

Università Cattolica del Sacro Cuore Gender Equality Plan



UNIVERSITÀ
CATTOLICA
del Sacro Cuore

This text is a translation of the Gender Equality Plan issued in Italian.

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1. Introduction



1 Foreword

In implementing its institutional aims, and in alignment with the guidelines established by the Apostolic Constitution *Ex corde Ecclesiae*, Università Cattolica del Sacro Cuore (UCSC) undertakes to promote the development of all knowledge compatible with a conception of science placed at the service of the human person and civil coexistence, in accordance with the principles of the Catholic doctrine and the role of the Catholic Church in society and culture, and compatible with the universal nature of Catholicism and its honourable and specific demands for freedom.

On the basis of this presupposition, UCSC has backed and implemented the Gender Equality Plan (hereinafter referred to as "GEP"), that underpins the University's core values, also stated in Article 10 of its Statute: "Università Cattolica is a community of professors, lecturers, students, administrative and technical staff, based on respect for fundamental human rights, personal and collective freedoms, as well as on the principles of solidarity", and is further implemented by the Code of Ethics (Art. 1- Rejection of all unjust discrimination, 2. Moral and sexual abuse, 30. Valorisation of individual merits in selection procedures, 37. Centrality of personnel, 38. Personnel selection, 39. Staff training and development, 41. Personnel management). The entire university community is called upon to recognise, promote, implement and guarantee these principles.

These principles are explicitly implemented in the GEP through the definition of an organic plan of actions aimed at spreading the culture of gender equality, stimulating the initiation of structural changes in the organisations, and closing gender imbalances.

This comprehensive action plan, drawn up in accordance with Guideline No. 628 of 30/09/2020 of the European Commission's Research and Innovation Directorate, is a mandatory requirement for all public bodies, research organisations and higher education institutions wishing to access research funding under the Horizon Europe programme.

The GEP is indisputably based on Directive 2006/54 of the European Parliament regarding the implementation of the principle of equal opportunities and equal treatment of men and women in all matters of employment and occupation.

However, the most current reference can be found in the European Union's 2020-2025 gender equality strategy and, specifically, in the European Institute framework for Gender Equality (EIGE, eige.europa.eu) as it aims to "identify and implement innovative strategies to foster cultural change and to promote equal opportunities in universities and research centres".



1 Introduction

It is important to emphasise that, as expressly stated in its Communication of 05/03/2020, the European Commission will proceed in two directions to implement this strategy: “targeted measures aimed at achieving gender equality, combined with increased gender mainstreaming to be achieved by systematically implementing a gender perspective at every stage of policy development in all areas of the EU, both internal and external”.

Observance and application of the founding principle of gender equality must become standard practice in an organisation that aims to implement anti-discrimination policies and actions, and which intends to ensure that everyone has an equal chance to play a leading role in the societies and contexts within which they operate.

Observance must be particularly evident in those bodies that carry out research and generate scientific knowledge, given that the progress of research and scientific knowledge is a key factor in the growth and development of society and in improving the conditions in which human beings develop, pursue and realise their aspirations.

As an outstanding global research higher education institution, this is particularly pertinent to UCSC.

Evidence of the University's will to address and to commit to this issue is, for example, the actions implemented within the *Strategic Alliance of Catholic Research Universities (SACRU)*¹. Amongst the initiatives planned for Expo Dubai, the event “*More Women Leadership for a Better World*” will be organised on 6 March 2022: ‘*Care as a Driver for Our Common Home*’, the joint international project between SACRU and the Fondazione Centesimus Annus Pro Pontefice which aims to identify areas where the comparative advantage of women is empirically demonstrated, in order to propose a regenerative process capable of breaking down the barriers that hinder their presence in positions of power.

The University's focus and commitment to gender equality issues is also well established in the field of scientific research: scientific production and research centres active in various fields - women, migration and cultural factors, women and the world of work, work-life balance, economics/finance and lending for women, female health and psychological well-being, etc. - are a significant indicator of this.

The University shares the European view that combining the issue of gender equality with research and innovation is vital to broadening and strengthening the European Research Area, thus increasing the value of research in terms of excellence, creativity and as a stimulus for social and economic growth.

¹ Strategic alliance of Catholic universities active in the field of research. In addition to Università Cattolica, the Australian Catholic University (Australia), the Boston College (USA), the Pontificia Universidad Católica (Puc) de Chile (Chile), the Pontificia Universidade Católica do Rio de Janeiro (Brazil), Sophia University (Japan), the Universidade Católica Portuguesa (Portugal) and the Universitat Ramon Llull (Spain) are all members.



1 Introduction

As regards the method, combining the gender dimension with research and innovation helps to adopt new perspectives and encourages researchers and innovators to rethink standards and reference models, enabling requirements, behaviours, and attitudes that are difficult to highlight with the usual standard of interpreting reality. On a social level, it improves the dissemination and application of the knowledge, technologies and innovations that have emerged. From a strictly economic point of view, it contributes to the growth of new markets because it identifies additional needs which, in order to be met, require goods and services that replace or complement those already existing.

Gender equality is a fundamental human right but it is also vital to technological development and progress, and to the widespread improvement of human living conditions and economic growth. This is also the basis for the United Nations' decision to make gender equality a cross-cutting priority among the 17 Sustainable Development Goals of the 2030 Agenda.

Through the adoption of the Gender Equality Plan and thanks to the synergic and supportive role played by the University governing bodies, UCSC is eligible to support and implement the European founding principle of gender equality through a dual axis of action: promoting culture and a research

study that seeks to reduce gender imbalances and to nurture total respect for the human person, and by structuring a work environment characterised by valuing diversity and mitigating discrimination.

This will also facilitate the University's role in facing the challenges that Europe proposes, through the new research and innovation funding programme on gender equality: increasing the participation of women in research and innovation programmes, better integration of gender disparity in the content of research, broadening of gender policies also with the aim of including issues that provide more comprehensive protection in the prevention of discrimination.

Different organisational structures of the University were involved in defining the plan which prioritised the development of the analysis of the context in which the University operates, aimed at identifying the expressed or latent needs of stakeholders directly or indirectly affected.

More specifically, the Technical Committee for the definition of the GEP met with the *University Governance* on several occasions to gather information and to agree on beneficial actions for the preparation of this document.

1 Introduction

The information formulated by CRUI in the Vademecum for the processing of the GEP was a valid reference point for outlining the Plan.

On the basis of the context analysis, which provides a representation of the University in terms of gender, 4 objectives have been identified that relate to the five areas indicated by the European Commission as minimum areas of intervention

- 1 work-life balance and organisational culture;
- 2 gender balance in top-level positions in decision-making bodies;
- 3 gender equality in recruitment and career advancement;
- 4 gender mainstreaming in research and teaching programmes;
- 5 prevention of discrimination.

Specific action points have been formulated for each area, identifying the persons responsible for the implementation of each proposed action.

For each proposed action point, both the directly-involved target group and specific expected outcomes have been defined, in terms of *output* (tangible products) and *outcome* (results of the policies implemented), which contextualise the transformative impact within the University.

Their progress will be monitored annually through the use of indicators identified for each action.

The actions foreseen in this GEP are placed in the timeframe of the years 2022-2024.

By initiating these procedures, the following process will be closely linked to the processes represented in the diagram below. On the one hand, the importance of each process and their interconnection is emphasised and, on the other hand, it is evident that the drafting process of the plan will be based on the results of the previous plan evaluation process (see Figure 1).

1 Introduction

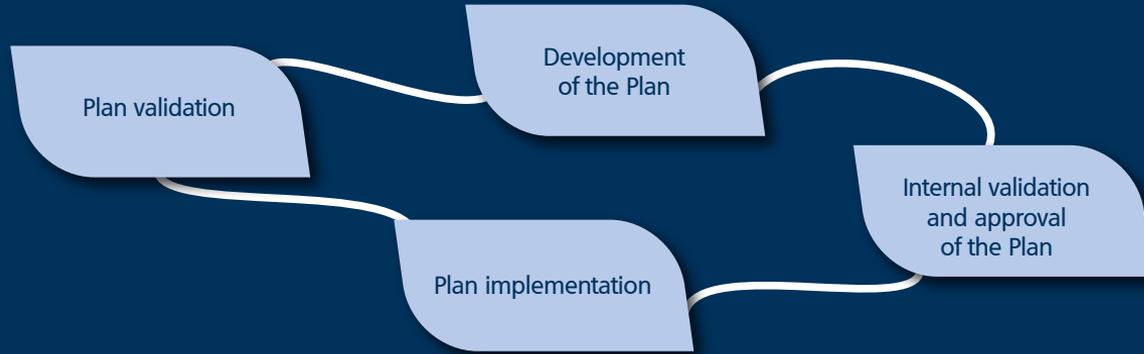


Figure 1 - Development and control cycle of the GEP Plan

The GEP was approved by the Academic Senate at its meeting on 13 December 2021 and by the Board of Directors on 15 December 2021.

1. Introduction

1.1 | GEP Team members

The University has set up a GEP Team structure to direct and ensure the implementation and monitoring of the actions aimed at executing the GEP over time; the Team is composed of representatives from the entire University community (academic, student, technical and administrative staff), as per the resolution of the Management Committee of 27 October 2021:

- **Prof. Antonella SCIARRONE ALIBRANDI**
Rector's Delegate, Deputy Pro-Rector
- **Prof. Antonella OCCHINO**
Dean of the Faculty of Economics, representative of the Equal Opportunities Committee
- **Prof. Domenico SIMEONE**
Dean of the Faculty of Education
- **Prof. Antonio ALBANESE**
Department Director
- **Prof. Simonetta POLENGHI**
Department Director
- **Prof. Aldo CARERA**
Chairman of the Equal Opportunities Committee
- **Dr Diego BOERCHI**
University researchers' representative in the Equal Opportunities Committee
- **Dr Ilenia PAGANI**
Technical and administrative staff representative in the Equal Opportunities Committee
- **Dr Mauro BALORDI**
Campus Director Piacenza-Cremona
- **Dr Lorenzo CECCHI**
Campus Director Rome
- **Dr Mario GATTI**
Campus Director Milan
- **Dr Giovanni PANZERI**
Campus Director Brescia
- **Dr Marzia BENELLI**
General Director's Delegate, Director of Human Resources
- **Mrs. Letizia DAL FERRO and Mrs. Alma HODZIC**
Student representatives as members of the Equal Opportunities Committee
- **Mrs. Serena LIMITE**
Student representative as a member of the integrated Academic Senate

A **Technical Committee** for the drafting of the GEP has been set up to support the GEP Team: Dr Mario GATTI, Prof. Claudia MANZI, Engr. Ilaria Erika IANNACCONE, Dr Luca GIORGI, Dr Maria Pulsana BISCEGLIA, Dr Eleonora REVERBERI.



2. Context analysis



2. Context analysis

In order to draft the GEP, a context analysis was carried out to highlight the University's overall stance on gender equality and, consequently, to identify tangible objectives aimed at making improvements in this area starting from the current situation.

Specifically, the context analysis focused on the following areas:

1. Quantitative analysis of population data (students, teaching staff, technical-administrative staff and university governance) disaggregated by gender.
2. Qualitative/quantitative analysis of the scientific production and research projects on topics related to gender equality, gender-based violence, women's empowerment in different areas of life.
3. Mapping of partakers active in the protection and promotion of equal gender opportunities.
4. Mapping of existing actions and services supporting work-life balance (contractual aspects and welfare services).

Below is the evidence from the context analysis carried out in these four areas. A number of ideas have been formulated from the analysis.

Strengths include the following:

1. Università Cattolica is a viable option for female applicants.
2. To date, the university has made a significant cultural investment in issues related to gender equality and the prevention of violence against women.
3. Some Faculties (Psychology, Education Sciences, Political Sciences and Linguistic Sciences) exceed the national figure, showing a good gender balance in career paths.

Alongside these aspects, the main area of attention is a disparity in the career paths of the top tier management, both in the academic and administrative spheres.

Over the last three academic years, enrolments in all Faculties have been predominantly female, with a slow but steady increase (see Figure 2).

2. Context analysis

2.1 | Quantitative analysis of numerical data on the population disaggregated by gender

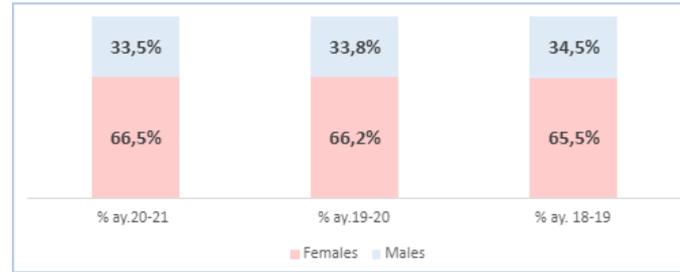


Figure 2 - Enrolments in all Faculties in the last three years.

For the 20-21 A.Y. enrolments by Faculty show a strong gender imbalance with a higher presence of women in the Faculties of Psychology, Education, Linguistic Sciences and Foreign Literatures, Political and Social Sciences, Arts and Philosophy, Medicine and Surgery and Law.

In the Faculties of Economics, Economics and Law and Mathematical, Physical and Natural Sciences enrolments are substantially equal. There is a gender disparity in favour of male students in the Faculty of Agriculture, Food, and Environmental Sciences and in the School of Banking, Finance and Insurance Sciences. These figures are in line with national benchmarks.

The enrolments by Faculty and by gender have remained substantially unchanged over the last three years.

Analysing the data by type of study programme does not reveal a significant change in the trend of gender composition: a consistent majority of women are enrolled in both undergraduate and graduate degree programmes.

Furthermore, data on employability and course satisfaction (although not representative of the entire population of graduates) do not show any gender disparity, thus implying that education at UCSC is highly satisfactory for both genders and that it facilitates an effective and rapid entry into the world of work.

2. Context analysis

For the 2020/2021 academic year, 40% of the permanent staff (Full Professors, Associate Professors, Researchers² and Researchers on fixed-term contracts³) are women.

In line with enrolments in degree programmes, the trend in doctoral programmes confirms a majority of females enrolled in the last three academic years. The majority of doctoral students (60.3%) and postdoctoral fellows (63%) are women for the same year.

2.2 | Number of teaching staff, researchers, doctoral students, research fellows

A detailed analysis of this data demonstrates that the population of students, doctoral students and post-doctoral fellows is predominantly female and that the number of researchers shows substantial equality between genders. From this career level upwards, it is evident that the subsequent positions (Researcher with fixed-term contract, Researcher, Full and Associate Professor) are predominantly male, thus reversing the quotas.

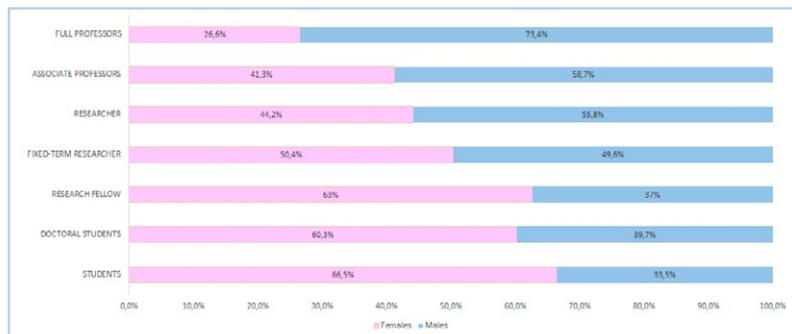


Figure 3 - Breakdown by role and gender of enrolled, tenured and non-tenured teaching staff 2020-2021 AY.

² With regards to the classification as “researcher”, no new recruitments are foreseen following Law no. 240/10 of 30 December 2010. Staff thus classified may either move up to associate professor status or remain in this role until the end of their career.

³ The term ‘fixed-term researcher’ refers both to type A researchers (recruited on three-year contracts that can be extended once, for two years, upon positive evaluation of their teaching and research activities) and to type B researchers (recruited on three-year, non-renewable, full-time contracts, with the possibility of being promoted to associate professor, after positive evaluation of the work carried out).

2. Context analysis

2.2 | Number of teaching staff, researchers, doctoral students, research fellows

In the 2010-2020 time frame, a significant male preponderance is confirmed when taking into consideration solely the numbers of full and associated tenured professors, it is however mitigated by the constant and

exponential growth of the female component. The most distinct gender imbalance is evident in the role of full professor.



Data source: MIUR

A further element considered in the analysis was the calculation of a synthetic indicator of gender balance: the *Glass Ceiling Index*⁴. In 2021, the GCI (Glass Ceiling Index) for the University's teaching staff

changed from a value of 1.75 in 2010 to a value of 1.49. Whilst indicating a situation of substantial inequality between men and women, an improving trend can be confirmed.

⁴ The Glass Ceiling Index correlates the percentage of women (or men) in an organisation, in all roles, to the percentage of women (or men) in the highest career role for the same organisation. It is therefore a "snapshot" at a given moment in time (e.g., in a given year) of the "vertical segregation" by gender present in an organisation. A GCI value of 1 indicates that the ratio of men to women at the overall level remains the same as for the first bracket denoting, therefore, the absence of vertical segregation by gender. On the contrary, the more the index rises above 1, the more women are underrepresented in this role which, in turn, might suggest more difficulties in career progression.

2. Context analysis

The analysis of the gender distribution of the teaching staff in each Faculty was also compared with the respective national benchmarks on the percentage of women per discipline⁵.

This comparison showed that the proportion of female full professors is lower than the benchmark for the Faculties of Medicine and Surgery (6.7% vs 18% benchmark), Agriculture, Food, and Environmental Sciences, the School of Banking, Finance and Insurance Sciences, and the Faculties of Arts and Philosophy (25% vs 42% benchmark), Law (6.5% vs 28% benchmark) and Mathematical, Physical and Natural Sciences (0% vs 20% benchmark).

2.2 | Number of teaching staff, researchers, doctoral students, research fellows

A different situation - with values higher than or equal to the national average - is found in the Faculties of Psychology (66.7% vs 38% benchmark), Political and Social Sciences (38% vs 30% benchmark), Linguistic Sciences and Foreign Literatures (62% vs 38% benchmark) and Education (42% vs 38%), Economics and Economics and Law (26.8% and 23.1% vs 25%). However, it should be noted that, in the period evaluated, the percentage of female full professors in almost all Faculties has been constantly increasing.

The following table shows the gender distribution analysis of the full and associate professors (in 2020) with reference to the CUN disciplinary areas; the data are compared with the corresponding national value.

ACADEMIC RECRUITMENT FIELD (CUN - Italian National University Council)	FULL PROFESSORS					ASSOCIATE PROFESSORS				
	M	F	%M	%F	BMK	M	F	%M	%F	BMK
AREA -01 - MATHEMATICS AND INFORMATICS	6	0	100%	0%	20%	0	2	0%	100%	36%
AREA -02 - PHYSICS	3	0	100%	0%	14%	8	1	89%	11%	22%
AREA -03 - CHEMISTRY	0	0	-	-	32%	1	0	100%	0%	50%
AREA -05 - BIOLOGY	7	1	88%	12%	35%	9	13	41%	59%	55%
AREA -06 - MEDICINE	46	3	94%	6%	19%	103	41	72%	28%	33%
ARFA 07 - AGRICULTURAL AND VETERINARY SCIENCES	14	1	93%	7%	23%	16	5	76%	24%	44%
AREA -09 - INDUSTRIAL AND INFORMATION ENGINEERING	0	0	-	-	11%	1	0	100%	0%	20%
AREA 10 - ANTIQUITIES, PHILOLOGY, LITERARY STUDIES, ART HISTORY	21	18	54%	46%	44%	12	23	34%	66%	57%
AREA 11 - HISTORY, PHILOSOPHY, PEDAGOGY AND PSYCHOLOGY	36	27	57%	43%	38%	21	29	42%	58%	48%
AREA 12 - LAW STUDIES	45	9	83%	17%	27%	21	6	78%	22%	14%
AREA -13 - ECONOMICS AND STATISTICS	67	21	76%	24%	25%	29	26	53%	47%	44%
AREA -14 - POLITICAL AND SOCIAL SCIENCES	12	9	57%	43%	29%	9	11	45%	55%	41%

Benchmark source: UnRest-Net - Collaborative Platform for University Research (when comparing with the benchmark, a tolerance of 1% was considered with respect to the actual value identified).

⁵ Methodological note: the CUN reference sector was used for the identification of the benchmarks, so some disciplines are in the same sector and have the same benchmark – e.g., Psychology and Education.



2. Context analysis

For **full professors**, values are equal to or above the benchmark in 4 subject areas and values are below the benchmark in 6 subject areas.

For **associate professors**, the values are reversed with an improved situation in 6 subject areas and a situation with values lower than the benchmark in 4 areas (Area 03 - Chemical Sciences is excluded from the analysis, due to the incidence of a single subject).

Assessing the data across disciplinary areas, comparisons with the national benchmark show a **more balanced situation in the associate professors' group**:

- a higher number of subject areas with values above the benchmark is present,
- in these areas the number is significantly higher than the benchmark data,
- it is evident, in the areas with values lower than the benchmark, that the percentage deviations from the benchmark value are lower than those shown for the full professors (i.e.: Area 06: full professors 6% vs. 19% and associate professors: 28% vs 33%).

2.2 | Number of teaching staff, researchers, doctoral students, research fellows

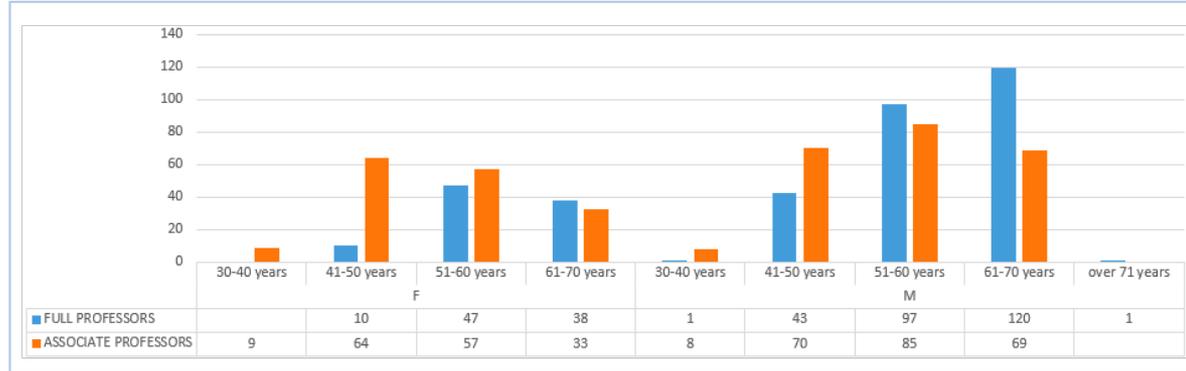
This analysis merits further investigations that take into account a longer time span that could follow the development of a specific generation, taking into consideration the timing of the academic career paths.

Lastly, an analysis of the distribution by age bracket of the full and associate tenured professors employed at the University (data from October 2021) shows some anomalies to be highlighted:

- the need, in the short-medium term, for a physiological turnover: 46% of the men and 40% of the women are in the 60-70 age bracket as regards full professors (it decreases to 30% and 20% for associate professors); this "generational" lever could favour a re-balancing of the career paths in that the likely outflow (due to age limits) of male full professors (46%) over the next decade could be filled by a majority of female associate professors (74% vs 67%);
- the incidence of distribution in the higher age groups: it is more pronounced in the male gender, while for the female gender the distribution is more balanced.

2. Context analysis

2.2 | Number of teaching staff, researchers, doctoral students, research fellows



Data source: University management systems, updated October 2021

2. Context analysis

The analysis of the distribution of technical administrative staff by level shows a more composite situation. Although women are marginally in the majority in office roles, at managerial and executive levels they are clearly in the minority: slightly less than one in four are middle managers and slightly more than one in four are managers.

2.3 | Number of Technical Administrative Staff (PTA)

An analysis over a longer period of time shows, as in the case of the teaching profession, a significant improvement in the number of women in top positions: from 28.7% in 2015 to 34.5% in 2021.

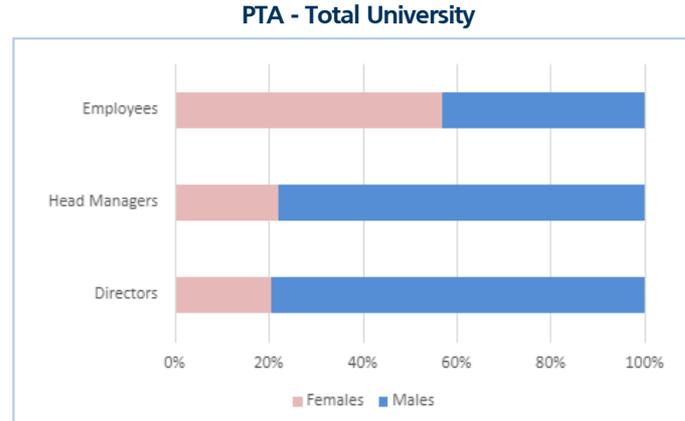


Figure 4 - Figures for technical and administrative staff

Note: Language assistants (CEL and COL) have been counted in office roles.

2. Context analysis

2.3 | Number of Technical Administrative Staff (PTA)

The breakdown of the item "Executive staff" is as follows (Tab. 1):

Roles	M		F	
	N	%	N	%
General Manager / Deputy General Manager / Campus Director	6	100	-	-
Directors	14	94%	1	6%
Associate Directors	11	69%	5	31%
Administrative managers Rome Campus	4	57%	3	43%

A synthetic indicator of gender balance was calculated: the Glass Ceiling Index (GCI)⁶.

The GCI for administrative technical staff is equal to: 1.62 (including medical and health management staff at the Rome campus). The indicator also shows a gender imbalance in the technical-administrative sector.

⁶ See Note 2



2. Context analysis

2.4 | Governance and university

On the university governing bodies, there is a limited presence of women in all the roles evaluated.

Women are underrepresented in all collegiate bodies: in the Board of Directors and the Academic Senate, one out of five members is female; in the Integrated Academic Senate, 29% of the members are women; lastly, in the Steering Committee and the Board of Auditors, only one member out of the total is a female.

No women have been elected to the Supervisory Board.

The situation improves in the University Council, where the female presence is 41%, and in the Equal Opportunities Committee, where two thirds are women. To conclude, the Pro-rector is a woman, also serving as the Rector's Delegate.



2. Context analysis

2.5 | Qualitative/quantitative analysis of scientific production and research projects on gender equality issues

In terms of research activity and scientific production, there is an interesting development regarding gender equality issues. The analysis was carried out using Genius (the University platform that registers the research activity) and PubliRes (the public consultation repository of UCSC publications).

The scientific production on gender equality is significant and varied. More than 3,000 articles and publications by teaching and research staff at the university have addressed this topic, incorporating it into their own research and approaching it from various perspectives. Hundreds of research projects from various viewpoints have been developed on the topic, and have been funded and awarded by the University: over 200 through internal funding lines (D.1 and D.3.2) and 20 through publication awards (from 2017 to 2021).

It is also interesting to note that a number of research projects have been subsidised through participation in calls to entry: this scientific and cultural

work has received significant national (PRIN, FISR) and international (Horizon 2020, ERC) funding. In particular, the ERC-funded project '*Harmful Traditions, Women Empowerment and Development*' is highlighted.

It is also worth noting that Università Cattolica has developed 'Centric', a software programme for the automated processing of gender equity for film and audio-visual initiatives.

Furthermore, thanks to funding from the Lombardy Region, a supplementary course in Psychology of gender-based violence (60 hours) is now part of the Graduate degree programme - Psychology of development and protection processes (Faculty of Psychology).

The university also has several research centres monitoring gender equality issues.

2. Context analysis

The University also has an Equal Opportunities Committee, whose tasks are, to list a few:

- draw up proposals for initiatives and measures to eliminate any barriers that prevent full implementation of equal opportunities in the university environment, in study, research, teaching, work and assistance activities;
- promote the inclusion of women in activities, roles and qualifications where they are under-represented;
- enhance workers' professional skills in order to facilitate the work-life balance, through appropriate organisation of the workload;
- promote equal opportunities for the integration of graduates and specialists from Università Cattolica into the world of work, conducting relevant surveys and statistical analyses and developing proposals and initiatives;
- rectify any behaviour that may potentially harm persons employed by Università Cattolica related to gender discrimination, and provide accurate information on the pertinent legislation on the safeguarding by the law itself;
- draw up action plans that seek to guarantee and develop equal opportunities at Università Cattolica and monitor their implementation.

2.6 | Mapping of actors active in the protection and promotion of equal gender opportunities

Since its establishment, a number of initiatives have been carried out to enhance the plurality of positions and to raise awareness of gender issues within the university community.

Lastly, the Committee also participates in external initiatives organised with other bodies and institutions.

The University also has a Supervisory Body to which acts as an available and accessible route for the entire university community, offering support and safeguarding in the event of discrimination, harassment and abuse, plus any circumstance deemed to be a violation, or suspected violation, of the Code of Ethics. The Body adopts appropriate measures to ensure the confidentiality of the identity of the complainant and of the information disclosed.

2. Context analysis

As regards the technical-administrative staff, the UCSC current collective contracts incorporate significant clauses – which are better rated than the national contract - aimed at promoting equal gender opportunities as well as pursuing a better work-life balance, i.e. acknowledgement of potential corporate welfare payments and benefits.

As a result of a survey of the main tools within the framework of gender equality policies, three macro-areas can be identified:

- 1** interventions in the area of so-called organisational flexibility in terms of time and space (articles 18, 18bis, 22 CCL 'Sedi Padane' - Milan, Brescia, Cremona and Piacenza campuses - and articles 21, 34 CCL Campus of Rome);
- 2** measures concerning leave, childcare assistance (Art. 23 CCL 'Sedi Padane' - Milan, Brescia, Cremona and Piacenza campuses - and Art. 33, 38 CCL Rome campus);
- 3** potential support and financial contributions.

These areas qualify as direct and indirect actions that, at certain periods, facilitate the work-life balance, contributing tangibly to the possibility of breaking down gender barriers.

2.7 | Mapping of existing activities and services supporting work-life balance (contractual aspects and welfare services)

It also highlights the provision of a specific web platform for staff to access, among others, the following: (i) school and education services, (ii) social and health services, (iii) contributions for carers and care services. An annual contribution has also been allocated by the University for all technical-administrative staff (up to contractual level EPQ) for the use of the platform services. The use of these services is further incentivised through a potential subsidised company bonus (tax-free) if allocated by the employee for use of services through the welfare platform.

The University's staff community has also established an assistance and solidarity association called A.A.S.P.U.C. (*Associazione di Assistenza e Solidarietà per il personale dell'Università Cattolica del Sacro Cuore* - Assistance and Solidarity Support Association for Università Cattolica del Sacro Cuore staff) which has been operating for over 70 years. Thanks to the generosity of its members, who allocate a percentage of their salary to the Association, and to the financial support from the Milan Campus Management, A.S.P.U.C. makes annual significant contributions to support colleagues during certain circumstances in their family life.

2. Context analysis

Additional family support is also provided by University structures that offer services to a wider audience: listening and psychological support facilities at the 'Sedi Padane' - Milan, Brescia, Cremona and Piacenza campuses - services aimed at offering crisis support in parent/children relationships,

conflict in relationships, separation, emotional, personal, school or workplace problems, social distress, illness or bereavement, adoption, fostering and elderly care, offered by the family counselling centre in Rome, etc.

2.7 | Mapping of existing activities and services supporting work-life balance (contractual aspects and welfare services)

3. Gender Equality Plan



3. Gender Equality Plan

The context analysis carried out, and the emerging evidence, form the basis of the Università Cattolica GEP for the three-year period 2022 - 2024. It has set the following objectives:

- O1. Structuring an office for the implementation of the *Gender Equality Plan* and promoting awareness of its initiatives among the student, teaching and administrative staff population
- O2. Supporting and improving research and cultural aspects on the issue of gender equality
- O3. Promoting more balanced career paths
- O4. Promoting the presence of women in top positions.

These objectives will be pursued through the implementation of 19 actions in the 5 areas of intervention deemed as necessary:

- 1** work-life balance and organisational culture
- 2** gender balance in top positions and decision-making bodies
- 3** gender equality in recruitment and career advancement
- 4** gender mainstreaming in research and teaching programmes
- 5** prevention of gender discrimination

The following diagram summarises the interweaving of the University GEP objectives and the areas of intervention:



The **19 actions** pertaining to the different areas are listed below.

For each action - as detailed in the following slides - the persons responsible for its implementation have been identified, as each target group directly involved, together with specific expected outcomes, in terms of output (tangible products) and outcome (effects of the activated policies), which frame the transformative impact within the University.

Progress will be tracked, at least annually, by monitoring the indicators individuated for each action.

3. Gender Equality Plan

Area	Action	Target	Timing
AREA 1: Work-life balance and organisational culture			
1.1	Developing Welfare actions and tools in the University to facilitate work-life balance	PD, PTA	2022-2023-2024
1.2	Strengthen existing contractual institutions and introduce new ones (e.g., agile working, working hour flexibility, remote working, etc.) to promote work-life balance and, in general, organisational well-being	PTA	2022-2023-2024
1.3	Facilitation of researcher's return from maternity/paternity leave	PD	2022-2023-2024
AREA 2: Gender balance in top positions and decision-making bodies			
2.1	Establishment of organisational unit for GEP implementation and monitoring to support the GEP Team	University	1 st semester 2022
2.2	Systematisation and definition of modalities for the collection and analysis of quantitative and qualitative data disaggregated by gender, in order to also carry out monitoring actions	University	2022- 2023-2024
2.3	Delegation for Gender Equality	University	1 st semester 2022
2.4	<i>Workshop</i> for senior PTA structures addressing bias, gender stereotypes and organisational skills related to flexibility management	PTA	2022-2023-2024
2.5	Equal opportunities in academia: initiatives aimed at Deans, Institute and Department Directors, Head of Research Centres	PD	2022-2023-2024
2.6	Gender balance in the composition of governing bodies that provide for co-optation	University	on the occasion of renewal

Use in text:

- PD: teaching and research staff
- PTA: technical-administrative staff
- University: the entire university community including stakeholders



3. Gender Equality Plan

Area	Action	Target	Timing
AREA 3: Gender equality in recruitment and career progression			
3.1	Gender empowerment: career support through mentoring/career coaching and workshops focused on soft skills	PTA	2022-2023-2024
3.2	Financial support for care responsibilities to promote visiting periods (outgoing mobility) for young researchers	PD	2022-2023-2024
AREA 4: Gender mainstreaming in research and teaching programmes			
4.1	Activation of funding line D.3.2 dedicated to research on gender equality	PD	2022-2023-2024
4.2	Development and promotion of gender-sensitive courses, course modules, workshops and seminars as optional courses in different study programmes	Students	2022-2023-2024
4.3	Coordination of research related to gender equality including collaboration between research centres studying the topic	PD	2022-2023-2024
4.4	Introduction of a module related to gender bias research within the soft skills course for doctoral students	Students	2022-2023-2024

Use in text:

- PD: teaching and research staff
- PTA: technical-administrative staff
- University: the entire university community including stakeholders



3. Gender Equality Plan

Area	Action	Target	Timing
AREA 5: Prevention of gender discrimination			
5.1	Definition of guidelines for communicative forms of gender-sensitive institutional/administrative language (written and visual)	University	2022
5.2	Revision of the Articles of Association, Code of Ethics and University Regulations to more explicitly define gender-related discrimination aspects	University	2022
5.3	Updating procedures for reporting discriminatory behaviour and sexual harassment situations	PD, PTA, Students	2022
5.4	Promotion and communication of the University's gender equality initiatives	University	2022-2023-2024

Use in text:

- PD: teaching and research staff
- PTA: technical-administrative staff
- University: the entire university community including stakeholders



Target(s)

■ O3: Promoting more balanced career paths ■ O4: Promoting women in top positions

1.1- Action

Developing Welfare programmes in the University to facilitate work-life balance

Recipients / Target audience

- Teaching and research staff
- Technical and administrative staff

Description of actions

- Qualitative/quantitative mapping of needs by type (professors, lecturers, technical-administrative staff)
- Existing mapping and evaluation
- Study of economic and fiscal aspects
- Definition and implementation of a welfare plan, with affiliated services (free of charge or at reduced rates) plus incorporating actions already in place
- Study and implementation of effective communication processes
- Impact assessment

Responsible for the activity

Human Resources Function; GEP Unit

Actors involved in implementation

General Management; Equal Opportunities Committee; Regulatory, Legal and Litigation Office; any internal scientific support and/or third-party resources

Output

Welfare plan

Anticipated benefits

Improved work-life balance

Timing (start / end)

2022-2023-2024

Budget (YES/NO)

YES: consultancy services, economic support of initiatives, services for needs analysis and impact assessment

Monitoring and verification indicators

Quantitative indicators collected through already validated scales:

- Application and satisfaction with initiatives
- Impact of welfare on staff engagement
- Impact of welfare on work-life balance

Target(s)

- O3: Promoting more balanced career paths
- O4: Promoting women in top positions

1.2 - Action

Consolidating existing contractual statutes and introducing new ones (e.g., agile working, flexible working hours, remote working, etc.) to promote work-life balance and, overall, organisational well-being

Recipients / Target audience	Technical and administrative staff	Anticipated benefits	<ul style="list-style-type: none"> ■ Improved work-life balance for clusters of employees with special care needs ■ Improved engagement ■ Improved organisational well-being
Description of actions	<ul style="list-style-type: none"> ■ Study of legal and contractual aspects ■ Formulation of proposals for institutions beneficial to the implementation of new forms of resolution ■ Identification of clusters of employees with special care responsibilities who should be offered the contractual modality ■ Staff training on new contractual institutions ■ Impact assessment 	Timing (start / end)	2022-2023-2024
Responsible for the activity	Human Resources Function; GEP Unit	Budget (YES/NO)	YES: consultancy services; training services, hardware for remote working (laptops)
Actors involved in implementation	General Management; Regulatory, Legal and Litigation Offices; Organisational system, innovation and special projects; potential internal scientific support and/or third-party resources beneficial to the formalisation of the new employment contract	Monitoring and verification indicators	Quantitative indicators collected through pre-validated scales: <ul style="list-style-type: none"> ■ Perception of improved satisfaction by employees involved ■ Impact on the engagement of staff involved ■ Impact on the work-life balance of staff involved
Output	<ul style="list-style-type: none"> ■ Introduction of new contractual and non-contractual institutions ■ Revision of existing contractual and non-contractual institutions ■ Management and resources training 		

Target(s)

■ O3: Promoting more balanced career paths

1.3 - Action

Facilitating the return of researchers from maternity/paternity leave

Recipients / Target audience	Teaching and research staff	Anticipated benefits	<ul style="list-style-type: none">Improved work-life balanceImproved organisational well-being
Description of actions	<ul style="list-style-type: none">Bonus for winners of outstanding publication awards who have taken maternity/paternity leave in the two previous yearsPriority in defining teaching timetablePlan to reduce teaching hours when returning from maternity/paternity leave	Timing (start / end)	2022-2023-2024
Responsible for the activity	GEP Unit	Budget (YES/NO)	YES
Actors involved in implementation	Rector; Faculty Deans; Course Coordinators; Teaching and postgraduate structures in the areas of competence; Human Resources function	Monitoring and verification indicators	<ul style="list-style-type: none">Awards granted with bonuses for maternity/paternity leaveNumber of revised teaching schedulesNumber of revised teaching contracts
Output	<ul style="list-style-type: none">Allocation of additional budget for excellent publication bonusesRevision of teaching timetableUpdate of teaching staff regulations		

3. Gender Equality Plan

3.2 | AREA 2: Gender balance in top positions and decision-making bodies

Target(s)

- O1. Structuring an office for the implementation of the gender equality plan and promoting awareness of its initiatives among the student, the teaching and technical-administrative staff bodies

2.1- Action

Establishment of organisational unit for GEP implementation and monitoring to support the GEP Team

Recipients / Target audience	University	Anticipated benefits	Support to the GEP Team and increased effectiveness in pursuit of gender objectives
Description of actions	<ul style="list-style-type: none">■ Identification of technical and administrative staff■ Inclusion of the organisational unit in the organisation chart■ Definition of available budget■ Definition of responsibilities and tools	Timing (start / end)	1 st semester 2022
Responsible for the activity	Rector; General Management	Budget (YES/NO)	YES: annual budget allocation for implementation interventions
Actors involved in implementation	GEP Team; Human Resources Function	Monitoring and verification indicators	Inclusion of units in the university organisation chart
Output	GEP Unit		

3. Gender Equality Plan

3.2 | AREA 2: Gender balance in top positions and decision-making bodies

Target(s)

- O1. Structuring an office for the implementation of the gender equality plan and promoting awareness of its initiatives among the student, the teaching and technical-administrative staff bodies

2.2 - Action

Systematisation and definition of modalities for the collection and analysis of quantitative and qualitative data disaggregated by gender, also for monitoring purposes

Recipients / Target audience	University	Anticipated benefits	<ul style="list-style-type: none">■ Better targeting and identification of actions on the basis of context analyses■ Evaluation of GEP actions
Description of actions	<ul style="list-style-type: none">■ Structuring quantitative data collection activities, including through surveys among the student, teaching and administrative staff population bodies■ Monitoring of specific gender equality and staff welfare indicators■ Analysis of the quantitative data collected■ Reporting on gender equality, integrated with gender statistics, also aimed at monitoring ongoing actions and defining new actions	Timing (start / end)	2022-2023-2024
Responsible for the activity	GEP Team President	Budget (YES/NO)	YES: Services for data collection, setting up and analysis
Actors involved in implementation	GEP Unit; Support function for the Evaluation Board; Statistical Data Office; Information Systems Function; Human Resources Function <i>Involvement of Campus Directorates and Area Departments in their areas of competence</i>	Monitoring and verification indicators	<ul style="list-style-type: none">■ Data collection tools■ Dashboard of indicators
Output	<ul style="list-style-type: none">■ Annual reporting (gender balance)■ Data collected on evaluation indicators of other GEP actions		



3. Gender Equality Plan

3.2 | AREA 2: Gender balance in top positions and decision-making bodies

Target(s)

- O1. Structuring an office for the implementation of the gender equality plan and promoting awareness of its initiatives among the student, the teaching and technical-administrative staff

2.3 - Action Delegation for Gender Equality

Recipients / Target audience	University	Anticipated benefits	Improved effectiveness of actions to achieve gender balance
Description of actions	<ul style="list-style-type: none">■ Formal assignment of the task to the President of the GEP Team■ Definition of his/her role in relation to the GEP Team and the GEP Unit	Timing (start / end)	1 st semester 2022
Responsible for the activity	Rector	Budget (YES/NO)	NO
Actors involved in implementation	Activity Central bodies Function	Monitoring and verification indicators	Formal assignment of the task to the President of the GEP Team
Output	Appointment of the Delegate		

3. Gender Equality Plan

3.2 | AREA 2: Gender balance in top positions and decision-making bodies

Target(s)

- O4. Promoting women in top positions

2.4 - Action

Workshop for senior technical administrative structures on bias, gender stereotypes and organisational skills related to flexibility management

Recipients / Target audience Technical and administrative staff

Description of actions

- Definition of contents and course trainer (internal/external)
- Identification of recipients
- Communication and organisation of the event
- Evaluation of the event

Responsible for the activity Human Resources Function; GEP Unit

Actors involved in implementation Human resources function; teaching staff with expertise in the field

Output Workshop calendar

Anticipated benefits

- Increased awareness of gender bias
- Improved organisational climate

Timing (start / end) 2022-2023-2024

Budget (YES/NO) YES

Monitoring and verification indicators

- Workshop calendar
- Workshop participants' satisfaction
- Evaluation of the impact of the initiatives in a broader sense, also through the survey of indicators on organisational climate



3. Gender Equality Plan

3.2 | AREA 2: Gender balance in top positions and decision-making bodies

Target(s)

- O3. Promoting more balanced career paths
- O4. Promoting women in top positions

2.5 - Action

Equal opportunities in academia: initiatives addressed to Deans, Heads of Institutes, Departments and Research Centres

Recipients / Target audience	Teaching and research staff	Anticipated benefits	<ul style="list-style-type: none">■ Increased awareness of gender bias in career advancement and top positions in academia■ Improved organisational climate
Description of actions	<ul style="list-style-type: none">■ Presentation of the initiative in the Academic Senate■ Organisation of multidisciplinary conference(s)■ Communication and organisation of the conferences■ Evaluation of the event	Timing (start / end)	2022-2023-2024
Responsible for the activity	GEP Team President; GEP Unit	Budget (YES/NO)	YES
Actors involved in implementation	Academic Senate; Equal Opportunities Committee; UCSC Research Centres engaged on the issue; GEP Team; Communication Department; Human Resources Department; Events Management Office at the Campuses	Monitoring and verification indicators	<ul style="list-style-type: none">■ Meeting(s)■ Participants' satisfaction of initiatives and activities■ Impact assessment of initiatives in a broader sense also through the survey of indicators on the organisational climate
Output	Conference calendar		



3. Gender Equality Plan

3.2 | AREA 2: Gender balance in top positions and decision-making bodies

Target(s)

- O4. Promoting women in top positions

2.6 - Action

Gender balance in the composition of government bodies that envisage co-option

Recipients / Target audience	University	Anticipated benefits	Launch of a process to balance gender equality in the University governance
Description of actions	Appointment of female members to non-elective bodies upon vacancy	Timing (start / end)	Upon renewal
Responsible for the activity	Rector	Budget (YES/NO)	NO
Actors involved in implementation	Activity Central bodies Function	Monitoring and verification indicators	Percentage of female presence
Output	Increased gender balance in governance		



3. Gender Equality Plan

3.3 | AREA 3: Gender equality in recruitment and career progression

Target(s)

■ O3. Promoting more balanced career paths

3.1 - Action

Gender empowerment: career support through mentoring/career coaching and workshops focused on soft skills

Recipients / Target audience	Technical and administrative staff	Anticipated benefits	<ul style="list-style-type: none">Improved aspirations and career pathsIncreased awareness of gender biasImproved organisational climate
Description of actions	<ul style="list-style-type: none">Definition of contents and course trainer (internal/external)Identification of recipientsCommunication and organisation of initiativesEvaluation of initiativesAnnual planning of actions aimed at confrontation with more female figures and role models	Timing (start / end)	2022-2023-2024
Responsible for the activity	Human Resources Function; GEP Unit	Budget (YES/NO)	YES: course trainer, logistic organisation of initiatives
Actors involved in implementation	Human Resources Function; teaching staff with expertise in the field	Monitoring and verification indicators	<ul style="list-style-type: none">Membership figuresParticipant satisfactionNumerical indicators on career progression over the three years
Output	<ul style="list-style-type: none">Coaching and mentoring coursesCalendar of soft skills workshops		



Target(s)

■ O3. Promoting more balanced career paths

3.2 - Action

Financial support for care responsibilities to promote visiting periods (outgoing mobility) for young researchers

Recipients / Target audience	Teaching and research staff	Anticipated benefits	<ul style="list-style-type: none"> ■ Improved career progression ■ Increased international mobility of young researchers
Description of actions	<ul style="list-style-type: none"> ■ Study methods of providing economic support to cope with periods of visiting including economic and organisational support to cope with the burden of care during the transfer ■ Provision of financial contributions to visiting with burdens of care 	Timing (start / end)	2022-2023-2024
Responsible for the activity	Human Resources Function; GEP Unit	Budget (YES/NO)	YES
Actors involved in implementation	General Management; Faculty Deans; International Development Management Area; Human Resources Function	Monitoring and verification indicators	Number of applications
Output	Increase in Visiting Young Researchers		

3. Gender Equality Plan

3.4 | AREA 4: Gender mainstreaming in research and teaching programmes

Target(s)

- O2. Supporting and enhancing research and cultural work on the issue of gender equality

4.1 - Action

Activation of funding line D.3.2 dedicated to research on gender equality

Recipients / Target audience	Teaching and research staff	Anticipated benefits	<ul style="list-style-type: none">■ Increased resources for research on this topic■ Promotion of a greater interdisciplinary connection on this topic in the University
Description of actions	<ul style="list-style-type: none">■ Activation of funding line D.3.2■ Definition of participation criteria with GEP Team■ Establishment of call for entry	Timing (start / end)	2022-2023-2024
Responsible for the activity	Research and Development Area; GEP Unit	Budget (YES/NO)	YES
Actors involved in implementation	Delegate for the coordination and promotion of scientific research and sustainability; Research Strategy Commission; GEP Team; Research Function	Monitoring and verification indicators	<ul style="list-style-type: none">■ Publication of Call for Entry D.3.2■ Dedicated budget
Output	Research project on gender equality		



3. Gender Equality Plan

3.4 | AREA 4: Gender mainstreaming in research and teaching programmes

Target(s)

■ O2. Supporting and enhancing research and cultural work on the issue of gender equality

4.2 - Action

Development and promotion of gender-sensitive lessons, modules, workshops and seminars in different study programmes

Recipients / Target audience	Students	Anticipated benefits	Enrichment of the educational offer
Description of actions	<ul style="list-style-type: none">■ Activation of calls to entry at University level for:<ol style="list-style-type: none">1) the collection of teaching proposals on the gender dimension available to students in all Faculties (in defined numbers)2) study and verification of intervention methods to promote gender-equality content in existing curricula■ Selection of courses to be activated■ Activation of courses and inclusion in study plans	Timing (start / end)	2022-2023-2024
Responsible for the activity	GEP Team President; Organisation and Development of Education System Area; GEP Unit	Budget (YES/NO)	YES
Actors involved in implementation	Rector; Faculty Deans, Degree programme Coordinators; Teaching and Postgraduate Structures for the areas of competence	Monitoring and verification indicators	<ul style="list-style-type: none">■ Participation in the call to entry■ Gender lessons, modules, workshops and seminars
Output	<ul style="list-style-type: none">■ Promotion of the call to entry■ New teaching/updates of existing teaching programmes of different disciplines on gender dimension		



3. Gender Equality Plan

3.4 | AREA 4: Gender mainstreaming in research and teaching programmes

Target(s)

- O2. Supporting and enhancing research and cultural work on the topic of gender equality

4.3 - Action

Coordination of research activities related to gender equality including collaboration between research centres studying the topic

Recipients / Target audience	Teaching and research staff	Anticipated benefits	Enhancement of projects, dissemination of interdisciplinary knowledge and implementation of scientific research on gender issues
Description of actions	<ul style="list-style-type: none">■ Survey on the interest from the University's various research centres in building coordination on gender equality issues■ Activation of the procedures for the establishment of a Coordination of Research Centres or a new Research Centre on the topic	Timing (start / end)	2022 - 1 st semester 2023
Responsible for the activity	GEP Team President; GEP Unit	Budget (YES/NO)	NO
Actors involved in implementation	Rector's delegate for coordination and promotion of scientific research and sustainability; Research function	Monitoring and verification indicators	Establishment of the coordination mechanism
Output	Coordination of research content on gender issues between Research Centres		



3. Gender Equality Plan

3.4 | AREA 4: Gender mainstreaming in research and teaching programmes

Target(s)

- O2. Supporting and enhancing research and cultural work on gender equality
- O3. Promoting more balanced career paths

4.4 - Action

Introduction of a module related to gender bias research within the soft skills course for doctoral students

Recipients / Target audience	Students (Doctoral students)	Anticipated benefits	<ul style="list-style-type: none">■ Greater awareness of gender bias in doctoral students■ Improved training materials/course for Doctoral Schools
Description of actions	<ul style="list-style-type: none">■ Design, planning of training activities on the influence of gender bias in professional and career choices■ Systematisation of training activities for Doctoral Schools■ Evaluation of the activity	Timing (start / end)	2022-2023- 2024
Responsible for the activity	Research and Development Area - Lifelong Learning; GEP Unit	Budget (YES/NO)	NO
Actors involved in implementation	Postgraduate Training Function; Directors of Doctoral Schools	Monitoring and verification indicators	<ul style="list-style-type: none">■ Activation of series of lectures■ Feedback by participants
Output	Cycle of lessons		



3. Gender Equality Plan

3.5 | AREA 5: Prevention of gender discrimination

Target(s)

- O3. Promoting more balanced career paths
- O4. Promoting women in top positions

5.1- Action

Definition of guidelines for communicative forms of gender-sensitive institutional/administrative language (written and visual)

Addresses / Target group	University	Output	<ul style="list-style-type: none">■ Guidelines■ Gender-sensitive language in university documents and forms■ Website, posters and brochure information■ Improved and more effective organisation of Open Days with regard to the gender issues
Description of actions	<ul style="list-style-type: none">■ Benchmark with other universities■ Definition of guidelines for gender-sensitive communication■ Review of institutional communication (e.g., Open Day, posters, brochures, website) in adherence to the guidelines■ Review of University's documents and presentation materials (e.g., Faculty guides, promotional material for Specialising Master programmes, Open Days, etc.) and the University's forms in adherence to the guidelines■ Modification of relevant forms■ Communication campaign	Anticipated benefits	<ul style="list-style-type: none">■ Promotion of a gender-inclusive culture■ Gender-balanced promotion of the University's image■ Spreading awareness in the university community
Responsible for the activity	Communication function; GEP Unit	Timing (start / end)	2022
Actors involved in implementation	Rector's Delegate for Communication; Rector's Delegate for Educational Offer; Professors/lecturers who are experts on the subject; GEP Team; Teaching organisation	Budget (SI/NO)	YES
		Monitoring and verification indicators	<ul style="list-style-type: none">■ Sharing guidelines■ Verification of Open Day arrangements

3. Gender Equality Plan

3.5 | AREA 5: Prevention of gender discrimination

Target(s)

- O3. Promoting more balanced career paths
- O4. Promoting women in top positions

5.2 - Action

Revision of the Articles of Association, Code of Ethics and University Regulations to more explicitly define gender-related discrimination aspects

Addresses / Target group	University	Anticipated benefits	Prevention of gender discrimination at the University
Description of actions	<ul style="list-style-type: none">■ Creation of a dedicated working group■ Proposal to update the Code of Ethics sections / additions to include aspects relating to gender discrimination■ Modification of regulations■ Approval by competent bodies■ Communication campaign	Timing (start / end)	2022
Responsible for the activity	GEP Team President; GEP Unit	Budget (YES/NO)	NO
Actors involved in implementation	Rector; Supervisory Board; Board of Directors; DPO; Central bodies and government activity function	Monitoring and verification indicators	Updating documents
Output	Modification interventions		



3. Gender Equality Plan

3.5 | AREA 5: Prevention of gender discrimination

Target(s)

- O3. Promoting more balanced career paths
- O4. Promoting women in top positions

5.3 - Action

Updating of procedures for reporting discriminatory behaviour and sexual harassment

Addresses / Target group

- Students
- Teaching and research staff
- Technical and administrative staff

Description of actions

- Transposition of existing European and national measures
- Establishment of dedicated working group
- Updating of reporting guidelines to the Supervisory Board (SB) of discriminatory behaviour and sexual harassment situations
- Implementation of an awareness-raising campaign
- Monitoring of reports

Responsible for the activity

GEP Team President; Human Resources Function; GEP Unit

Actors involved in implementation

Supervisory Board; Equal Opportunities Committee; DPO; Human Resources Department; Legislation, Legal and Litigation Department; Head Office Departments

Output

- New guidelines for reporting discriminatory behaviour and situations of sexual harassment to the Supervisory Board (SB)
- Implementation of awareness-raising campaign

Anticipated benefits

- Prevention of gender discrimination
- Increased effectiveness in detecting inappropriate and discriminatory behaviour

Timing (start / end)

2022

Budget (YES/NO)

NO

Monitoring and verification indicators

Update reporting process to SB



3. Gender Equality Plan

3.5 | AREA 5: Prevention of gender discrimination

Target(s)

- O1. Structuring an office for the implementation of the Gender Equality Plan and promoting awareness of its initiatives among the student, teaching and technical administrative staff population
 - Supporting and enhancing research and cultural work on the issue of gender equality

5.4 - Action

Promotion and communication of the University's gender equality initiatives

Addresses / Target group	University	Anticipated benefits	<ul style="list-style-type: none">■ Raising awareness in the University community■ Gender-balanced promotion of the University image
Description of actions	Content development for initiatives to promote knowledge in the university community: <ul style="list-style-type: none">■ design and implementation of a section of the website dedicated to gender equality (also with a focus on the valorisation of research projects on gender equality);■ design and implementation of campaigns	Timing (start / end)	2022-2023-2024
Responsible for the activity	Communication function; GEP Unit	Budget (YES/NO)	NO
Actors involved in implementation	Rector's Delegate for Communication; Equal Opportunities Committee; Communication Department; Professors/lecturers with expertise in the field; GEP Team	Monitoring and verification indicators	<ul style="list-style-type: none">■ Development of gender equality website■ Content maintenance
Output	Site section		



The Gender Equality Plan was approved
by the Academic Senate in the meeting on 13 December 2021,
and by the Board of Directors in the meeting on 15 December 2021



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