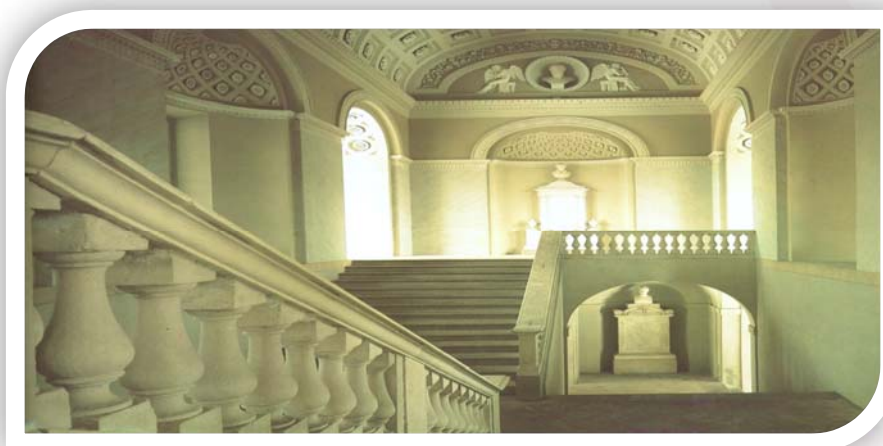




# University of Pavia

## Gender Equality Plan 2022-2024

**University References:**  
**Vice-Chancellor – Prof. Francesco Svelto**  
**General Director – Dott.ssa Emma Varasio**  
**President of the Unified Guarantee Committee (CUG) *pro tempore***





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## 1. Introduction

With the adoption of the ninth Horizon Europe Framework Program (2021-2027), the European Union has further strengthened its commitment to promoting gender equality in the research and innovation sector. In fact, the general conditions of eligibility include the need for "bodies of Member States or associated countries that are public bodies, research or higher education organizations" to adopt gender equality measures "that meet the following minimum requirements":

- Formal document adopted by the decision-making bodies and published on the organization's website;
- Financial resources and human capital dedicated to the implementation of the planned measures;
- Collection of gender-disaggregated data on staff and students, with annual reports based on precise indicators;
- Staff training and awareness of gender issues and prejudices, even unconscious, based on gender.

The adoption of this document has a dual purpose: on the one hand, it is an indispensable tool for planning and implementing real change at the institutional level; on the other hand, it is an indispensable condition to allow participation in European research and innovation programs. In fact, from 2022, research institutions that have not yet adopted the Gender Equality Plan will not be able to obtain funding.

Undoubtedly, with the new Framework Program, we are witnessing a real change of pace in terms of gender equality. Nonetheless, since 2012 the European Commission has invited research organizations to make the necessary "institutional changes in the field of human resource management, funding, decision-making processes and research programs through Gender Equality Plans to carry out impact assessments/audits of procedures and practices to identify any gender biases; implement innovative strategies to correct any prejudices; set objectives and check progress made by means of indicators".

On the basis of this invitation, the University of Pavia is in a privileged situation, having already had the opportunity to implement a series of measures aimed at implementing real and concrete gender



equality: since its establishment - in compliance with Law 183/2010 - the Unified Guarantee Committee has promoted a series of important initiatives, both in terms of drafting documents of vital importance for effective gender mainstreaming at the University level (guidelines for equal gender opportunities in scientific events; an office manual on the correct use of institutional language, in Public Administration regulations, with a view to ensure gender balance; two editions of the Gender Report, in 2019 and 2020; five three-year positive action plans; laboratories for disabled users; a psychology help desk; the experimentation, even in the period prior to the pandemic, of teleworking) and the formulation and implementation of important public engagement and awareness-raising initiatives inside and outside the University ('Character of a woman' literary award; support for *Telefono Rosa* initiatives and with Pavia's anti-violence centre; fragility day on the International Day for the Elimination of Violence against Women; 'How you were dressed' exhibition; book presentations; theatrical plays; scholarships and degree awards; reading marathon; seminars and conferences).

Ultimately, with the adoption of the GEP, the University believes it is taking a qualifying step towards a series of significant objectives:

- Compliance with national and European legislation regarding the fight against discrimination and the achievement of gender equality;
- Creation of a better working environment, with a more felt and widespread sense of community and inclusion and the possibility for everyone to fully develop their ambitions and abilities while respecting the peculiarities and equal opportunities between men and women;
- Achievement of a more balanced relationship between work and private life thanks to the improved distribution and planning of activities in order to generate more motivated and efficient staff;
- Support for better dialogue and greater cooperation between stakeholders (University governance, teaching staff and researchers, technical and administrative personnel (PTA), students, the wider community) in a joint effort aimed at implementing structural change;
- Strengthening and improvement of internal decision making and career management procedures
- Higher quality research and teaching.

With the adoption of this document, the University aims to articulate a strategic vision focused on strengthening gender equality through a set of clear and coherent actions based on specific indicators,



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also taking into account the inter-relationships with other particularly sensitive dimensions prone to potential discrimination (disability, age, sexual orientation, religion and ethnicity).

At the same time, the definition of strategic objectives must necessarily be accompanied by an awareness of the dynamic nature of gender equality and the changing situations at the institution's organizational and priority levels. Above all, in this ongoing process of re-negotiation, the goal must be to attain an organizational culture that is sensitive to the issue of gender equality and that does not result in a series of rules and measures imposed 'from above' but that evolves towards an environment in which men and women have access to the same opportunities while retaining their peculiarities.



## 2. Formulation

The University of Pavia's GEP was created thanks to the contribution provided by the staff from the Research and Third Mission Service, the Unified Guarantee Committee (CUG) and the Interdepartmental Research Center for Migration and Gender Recognition Diversity - Migration Recognition Gender Diversity (MERGED) – represented, respectively, by Prof. Carolina Castagnetti and Prof. Silvia Illari.

It is, thus, useful to present the role and areas of expertise of each component of the working group:

- The Unified Guarantee Committee (CUG) has contributed, in the light of its statutory objectives: to guaranteeing gender equality and equal opportunities; the elimination of all forms of psychological moral violence and direct or indirect discrimination relating to gender, age, etc; the optimization of the productivity of public work; the rationalization and efficiency of PA organization, including equal opportunities, contrasting discrimination and the well-being of male and female workers. In particular, the CUG has stimulated the discussion regarding the organizational models in terms of equality of opportunities; the implementation of staff training plans; the willingness to carry out verification and monitoring actions in the implementation of the GEP.
- The Interdepartmental Research Center for Migration and Gender Diversity Recognition - Migration Recognition Gender Diversity (MERGED) has made a contribution appropriate to its aims, especially in relation to the promotion and dissemination of study and research activities on gender issues, multiculturalism and the recognition of difference in an interdisciplinary and multidisciplinary perspective. Furthermore, MERGED will make a fundamental contribution in establishing specific training modules - intended for different targets - on the subject of gender equality and inclusion as well as in favouring the dissemination of these issues to an audience wider than just the academic community through conferences, seminars and public events.



Given the strong multidisciplinary component of the working group and the collaboration between the scientific and administrative sections of the academic community, it was possible to carry out an open and in-depth discussion of the strategic objectives and individual implementation measures.

Subsequently, the document was shared with the University governance for a second round of feedback and a verification of the plan's feasibility. The final version was then presented to the Academic Senate and the Board of Directors for final adoption.

### **3. Implementation**

In the implementation phase, certain individuals will ensure the concrete implementation of the plan, both in terms of guaranteeing institutional support and effective monitoring of the progress of the planned measures. In this sense, the role of three individuals appears to be fundamental:

- The Vice-Chancellor - as the legal representative of the University and holder of the functions of management, setting initiatives and the coordination of scientific and educational activities in the light of the pursuit of the University's aims - proposes to the Academic Senate and the Board of Directors the adoption of the GEP and supervises, also by means of proxies, its implementation in collaboration with the General Director and with the Pro-Vice Chancellors/Pro-Vice Chancellors and the Delegates/Delegates identified by him for this purpose.
- The General Director (DG), as the person in charge of the overall management and organization of services, of the University's technical-administrative staff and of the instrumental and financial resources in light of the principles of impartiality, transparency and good performance of administrative activities and with the power to adopt the deeds of competence, negotiation and expenditure, also of external relevance, carrying out general management, coordination and control, as well as with autonomous spending powers within the limits of budget allocations, works to achieve the objectives established by the bodies of government. With regard to the GEP, the DG presents to the Academic Senate and the Board of Directors - in collaboration with the Vice-Chancellor and President of the CUG - an annual report on the activities carried out



and the results achieved as well as an operational plan for the following year. In addition, the DG oversees the implementation of the plans, programs and general directives defined by the governing bodies, coordinating the activities of managers and holders of equivalent functions.

- The President of the CUG - assisted by the members of the Committee and by the members of MERGED, as well as by the competent University administrative areas and services - will convene periodic meetings to plan the various activities, discuss progress and results as well as develop improvement strategies and mitigation. In addition, on an annual basis, the President will organize meetings with governance and other relevant stakeholders in order to strengthen the level of institutional commitment and support and maximize the impact of the actions envisaged in the plan. In particular, the President of the CUG will be the central figure in the annual monitoring and assessment of the targets achieved in the light of the indicators defined in the plan so as to have a realistic and up to date picture of the transformations underway and the commitments made by the various stakeholders.

#### **4. Regulatory framework**

At European level, the Treaty of Rome establishing the European Economic Community (1957) mentions the subject in only one paragraph of art. 119, which establishes the right of men and women to the same pay for the same work. Starting from that single provision, numerous directives were adopted, such as those relating to equal pay (Directive 75/117 / EEC) and equal treatment in the workplace (Directive 76/207 / EEC).

With the establishment of the European Union and, principally, with the entry into force of the Lisbon Treaty (2009), the protection regime relating to gender equality has progressively expanded, thanks also to the approval of the Charter of Fundamental Rights of the EU (or Charter of Nice). Article 2 of the Treaty on European Union raises gender equality to a founding value while article 3.3 identifies the promotion of equality between men and women as one of the essential objectives of the EU. Furthermore, art. 8 commits EU institutions to "eliminating inequalities and promoting equality between men and women" in all their activities. This commitment is reaffirmed and strengthened in art. 10 of the Treaty on the Functioning of the European Union, which establishes the obligation for the EU to "combat





discrimination based on sex, ethnic origin, race, religion, belief, disability, age or 'sexual orientation' in the definition and implementation of its policies and activities. Finally, the prohibition of discrimination (including on the basis of sex) is also contained in art. 21 of the EU Charter of Fundamental Rights, which adds - in art. 23 - the possibility of adopting concrete and positive strategies for promoting the prohibition of discrimination.

Taken together, these provisions place an obligation on Member States to pursue so-called gender mainstreaming, i.e. to actively take into account the goal of gender equality between men and women in the formulation and implementation of rules, regulations and administrative measures, policies and activities at the national and local level. This obligation takes, in the first place, the form of the adaptation of national law to European sources - treaties and directives - in the field of gender equality.

Gender equality is also a legal foundation at the constitutional level in the Italian legal system, as the second paragraph of art. 3 of the Constitution recognizes substantial equality and promotes positive actions that help to remove economic and social obstacles to the enjoyment of freedom and equality. This fundamental principle was then declined more concretely with the adoption of Legislative Decree 198/2006 (National Code of equal opportunities between men and women): the code brings together 11 provisions relating to equal opportunities in a single text that rationalizes and harmonizes the regulatory scenario, promoting this objective in all social and economic relations. Nonetheless, in the absence of a document or a national strategy on gender mainstreaming, the interventions concerned individual sectors (e.g. introduction of quotas in electoral systems, measures to prevent and combat gender-based violence, forecasts relating to the balance between work and private life, etc.).

What has been said is particularly relevant within public administrations: pursuant to Legislative Decree 150/2009, in fact, of the elements on the basis of which to measure their performance, public administrations are required to also include the achievement of equal opportunities objectives with a view to improving organizational efficiency and the quality of services rendered.

In addition, Law 183/2010 provided for the establishment, within each public administration, of a "Unified Guarantee Committee for equal opportunities, the enhancement of the well-being of those who work and against discrimination" aimed at ensuring, in the field of public work, gender equality and equal opportunities, eliminating all forms of psychological moral violence and direct and indirect discrimination relating to gender, age; optimizing the productivity of public work; and rationalizing and



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making the organization of PA efficient and effective also in terms of equal opportunities, contrasting discrimination and ensuring the well-being of male and female workers.

Finally, at the level of university legislation, Law 240/2010 reaffirms equal opportunities and refers to the autonomy of each individual institution the methods of discipline and implementation of this principle through internal regulatory standards.



## 5. The University's Gender Equality Plan 2022-2024

In terms of procedure, adopting the GEP was subdivided into three phases:

- Analysis of the current conditions during which a review of national and European legislation on gender equality, of the measures and actions already existing at the University level was carried out as well as an initial identification of possible areas of intervention;
- Planning of strategic objectives and implementation actions, during which the measures to be undertaken, the intervention priorities, the framework of responsibilities and the monitoring and result indicators were defined;
- Implementation of the plan, with the provision of appropriate outreach and public engagement initiatives as well as publicity and awareness events within the University's academic community in order to ensure the necessary level of support for the plan;
- Monitoring of results annually, with the possibility of producing interim reports on the basis of which the objectives will eventually be recalibrated and the measures reconsidered before a final report to lay the foundations for a new three-year plan 2025-2027.

With regard to the contents, in compliance with the provisions of the General Annexes to the Horizon Europe Work Program 2021-2022, 5 primary action areas have been identified according to which the actions of the GEP are to be defined. These areas have, therefore, been transposed into the GEP as strategic objectives. Furthermore, in addition to what is foreseen at the European level, the University GEP sets itself the further objective of implementing targeted dissemination, awareness raising and public engagement activities. The GEP will therefore be equipped with 6 strategic objectives:

- 1) work-life balance and organisational culture;
- 2) gender balance in leadership and decision-making;
- 3) gender equality in recruitment and career progression;
- 4) integration of the gender dimension into research and teaching content;
- 5) measures against gender-based violence, including sexual harassment



6) dissemination, awareness-raising and public engagement

Each strategic objective has, in turn, been declined into a series of specific objectives which will form the basis of the actions relating to the concrete implementation of the plan in the various dimensions in which the University operates. For each action, the levels of responsibility and result indicators have also been defined which, at the time of monitoring (ongoing and final), may form the basis of the consequent consolidation and revision actions.



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## **Strategic Objective 1 - Work-life balance and organizational culture**

The balance between private and working life, as well as the diffusion of an organizational culture based on gender equality, is a decisive factor for men and women to pursue a satisfying career as researchers. This area covers all aspects suitable for creating an adequate institutional environment, marked by substantial as well as formal equal opportunities.

**Areas involved:** Human Resources, CUG, Legal Services

**Indicators:** formulation of guidelines and appointment of a delegate

**Resources:** 2 month FTE

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### ***Specific Objective 1.1***

*The preparation of guidelines on regulations relating to parental and maternity leave, specific welfare packages for pregnancy and the first months of life, return to work policy which provides, upon request, a period free from administrative burdens and participation in selection and examination committees in the subsequent 12 months*

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### ***Specific Objective 1.2***

*The publication of guidelines aimed at scheduling institutional, educational and administrative commitments in the name of a better work-life balance (especially by encouraging smart working in accordance with POLA)*

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***Specific Objective 1.3***

*The approval of the guidelines relating to the promotion of an institutional and administrative language that respects the gender dimension - also in the light of the experiences of other universities and with the involvement of a technical commission - both at the level of the adaptation of regulations and forms and in terms of communication and gender balance in the panels organized by the University*

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***Specific Objective 1.4***

*The appointment of a delegate of the Vice-Chancellor for Gender Equality, with coordination and supervision tasks regarding the implementation of the measures contained in the GEP by the administrative structures*

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## **Strategic Objective 2 - Gender balance in leadership and decision making**

In order to achieve the substantial parity expressed by Strategic objective 1, it is essential that the decision-making bodies and leadership figures of the institution reflect a substantial gender balance in order to ensure that, in every decision, equal access between women and men allows a scrupulous consideration of all aspects relating to the issue of gender equality.

**Areas involved:** Human resources, CUG, Collegial bodies service, Legal services

**Indicators:** Training modules (CFU university credit equivalents)

**Resources:** 2 months FTE

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### ***Specific Objective 2.1***

*Training modules for new appointments relating to the various aspects of gender equality: regulatory framework and University measures relating to work-life balance*

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### ***Specific Objective 2.2***

*Check the feasibility and possible revision of the University regulations for the recruitment of fixed-term researchers and I and II level professors in order to promote - as is already the case in the regulation for the recruitment of PTA - an equitable composition of gender in evaluation commissions*

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### **Strategic Objective 3 - Gender equality in recruitment and career progression**

Recruitment, selection and career progression - with a view to gender equality - requires measures that ensure equal opportunities for women and men for career development and advancement. To this end, actions must be taken to avoid systematic and structural discrimination based on gender through a process of reviewing the procedures and selection phases, both in terms of recruitment and progression, in order to remedy any possible prejudice.

**Areas involved:** Human Resources, CUG, Collegial bodies service, Legal Services, Department Directors council.

**Indicators:** Formulation of guidelines

**Resources:** 2 months FTE

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#### ***Specific Objective 3.1***

*The development of guidelines for university selection and examining commissions on the subject of recognition and control of gender prejudices and stereotypes*

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#### **Strategic Objective 4 - Integration of gender dimension in research and teaching content**

The measures taken within this cluster aim to make research and training activities more aware of gender dimensions and to eliminate the prejudices related to it.

In particular, research and innovation activities will have to critically examine gender differences and inequalities in order to ensure excellent results, improved sustainability, greater responsiveness to society's needs and the development of new ideas that foster innovation. Similarly, in the training of the scientists and scholars of tomorrow, it is appropriate to include a solid grounding in the gender aspects related to each discipline in order to direct them immediately to conduct research in a gender-sensitive way.

**Areas involved:** Teaching Area and Research and Third Mission Area

**Indicators:** Training modules and dedicated seminars

**Resources:** 2 months FTE

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##### ***Specific Objective 4.1***

*The design, preparation and implementation of training modules and interdepartmental courses for students (with CFUs recognized) - open to the participation of external actors (e.g. PTA, operators, etc.) - with particular regard to gender bias in professional and career choices*

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##### ***Strategic Objective 4.2***

*Planning for a series of lectures in which visibility is given to research projects and training methods that are particularly significant in terms of the inclusion of the gender dimension*

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## **Strategic Objective 5 - Measures against gender-based violence including sexual harassment**

The University, which has always been committed to combating all forms of discrimination and violence - especially if based on gender and/or characterized by harassment on a physical and psychological level - is committed to strengthening and diversifying the range of contrast and sanction measures and actions. Information campaigns will be undertaken, psychological support will be offered to victims and witnesses of instances of discrimination and/or violence and the effectiveness of the sanctions ensured.

**Areas involved:** CUG, Student services, COR, Legal Services

**Indicators:** Delivery of services dedicated both to students and PTA, formulation of a protocol

**Resources:** 2 months FTE

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### ***Specific Objective 5.1***

*The drafting of a protocol for the various phases of prevention and management of instances of discrimination and/or violence (identification of responsibilities, formal and informal reporting procedures, administrative, psychological and legal support for victims, provision of disciplinary sanctions, collaboration with public safety authorities)*

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### ***Specific Objective 5.2***

*Annual training campaigns for those directly involved in the management of instances of violence and/or discrimination*

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***Specific Objective 5.3***

*The review and possible adaptation of the Code of Ethics in terms of gender*

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***Specific Objective 5.4***

*The design, preparation and implementation of training modules and interdepartmental courses for students (with CFUs recognised) - open to the participation of external actors (e.g. PTA, operators, etc.) - with particular regard to the fight against sexual violence and gender*

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## **Strategic Objective 6 - Dissemination, awareness-raising and public engagement**

The gender equality plan cannot be confined to a purely formal and procedural dimension but rather needs to be expressed in the concrete reality of the institution and widely disseminated among all members of the academic community, this in line with a targeted communication strategy that differentiates channels depending on the target audience.

**Areas involved:** CUG-Communication Services

**Indicators:** information materials, website, dedicated events

**Resources:** 2 months FTE

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### ***Specific Objective 6.1***

*Measures to make the GEP available and easily accessible on the institutional website, publication of brochures and information handbooks, public session for the presentation of the GEP to the academic community and local community*

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### ***Specific Objective 6.2***

*Seminars and open days for high school students to spread awareness of stereotypes in the choice of the educational and professional project (especially on STEM) with testimonials*

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