



GENDER
2022
EQUALITY
2024
PLAN



UNIVERSITÀ
DEGLI STUDI DELLA
TUSCIA

GENDER EQUALITY PLAN

2022 - 2024



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INTRODUCTION



The **Gender Equality Plan** (hereafter GEP) has its origin in a careful reading of current cultural trends. It has been conceived as an instrument of structural change, specifically aimed at universities and research institutions with the intent to impact strategic areas for the promotion of gender equality in all spheres of society.

The strategic importance of the GEP is to be set within a general framework marked by phenomena of vertical and horizontal segregation in academic environments and proves an indispensable tool for contrasting any form of discrimination or violence, with a view to overcoming stereotypes and adopting practices of valuing differences.

It must be noted though that the principle of gender equality retains its own specialty and autonomous prominence within the strategies carried out by universities, which are called upon to define good practices and the correlation between different programmatic tools.

The GEP UNITUS aligns with the guidelines of the European Institute for Gender Equality (EIGE) and aims to “identify and implement innovative strategies to promote cultural change and equal opportunities in Universities and Research Centers” (<http://eige.europa.eu>).

The document is based on the principle of equal democracy and responds to the urging of the European Commission’s Research and Innovation Directorate that all public institutions wishing to access Horizon Europe funding should possess an approved Gender Equality Plan.

Although such an adjustment is not to be understood as a passive acceptance of constraints coming from the European institutions but proposes for the next three years (2022-2024) actions and projects for the reduction of gender asymmetries and the valorisation of all diversity (e.g.: age, culture, physical ability, sexual orientation, multilingualism, etc.).

Notably, the GEP is proposed as a flexible tool aimed to meet the needs of each individual academic institution or Research Center, a document that is constantly evolving and subject to future additions and adjustments.

The plan respects the 5 minimum areas indicated by the European Commission, declining them into different objectives. A set of expected results have been identified for each specific objective which, taken together, will ensure the achievement of the objectives.

Connected to each expected result, actions have been identified to be carried out over the next few years along with the related output indicators useful for monitoring the achievement of results:

- a) Work-life balance, the culture of the organisation and combating stereotypes;
- b) Gender balance in top positions and decision-making bodies;
- c) Gender equality in recruitment and career advancement;
- d) Gender mainstreaming and intersectionality in research, teaching programmes and training;
- e) Measures to combat gender-based violence and sexual harassment.

In addition, the GEP includes an articulated training process called “transformative mentoring,” that is the creation of educational pathways open to all components of the university across the five areas.

The goals of the GEP are, moreover, framed within the broader context of the University’s strategic and operational objectives. The GEP represents an annex to the Strategic Plan 2022-2024, the inclusion of a gender perspective in the University’s strategic documents and an integration with financial and budgetary planning documents.

The Unitus GEP was drafted through a participatory process involving an extended working group involving governing bodies, teaching and research staff, technical administrative staff and student representatives.

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Dr. Adv. Alessandra Moscatelli – General Director of the University of Tuscia

Prof. Daniela Comandè – Rector’s Delegate for Welfare and University Welfare

Prof. Daniela Di Ottavio – Rector’s Delegate for Inclusion and Equity

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Student Community Representatives – Francesca Schettino; Petronela Denisa Biliboc



Area 1

Work/life balance and culture of the organisation



OBJECTIVES	MEASURES/ACTIONS	DIRECT TARGET	INDIRECT TARGET	RESPONSIBLE	EXPECTED RESULTS	2022	2023	2024
1.1 Work/life balance and culture of the organisation	Administration contribution for children's kindergarten and for the right to education from nursery to university, frequency to centers and summer camps and assistance to incapacitated relatives included	Staff	Private life, society	Rector/principal, Director/general general, CUG, Delegate of the Rector to Welfare	Conventions services Childcare	●	●	●
	Creation of child-care spaces	Academic community	Private life, society	Rector/principal, Director/general general, CUG, Delegate of the Rector to Welfare	Creation of child-care spaces		●	●
	Teaching-free period upon return from paternity or maternity leave	Teaching staff	Private life, scientific community	Chancellor, director/general manager, collegiate bodies, CUG, Welfare Delegate, GEP Team	Regulation of teaching free period upon return from leave		●	●
	Guidelines for the adoption of a calendar of collegiate activities/meetings University bodies aimed at ensuring a balance between life	Teaching staff and PTA	Private life, society	Rector/dean, Director/dean General, collegial bodies, CUG, Welfare Delegate, GEP Team	Guidelines for a work schedule aimed at ensuring work-life balance	●	●	●
1.2 Deconstruction of stereotypes for overcoming gender-related prejudices	Training courses aimed at the academic community to identify and modify the habits in the use of language and languages that contribute to the perpetuation of stereotypes of gender	Academic community	Academic community Scientific community, and society	Dean/CEO, Director/CEO, collegial bodies, CUG, Delegate for Inclusion and Equity, GEP Team	Production of guidelines available in the form of dissemination materials (including online)	●	●	●
1.3 Adoption of language that respects difference of gender in internal and external communication	Training courses aimed at the academic community designed to raise awareness and increase awareness in the use of language and languages respecting gender differences	Academic community	Academic community Scientific community, and society	Dean/CEO, Director/CEO, collegial bodies, CUG, Delegate for Inclusion and Equity, GEP Team	Production of guidelines available in the form of dissemination materials (including online)		●	●
1.4 Adoption of sex and gender perspective in organisational culture	Establishment of the permanent working group for gender equity (GEP Team)	Academic community	Academic community Scientific community, and society	Provost/Chancellor		●	●	
	Drafting and presentation to the academic community of the Gender Balance Sheet (annually)	Academic community	Society	Dean/CEO, Director/CEO, collegial bodies, CUG, Delegate for Inclusion and Equity, GEP Team		●	●	●
	Organization of information days regarding the GEP aimed at increasing the awareness of the academic community	Academic community	Society	Dean/CEO, Director/CEO, collegial bodies, CUG, Delegate for Inclusion and Equity, GEP Team		●	●	●

Area 2

Gender balance in top positions and decision-making bodies



OBJECTIVES	MEASURES/ACTIONS	DIRECT TARGET	INDIRECT TARGET	RESPONSIBLE	EXPECTED RESULTS	2022	2023	2024
2.1 Increasing the presence of women in decision-making processes and in top positions	Revision of regulations aimed at achieving equal gender representation in the University's collegiate bodies and in apical positions	University management, responsible teaching staff and TA staff	Academic community, scientific community and society	Rector/treasurer, director/treasurer general, collegiate bodies, CUG	Revision of regulations	●		
	Transformative mentoring in support of the female population aimed at the acquisition of greater awareness in their abilities University management, responsible staff faculty and technical and academic community academic community, scientific community and society	University management, responsible teaching staff and TA staff	Academic community	Academic community, scientific community and society	Increased awareness of the importance of a gender-balanced presence in top positions and decision-making processes	●	●	●
	Transformative mentoring aimed at all men of the university (outreach) with seminars and workshops dedicated to the topic of micromachism in its different manifestations (linguistic, cultural, etc.) university management, responsible staff faculty and technical and academic community academic community, scientific community and society Increased awareness of the importance of a gender-balanced presence in top positions and decision-making processes	University management, responsible teaching staff and TA staff	Academic community	Academic community, scientific community and society	Increased awareness of the importance of a gender-balanced presence in top positions and decision-making processes	●	●	●

Area 3

Gender equality in recruitment and career advancement



OBJECTIVES	MEASURES/ACTIONS	DIRECT TARGET	INDIRECT TARGET	RESPONSIBLE	EXPECTED RESULTS	2022	2023	2024
3.1 Reducing gender asymmetries in academic recruitment and career advancement	Revision of the university regulations on the recruitment of teaching staff aimed at introducing criteria of evaluation of the consistency and temporal continuity of the scientific production of candidates and applicants that take into account interruptions due to maternity, paternity leave and leave parental leave, as well as leave related to caregiving activities	Teaching staff	Scientific community, society	Rector/CEO, Director/CEO, collegial bodies, CUG	Revision of regulations	●		
	Empowerment training seminar initiatives for the female population (leadership/soft skills research funding) to support career development	Teaching staff	Scientific community, society	University Research Commission, Office of Research and Business Relations (e.g., through agreements with APRE)	Increased number of women in senior roles in submitting and managing projects in competitive calls for proposals Increase in the number of research projects submitted by the women of the University as PIs	●	●	●
	Monitoring national and international academic best practices aimed at increasing the number of career progressions of the female teaching population	Female teaching staff	Academic community, society	Chancellor/treasurer, Department Directors/treasurers, BoDs, personnel managers	Increased female component in EO roles Definition of best practices to be adopted in line with current legislation and the size of the University		●	●
3.2 Equal opportunities in research funding programs	Allocation of University funds to female teaching and research staff aimed at reducing gender asymmetries in academic recruitment and the percentage reduction of the female population in career progression aimed at supporting research projects	Female research and teaching staff	Scientific community, society	Chancellor/treasurer, Department Directors/treasurers, BoDs, personnel managers	Increase in the number of scientific products developed by female research and teaching staff Increase in the presence of the University's female teaching staff in the top positions Increase in the number of female faculty members in positions of responsibility in the submission and management of projects in competitive calls for proposals	●	●	●

OBJECTIVES	MEASURES/ACTIONS	DIRECT TARGET	INDIRECT TARGET	RESPONSIBLE	EXPECTED RESULTS	2022	2023	2024
3.3	Allocation of University funds for female teaching and research staff to support periods of mobility abroad for participation in international scientific groups, conferences, etc.	Female teaching and research staff, Scientific community, society	Scientific community, society	Rector/CEO, Director/ trice general, collegial bodies, University Research Commission, GEP	Increased participation of female research and teaching staff of the University at international conferences as speakers and/or co-authors of international scientific publications	●	●	●
3.4 Monitoring of gender asymmetries and the percentage reduction of the female population in the progression of career progression	Creation and constant updating of a single database with information regarding the gender composition of the academic community (separately by component, by academic level), also including data regarding external evaluation procedures	University research and teaching staff; University bodies	Scientific community, society	Chancellor/ dean, director/ trice general, GEP Team Database creation.	Database creation Database updating Index definition Monitoring of good competition (e.g., number of projects submitted); use of data for monitoring gender asymmetries and percentage reduction of female population in career progression and defining indices to identify further policies to reduce of national and international academic practice asymmetries aimed at increasing the number of career progression of the female faculty population	●	●	●
3.5 Reducing gender asymmetries in courses of study	Scholarships aimed at boosting the presence of female students in the STEM disciplines	Female students, Society	Society	Chancellor, Delegate(s) for orientation and educational offerings, Office of Educational Offerings, Office of Communication and Orientation, GEP Team	Reducing gender asymmetries in courses of study STEM	●	●	●



Area 4

Gender mainstreaming in research, teaching programs, and training



OBJECTIVES	MEASURES/ACTIONS	DIRECT TARGET	INDIRECT TARGET	RESPONSIBLE	EXPECTED RESULTS	2022	2023	2024
4.1 Balance of gender in the programs of scientific and cultural events	Design and planning of training and awareness raising on issues of gender	University leadership, responsible staff faculty and technical staff	Academic community	Rector/s, Delegate/s to Communication, to the Science Festival, Office of Communication, Office of the Rector/Treasurer's Secretariat, Academic Community	Seminars and workshops for ideation, planning and strategic management of audiences with a gender	●	●	●
4.2 Gender mainstreaming in the content of research and teaching where possible	Transformative mentoring to support the male population of the Athenaeum aimed at identifying forms of micromachism at the linguistic and cultural level	University management, responsible staff faculty and technical staff	Academic community, society	CUG; Dean's delegate/ trice to inclusion and equity; GEP Team	Seminars and workshops dedicated to overcoming micromachism in its various manifestations (e.g.: linguistic, cultural, etc.)	●	●	●
	Specific training on gender mainstreaming in academic programs (transformative mentoring female and male)	University management, personnel managers faculty and technical staff	Academic community	CUG; Delegate of the Dean/ Treasurer for Inclusion and Equity; GEP Team	Drafting of guidelines		●	●
4.3 Gender mainstreaming in research content	Fundraising activities for the creation of research grants and fellowships/research grants on gender studies	Teaching staff	Academic community, society	Chancellor/treasurer; Director/ treasurer General; Delegate for corporate relations and fundraising; CUG; Chancellor's Delegate for Inclusion and Equity; GEP Team	Mentoring for the identification of critical issues that prevent integration of the gender dimension and proposals for changes in the regulations existing	●	●	●

Area 5

Measures to combat gender-based violence, including sexual harassment



OBJECTIVES	MEASURES/ACTIONS	DIRECT TARGET	INDIRECT TARGET	RESPONSIBLE	EXPECTED RESULTS	2022	2023	2024
5.1 Awareness raising on the topic of harassment and sexual violence	Training courses targeting the academic community aimed at explaining, understanding and preventing gender-based violence and sexual harassment	Academic community, CUG	Society	CUG; Director/General Manager; Delegate for Inclusion and Equity; GEP Team	Training Courses	●	●	●
5.2 Prevention, identification and management of sexual harassment	Maintaining and monitoring the activities of the UNITUS Anti-Violence Desk	Academic Community	Society	Society Rector/CEO; Director/CEO; collegiate bodies; CUG; Delegate for Inclusion and Equity, GEP Team	Sportello Antiviolenza Unitus	●	●	●



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