Working Group
Vice-Rector for Equal Opportunities, Safeguarding and Protection of Personal Data
Division for Communications, Press Office, and Marketing
Division for Planning, Evaluation, and Quality Systems
Division for Research, Technology Transfer, and Project Management
Summary

PREMISE........................................................................................................................................... 3

INTRODUCTION................................................................................................................................... 3

WORKING GROUP FOR THE DRAFTING OF THE GEP ................................................................. 4

PROCESS OF ADOPTION AND PUBLICATION OF THE DOCUMENT ....................................... 5

DEDICATED HUMAN AND FINANCIAL RESOURCES ............................................................... 5

DATA COLLECTION AND MONITORING .................................................................................. 5

IDENTIFIED ACTION SHEETS ......................................................................................................... 6

Thematic Area 1 – Work-life balance and organisational culture......................................... 7

Thematic Area 3 - Gender equality in recruitment and career advancement............. 9

Thematic Area 4 - Integration of the gender dimension in research, teaching programs, and training........................................................................................................................................ 10

Thematic Area 5 - Combating gender-based violence, including sexual harassment ......................................................... 11
PREMISE

The Gender Equality Plan (GEP) of the University of Camerino (UNICAM) was drafted taking into account the 2030 Agenda published by the United Nations General Assembly in order to contribute to the achievement of sustainable development at the global level.

The Plan is fully part of the EU strategy for gender equality, within which the strategic objectives and actions aimed at making significant progress towards a Europe that guarantees gender equality by 2025 were presented. The main objectives indicated by the Commission are as follows:

• Ending all forms of gender-based violence;
• Challenging gender stereotypes;
• Closing gender gaps in the labour market;
• Addressing the gender pay and pension gaps;
• Achieving gender balance in decision-making processes.

The UNICAM GEP collects the actions related to the achievement of these objectives, and responds to the indications of the European Institute for Gender Equality (EIGNE, eige.europa.eu) as it is aimed at “identifying and implementing innovative strategies to foster cultural change and promote equal opportunities in universities and research centres”. The UNICAM Gender Equality Plan is also in close synergy with the National Strategy for Gender Equality 2021-2025 - promoted by the Ministry of Equal Opportunities - closely related to the measures envisaged by the Government in the National Recovery and Resilience Plan (PNRR).

In drafting the document, account was also taken of the Guidelines for the drafting of the Gender Equality Plan in Italian Universities\(^1\), edited in 2021 by the GEP Working Group of the Conference of Italian University Rectors (CRUI) Commission on Gender Issues.

INTRODUCTION

The Gender Equality Plan of the University of Camerino was developed through a process of analysing the documents and data already available, deriving from a series of actions consistent with the 2018-2023 University Strategic Plan [LINK], and adopted by the University, both in the context of policies to combat gender inequalities:

- The Gender Equality Plan [LINK]\(^2\) adopted by the University Senate and the Board of Directors at their meetings of 25 September 2019
- Gender Assessment Report [LINK]\(^3\) adopted by the University Senate and the Board of Directors at their meetings of 26 October 2020

\(^1\) https://www.crui.it/documenti/54/New-category/854/VademecumGEP_CRUI.pdf
\(^2\) https://www.unicam.it/sites/default/files/documenti/Piano per le pari opportunità di carriera.pdf
\(^3\) https://www.unicam.it/sites/default/files/documenti-pag/2020/BILANCIO DI GENERE_UNICAM %281%29.pdf
- Positive Action Plan [LINK]⁴ adopted by the Board of Directors on 31 October 2018

and in the context of the process of progressive adhesion to the principles of the European Charter for Researchers and a Code of Conduct for the Recruitment of Researchers, a process in which UNICAM has participated since 2005, obtaining EU accreditation in 2010 together with, at that time, a very small number of other Italian universities [LINK]⁵.

The UNICAM GEP is therefore a document that integrates with other University documents, in particular, it is based on the context analysis contained in the 2020 Gender Assessment Report, and it was therefore set up with the aim of intercepting the specificities of the local context and respond to them through the most appropriate and suitable methods for that context.

Therefore, the actions identified and scheduled herein derive from analyses and surveys already in action for the drafting of the overall University policies, and from participatory practices that involved the University governance (including the Rector, the Vice-Rector for Equal Opportunities, Safeguarding and Protection of Personal Data, the General Management, the Committee for Equal Opportunities, Wellbeing at Work, and Against Discrimination and Mobbing (CUG), and evaluated research, skills, and experiences conducted locally by all stakeholders involved in gender equality policies.

The general structure of the UNICAM plan is divided into the five key areas indicated by the European Commission:

A. Work-life balance and organisational culture;
B. Gender balance in leadership positions and decision-making bodies;
C. Gender equality in recruitment and career advancement;
D. Integration of the gender dimension in research, teaching programs, and training;
E. Combating gender-based violence, including sexual harassment.

The GEP was intended in UNICAM as a plan to:
- Conduct impact assessments/audits of procedures and practices to identify gender bias;
- Identify and implement innovative strategies aimed to correct any bias;
- Set targets and monitor progress via indicators.

WORKING GROUP FOR THE DRAFTING OF THE GEP

The GEP contains specific measures formulated on the basis of the needs and context analysis of the University, conducted from December 2020 to February 2021 by a working group (established with Rector's Decree No. 402 of 11/12/2019), coordinated

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⁴ https://cug.unicam.it/piano-Actions-positive-2018-20
⁵ https://sites.google.com/unicam.it/hrs4unicam/home-page
by the Vice Rector for Equal Opportunities, Safeguarding and Protection of Personal Data, and composed, along with said Vice-Rector, of: Rector; Director General; three members of the CUG (including the Student Representative); five representatives of the teaching/research staff nominated by the five University Schools; three technical-administrative officers.

The drafting of the GEP and the actions identified were set and proposed to the governing bodies by the Vice Rector for Equal Opportunities, Safeguarding and Protection of Personal Data, in collaboration with the managers and officials of the Division for Planning, Evaluation, and Quality Systems, Division for Research, Technology Transfer, and Project Management, and Division for Communications, Press Office, and Marketing.

PROCESS OF ADOPTION AND PUBLICATION OF THE DOCUMENT

The UNICAM GEP is a public document, approved in the respective sessions of the following University Bodies:
- Board of Directors - 29 November 2021
- University Senate - 29 November 2021

After obtaining the favourable opinions of:
- Assembly of Representatives - 15 November 2021
- Committee for Equal Opportunities, Wellbeing at Work, and Against Discrimination and Mobbing (CUG) - 17 November 2021

The GEP is published on the UNICAM website in the Strategic Documents, Policies, and Guidelines section [LINK] in accordance with the data protection legislation (GDPR)

DEDICATED HUMAN AND FINANCIAL RESOURCES

In each of the actions included in the GEP, the reference to the specific human and/or financial resources dedicated to them by the University was indicated. As regards the financial resources to be dedicated to innovative actions, a specific project has been set up in the University budget, while for actions that involve an increase in commitment or a different direction of actions already undertaken by the University, the resources used are deductible from the budgets of the departments of reference for the actions.

DATA COLLECTION AND MONITORING

The first edition of the UNICAM GEP benefited from the recent analyses of the internal and external context, contained in the Equal Opportunities Plan and in the Gender Assessment Report, approved in 2020, which meet the characteristics necessary for this type of document as they are:

6 http://www.unicam.it/ateneo/organizzazione/documenti-strategici-politiche-e-linee-guida
- disaggregated by gender, and related to both the student population and the teaching, research and technical/administrative staff;
- made available on the University website with the publication of the Gender Assessment Report;
- useful for defining objectives and for monitoring and evaluating the progress of the actions envisaged in the GEP.

The collection and monitoring of data can also count, in addition to periodic context analyses from a gender perspective, which are envisaged as part of the coordinated action of the Vice-Rectorate for equal opportunities, on the following UNICAM documents:
- Monitoring of the results related to the objectives of the University Strategic Plan;
- Periodic monitoring of the results of the Human Resources Strategy for Research;
- Annual forecast and final balance sheet;
- Annual Performance Report;
- Annual CUG Report;

IDENTIFIED ACTION SHEETS

The outline of actions identified in the subsequent sections of the document by UNICAM, structured for each thematic area indicated by the EU, specific for each strategic action envisaged within the GEP, are the contents expressly requested by the European Commission:
- Objectives
- Actions / Sub-Actions
- Direct Target
- Indirect Target
- Institutional Supervisors
- Operations Supervisors / Human Resources
- Financial Resources
- Output
- Outcome
- Timeline
- Evaluation Indicators
**Thematic Area 1 - Work-life balance and organisational culture**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Actions</th>
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<th>Institutional Supervisors</th>
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</tr>
</thead>
</table>
| 1.1 Adoption of gender-inclusive language | Adoption of guidelines for gender-inclusive language | a) Building a task force (internal and external personnel) dedicated to the revision of the forms used in UNICAM, in accordance with the guidelines for the use of gender-inclusive administrative language  
  b) Issuing of new UNICAM forms in accordance with the guidelines for the use of gender-inclusive administrative language | Research and teaching staff  
  T-A staff | Students Communicating experts and Territorial communities | Vice-Rectors for Equal Opportunities, Safeguarding and Protection of Personal Data  
  Division for Human Resources, Organisation, and Development  
  Management Administration Offices, Academic Bodies and Documentation management | Specific "Accounting Plan" in the budget of the Division for Communications, Press Office, and Marketing | Task force set up  
  Updated forms | Availability to the entire university community of updated and correct forms from the gender-inclusive language point of view | By 2022 | 100% of forms revised out of the total of those taken into consideration regarding: - teaching staff contracts, including selection procedure notices and minutes - communications of institutional bodies |
| 1.2 Adoption of gender-inclusive language in communications, both within and outside the University | Training actions to combat gender stereotypes and prejudices | Carrying out at least two specific training activities on the topic of gender-inclusive language | Research and teaching staff  
  T-A staff  
  Students | Students Communicating experts and Territorial communities | Vice-Rectors for Equal Opportunities, Safeguarding and Protection of Personal Data  
  Division for Human Resources, Organisation, and Development | University budget  
  Specific chapter among those destined for training | Delivery of training courses | Enhanced sensitivity on the part of the components of the university community in order to increase the command and appropriateness of the language used | By 2022 | Courses start date  
  Percentage of participants (at least 50% of the potential targets among research and teaching staff, T-A staff, and 10% of students) |
| 1.3 Adoption of gender perspective in the organizational culture | Introduction of monitoring tools for the verification of aspects related to gender balance | Creating an online (permanent) monitoring sheet by building a dashboard that is useful for giving visibility to the fluctuations of some indicators relating to the reduction of gender gaps | Research and teaching staff  
  T-A staff  
  Students | Students Communicating experts and Territorial communities | Vice-Rectors for Equal Opportunities, Safeguarding and Protection of Personal Data  
  Division for Infrastructures, IT Services, and e-Government  
  Division for Planning, Evaluation, and Quality Systems | Specific "Accounting Plan" in the budget of the Division for Infrastructures, IT Services, and e-Government | Monitoring sheet available for those in charge of monitoring at the University | Tool available to the central and peripheral University governance for the purpose of increasing the gender perspective in the organisational culture | By 2021 | Tool activation date |
| 1.4 Promote organisational well-being | Promotion of work and organisational well-being through the analysis of aspects relating to the issue of work-related stress and discrimination | a) Building a working group for the analysis of the results of the survey on organisational well-being in UNICAM, carried out in 2019  
  b) Development of activities resulting from the analysis referred to in point a) | Research and teaching staff  
  T-A staff  
  Students | Students Communicating experts and Territorial communities | Vice-Rectors for Equal Opportunities, Safeguarding and Protection of Personal Data  
  Division for Planning, Evaluation, and Quality Systems  
  Division for Communications, Press Office, and Marketing  
  CUG | Specific "Accounting Plan" in the University budget 2022-2023 | In-depth analysis of the survey results and of the needs emerging from the same  
  Carrying out scheduled activities | Creation of a sense of belonging, team spirit, and awareness, among other things, also for the benefit of a work climate in favour of equal opportunities and the construction of an informal support network in this regard | By 2023 | Date of creation of the working group  
  Number of activities carried out compared to those planned  
  Degree of satisfaction of the participants |
| 1.5 Support for the reconciliation between work and parenting, and for family care work | Introduction of corrective measures related to gender context in the assessment of University research | Introducing periods of maternity/paternity leaves, and other periods of leave or time off work, provided for by the laws in force, and other than those for study reasons | Research and teaching staff  
  T-A staff  
  Students | Students Communicating experts and Territorial communities | Vice-Rectors for planning and monitoring  
  Division for Planning, Evaluation, and Quality Systems | No financial resources are envisaged | Modification of the evaluation criteria in the monitoring sheet | Obtaining a more equitable evaluation, by introducing a culture of gender balance | By 2022 | Date of approval of modifications by the Bodies |
## Thematic Area 2 - Gender balance in leadership positions and decision-making bodies

<table>
<thead>
<tr>
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</table>
| 2.1        | Increasing the presence of women in decision-making processes | a) Updating the guidelines for an equitable gender composition of selection committees in selection procedures for the recruitment of staff  
   b) Support activities for female candidates (e.g. mental coach) for decision-making bodies, including with the possible introduction of a quota system | Underrepresented components of the Teaching staff and the T/A staff | Stakeholders and Territorial communities | Rector, Vice-Rector for Equal Opportunities, Safeguarding and Protection of Personal Data | Division for Human Resources, Organisation, and Development | Division for Legal Services | Specific "Accounting Plan" in the budget of the Division for Human Resources, Organisation, and Development | University equipped with regulations and procedures that make it possible to reduce gender asymmetries | Increased presence of women in decision-making processes | By 2022 | Guidelines and support system for applications, approved by the competent bodies |
| 2.2        | Increasing the number of women in leadership positions | Drafting governance documents and regulations aimed at achieving gender balance in the composition of the collegiate bodies of the University | Underrepresented components of the Teaching staff and the T/A staff | Stakeholders and Territorial communities | Rector, Vice-Rector for Equal Opportunities, Safeguarding and Protection of Personal Data, General Management | Division for Human Resources, Organisation, and Development | Division for Legal Services | Division for Planning, Evaluation, and Quality Systems | CUS | No financial resources are envisaged | Amended governance documents and regulations | Increased presence of women in leadership positions | By 2023 | Amendments to governance documents and regulations, approved by the competent bodies |
| 2.3        | Strengthening the protection of staff | Introduction of a UNICAM staff ombudsman | Updating the University Code of Ethics, with the re-activation of the third-party Trusted Advisor | Teaching and research staff, T/A staff | Rector, Vice-Rector for Equal Opportunities, Safeguarding and Protection of Personal Data, General Management | Vice-Rector for Equal Opportunities, Safeguarding and Protection of Personal Data | Division for Human Resources, Organisation, and Development | Division for Legal Services | Division for Communications, Press Office, and Marketing | Specific "Accounting Plan" in the budget of the Division for Human Resources, Organisation, and Development | Modified Code of Ethics | Greater propensity of the community to a climate favourable to the prevention and resolution of conflicts. | By 2022 | Amendments to the Code of Ethics, approved by the competent bodies |
### Thematic Area 3 - Gender equality in recruitment and career advancement

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</thead>
<tbody>
<tr>
<td>3.1 Reduction of gender asymmetries in academic recruitment</td>
<td>Drafting of proposals to amend the regulations regarding recruitment procedures, paying particular attention to the composition of the selection committees.</td>
<td>Setting up a specific working group for the analysis and formulation of proposed amendments to procedures and regulations, and guidelines.</td>
<td>Teaching staff and T/A staff</td>
<td>Potential recruitment candidates</td>
<td>Rector, Vice-Rector for Equal Opportunities, Safeguarding and Protection of Personal Data</td>
<td>Division for Legal Services CUS</td>
<td>Financial resources not required</td>
<td>Amended regulations and procedures</td>
<td>University equipped with regulations and procedures that make it possible to reduce gender asymmetries</td>
<td>By 2023</td>
<td>Amendments to regulations and procedures, approved by the competent bodies</td>
</tr>
<tr>
<td>3.2 Encouragement of gender balance in research groups funded by the University</td>
<td>Providing for, in the university plans intended for research, a monitoring of female participation, possibly encouraged by a reward evaluation process for groups balanced in terms of gender.</td>
<td>Organising at least 2 meetings on scientific dissemination, guidance, and in-depth study on the topic of &quot;Women and Science&quot; through role models, such as &quot;Stories of European female scientists who have changed our lives&quot;.</td>
<td>Teaching staff and T/A staff</td>
<td>Potential recruitment candidates</td>
<td>Rector, Vice-Rector for Equal Opportunities, Safeguarding and Protection of Personal Data</td>
<td>Division for Research, Technology Transfer, and Project Management</td>
<td>University budget – Specific chapter among those intended for research</td>
<td>Monitoring</td>
<td>Funding, by the University, of gender-balanced research groups</td>
<td>By 2023</td>
<td>Notices of selection procedures published maintaining the reward evaluation process for balanced groups</td>
</tr>
<tr>
<td>3.3 Reduction of horizontal segregation and gender asymmetries in degree programs</td>
<td>Organising at least 2 guidance meetings aimed at combating gender stereotypes (such as &quot;teacher is a woman&quot; and &quot;IT technician is a man&quot;), and to give value to the topic of professions.</td>
<td>Organising at least 2 guidance meetings aimed at combating gender stereotypes (such as &quot;teacher is a woman&quot; and &quot;IT technician is a man&quot;), and to give value to the topic of professions.</td>
<td>Students enrolled at different levels and potential students (high school students)</td>
<td>Scientific community</td>
<td>Vice-Rector for Equal Opportunities, Safeguarding and Protection of Personal Data</td>
<td>Division for Communications, Press Office, and Marketing</td>
<td>Division for Student Services</td>
<td>Specific &quot;Accounting Plan&quot; in the budget of the Division for Communications, Press Office, and Marketing</td>
<td>Carrying out meetings</td>
<td>Members of the student and university community more sensitized and informed on the topics covered by the courses</td>
<td>By 2024</td>
</tr>
</tbody>
</table>
### Thematic Area 4 - Integration of the gender dimension in research, teaching programs, and training

<table>
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</thead>
</table>
| 4.1 Integration of the gender dimension in teaching contents | Including training activities on equal opportunities and gender balance in the UNICAM educational offer | a) Inclusion of training activities (including optional ones) on the issues of equal opportunities and gender balance in the curricula of some of the UNICAM degree programs  
  b) Activation of training packages on the issues of equal opportunities as an offer of transversal skills for the enrichment of student study paths. | Students enrolled at different levels | Stakeholders and Territorial communities Società  
  Vice-Rector for Teaching Activities  
  Vice-Rector for Equal Opportunities, Safeguarding and Protection of Personal Data | Division for Communications, Press Office, and Marketing  
  Heads of degree programs  
  Teaching Activities Management | Specific “Accounting Plan” in the budget of the Division for Communications, Press Office, and Marketing | Design of training activities on the issues of equal opportunities and gender balance | UNICAM educational offer integrated with training activities on the issues of equal opportunities and gender balance | By 2023 for Sub-Action a)  
  By 2023 for Sub-Action b) | Activation date of:  
  - transversal activities package  
  - integration in the educational offer |
| 4.2 Increase of gender balance in Research groups | Promoting and supporting the participation of UNICAM research groups in competitive selection procedures, with projects on the topic of “equal opportunities”, paying attention to the gender dimension in research | Stipulation (possible) of memoranda of understanding with national and international bodies and institutions | UNICAM researchers  
  Stakeholders and Territorial communities Società | Rector  
  Vice-Rector for Equal Opportunities, Safeguarding and Protection of Personal Data | Division for Research, Technology Transfer, and Project Management | Specific “Accounting Plan” in the budget of the Division for Research, Technology Transfer, and Project Management | Activation of specific research lines | Scientific community and local community more informed on possible solutions to gender issues through the results of scientific studies | By 2024 | Funding and launch of at least 2 projects |
| 4.3 Increase of gender balance in degree programs | Setting up scholarships reserved for deserving students who enrol in programs with (opposite) gender prevalence. The scholarship could include: Exemption from university fees; free local public transportation; free registration at the University Sports Centre; registration with the National Health Service. | a) Preparation and issuance of the notice of selection procedure  
  b) Carrying out the selection procedure and awarding scholarships | Students enrolled at different levels | Rector  
  Vice-Rector for Teaching Activities  
  Vice-Rector for Equal Opportunities, Safeguarding and Protection of Personal Data | Division for University budget – Specific chapter among those intended for training | Publication of the notice selection procedure and conferral of scholarships | More opportunities for prospective students in gender-segregated courses | By 2022 conferral of first scholarships | Date of publication of the notice and completion of the procedure |
# Thematic Area 5 - Combating gender-based violence, including sexual harassment

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>5.1</td>
<td></td>
<td>Raising awareness on the issue of sexual harassment and violence</td>
<td>Training action for the adequate use of language, avoiding, even if unknowingly, expressions that are violent or harmful to the rights of others</td>
<td>Carrying out at least one specific training activity on the appropriate use of language and on the topic of kindness</td>
<td>Teaching staff and T/A staff Students</td>
<td>Scientific and territorial community</td>
<td>Vice-Rector for Equal Opportunities, Safeguarding and Protection of Personal Data</td>
<td>Division for Communications, Press Office, and Marketing</td>
<td>Specific “Accounting Plan” in the budget of the Division for Communications, Press Office, and Marketing</td>
<td>Regular execution of scheduled actions</td>
<td>Raised awareness in the use of language in the university community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communication actions to combat gender-based violence</td>
<td>Participation in the “Seat Taken” campaign, the International Day for the Elimination of Violence Against Women (25 November) and the World Kindness Day (13 November)</td>
<td></td>
<td>Teaching staff and T/A staff Students</td>
<td>Scientific and territorial community</td>
<td>Vice-Rector for Equal Opportunities, Safeguarding and Protection of Personal Data</td>
<td>Division for Communications, Press Office, and Marketing</td>
<td>Specific “Accounting Plan” in the budget of the Division for Communications, Press Office, and Marketing</td>
<td>Regular execution of scheduled actions</td>
<td>Greater sensitivity to the issue in the university community</td>
</tr>
</tbody>
</table>