



UNIVERSITÀ
di **VERONA**



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Gender Equality Plan



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INTRODUCTION

By adopting the Gender Equality Plan (GEP), the University of Verona has complied with the requirements of the European Commission for participation in all Horizon Europe calls for proposals for research and innovation.

The University's Gender Equality Plan (GEP) is part of our University's overall approach to gender equality policies, together with the **Three-Year Positive Actions Plan** issued by the University's CUG - which includes the Confidential Counsellor, the Listening and Support Service, as well as other University Commissions -, the **Gender Equality Report**, the **Annual Report on Gender Data** pursuant to Directive no. 2/2019 of the Ministry of Public Administration and the Undersecretariat for Equal Opportunities, and especially the **University Strategic Plan**, including but not limited to the *Transversal Area* indicated therein.

The actions set out in the University's GEP will be integrated within the University Strategic Plan and directly linked to the results of the *Gender Equality Report*, both in the planning and reporting phases.

The University's GEP has the purpose of focusing equally on all sections of the University community: specifically, it is aimed at: implementing **gender equality policies** and work-life balance, as well as fostering a better organisational culture; promoting fair **recruitment policies** and career prospects for research and administrative staff; tackling **horizontal segregation** and gender asymmetries within courses. The project also aims at **removing gender inequalities** in decision-making processes, fostering excellence in **research and teaching**; integrating sex/gender variables in **research and teaching** programmes and contents, and carrying out training activities tailored to the needs of the individual sections of the University community, as well as Third Mission and **public engagement** activities.

In line with the European Commission's standards, GEP identifies a series of actions, with a common focus on improvement, not only in the typical areas of responsibility of CUG, but also and above all across the different strategic areas involved. This will be done in order to:

- identify gender gaps and inequalities;
- implement innovative strategies to solve gender gaps and inequalities;
- set goals and monitor their achievement through appropriate indicators.

THE 2021-2024 PTAP (THREE-YEAR POSITIVE ACTIONS PLAN BY CUG)

The Committee for Equal Opportunities, Employee Well-being and Non-Discrimination at Work (CUG) of the University of Verona, acting in line with the principles of equality and non-discrimination enshrined in the Italian Constitution, the Charter of Fundamental Rights of the European Union, the European Convention on Human Rights and Fundamental Freedoms, the Directive no. 2/2019 of the Ministry of Public Administration and the Undersecretariat for Equal Opportunities, and the University's Statute and Code of Ethics, regularly adopts a **Three-year Positive Actions Plan**, or *Piano Triennale di Azioni Positive* (PTAP).

In accordance with the CUG's guidelines, PTAP aims to guarantee equal opportunities, create a work and study environment based on organisational well-being, promote gender equality and respect for the principle of non-discrimination, strengthening existing projects and promoting new ones.

Moreover, following the introduction of Directive no. 2/19 *'Misure per promuovere le pari opportunità e rafforzare il ruolo dei Comitati Unici di Garanzia nelle amministrazioni pubbliche'*, CUG has confirmed its commitments to the following objectives:

1. to ensure **equality and equal opportunities** in the public sector, preventing and **combating all forms of physical and psychological violence, harassment and direct and indirect discrimination**;
2. to optimise **productivity** in the public sector by improving individual work performance;
3. to increase the **organisational performance** of the administration as a whole, making the organisation more efficient and effective, also through the adoption of measures promoting organisational well-being and equal opportunities, and tackling discrimination. To this end, the University, within the limits of its budget availability, shall provide CUG with staff and equipment suitable to pursue the objectives required by the law and the relevant guidelines, in accordance with the provisions of Art. 57, paragraph 1, letter d), of Legislative Decree no. 165/2001.

PTAP 2021-2024 aims at the following:

1. awareness-raising activities to promote equal opportunities and combat discrimination, sexual harassment and all forms of violence;
2. training activities to promote equal opportunities and combat discrimination, sexual harassment and all forms of violence;
3. organisational well-being;
4. work-life balance;
5. initiatives and research projects aimed at promoting equal opportunities, organisational well-being and removing all forms of discrimination;
6. partnerships aimed at achieving the above objectives.

1. AWARENESS-RAISING ACTIVITIES TO PROMOTE EQUAL OPPORTUNITIES AND COMBAT DISCRIMINATION, SEXUAL HARASSMENT AND ALL FORMS OF VIOLENCE

The University, through CUG, is committed to informing staff and students about the role of the Committee and the initiatives and activities undertaken. This is achieved by: producing informative material (posters, leaflets, on-line communications) thanks to the important support of the Communications Area and the University's Governance; holding specific meetings with each Department's representatives; providing a web page, where the Committee's aims, tasks and structure, past and upcoming activities, projects carried out, documents and any useful information to disseminate the culture of equality and equal opportunities will be posted.

CUG also carries out its Third Mission activities, in accordance with the University's policies and strategy, by organising seminars, meetings, round tables and events to raise awareness among the University's staff and students, as well as the general public, of issues relating to equal opportunities, work-life balance and forms of discrimination, and by establishing a strong partnership with local authorities and associations interested in promoting these issues. In particular, initiatives, meetings, seminars, exhibitions, film screenings and theatrical performances are organised on particularly significant days, such as the International Day for the Elimination of Violence against Women (25 November), the Transgender Day of Remembrance (20 November), the European Equal Pay Day (28 February), the International Women's Day (8 March), the International Day against Homophobia, Biphobia and Transphobia (17 May).

2. TRAINING ACTIVITIES TO PROMOTE EQUAL OPPORTUNITIES AND COMBAT DISCRIMINATION

In this area of intervention, the University, through CUG, proposes to implement, in agreement with the Rector's Delegates for Education, Right to Study and Student Policies and Budget, and the Human Resources Directorate, specific courses focusing on equal opportunities for staff and students. Specifically:

1. it is intended to promote common training initiatives, addressed to the student community, particularly PhDs and those in the usually most vulnerable categories (research and scholarship holders, postgraduate students), in order to promote the role of the Confidential Counsellor and the Listening and Support Service for work-related stress, and to raise awareness of discrimination, harassment and mobbing issues among students, PhDs, research and scholarship holders, and postgraduate students;

2. on the occasion of the drafting of the "Guidelines for gender-inclusive language", published by CUG in 2017, revised and definitively approved by CUG in November 2019, CUG intends to continue promoting and disseminating the "Guide to gender-inclusive language", drawn up with the aim of raising awareness among employees and students of gender-inclusive language.

3. ORGANISATIONAL WELL-BEING

The University has been offering services to the University community for many years, making them available, where possible, also to non-employees, who tend to be more vulnerable, such as: temporary workers, contract workers, research grant holders and postgraduate students. In this context:

1. the CUG's collaboration with the Confidential Advisor is confirmed. This position, as set out in Art. 17 of the University of Verona's Code of Ethics and active since 2014, is called upon to prevent, manage and effectively resolve cases of harassment, mobbing and discrimination of staff and students. On a six-monthly basis, the Confidential Advisor, on the basis of the cases handled, which are strictly protected by anonymity, informs the CUG and the competent bodies of the critical issues that have emerged and plans positive actions with them;
2. the Listening and Support Service - a service that is becoming increasingly common in the workplace - will continue to be offered for listening and psychological support for people experiencing work-related stress. Recently, a

psychologist experienced in this field has been appointed to provide this service in the vicinity of the Borgo Roma University campus. This is a neutral space reserved for the University's employees, where they can find advice and support in dealing with work-related problems, such as conflict, stress and lack of motivation. These issues are distinct from those dealt with by the Confidential Advisor, which are generally caused by forms of discrimination, harassment and mobbing. The interaction between the activities of the Listening and Support Service and the Confidential Advisor allows a more effective handling of the situations and their fruitful resolution;

3. the University intends, through the action of CUG, to: (i) promote a closer relationship between CUG and the University Scientific Committee for Inclusion and Accessibility and with Departmental representatives, promoting, for example, the participation of a CUG member in the Committee's meetings and the organisation of joint initiatives on issues that are relevant to the two bodies; to this end, it is necessary to promote a culture of inclusion as part of all University policies, activating a process of cross-sectoral awareness that

involves the university community at all levels, strengthening services and improving practices that are able to counter discriminatory behaviour (even unintentional) due to a poor dissemination of the culture of inclusion; (ii) to promote common initiatives and dialogue between CUG and the area of International, Social and Environmental Development Cooperation of the University, in order to create synergies and support solidarity and international cooperation, and the promotion of relations between higher education and research institutes to foster peace and development; (iii) promote a dialogue between CUG, the Head of the Prevention and Protection Service and the University HR Management, the University's GP, the workers' safety representatives and the Confidential Advisor on the assessment of psycho-social risks and the resulting work-related stress, for the promotion of organisational well-being within the University and focusing on those actions aimed at eliminating harassment, sexual harassment, mobbing and discrimination in the workplace.

4. WORK-LIFE BALANCE

The University supports and encourages work-life balance. Specifically:

1. CUG confirms its support for the management of the University crèche, "BabyAteneo". Established in 2006, this service offers 18 places reserved for the children of students and the University's teaching/administrative staff, and 3 places for external users. CUG evaluates the proposed educational projects and assigns the winning cooperative a three-year contract; it defines the criteria for reimbursement of fees, makes purchasing decisions on the basis of needs and requests, and acts as a point of contact for requests from users and the cooperative itself. This is a well-established project which, thanks to the quality of the service offered, has seen a progressive increase in users over the years;
2. in order to promote psychophysical well-being, an agreement is in place that allows employees and students (and their underage children) to use the services made available by CUS - Motor Sciences with a 50% discount on the registration fee. In addition, the University Summer Centre is also supported by CUG: this is a positive action

aimed at promoting work-life balance, as from June to September it welcomes children from 5 to 16 years of age, children of University staff and students;

3. initiatives and research projects aimed at promoting equal opportunities, organisational well-being and at removing all forms of discrimination, the University, through CUG, actively takes part in working groups aimed at raising awareness of equal opportunities and organisational well-being issues, and removing all forms of discrimination; other projects with the same are also promoted by the University, as well as by local bodies and associations that are committed to these values;
4. in particular, CUG shall support, within the scope of its responsibilities, the Gender Balance project and the Gender Equality Plan.

5. TRAINING OF CUG MEMBERS

CUG intends to support the training of CUG members, promoting specific initiatives and/or encouraging participation in relevant conferences and seminars, especially those organised by the National Conference of Equality Bodies of Italian Universities with which CUG collaborates.

6. PROJECT FOR THE PSYCHOLOGICAL WELL-BEING OF FOREIGN STUDENTS AT THE UNIVERSITY

CUG also supports the REDEFINE project, which is financed by the European Community and promoted by the WHO Centre for Mental Health Research at the University of Verona, aimed at preventing psychological distress among foreign students who belong to the University and are suffering stress because of the Covid-19 pandemic.

THE 2018–2020 GENDER EQUALITY REPORT

The drafting of the Gender Equality Report, made possible by a wide and transversal working group, is part of the **gender equality policies** that the University of Verona has been carrying out for a long time and that have been strongly upheld by the current University's governance.

This document, the first for the University, provides an opportunity to look at the state of the art and plan our future as a University open to equal opportunities and to embracing the challenge of gender diversity, which is a precious element for all universities, as it is for ours.

This first **comprehensive report** of the University has adopted the guidelines set out by the Italian Rectors' Association (**Conferenza dei Rettori**) for the drafting of the Gender Equality Report, and its results can be compared with those from other Italian universities. An in-depth analysis of the entire University academic community has been carried out: **students, lecturers, technical-administrative staff and research staff**, representing an opportunity to monitor and verify the interventions implemented in the last three years to promote gender equality.

Data about the University's student population, as of 31 December 2020, show a situation in which:

- more than 64% of the total number of enrolled **students** are female students;
- the proportion of female students changes in relation to the various areas of study, with women prevailing in the areas of social sciences, education and natural sciences and health;
- female students are more open to **international mobility**, both outgoing and incoming, exceeding 70% of the total, and are more successful in their studies, since female graduates make up around 62% of the total and 68% of those graduating with a **110/110 cum laude** are women;
- on the other hand, a strong **horizontal segregation** emerges among students enrolled in degree programmes and **PhD programmes**. As regards the latter, there is a male predominance in the area of IT and communications;
- although there is a substantially equal employment rate for men and women five years after graduation, it should be noted that, **upon completion of any degree programme**, the net

monthly remuneration of female graduates is lower than that of male graduates: although the pay gap is greater in the Italian population, the prospect of lower remuneration than their male counterparts is also observed for women graduating at the University of Verona (Master's degree graduates: women €1,436, men €1,706; Single-cycle/Combined Bachelor+Master's degree graduates: women €1,593, men €1,880).

As regards teaching staff:

- the number of female lecturers has risen over the last three years from 39.9% to 41.4%: in particular, with reference to 2020, **the number of women is higher among researchers on permanent and fixed-term contracts (54%)**, while it is lower at higher levels of the academic career;
- although the University of Verona is in a better position than the national average, vertical segregation is significant: 27.4% of female lecturers are full professors and 39% are associate professors, confirming the so-called **career gap** in Verona as well;

- **horizontal segregation** at the university is also observed, whereby scientific and technological areas are mainly dominated by men, while those in the fields of education, social work, health and medical disciplines and the humanities have a strong female presence;
- as regards gender equality and the principle of equal opportunities between men and women among the **members of selection committees** for open competitions, it should be noted that, in 2020, compliancy was observed in 93.8% of cases, in agreement with the guidelines issued by the National Anti-Corruption Authority (ANAC).

Finally, in relation to technical-administrative staff, it should be noted that:



- the average presence of women is about 66% in the years considered; moreover, the majority of female members of staff at the University has a **degree** (55%), against 45% at national level; 14.7% of them has a **PhD**, against 5.8% at national level. Female employees with a high-school diploma (30%) appear to be significantly trained and, on average, women have higher qualifications than men (44.7% with a degree, 13.3% with a PhD);
- while there is a clear predominance of women in all categories, there is a substantial equality in management positions (i.e. 3 women, 3 men);
- as far as employment contract type is concerned, 58 female employees compared to only 2 male employees have entered into **part-time contracts** (up to 50% of full-time);
- concerning the average number of days of **absence from work** for the year 2020, it can be seen that the average days per capita are higher for men only as regards holidays and leave under Law no. 104/92 (for the latter type of

leave: 3.68% men, 2.73% women). Women have, on average, more days of **absence for parental leave**, other types of leave and sickness, which confirms that women bear a greater burden of parental care commitments;

- with reference to 2020, the most populated age group for women is the 45-54 age group (45.5%), but the **under-35 age group only accounts for 4%** of the technical-administrative female component, which is something that should be carefully monitored.

GENDER EQUALITY PLAN



THEMATIC AREA 1 – WORK-LIFE BALANCE AND ORGANISATIONAL CULTURE

GOALS	ACTIONS	SUB-ACTIONS	DIRECT TARGET GROUP	INDIRECT TARGET GROUP	SCHEDULE				MANAGED BY	INDICATOR	LINK WITH 2030 SDGS AGENDA
					2021	2022	2023	2024			
1. Supporting young female researchers in taking part in mobility programmes	1.1. Funding for mobility programmes for female researchers with children	1.1.1 Additional bonus for outgoing international mobility for research staff members with children under 6 years of age: call for applications	Permanent research staff members	Families of permanent research staff members			X	X	Institutional supervisor/s: Rector's delegate for Internationalisation Staff: International mobility area Funding: €6,000 per each two-year period, Internationalisation budget	Increase in the number of support recipients compared to the previous calendar year	 



THEMATIC AREA 1 – WORK-LIFE BALANCE AND ORGANISATIONAL CULTURE

GOALS	ACTIONS	SUB-ACTIONS	DIRECT TARGET GROUP	INDIRECT TARGET GROUP	SCHEDULE				MANAGED BY	INDICATOR	LINK WITH 2030 SDGS AGENDA
					2021	2022	2023	2024			
2. Building an inclusive learning and working environment	2.1. Adopting a family-friendly academic calendar and working hours	2.1.1 Identification of needs and issues in work-life balance	Technical-administrative staff members	Families of technical-administrative staff members	x	x	x		Institutional supervisor/s: Rector, General-Director, CUG Staff: HR Directorate and collective contracts	Better results of the “Work-life balance” questionnaire, to be developed	 
		2.1.2 Feasibility study and testing of a priority system in the allocation of teaching hours for teaching staff with children aged 10 years or less	Permanent and temporary research staff members	Department’s Directors, Programme Coordinators, Heads of Office	x	x	x		Institutional supervisor/s: Rector’s delegate for Teaching and education Staff: Teaching and Student Services Directorate, Department’s Units, Teaching Committees	Better results of the “Work-life balance” questionnaire, to be developed	 
		2.1.3 Feasibility study and testing of a lecture timetable which includes at least 20% online lectures for teaching staff with children aged 6 years or less	Permanent and temporary research staff members	Department’s Directors, Programme Coordinators, Heads of Office	x	x	x		Institutional supervisor/s: Rector’s delegate for Teaching and education Staff: Teaching and Student Services Directorate, Department’s Units, Teaching Committees	Better results of the “Work-life balance” questionnaire, to be developed	 





THEMATIC AREA 1 – WORK-LIFE BALANCE AND ORGANISATIONAL CULTURE

GOALS	ACTIONS	SUB-ACTIONS	DIRECT TARGET GROUP	INDIRECT TARGET GROUP	SCHEDULE				MANAGED BY	INDICATOR	LINK WITH 2030 SDGS AGENDA
					2021	2022	2023	2024			
3. Reducing gender prejudices and stereotypes	3.1 Providing incentives for inclusive events	3.1.1 Organising CUG seminars on gender issues, equal opportunities and tackling discriminations. Producing graphic and/or video materials	University community and high-school students	Local community and students' families		x	x	x	Institutional Supervisor/s: CUG; Rector's Delegate for Communications; Rector's Advisor for Social sustainability; Rector's Advisor for student orientation Staff: Communications Area; Visual Communications Area Funding: €2,000 per year, CUG budget	No. of seminars organised No. of seminar participants No. of graphic and/or video materials produced	 







THEMATIC AREA 2 – GENDER BALANCE AT MANAGEMENT AND BOARD LEVEL

GOALS	ACTIONS	SUB-ACTIONS	DIRECT TARGET GROUP	INDIRECT TARGET GROUP	SCHEDULE				MANAGED BY	INDICATOR	LINK WITH 2030 SDGS AGENDA
					2021	2022	2023	2024			
1. Increasing female staff in management positions	1.1 Promoting internal and external campaigns/events to raise awareness of the contribution of female researchers, and gender diversity within research groups	1.1.1 Organising events with female scholars and researchers	Students	Local community	x	x	x		Institutional Supervisor/s: Rector's Delegate for Communications; Rector's Delegate for Public Engagement Staff: Communications area; Visual Communications Area Funding: €2,000 in total for the two-year period, Public Engagement budget	no. events organised no. of event participants	 



THEMATIC AREA 3 – GENDER EQUALITY IN RECRUITING AND CAREER PROSPECTS

GOALS	ACTIONS	SUB-ACTIONS	DIRECT TARGET GROUP	INDIRECT TARGET GROUP	SCHEDULE				MANAGED BY	INDICATOR	LINK WITH 2030 SDGS AGENDA
					2021	2022	2023	2024			
1. Equal opportunities in research funding programmes	1.1 Funding to female researchers for participation in international scientific groups, seminars	1.1.1 Decrease in the percentage of deduction to the University budget for national and international planning and for third-party research with female PI	Permanent research staff	Public and private companies and institutions	x	x	x		Institutional Supervisor/s: Rector's Delegate for research design and development; Rector's Delegate for the evaluation and impact of research; University's bodies. Staff: Research Area	Proportion of female PI per CUN area	 
2. Reducing horizontal segregation and gender asymmetries in disciplinary fields	2.1 Rebalancing female students in the STEM area	2.1.1 Promoting a balanced male and female students ratio in STEM courses through financial support and specific orientation paths. Producing graphic materials	Female students	Teaching staff, school managers, students' families and social networks	x	x	x		Institutional Supervisor/s: Rector's Delegates for: Teaching and education; Communications. Rector's Advisors for: Social sustainability; Student orientation. Staff: Teaching and Student Services Directorate; Student Orientation area; Management Planning and Control Area; Visual Communications area. Funding: PRO 3 ministerial funds	Improvement of gender balance in STEM courses	 

THEMATIC AREA 4 – INTEGRATING GENDER IN RESEARCH AND TEACHING ACTIVITIES

GOALS	ACTIONS	SUB-ACTIONS	DIRECT TARGET GROUP	INDIRECT TARGET GROUP	SCHEDULE				MANAGED BY	INDICATOR	LINK WITH 2030 SDGS AGENDA
					2021	2022	2023	2024			
1. Integrating gender in research activities	1.1 Design and planning of educational and awareness-raising activities on gender issues	1.1.1 Organising scientific seminars for students, PhD students, scholarship and research grant holders; postgraduate specialisation students	Students, PhD students, scholarship and research grant holders; postgraduate specialisation students	University and local communities	x	x	x		Institutional Supervisor/s: CUG and Student Council; PhD School Staff: CUG Funding: €1,000 per year on CUG budget	no. of seminars no. of seminar participants	 
2. Integrating gender in teaching activities	2.1 Soft skills workshops	2.1.1 Developing gender workshops in the area of transversal skills	Students	University and local communities		x	x		Institutional Supervisor/s: CUG; Rector's delegate for Teaching and education; University's TALC; University bodies. Staff: Teaching and Student Services Directorate	no. of participants	 
	2.2 Promoting gender studies in university courses	2.2.1 Measuring sustainability teaching, with a focus on gender modules and projects	Permanent and temporary teaching staff	Programme Coordinators, Heads of Office	x	x	x		Institutional supervisor/s: Rector's delegate for Teaching and education Staff: Directorate for Teaching and Student services; Departmental Units; Teaching Committees; Management Planning and Control Area; Visual Communications area; RUS coordinator	% of degree programmes where gender modules are provided out of the total number of degree programmes	 

THEMATIC AREA 5 – COMBATING GENDER-BASED VIOLENCE AND SEXUAL HARASSMENT

GOALS	ACTIONS	SUB-ACTIONS	DIRECT TARGET GROUP	INDIRECT TARGET GROUP	SCHEDULE				MANAGED BY	INDICATOR	LINK WITH 2030 SDGS AGENDA
					2021	2022	2023	2024			
1. Raising awareness of harassment and sexual violence	1.1 Providing educational activities to tackle gender-based violence, harassment and conflict in the workplace	1.1.1 Providing University's technical-administrative and teaching staff with specific training and presentation days in departments	Permanent and temporary technical-administrative, research and teaching staff		x	x	x		Institutional supervisor/s: Rector's delegate for Communications; CUG; Confidential Counsellor Staff: HR Directorate; Heads of Department Funding: budget allocated to the University's Confidential Counsellor	no. of training events organised no. of presentation days in departments	 



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