting from the cultural education of girls and boys, that could become in the more mature stages of people's education an integral part of the disciplines and, in a relationship of mutual conditioning, of the reality that they describe, thus crystallizing it (for instance, we can mention the relation between jurisprudence and law); the search for the overcoming of neutrality through the introduction of two complementary approaches: the historical

2. "How Inclusive Analysis Contributes to Research and Innovation".

https://ec.europa.eu/info/sites/default/files/research_and_innovation/strategy_on_research_and_innovation/documents/ki0320108enn_final.pdf

3. <https://www.unipi.it/index.php/finanziamenti-di-ateneo/itemlist/category/1591-pra-2020-2021>.

one, which from the history of women must come to affect all other disciplines; and the empirical one, turning an abstract education into a world comprehension conveyed by diversities, among which that of gender stands as the most essential.

(5) Measures against gender-based violence, including sexual harassment:

The area concerns the setting of unequivocal institutional policies to combat any form of gender-based violence, supporting victims and establishing a shared culture of refusal and eradication of gender-based violence.

One of the key measures of the GEP is the establishment of an anti-violence centre for the university community, following the trial already opened by the University of Pisa in 2018 with the appointment of the Confidential Counsellor, and adopting the specific regulation to prevent and fight discrimination and harassment in work and study places.

4. The “boxes” of the Unipi GEP

The GEP of the University of Pisa is structured by boxes, as proposed at the European level.

Each box refers to an area of intervention among the five ones defined by the European Commission. Specific, measurable and realistic objectives were set for each area with each objective entailing the actions for its achievement, and finally, those actions were split into sub-actions, as specific interventions to be implemented in relation to the defined action.

Within each box, the direct target shows the main University internal target, whilst the indirect target shows the possible, wider, presence of beneficiaries even outside the University community. The selected institutional responsible persons are the University top management in charge of the actions implementation to achieve the objectives; the operating responsible persons are entrusted with the effective implementation of the measures.

The ex ante identification of human, logistic and economic resources is crucial for a correct setting up and effectiveness of the GEP. Determining the

resources since the plan arrangement ensures its implementation through a feasibility analysis carried out before its development, whose reliability is also measured by the involvement level of all the institutional subjects committed in setting the objectives.

The proposed boxes include the indication of the expected result, considered as the synthesis between the European concepts of “output” (the deliverables deriving from the implemented measure) and “outcome” (the measurable result of the policies adopted as ratio of each measure, according to the critical issues identified as persistent inequality targets to be contrasted).

The feasibility analysis should also include the “timeline”: the estimated time for the objectives’ achievement becomes essential to guide the periodic monitoring performed alongside the GEP implementation, structured around specific indicators (the key performance indicators, KPI). Each box sets the assessment procedure, that is the procedure determining whether an objective has been achieved or not.

In short, the structure by boxes can be well-defined as follows:

“An effective GEP should be founded on a model of change that identifies the problems it seeks to address, their causes and desired outcomes, including targets, it should detail the set of activities that are required to achieve the aims, and indicators to monitor progress. A GEP should engage the whole organisation, from senior leaders to staff, students (in the case of a teaching organisation) and stakeholders, and it should form ongoing process that encourages self-reflection and review of processes and practices”⁴.

The box structure already shows that the GEP is not an act but rather a process, which cyclically takes place, starting from the collection of quantitative and regulatory data and practices within the organization; it passes through the planning stage, which sets objectives, targets and timeline of the measure to be implemented, alongside the necessary resources to do it; it then moves forward to the implementation also requiring activities aimed at the awareness-raising and

4. European Commission (2021), Horizon Europe Guidance on Gender Equality Plans, p. 7, at: https://gender-spear.eu/assets/content/Horizon%20Europe%20Guidance%20on%20GEP_en.pdf

training to build consensus and sharing around the project entailing a structural change in the University community; and finally it gets to the monitoring and assessment of the plan development, which are fundamental to adopt any corrective and integrative actions of the roadmap of actions, in the framework of the University strategy for gender equality.

As happened throughout the development of the GEP of the University of Pisa, it is always important to consider that those plans must take into account the peculiarities of the local context and of the institutions involved, since the transformation processes for gender equality must identify the characteristics of the context they belong to, and fulfil them through relevant procedures, with respect to differences of each reality, included the university ones.

For this reason, it is necessary to activate participatory practices involving the University governance alongside the enhancement of research and experiences of all stakeholders of gender equality policies at a local level.

On the initiative of the Rector, the University of Pisa started this process establishing a working group for the GEP development which included subjects of different gender, age, role in the organization, cultural, administrative and political experiences; its sharing was, then, guaranteed through the discussion and approval both by the Academic Senate and by the Governing Body, thus entailing the participation of all the University community components.

On the one hand, those steps aimed at ensuring the document objectives' accountability taken by the top management, while on the other the wider sharing and commitment of all subjects will lead to the implementation of the planned measures.

5. A new office for the implementation of the University GEP: the Equality and Diversity Office

As underlined in the previous section, human and economic resources are cru-

cial for the GEP, differentiating it from the Positive Action Plan (PAP) the University adopted to define the main intervention for promoting gender equality. The GEP can represent the driving force of the institutional transformation only through a detailed determination of requirements and relevant tools to fulfill them.

The resources obviously depends on the scale of the University setting up the GEP: since its large scale, the University of Pisa is required to make significant investments.

In compliance with the provisions of the European Commission and being consistent with the European higher education institution already having a GEP, a particularly important innovation that we can find in GEP is the establishment of a specific administrative office for gender equality.

The *Gender Equality in Academia and Research Tool of the European Institute for Gender Equality* (EIGE) provides a guidance on the setting up of this kind of tool which should:

- (a) set up, implement, monitor and evaluate the GEP;
- (b) provide the subjects involved in the GEP implementation with practical support and tools;
- (c) cooperate with and involve the stakeholders at all levels to ensure the implementation of the GEP measures;
- (d) raise the awareness on advantages accruing from gender equality in universities;
- (e) assess progress towards gender equality.

According to EIGE, this kind of framework is more effective when including one or more subjects appointed to work full-time on the established task - developing the work alongside all the other structures dealing with gender issues, thus constituting a reticular work – put in direct relation with the University top management, which fully supports it.

The University of Pisa, with its GEP, undertakes to create an Equality and Diversity Office (as defined in the box n. 7 of the Positive Action Plan) with missions

of support and organizational coordination, administration management, technical-scientific expertise for all subjects and political bodies carrying out gender policies within the University.

This Office will start with the recruitment of n. 1 administrative staff member provided with specific expertise in gender studies, as well as design and management of gender equality measures; the Office's scale could also increase according to the periodic assessment of its activities. It will have a constant connection with the Rector's Delegate for Gender Issues and Equal Opportunities, the Committee on Equal Opportunities, Wellness of Employees and Non-Discrimination - Comitato Unico di Garanzia – CUG (hereafter referred to as “CUG”), the GEP Team, the Departments and Central Administration delegates for gender policies (here introduced by the GEP). It will also guide the gender governance cycle through the stages of drafting and monitoring of the Gender Report, the Positive Action Plan and the Gender Equality Plan.

Furthermore, in synergy with the CIDIC - Centro per l'Innovazione e la Diffusione della Cultura dell'Ateneo, the Office will carry out the necessary dissemination and communication activities to give the GEP the most visibility within the University, thus allowing its effective implementation.

Finally, it is essential to underline the great work undertaken by all the different working groups involved in the full achievement of the equality goal: from the development of the Gender Report to the drawing up of the PAP, established with the CUG.

The greatest effort in this stage was to trigger a dynamic, participative and shared process, implemented by the University of Pisa through the synergy of collaboration and interdisciplinarity, where everyone generously and successfully made available the individual expertise.

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ALLA GIORNATA

RETTORATO



WORK-LIFE BALANCE AND ORGANIZATIONAL CULTURE





Work-life balance and organizational culture

The following boxes are a guidance on strategic actions to achieve the objectives of the I content-related (thematic) area set by the European Commission and devoted to the work-life balance and organizational culture.

The defined objectives and actions are closely related with the following already drafted documents: *the Gender budgeting 2020*¹, providing an analysis of the gender equality actions adopted in the three-year period 2017/2019; *the Gender budgeting 2021*, which is currently being completed; *the Positive Action Plan (PAP) 2018/2020*² by the previous CUG and the *PAP 2021/2023*.

The underlying rationale that guided the University of Pisa throughout the drafting of the Gender Equality Plan, was the transdisciplinary cooperation among ad hoc established working groups, where some of the members simultaneously and concurrently worked in several groups ensuring the steady and necessary dialogue for the balanced achievement of the shared goals.

The former CUG had already adopted several measures to foster the work-life balance signing agreements with nursery schools and kindergartens, providing financial support for summer camps, investing about Euro 80000, and financial

1. The Gender budgeting 2020 is available at: : <https://www.unipi.it/index.php/presentazione/item/20547>

2. The Positive Actions Plan 2018/2020 is available at: <https://www.cug.unipi.it/piano-azioni-positive.html>

support for Christmas camps and/or baby-sitting services investing about Euro 27000.

Meanwhile, some training activities were funded through courses, workshops and events, being aware that training plays a fundamental role in promoting the change.

This GEP gives continuity to the previously undertaken measures setting a strategic guidance to develop ever more effective positive actions in line with the PAP 2021/2023 and updating them according to the changes and the new needs they entail, such as the new smart working mode during the Covid-19 pandemic.

As a kind of global experiment, the pandemic urged us to develop new working possibilities that we think it should be necessary to deepen and evaluate to find out their beneficial variants, according to the assessment outcomes of the General Direction, to foster the work-life balance, as explained in box no. 5 of this document and in relation to box 5 of the PAP.

The gender dimension also includes the economic issue. The European Commission considers equal opportunities, gender-balanced representation and sharing of responsibility as those elements underlying the creation of a prosperous Europe where:

Women and men in all their diversity should have equal opportunities to thrive and be economically independent, be paid equally for their work of equal value, have equal access to finance and receive fair pensions. Women and men should equally share caring and financial responsibilities³.

Monitoring activities (i.e. data collection and analysis, alongside qualitative surveys for an updated assessment of needs and satisfaction level of the university community) will play an essential role to ensure the resilience of the following strategic actions and allow a prudent, sustainable, inclusive and, therefore, effective investment policy as well.

3. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: A Union of Equality: Gender Equal Strategy 20-2025, COM/2020/152, point 2.

THEMATIC AREA I **WORK-LIFE BALANCE AND ORGANIZATIONAL CULTURE**

OBJECTIVE	Promoting work-life balance policies aimed at creating an inclusive working environment respectful of differences and characterized by organizational well-being
ACTION/S	A.1 Exploring the caring demands of the University community* to optimize the use of University CUG funds
SUB-ACTIONS	S.1 Defining quantitative and qualitative indicators for monitoring S.2 Monitoring positive actions performed by the University starting from the Positive Action Plan proposed by the CUG and adopted by the University top management. S.3 Systematic analysis developing an annual report
DIRECT TARGET	University community*
INDIRECT TARGET	Society
INSTITUTIONAL RESPONSIBILITY	GD – CUG
OPERATING RESPONSIBILITY	CUG – GEP Team
HUMAN RESOURCES	Equality and Diversity Office - <i>Ufficio per l'egualianza e le differenze (UED)</i> , supporting the working group for the Gender budgeting
LOGISTIC RESOURCES	Premises for UED

Table 1.

FINANCIAL RESOURCES	University resources
EXPECTED RESULT	Developing University strategies to promote conciliation and create a work environment characterized by the whole University community* well-being
TIMING	31 December 2022: annual report 31 December 2023: annual report 31 December 2024: annual report
EVALUATION INDICATORS	• Granted/used funds • Number and type of positive actions performed by CUG • Number of beneficiaries • Annual report
EVALUATION PROCEDURE	Annual report validation performed by the University Board of Directors
Relation to PAP	Thematic Area I, Box 1

Table 2.

THEMATIC AREA I	WORK-LIFE BALANCE AND ORGANIZATIONAL CULTURE
OBJECTIVE	Adopting measures to help reconciling activity and load of caring responsibilities for the University community*
ACTION/S	A.1 Promoting better assistance service for members of University community having caring tasks (parents or children with disabilities, young children, etc.) A.2 Developing specific positive measures to facilitate the professional activity continuity and the caring demands, in compliance with the applicable Laws
SUB-ACTIONS	S.1 Defining quantitative and qualitative indicators for monitoring S.2 Quantitative and qualitative gender/role disaggregated data collection S.3 Systematic analysis developing an annual report S.4 Reduced rates' agreements for nursery schools, playrooms, summer and winter camps, sport centres for children up to 14 years old S.5 Subsidies for University workers
DIRECT TARGET	University community*
INDIRECT TARGET	Society
INSTITUTIONAL RESPONSIBILITY	GD – CUG
OPERATING RESPONSIBILITY	CUG – GEP Team
HUMAN RESOURCES	<i>Equality and Diversity Office</i>

LOGISTIC RESOURCES	Arrangement for the <i>Equality and Diversity Office</i>
FINANCIAL RESOURCES	University resources
EXPECTED RESULT	Empowerment of welfare systems and work/life balance policies
TIMING	31 December 2022 31 December 2023 31 December 2024
EVALUATION INDICATORS	• Granted/used funds • Number of subsidies • Number of agreements • Number of beneficiaries • Annual report
EVALUATION PROCEDURE	Evaluation procedure of the objectives' achievement and identification of integrative, corrective actions, performed by the GEP Team and the Group in charge of developing the Gender Report, under the supervision and support by the Equality and Diversity Office
Relation to PAP	Thematic Area I, Box 2

**THEMATIC
AREA I**

**WORK-LIFE BALANCE AND ORGANIZATIONAL
CULTURE**

Table 3.

OBJECTIVE

A better work environment involving the University community*

ACTION/S

A.1 Selecting for each unit a Delegate of the Director/Manager for gender and equal opportunities issues. Considered as *liaison* between the reference unit and the bodies in charge of gender-related issues, particularly referring to the CUG, he/she should help giving greater visibility to it in order to:

Open a dialogue to identify the various units' demands, which could change each time, adjusting then all interventions and resources to them.

With the support of the UED, this subject will in particular set out activities with CUG and GEP Team for:

- Teaching staff (AR, RTD- A e B, PO, PA, RU)
- Technical/Administrative staff
- Students (PhD)

With specific reference to:

- annual meeting with CUG (and GEP Team) during one of the Department/Centre Council or in occasions alongside that meeting (i.e. for Offices) to describe the work of the CUG, explain PAP and GEP to

	the teaching staff and their importance for recruitment and research activity; collecting suggestions, etc... - annual meeting with the Bachelor's/Master's degree students to disseminate the basic principles underlying the gender culture and update the University policies on that matter - maintaining relations: with the Confidential Counsellor; with the leading subjects of the psychological and anti-violence help desk..
SUB-ACTIONS	S.1 Assessing the delegates' appointment S.2 Setting at least 3 meetings in a three-year period in agreement with delegates S.3 Final reports on meeting evaluations (short files) S.4 Defining the best practices to be implemented
DIRECT TARGET	University community*
INDIRECT TARGET	Society
INSTITUTIONAL RESPONSIBILITY	GD _ Department/Centres/Systems Director - Managers
OPERATING RESPONSIBILITY	CUG – GEP Team
HUMAN RESOURCES	<i>Equality and Diversity Office</i>

LOGISTIC RESOURCES	<i>Premises of Equality and Diversity Office</i>
FINANCIAL RESOURCES	University resources
EXPECTED RESULT	Empowerment of systems and measures for the workplace well-being
TIMING	31 December 2022 31 December 2023 31 December 2024
EVALUATION INDICATORS	• Number of referents • Number of meetings • Meetings final evaluation's report • Drafting of best-practices (at the end of the III year)
EVALUATION PROCEDURE	The GEP Team will evaluate the activities carried out in coordination with the CUG, considering the monitoring carried out by the working group for developing the Gender budgeting in synergy with UED and its scientific support
Relation to PAP	Thematic Area I, Box 3

Table 4.

THEMATIC AREA I

WORK-LIFE BALANCE AND ORGANIZATIONAL CULTURE

OBJECTIVE	Promoting health and safety in workplace through risk assessment from a gender perspective
ACTION/S	A.1 Working risk assessment from a gender perspective
SUB-ACTIONS	S.1 Definition of interaction procedures with: - Representatives for Workers' Safety-RLS (Rappresentante dei lavoratori e delle lavoratrici per la sicurezza) - Occupational Health Physician of the University of Pisa - Confidential Counsellor - Safety and Environmental Services S.2 Final evaluation report S.3 Testing the evaluation tool VARIDIGE (VALutazione dei Rischi in ottica DI GEnere) developed by the Interdisciplinary Research Group, under the coordination of Professor Rita Biancheri and Professor Rudy Foddis (Occupational Health Physician of the University of Pisa), in collaboration with Ms. Francesca Pecori S.4 Testing results evaluation
DIRECT TARGET	University community*
INDIRECT TARGET	Society
INSTITUTIONAL RESPONSIBILITY	Occupational Health Physician – Head of Department - Management

OPERATING RESPONSIBILITY	CUG – GEP Team Human Resources Management – Prevention and Protection Service - Occupational Health Physician's Unit – Educational and Students Services' Office
HUMAN RESOURCES	Health and Safety Office / <i>Equality and Diversity Office</i>
LOGISTIC RESOURCES	Arrangement for the <i>Equality and Diversity Office</i>
FINANCIAL RESOURCES	University resources
EXPECTED RESULT	Reinforcing and developing the workplace risk assessment's services and promoting a culture characterized by the workers' psychophysical well-being.
TIMING	31 December 2022 31 December 2023 31 December 2024
EVALUATION INDICATORS	• Number of reports • VARIDIGE testing outcomes • Annual report
EVALUATION PROCEDURE	The GEP Team will evaluate the activities carried out in coordination with the CUG, considering the monitoring carried out by the working group for developing the Gender budgeting in synergy with UED and its scientific support.

Relation to PAP Thematic Area I, Box 4

Table 5.

**THEMATIC
AREA I**
**WORK-LIFE BALANCE AND ORGANIZATIONAL
CULTURE**
OBJECTIVE

Improving smart working opportunities

ACTION/S

A.1 Possible proposal to increase the smart working quota in compliance with the applicable Laws and with the University survey on activities which can (not) be totally/partially performed in smart working.

A.2 Proposal of a vade-mecum providing a guidance on how to set effective meetings in smart working, in compliance with the National Collective Agreement and particularly considering the right to disconnect.

A.3 A feasibility study to understand if the workers' internal transfer can be considered as a useful tool for the T/A staff work-life balance. Beside analyzing the consequences related to the workers' well-being, the study will be also focused on the possible implication for the units (as regards finance and management). The feasibility study's outcomes could entail some proposals.

SUB-ACTIONS

S.1 Developing proposals to improve and increase the smart working, considered as a work-life balance-oriented tool, in compliance with relevant legislation, the University survey and the GEP study's outcomes.

S.2 Developing a vade-mecum to set effective meetings in smart working, in compliance with the National Collective Agreement, the work-life balanced procedures and the right to disconnect.

	S.3 Definition of the survey methodology underlying the feasibility study: setting the study phases, distribution of tasks within the GEP Team, outcomes evaluation and, finally, possible proposals.
	S.4 Training
DIRECT TARGET	T/A staff
INDIRECT TARGET	Family – Colleagues
INSTITUTIONAL RESPONSIBILITY	GD – Head of Department/Centres/Systems - Managers
OPERATING RESPONSIBILITY	CUG – GEP Team
HUMAN RESOURCES	<i>Equality and Diversity Office</i>
LOGISTIC RESOURCES	Arrangement for the <i>Equality and Diversity Office</i>
FINANCIAL RESOURCES	University resources
EXPECTED RESULT	Empowerment of work well-being and more sustainability (reduction of costs, time, pollution, etc...)
TIMING	2022-2024 (see below)
EVALUATION INDICATORS	• Number of smart workers (by 31 December of each year) • Survey on satisfaction levels (by 31 December of each year) • Vade-mecum to set meetings in smart working (31 December 2022) • Feasibility study (31 December 2024)

	- Developing proposals (31 December 2024) - Training initiatives (31 December 2022)
EVALUATION PROCEDURE	The GEP Team will evaluate the activities carried out in coordination with the CUG, considering the monitoring carried out by the working group for developing the Gender budgeting in synergy with UED and its scientific support.
Relation to PAP	Thematic Area I, Box 5





GENDER BALANCE IN LEADERSHIP AND DECISION-MAKING





Gender balance in leadership and decision-making

The European Commission underlines how the gender balance in leadership and decision-making (the second thematic area the higher education institutions are summoned to deal with) is crucial to underpin the institutional change in the University governance.

As shown by many scientific studies and literature, the number of women in the top management would also determine a critical mass having positive consequences on the general presence of women in the University defusing and contrasting the well-known Matthew and Matilda effects, thus breaking the related mechanisms of cumulative advantages e cumulative disadvantages.

Starting from the context analysis provided by the Gender Report, the GEP Team and the CUG particularly identified the need for going on with the already commenced process of structural change which has shown a slow development so far.

The teaching and technical/administrative staff distribution by gender, category and levels says a lot about the gender equality status in our University which, in line with the national data, shows the same critical issues related to horizontal and vertical segregation.

It is the well-known phenomenon called leaking pipeline deriving from the segregation mechanisms and showing that women are ever-increasingly underrepresented with the progression of the professional career.

For an in-depth understanding of the context analysis, please refer to the Gender Budgeting. Here we only provide the most significant data on the main critical

issues of our University.

The diagram shows, indeed, an under-representation of women in the first level, particularly in some departments such as Computer Science or Information Engineering, in a context characterized by a very low percentage of female presence starting from the student-body composition of these degree programmes.

If considering the gender distribution of the II level teaching staff across the departments in April 2021, an increased female representation can be especially found in the Departments of Pharmacy and of Philology, Literature and Linguistics. In the former it can be even found a female over-representation to 73%, whilst in the latter the full professors are the 34% only.

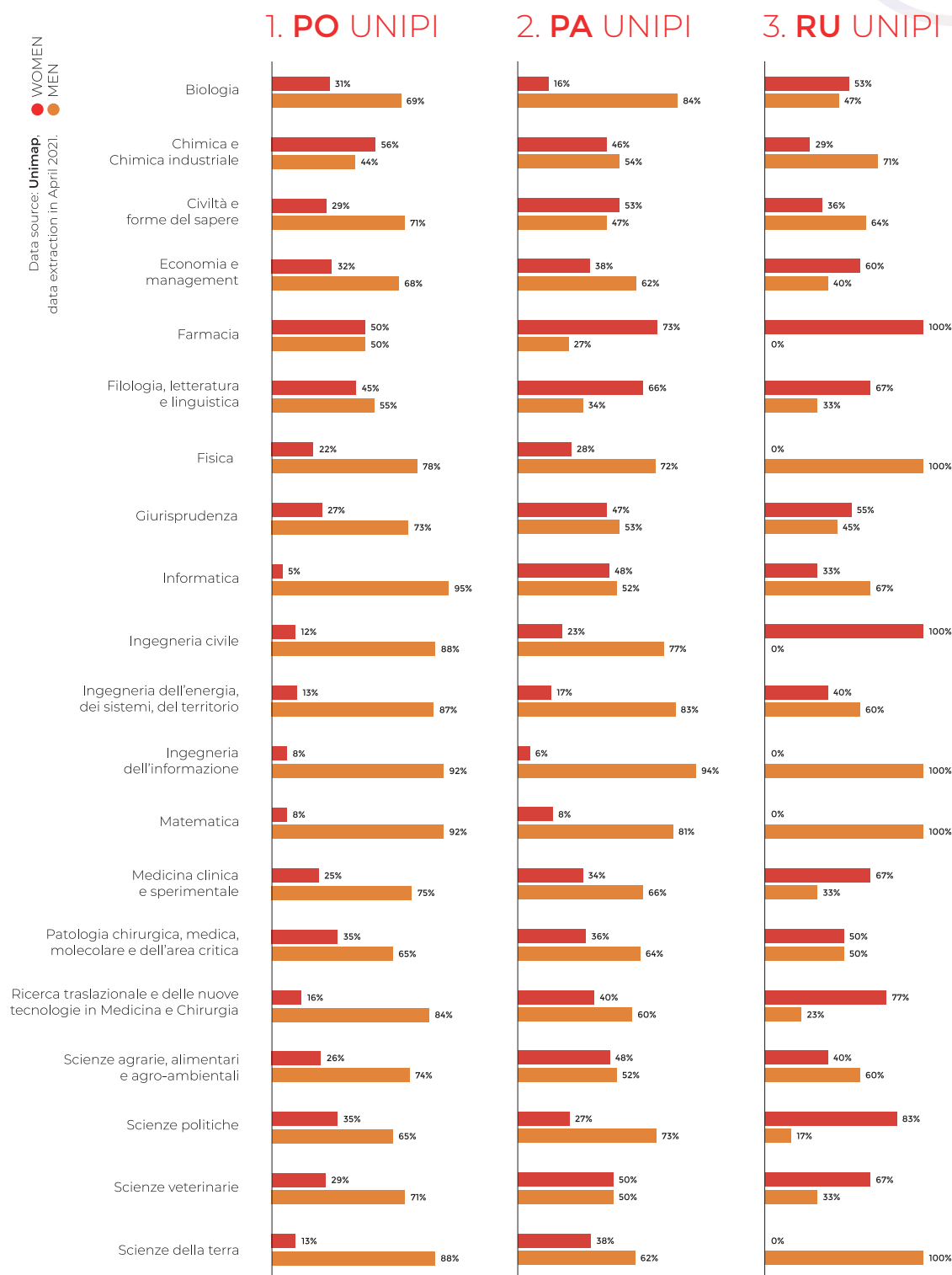
Female presence is higher at the lowest career stages, unfortunately confirming the greatest female presence at the base of the university-pyramid.

The academic career is defined by a manly paradigm: its structure is, indeed, characterized by a male working-time patterns, including an unlimited availability which hardly suits some lifecycle stages of women, such as motherhood, thus complicating the work-life balance.

«The traditional scientific or engineering career presumes the model of an out-of-date male life course [...]. Historically, that career model depended on a faculty member having a wife to take care of all other aspects of life, including the household, family, and community» (Meta-analysis of gender 2010, p. 82 = NAS 2007, p. 260).

A work-family conflict occurs in this lifecycle stage, when women are often forced to an either/or decision, with a prevalent waiver of one of the two life part (as the statistical data witness). This condition is furtherly worsened by the strict schedule of the academic career where no exceptions are permitted. The concept of academic age, introduced by the Dutch universities in the late 1990s, sets the time limits to achieve specific research outcomes and, even if not formally required, it also suggests that the achievements obtained in the first career stages are crucial for its success.

Ultimately, career women in motherhood have to face the so-called maternal wall, a combination of obstacles and prejudices nurturing the conception of low



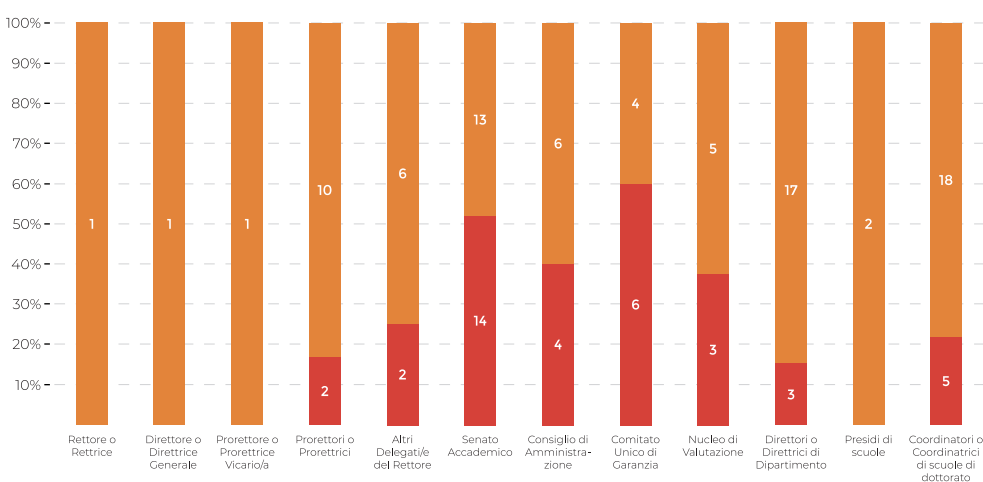
working efficiency, lack of interest in career advancement, thus increasing the gap between women and men. Therefore, unmarried and childless women scientists are more than men in the same situation, whilst many women give up their career for family and childcare or, if possible, request part-time.

In 2018 the CUG already undertook an initiative within this framework: the assessment of research outcomes made by Scientific Area Committees must consider the periods for maternity leave, parental leave or sick leave longer than six (6) months, if they occur in the considered four-year period¹.

**Composizione
di genere nella
Governance
di Ateneo al
31/10/2021.**
Data source:
Unimap.

COMPOSIZIONE DI GENERE NELLA
GOVERNANCE DI ATENEO AL 31/10/2021

● DONNE ● UOMINI



All that obviously affects the University governance, as shown by the above diagram representing a male over-representation everywhere, except for the Academic Senate and the CUG where a close-to-balance can be recorded.

The GEP aims, therefore, to continue with the already performed activities, considering the scientific careers' monitoring as crucial to reasonably set a roadmap of actions enhancing a greater balance in decision-making, as shown in the following section.

1. In compliance with the "Linee guida sulla valutazione dei prodotti della ricerca per l'attribuzione del rating e l'assegnazione dei fondi di Ateneo" issued by Rector's Decree n. 38703 on 28 July 2017

Table 6.

THEMATIC AREA II	GENDER BALANCE IN LEADERSHIP AND DECISION-MAKING
OBJECTIVE	Fostering the structural change
ACTIONS	A.1 Analysis of the University sources of law to identify possible interventions fostering the gender representation A.2 Development of Guidelines on gender balance for University appointments.
SUB-ACTIONS	S1. Preliminary analysis of all University regulations to identify possible amendments of current rules in order to foster the representation of the under-represented gender, hence the gender balance, within all the University bodies. S.2 CUG submission of possible proposals to amend regulations. S.3 Development of a document including “<i>Guidelines on gender balance in appointments</i>” proposed by the CUG, supported by the Equality and Diversity Office and the GEP Team. Visibly inspired by the constitutional rules on gender balance (Cost, art. 3, and Cost, art. 51), this document will be applied to all appointments and designations both by monocratic bodies (i.e. Rector, Heads of Department, etc...) and by collegial bodies (Academic Senate) having significance within the University community.

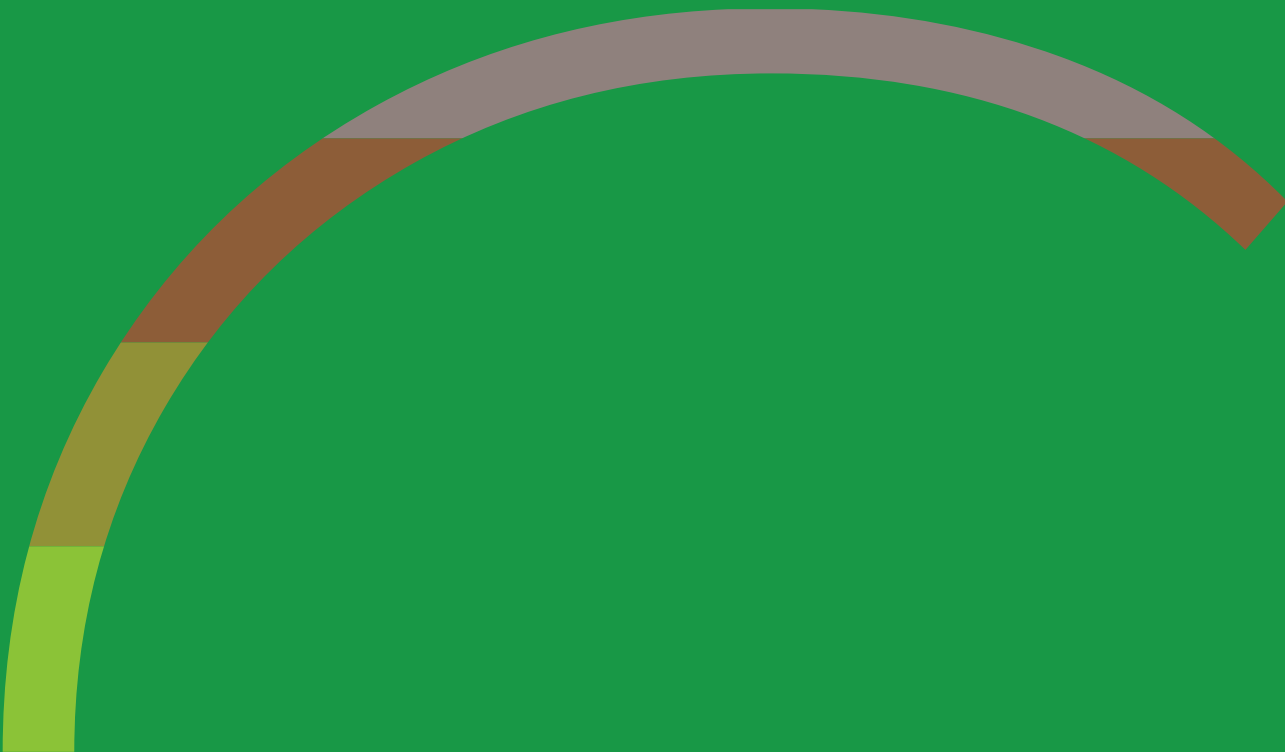
	Aiming at an equal democracy within the academic dimension, the proposal should set an acceptable minimum threshold for each gender representation, imposing the obligation to give reasons in the event of derogation from the full equality rule (50/50), to be applied to the overall number of appointments and designations made by all bodies (monocratic or collegial) over a period of one year.
DIRECT TARGET	University bodies
INDIRECT TARGET	University community
INSTITUTIONAL RESPONSIBILITY	Possible regulatory amendments are proposed by the CUG and approved by the Academic Senate. Guidelines proposed by the CUG and adopted by the Academic Senate.
EXPECTED RESULT	Fostering women presence in University leadership; reducing the under-representation and fostering a structural change.
TIMELINE	Resources analysis: May 2022 Possible proposals of regulatory amendments: September 2022 Adoption of Guidelines: November 2022
EVALUATION PROCEDURE	Analysis – performed also at intermediary times with respect to the drawing up of the Gender Budgeting - concerning the gender balance in appointments: monitoring report of the actual compliance with the adopted <i>Guidelines</i> .
Relation to PAP	Thematic Area II, boxes 1 and 2





GENDER EQUALITY IN RECRUITMENT AND CAREER PROGRESSION





Gender equality in recruitment and career progression

With *Horizon Europe*, the European Commission reaffirms its commitment to gender equality, also particularly focusing on research and innovation, underlining its legal base and crosscutting priority¹.

One of the 3 main objectives set by the Commission is:

increasing gender balance throughout the programme is another objective, with a target of 50% women in Horizon Europe related boards, expert groups and evaluation committees, and gender balance among research teams set as a ranking criterion for proposals with the same score.

Gender equality is, therefore, considered essential for an intelligent and sustainable growth, as it does not only foster the economic development but also the general welfare alongside a fairer and more inclusive Europe for everyone's benefit.

Despite the progress made toward gender equality over the years, Member States still have a lot to do². Differences “of” and “between” gender persist and in some areas are still stronger than ten years ago³.

1. See “Gender equality in research and innovation” in “Gender equality in Horizon Europe” at: https://ec.europa.eu/info/research-and-innovation/strategy/strategy-2020-2024/democracy-and-rights/gender-equality-research-and-innovation_en

2. See Global Gender Gap Report 2021 del World Economic Forum al seguente link: <https://www.weforum.org/reports/global-gender-gap-report-2021>.

3. See Gender equality strategy 2020-2025 at: <https://ec.europa.eu/info/policies/justice-and-funda->

The gender dimension constitutes a fundamental boost for the development and promotion of scientific excellence; for supporting the creation and dissemination of new knowledge, competences, technologies and high-quality solutions to strengthen the impact of research and innovation and tackle global challenges, such as, for instance, the climate-change and, more generally, all the sustainable development goals listed in the Agenda 2030: Sustainable Development Goals of the United Nations Organization.

The sustainable development is a “fair” economic development, charged with positive value judgment. From a cultural point of view, quite heterogeneous dimensions should be considered together from a perspective recognizing interdependence between economic dimension – namely world of facts – and ethical dimension – namely world of values (Fusco Giraldi, 1997). In other terms, a sustainable society is, therefore, based on a development process where economic objectives, triggering circuits of productive realities and employment increase, are alongside ethical objectives, such as social justice, poverty reduction guided by principles of inclusion, enhancement of individual differences and gender equal opportunities. The University of Pisa is committed both to the sustainability goal and to the gender equality one, as emerges from the “Rapporto di sostenibilità 2020” (*2020 Sustainability Report*), where the Rector underlines how the awareness of the sustainability concept centrality originated “the important amendments to our Statute and Strategic Plan, making the sustainability culture a core element in the activities performed at the University of Pisa in its social, economic and environmental aspects”. Starting from the academic year 2020/2021 a new cross-cutting course concerning the Agenda 2030 (with a specific section even devoted to the Goal 5: Gender Equality) has been added to the educational activity offered by the University of Pisa, with an enthusiastic wide participation of female/male students enrolled in all Unipi degree programmes.

The enhancement of individual differences – still demonstrating a interdisciplinary approach – is the objective of this theme area which aims to foster gender equality in recruitment and career progression, in compliance with the constitutional principles and the applicable regulatory systems considering merit as the

[mental-rights/gender-equality/gender-equality-strategy_en](#).

fundamental key requirement to access the public work.

To this aim, the University of Pisa is trying – and will go on trying – to identify possible balance points and, better still, synergies, between fostering merit in the selection procedures for its staff and in the career progression of its female/male professors, as well as progressively solving those critical issues related to problems deriving from double presence, load of caring responsibilities thus disadvantaging female gender that is, therefore, under-represented in the institution's top management⁴.

4. According to the document *Parità di genere*, 25 May 2021, of the Chamber of Deputies of XVIII Legislature, available at https://www.camera.it/temiap/documentazione/temi/pdf/1105539.pdf?_155403082749.

“within the framework of Mission 1, new mechanisms of staff recruitment in the PA are foreseen, in addition to the opportunities of vertical career progression and advancement toward high-level leadership positions. All that could contribute to the gender balance both in first access and in top management of the PA. Moreover, mandatory courses on “women empowerment” will be funded for the public workers’ training.

About the women under-representation in top management, please see Section XX of the Unipi Gender Budgeting 2021

Table 7.

**THEMATIC
AREA III**
**GENDER EQUALITY IN RECRUITMENT AND CA-
REER PROGRESSION**

OBJECTIVE	Fostering a progressive gender balance in the composition of the teaching staff
ACTIONS	A.1 Setting possible rewards for those Department implementing direct calls to female/male scholars belonging to the under-represented gender, always in compliance with the relevant legislation.
SUB-ACTIONS	S1. Defining forms and measures to incentivize those Departments implementing the direct call (to female/male scholars permanently working in research sector abroad and provided with equivalent academic qualifications, or to “brain gain” persons with the necessary requirements, or to high-quality European research grants holders) or the appointment of fixed-term professors pursuant to the Law no. 230/2015, art. 1, par. 12. S2. Widely communicating the action undertaken to all department structures of the University to raise awareness in the Heads of Departments and enhance that action to foster high-level research carried out by Unipi researchers and professors in all scientific areas.
DIRECT TARGET	Departments
INDIRECT TARGET	University community and scientific community in all areas
INSTITUTIONAL RESPONSIBILITY	Rector
EXPECTED RESULT	Fostering the female presence in teaching positions; progressive gender balance in the composition of the teaching staff

TIMELINE

July 2022

**EVALUATION
PROCEDURE**

Drafting annual reports on the activation of direct calls procedures and on the actual application of incentives from hiring female/male scholars belonging to the under-represented gender.

Relation to PAP

Thematic Area III, boxes 1 and 2



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IV

MEASURES AGAINST GENDER-BASED VIOLENCE, INCLUDING SEXUAL HARASSMENT





Measures against gender-based violence, including sexual harassment

The measures against gender-based violence represent an important issue of which the University of Pisa is well aware, as showed by the conferences, training courses, workshops and panel discussions organized over the years.

For instance, the national conference *Discrimination grounded on sexual orientation and gender identity* (2019) or the conference *Families that change: parental and emotional bonds declined in the rainbow flag, with babysitting service* (2019), or the training courses *Categories, rights, discriminations, a Queer prospective and the initiative Measures against sexism and homophobia in universities* for teaching and administrative/technical staff (2018).

Within the framework of the actions fostering ever-increasingly inclusive contexts, enhancing individual differences and the psychophysical well-being of the whole academic community, the University of Pisa established, in 2017, the *Carriera Alias (Alias Curriculum)*¹. It allows to define alternative gender identities superseding the birth identity of trans individuals. This gender recognition tool represents an actual form of protection of fundamental rights and allows, therefore, the establishment of a respectful work environment, ensuring the well-

1. The Regulation on activation and management of *Carriera Alias* is available at: <https://www.unipi.it/phocadownload/regolamentiallegati/regcaralias.pdf>

being of students and workers at the University. In 2019 the Conference of the National Association of the Equality Bodies of the Italian Universities sent to the National Conference of Rectors the motion adopted during the national conference *Discrimination grounded on sexual orientation and gender identity, organized* in Pisa, recommending the implementation of the *Carriera Alias*. It urged several Italian higher education institutions to introduce or amend the *Carriera Alias* even in accordance with the Pisan motion on the self-determination, thus allowing people to apply for it without submitting medical diagnoses nor psychiatric examinations' certificates.

Finally, the interdisciplinary working group, established by the conference, developed new *Guidelines for the Italian University to implement the Carriera Alias of the Conference of the National Association of the Equality Bodies of the Italian Universities*, where the University of Pisa represents a good reference pattern to be followed at a national level. This GEP is thought and elaborated as a process where each section focuses on a specific action area and is connected to the others, thus developing a system of positive references and positive consequences for the roadmap of actions.

Thanks to the experience of many years from research to training, the following boxes show the project for an anti-violence help-desk to be opened in collaboration with the Scuola Sant'Anna and the Scuola Normale Superiore.

Well described in the related boxes of the PAP 2021/20213, it is a huge project which intends to support and counsel victims of gender-based violence, as well as to identify violence cases at various level and improve the well-being of the whole university community, thus disseminating the culture of respect and enhancing individual differences

Table 8.

THEMATIC AREA IV	MEASURES AGAINST GENDER-BASED VIOLENCE, INCLUDING SEXUAL HARASSMENT
OBJECTIVE	Opening a free anti-violence centre to identify and manage discrimination and gender-based violence cases.
ACTIONS	A.1 Defining the Counseling Service provided by the centre alongside its procedures and staff A.2 Defining the <i>Assistance</i> activities of the centre alongside its procedures and staff A.3 Defining the Rights Information activities of the centre alongside its procedures and staff
SUB-ACTIONS	S.1 Setting the working procedures and venues S.2 Guidance activities performed by universities, if required, in accordance with extra-university organizations, (third-sector associations, judicial authorities, health agency, judicial police) S.3 Collaboration with the Confidential Counselors and the involved University psychologists
DIRECT TARGET	University community*
INDIRECT TARGET	Society
INSTITUTIONAL RESPONSIBILITY	- President of the CUG at the University of Pisa - President of the CUG at the Scuola Normale Superiore - President of the CUG at the Scuola Superiore Sant'Anna
OPERATING RESPONSIBILITY	Institutional responsible persons will select the operating responsible persons

HUMAN RESOURCES	- Female/male staff at the help-desk, according to the procedures set by the agreements. <i>Equality and Diversity Office</i>
LOGISTIC RESOURCE	- Premises for the help-desk activities - Logistic resources (movable assets, hardware, software, ect...)
FINANCIAL RESOURCES	Budget shared, on a pro-rata basis, by the University of Pisa (50%), Scuola Normale Superiore (25%) and Scuola Superiore Sant'Anna (25%).
EXPECTED RESULT	First support/counseling for victims of discrimination and gender-based violence. Uncovering cases of gender-based violence and harassment, comparing them with their origins and roots. Improving the psychophysical well-being level of the university community*.
TIMELINE	March/April 2022 – Setting the centre and starting its activities.
EVALUATION INDICATORS	- Annual report on performed activities - Number of information requests - Number of accesses to the counseling centre - Number of cases

**EVALUATION
PROCEDURE**

Evaluation of activities performed by the centre through indicators and annual reports. The GEP Team reserves its right to conduct random control over the activities development over the year (once or twice a year), with the scientific and technical support of the Equality and Diversity Office.

Relation to PAP

Thematic area V, box 1

Table 9.

**THEMATIC
AREA IV**
**MEASURES AGAINST GENDER-BASED
VIOLENCE, INCLUDING SEXUAL HARASSMENT**
OBJECTIVE

Analysis and monitoring of Anti-Violence help-desk's activities

ACTIONS

A.1 Collection and analysis of data on case records addressed by the centre

A.2 Monitoring the help-desk services, activities and initiatives' effectiveness

A.3 Collection of good practices for the development of measures against gender-based violence and fostering the public engagement

SUB-ACTIONS

S.1 Institutional and operating responsible persons alongside possible working groups of the CUGs of the involved universities, in collaboration with the staff of the centre, will draft a report on the performed activities approximately every 6 months.

S.2 The monitoring will include:

- quantitative data (handed out leaflets, information requests, addressed cases)
- qualitative data (notes and observations of female/male staff and data deriving by questionnaire and self-evaluation forms anonymously filled out, concerning the provided services' effectiveness).

S.3 At the end of the year a public event will be organized to show the good practices deriving from the help-desk activities.

DIRECT TARGET

University community*

INDIRECT TARGET	Society
INSTITUTIONAL RESPONSIBILITY	• President of the CUG at the University of Pisa • President of the CUG at the Scuola Normale Superiore • President of the CUG at the Scuola Superiore Sant'Anna
OPERATING RESPONSIBILITY	Institutional responsible persons will select the operating responsible persons.
HUMAN RESOURCES	• Staff of the centre • Equality and Diversity Office
LOGISTIC RESOURCES	• Individuation of a place for the centre activities • Logistic resources (movable assets, hardware, software, ect...)
FINANCIAL RESOURCES	• Budget of the University of Pisa: 50% • Budget of the Scuola Normale Superiore: 25% • Budget of the Scuola Superiore Sant'Anna: 25%
EXPECTED RESULT	Fostering a culture against the gender-based violence and for human rights respect. Improvement of our University female/male workers' psychophysical well-being levels.
TIMELINE	Late 2022, 2023, 2024: final event

	Report on six-month activities (The exact timeline will be calculated starting from the actual opening of the centre and according to the agreement with the other two universities)
EVALUATION INDICATORS	• Annual report on activities performed by the centre (every six months) • Annual monitoring of help-desk activities (by 31 December of each year) • Collection of good practices • Annual public events
EVALUATION PROCEDURE	The evaluation will be performed by the GEP Team, with the technical and scientific support of the Equality and Diversity Office. It will be based on the provided material and the initiatives organized by the centre.
Relation to PAP	Thematic Area V, box 2

Table 10.

THEMATIC AREA IV	MEASURES AGAINST GENDER-BASED VIOLENCE, INCLUDING SEXUAL HARASSMENT
OBJECTIVE	Communication activities to inform the university community* about gender-based violence; sexual harassment and all the activities performed by the anti-violence centre.
ACTIONS	A.1 Defining the Communication and Communicative Strategy Plan A.2 Dissemination of (quantitative and qualitative) performed analysis and researches' outcomes A.3 Training activities against gender-based violence
SUB-ACTIONS	S.1 Setting the communication strategic goals and the procedures to achieve them through online/offline communication systems and different types of platforms and social network. S.2 Planning and organizing short and long-term communication campaigns supporting the activities performed by the anti-violence help-desk, also in synergy with the Centro per l'Innovazione e la Diffusione della cultura (CIDIC) of UNIFI and the communicative strategies set by the CUC of the Scuola Normale Superiore and the CUC by the Scuola Sant'Anna. S.3 Organizing training courses for the whole university community* on gender-based violence and harassment in academic areas and not. Organizing learning modules on specific topics, such as: • gender-based violence and harassment • direct and indirect discrimination

	• stereotypes • language respectful of gender representation They are cross-cutting modules of degree programmes. Final test to be drafted at the end.
DIRECT TARGET	University community*
INDIRECT TARGET	Society
INSTITUTIONAL RESPONSIBILITY	• President of the CUG at the University of Pisa • President of the CUG at the Scuola Normale Superiore • President of the CUG at the Scuola Superiore Sant'Anna
OPERATING RESPONSIBILITY	Institutional responsible persons will select the operating responsible persons.
HUMAN RESOURCES	<i>Centro per l'Innovazione e la Diffusione della cultura (CIDIC)</i> Possible involvement through internal call to BA/MA degree students and PhD students in media and communication, granting scholarships activated by the CIDIC in collaboration with the CUG. Equality and Diversity Office.
LOGISTIC RESOURCES	• Software, hardware and media resources belonging to the University of Pisa • Host structures of the deployed human resources

FINANCIAL RESOURCES	• Budget of the University of Pisa: 50% • Budget of the Scuola Normale Superiore: 25% • Budget of the Scuola Superiore Sant'Anna: 25%
EXPECTED RESULT	Fostering a culture against the gender-based violence, for human rights respect and raising awareness of possible violence and harassment form, thus probably uncovering hidden cases. Improvement of our University female/male workers' psychophysical well-being levels.
TIMELINE	Timeline will be set in collaboration with the institutional and operating responsible persons of the three involved Universities
EVALUATION INDICATORS	• Communication Plan • Number of organized campaigns • Number and type of information material • Number of performed training courses • Number of attendees • Number of accesses and download
EVALUATION PROCEDURE	With the scientific and technical support of the Equality and Diversity Office, the GEP Team will perform an interim evaluation of the communication campaigns' development, in coordination with the GEP Teams of the other two involved Universities.
Relation to PAP	Thematic Area V, box 3





**INTEGRATION OF
GENDER DIMENSION
INTO RESEARCH AND
TEACHING CONTENT;
FOSTERING AND
DISSEMINATING GENDER
EQUALITY ALSO
THROUGH THE PUBLIC
ENGAGEMENT**



Integration of gender dimension into research and teaching content; fostering and disseminating gender equality also through the public engagement

For the GEPs drafting and implementation, universities must adjust those documents according to the local context specificities and to each university's peculiarities. Moreover, as shown by several studies, they should consider that, the transformation processes to achieve gender equality must capture the local contexts' characteristics and fulfil them through appropriate procedures, with respect to the differences and diversities making each context unique.

All that considered, the European Commission underlines, on one side, the need for participative practices that involve University governance and, on the other side, the importance of research, competences and experiences at a local level of all the stakeholders involved in the gender equality policy.

In this framework the University of Pisa has such a long tradition in terms of research, teaching activities¹, scientific productions² and joining European projects³.

This GEP section is related to the relevant section of the Positive Action Plan 2021/2023 (please refer to that⁴), promptly drafted by the Committee on Equal Opportunities, Wellness of Employees and Non-Discrimination (Comitato Unico di Garanzia - CUG) established in May 2021.

Training plays a significant role from the first steps of the educational process. Accordingly, within the complex framework of its PAP the CUG includes, therefore, educational awareness-raising actions on gender equality and in the pedagogical process.

Embedding the PAP, the GEP moves in that direction fostering, inter alia, the integration of the gender perspective, and the equality perspective in an intersectional dimension, in all the scientific areas, as well as in the research contents, through several kinds of actions such as the establishment of: a new cross-cutting “gender studies” course open to the students enrolled in all our degree programmes; an award for the best degree or PhD thesis concerning the gender topics; or a Postgraduate Programme in “Studies and Gender policies”.

This framework also includes the preliminary activity – in line with the PAP

1. For an in-depth analysis of gender teaching activities, please see Gender Budgeting 2020, pag. 160.

2. See “Genere, soggettività, diritti” (Pisa University Press - PUP). The collection, directed by the President of the CUG, includes research writings, conferences and workshops’ proceedings, organized or promoted or sponsored by the CUG, without law constraints, but concerning topics of anti-discrimination, gender studies and equal opportunities at work

3. i.e. The European project *TRIGGER: Transforming Institutions by Gendering contents and Gaining Equality in Research* (2014-2017), under the coordination of Rita Biancheri, funded within the framework of the Seventh framework programme of the European Community for research and technological development including demonstration activities(FP7); the project ELaN: European Law & Gender (2019-2022), under the coordination of Elettra Stradella, funded within the framework of the Erasmus+ programme “Jean Monnet Actions”, on the topic of the relation between law and gender from the European legislation perspective. Or the ongoing project *Wise 4 All Challenges*, funded by the EU under the grant agreement COMM/SUBV/2020/E/0077, whose aim is to set policies to increase the women and girl joining European Parliament’s initiatives, to integrate the women multidisciplinary perspective in the European policies (environment, social policies, digital transformation and health)

4. See Thematic Area IV of the PAP 2021/2023.

2021/2023⁵ - to evaluate the possible establishment of a *Centro Interdisciplinare di Studi di Genere* (CISG), having cultural and scientific tasks and aiming at: establishing national and international collaborations, post-graduate programmes and lifelong learning programmes; organizing workshops and conferences; joining research and experimental projects

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5. For the *Centro Interdisciplinare di Studi di Genere* (CISG), please see PAP 2021/2023, Thematic Area IV, box n. 2.

Table 11.

**THEMATIC
AREA V**
**INTEGRATION OF GENDER DIMENSION INTO
RESEARCH AND TEACHING CONTENT; FOSTE-
RING AND DISSEMINATING GENDER EQUALITY
ALSO THROUGH THE PUBLIC ENGAGEMENT**
OBJECTIVE

Integrating the gender perspective into research and teaching content, enhancing the gender awareness in a interdisciplinary dimension

ACTIONS

A1. establishing a cross-cutting course open to students enrolled in all Unipi degree programmes and curricular in at least 5 degree programmes in “gender studies”

A2. promoting a coordination board of the University courses to organize periodic (semestral or annual) meetings for the University community, concerning single issues identified during the coordination phase.

A3. establishing an annual award for the best degree or PhD thesis on gender topics

A4. within the so-called third mission, promoting awareness-raising and dissemination activities on fundamental concepts (such as sex/gender, equality/difference, gender identity, discrimination, also from a multidisciplinary approach) in local schools, in collaboration with the provincial school office.

SUB-ACTIONS

S.1.1 Performing a wide and extensive communication and information activity for all degree programmes and all enrolled female/male students about the course activation, how to attend it and obtain the relevant ECTS

S.1.2 Organizing a series of meetings with the Presidents of the STEM degree programmes to foster the course in those sectors, also assessing the most effective procedures for its inclusion in the educational processes.

S.2.1 Performing a preliminary assessment of the usefulness, opportunity and sustainability of turning the coordination board into a Centro interdisciplinare di studi di genere having cultural and scientific tasks and aiming at: establishing national and international collaborations, post-graduate programmes and lifelong learning programmes; organizing workshops and conferences; joining research and experimental projects.

S.2.2 Strengthening the Unipi national and international projects on gender topics through a greater coordination among scholars of gender issues at the University.

S.3.1 Performing an extensive communication campaign about the award at least six months before its first edition, also raising the professors' awareness about the promotion of those studies.

S.4.1 Collecting the existing good practices for establishing relations with local school and public engagement initiatives, to foster the background full awareness in the interventions' planning stage

DIRECT TARGET	T.1 Students enrolled in Unipi degree programmes
	T.2 The whole University community
	T.3 Students enrolled in Unipi degree programmes and PhD programmes
	T.4 Students of lower and upper secondary schools (in Pisa and its Province) (according to the provisions set by the Province School Office)
INDIRECT TARGET	The indirect target of all actions could be the whole society.
INSTITUTIONAL RESPONSIBILITY	R.1 Vice-Rector for Education and Delegate for Gender Policies
	R.2 Delegate for Gender Policies
	R.3 CUG
	R.4 CUG and <i>Centro di Ateneo per l'innovazione e la diffusione della cultura</i> (CIDIC)
OPERATING RESPONSIBILITY	Institutional responsible persons will select the operating responsible persons for each action.
HUMAN RESOURCES	<i>Equality and Diversity Office</i>
LOGISTIC RESOURCES	In case the establishment of the Centre is deemed feasible, an actual office will be set for the Centre, consisting of at least a room with at least two fixed workstations, depending on the current logistic resources' availability.

FINANCIAL RESOURCES

The financial resources stem from the Ordinary Fund (Professors' cost for teaching and public engagement activities). The annual award will be funded by the CUG.

EXPECTED RESULT

Cross-cutting embedding gender culture inside and outside the University. Affirming the University of Pisa as driving force for the gender culture dissemination at the local level and increasing the presence of the University of Pisa in projects development on gender topics at a national, European and international level.

TIMELINE

Year 1: activation of the cross-cutting course and of the coordination board (and relevant sub-actions)

Year 2: starting the annual award for degree and PhD programmes' theses (and relevant sub-actions)

Year 2: starting dissemination activities at a local level (and relevant sub-actions)

EVALUATION INDICATORS

E.1 *Ex ante* reason ad *ex post* evaluation stated by students through a relevant questionnaire.

E.2 Number of enrolled students and students from other degree programmes

E.3 Number of participating theses

E.4 Number of students from the involved schools

E.5 Impact of activities carried out in schools, to be assessed through a relevant questionnaire

EVALUATION PROCEDURE

The GEP will evaluate the goals achievement's level together with the CUG and supported by the Equality and Diversity Office.

Relation to PAP

Thematic Area IV, box 1

Table 12.

THEMATIC AREA V	INTEGRATION OF GENDER DIMENSION INTO RESEARCH AND TEACHING CONTENT; FOSTERING AND DISSEMINATING GENDER EQUALITY ALSO THROUGH THE PUBLIC ENGAGEMENT
OBJECTIVE	Activation of the Postgraduate Programme (Master di I o II livello – II or III cycle programmes) in “Gender Studies and Policies”
ACTIONS	A.1 Starting the preliminary activity to activate the Postgraduate Programme in “Gender Studies and Policies” and decide its level (I or II). A.2 Activating the Postgraduate Programme. A.3 Implementing a wide and effective communication campaign to appeal to as many interested subjects as possible, particularly focusing on the class composition (promoting a gender cross-cutting participation, scientific areas and geographic origins)
SUB-ACTIONS	S.1.1 Drafting a report on the I and II level training activities about gender studies currently available in Italy. S.1.2 Organizing a joint meeting for the administration (the competent University offices), the coordination board of gender courses (see the previous objective), CUG and Delegate for Gender Policies to evaluate the report outcomes and the process start. S.3.1 Planning and publishing the website of the Postgraduate Programme and posting it on the Unipi social media channels. S.3.2 Defining the participation of the involved Unipi female/male professors in events on the radio or tv, and through any other media instrument.
DIRECT TARGET	Postgraduate students in Italy and Europe

INDIRECT TARGET	The indirect target could be the whole society, the public administrations, the universities, the institutions which can benefit from the skills and cultures of young people having studied at the University of Pisa.
INSTITUTIONAL RESPONSIBILITY	R.1 Coordination board of courses, Delegate for Gender Policies, CUG and Educational Services Office (competent University offices) (supported by the Equality and Diversity Office) R.2 The Department where the Postgraduate Programme is activated (to be defined) R.3 CIDIC
OPERATING RESPONSIBILITY	The institutional responsible persons will select the operating responsible persons for each action.
HUMAN RESOURCES	Assigned human resources must be deployed for this objective implementation (as happened with the previous one). At least 1 staff member must, therefore, be recruited for the organizational and management support of all the selected institutional and operating responsible persons to achieve the objective, through the establishment of the Office for Equality and Difference.
LOGISTIC RESOURCES	The Postgraduate Programme will be attended in blended mode (physically or remotely).
FINANCIAL RESOURCES	Participation fees paid by the participants and scholarships funded by external bodies.
EXPECTED RESULT	Dissemination of the gender culture, including the specialistic one. The importance of the role played by the University of Pisa as a driving force for the gender culture dissemination at the local level and increasing the presence of the University of Pisa in projects development on gender topics at a national, European and international level.

TIMELINE

Preliminary activity: September 2022

Postgraduate Programme activation: 2023

EVALUATION INDICATORS

E.1 Report drafting

E.2 Activated Postgraduate Programme and number of enrolled female/male students

E.2 Composition of the Postgraduate Programme class (by gender and geographical origin)

E.3 News on the Postgraduate Programme available on the national newspapers, social networks, radio and tv

EVALUATION PROCEDURE

The GEP will evaluate the goals achievement's level together with the CUG and supported by the Equality and Diversity Office.

Relation to PAP

Thematic Area IV, box 2





