



UNIVERSITÀ DEGLI STUDI DI NAPOLI
FEDERICO II

GENDER EQUALITY PLAN

2022-2024

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University of Naples Federico II



Gender Equality Plan 2022-2024

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WORKING GROUP

The **2022-2024 University Gender Equality Plan** has been developed by the Gender Budgeting Working Group (GBG), together with the University *Single Guarantee Committee for equal opportunities, the enhancement of employee welfare and against discrimination* (CUG), in the light of the outcome of the reflections and analyses carried out during discussions with the University's governing bodies.

The members of the working group are:

- Antonella Liccardo – Rector's Delegate for Gender Budgeting
- Concetta Giancola – President of the CUG
- Carla Camerlingo – Director General's Delegate for Gender Budgeting
- Claudia Caruso – Head of the Support Office to the Evaluation Unit
- Antonio Cotticelli – Delegate of the Data Warehousing Office
- Paola Paladino – Head of the Staff Training Office
- Maria Rosaria Petraglia – Head of the Economic and Financial Planning Office
- Silvia Renna – Delegate of the Research and Third mission Sector
- Anna Lisa Amodeo – Delegate of the University Centre for Services for the Active and Participatory Inclusion of Students (SInAPSi)

INTRODUCTION

For some years now, the Federico II University (UNINA) has integrated the gender dimension into practices, actions, documents and policies, by activating the Gender Responsive Budgeting cycle (GB), considered as a fundamental tool of gender mainstreaming, aimed at promoting formal and substantial gender equality in the University.

This Gender Equality Plan (GEP), which applies to the three-year period from 2022 to 2024, is an integral part of this cycle and fulfils the planning phase. It defines equality objectives, as well as the related actions to be implemented in order to remove the obstacles that prevent the full personal and professional fulfilment of men and women in the University.

This document was drawn up on the basis of the results of the context analysis carried out through the last Federico II Gender Report, published in March 2021 and in view of the European Commission's requirements for participation in the Horizon Europe calls for proposals for research and innovation, as well as the Ministry of University and Research's requirements for access to funding from the programmes of the Italian National Recovery and Resilience Plan.

The UNINA GEP has been drawn up according to the [European Commission Guidance](#), and also takes into account the Handbook on the elaboration of the *Gender Equality Plan* developed by CRUI (the Conference of Italian University Rectors).

The document is composed of two parts. The first part summarises the main critical elements that emerged from the context analysis conducted in the last Gender Report for each of the parties of the University (students, teaching and research staff, technical-administrative and managerial staff, governing bodies), with a one-year update in the calculation of some indicators (academic year 2019/2020 for students, year 2020 for staff, year 2021 for governing bodies). Alongside the context analysis, the plan of action drawn up to address the critical issues that emerged has been schematically illustrated, identifying new types of action and strengthening existing ones.

The second part of the document provides sheets describing the planned actions, compiled in accordance with the intervention areas criteria identified by the European Commission:

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

The actions which could pertain to more than one area were included in the predominant area, and the secondary pertinent areas were indicated in the sheets with specific flags.

To make the actions laid down more easily readable according to the criterion of the recipients of the interventions, colour coding has been adopted for the GEP action sheets, which makes it possible to quickly distinguish the main direct recipients of the action. In particular:

- Orange Sheets: actions aimed at students.
- Green Sheets: actions aimed at teaching staff and researchers.
- Yellow Sheets: actions aimed at technical-administrative and managerial staff.
- Blue Sheets: actions aimed at all the parties involved in the university.

The actions to be implemented in each area are accompanied by an indication of the persons in charge of them within the institution, the direct recipients, the human resources involved, and – when an estimate was possible – the person-hours and the financial resources needed to implement the specific action. Lastly, sustainable, time-bound, and - when possible - measurable performance indicators have been identified.

First part
CONTEXT

I. Horizontal segregation among students

Horizontal segregation is one of the most evident problems that emerge when analysing the gender composition of students. This is manifested in a higher concentration of males in scientific-technological courses (STEM area) and a higher presence of females in some courses, including personal care and humanities, which are often characterised by lower employment, career and income prospects. This disciplinary segregation is driven by a range of stereotypes that are still very well established and widespread, and which associate the identifying characteristics of scientific, humanistic and care professions with specific genders.

One useful indicator to measure horizontal segregation in the student population is the percentage of segregated courses out of the total number of courses available.¹ This indicator expresses the number of male- or female-dominated courses as those in which more than 60% of the enrolled student population is made up of men or women, respectively; conversely, courses in which neither gender reaches the 60% threshold are classified as 'neutral'. In the Federico II University, the percentage of segregated courses for the academic year 2020/2021 shows that the neutral courses account for 26.9% of the total number of courses, which is higher than the national figure of 24.6% in the same academic year. The percentage of female-dominated courses (43.4%) is lower than the national figure (47.3%), while male-dominated courses (29.7%) are in line with the national figure (28.3%).

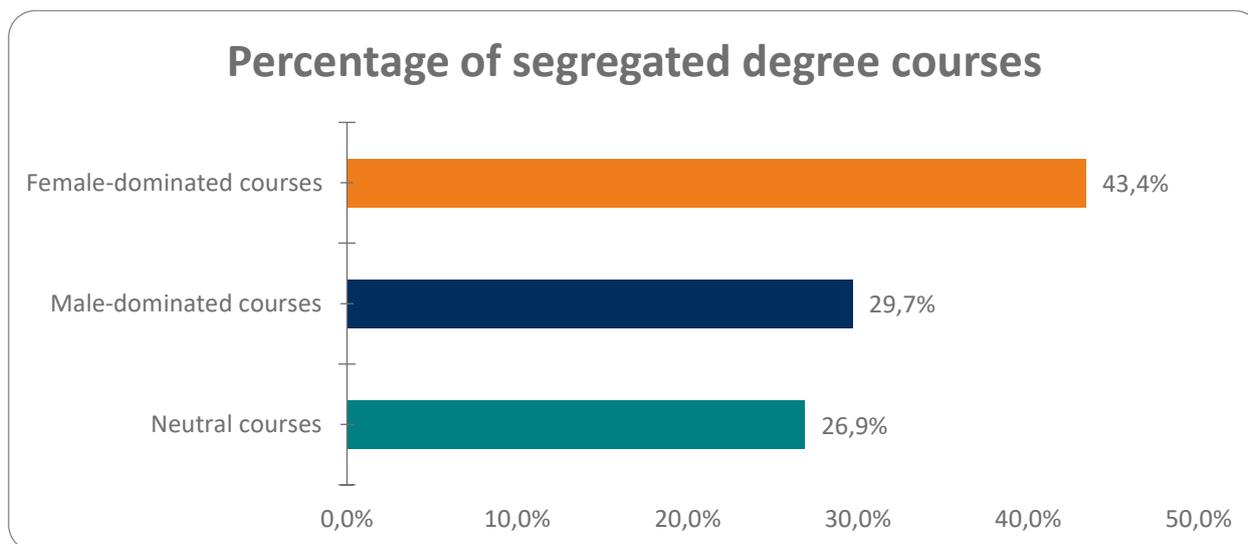


Figure 1. Distribution of degree courses by horizontal segregation – academic year 2020/2021.

The data currently available on the [Ministry website](#), illustrated in the table below, show an increasing trend in the number of courses with female segregation (+4.1% over the last three years)

¹ The national data on the gender presence in degree courses, grouped by FoET (Fields of Education and Training), is used as a benchmark against which to compare the data of individual universities for the calculation of a reward quote of the Ordinary Financing Fund (Fondo di Finanziamento Ordinario), to be allocated to universities that fulfil the GB, through the Ministry of University (MUR) decree ([DM 1059, 9 August 2021, Art. 9 letter M](#)). The indicator can be viewed in the [Gender Budgeting Data](#) section of the MUR website.

and a decreasing trend in the number of courses with male segregation (-3% over the last three years).

Academic year	Neutral	F-dom	M-dom
2018/2019	28.0%	39.3%	32.7%
2019/2020	25.0%	43.2%	31.8%
2020/2021	26.9%	43.4%	29.7%

Table 1 Percentage distribution of degree courses by horizontal segregation (last three academic years)

It is therefore necessary to adopt specific measures aimed at altering the mechanisms of horizontal segregation in education. To this end, the Federico II University II has identified a whole course of actions aimed at students to promote equality. Said course of action allows to intervene on the gender issue as early as the first years of high school - when choices have not yet been made - accompanying students throughout their university education.

These actions fall into three main types of intervention:

- i. Actions in secondary schools
 - o Activities targeting students in the first years of secondary school, aimed at raising their awareness of gender issues in order to prepare them for a better-informed choice of their own training and career path, based on their own specific characteristics and not on existing role models
 - o Orientation activities for students in their final years of secondary school
- i. Actions aimed at university students
 - o Training on gender issues
 - o Analysis of the conditioning effect of gender stereotypes on university careers
 - o Analysis of students' opinions on teaching, from a gender perspective_
- i. Financial interventions
 - o Financial benefits to reduce the gender gap in the University's degree courses
 - o Scholarships and awards

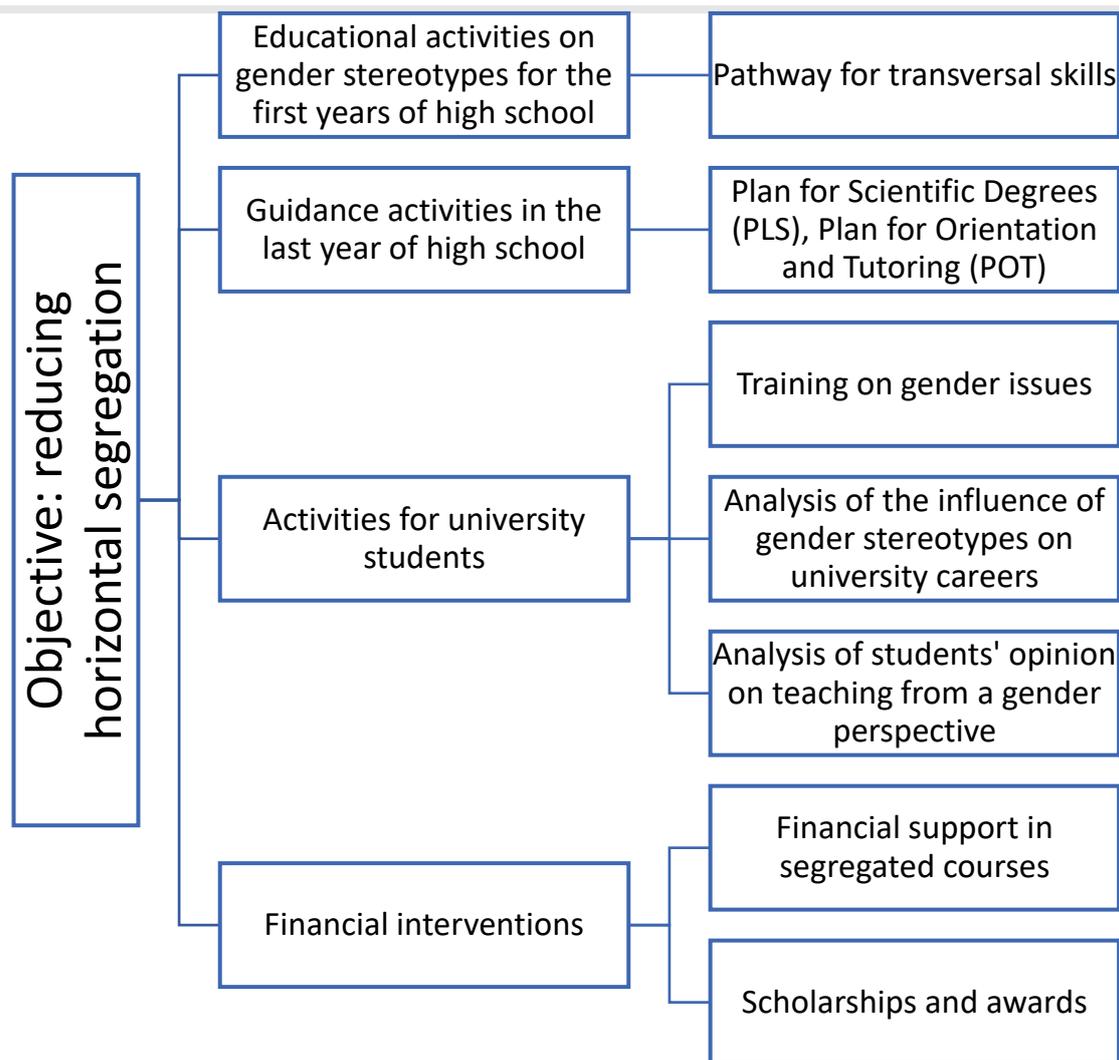


Figure 2 Overview of actions aimed at the student population.

II. Recruitment and career progression for teaching staff and researchers

The Federico II scissor graphs describe the evolution in time of the academic path that students undertake to go from the role of student to that of full professor, divided by gender. The graphs in Figure 3 and Figure 4 highlight the persistent obstacles faced by women in terms of recruitment and career progression in our University.

The ‘leaky pipeline’ phenomenon is evident: loss of highly qualified female personnel in the transition from higher academic education, where women are still in the majority (56.7% across all areas, according to the 2020 survey), to the moment of entry into an academic career, where the presence of women is reduced to 46.6% in the role of RTD A (Non-tenured assistant professor), 36.9% in the role of RTD B (Tenure-track assistant professor) and 43.4% in the first permanent position available under the current organisation of the university system.

The skewing effect on recruitment of the Gelmini reform (Law 240 of 2010) is just as tangible: it further lengthened the career phase marked by job insecurity by introducing RTD A and RTD B fixed-term research positions, affecting women more severely. The percentage of women in the fixed-term role of RTD B (tenure-track assistant professor) is substantially lower than the percentage of women currently working as associate professors (36.9% female RTD B researchers vs 43.4% female associate professors).

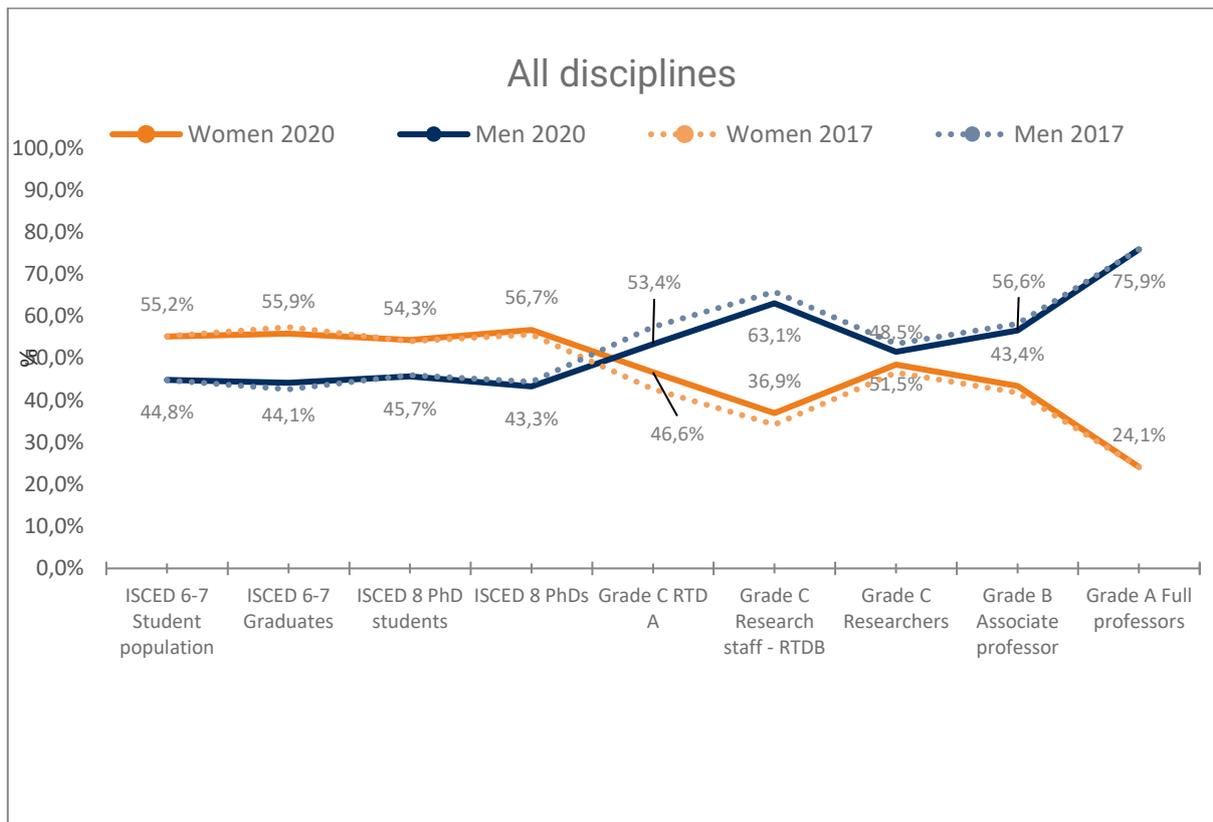


Figure 3. Academic career scissors graph for all disciplinary areas. Comparison of 2020 (academic year 2019/20) and 2017 (academic year 2016/2017).

The situation is even more problematic in the STEM fields, where women, despite being in a slight minority among students and graduates – reach and then outnumber men in higher academic education (with a 52% presence), but then revert to being very much in the minority in tenure-track assistant professor roles, where the percentage of females is as low as 35.3%. Future projections foreshadow a further decrease in the percentage of women who hold the role of associate professor, since the latter mainly draws personnel from tenure-track assistant professors.

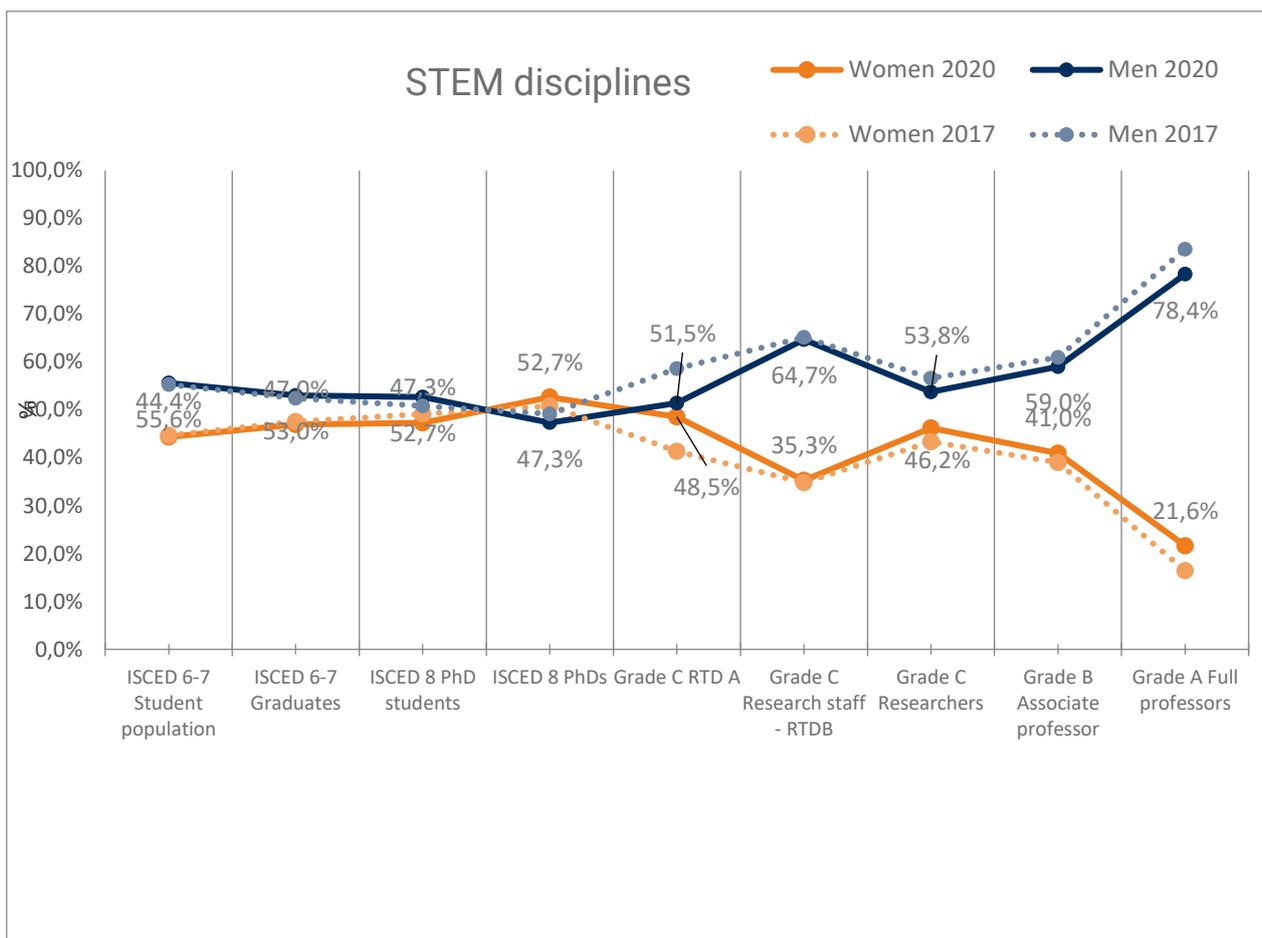


Figure 4. Academic career scissor chart for STEM disciplines. Comparison of 2020 (academic year 2019/20) and 2017 (academic year 2016/2017).

The scissor charts also highlight the limited presence of women in the role of full professors. The underrepresentation of women in grade A positions is a phenomenon which is reflected in all disciplines, as the Female ratio indicator below clearly shows. This indicator is the ratio of women to men in specific disciplinary areas, years, and roles. The column bearing the data concerning full professors is coloured blue, without exception, indicating female to male ratios that are heavily skewed towards men, in any disciplinary area whatsoever.

FEMALE RATIO	RTD A		RTD B		Researcher		Ass. Prof.		Full Prof.	
	2017	2020	2017	2020	2017	2020	2017	2020	2017	2020
01 - Mathematics and Computer Science	0.60	1.00	1.00	0.57	1.12	1.57	0.70	0.72	0.26	0.50
02 - Physics	0.31	0.40	0.20	0.40	0.50	1.00	0.19	0.33	0.04	0.03
03 - Chemistry	1.56	1.27	1.00	1.43	1.29	1.30	1.76	1.44	0.24	0.67
04 - Earth Sciences	0.33	0.40	1.00	0.17	0.40	0.60	0.67	0.60	0.27	0.07
05 - Biology	1.70	1.31	0.50	1.75	1.60	1.75	2.43	1.78	0.67	0.79
06 - Medicine	1.03	1.72	0.35	0.67	0.45	0.48	0.41	0.49	0.11	0.25
07 - Agriculture and Veterinarian Sciences	1.33	1.88	1.00	0.71	0.94	0.94	1.09	1.00	0.16	0.33
08 - Civil Engineering and Architecture	0.35	0.86	0.80	0.29	0.75	0.71	0.63	0.78	0.26	0.22
09 - Industrial and Information Engineering	0.24	0.33	0.45	0.14	0.25	0.20	0.14	0.23	0.07	0.09
10 - Antiquities, Philology, Literary Studies, Art History	0.63	1.00	0.50	0.57	2.00	1.50	1.33	1.48	0.56	0.59

11 - History, Philosophy, Pedagogy and Psychology	1.60	0.43	0.17	1.00	1.42	1.14	1.18	0.79	0.65	0.71
12 - Law Studies	0.38	0.44	1.25	0.50	1.68	1.61	0.93	1.36	0.18	0.27
13 - Economics and Statistics	0.91	0.75	0.25	0.82	0.87	0.75	0.82	1.05	0.58	0.34
14 - Political and Social Sciences	2.50	0.43	0.00	0.67	0.35	0.73	1.00	2.40	0.71	0.88

Table 2. Female to male ratios

KEY

FEMALE-TO-MALE RATIO	Value	
less than 1 woman for every 8 men	0	0.125
from 1 woman for every 8 men to 1 woman for every 4 men	0.125	0.25
from 1 woman for every 4 men to 1 woman for every 2 men	0.25	0.5
from 1 woman for every 2 men to 1 woman for every man	0.5	1
1 woman for every man	1	1
from 1 woman for every man to 3 women for every 2 men	1.00	1.5
3 women for every 2 men to 2 women for every man	1.5	2
more than 2 women for every man	>2	

The analysis of the gender-based distribution of resources and research projects carried out in the latest Gender Budgeting of the Federico II University - although partial, due to the lack of a unified database collecting data in a homogeneous and comprehensive way - has shown that it is still difficult for women to receive funding which adequately supports their scientific activity, which affects their career prospects.

Consequently, measures should be identified for promoting equal opportunities as regards recruitment and career progression, but also with respect to the management of funds allocated to research.

The actions identified by the Federico II University, with teaching and research staff as recipients, have been divided into three main types:

- Reduction of gender imbalances in recruitment
- Equal opportunities in research funding programmes
- Gender training of teaching and research staff.

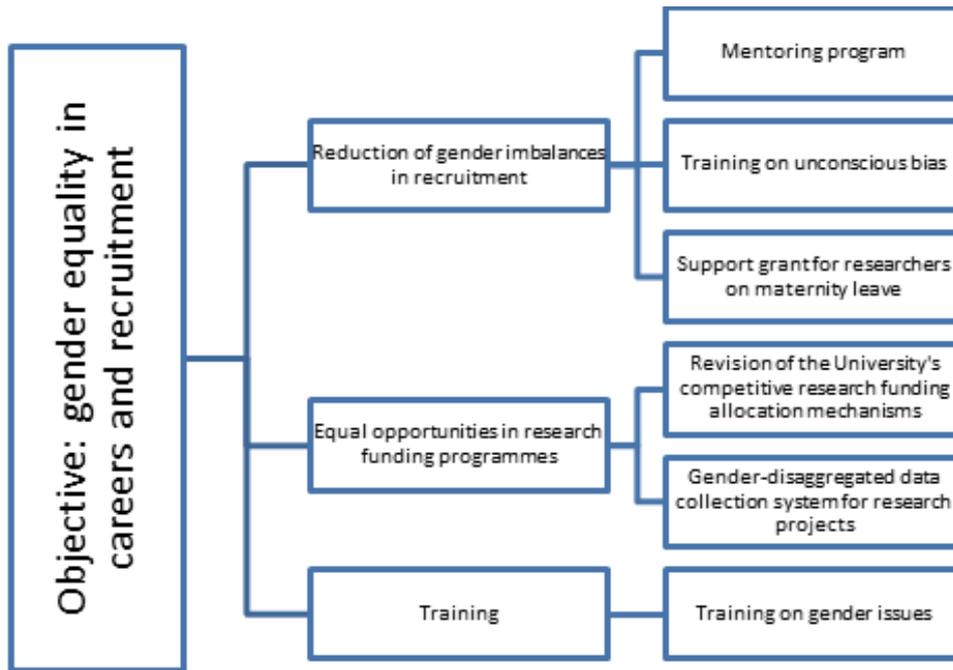


Figure 5. Overview of actions aimed at teaching and research staff

III. Work-life balance for technical-administrative and managerial staff

Time management affects work choices and organisation in a vastly different way for men and women, because of the demands related to care work.

The University Gender Budgeting contained an analysis of allowances, which clearly showed a gender asymmetry for some of them, like night shift work, holiday work and overtime allowances; these imply working outside of the normal hours, and are therefore primarily a male prerogative. These data, along with those concerning leaves and part-time requests, provide relevant information on the differences in time management between men and women. These differences can be attributed to the issue of work-life balance and to care-related commitments, which have a significant impact on the organisation of life and work times, and consequently on career prospects.

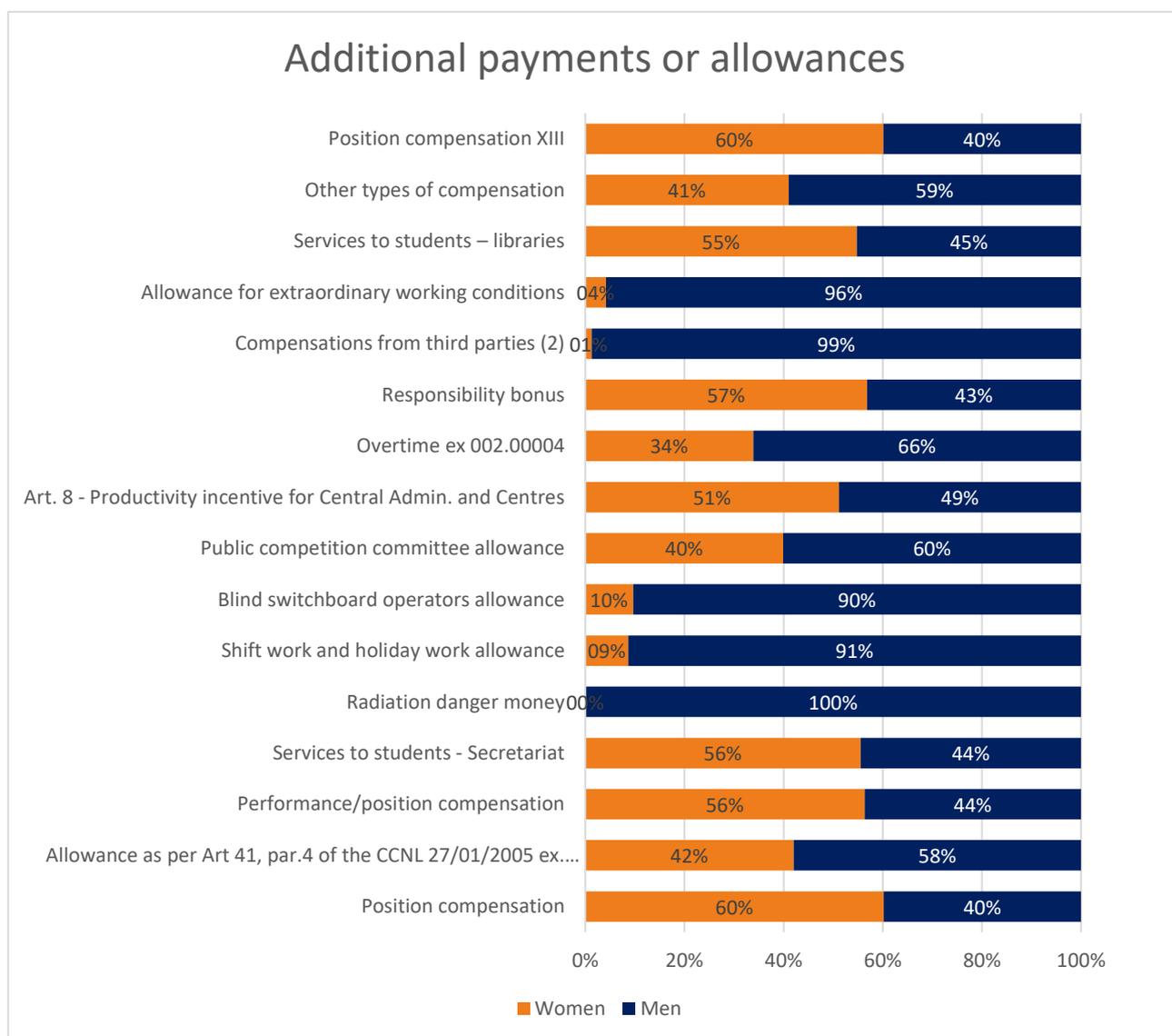


Figure 6 Allowances, year 2020

Since March 2020, the Covid-19 pandemic has sharply amplified gender inequalities related to care work. Remote working has proven to be an important alternative way to guarantee services while protecting individual and collective health. Indubitably, remote working makes it easier to ‘combine’ work and domestic and family care; however, an equitable use of this tool by both genders should be promoted.

The first analyses on gender distribution of remote work since the beginning of the pandemic, carried out while drafting the second University Gender Report, show that after the ‘hard lockdown’ of spring 2020, the gap between male and female workers noticeably widened: from June 2020, women have worked remotely considerably more than their male counterparts, which would indirectly confirm that domestic work and care work fell mainly on women, even during the emergency.

This trend is confirmed by the 2021 data, where a wide gender discrepancy can be seen: in some months, differences in the percentage of hours worked remotely out of the total working hours between female and male workers exceed 10%.

year 2021 - MONTH	Active technical-administrative staff		WOMEN			MEN		
	WOMEN	MEN	Total working HOURS	Total HOURS of REMOTE WORK	% of HOURS worked REMOTELY (out of the total working hours)	Total working HOURS	Total HOURS of REMOTE WORK	% of HOURS worked REMOTELY (out of the total working hours)
January	756	968	111928.10	52469.82	46.88	144423.42	51107.30	35.39
February	756	971	107283.27	51717.90	48.21	138815.28	49898.12	35.95
March	753	968	122785.63	75477.75	61.47	159129.80	73990.93	46.50
April	749	966	117066.12	63062.65	53.87	152054.53	62656.12	41.21
May	780	981	113572.97	52947.17	46.62	145837.77	51892.45	35.58
June	782	977	122397.85	47187.77	38.55	153954.87	45944.08	29.84
July	780	973	121944.23	41612.92	34.12	152840.73	38582.37	25.24
August	775	970	121898.45	12466.35	10.23	153151.28	12806.35	8.36
September	774	967	121461.50	41270.63	33.98	152410.97	37428.83	24.56
October	784	965	116234.15	34246.87	29.46	144364.28	29913.57	20.72
November	786	964	123178.23	19710.18	16.00	151994.70	14329.87	9.43
December	785	962	128232.40	17275.78	13.47	157896.97	12482.10	7.91

Table 3. Data on the percentage of hours worked remotely – year 2021

A significant disparity also persists in the months of November and December 2021, with the introduction of ‘ordinary’ remote working at our University, requiring the employee to submit an application and to sign an individual agreement regarding remote working. The trend is fully in line with the observations about requests for parental leave and part-time.

In terms of actions aimed at technical-administrative and managerial staff, two main areas of intervention have been identified:

- Work-life balance
- Training

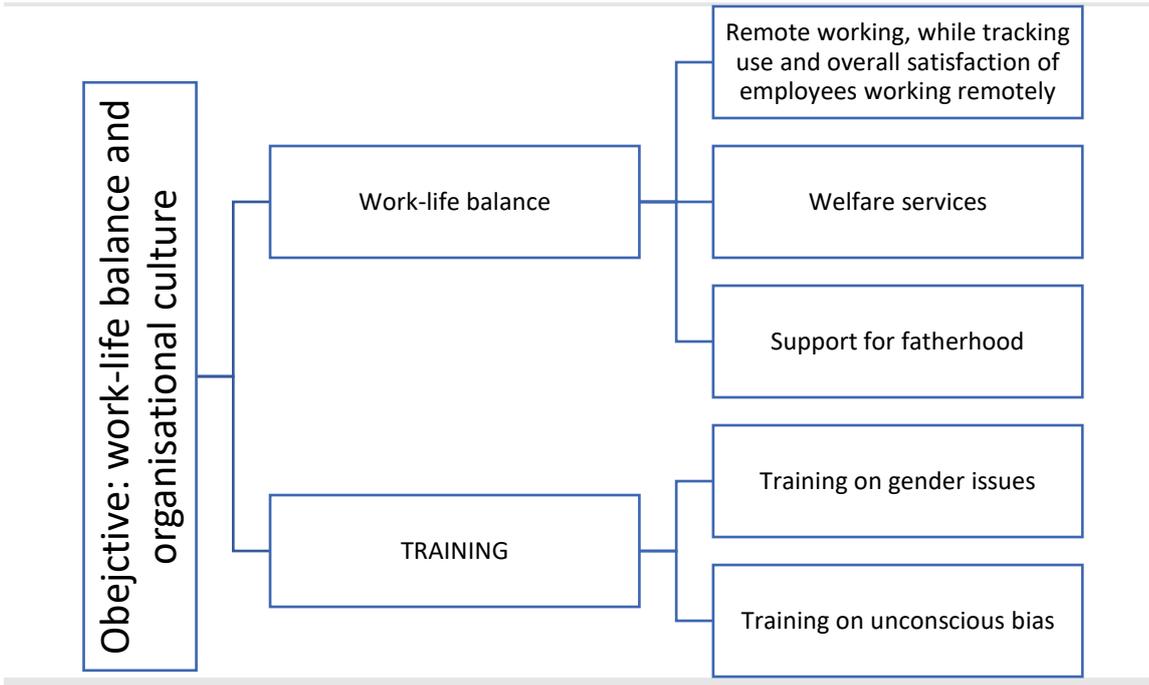


Figure 7. Overview of actions aimed at technical-administrative and managerial staff

IV. Women’s presence in the University’s governing bodies

In terms of leadership positions, there is a predominant presence of men for all roles, except the Pro-Rector and the Single Guarantee Committee where women account for 80% of the personnel; the Presidents of Schools show a neutral composition of men and women.

The Heads of Departments are men 69% of the time, while men account for 75% of the Directors of the University Research Centres.

The gender ratio for appointed members of the Board of Governors is 1 woman for every 3 men, in compliance with the Statute; women represent 32% of the Academic Senate.

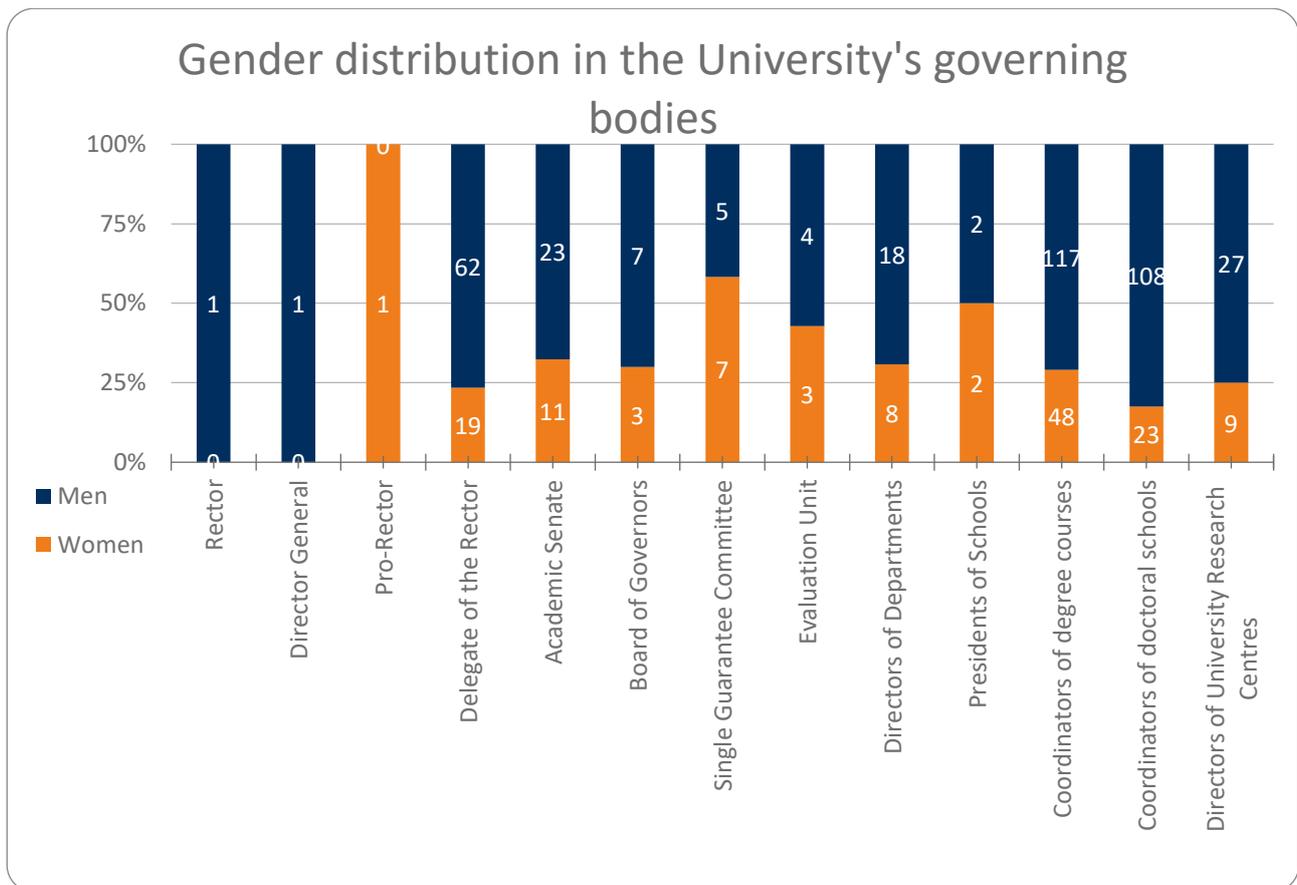


Figure 8. Gender distribution in University’s governing bodies and structures – December 31, 2021

The actions identified by the Federico II University to promote gender balance in top positions and in decision-making bodies consist in setting up feasibility studies, carried out by closely examining current regulations, to identify changes that can be proposed in order to foster the conditions for true equal opportunity of access to governing bodies.



Second part
ACTIONS OF THE
UNINA GEP

Area 1: Work-life balance and organisational culture

ACTION N. 1	Remote working				
	A1	A2	A3	A4	A5
Subject area	✓				
Objective/s	Introduction and implementation in the University of measures to enhance the well-being of staff and work-life balance				
Action	A) Implementing forms to organise remote working B) Monitoring the overall level of satisfaction of employees working remotely and satisfaction levels by gender, age and family situation				
Direct recipients	Technical-administrative and managerial staff				
Person(s) in charge	Director General – President of the CUG				
Human resources	Managers and technical-administrative staff from the Departments involved and from the University CSI (Centre for IT Services) - (1000 hours per year in total)				
Financial resources	Refer to the specific section of the 2022/2024 Organisational Plan, which will be submitted to the Board of Governors for approval by April 2022				
Outcome	Enhancement of well-being among University staff				
Performance indicators	<ul style="list-style-type: none"> • Introduction/update of University policies which enable remote working, in light of the new national regulatory framework and the provisions of the national collective labour agreement currently being defined • I1= number of surveys per year of the overall satisfaction levels of employees working remotely, broken down by gender, age, and family situation • I2=% of employees working remotely who say they are satisfied overall 				
Timing	2022	2023		2024	
Target	Introduction of the new University policy I1= 1	Policy update I1= 1 I2= +5% compared to 2022		Policy update I1= 1 I2= +5% compared to 2023	

ACTION N. 2	Promoting paternity leave requests				
	A1	A2	A3	A4	A5
Subject area	✓				
Objective/s	Support for work-parenting balance and work-family care balance				
Action	A) creating/updating informational material (brochures/FAQs or videos) to disseminate basic legal and procedural knowledge concerning the use of paternity leave; B) creating annual internal statistics to monitor the number of submitted parental leave requests by gender.				
Direct recipients	All University staff				
Person(s) in charge	Director General				
Human resources	1 technical-administrative member of staff (20 person-hours)				
Financial resources					
Outcome	Increased awareness among University staff of existing tools for balancing work and parenthood and how to access them				
Performance indicators	<ul style="list-style-type: none"> • I1=number of initiatives per year undertaken to disseminate information on the use of paternity leave • I2= number of reports per year of parental leave requests broken down by gender 				
Timing	2022		2023		2024
Target	I1 ≥ 1 I2 ≥ 1		I1 ≥ 1 I2 ≥ 1		I1 ≥ 1 I2 ≥ 1

ACTION N. 3	Welfare services				
	A1	A2	A3	A4	A5
Subject area	✓				
Objective/s	Initiatives aimed at the provision of new welfare services				
Action	A) Planning and development of new welfare services for University staff B) Monitoring the overall satisfaction levels of the University staff and satisfaction levels by gender				
Direct recipients	All University staff				
Person(s) in charge	Director General – President of the CUG				
Human resources	Managerial and technical-administrative staff of the Departments involved (1000 hours per year in total)				
Financial resources	To be defined in 2022, during the planning stage				
Outcome	Enhancement of well-being among University staff				
Performance indicators	<ul style="list-style-type: none"> • Approval/update of University planning pertaining to the delivery of new welfare services • I1= number of surveys per year of the overall satisfaction levels of staff, and of satisfaction levels by gender • I2= % of employees who say they are satisfied overall 				
Timing	2022	2023		2024	
Target	Approval of University planning pertaining to the delivery of new welfare services I1 ≥ 1	Update of University planning pertaining to the delivery of new welfare services I1 ≥ 1 I2= +5% compared to 2022		Update of University planning pertaining to the delivery of new welfare services I1 ≥ 1 I2= +5% compared to 2023	

ACTION N. 4	Developing an 'Equal opportunities and gender equality' section on the UNINA website				
	A1	A2	A3	A4	A5
Subject area	✓				
Objective/s	Dissemination of contents and actions aimed at achieving equality; transparency				
Action	Developing an equal opportunities section on the University website				
Direct recipients	All University staff, student population, external stakeholders				
Person(s) in charge	Coordinator of the Gender Budgeting Working Group				
Human resources	CSI staff and members of the Gender Budgeting Working Group				
Financial resources					
Outcome	Increased knowledge on gender issues and on the actions taken by the University to achieve gender equality				
Result indicators	I1= monitoring data reported in tables in a dedicated section of the University website				
Timing	2022		2023		2024
Target	Development of a dedicated web section and implementation of tables showing monitoring data on a monthly basis		I1=+15% compared to the initial value		I1=+25% compared to the initial value

ACTION N. 5	Appointing equality representatives in University structures				
	A1	A2	A3	A4	A5
Subject area	✓	✓			
Objective/s	Adoption of gender dimensions in the organisational culture				
Action	Appointing equality representatives in University structures; these figures will be responsible for promoting workplace compliance with equal opportunities practices				
Direct recipients	All University staff				
Person(s) in charge	Presidents of Schools				
Human resources	Presidents of Schools as liaison structures and Heads of Departments				
Financial resources					
Outcome	Establishment of an internal network of University structures to standardise the practices undertaken to guarantee equal opportunities				
Performance indicators	I1= percentage of University structures with equality representatives				
Timing	2022	2023		2024	
Target	I1=100% of the Schools	I1= 50% of the Departments		I1= 100% of the Departments	

ACTION N. 6	Reviewing gendered language in institutional/administrative communication				
	A1	A2	A3	A4	A5
Subject area	✓				
Objective/s	Adoption of gender-inclusive and gender-sensitive language in the University				
Action	A) Implementing training/informative initiatives aimed at promoting the use of appropriate gendered language; B) Reviewing the University administrative forms from a gender perspective				
Direct recipients	All University staff, student population				
Person(s) in charge	Directors				
Human resources	Managerial and technical-administrative staff with positions of responsibility (400 hours per year in total)				
Financial resources	The actions in question will be carried out through the definition of specific performance targets, linked to specific elements of the remuneration of managerial and technical-administrative staff				
Outcome	Adoption of appropriate gendered language in all University documents				
Performance indicators	<ul style="list-style-type: none"> • I1= number per year of training/informative initiatives aimed at promoting the use of appropriate gendered language • I2= percentage of forms revised out of the total number of administrative forms published on the University's website, in the Forms section 				
Timing	2022	2023		2024	
Target	I1= 2 per year I2= 5%	I1= 1 per year I2=50%		I1= 1 per year I2= 90%	

ACTION N. 7	Reclassification from a gender perspective of the chart of accounts with analytical accounting				
	A1	A2	A3	A4	A5
Subject area	✓				
Objective/s	Gender analysis of the University's economic and financial commitments from a gender perspective in order to quantify the commitment to equality and to verify the adequate allocation of resources meant to guarantee the actual compliance with equal opportunities				
Action	Reclassification from a gender perspective of the chart of accounts with analytical accounting and implementation of the procedure (following training of personnel responsible for entering data in the U-GOV software)				
Direct recipients	All University staff, student population				
Person(s) in charge	Head of the Economic and Financial Planning Office, Department of Budget, Finance and Development				
Human resources	Heads of Accounting of the 26 Departments, plus 3 members of staff from the Economic and Financial Planning Office (technical-administrative staff)				
Financial resources					
Outcome	Ability of accounting personnel to process accounting data from a gender perspective				
Results indicators	I1= percentage of University structures using and implementing the procedure (following personnel training)				
Timing	2022	2023		2024	
Target	Reclassification from a gender perspective of the chart of accounts with analytical accounting and training of personnel responsible for entering data I1 ≥ 20% of departments, plus central administration	I1 ≥ 50% of departments, plus central administration		I1= 100% of departments, plus central administration	

ACTION N. 8	Drafting the University Gender Budgeting				
	A1	A2	A3	A4	A5
Subject area	✓				
Objective/s	Strengthening gender culture within the University				
Action	Annually monitoring some equality indicators identified in the 2020 Gender Budgeting. Drafting the University's Gender Budgeting and publishing the document in Italian and English				
Direct recipients	Academic community				
Person(s) in charge	Coordinator of the Gender Budgeting Working Group				
Human resources	5 technical-administrative members of staff 1 Director 3 teachers/researchers (300 person-hours, of which 80 for coordination)				
Financial resources	€3000 per published work				
Outcome	Quantification of the state of gender equality in the University, through the analysis of the gender distribution of different components within the University and of the different participation of women and men in its governance; monitoring of the actions undertaken by the University and assessment of their different impacts on men and women				
Performance indicators	<ul style="list-style-type: none"> Yearly monitoring of some equality indicators identified in the last University Gender Budgeting Approval and online publication of the Gender Budgeting 				
Timing	2022		2023		2024
Target	Yearly monitoring		Yearly monitoring		Approval and online publication of the Gender Budgeting

ACTION N. 9	Reducing university fees for students in courses where their gender is underrepresented				
	A1	A2	A3	A4	A5
Subject area	✓		✓		
Objective/s	Reduction of horizontal segregation and gender asymmetries in study courses				
Action	Feasibility study and subsequent application of a mechanism operating on the University's fee system, by means of funding aimed at reducing the gender gap in the University's courses characterised by greater horizontal segregation				
Direct recipients	Student population				
Person(s) in charge	Board of Governors				
Human resources	Fee Committee				
Financial resources					
Outcome	Increased enrolment of students whose gender is underrepresented in the University's courses of study having higher gender asymmetry.				
Performance indicators	<ul style="list-style-type: none"> • Feasibility study • I1= number of students of underrepresented gender who benefit from the reduced tax rate, compared to the initial figure 				
Timing	2022		2023		2024
Target	Feasibility study including a measurement of the number of students of segregated gender who are potential recipients of the reduced tax rate		I1= +10% compared to the initial figure		I1= +20% compared to the initial figure

ACTION N. 10	Analysing the opinion survey conducted among students (art. 1, paragraph 2, Law 370/99) on teaching activities from a gender perspective				
	A1	A2	A3	A4	A5
Subject area	✓			✓	
Objective/s	Focusing and defining improvement goals for our University on the basis of the needs expressed by the student population, with respect to gender				
Action	Analysing the opinion survey conducted among students (art. 1, paragraph 2, Law 370/99) on teaching activities from a gender perspective				
Direct recipients	Student population				
Person(s) in charge	Head of the Support Office to the Evaluation Unit				
Human resources	1 technical-administrative member of staff from the Support Office to the Evaluation Unit (120 person-hours for the report and 12 hours for yearly coordinating)				
Financial resources					
Outcome	Opinions on infrastructure, organisation and teaching broken down by gender				
Performance indicators	I1=number of reports per year to be included as an addendum to the Evaluation Unit's annual report				
Timing	2022		2023		2024
Target	I1=1 Yearly monitoring report		I1=1 Yearly monitoring report		I1=1 Yearly monitoring report

ACTION N. 11	Developing a board game about gender stereotypes				
	A1	A2	A3	A4	A5
Subject area	✓				
Objective/s	Dissemination of gender-sensitive culture				
Action	Developing a board game about gender stereotypes				
Direct recipients	Academic community, external stakeholders				
Person(s) in charge	Creator and editor of the project "The Earthworm Taboo"				
Human resources	1 technical-administrative member of staff 1 teacher and 1 researcher as creators and editors of the project 2 language reviewers (10 person-hours for technical administrative personnel; 40 person-hours for teacher and researcher)				
Financial resources	€9,521.63 to develop the game				
Outcome	Increased awareness of the non-neutral nature of language and of the deep roots of gender stereotypes in everyday language				
Performance indicators	<ul style="list-style-type: none"> I1= number of copies distributed to people inside and outside the University I2=number of presentation events 				
Timing	2022		2023		2024
Target	Development I2=1		I1= 100 (all University Departments, secondary schools) I2 ≥1≥1		I1= 100 (all Italian universities which adhere to CRUI, secondary schools) I2 ≥1≥1

ACTION N. 12	MOOC titled 'Gender equality and anti-discrimination in universities' on the Federica web learning platform				
	A1	A2	A3	A4	A5
Subject area	✓				✓
Objective/s	Increased awareness on gender issues, particularly with regard to mechanisms that generate inequalities within universities and to discrimination based on sexual and gender stigma				
Action	Disseminating a MOOC titled 'Gender equality and anti-discrimination in universities' on the Federica web learning platform				
Direct recipients	Teaching and research staff				
Person(s) in charge	Presidents of Schools, Heads of Departments				
Human resources	Federica Web Learning staff (Course management, Help Desk, IT, Analytics and administrative support) (26 hours per year)				
Financial resources	Federica Web Learning staff: 3000 euros per year				
Outcome	Increased awareness of gender issues and of mechanisms of discrimination based on sexual and gender stigma. Dissemination of knowledge of the different forms of discrimination and violent behaviour that can arise in the private and working life of individuals. Dissemination of knowledge of the mechanisms that generate inequalities within universities.				
Result indicators	I1=percentage of teaching and research staff who complete the course				
Timing	2022	2023		2024	
Target	I1=20%	I1=35%		I1= 50%	

ACTION N. 13	MOOC titled ‘Gender equality and anti-discrimination in universities’ on the Federica web learning platform				
	A1	A2	A3	A4	A5
Subject area	✓				✓
Objective/s Azione	Increased awareness on gender issues, particularly with regard to mechanisms that generate inequalities within universities and to discrimination based on sexual and gender stigma				
Action	Further disseminating a MOOC titled ‘Gender equality and anti-discrimination in universities’ on the Federica web learning platform				
Direct recipients	Technical-administrative and managerial staff				
Person(s) in charge	Director General				
Human resources	Federica Web Learning staff (Course management, Help Desk, IT, Analytics and administrative support) (30 hours per year) Head of the Training Office				
Financial resources	Federica Web Learning staff: 3000 euros per year				
Outcome	Increased awareness on gender issues and on mechanisms of discrimination based on sexual and gender stigma. Dissemination of knowledge of the different forms of discrimination and violent behaviour that can arise in the private and working life of individuals. Dissemination of knowledge of the mechanisms that generate inequalities within universities.				
Result indicators	I1= percentage of technical-administrative and managerial staff who complete the course				
Timing	2022	2023		2024	
Target	I1=80%	I1=85%		I1=90%	

Area 2: Gender balance in leadership and decision-making

ACTION NO. 14	Feasibility study for proposals to amend Structure Regulations, aimed at promoting gender balance				
Subject Area	A1	A2	A3	A4	A5
		✓			
Objective(s)	Promoting effective equal opportunities to access Structures/University government bodies				
Action	Feasibility study to draft proposals for amendments to Structure Regulations, aimed at ensuring equal opportunities to participate in committees, working groups and bodies within the Structures				
Direct recipients	Academic community				
Person(s) in charge	Academic Senate				
Human Resources	Members of the Constitution and By-laws Committee of the Academic Senate				
Financial Resources					
Outcome	Effective equal opportunities to access Structure/University government bodies				
Performance indicators	<ul style="list-style-type: none"> • Analysis of Structure regulations and operational mode • Feasibility study and drafting of proposals for amendments to Structure regulations 				
Timing	2022	2023		2024	
Target	Analysis of structure regulations	Feasibility study for amendments to regulations		Drafting of proposal for amendments to regulations	

ACTION NO. 15	Feasibility study to evaluate proposals of amendments to the election mechanism for Academic Senate members, aimed at enhancing gender balance.				
	A1	A2	A3	A4	A5
Subject Area	✓		✓		
Objective(s)	Promoting effective equal opportunities to access Structure/University government bodies				
Action	Feasibility study to draft proposals of amendments to the By-laws, aimed at ensuring equal opportunities to access Academic Senate by reviewing the election mechanism.				
Direct recipients	Academic community				
Person(s) in charge	Academic Senate				
Human Resources	Members of the Constitution and By-laws Committee of the Academic Senate				
Financial Resources					
Outcome	Promoting gender balance in elective bodies.				
Performance indicators	<ul style="list-style-type: none"> • Feasibility study • Drafting of proposals 				
Timing	2022	2023		2024	
Target		Feasibility study		Drafting of proposals	

Area 3: Gender equality in recruitment and career progression

ACTION NO. 16	Transformational mentoring				
	A1	A2	A3	A4	A5
Subject Area	✓		✓	✓	
Objective(s)	Implementing transformational practices aimed at achieving greater gender equality among academic members and researchers; reducing gender gap in academic recruitment and career progression				
Action	Implementing a transformational mentoring project aimed at fixed-term research staff.				
Direct recipients	Fixed-term research staff (mentees); Full professors and associate professors (mentors)				
Person(s) in charge	Scientific coordinator of the mentoring project within the Gender Observatory on UNINA university and research; President of the CUG				
Human Resources	3 person-months (teaching and research staff); 12 person-months for recruited staff.				
Financial Resources	€ 20,000				
Outcome	Reducing gender segregation in academic recruiting Greater awareness of gender practices responsible for segregation effects Greater awareness of gender dimensions among researchers and academic members.				
Performance indicators	<ul style="list-style-type: none"> • I1= numbers of participating mentors; • I2= number of participating mentees 				
Timing	2022		2023		2024
Target	Implementation of the project I1=20 I2=20		I1=30 I2=30		

ACTION NO. 17	Specific training for selection boards and governing bodies on unconscious bias				
	A1	A2	A3	A4	A5
Subject Area	✓		✓		
Objective(s)	Specific training for selection boards and governing bodies on unconscious bias				
Action	Implementation of an add-on 'Unconscious Bias' module within the MOOC titled "Gender equality and anti-discrimination in universities" on the Federica Web Learning platform				
Direct recipients	All University staff				
Person(s) in charge	Heads of the Departments involved in recruitment procedures/training of University staff				
Human Resources	2 teaching and research staff for the production of the module Technical-administrative staff of the University structures in charge of recruitment procedures/staff training				
Financial Resources	€ 8,500				
Outcome	Raising awareness of unconscious gender bias, which may affect the decisions made by selection boards about recruitment and career progression				
Performance indicators	I1= percentage of staff involved in selection boards undergoing training				
Timing	2022		2023		2024
Target	Implementation of the add-on MOOC module		I1=30%		I1=50%

ACTION NO. 18	Supporting researchers on maternity leave				
	A1	A2	A3	A4	A5
Subject Area	✓		✓		
Objective(s)	Implementing support measures for young researchers during and after maternity leave				
Action	Feasibility study aimed at identifying support measures for researchers on maternity leave, in order to give continuity to their research during the complex and delicate maternity period				
Direct recipients	Researchers on maternity leave				
Person(s) in charge	President of the CUG				
Human Resources	1 technical-administrative staff (20 person-hours)				
Financial Resources	€ 25,000 per year				
Outcome	Supporting scientific productivity.				
Performance indicators	I1= number of support initiatives				
Timing	2022		2023		2024
Target	Feasibility study		I1=1		I1=2

ACTION NO. 19	Identifying appropriate incentives for the University structures that improve their gender composition				
	A1	A2	A3	A4	A5
Subject Area			✓		
Objective(s)	Reducing percentage loss of the proportion of women involved in career progression				
Action	Feasibility study aimed at introducing appropriate incentives for the University structures that improve their gender composition				
Direct recipients	Governing bodies; Heads of Departments				
Person(s) in charge	Senate, Board of Governors				
Human Resources	Gender Budgeting working group				
Financial Resources					
Outcome	Identifying incentive measures.				
Performance indicators	<ul style="list-style-type: none"> • Annual monitoring of gender asymmetries. • Implementation of the feasibility study for incentive measures • I1= no. of meetings aimed at identifying incentive measures 				
Timing	2022		2023		2024
Target	Annual monitoring I1= 2		Feasibility study; Annual monitoring I1=3		Testing of the incentive system Annual monitoring I1=3

ACTION NO. 20	Gender-disaggregated data collection system for research projects				
	A1	A2	A3	A4	A5
Subject Area			✓		
Objective(s)	Promoting gender balance in access to research fundings. Promoting gender balance in research groups.				
Action	A) Implementing a feasibility study for the collection and systematisation of quantitative gender-disaggregated data with respect to research projects (PIs and contracts). B) Monitoring gender distribution in research projects for PIs and human resources involved.				
Direct recipients	Teaching and research staff				
Person(s) in charge	Rector/Delegates for Research				
Human Resources	3 technical-administrative staff (4 person-months overall)				
Financial Resources					
Outcome	Optimisation of a gender-disaggregated data collection system with respect to research projects. Annual monitoring of gender gap in access to research fundings. Monitoring of balanced gender composition in research groups involved in funded projects.				
Performance indicators	<ul style="list-style-type: none"> • Feasibility study • Identification of appropriate pieces of software for monitoring • I1= no. of monitoring processes/year 				
Timing	2022	2023		2024	
Target	Feasibility study	Identification and purchase of pieces of software for monitoring I1=1		Update and check on how software is being used by the structures I1=1	

ACTION NO. 21	Reviewing the allocation mechanisms for research competitive fundings granted by the University				
	A1	A2	A3	A4	A5
Subject Area			✓		
Objective(s)	Reducing gender gap in access to research fundings				
Action	<p>Feasibility study to redefine the allocation mechanisms for research competitive fundings granted by the University [University Research Funding (FRA) and Territorial Support to Research Activities (STAR)] aimed at ensuring that effective gender balance is achieved.</p> <p>In particular, the following options will be analysed:</p> <ul style="list-style-type: none"> (i) 'double blind' assessment procedures; (ii) active actions to counter gender bias, aimed at evaluation panel members and/or auditors; (iii) any appropriate measures 				
Direct recipients	Teaching and research staff				
Person(s) in charge	Rector/Delegates for Research				
Human Resources	3 technical-administrative staff in charge of the administrative procedures for competition notices (4 person-months overall)				
Financial Resources					
Outcome	Decreasing the percentage difference between men and women whose requests for funding are accepted				
Performance indicators	I1=Percentage of positive outcomes for the less-represented gender				
Timing	2022		2023		2024
Target	Implementation of the feasibility study		I1=+2% compared to the previous year if I1<45%, or I1>45%		I1=+3% compared to the previous year if I1<45%, or I1>45%

Area 4: Integration of the gender dimension into research and in teaching content

ACTION NO . 22	Pathway for Transversal Skills and Orientation (PCTO) for first-year upper secondary school students: ‘The gender of science’				
	A1	A2	A3	A4	A5
Subject Area			✓	✓	
Objective(s)	Reducing horizontal segregation and gender asymmetries in access to university courses.				
Action	Implementing a Pathway for Transversal Skills and Orientation titled ‘The gender of science’ for local upper secondary schools.				
Direct recipients	Upper secondary school student population				
Person(s) in charge	Scientific coordinator of the project				
Human Resources	2 teaching and research staff acting as mentors for each school involved (60 person-hours for each school involved)				
Financial Resources					
Outcome	Raising awareness of the gender dimension for academic choices among the upper secondary school student population				
Performance indicators	<ul style="list-style-type: none"> • I1= no. of schools involved; • I2= no. of students directly involved in the project; • I3= no. of students participating in the surveys 				
Timing	2022	2023		2024	
Target	I1=2 I2=40 I3=1,000	I1=3 I2=60 I3=1,500		I1=4 I2=80 I3=2,000	

ACTION NO. 23	Teaching modules on gender issues in the Plan for Scientific Degrees (PLS)				
	A1	A2	A3	A4	A5
Subject Area			✓	✓	
Objective(s)	Increasing motivation of upper secondary school female students towards STEM careers. Investigating the potential impact of gender stereotypes on female students' motivation and interest in STEM disciplines				
Action	Implementing teaching modules within the Plan for Scientific Degrees (PLS), based on interactive approaches and motivating contexts built on topics that are relevant to the students				
Direct recipients	Upper secondary school female students				
Person(s) in charge	PLS coordinator				
Human Resources	Research fellow (2 person-months)				
Financial Resources					
Outcome	Increase in the number of female students who enrol on male-dominated courses after participating in the PLS orientation programme				
Performance indicators	I1= no. of upper secondary school female students from different types of schools participating in the activities				
Timing	2022	2023		2024	
Target	Dissemination of the project among upper secondary schools	Implementation of the activities I1= +15% compared with the initial value		Data analysis I1=+20% compared with the initial value	

ACTION NO. 24	GEDI project: GEndEr stereotypes, Disciplinary Identity and academic performance				
	A1	A2	A3	A4	A5
Subject Area			✓	✓	
Objective(s)	Exploring the concept of disciplinary identity by including gender stereotypes in a general model as precursors of disciplinary identity and psychological/metacognitive variables determining academic educational attainment				
Action	Submitting/analysing questionnaires on gender stereotypes, disciplinary identity and metacognitive variables (e.g. self-efficacy) in order to design orientation modules.				
Direct recipients	Student population enrolled on Bachelor's Degree courses				
Person(s) in charge	Scientific coordinator of the GEDI working group				
Human Resources	Research fellow (2 person-months)				
Financial Resources	€ 500 (for the materials)				
Outcome	<p>Developing a theoretical model as a framework for implementing specialised actions in upper secondary schools and universities, aimed at promoting an orientation towards more gender-inclusive academic careers. In particular, the main focus will be on gender stereotypes, in order to increase independence and awareness in terms of disciplinary identity.</p> <p>Promoting genuinely inclusive cultural and organisational processes , aimed at building fair and equal education, training, study, specialisation and working systems.</p>				
Performance indicators	<ul style="list-style-type: none"> • I1= no. of students involved in the survey • I2= no. of orientation modules for upper secondary school and university students 				
Timing	2022	2023		2024	

Target	Development of measurement tools (questionnaires)	Submission of questionnaires and data analysis I1=1,000	Design of orientation modules I2=4
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ACTION NO. 25	MOOC titled “Gender equality and anti-discrimination in universities” on the Federica Web Learning platform				
	A1	A2	A3	A4	A5
Subject Area				✓	✓
Objective(s)	Integrating gender dimension into educational content.				
Action	Disseminating the MOOC titled “Gender equality and anti-discrimination in universities” on the Federica Web Learning platform, recognised as additional credits for other training activities (art. 10, paragraph 5, letter d of Ministerial Decree no. 270/2004)				
Direct recipients	Student population				
Person(s) in charge	Delegate for Teaching and Learning, Coordinators of the Degree Programmes				
Human Resources	Federica Web Learning staff (Course Management, Help Desk, IT, Analytics and administrative support) (28 hours per year)				
Financial Resources	Federica Web Learning staff: € 3,000 per year				
Outcome	<p>Increasing awareness on gender issues and discrimination mechanisms related to sexual and gender stigma.</p> <p>Raising awareness of different forms of discrimination and violent behaviour that might occur in the private and working life of individuals.</p> <p>Raising awareness of the mechanisms generating inequality within universities.</p>				
Performance indicators	I1= no. of university students who successfully complete the course				
Timing	2022	2023		2024	
Target	I1=1,000	I1=1,500		I1=2,000	

ACTION NO. 26	Gender Psychology course				
	A1	A2	A3	A4	A5
Subject Area				✓	
Objective(s)	Including gender issues in study and teaching content				
Action	Gender Psychology course (8 credits for 56 hours)				
Direct recipients	Student population				
Person(s) in charge	Professor teaching in the Master's Degree Programme in Psychology				
Human Resources	Professor teaching in the Master's Degree Programme in Psychology (56 person-hours)				
Financial Resources					
Outcome	Raising awareness and training students on gender issues				
Performance indicators	<ul style="list-style-type: none"> • I1= number of attendees • I2= number of exam-takers 				
Timing	2022	2023		2024	
Target	I1=50 I2=50	I1=60 I2=60			

ACTION NO. 27	Annual award for best doctoral/master's/specialisation thesis that includes the gender dimension				
	A1	A2	A3	A4	A5
Subject Area			✓		
Objective(s)	Including gender issues in study and teaching content				
Action	Annual award for best thesis that includes the gender dimension in the academic environment				
Direct recipients	Ph.D./master's/specialisation students				
Person(s) in charge	Academic Senate				
Human Resources	Evaluation Board Heads of the Department/Office in charge of the preparatory stage for issuing the founding regulations of the prizes				
Financial Resources	€ 2,000 per year				
Outcome	Increase in the number of research projects and theses about gender equality				
Performance indicators	I1= no. of theses submitted				
Timing	2022	2023		2024	
Target	Drafting of the founding regulation of the prize. Opening of the procedure for awarding a prize of € 2,000	I1= +5% compared to the initial value. Opening of the procedure for awarding a prize of € 2,000		I1= +8% compared to the initial value. Opening of the procedure for awarding a prize of € 2,000	

ACTION NO. 28	Ph.D. programme in Mind Gender Language				
	A1	A2	A3	A4	A5
Subject Area				✓	✓
Objective(s)	Empowering women and promoting gender equality				
Action	Ph.D. programme in Mind Gender Language				
Direct recipients	Ph.D. students				
Person(s) in charge	Coordinator of the Ph.D. programme				
Human Resources	5 teaching and research staff				
Financial Resources	€ 20,000 per year for each Ph.D. student				
Outcome	Raising awareness and training students				
Performance indicators	<ul style="list-style-type: none"> • I1= number of Ph.D. theses • I2= publications on the subject 				
Timing	2022	2023		2024	
Target	I1=1 I2= 10	I1= 2 I2= 10		I1= 3 I2= 15	

ACTION NO. 29	Master programme in Gender studies, education for diversity and equality policies				
	A1	A2	A3	A4	A5
Subject Area				✓	✓
Objective(s)	Integrating the gender dimension into research content				
Action	Second-cycle master programme in Gender studies, education for diversity and equality policies				
Direct recipients	Students who have successfully completed a Bachelor's Degree course				
Person(s) in charge	Coordinator of the master programme				
Human Resources	15 Professors within the University 10 Professors from other universities 15 experts from the professional world.				
Financial Resources	€ 85 per each teaching hour under fixed-term contract				
Outcome	Increase in the number of non-stereotypical professional and career choices. Activation of gender mainstreaming participatory processes. Establishment of a local network between all of the stakeholders involved in gender equality policies. Creation of a network/exchange of best practices at national level by encouraging the participation of students and professors from different parts of Italy.				
Performance indicators	I1= number of enrolments				
Timing	2022	2023		2024	
Target	I1=10	I1= 12		I1= 15	

ACTION NO. 30	Virtual Museum FDM Project: Federico II and the Memory of Women				
	A1	A2	A3	A4	A5
Subject Area				✓	
Objective(s)	Raising awareness of the importance of integrating the gender dimension and transmitting women's knowledge, research and studies				
Action	FDM Project: Federico II and the Memory of Women				
Direct recipients	Student population; external stakeholders				
Person(s) in charge	Coordinator of the 'Women Gender Training' Interdisciplinary Laboratory				
Human Resources	Researchers within the 'Women Gender Training' Interdisciplinary Laboratory of the Department of Humanities (DSU); chair in Visual Education within the DSU; 2 professional consultants				
Financial Resources	€ 10,000 CUG contribution				
Outcome	Integrating the gender dimension into research and training programmes. Spreading knowledge and implementing interdisciplinary scientific research on gender issues. Activating gender mainstreaming participatory processes/establishing a national and international network.				
Performance indicators	<ul style="list-style-type: none"> • I1= number of views on the website • I2= seminars and presentations delivered • I3= graduation theses about the project and external collaborations 				
Timing	2022		2023		2024
Target	I1=1,000 I2=3 I3=1		I1=1,500 I2=5 I3=2		I1=2,000 I2=6 I3=2

Area 5: Measures against gender-based violence, including sexual harassment

ACTION NO. 31	Code of conduct for the dignity of the person				
Subject Area	A1	A2	A3	A4	A5
	✓				✓
Objective(s)	Promoting actions against mobbing, discriminations and moral/sexual harassment				
Action	Approving a Code of conduct for the dignity of the person				
Direct recipients	All University staff/Student population				
Person(s) in charge	President of the CUG; Academic Senate				
Human Resources	Teaching and research staff, technical-administrative staff within the CUG, 1 technical-administrative staff within the By-laws and Regulations Office (79 person-hours for teaching and research staff; 60 person-hours for technical-administrative staff)				
Financial Resources					
Outcome	Approving a regulation to safeguard the dignity of the person, by preventing and countering discrimination, moral/sexual harassment, mobbing and any behaviour, disfunction and/or relational problems potentially undermining human dignity and/or causing work-related discomfort. Raising awareness among the whole academic community of the existence of a code of conduct				
Performance indicators	<ul style="list-style-type: none"> Approval by the competent bodies I1= no. of dissemination events for the whole academic community 				
Timing	2022	2023		2024	
Target	Approval. I1=1	I1=1		I1=1	

ACTION NO. 32	Enhancing the counselling centre services				
Subject Area	A1	A2	A3	A4	A5
	✓				✓
Objective(s)	Promoting actions to counter moral/sexual harassment.				
Action	Enhancing the counselling centre services by implementing a range of sub-actions: A) Making a promotional video; B) Sending communications via the University mailing list; C) informational event at university				
Direct recipients	All University staff/Student population				
Person(s) in charge	Trusted advisor; President of the CUG				
Human Resources	Federica Web Learning staff (Coordinator and Team: ghost writer, sound technician, camera operator, post-production staff) (50 hours) Counselling centre psychologists; President and Secretary of the CUG				
Financial Resources	€ 3,000 for video shooting in action A)				
Outcome	Raising awareness among the whole academic community of the existence of a trusted advisor and providing information on how to access/use the counselling centre				
Performance indicators	I1= no. of initiatives aimed at raising awareness of the whole academic community on the counselling centre				
Timing	2022	2023		2024	
Target	I1=1	I1=1		I1=1	

ACTION NO. 33	Promoting awareness-raising, information and training actions against sexual and gender stigma				
Subject Area	A1	A2	A3	A4	A5
	✓				✓
Objective(s)	<p>Tackling the phenomenon of sexual and gender stigma from a complex perspective – with the aim of valuing every individual’s identity by recognising their needs and specificities – in order to promote fully inclusive contexts.</p> <p>Adopting gender-inclusive language in both internal and external communications, with particular reference to LGBT+ people and anyone who does not identify with the dominant sexual/gender stereotypes in our culture (ideological system based on sexual/gender binarism)</p>				
Action	<p>Promoting awareness-raising, information and training actions against sexual and gender stigma. For example, adopting measures aimed at: (a) investigating the cultural background of gender differences; (b) countering gender-related discriminations; (c) promoting best practices, such as using an inclusive language (awareness-raising initiatives, workshops, ‘University Satellite Antennas’ project, seminars with prominent national experts and scholars on the subject of sexual and gender stigma)</p>				
Direct recipients	Academic community				
Person(s) in charge	<p>Director of the University Centre for Services for the Active and Participatory Inclusion of Students (SInAPSi); Scientific coordinator of the ‘Anti-Discrimination and Culture of Difference’ Section within the SINAPSI</p>				
Human Resources	<p>Staff of the ‘Anti-Discrimination and Culture of Difference’ Section: 1 Psychotherapist, 4 Psychologists and 1 Fellow (120 month-hours for staff and 24 hours for scientific coordination)</p>				
Financial Resources					
Outcome	<p>Increase in the number of the participants in the activities promoted (students and the whole community).</p>				
Performance indicators	<p>I1= no. of awareness-raising and training events organised involving the students and the whole community.</p>				

Timing	2022	2023	2024
Target	I1= +10% compared to the number of events held in 2021	I1= +20% compared to the number of events held in 2021	I1= +30% compared to the number of events held in 2021

ACTION NO. 34	Promoting awareness-raising, information and training actions against sexual and gender stigma through the Web				
Subject Area	A1	A2	A3	A4	A5
	✓				✓
Objective(s)	Promoting a culture that aims at valuing and including differences by embracing a policy of equal opportunities.				
Action	<p>A) Creating content on social media pages such as Facebook, Instagram, Twitter and LinkedIn.</p> <p>B) Publishing a monthly newsletter on issues related to gender discriminations, male violence against women and/or arising from homophobia, transphobia and homo/bi/transphobic bias.</p>				
Direct recipients	Academic community				
Person(s) in charge	Director of the University Centre for Services for the Active and Participatory Inclusion of Students (SInAPSi); Scientific coordinator of the 'Anti-Discrimination and Culture of Difference' Section within the SINAPSI.				
Human Resources	Staff of the 'Anti-Discrimination and Culture of Difference' Section: 1 Psychotherapist, 4 Psychologists and 1 Fellow (120 month-hours for staff and 8 hours for scientific coordination)				
Financial Resources					
Outcome	Raising awareness among the student community and external stakeholders				
Performance indicators	I1= no. of contacts reached in awareness-raising/training events organised involving the student community and external stakeholders.				
Timing	2022	2023		2024	
Target	I1= +10% compared to the number of contacts in 2021	I1= +20% compared to the number of contacts in 2021		I1= +30% compared to the number of contacts in 2021	

ACTION NO. 35	Research activity on gender issues through the University Gender Observatory				
Subject Area	A1	A2	A3	A4	A5
	✓				✓
Objective(s)	Raising awareness of gender-related phenomena from a scientific perspective and monitoring levels of inclusion in different contexts.				
Action	<p>A) Participating in research projects by cooperating with national and international institutions.</p> <p>B) Research activity and scientific publications.</p>				
Direct recipients	Scientific community/Whole community.				
Person(s) in charge	Director of the University Centre for Services for the Active and Participatory Inclusion of Students (SInAPSi); Scientific coordinator of the 'Anti-Discrimination and Culture of Difference' Section within the SINAPSI.				
Human Resources	Staff of the 'Anti-Discrimination and Culture of Difference' Section: 1 Psychotherapist, 4 Psychologists and Fellow (140 month-hours + 28 month-hours for each European Project + 18 month-hours for scientific coordination)				
Financial Resources					
Outcome	Increase in the number of scientific publications and active projects.				
Performance indicators	<ul style="list-style-type: none"> • I1= no. of funded research projects on gender issues. • I2= no. of articles/publications on gender issues. 				
Timing	2022	2023		2024	
Target	I1=I2= +5% compared to 2021	I1=I2= +10% compared to 2021		I1=I2= +15% compared to 2021	

ACTION NO. 36	'EU CTRL + ALT + DEL' project				
Subject Area	A1	A2	A3	A4	A5
					✓
Objective(s)	Raising awareness of gender-based violence				
Action	'EU CTRL + ALT + DEL' project				
Direct recipients	Lower secondary school student population/teachers				
Person(s) in charge	Project coordinator within the Department of Humanities				
Human Resources	3 Professors and 4 University one-year fellows involved in the project				
Financial Resources	€ 100,000 for the year 2022				
Outcome	School courses. Website launch and social media promotion				
Performance indicators	<ul style="list-style-type: none"> • I1= no. of students involved; • I2= no. of contacts on social media 				
Timing	2022	2023		2024	
Target	I1= 170 I2= 3,000				

ACTION NO. 37	Protocollo Napoli project				
Subject Area	A1	A2	A3	A4	A5
					✓
Objective(s)	Countering gender-based violence				
Action	<i>Protocollo Napoli project</i>				
Direct recipients	Professional psychologists, lawyers, judges				
Person(s) in charge	Scientific Coordinator of the project				
Human Resources	University Professors/Collaborators from the local health authority (ASL Napoli 1 Centro) and Associations (5 hours per week as third mission activities)				
Financial Resources					
Outcome	Raising awareness/training external stakeholders				
Performance indicators	<ul style="list-style-type: none"> • I1= no. of people participating in webinars • I2= website followers 				
Timing	2022	2023		2024	
Target	I1= 200 I2= 1,000	I1= 200 I2= 1,000		I1= 200 I2= 1,000	

ACTION NO. 38	Masterclass in Psychological evaluation, court-appointed expert report and psychological reporting on violence against women and witnessed domestic violence (IPV and VDW)				
Subject Area	A1	A2	A3	A4	A5
					✓
Objective(s)	Enhancing professional skills on gender-based violence				
Action	Master class in Psychological evaluation, court-appointed expert report and psychological report to counter violence against women and witnessed violence (IPV and VDW)				
Direct recipients	40 professional psychologists				
Person(s) in charge	Project coordinator within the Department of Humanities				
Human Resources	5 Teaching Staff and University Fellows involved in the project				
Financial Resources	€ 85 per each teaching hour under fixed-term contract				
Outcome	Skill enhancement on the subject of gender-based violence.				
Performance indicators	<ul style="list-style-type: none"> • I1= no. of final examinations with excellent results • I2= no. of final examinations with good results 				
Timing	2022	2023		2024	
Target	I1= 30 I2= 10	I1= 30 I2= 10		I1= 30 I2= 10	

LIST OF ACTIONS:

AREA 1

1. Remote working
2. Promoting paternity leave requests
3. Welfare services
4. Developing an 'Equal opportunities and gender equality' section on the UNINA website
5. Appointing equality representatives in University structures
6. Reviewing gendered language in institutional/administrative communication
7. Reclassifying the chart of accounts with analytical accounting from a gender perspective
8. Drafting the University Gender Budgeting
9. Reducing university fees for students in courses where their gender is underrepresented
10. Analysing the opinion survey conducted among students (art. 1, paragraph 2, Law 370/99) on teaching activities from a gender perspective
11. Developing a board game about gender stereotypes
12. MOOC titled "Gender equality and anti-discrimination in universities" on the Federica Web Learning platform for teaching and research staff
13. MOOC titled "Gender equality and anti-discrimination in universities" on the Federica Web Learning platform for technical-administrative and managerial staff

AREA 2

14. Feasibility study for proposals to amend Structure Regulations, aimed at promoting gender balance
15. Feasibility study to evaluate proposals of amendments to the election mechanism for Academic Senate members, aimed at enhancing gender balance

AREA 3

16. Transformational mentoring
17. Specific training for selection boards and governing bodies on unconscious bias
18. Supporting researchers on maternity leave
19. Identifying appropriate incentives for the University structures that improve their gender composition
20. Gender-disaggregated data collection system for research projects
21. Reviewing the allocation mechanisms for research competitive fundings granted by the University

AREA 4

22. Pathway for Transversal Skills and Orientation (PCTO) for first-year upper secondary school students: 'The gender of science'
23. Teaching modules on gender issues in the Plan for Scientific Degrees (PLS)
24. GEDI project: Gender stereotypes, Disciplinary Identity and academic performance

- 25. MOOC titled “Gender equality and anti-discrimination in universities” on the Federica Web Learning platform for the student population
- 26. Gender Psychology course
- 27. Annual award for best doctoral/master’s/specialisation thesis that includes the gender dimension
- 28. Ph.D. programme in Mind Gender Language
- 29. Master programme in Gender studies, education for diversity and equality policies
- 30. Virtual Museum FDM Project: Federico II and the Memory of Women

AREA 5

- 31. Code of conduct for the dignity of the person
- 32. Enhancing the counselling centre services
- 33. Promoting awareness-raising, information and training actions against sexual and gender stigma
- 34. Promoting awareness-raising, information and training actions against sexual and gender stigma through the Web
- 35. Research activity on gender issues through the University Gender Observatory
- 36. ‘EU CTRL + ALT + DEL’ project
- 37. *Protocollo Napoli* project
- 38. Masterclass in Psychological evaluation, court-appointed expert reporting and psychological reporting on violence against women and witnessed violence (IPV and VDW)