



UNIVERSITÀ DEGLI STUDI
DI SALERNO



The Gender Equality Plan of the University of Salerno

Updated edition
Salerno, January 2022



Horizon 2020 Project “R&I PEERS - Pilot experiences for improving gender equality in research organisations” (Grant Agreement number 788171)

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The Gender Equality Plan of the University of Salerno

1. Presentation of the Organisation

The [University of Salerno](#) (UNISA), the third university in South Italy with a campus structure of about 2 km in extent and more than 40,000 students, planned and developed its first Gender Equality Plan (GEP) in the framework of the Horizon 2020 [R&I PEERS project](#), “*Pilot experiences for improving gender equality in research organisations*”¹. The project is coordinated by UNISA since 2018 and it promotes the implementation of Gender Equality Plans in seven countries of the Mediterranean area as “drivers” for systematic institutional changes in research organizations.

The R&I PEERS project provided UNISA with the possibility to strengthen its commitment to gender related issues that the university had already been carrying out since 2011. As a matter of fact, the Athenaeum has previously carried out some actions in the field of gender equality such as courses on women’s history and gender studies for students, the opening of its own nursery, and the approval of its first gender budgeting in 2018. It was the establishment in 2011 of the Observatory for Gender Studies and Equal Opportunity (OGEPO), UNISA’s first research centre for gender studies, that officialised the university’s commitment towards gender issues. The Observatory has been very active ever since, promoting best practices within and outside the university.

[OGPEO](#) strongly supports UNISA for implementing the R&I PEERS project and its first Gender Equality Plan.

Equally important was the contribution provided by another University body the Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work ([CUG](#)) founded in 2014. The CUG, the specific structure and professional body directly responsible for gender equality policies, carried out several fundamental gender-related activities together with the OGEPO in the years preceding the launch of the R&I PEERS project, thus paving the way to welcome the University of Salerno’s first Gender Equality Plan. Similarly, the contribution provided by the Laboratory for Gender Studies ([GenderLab](#)) established at the Department of Humanities, proved invaluable in the years leading up to the R&I PEERS project, enriching UNISA’s gender-sensitive culture through awareness-raising activities.

The University of Salerno’s first GEP set up in the framework of the Horizon 2020 R&I PEERS project, is consistent with the European Commission format and definition of a GEP and with the Positive Actions Plan prepared by the [CRUI](#) (Conference of the Italian Rectors) for GEPs implementation. It represents the UNISA renewed, stronger commitment in the field of gender equality.

¹  This project has received funding from the European Union’s Horizon 2020 Research and Innovation programme under Grant Agreement No. 788171.

2. Context analysis from a gender perspective

The National Context

The Italian Gender Equality regulatory framework is represented by the National Code of Equal Opportunities between men and women approved in 2006 ([DL 198/2006](#)), that organises 11 equal opportunity laws in a single text with the aim of regulating the promotion of equal opportunities between men and women in all fields of society. Measures to reconcile professional life and family life are included in numerous rules governing the labour market and funds have been allocated to promote further working typologies more compatible with the family care and the creation of an appropriate social infrastructure. The Budget Law ([L. 205/2017 art 1, paragraph 218](#)), which introduces two further paragraphs to art. 26 of Legislative Decree 198/2006 (entitled “Harassment and sexual harassment” of the Code of equal opportunities between men and women), recognises broader protections for female workers and for male workers who report discrimination owing to harassment or sexual harassment.

Family Law ([L. 151/1975](#)) recognises a perfect equality between men and women and confers the same rights to children born in and out of marriage. However, care of children in the first years of their life is still mainly delegated to women: in 2015 the paternity leave in Italy was only 1 day, subsequently increased to 2 days in 2016 (source: [www.inps.it](#)). Only in 2018 the compulsory paternity leave in Italy was increased up to 4 days. With the Legislative Decree [DL 80/2015](#), implementing the Jobs Act, measures have been introduced to protect maternity and to make parental leave more flexible. Parental leave, for example, has been extended to the child’s 12 years of age.

The other main legal documents and other GE related initiatives available at national context are:

- 2017, October: The Italian Ministry of Education, University and Research (MIUR) launched ([par. 16 of art. 1 of law 107/2015](#)) a National Plan to promote, in schools of all levels, education for respect, to combat all forms of violence and discrimination, according to the principles expressed in the [article 3](#) of the Italian Constitution.
- 2018, Guidelines for use of gender-sensitive language in administrative documentation were developed by a working group established by the decrees of Minister Valeria Fedeli of 19 July 2017, ([n. 508, and of 13 September 2017, n. 664.](#)) with the task of removing gender discrimination in the language of MIUR by promoting the simplification and greater clarity in the communication both internal and external.
- “[Recommendations for Positive Actions of MIUR on Gender Themes in University and Research](#)” were developed on the basis of the Ministerial decree prot. n. 162 of 28 February 2018. The document points out, in particular, the importance of balancing the gender composition in the evaluation panels of the research projects to be funded (40% women is the target to be reached in 5 years, in any case at least 30% women), of the valorisation of the research including gender perspective and considerations in its content, as well as of monitoring the execution of the scientific graduation plan 2017-2018 as far as orientation initiatives to STEM disciplines for young women are concerned.

The institutional context

The University of Salerno’s first GEP was conceived of and created on the basis of a fruitful input from the entire University community, to account for everyone who is working and studying at UNISA. The primary objective of the GEP is to ensure that UNISA is a place where equality and diversity are respected, without discriminations.

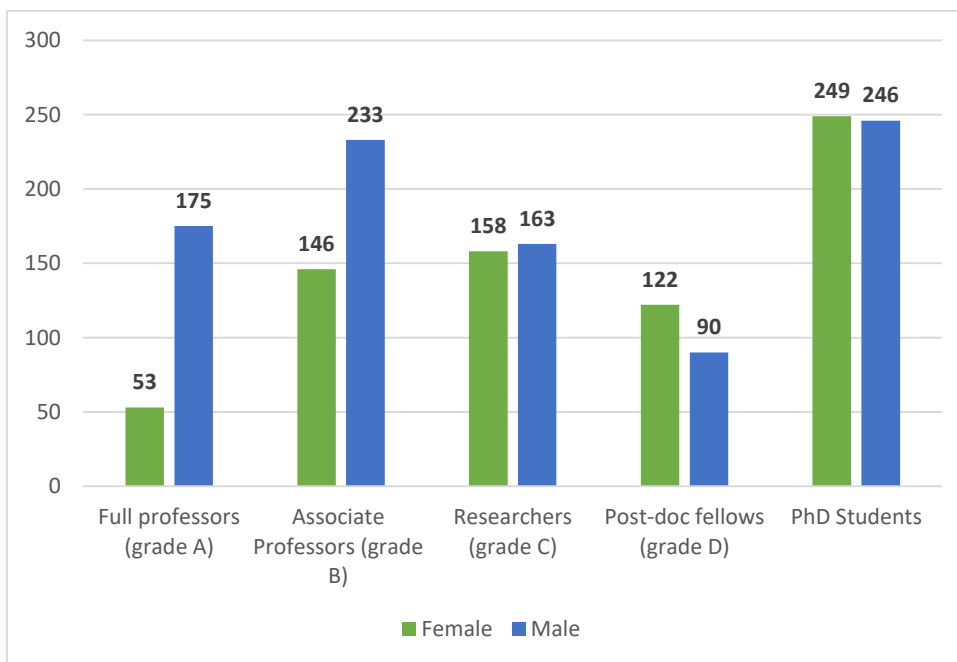
The team, which has been identified to work at the GEP, is made up of various people with specific skills on gender issues (or adequately trained). Most of them belong to OGEPO and work in

synergy with the other structures of the University, supported by the top management bodies of UNISA.

The GEP working group started by assessing the gender equality state-of-play at UNISA (Analysis and Planning Phase categorised by the EIGE, the European Institute for Gender Equality) using standard approaches such as analysis of sex-disaggregated data about staff and students, the identification of already existing gender equality measures, analysis of Country Guidelines, a survey among staff members to assess their knowledge about gender equality. Moreover, dialoguing with (through focus groups and interviews) and involving actors at all levels was a strategy grandly used during this first stage of work. It was important to address and discuss possibilities, opportunities, but also obstacles and barriers that may appear during the approval and the implementation phases (Pelizzari & Sarnelli 2021). For this reason, it proved particularly fruitful the discussion of gender equality issues and tailored strategies within the OGEPO and the representatives of the twelve departments that belong to this research centre. The discussions also took in consideration those activities that had already been carried out prior to the R&I PEERS project and the effective needs of the academic community. The debate then involved the directors of departments, local institutions and associations, the women commission of Confindustria Salerno (one of the three supporting partners of R&I PEERS project), students' associations, PhD students and young scholars. The GEP working group also discussed with the administrative offices and with the working group in charge of drawing up the Gender Budgeting, in order to integrate, in a synergic way, the measures identified in the GEP in a broader University strategy, both inside the University and outside within the provincial and regional territory. These networking actions have achieved the twofold result of achieving a comprehensive and accurate Gender Equality Plan, and reinforcing or creating partnerships/collaborations between the project team and the different stakeholder groups.

In table 1 the context analysis from a gender perspective for professors, researchers, post-doc fellows and PhD students is reported. The data refer to the year 2018, the year that represents the starting point of the R&I PEERS project.

Table 1 - Numbers of professors/researchers per gender, year 2018



The data analysed reveal an equal presence of women and men among PhD candidates and a higher presence of women in the post-doc category. However, after receiving a doctorate, women's

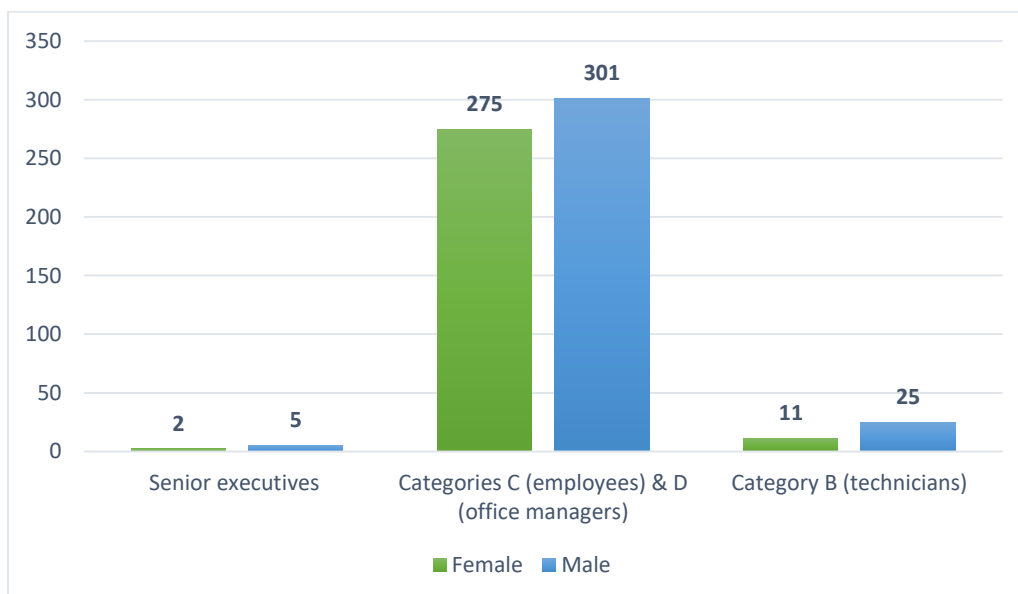
career advancement becomes more difficult. The ratio of women professors is considerably smaller than the ratio of women researchers. The presence of women diminishes as we rise up the academic ladder. This may indicate that a critical phase in women’s careers is the period between the PhD, the award of a habilitation degree, and the stage of obtaining professorship. Indeed, the percentage of women among full professors is about 23% and among associate professors women represent the 38.6%. The data presented are very similar to the situation registered in the Italian Academia, where the percentage of women is higher among students and doctoral students and then progressively decreases as the hierarchical ladder rises (MIUR 2019). Moreover, the data of the University of Salerno also reflect the same gender disparities in top hierarchical positions in the EU-28, where women represent the 25% among Grade A academic positions (She Figures 2018).

With reference to the gender composition of the decision-making bodies for the year 2018, the percentage of women members in the two top institutional bodies, the Academic Senate and the Board of Directors, display an evident imbalance between the genders in favour of the male component. In detail, women represent only the 20% of members both in the Academic Senate and in the Board of Directors in the year analysed. All the single bodies (Rector, Vice-Rector and General Manager) are covered by men. Likewise, there is a prevalent presence of male members among the Rector’s Delegates: they represent the 75%.

The female component appears decidedly under-represented also with reference to the top positions of Department Directors. In 2018 only 2 of the 17 Departments of the University are led by a woman. A greater balance is recorded in the roles of Presidency of the Didactic Councils of Degree Programs, but women are in any case the minority (38%). The highest top management position, the one that the Rector occupies, has never been held by a woman (UNISA, gender budgeting).

Table 2 displays the number of the technical-administrative personnel belonging to UNISA per gender and per category. The year taking into consideration is, also in this case, 2018 when the University of Salerno registers 619 staff units. Women represent the 47% of the personnel. They cover the 40% of senior executives and the 48% of the categories D (office managers) and C (employees).

Table 2 - Numbers of technical-administrative personnel per gender, year 2018



The objectives of UNISA Gender Equality Plan were defined on the results of the Diagnosis phase in which the criticalities concerning gender disparities emerged at institutional level. The needs

to tackle those barriers that still limit the full participation of women were merged into realistic objectives that encompass the entire academic community.

To “build” the GEP within a university research organization such as UNISA, a further element was also considered: the university’s own mentality. This includes a particular vision of career progression in the field of scientific research that favours ‘merit’ above all. This merit-based vision considers merit as the only discriminating factor in the career advancement and believes gender has no role in careers progression.

Several female university professors, for example, claim that they have built their careers on merit and do not want to take gender issues into consideration. Therefore, it is often difficult, sometimes a source of embarrassment, the suggestion to evaluate the weight of gender discrimination in our society with the aim to support young female researchers’ careers. A similar difficulty has also been encountered regarding the integration of gender contents in the various scientific-disciplinary sectors and teaching, not only within the STEM area but also in the humanities (Pelizzari, 2017).

After carrying out the initial assessment of the gender equality state-of-play in the organisation accompanied by an analysis of the context in which the GEP was to be shaped, the Planning phase categorised by the EIGE started. It was fundamental the regularly consultation, among other things, of the GEAR toolkit proposed by the EIGE to set up a realistic GEP.

3. Overall objectives of UNISA Gender Equality Plan

The findings of the initial analysis derived from an internal evaluation (resources available, realistic needs, timeframe to be considered) allowed identifying the areas of intervention to be addressed in UNISA GEP, that reflects the needs and requirements of the actors involved through SMART (Specific, Measurable, Attainable, Realistic, Time-related) objectives. The GEP is based on five objectives, which will be achieved through specific activities, whose effectiveness will be monitored using particular indicators.

- Integration of the gender dimension into research and teaching content
- Work-life balance and organisational culture
- Gender equality in recruitment and career progression
- Gender balance in leadership and decision-making
- Measures against gender-based violence including sexual harassment

Publication of the GEP

The Planning phase was eventually concluded with the official adoption of the GEP by the OGEPO and the CUG in January 2019, the Academic Senate and the Board of Directors in March 2019. The GEP signed by the Rector was published on the public UNISA website (https://www.unisa.it/areavii/cpo/rei_peers_progetto_europeo) and disseminated across the university.

The GEP’s planning phase has definitely strengthened further the importance of the “question of gender” at the UNISA decision-making levels for two main reasons: 1) the GEP is a comprehensive document, offering a clear and focused strategy on gender equality for the University of Salerno; 2) the GEP has been set up in the framework of a European project, financed by Horizon 2020, one of the most important programs of the European Union. In this way, the debate that animated the planning phase into the Academic Senate and the Board of Directors has been included in a broad

European background, underlining the importance of gender equality policies as a “reputation factor” for a public research body at European level.

The current update version includes modifications made after the first and second validation workshops of R&I PIIRS Project and it is consistent with the European Commission format of a GEP (inserir riferimento alla guida europea)

Dedicated resources to GEP

Before the R&I PEERS project and the official adoption of the GEP, the University of Salerno had already allocated financial resources for gender-related events and to implement best practices promoted by the OGEPO and, also, for the training of its employees in relation to gender issues. With the approval of the GEP, the university has strengthened its commitment towards gender topics by allocating extra economic resources for the implementation and monitoring of the interventions on gender equality scheduled within the GEP. In particular, funds are allocated to finance scholarships, research grants and research projects that include a gender dimension. Furthermore, from the approval of the GEP, funds have been also allocated for the creation of infrastructures, such as nurseries for breastfeeding, milk pumping, diapers changing as well as for the construction of pink parking lots.

For what concerns human resources, a working group has been identified, with the aim of working at the implementation of the GEP strategic actions. The working group, coordinated by the OGEPO, includes professors, researchers and also technical-administrative personnel with specific skills on gender issues. The working group is supported by the university governing bodies and there are, among its members, also the personalities holding the highest academic positions. Last but not least, the GEP working group has also welcomed numerous BA and MA students doing their internship on gender issues at the OGEPO and at the GenderLab strengthening the collaboration with several students' associations.

Data collection and monitoring

The team working on the Gender Budgeting will collect data, disaggregated by gender, relating to both the student population and the research and technical-administrative staff, with the aim to carry out a gender-disaggregated analysis of the human resources present in the governing bodies. This is in order to assess and monitor the annual trend of the presence of women in top-management positions, and also their career progression and their presence in the STEM degree courses. The data will be provided by UNISA statistical department and will be drawn from several databases, both internal and national (MIUR - Cineca, MEF, Almalaurea).

The qualitative information, on the other hand, comes from institutional documents (the official statute, regulations, Positive Action Plan) and from the University web portal and is analysed by the team working on the Gender Budgeting. All these data then flow into the Gender Budgeting and are indispensable for the definition of the objectives, the monitoring and the evaluation of the GEP.

In this peculiar historical moment, the implementation and the consequent monitoring of the strategic actions of the GEP have been influenced by the unexpected health emergency due to COVID-19. On one side, the pandemic has fastened the implementation of some actions (for example the introduction of smart-working measures) but, on the other, it slowed down those other actions that required a physical presence (such as the construction of new infrastructures). This emergency situation has highlighted the necessity of designing a plan with mitigation measures that includes also unexpected events as the possible barriers to GEP implementation.

Awareness-raising/training

UNISA with the support of the OGEPO organises and promotes training courses and educational initiatives to disseminate the culture of inclusion and non-discrimination. OGEPO has established a dense network of relationships not only within the University between the various Departments, but also, externally with public and private bodies, local and national institutions and associations present in the area in order to develop awareness-raising initiatives, to promote a culture free of gender bias. Furthermore, the OGEPO promotes research projects and interdisciplinary collaborations between the various Departments always with the aim to integrate gender content both in research and teaching. In particular, together with the GenderLab, the OGEPO has carried out communication and awareness activities on equal opportunity policies both within the University and also in Public and Private Bodies and local Associations sensitive to gender-related topics.

The extensive activity of seminars and workshops organised in recent years has involved not only students, graduates, PhD students but also technical-administrative staff and external stakeholders. Some of these workshops were specifically aimed at informing employees about national and organizational policies to improve work-life balance. Awareness-raising activities (seminars, brochures) were carried out on the importance of the presence of women in leadership positions, decision-making bodies and evaluation committees.

One of the most successful raising-awareness activities implemented at UNISA since 2011, it is a cycle of seminars and workshop that takes place, every year, in concomitance with the International Day for the Elimination of Violence against Women. The cycle of seminars, *Explaining Gender-based Violence*, addresses the issue of violence and discrimination in all its forms. The seminars, that are open to BA and MA students, PhD students, researchers and technical-administrative staff, are held by professors from the University of Salerno and national and international experts. Violence is discussed and addressed not only as physical and sexual abuse, but also economic, psychological and linked to stereotypes, discrimination, mobbing, stalking and all those behaviours that cause damage of physical, psychological and existential nature. With the active involvement of learners, the lessons use historiographic, legal, sociological, artistic and literary approaches and tools in an interdisciplinary perspective.

4. The Structure of UNISA Gender Equality Plan

The UNISA Gender Equality Plan intercepts the specificities of the university organization and responds to them through appropriate methods, respecting the differences and diversities that make each context unique.

The Gender Equality Plan is structured into 5 target areas, the GEP provides for a set of 27 strategic actions whose actual implementation, within a specific time frame, will be monitored in progress by indicators and will be subjected to external evaluation by the members of the international Advisory Board, appointed by the European Commission.

Key area 1: Integration of the gender dimension into research and teaching content	Key area 2: Work-life balance and organisational culture	Key area 3: Gender equality in recruitment and career progression	Key area 4: Gender balance in leadership and decision-making	Key area 5: Measures against gender-based violence including sexual harassment
7 actions	10 actions	5 actions	2 actions	3 actions

KEY AREA 1 INTEGRATION OF THE GENDER DIMENSION INTO RESEARCH AND TEACHING CONTENT

The strategies in this priority area are mainly aimed at affirming the gender perspective in research and teaching, through 7 strategic actions which include: the organization of regular workshops for BA and MA students, doctoral students and researchers on how to include the gender perspective in their research projects; promotion of courses already activated in the University on equal opportunities as free choice courses for students of all degree courses, with particular attention to the STEM area; promotion of interdisciplinary teaching (maximum 3 credits) with lecturers belonging to the University on gender equality and diversity management in the educational offer of all doctoral courses of the University; activation of a MASTER, with national and international experts, on **Leadership, Gender Equality, Diversity Opportunity** ("LEGENDO"); fundraising activities for the institutionalization of awards for research projects; fundraising activities for research grants on equal opportunities; establishment, through an open tender, for a research position with a temporary employment relationship (RTDA) specialised in gender issues.

KEY AREA 2: WORK-LIFE BALANCE AND ORGANISATIONAL CULTURE

The strategies in this priority area are mainly aimed at strengthening measures to ensure a better balance between work commitments and family responsibilities, an aspect that is central to any activity related to the affirmation of equal opportunities. The promotion of work-family balance also positively affect the employees' well-being in the workplace.

This target area will also take into account, as a starting point, the work done for the 2013-15 UniSa-OGPEO project "ConciliAzioni. Interventions to support the life and work times of working women" (P.O.R. CAMPANIA ESF 2007.2013 AXIS II EMPLOYABILITY - Objective f).

The target includes 10 strategic actions including: a) the creation of ad hoc rooms / stations for breastfeeding, milk pumping, changing diapers; b) creation of a playroom for children (aged 4 to 9) with the assistance of competent staff; c) the design and construction of an ad hoc study area for the daughters and sons (10-14 years) of UNISA employees; d) strengthening the existing Summer camp for the daughters and sons of UNISA employees, ensuring in particular the canteen service and opening hours throughout the parents' working day; e) dissemination of information relating to the

provisions on the working methods most suited to the conciliation of the times provided for by the national employment contracts for technical-administrative staff; f) Services for the promotion of the well-being of UNISA's employees; g) revision of the place-names of the two Campuses of UNISA, Fisciano and Baronissi, (streets, squares, areas) on a gender-perspective; h) support to the applicant student in the alias activation procedure and during the management of the alias career; l) adoption of a gender-sensitive language both in internal external documents and communication and development of "advice and rules" for the correct use of gender language by the Administration of the University of Salerno in line with national guidelines, as well as the screening of institutional communication and internal documents and UNISA website in order to verify compliance with gender sensitive-language. An important strategic action is the development of the second Gender Budgeting, a very important tool capable of photographing the university as a whole, identifying the existing disparities between men and women to guide future policies in the perspective of gender equality.

KEY AREA 3: GENDER EQUALITY IN RECRUITMENT AND CAREER PROGRESSION

The strategies in this priority area are mainly aimed at the dissemination of a gender culture within the University to combat those invisible gender bias that affect the academic environment but also our ways of thinking and acting.

This target area includes 5 strategic actions including: the organization of training courses on equal opportunities for all UNISA technical-administrative staff; the development of an annual questionnaire on equal opportunities for all employees of the University; the involvement of student associations in the various activities promoted within the GEP; orientation meetings for high school students to promote the presence of women in STEM degree courses and professions.

The best methods will be identified to carry out a mentoring service for young female researchers, at the beginning of their careers. The mentor can help, guide and support the mentee in her professional and personal choices. This target area includes: a) seminars on leadership and mentorship; b) definition of annual statistical indicators of the career paths of female researchers at the beginning of their careers.

KEY AREA 4: GENDER BALANCE IN LEADERSHIP AND DECISION-MAKING

The strategies in this priority area are mainly aimed at ensuring a gender balance in the top positions and in the decision-making bodies. Men and women must have the same opportunities to access decision-making bodies and the decision-making process must be gender-sensitive, in the awareness of the differences between men and women in order to promote equal opportunities.

This target area includes 2 strategic actions:

a) awareness raising activities (i.e. seminars, information brochures, etc.) on gender balance in management positions, decision-making bodies and evaluation committees; b) support to female candidates and request to include gender 'quotas' in decision-making bodies and governance

KEY AREA 5: MEASURES AGAINST GENDER-BASED VIOLENCE INCLUDING SEXUAL HARASSMENT

The strategies of this area are aimed at combating gender-based violence, both in the field of scientific research and in that of teaching and training through the establishment of a networks with stakeholders and enterprises on a national and regional level, in order to develop skills and abilities as well as activate organizational and social innovation processes.

Unisa with the OGEPO participated in the establishment of a working group called "Interinstitutional Table for the prevention and fight against violence against women", aimed at combating violence against women in all its event, to be pursued through:

- the collection of statistical data from member bodies,
- the promotion of moments of common training, using both internal skills of the table and external contributions.

Various Public Bodies and Institutions of the Territory (Police, Municipality of Salerno, Criminal Court, professional associations of lawyers, the school education board) participate in the table, as well as with various Associations present in the area that help victims of violence to reintegrate into new contexts.

UNISA has also signed a "Memorandum of Understanding for the promotion of shared strategies aimed at preventing and combating the phenomenon of gender-based violence and, in particular, violence against women and minors". Protocol signed with the same Bodies and Associations that participated in the establishment of the Interinstitutional Table.

This target area includes 3 strategic actions:

Two inherent strengthening educational and training initiatives on the elimination of gender-based violence and one on establishment of a networks with stakeholders and enterprises on a national and regional level.

EXPECTED IMPACT

The implemented GEP is proposing adequate and valid strategies for levelling the obstacles for women's careers in R&D and for improving life-work conditions for both genders, with particular attention to women.

The impact that is expected in the long term is linked to the increased personal and collective awareness of gender equality issues, involving stakeholders, teaching and technical-administrative personnel, students and many social actors (culture, economy, etc.).

Thanks to the actions envisaged in the GEP, the most important strategic-management documents of the University of Salerno already recall the University's commitment to guaranteeing equal opportunities. This testifies to the acquired awareness of the need for issues and measures to ensure gender equality and opportunities constitute one of the strategic axes on which to build and develop the University's action for the next few years.

Furthermore, since the project started, the percentage of women enrolled in various study paths, of graduates, of PhD students, of PhD students and of post-doc students is, on average, higher than that of men. (for example, the overall share of women enrolled in the academic year 2019/2020 exceeded 55%. In 2020 the women enrolled in the doctorate were 2191, while the men 2044; the research fellows 1194, while the men 1020).

The most interesting aspect to highlight is the increase in the percentage of women, albeit modest, in the scientific-technological fields (i.e. STEM) in study and doctoral courses. For example, female students in Physics went from 29% in 2018, the year in which the Gender Equality Plan was approved,

to 32% in 2020, as well as those enrolled in civil engineering went from 41% to 43%. Civil engineering graduates increased from 39% to 45%; PhD students in Pharmacy increased by 12%; PhDs in chemistry and biology increased from 55% to 78% and research fellows in industrial engineering increased from 39% to 59% in the 2020/2021 academic year, exceeding the percentage of men equal to 41%. This important result was achieved thanks to the orientation actions dedicated to final year high school students and the awareness and information actions that involved all students. The policies undertaken by the University in recent years have therefore led to an increase in enrolments, graduates, PhD students, PhDs and research fellows in scientific-technological fields, especially in areas where their presence has always been limited.

This is an important first step that will also have important implications in the academic career paths in the long term. Since PhD students, PhDs and research fellows represent the first step of the academic career.

The design of educational paths for the affirmation of a gender culture that gives full citizenship to differences and eliminates all forms of violence and discrimination has led to the presence, at the University level, of three courses on gender issues (History of women and gender studies; Gender policies, Global gender studies) as well as to an exponential increase of the students enrolled in these courses. In the long term, further involvement of all departments within the University is expected in the activation of gender issues (eg gender medicine) and a further increase in the number of students enrolled in courses dealing with gender studies.

An important result in the design of educational paths for the affirmation of a gender culture is linked to the activation of the first Master on Gender Equality (Leadership, Gender Equality, Diversity Opportunities "LEGENDO") which aims to deal with issues of gender equality in the world of research and business organizations, through corporate welfare paths, the creation of startups and community networks with institutions of equal opportunity in the public administration. The training goal, especially for women, is, in fact, to learn to recognize and value their skills and abilities. The course also offers the basic knowledge for the training of Diversity and Disability managers with a high professional profile, capable of promoting technical and organizational solutions for people with disabilities. In addition, in a pioneering way, the discussion of the new discipline of gender medicine with experts in the sector is envisaged within the master.

In the long term the Master is expected to become a solid reality for post-grad students wishing to include the Gender dimension in their curricula and research projects.

As regards the measures aimed at combating violence, a methodology was defined for the study and knowledge of the phenomenon and for the methods of intervention to combat the phenomenon. The data was unified and today reliable statistics of abused women are available. In addition, a single intervention plan is being designed where money can be channelled to support in the long term women victims of violence (for example by increasing the shelters, also by making proposals for the use of confiscated assets).

This year, an Observatory on the Promotion of Wellness was also established within the University, a service centre to support all the components of the University, which aims to promote and manage initiatives aimed at encouraging

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6. Appendix A – The University of Salerno’ first Gender Equality Plan

UNISA’S GEP developed within the H2020 R&I PEERS project “Piloting experiences for improving gender equality in research organisations” (Grant Agreement n. 788171). The GEP was approved by the Academic Senate and by the Board of Directors in March 2019. The GEP is consistent with the recommendations provided by the in accordance to European Commission format and definition of a GEP.

The GEP identifies the type of information to be specified for each strategic action, taking into account the following contents expressly requested by the European Commission: thematic area, strategies / activities, direct target, indirect target, indicators, person in charge, her membership structure within the organization, time frame.

Then, we analyze data coming from the State indicators, the Process indicators and the RRI indicators for UNISA to provide a picture of the GEP impact progresses.

THE UNIVERSITY OF SALERNO'S FIRST GENDER EQUALITY PLAN

GEP Areas	Strategies/Activities	Direct Target	Indirect Target	Indicators	Person in charge	Time Frame
KA1 - Integration of the gender dimension into research and teaching content	1. Questionnaire for researchers and professors on gender perspective in research and teaching, with particular attention to STEM disciplines.	Researchers Professors	Students, enterprises	Number of completed questionn.	Lamberti P. (DIEM) Di Pace R. (DICIV) Masullo G. (DISUFF) Aversano G. (TA Personnel, CUG) D'Urso M.P. (Representative of students – STEM area)	2019-2022
	2. Workshops for students, PhD students and researchers with national and international experts about the inclusion of a gender perspective in research projects and in curricula	Students PhD students Post-doc fellows Researchers	Professors HR Managers		Number of participants (per year)	Pelizzari M.R. (OGEPO-DIPSUM) De Giovanni F. (DIPSUM) Lops M. (DIPSUM) Tortora A. (DIPSUM) Sarnelli D. (OGEPO-DIPSUM)

	3.1 Introduction of an interdisciplinary teaching on GE in the educational offering of all UNISA PhD courses	PhD students	Institutions, enterprises	Number of participants	Pelizzari M.R. (OGEPO-DIPSUM) Gallucci C. (DISA-MIS) Grillo R.M. (DIPSUM) Pinto C. (DIPSUM) Siniscalchi S. (DIPSUM) Testa M. (DISA-MIS) D'Angelo F. (ADI- DIPSUM)	2019-2022
	3.2 Activation of Master and Postgraduate courses on GE and diversity management	BA and MA students				
	3.3 Establishment, through an open tender, for a position as a researcher with a temporary employment relationship (RTDA) specialised in gender issues	PhDs with expertise in gender issues	Students, Institutions, enterprises	Number of places announced	Loia V. (Rector) Malandrino O. (DISA-MIS) Pelizzari M.R. (OGEPO-DIPSUM) Incarnato L. (DIIN) d'Ambrosio F.R. (DIIN)	2021-2022
	4. Promotion of courses on gender equality as free choice courses among students of all disciplines.	Students	Families, and students' social networks, enterprises	Number of participants	Amendola A. (DISPSC) Barone L. (DIPSUM) d'Ambrosio F.R. (DIIN) De Marco I. (DIIN) Truda G. (DISPC)	2019-2022

	5. Fundraising activities for financing grants for research projects and post-doc projects that include a gender dimension: (also with the support of funds and resources outside UNISA); financing awards for MA thesis developed with a gender perspective.	Students Phd Students Post-doc fellows Young researchers		Number of grants given	Gallucci C. (DISA-MIS) Amendola A. (DISPS) Incarinato L. (DIIN) Innamorati I. (DISPAC) Pinto C. (DIPSUM)	2019-2022
KA2 - Work-life balance and organisational culture	1. Creation of ad hoc rooms/ nurseries, as dedicated spaces for breastfeeding, milk pumping, diaper changing. Identification of spaces within the bathrooms for installing baby-changing stations.	Students and personnel with children	Students and employees with children	Number of rooms/ nurseries	Ribera F. (DICIV) Di Pace R. (DICIV) Messina B. (DICIV) Pietrosanto A. (DIIN) Coppola S. (TA personnel-CUG) Cucco P. (PhD student DICIV) Landi A. (TA personnel) Pisano A. (TA personnel)	2019-2022

	2. Design and implementation of an <i>ad hoc</i> study area for children (6-14 years) of UNISA's students and employees; Identification of suitable spaces for the creation of a playroom for children.	The personnel's children	UNISA's personnel with children and their families	Realization of one study area	Messina B. (DICIV) Ribera F. (DICIV) Califano M.R. (TA personnel) Cucco P. (PhD student-DICIV)	2019-2022
	3. Strengthening the existing initiative <i>Summer Camp</i> for the children of UNISA employees, ensuring the canteen service and opening hours throughout the parents' working day.	The personnel's children	UNISA's personnel with children and their families	Number of participants	Giordano V. (DSG) Ferrara F. (TA personnel, CUG) Sarnelli D. (OGEPD-DIPSUM)	2019-2022
	4. Identification of flexible working methods more congenial to the conciliation of time: such as smart-working and teleworking	Technical-administrative personnel	TA personnel's families	Best practices outlined, number of employees attending	Miccoli M.C. (DISA-MIS) D'Amore R. (DISA-MIS) Filippelli A. (DIPMED) Ferrara F. (TA personnel, CUG)	2019-2022

	5. Incentives aimed at supporting young scholars with children in tow during research periods abroad	Enterprises Institutions	Female researchers with children	Number of fundraising actions	D'Ursi A.M. (DIFARMA) Ferrucci F. (DI) Filippelli A. (DIPMED) Iannaccone T. (DIPMED)	2019-2022
	6. Services for the promotion of the well-being of UNISA's employees	Researchers Professors T-A personnel	Families/ Social networks of UNISA's personnel	Number of seminars organized and number of participants	Cersosimo G. (DISPS) Filippelli A. (DIPMED) Girelli L. (DISUFF) Moffa G. (DISPSC) Naddeo A. (DIIN) Savarese G. (DIPMED)	2019-2022
	7. Revision of the place-names of the two Campuses of UNISA, Fisciano and Baronissi, (streets, squares, areas) on a gender-perspective	T-A personnel	Students Researchers Professors	Completed analysis and publication of guidelines	Pelizzari M. R. (OGEPO-DIPSUM) G. Basile (DIPSUM) Di Pace R. (DICIV) Tortora A. (DIPSUM) Vellutino D. (DISPC) Aversano G. (TA personnel - CUG) Califano M.R. (TA personnel)	2019-2022

	8. Improvement of Gender Budgeting	Students, researchers professors T-A personnel	All users	Publication of 2nd Gender Budgeting	<p>Loia V. (Rector) Moretti F. (General manager) Carannante S. (Manager) Malandrino O. (DISA-MIS) Cantillo C. (DISPAC) d'Ambrosio F.R. (DIIN) Filippelli A. (DIPMED) Faiella F. (DIPSUM) Gallucci C. (DISA-MIS) Menichetti M. (DISPAC) Miccoli M.C. (DISA-MIS) Sica D. (OGEPO-DISA-MIS) Iannaccone T. (DIPMED) Aversano G. (TA personnel - CUG) De Chiara E. (TA personnel - CUG) Ferrara F. (TA personnel - CUG) Gnazzo C. (TA personnel) Sersante A. (TA personnel - CUG) Zambrano E. (TA personnel)</p>	2019-2022
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	9. Support to the applicant student in the alias activation procedure and during the management of the alias career.	Students	All users	Number of alias careers followed	Faiella F. (DIPSUM) Aversano G. (TA personnel - CUG)	2020-2022
	10. Analysis of national legislation and screening of a selection of institutional documents and communications from a gender perspective (for the introduction of the correct use of gender neutral language)	T-A Personnel	Students, Researchers Professors	Completed analysis	Voghera M. (DIPSUM) d'Ambrosio F.R. (DIIN) D'Angelo F. (ADI-DIPSUM) Esposito M. (DISPS) Faiella F. (DISUFF) Giordano V. (DSG) Ivone V. (DSG) Lubello S. (DIPSUM) Naddeo V. (DICIV) Vellutino D. (DISPC) Talarico P. (TA personnel) Aversano G. (TA personnel - CUG)	2019 -2022
KA3 - Gender equality in recruitment and career progression	1. Promotion of the R&I PEERS website on UNISA's official site, OGEPO's website and social pages	Students, researchers professors T-A personnel	All users	Landing page, number of visits to the website	Petrone A. (DISPS) Amendola Alfonso (DISPS) Aversano G. (TA personnel - CUG) Pastore C. (TA personnel) Sessa A. (TA personnel)	2018-2022

	2. Questionnaire on equal opportunities for UNISA's personnel	UNISA's personnel		Number of completed questionn.	Moffa G. (DISPSC) Romano M.G. (DISES) Aversano G. (TA personnel - CUG) Pastore C. (TA personnel)	2019-2022
	3. Involvement of students and PhD students' associations in the main strategic actions of the project aimed at building gender awareness	Students and their associations	UNISA's students	Number of student associations involved	D'Ursi A.M. (DIFARMA) Esposito M. (DISPS) Incarnato L. (DIIN) Apicella A. (ADI- DIIN) D'Angelo F. (ADI-DIPSUM) D'Urso M.P. (R. students STEM area)	2019-2022
	4. Guidance session for high-school students to promote GE and studies and job opportunities within the STEM field	High school students	Professors, school governors, families and student social network, university, enterprises	Number of sessions organised and number of participants	Malandrino O. (DISA-MIS) Di Maio L. (DIIN) Ferrucci F. (DI) Sica D. (OGEPO-DISA-MIS)	2019-2022
	5. Analysis of annual statistical indicators of the career paths of female and male researchers at the beginning of their careers			Statistical indicators available	Attanasio F. (DISES) Addeo F. (DISPC) Ferrentino R. (DISES) Sica D. (OGEPO-DISA-MIS) Zambrano E. (TA personnel)	2019-2022

KA4 - Gender balance in leadership and decision-making	1. Awareness-raising activities on the importance of the presence of women in leadership positions, in the decision-making bodies (Academic Senate and the Board of Directors) and in evaluation committees.	Professors	UNISA's students and personnel	Number of activities carried out	Aquino R. (DIFARMA) Faiella F. (DISUFF) Miccoli M.C. (DISA-MIS)	2019-2022
	2. Support to female candidates in decision-making-bodies of UNISA, also with the request of the introduction of a quota system.	Professors		Number of support activities carried out	Malandrino O. (DISA-MIS) d'Ambrosio F.R. (DIIN) Filippelli A. (DIPMED) Caterina C. (TA personnel)	2019-2022

KA5 - Measures against gender-based violence including sexual harassment	1.1	Strengthening educational and training initiatives on the elimination of gender-based violence	PhD students, post-doc fellows, researchers, professors, T-A personnel	All users	Number of initiatives organised and number of participants	Faiella F. (DISUFF) Amendola S. (DIPSUM) Giordano V. (DSG) Truda G. (DISPC)	2018-2022
	1.2	Strengthening educational initiatives on the elimination of gender-based violence (e.g. contest; theatrical performances, etc.)	Unisa Students; High school students		Number of initiatives organised and number of participants	Pelizzari M. R. (OGEPO-DIPSUM) Amendola A. (DISPSC) Faiella F. (DISUFF) Sica Daniela (DISA-MIS)	2021-2022
	2.	Establishment of a networks with stakeholders and enterprises on a national and regional level	UNISA's personnel and students and their associations Enterprises; Institutions	All users	Number of conventions and protocols	Pelizzari M. R. (OGEPO-DIPSUM) Malandrino O. (DISA-MIS) Filippelli A. (DIPMED)	2020-2022

