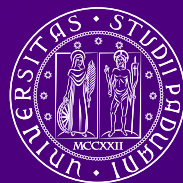


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DI PADOVA

# Gender Equality Plan

2022 - 2024



# **Gender Equality Plan**

**2022 - 2024**



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## Introduction

The ultimate research and innovation framework programme for the period 2021–2027, Horizon Europe, has introduced new provisions to strengthen gender equity in European organisations. In particular, for all research organisations and higher education institutions, the adoption of a Gender Equality Plan (GEP) has become a requirement to access Horizon Europe research programme funds. Likewise, access to PNRR programme funds will only be allowed to universities, research bodies and other public and private entities that have either adopted, or which commit to adopt a Gender Balance Sheet and a Gender Equality Plan during the first year of the project<sup>1</sup>.

The European Commission defines a GEP as a strategic plan aimed at:

- conducting impact assessments/audits of procedures and practices to identify gender bias;
- identifying and implementing innovative strategies to correct gender bias;
- defining indicator-based progress monitoring objectives and processes.

It also indicates five priority areas for action to which specific measures should be devoted, namely:

- work-life balance and organisational culture;
- gender balance in leading positions and decision-making bodies;
- gender equality in recruitment and career progression;
- gender mainstreaming in research and teaching programmes;
- combat gender-based violence, including sexual harassment.

Finally, the European Commission recommends that it should be a publicly accessible document, approved and signed by the leading bodies of the institution.

The University of Padua has long since initiated the process of planning and monitoring gender equality policies, also including strategic and reporting tools. The first Gender Balance Sheet was published in 2017 with data covering

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<sup>1</sup> MUR guidelines: <https://www.mur.gov.it/it/news/giovedi-07102021/pnrr-le-linee-guida-iniziativa-sistema-missione4-componente2>

the three-year period 2014–2016. It was followed by annual updates of key indicators and by a second full edition in 2020, with data covering the three-year period 2017–2019<sup>2</sup>. The analyses conducted by drawing up the Gender Balance Sheet have laid the foundations for systemic actions aimed at correcting gender imbalance situations detected, and also for the definition of an initial Gender Equality Plan, approved by the Board of Directors as part of the 2018–2020 Positive Action Plan, with Resolution 175 of 25 June 2019.

The 2021–2023 Gender Equality Plan thus continues this path, aligning itself, in terms of method, with the *Guidelines for drafting the Gender Equality Plan in Italian Universities* edited in 2021 by the GEP Working Group of the CRUI Commission on Gender Issues, which applies the European Commission's indications to the Italian academic context. For each of the five macro-areas of intervention, a number of objectives have been defined, broken down into actions, indicating the political and management supervision, the addressees and the indicators and targets adopted to measure their impact. The document, which is based on the analyses carried out in the Gender Balance Sheet and which interacts with the CUG's new Positive Action Plan, is designed to be integrated with the University's planning and reporting tools. It will, therefore, be updated annually with information on resources and timing in sync with the definition of the Integrated Performance Plan, the Budget and the other strategic documents of the University, which will incorporate its measures, but also according to the progress of the objectives and the outcome of the feasibility studies included therein.

Finally, a link to the Sustainable Development Goals of the 2030 Agenda has been included for each action, underscoring how the commitment to gender equality fits into the broader framework of the University's strategy for people, planet and prosperity.

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2 <https://www.unipd.it/bilancio-genere>

## Components and role of the Gender Equality Plan Work Group

The Chairpersons

**Antonio Paoli**

Vice-Rector of Wellness and Sport

**Gaya Spolverato**

Delegate for Equal Opportunities Policies

Operational coordination:

**Gioia Grigolin**

Head of the Communications and Marketing Area (ACOM)

Members:

**Raffaella Bartolucci**

Ombudsman

**Maria Stella Ciarletta**

Trusted Advisor

**Aldo Dalla Via**

Delegate for the Board of the Technical and Administrative Staff

**Viviana Gialain**

Individual Grant Unit Manager of the International Research Office (ARRI)

**Luca Kravina**

Delegate for the Guarantee Committee (CUG)

**Tommaso Meacci**

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**Francesca Mura**

Manager of the International Research Office (ARRI)

**Rosa Nardelli**

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**Laura Organte**

Involvement and Sustainability Sector Manager of the Public Engagement Office (ACOM)

**Marco Porzionato**

Head of the Finance and Planning Area (AFIP)

**Elisa Salvan**

Manager of the Management Control Office (AFIP)

**Caterina Suitner**

Delegate for the Guarantee Committee (CUG)

**Giulia Treu**

Department of Mathematics and the Elena Cornaro Centre for Knowledge, Culture, and Gender Equality

**Paola Valbonesi**

Delegate for the Board of Department Directors



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## Contextual Analysis

Monitoring and analysis of the university community's gender composition, which began in 2017 with the first Gender Balance Sheet and is monitored annually, has made it possible to identify three critical points on which to focus political and financial commitment to equality. In particular:

- the start of university careers, with female students accounting for a significantly higher proportion of students in the humanities and health-related areas, and male students in STEM sectors (Science, Technology, Engineering and Mathematics);
- the start of an academic career with the transition from post-doc to RTDa (type “a” fixed-term researcher) and RTDb (type “b” fixed-term researcher), where the paths of women and men diverge further in favour of the latter;
- top positions in academic careers, where the incidence of women is significantly lower than that of men, particularly in some subject areas.

The data proposed below, updated to 31 December 2021, confirm the trends that emerged earlier.

In particular, enrolment and matriculation data reveal that the choices of both girls and boys particularly focus on certain areas. In particular, in the area of Education, in which study courses aimed at training teachers and educators are classified, such as, for example, the single-cycle degree course in Primary Education Sciences, the presence of women clearly prevails (more than 95% of enrolments), while it is only 10% in the area of Information and Communication Technologies (ICT).

## Enrolment distribution by gender, course type and area of study (a.y. 2019-2020 and 2020-2021)

	BACHELOR'S DEGREE		SINGLE-CYCLE DEGREE COURSE	
	% Women a.y. 2019-2020	% Women a.y. 2020-2021	% Women a.y. 2019-2020	% Women a.y. 2020-2021
<b>Education</b>	91%	96,1%	94,3%	97,5%
<b>Humanities and Arts</b>	70,8%	72,9%	-	-
<b>Social sciences, journalism and information</b>	72,2%	69,5%	-	-
<b>Business, commercial and legal activities</b>	47,9%	50,2%	75,4%	68%
<b>Natural sciences, mathematics and statistics</b>	49,8%	51,3%	-	-
<b>Information and Communication Technology (ICT)</b>	7,1%	9,5%	-	-
<b>Engineering, manufacturing and construction</b>	21,6%	23,4%	55,4%	47,1%
<b>Agriculture, forestry, fisheries and veterinary medicine</b>	41,3%	45,8%	70,6%	69%
<b>Health and social care</b>	76,6%	74,5%	64,1%	62,2%
<b>Services</b>	58%	61,6%	-	-
<b>Total</b>	50%	51,8%	72,4%	67%

## Enrolment distribution by gender, course type and area of study (a.y. 2019-2020 and 2020/2021)

	BACHELOR'S DEGREE		MASTER'S DEGREE		SINGLE-CYCLE DEGREE COURSE		OLD UNIVERSITY SYSTEM	
	% Women a.y. 2019-2020	% Women a.y. 2020-2021	% Women a.y. 2019-2020	% Women a.y. 2020-2021	% Women a.y. 2019-2020	% Women a.y. 2020-2021	% Women a.y. 2019-2020	% Women a.y. 2020-2021
Education	90,3%	91,4%	88,5%	89,3%	94,6%	94,3%	90,5%	95,5%
Humanities and Arts	67,8%	68,6%	66,7%	67,4%	-	-	77,1%	69,7%
Social sciences, journalism and information	67,7%	67,7%	73,2%	73,3%	-	-	71,9%	75%
Business, commercial and legal activities	50,5%	51,7%	48,8%	44,7%	69%	68,8%	65,5%	69,1%
Natural sciences, mathematics and statistics	46,3%	46,9%	45,1%	43,6	-	-	38,9%	50%
Information and Communication Technology (ICT)	10,6%	10%	14,1%	20,3%	-	-	-	-
Engineering, manufacturing and construction	19,9%	21%	22,5%	22,7%	50%	49,5%	6,8%	4,3%
Agriculture, forestry, fisheries and veterinary medicine	40,4%	40,4%	42,0%	40,8%	70,9%	70,9%	75%	75%
Health and social care	74,7%	74,9%	70,7%	67,8%	60,2%	60,3%	53,6%	51,7%
Services	60,5%	59,6%	-	-	-	-	-	-
<b>Total</b>	<b>49,5%</b>	<b>50,5%</b>	<b>51,8%</b>	<b>51,4%</b>	<b>67,7%</b>	<b>67,6%</b>	<b>57,7%</b>	<b>57,4%</b>

The trend can be noticed, although the gap is slightly less pronounced, in the Health and Social Care area, where women record a high presence (around 70%) in undergraduate and master's degree courses leading to the health and social professions (e.g., Nursing, Health Care and Prevention, Speech Therapy, Dietetics, Social Work). They are also prevalent in single-cycle degree courses, such as Medicine and Surgery, Pharmacy, Dentistry and Dental Prosthetics. Conversely, female students are a clear minority in the area of Engineering, Manufacturing and Construction, with the exception of the single-cycle master's degree course in Construction Engineering and Architecture, where men and women are present in equal proportions. The timeline analysis of enrolments by study area reveals a substantial stability in the preferences of women and men over time<sup>3</sup>.

The University has long been involved in actions dedicated to encouraging girls to take up science education pathways. These include the "NERD - Non È Roba per Donne?" [NERD - It's not stuff for women] project, which has been organised for some time with the IBM Foundation with the aim of fostering a passion for IT among high school students, and the Summer STEM Academy, an initiative organised by the Galilean School Alumni Association in partnership with the Galilean School and the University of Padua Alumni Association. One of the working groups of Action Line 2 - Widening Access, Inclusion and Diversity of the Arqus University Alliance, of which the University has been a member since 2018, is also dedicated to the promotion of women in scientific and technical disciplines.

In addition, numerous awareness-raising and informative events are organised throughout the year, from the International Day of Women and Girls in Science to events dedicated to the celebration of leading female figures who have made their way into male-dominated environments.

The lack of homogeneity in the distribution of female students in some subject areas results in a similar imbalance at the level of the teaching staff, where,

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3 Gender Balance Sheet 2019, <https://www.unipd.it/bilancio-genero>.

however, another trend emerges more clearly, namely the fewer numbers of women among the highest roles of the academic career, up to the top level where only 36% are women.

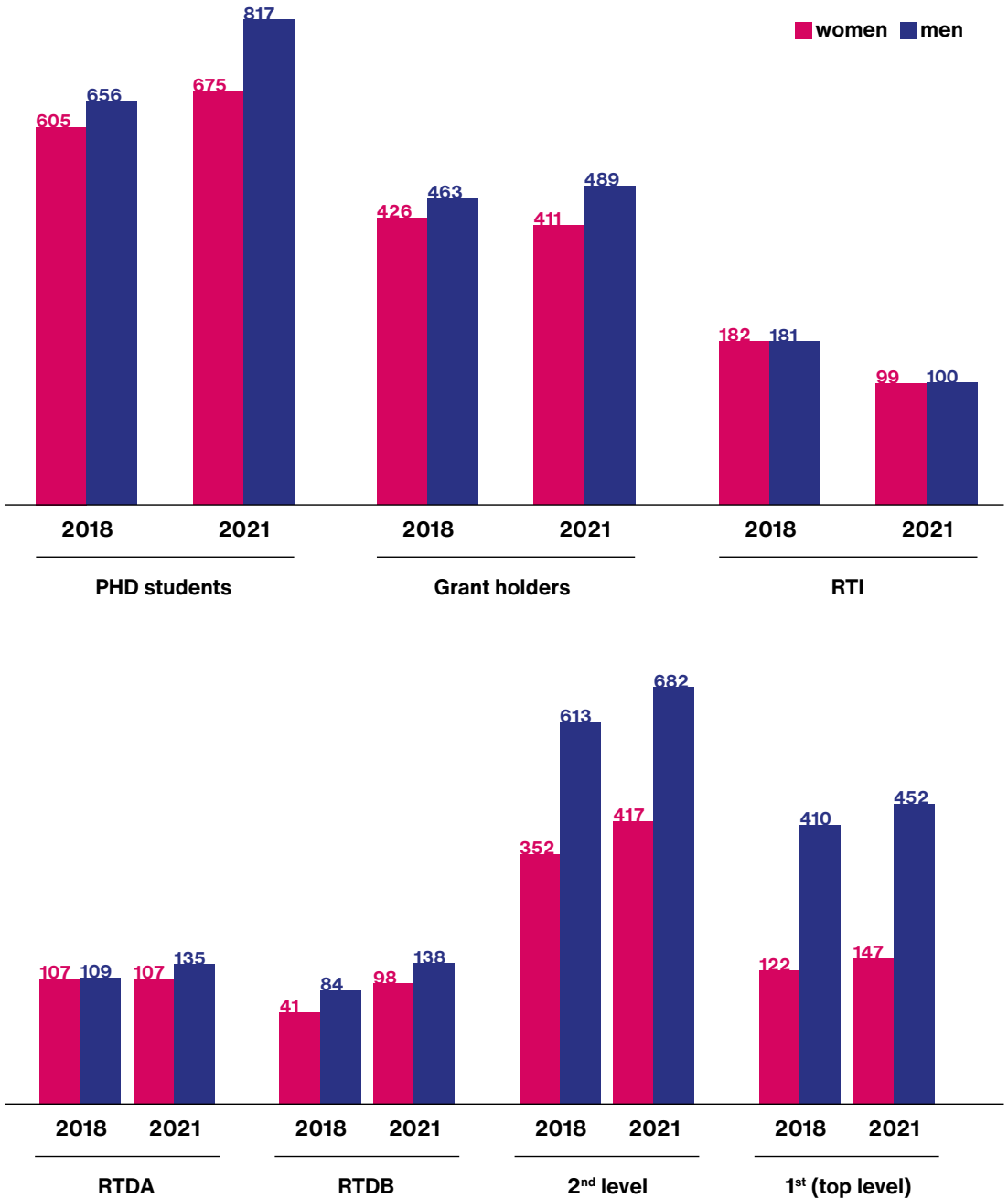
## Academic careers by role and gender (2018-2021)\*

\* All values refer to 31 December of each year, except for graduate students, which refer to the academic years 2018-19, 2019-20, 2020-21.

The University has implemented several actions in a number of areas to bridge the gap, including recognition in terms of staffing points for Departments which, during recruitment implemented as part of the 2016-2018 and 2019-2021 staffing plans, have recorded the best results with respect to two bonus factors: the percentage

ROLE	2018			2019			2020			2021		
	WOMEN	MEN	TOT.	WOMEN	MEN	TOT.	WOMEN	MEN	TOT.	WOMEN	MEN	TOT.
<b>PHD students</b>	605	656	1.261	606	706	1.312	622	760	1.382	675	817	1.492
<b>Grant holders</b>	426	463	889	410	474	884	419	555	974	411	489	900
<b>RTD</b>	148	193	341	181	235	416	194	252	446	205	273	478
<b>of which RTDA</b>	107	109	216	113	122	235	107	133	240	107	135	242
<b>of which RTDB</b>	41	84	125	68	113	181	87	119	206	98	138	236
<b>RTI</b>	182	181	363	151	147	298	118	117	235	99	100	199
<b>2<sup>nd</sup> level</b>	352	613	965	368	639	1.007	402	665	1.067	417	682	1099
<b>1<sup>st</sup> (top level)</b>	122	410	532	130	417	547	133	434	567	147	452	599

## Teaching and research staff demographics (2018-2021)



increase in female recruitment compared to the gender composition as of 1 January 2016, and the percentage increase in female recruitment in internal progressions to full professor compared to the gender composition of this role as of 1 January 2016. In addition, the University's latest call for direct recruitment in 2020 provided for increased co-funding for departments that proposed direct recruitment for female professors and researchers.

In addition to these measures, which focus on recruitment, the University has invested in measures to support parenting, care activities, work-life balance and the occupational well-being of staff, including the opening of the Milla Baldo Ceolin corporate crèche.

The phenomena of horizontal segregation at the level of study courses, and of vertical segregation, in the progression of academic careers, are so deeply rooted in the university situation – not only in Italy – that they require constant attention and, therefore, continuity in terms of policies. For these reasons, in continuity with the previous plan, the 2022-2024 Gender Equality Plan focuses on these critical issues with a multi-level approach, with structural actions aimed at correcting the mechanisms at the origin of inequalities, and awareness-raising, training and information actions aimed at cultivating a culture of equality and combating the persistence of stereotypes, even unconscious ones, which underpin discrimination.

#### Key

<b>AAGL</b>	General and Legal Affairs Area
<b>ACOM</b>	Communications and Marketing Area
<b>ADISS</b>	Teaching and Student Services Area
<b>ARRI</b>	Research and Corporate Relations Area
<b>ARU</b>	Human Resources Area

**AREA 1**  
**Work-life balance**  
**and organisational**  
**culture**



## Goal 1: Support reconciliation between work, parenting and/or care-giving activities

### Step 1

- a) Continue the present agreements and draw up new ones to facilitate access to crèches for the families of University staff
- b) Extend to graduate students the benefits for educational facilities in place for Unipd personnel
- c) Organise with CUS, MUSME and other bodies recreational activities for the winter and summer periods at rebate rates for the Unipd community
- d) Carry out a feasibility study for the launch of an after-school service for Unipd families in partnership with the CUS
- e) Carry out a feasibility study for possible support tools for the care of dependent family members for Unipd personnel

<b>Political Chair</b>	Deputy Chancellor for Well-being and Sports, Delegate for Equal Opportunity Politics; Deputy Chancellor for PhD and Post-Degree programmes
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<b>Management Chair</b>	ARU, ACOM
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<b>Recipients</b>	Teaching, research and technical-administrative staff, grant holders, students enrolled in doctoral courses and specialisation schools
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<b>Indicators</b>	<ul style="list-style-type: none"> <li>a) No. of active agreements for access to kindergartens</li> <li>b) Feasibility study to extend to graduate students the benefits for educational facilities in place for Unipd personnel (on/off)</li> <li>c) No. of leisure activities in the calendar year</li> <li>d) Carry out a feasibility study for the launch of an after-school service for Unipd families in partnership with the CUS (on/off)</li> <li>e) Carry out a feasibility study for possible support tools for the care of dependent family members for Unipd personnel (on/off)</li> </ul>
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<b>Target</b>	<ul style="list-style-type: none"> <li>a) to be defined</li> <li>b) by 31/12/2022</li> <li>c) to be defined</li> <li>d) by 31/12/2022</li> <li>e) by 31/12/2022</li> </ul>
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<b>Connection with SDGs</b>	<ul style="list-style-type: none"> <li>SDG 5 - Gender equality</li> <li>SDG 8 - Dignified work and financial growth</li> <li>SDG 10 - Reduce disparity</li> </ul>
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Timing

<b>2022</b>	2023	2024
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## Area 1 - Goal 1

**Step 2**

Promote parental leave, also by considering possible extensions of the parental protection regime or other similar initiatives for the benefit of categories that are currently not, or only partially, entitled to it, in particular those enrolled in doctoral courses and specialisation schools, and research grant holders

**Political Chair** Deputy Chancellor for Well-being and Sports, Delegate for Equal Opportunity Politics; Deputy Chancellor for PhD and Post-Degree Programmes

**Management Chair** ARU

**Recipients** Teaching, research and technical-administrative staff, grant holders, students enrolled in doctoral courses and specialisation schools

**Indicators** Feasibility study on the possibility of extending parental leave to categories who are currently not or only partially entitled to it

**Target** 31/12/2023

**Connection with SDGs** SDG 5 - Gender equality  
SDG 8 - Dignified work and financial growth  
SDG 10 - Reduce disparity

Timing

2022	2023	2024
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## Area 1 - Goal 1

**Step 3**

Monitor effective access to flexible working arrangements available to staff, taking into account factors such as household composition

**Political Chair** Deputy Chancellor for Organisation and Budget

**Management Chair** ARU

**Recipients** Technical-administrative staff

**Indicators** Analysis of access to flexible working arrangements under the CCNL and CCI implemented in the calendar year

**Target** 31/07/2023

**Connection with SDGs** SDG 5 - Gender equality  
SDG 8 - Dignified work and financial growth  
SDG 10 - Reduce disparity

Timing

2022	2023	2024
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## Goal 2: Favour work-life balance

<b>Step 1</b>	Define a welfare programme and implement lines of action to support the university community in reconciling their workload and private life, with particular reference to young researchers*
<b>Political Chair</b>	Deputy Chancellor for Well-being and Sports, Delegate for Equal Opportunity Politics
<b>Management Chair</b>	ARU, ACOM
<b>Recipients</b>	Teaching and research staff, grant holders
<b>Indicators</b>	Development of a welfare programme for non-contracted staff, consistent with general legislation
<b>Target</b>	31/12/2023
<b>Connection with SDGs</b>	SDG 5 - Gender equality SDG 8 - Dignified work and financial growth SDG 10 - Reduce disparity

\* Action included in the Action Plan HRS4R – 2021-2023

Timing

2022	2023	2024
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## Goal 3: Strengthen equity-based education culture and science interventions

<b>Step 1</b>	Organise an online training course aimed at newcomers to the university community on equal opportunity issues, focusing on conscious and unconscious stereotypes, harassment and gender-based violence
<b>Political Chair</b>	Deputy Chancellor for Well-being and Sports, Delegate for Equal Opportunity Politics, CUG, Deputy Chancellor for Education, Deputy Chancellor for PhD and Post-Degree Programmes
<b>Management Chair</b>	ACOM, ARU
<b>Recipients</b>	New recruits and freshmen at all levels
<b>Indicators</b>	a) Creation of a training course b) % participants in the training course c) Number of freshmen attending the course
<b>Target</b>	a) 31/12/2022 b) At least 80% of new recruits within the calendar year of recruitment, starting in 2023 c) Monitoring of first year users
<b>Connection with SDGs</b>	SDG 4 - Quality education SDG 5 - Gender equality

Timing

2022	2023	2024

Area 1 - Goal 3

<b>Step 2</b>	Organise awareness-raising events for the city's residents on gender and inequality issues
<b>Political Chair</b>	Deputy Chancellor for Well-being and Sports, Delegate for Equal Opportunity Politics, Deputy Chancellor for Third Mission and Relations with the Territory
<b>Management Chair</b>	ACOM, Elena Cornaro Centre and other decentralised facilities
<b>Recipients</b>	University community, residents of Padua
<b>Indicators</b>	a) No. of events organised b) No. of participants (count them, where possible)
<b>Target</b>	a) 30 b) > 1,500
<b>Connection with SDGs</b>	SDG 4 - Quality education SDG 5 - Gender equality

Timing

2022	2023	2024

## Area 1 - Goal 3

**Step 3**

Organise meetings in schools with professional role models from under-represented minorities (e.g., communication within schools to encourage enrolment free of professional stereotypes towards STEM subjects and care-related subjects)

<b>Political Chair</b>	Deputy Chancellor for Well-being and Sports, Delegate for Equal Opportunities Politics, Deputy Chancellor for Education, Delegate for Orientation, Tutoring and Placement
<b>Management Chair</b>	ADISS and decentralised facilities
<b>Recipients</b>	Students from local high schools
<b>Indicators</b>	No. of meetings organised
<b>Target</b>	≥ 2 a year
<b>Connection with SDGs</b>	SDG 4 - Quality education SDG 5 - Gender equality

Timing

2022	2023	2024
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## Area 1 - Goal 3

**Step 4**

Raise the profile of women in institutional and scientific communications, including by naming lecture halls or other acknowledgements

<b>Political Chair</b>	Deputy Chancellor for Well-being and Sports, Delegate for Equal Opportunity Politics, Delegate for Artistic, Historical and Cultural Heritage
<b>Management Chair</b>	ACOM
<b>Recipients</b>	University community, residents of Padua
<b>Indicators</b>	Integration of the Regulation for the conferral of honorary degrees and doctorates, and definition of guidelines for the naming of University lecture halls with indications on gender balance
<b>Target</b>	31/12/2023
<b>Connection with SDGs</b>	SDG 5 - Gender equality SDG 10 - Reduce disparity

Timing

2022	2023	2024
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## Area 1 - Goal 3

**Step 5** Update and disseminate guidelines on the use of Italian and English for inclusive institutional communication

**Political Chair** Deputy Chancellor for Well-being and Sports, Delegate for Equal Opportunity Politics, Delegate for Scientific Communication and Outreach

**Management Chair** ACOM

**Recipients** University community

**Indicators** Promotion and updating of gender language guidelines in English and Italian

**Target** 31/12 of each year

**Connection with SDGs** SDG 5 - Gender equality  
SDG 10 - Reduce disparity

Timing

2022	2023	2024

## Goal 4: Monitor gender equality data

**Step 1** Publish and disseminate the third edition of the Gender Balance Sheet and the annual update of the indicators related to the composition of the university population in the Sustainability Report

**Political Chair** Deputy Chancellor for Organisation and Budget, Deputy Chancellor for Well-being and Sports, Delegate for Equal Opportunity Politics, Deputy Chancellor for Sustainability

**Management Chair** ACOM, ARU

**Recipients** University community, residents of Padua

**Indicators** a) Publication of the Gender Balance Sheet 2022  
b) Annual updating of indices in the Sustainability Report  
c) Organisation of an event to present the results

**Target** a) 31/12/2023  
b) 31/10 of each year  
c) 31/12 of each year

**Connection with SDGs** SDG 5 - Gender equality  
SDG 10 - Reduce disparity

Timing

2022	2023	2024

## Area 1 - Goal 4

**Step 2**

Define a set of indicators for in-depth study of the vertical segregation phenomena in the University

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**Political Chair** Deputy Chancellor for Organisation and Budget, Deputy Chancellor for Well-being and Sports, Delegate for Equal Opportunity Politics

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**Management Chair** ACOM

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**Recipients** University community

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**Indicators** Publication of indicator catalogue

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**Target** 31/12/2023

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**Connection with SDGs** SDG 5 - Gender equality  
SDG 10 - Reduce disparity

Timing

2022	2023	2024
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## **AREA 2**

# **Gender balance in leadership and decision-making**



## Goal 1: Encourage minorities to submit applications for promotions, awards and positions of responsibility

<b>Step 1</b>	Identify tools and initiatives to encourage the candidacy of women for top positions, in accordance with the skills required
<b>Political Chair</b>	Deputy Chancellor for Organisation and Budget, Deputy Chancellor for Well-being and Sports, Delegate for Equal Opportunity Politics
<b>Management Chair</b>	ACOM, AAGL
<b>Recipients</b>	University personnel
<b>Indicators</b>	a) Definition of a proposal to improve women's empowerment and encourage a reward mechanism in compliance with general legislation b) % Departments that have identified two contact persons as of 31/12/2024
<b>Target</b>	a) 31/12/2023 b) 90%
<b>Connection with SDGs</b>	SDG 5 - Gender equality SDG 8 - Dignified work and financial growth SDG 10 - Reduce disparity

Timing

2022	2023	2024
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## **AREA 3**

# **Gender equality in recruitment and career progression**

## Goal 1: Promote gender balance in recruitment

<b>Step 1</b>	Assess reward mechanisms to encourage gender balance in recruitment
<b>Political Chair</b>	Deputy Chancellor for Organisation and Budget, Deputy Chancellor for Well-being and Sports, Delegate for Equal Opportunity Politics
<b>Management Chair</b>	ARU
<b>Recipients</b>	University personnel
<b>Indicators</b>	a) Identification of an incentive tool e.g., staff points b) Preparation and publication of guidelines for an inclusive approach to the various stages of recruitment
<b>Target</b>	a) 31/12/2023 b) 31/12/2023
<b>Connection with SDGs</b>	SDG 5 - Gender equality SDG 8 - Dignified work and financial growth SDG 10 - Reduce disparity

Timing

2022	2023	2024
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Area 3 - Goal 1

<b>Step 2</b>	Monitor the application of existing regulations for the recruitment of researchers and lecturers with regard to gender balance in competition committees, with the possible preparation of guidelines for a stereotype-free/bias-free approach to the various stages of recruitment
<b>Political Chair</b>	Deputy Chancellor for Organisation and Budget, Deputy Chancellor for Well-being and Sports, Delegate for Equal Opportunity Politics
<b>Management Chair</b>	ARU, ACOM
<b>Recipients</b>	Teaching and research staff
<b>Indicators</b>	a) Collection and analysis of data on the composition of committees to assess the implementation of the regulation b) Publication of analyses on the composition of committees
<b>Target</b>	a) 31/12/2023 b) 31/12/2024
<b>Connection with SDGs</b>	SDG 5 - Gender equality SDG 8 - Dignified work and financial growth SDG 10 - Reduce disparity

Timing

2022	2023	2024
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## **AREA 4**

**Integration of the  
gender dimension into  
research and teaching  
content**

## Goal 1: Tackle horizontal segregation and increase the presence of women in STEM areas

**Step 1** Carry out training actions for female students and researchers on sustainability-related topics, such as Sustainable Development Goals and Carbon Footprint\*

**Political Chair** Deputy Chancellor for Well-being and Sports, Delegate for Equal Opportunity Politics, Deputy Chancellor for Sustainability

**Management Chair** ACOM

**Recipients** Female university students and researchers

**Indicators**  
a) Number of activities implemented  
b) Measure the number of people involved  
c) Measure participant satisfaction

**Target**  
a)  $\geq 2$   
b)  $\geq 200$   
c)  $\geq 60\%$

**Connection with SDGs**  
SDG 5 - Gender equality  
SDG 8 - Dignified work and financial growth  
SDG 10 - Reduce disparity

\* Action included in the Action Plan HRS4R – 2021-2023

Timing

2022	2023	2024

Area 4 - Goal 1

**Step 2** Implement projects designed to involve female students and carry out actions organised by them and addressed to their peers

**Political Chair** Deputy Chancellor for Well-being and Sports, Delegate for Equal Opportunity Politics

**Management Chair** ACOM

**Recipients** University students

**Indicators**  
a) Number of activities implemented  
b) Measure the number of people involved  
c) Measure participant satisfaction

**Target**  
a)  $\geq 2$   
b)  $\geq 200$   
c)  $\geq 60\%$

**Connection with SDGs**  
SDG 4 - Quality education  
SDG 5 - Gender equality  
SDG 10 - Reduce disparity

\* Action included in the Action Plan HRS4R – 2021-2023

Timing

2022	2023	2024

## Goal 2: Promote the University's research, teaching and third mission activities on gender issues

<b>Step 1</b>	Map the University's research, teaching and third mission activities on gender issues
<b>Political Chair</b>	Deputy Chancellor for Well-being and Sports, Delegate for Equal Opportunity Politics, Deputy Chancellor for Research, Deputy Chancellor for Teaching, Deputy Chancellor for Third Mission, Deputy Chancellor for Post Doctorate Programmes
<b>Management Chair</b>	ARRI, ADISS, ACOM
<b>Recipients</b>	University community
<b>Indicators</b>	Development of a methodology for classifying and mapping research, teaching and third mission activities on gender issues
<b>Target</b>	31/12/2024
<b>Connection with SDGs</b>	SDG 4 - Quality education SDG 5 - Gender equality SDG 10 - Reduce disparity

Timing

2022	2023	2024

Area 4 - Goal 2

<b>Step 2</b>	Extend participation in courses on gender and inclusion issues to the whole academic community, including the General Course "Gender, Knowledge and Social Justice"
<b>Political Chair</b>	Deputy Chancellor for Well-being and Sports, Delegate for Equal Opportunity Politics
<b>Management Chair</b>	ACOM, Elena Cornaro Centre
<b>Recipients</b>	University community
<b>Indicators</b>	a) Employees enrolled per year b) Students attending per year
<b>Target</b>	a) 10% annual increase b) No. $\geq$ 150
<b>Connection with SDGs</b>	SDG 4 - Quality education SDG 5 - Gender equality SDG 8 - Dignified work and financial growth SDG 10 - Reduce disparity

Timing

2022	2023	2024

## Area 4 - Goal 2

**Step 3**

Promote the Elena Cornaro study award and any other study awards dedicated to theses and research on gender issues

<b>Political Chair</b>	Deputy Chancellor for Well-being and Sports, Delegate for Equal Opportunity Politics
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<b>Management Chair</b>	ACOM, Elena Cornaro Centre
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<b>Recipients</b>	Students and graduate students
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<b>Indicators</b>	Fundraising for support
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<b>Target</b>	≥ 10,000 euro
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<b>Connection with SDGs</b>	SDG 4 - Quality education SDG 5 - Gender equality SDG 10 - Reduce disparity
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Timing

<b>2022</b>	<b>2023</b>	<b>2024</b>
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## **AREA 5**

**Measures against  
gender-based  
violence, including  
sexual harassment**



## Goal 1: Create knowledge and raise awareness about the different forms of harassment, violence and discrimination, and about local and University services for the victims of such situations

<b>Step 1</b>	Organise an online training course for those joining the university community on equal opportunity issues, exploring the topic of conscious and unconscious stereotypes, harassment and gender-based violence
<b>Political Chair</b>	Deputy Chancellor for Well-being and Sports, Delegate for Equal Opportunity Politics, Deputy Chancellor for Education, Deputy Chancellor for PhD and Post-Degree Programmes, CUG
<b>Management Chair</b>	ARU, ACOM
<b>Recipients</b>	New recruits and freshmen at all levels
<b>Indicators</b>	a) Creation of a training course (on/off) b) % participants in the training course c) Number of freshmen attending the course
<b>Target</b>	a) 31/12/2022 b) at least 80% of new recruits within the calendar year of recruitment, starting in 2023 c) monitoring of first year users
<b>Connection with SDGs</b>	SDG 4 - Quality education SDG 5 - Gender equality
Timing	
<b>2022</b>	<b>2023</b> <b>2024</b>

### Area 5 - Goal 1

<b>Step 2</b>	Implement information and publicity campaigns on anti-violence desks, also in cooperation with associations operating on the territory
<b>Political Chair</b>	Deputy Chancellor for Well-being and Sports, Delegate for Equal Opportunity Politics, CUG
<b>Management Chair</b>	ACOM
<b>Recipients</b>	University community
<b>Indicators</b>	a) Publication of a dedicated page on the institutional website (on/off) b) Promotion through social channels
<b>Target</b>	a) 31/12/2022 b) ≥ 12 dedicated posts a year
<b>Connection with SDGs</b>	SDG 5 - Gender equality SDG 10 - Reduce disparity
Timing	
<b>2022</b>	<b>2023</b> <b>2024</b>

## Goal 2: Protect transgender and gender non-conforming people

**Goal 1** Provide support for transgender or gender non-conforming student pathways, simplifying administrative procedures wherever possible

**Political Chair** Deputy Chancellor for Well-being and Sports, Delegate for Equal Opportunity Politics, Deputy Chancellor for Education, Deputy Chancellor for the Right to Study, CUG

**Management Chair** ADISS

**Recipients** University community

**Indicators** a) Definition of the procedural flow to start the alias career (on/off)  
b) Monitoring of compliance with the timetable of the administrative procedure for starting an alias career (on/off)

**Target** a) Yes  
b) Yes

**Connection with SDGs** SDG 4 - Quality education  
SDG 5 - Gender equality  
SDG 8 - Dignified work and financial growth  
SDG 10 - Reduce disparity

Timing

2022	2023	2024

**Communication and Marketing Area**

**coordination**

Public engagement office

**graphic design**

Communication office

February 2022

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