

# GENDER EQUALITY PLAN

Università San Raffaele Roma

Approved by the Academic Senate – 24 September 2024

Approved by the Board of Directors – 30 September 2024

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## 1. Presentation of the University

The Università Telematica San Raffaele di Roma (UTSR), established by decree of the Ministry of Education, Universities and Research on 8 May 2006, is a legally recognised private university that confers degrees equivalent in legal value to those issued by traditional state universities. The University operates through a distinctive department: the Department for the Promotion of Human Sciences and Quality of Life.

The University offers four three-year Bachelor's degree programmes, three Master's degree programmes and a PhD in *Innovative Lifestyle Interventions for Health Promotion*.

UTSR also represents a centre of excellence in research, supporting intra- and interdisciplinary collaborations within its extensive network.

The educational offering is delivered in e-learning mode, via the internet and new digital technologies. This pedagogical approach not only accelerates and optimises the dissemination of knowledge and skills, but also contributes to an inclusive internationalisation process, allowing students to access the

teaching platform at any time and from any location, removing the spatial and temporal barriers typical of traditional education.

Furthermore, UTSR maintains consolidated relationships with the business world and public institutions, positioning itself as a key actor in cultural, economic and social development at both national and international level.

In all its activities, UTSR aims to support gender equality and equal opportunities, as well as to promote inclusivity and value diversity. It therefore recognises the fundamental role that the implementation of a Gender Equality Plan can play in pursuing its own strategic objectives.

The Gender Equality Plan is a systematic and strategic instrument through which the Università San Raffaele Roma (UTSR) defines objectives and actions to promote gender equality, enhance diversity and thereby create an inclusive and respectful environment for all members of the academic community.

The GEP is configured as a strategic pillar for the realisation of an institutional culture based on equal opportunities, enabling all members of the academic community to grow in a context free from gender prejudices and stereotypes. The actions outlined and planned in this document are embedded in the University's programming — in full synergy with the University's strategic directives — and aim, on the one hand, to provide continuity and coherence to the policies already adopted by UTSR and, on the other, to identify gender biases in order to implement appropriate strategies to address them and thereby remove the obstacles that still hinder the full achievement of gender equality.

The first GEP of UTSR has been drafted following the guidelines of the Conference of Rectors of Italian Universities (CRUI), as indicated in the Vademecum for the elaboration of Gender Equality Plans in Italian Universities (CRUI 2021), and meets the requirements established by the European Commission. It forms part of a broader strategic context that includes the Positive Action Plan 2024–2026, approved by the Joint Guarantee Committee (CUG), and intersects with the main governance documents of the University, including the Statute, the Strategic Plan, the Performance Plan and the Code of Ethics.

The constant reference to the University's commitment to ensuring equal opportunities attests to the acquired awareness that gender equality themes and measures must constitute one of the strategic axes on which the University's action for the coming years is built and developed.

This GEP is structured so as to reflect a systematic and organic approach to the promotion of gender equality, outlining with methodological rigour the University's main strategic directions in this field. The document opens with the Presentation of the University and proceeds with a contextual analysis from a gender perspective, which unfolds on two distinct levels: the national context and the institutional context. The evolution of gender equality legislation in Italy is examined, with particular reference to the main legislative provisions and public policies implemented to reduce the gender gap. At the same time, the specific reality of the Università San Raffaele is observed, providing a critical overview of the challenges and opportunities that characterise the University in promoting gender equality.

The document then provides a detailed description of the general objectives of the Gender Equality Plan, which constitute the backbone of the plan. In this section, the University clearly sets out its strategy, precisely defining the resources allocated and the monitoring and evaluation mechanisms designed to ensure the effectiveness of the planned actions. Also described are the systematic collection of gender-disaggregated data and the central role of continuous monitoring in ensuring the achievement of the stated objectives.

The core of the document is represented by the structure of the GEP, which is articulated around five key areas. The first area is dedicated to the integration of the gender dimension in research and teaching programmes, with the aim of promoting an inclusive approach in the production and dissemination of scientific knowledge. The second area addresses the theme of work-life balance, emphasising an organisational culture that fosters well-being and the reconciliation of professional and personal responsibilities. The third area focuses on gender equality in recruitment processes and career progression, highlighting the need to overcome gender biases and stereotypes that still permeate the academic context. The fourth area concerns gender balance in senior positions and decision-making processes, with a focus on the need for a balanced and gender-sensitive representation in university

governing bodies. The fifth and final area is dedicated to combating gender-based violence, including sexual harassment, and provides specific actions for awareness-raising and prevention.

A relevant aspect is the long-term sustainability of the GEP, a central element for the University, which intends to integrate gender policies within its institutional strategy on a continuous basis. This plan is not limited to outlining short-term objectives, but is founded on a process of periodic review and adaptation, enabling UTSR to monitor the effectiveness of the actions undertaken, collect gender-disaggregated data and actively engage all components of the university. Thanks to this approach, the University can ensure a flexible response to new challenges, promoting an inclusive and sustainable culture over the long term.

The document concludes with a bibliographical section, collecting the regulatory and academic reference sources used in drafting the plan, and an appendix illustrating the University's first Gender Equality Plan, enriched with operational guidelines for the implementation of gender policies at institutional level.

## **2. Contextual Analysis from a Gender Perspective**

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### **The National Context**

Gender equality is the fifth of the 17 Sustainable Development Goals established by the United Nations 2030 Agenda and is also a fundamental principle of the EU, enshrined in the Treaty on the Functioning of the Union and in the Charter of Fundamental Rights of the Union, as it represents a necessary condition for achieving the EU's objectives in terms of growth, employment and social cohesion. In Italy, gender equality is a principle enshrined in the Italian Constitution of 1948 and has been the subject of growing attention over time through the definition of numerous measures aimed at countering the gender gap in all its forms and dimensions. Article 51 of the Constitution, which establishes equal access to elected office for men and women, has inspired a series of legislative interventions in Italy, modifying electoral systems at various levels and encouraging the presence of women in the governing bodies of listed companies.

Of fundamental importance was the enactment, in 2006, of the Code of Equal Opportunities between Men and Women (Legislative Decree 198/2006, subsequently amended by Law 162/2021), which consolidates eleven equal opportunities laws into a single text with the aim of regulating the promotion of equal opportunities between men and women across various spheres of society.

Subsequently, further provisions were enacted focusing on the world of work, introducing rules to reduce the gender gap in relation to career opportunities, equal pay, the management of gender differences and the protection of maternity (e.g. Legislative Decree 80/2015), strengthening measures aimed at reconciling professional and family life. Measures were introduced to protect maternity and to make parental leave more flexible (Legislative Decree 105/2022).

Support mechanisms for the creation and development of businesses with predominantly or entirely female participation were also strengthened. Furthermore, greater attention was paid to actions to combat violence against women, with three aims: preventing crimes, sanctioning those responsible and protecting victims (e.g. Legislative Decree 198/2006, Law 107/2015).

Further measures were introduced to promote gender pay parity and the participation of women in the labour market (Ministerial Decree of 20 October 2022), and the new Code (Legislative Decree 36/2023) provided, also in the area of public procurement, incentive mechanisms and instruments to achieve gender equal opportunities.

The importance of overcoming gender inequalities is also confirmed in the National Recovery and Resilience Plan (PNRR), which places gender equality as one of three cross-cutting priorities in all missions and provides that the entire Plan be assessed from a gender mainstreaming perspective.

Furthermore, the 2022 Budget Law (Law No. 234 of 2021) institutionalised the adoption of a Strategic Plan on Gender Equality, making it structural, and established an inter-institutional steering committee

and a National Observatory for the integration of gender equality policies within the Department for Equal Opportunities.

In addition, Law 162/2021 introduced, from 2022, gender equality certification — an instrument enabling employers to attest the measures adopted to reduce the gender gap in relation to growth opportunities within the company, equal pay for equal work, policies for managing gender differences and the protection of maternity.

Further important initiatives undertaken at national level include the following:

- In 2017, the Ministry of Education, Universities and Research (MIUR) launched a National Plan to promote education in respect within schools of all levels, with the aim of combating violence and discrimination in accordance with the principles expressed in Article 3 of the Italian Constitution.
- In 2018, guidelines were developed for the use of gender-sensitive language in MIUR administrative documentation, aimed at removing gender discrimination in language and promoting simplicity and clarity in both internal and external communication.
- In 2018, the "Recommendations for positive actions by MIUR on gender issues in universities and research" were issued, based on Ministerial Decree No. 162 of 28 February 2018. The document underlines the importance of encouraging academic institutions to develop and implement concrete policies to ensure gender equality in terms of recruitment, career advancement and participation in research programmes.

### The Institutional Context

The first Gender Equality Plan of the Università San Raffaele Roma was conceived with the aim of ensuring that the University is a place where equality and diversity are not only respected but actively valued. The product of a concerted effort among all components of the University, the GEP represents a fundamental instrument for addressing gender disparities and promoting an institutional culture based on equity, in line with European standards and the Sustainable Development Goals.

The data reported in Table 1 show a near-equal composition, with 46 men and 47 women employed as academic staff, reflecting a structured commitment to gender balance in the academic sphere. This distribution constitutes a significant indicator of the University's willingness to offer professional and academic opportunities that are equally accessible, regardless of gender, positioning UTSR as a positive example within the national university landscape.

**Table 1 – Number of academic staff by gender**

Number of academic staff as at 31/12/2023	No.
Men	46
Women	47
<b>Total</b>	<b>93</b>

The significant female presence in the technical-administrative staff, with 38 women out of a total of 54 employees, demonstrates considerable recognition of women in administrative and managerial roles (Table 2). This data reflects not only greater female participation in support and coordination positions within the University, but also highlights the potential for growth and professional empowerment that UTSR is able to offer its employees. This configuration, while confirming the commitment to inclusivity, reveals an organisational culture already sensitive to gender dynamics, thus laying the groundwork for further developments on the path towards full equality.

**Table 2 – Gender distribution of technical-administrative staff (PTA)**

Number of employees as at 31/12/2023	UTSR
Men	16

Women	38
<b>Total</b>	<b>54</b>
<b>Employees by professional category and gender</b>	
<b>Managers</b>	<b>1</b>
Men	1
Women	–
<b>Middle managers</b>	<b>1</b>
Men	–
Women	1
<b>Administrative staff</b>	<b>52</b>
Men	15
Women	37
<b>Total</b>	<b>54</b>
<b>Employees by contract type</b>	
<b>Permanent contract</b>	<b>39</b>
Men	11
Women	28
<b>Fixed-term contract</b>	<b>15</b>
Men	5
Women	10
<b>Total</b>	<b>54</b>
<b>Employees by professional category and age</b>	
<b>Managers</b>	<b>1</b>
<30	–
30–50	1
>50	–
<b>Middle managers</b>	<b>1</b>
<30	–
30–50	1
>50	–
<b>Administrative staff</b>	<b>52</b>
<30	3
30–50	36
>50	13
<b>Total</b>	<b>54</b>
<b>Employees by gender and age</b>	
<b>Women</b>	<b>38</b>

<30	2
30–50	25
>50	11
<b>Men</b>	<b>16</b>
<30	1
30–50	13
>50	2
<b>Total</b>	<b>54</b>

This data, however, highlights the need for a more in-depth analysis of gender dynamics within these roles, particularly with regard to access to positions of greater responsibility within the administrative structure.

The presence of women in managerial and senior positions remains a challenge to be addressed, especially in a context where the phenomenon of the "leaky pipeline" continues to hinder women's career advancement, particularly at the crucial transition points towards academic leadership roles.

The GEP therefore aims to address these disparities through targeted policies for promoting women's careers and reconciling professional and personal life, so as to create a fairer and more sustainable working environment.

It therefore not only commits to overcoming gender barriers for staff and students, but also to training a new generation of professionals and academics who are aware of the importance of diversity and inclusivity, thus contributing to the construction of a more equitable and sustainable future.

The attention that UTSR has already demonstrated towards the valorisation of women within its own academic and administrative community denotes a deep awareness of the centrality of gender diversity as an added value for the entire university system. In this perspective, the University does not merely comply with the standards required at national and European level, but positions itself as a model of reference for the entire sector, highlighting how gender balance is not only an ethical objective but also a determining factor for the improvement of institutional performance and the promotion of an innovative and inclusive academic and working environment. In this sense, the GEP does not represent a mere corrective instrument, but an opportunity to consolidate and refine an already virtuous path, through the introduction of innovative and sustainable practices that further strengthen inclusivity and equity and contribute to creating a working environment inclusive of and respectful towards diversity.

### 3. General Objectives of the Gender Equality Plan

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The preliminary analysis, conducted through an internal assessment based on available resources, realistic needs and considered timescales, has made it possible to identify the priority areas for intervention in the UTSR GEP. The plan reflects the needs and requirements of the various stakeholders involved, structured around SMART objectives (Specific, Measurable, Acceptable, Realistic, Time-bound). These objectives constitute the backbone of the plan, with targeted activities whose effectiveness will be monitored through specific indicators.

The UTSR GEP pursues five specific strategic objectives in particular:

- **Integration of the gender dimension in research content and teaching programmes**, aimed at promoting a gender perspective within academic activities through the organisation of interdisciplinary workshops and support for research projects that include a gender component.
- **Work-life balance and promotion of an organisational culture** oriented towards employee well-being, including through flexible working arrangements.

- **Gender equality in the recruitment process and career progression**, aimed at spreading a culture of gender within the University, combating gender biases and promoting equitable pathways through training and mentoring.
- **Gender balance in leadership positions and decision-making processes**, aimed at ensuring balanced representation in senior positions and governance bodies, promoting awareness-raising activities and supporting female candidates for access to leadership roles.
- **Measures against gender-based violence, including sexual harassment**, directed at combating gender-based violence both in the field of scientific research and in teaching, through the establishment of networks with stakeholders and companies, the development of specific skills and the activation of processes of organisational and social innovation.

### Publication of the GEP

The process of elaborating the GEP was marked by several phases involving a series of internal and external stakeholders. An interdisciplinary working group was constituted, composed of academic staff, researchers and technical-administrative staff (PTA) with specific expertise in gender issues, structured as follows:

- Prof. Stefania Supino, Lecturer in Commodity Science (Coordinator);
- Prof. Daniela Sica, Lecturer in Commodity Science (Co-Coordinator);
- Prof. Rachele Marseglia, Lecturer in Private Law;
- Prof. Federica Izzo, Lecturer in Business Administration;
- Dr Ilaria Labate, Administrative Secretary of the Department.

The working group worked in synergy with the UTSR governance, defining, on the basis of the analysis conducted, an activity plan with well-defined implementation timescales and a widely shared methodology and document structure.

This planning was supported by a transparent decision-making process, which led to the official adoption of the GEP by the Joint Guarantee Committee (CUG) on 17 July 2024 and its subsequent approval by the Academic Senate (24 September 2024) and the Board of Directors (30 September 2024).

The GEP, signed by the Rector, was published on the University's website, making it accessible to the entire academic community and external stakeholders. The publication of the plan testifies to UTSR's commitment to ensuring equal opportunities and its determination to integrate gender policies as one of the strategic axes for the future.

### Resources Dedicated to the GEP

UTSR has demonstrated its commitment to gender equality by allocating specific resources for the implementation and monitoring of the GEP. Even before the official adoption of the plan, the University, in synergy with the Multiversity Group, had dedicated funds to events and initiatives related to gender issues and to staff training on these matters. With the approval of the GEP, these resources have been further strengthened to ensure the full implementation of the actions provided for in the plan.

The GEP working group, coordinated by academics with expertise in gender issues, receives direct support from the university governance. In addition, collaborations have been established with student associations, with the aim of spreading a culture of gender at all levels of the University, from training to research and organisational dynamics.

### Data Collection and Monitoring

The collection and analysis of gender-disaggregated data represent a crucial aspect for the correct implementation of the GEP. The GEP working group, in collaboration with the team responsible for the Gender Budget, collects data on the composition of the student body and academic and technical-administrative staff. This data, drawn from internal and external sources (e.g. MIUR, Cineca), is essential for assessing annual progress in terms of female representation, career progression and participation in degree programmes.

Qualitative information, obtained from institutional documents and the university website, is also an integral part of this monitoring process. All this data feeds into the Gender Budget and is used to define objectives and evaluate the effectiveness of the actions undertaken in the GEP.

### **Awareness-Raising / Training**

UTSR's commitment to promoting a culture of inclusion and gender equality is also reflected in the numerous awareness-raising and training activities organised by the University. With the support of the CUG and the Multiversity Group, UTSR organises training courses for staff and educational initiatives for the academic community. These courses aim to spread a culture of non-discrimination and to encourage the adoption of inclusive practices.

The University has also established a network of collaborations with public and private bodies and local, national and international associations, with the aim of developing interdisciplinary research projects and awareness-raising initiatives.

Among the most significant awareness-raising activities is the involvement of members of the academic community in the Multiwomen Affinity Group, created with the aim of offering support, tutoring and encouragement to women within the professional context. This group, supported by colleagues who participate voluntarily, is distinguished by the wide range of initiatives it proposes, including testimonials, webinars, mentoring pathways and skills-sharing sessions.

The University also supports various initiatives promoted by the Multiversity Group, such as membership of the Valore D network, aimed at promoting diversity and inclusion through a collaborative approach and concrete actions, as well as the activation of the Wellhub–Gympass service. This corporate wellness platform offers an extensive network of sports facilities and a rich range of digital content, including thousands of courses on sport, nutrition and meditation, accessible from anywhere, including from home.

The University is also committed to combating violence and all forms of discrimination, actively participating, together with the Multiversity Group, in the #NoExcuses campaign promoted by UNWomen, held on 27 November. For a period of 16 days, the social media channels of the group and the universities involved disseminated awareness-raising posts aimed at preventing and combating violence against women. Violence was addressed not only in its physical and sexual manifestations, but also in its economic and psychological dimensions, as well as in behaviours related to stereotypes, discrimination, mobbing, stalking and all conduct that causes physical, psychological and existential harm.

## **4. The Structure of the San Raffaele Roma Gender Equality Plan**

The UTSR GEP is structured so as to respond to the specificities of the university context, promoting targeted actions that respect and value the diversity and differences present. Structured around five key areas, the GEP comprises a total of 21 strategic actions, each of which is monitored through specific indicators and implemented within a defined timeframe, with clear implementation responsibilities.

The actions outlined are designed to contribute to the achievement of the United Nations 2030 Agenda Sustainable Development Goals (SDGs), with particular reference to Goal 5, which promotes gender equality, and Goal 4, which aims to ensure equitable access to quality education. Emphasis is also placed on Goal 8, which promotes decent work and inclusive economic growth, and Goal 10, which aims to reduce inequalities.

### **Overview of GEP Key Areas and Actions**

Key Area 1	Key Area 2	Key Area 3	Key Area 4	Key Area 5
Work-Life Balance and Organisational Culture	Gender Balance in Leadership and Decision-Making	Gender Equality in Recruitment and Career Progression	Integration of Gender Dimension in Research and Teaching	Measures Against Gender-Based Violence incl. Sexual Harassment

9 actions	2 actions	4 actions	4 actions	2 actions
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### ***AREA 1: WORK-LIFE BALANCE AND ORGANISATIONAL CULTURE***

The strategies outlined in this priority area aim to significantly strengthen measures to ensure a more effective balance between professional commitments and family responsibilities, a crucial element for promoting equal opportunities in the workplace. Strengthening the work-life balance has a positive effect not only on employee well-being but also on the quality of the working environment.

The nine strategic actions planned include, among others, the adoption of flexible working arrangements and the strengthening of services aimed at promoting organisational and professional well-being for employees. Particular emphasis is also placed on the introduction of inclusive and gender-sensitive language, both in internal documents and external communications. A further strategic objective concerns support for students during the process of activating and managing the alias career. Of considerable importance, finally, is the drafting of the first Gender Budget, an essential instrument for providing an accurate representation of the university, identifying existing disparities between men and women and orienting future policies towards the full achievement of gender equality.

### ***KEY AREA 2: GENDER BALANCE IN LEADERSHIP AND DECISION-MAKING PROCESSES***

This area aims to ensure equal opportunities for access to leadership positions and decision-making processes, promoting gender balance in the University's governing bodies.

It is fundamental that men and women enjoy the same opportunities to participate in decision-making processes, which must be conducted in a gender-sensitive manner, recognising and valuing existing differences, in order to guarantee effective equality of opportunity.

The two strategic actions identified provide, on the one hand, for awareness-raising activities aimed at highlighting the importance of female representation in senior positions and, on the other, for targeted support for female candidacies for access to the University's decision-making bodies.

### ***KEY AREA 3: GENDER EQUALITY IN RECRUITMENT AND CAREER PROGRESSION***

The focus in this area is on promoting a culture of gender equality within the University, in order to counter the latent and often invisible gender biases that permeate the academic environment and subtly but pervasively influence the ways of thinking and acting of the university community.

This objective area provides for the implementation of three main strategic actions, including the organisation of equal opportunities training pathways for all UTSR staff, with the aim of spreading cultural awareness on gender issues and combating the invisible biases that condition academia. Also fundamental will be the active involvement of student associations in the initiatives promoted by the GEP and the introduction, during orientation meetings for upper secondary school students, of themes aimed at deconstructing gender stereotypes.

A crucial element will be the constant monitoring of career paths, carried out through the definition and analysis of specific indicators, in order to ensure fair and non-discriminatory professional advancement.

### ***AREA 4: INTEGRATION OF THE GENDER DIMENSION IN RESEARCH AND TEACHING PROGRAMMES***

This area promotes the integration of a gender perspective in both research and teaching through the implementation of four strategic actions. These include the organisation of workshops with the participation of prominent national and international experts, aimed not only at students in the context of degree programmes but also at academic staff, with the aim of promoting the systematic inclusion of the gender dimension in research projects. Emphasis is also placed on promoting, within the various study programmes, themes relating to gender issues and the valorisation of diversity. A further strategic axis is represented by fundraising activities aimed at institutionalising prizes for research projects and scholarships that have equal opportunities as their core focus.

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

The strategies outlined in this area aim to combat gender-based violence both in the field of scientific research and in teaching and training. In particular, the strategic actions are structured around two main directions. The first is aimed at strengthening educational and training initiatives to prevent and combat gender-based violence in all its forms. The second focuses on building collaboration networks with stakeholders at national and regional level, with the aim of developing specific skills and promoting processes of organisational and social innovation, thereby fostering a profound and lasting cultural transformation.

## **5. Sustainability Strategies and Impact of the GEP**

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The UTSR GEP is founded on sustainable and wide-ranging strategies, designed to remove the barriers that hinder women's professional advancement in academia and to improve living and working conditions for all members of the university community, with particular attention to specific gender needs.

The actions outlined in the GEP are already integrated into the University's main strategic documents, demonstrating a consolidated institutional commitment to promoting gender equality. This approach reflects a far-sighted vision that recognises the centrality of gender equity measures as one of the pillars on which future institutional policies are to be founded. The sustainability of the plan is based on a synergistic and continuous collaboration among all the stakeholders involved, ensuring that the GEP is not a temporary intervention but an evolutionary process capable of adapting to emerging needs.

The key to the success and durability of the GEP lies in the establishment of a process of periodic monitoring and review, enabling the constant assessment of progress, the measurement of the impact of implemented actions and the introduction of appropriate updates to strategies, on the basis of results achieved and new challenges that may arise. This operational flexibility is crucial for keeping the plan dynamic and aligned with internal and external developments in the academic context.

The expected impact of the activities promoted by the GEP is profound and transformative in nature, as it aims to develop personal and collective awareness on gender equality issues, involving all members of the university community and an extensive network of stakeholders. The consistent implementation of the GEP will not only contribute to creating a more inclusive and diversity-respecting study and working environment, but will also strengthen equitable access to academic and professional opportunities for all, generating positive outcomes at both individual and institutional level.

In the long term, the GEP is configured as an essential instrument for promoting cultural and organisational innovation within the University, introducing management practices that value diversity as a strategic resource for the improvement of academic performance. The impact of this plan will also be reflected in UTSR's capacity to attract and retain talent, improve the quality of research and teaching and create a more dynamic and progress-oriented academic environment. The GEP, with its integrated and flexible approach, will therefore be able to generate a multiplier effect, spreading a virtuous model of equality and inclusion throughout society and thereby contributing to the development of a more just and sustainable academic and civil community.

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## 7. Appendix A – The Gender Equality Plan of the Università San Raffaele Roma

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The UTSR GEP was formally ratified by the Academic Senate (on 24 September 2024) and by the Board of Directors (on 30 September 2024), in full conformity with the directives issued by the European Commission. The plan adheres rigorously to European guidelines, following the established format and meeting the requirements necessary for the promotion of gender equality in academia.

Each strategic action is carefully structured, including all the information required by the European Commission, with particular attention to the following components:

- **Thematic area** – The sphere of intervention within which the action is placed.
- **Objectives and Actions** – The main aims and the specific activities planned for their achievement.
- **Target** – The beneficiaries of the initiatives.
- **Indicators** – The monitoring and evaluation instruments designed to measure the effectiveness of the actions undertaken.
- **Responsible parties** – The individuals or structures responsible for the implementation and supervision of the actions.
- **Timescales** – The deadlines defined for the implementation of actions and the achievement of objectives.

The GEP is distinguished by its detailed planning, addressing the regulatory and institutional challenges inherent in the promotion of gender equality. The actions provided for not only rigorously comply with European standards but constitute a structural axis for the development of an inclusive and egalitarian culture within the University. This commitment ensures that the GEP represents a long-term strategic instrument, aimed at consolidating and promoting gender equality at all institutional and academic levels.

## GENDER EQUALITY PLAN – UNIVERSITÀ SAN RAFFAELE ROMA

Area	Objectives and Actions	Target	Indicators	Responsible	Period
<b>1. Work-Life Balance and Organisational Culture</b>	Identify agile working arrangements more suited to balancing schedules (e.g. teleworking, smart working, agile working)	Technical-administrative staff	Number of measures outlined	Andrea Proietti Ilaria Labate	2024–2026
	Support initiatives aimed at creating dedicated spaces (pink parking spaces, relaxation areas) and/or kid-friendly spaces, based on monitoring of employees' needs	Academic staff, Technical-administrative staff, Employees' children	Number of agreements and/or spaces created	Andrea Proietti Ilaria Labate	2024–2028
	Support young female researchers with dependent children during research periods abroad	Female researchers with dependent children	Fundraising activities carried out	Stefania Supino Daniela Sica	2024–2028
	Promote professional and organisational well-being for employees	Researchers, Academic staff, Technical-administrative staff	Number of seminars and number of participants	Stefania Supino Daniela Sica	2024–2028
	Adopt gender-correct language in both internal and external University communications	Technical-administrative staff, Students, Researchers, Academic staff	Number of documents analysed and revised	Stefania Supino Daniela Sica	2024–2028
	Draft a Gender Budget	Academic community	Drafting of the first Gender Budget	Stefania Supino, Daniela Sica, Federica Izzo, Alice Mannocci, Cristina Santini, Rachele Marseglia	2024–2026
	Strengthen educational and training initiatives on the elimination of gender-based violence	Academic community	Number of initiatives and number of participants	Stefania Supino Daniela Sica	2024–2028
	Disseminate the Gender Equality Plan in order to	Academic staff, researchers,	Publication on the University	CUG	End 2024

	inform and raise awareness among the academic community on gender issues	PTA, PhD students, Students	website		
	Provide assistance to students requesting the alias activation procedure and in the management of the alias-associated career	Students	Number of alias careers managed	CUG	2024–2028
<b>2. Gender Balance in Leadership and Decision-Making Processes</b>	Encourage awareness-raising activities on the importance of women's presence in managerial positions, on boards (Board of Directors and Academic Senate) and in assessment committees	Academic staff	Number of activities carried out	Vilberto Stocchi, Stefania Supino, Andrea Proietti	2024–2028
	Support female candidacies for the University's decision-making bodies	Academic staff	Number of support activities carried out	Vilberto Stocchi, Stefania Supino, Andrea Proietti	2024–2028
<b>3. Gender Equality in Recruitment and Career Progression</b>	Spread a culture of gender within the University	Academic and technical-administrative staff	Number of seminars organised	Stefania Supino Daniela Sica	2024–2028
	Involve student associations in the main strategic actions aimed at building gender awareness	Students active in university associations	Number of student associations involved	Stefania Supino, Daniela Sica, Rachele Marseglia, Elvira Padua, Stefano Chiarenza, Noemi Scarpato, Pervincenzo Pacileo, Gianluca Tripodi	2024–2028
	Collect and analyse annual statistical indicators of career paths of academic and technical-administrative staff	Internal users	Statistical indicators available	Alice Mannocci Ilaria Labate	2024–2028
	Introduce, during orientation meetings for upper secondary school students, themes aimed at countering gender stereotypes	Upper secondary school students	Meetings held and number of participants	Emanuela Millili	2024–2028

<b>4. Integration of the Gender Dimension in Research and Teaching Programmes</b>	Promote the gender perspective in degree programmes and research projects through workshops with national and international experts	Academic staff, Students, PhD students, Researchers	Number of participants	Vilberto Stocchi, Stefania Supino, Daniela Sica, Stefano Chiarenza	2024–2028
	Promote the inclusion of gender studies content within teaching programmes across various disciplinary sectors	Students	Number of courses covering gender studies topics	Rachele Marseglia, Elvira Padua, Stefano Chiarenza, Noemi Scarpato, Pervincenzo Pacileo, Gianluca Tripodi	2024–2028
	Support fundraising activities for prizes on studies and research that include a gender dimension (Master's theses, research projects and/or technology transfer)	Students, PhD students, young researchers	Prizes awarded	Vilberto Stocchi, Andrea Proietti, Stefania Supino	2024–2028
	Encourage participation in calls for research projects on gender studies	Academic staff, Researchers	Number of calls	Vilberto Stocchi, Andrea Proietti, Stefania Supino	2024–2028
<b>5. Measures Against Gender-Based Violence, Including Sexual Harassment</b>	Strengthen educational and training initiatives for the elimination of gender-based violence	Academic community	Number of activities carried out and number of participants	Stefania Supino Daniela Sica	2024–2028
	Create networks with stakeholders at national and regional level, in order to develop skills and abilities and activate processes of organisational and social innovation	Academic community and stakeholders	Number of agreements and protocols	Vilberto Stocchi, Andrea Proietti, Stefania Supino, Daniela Sica	2024–2028