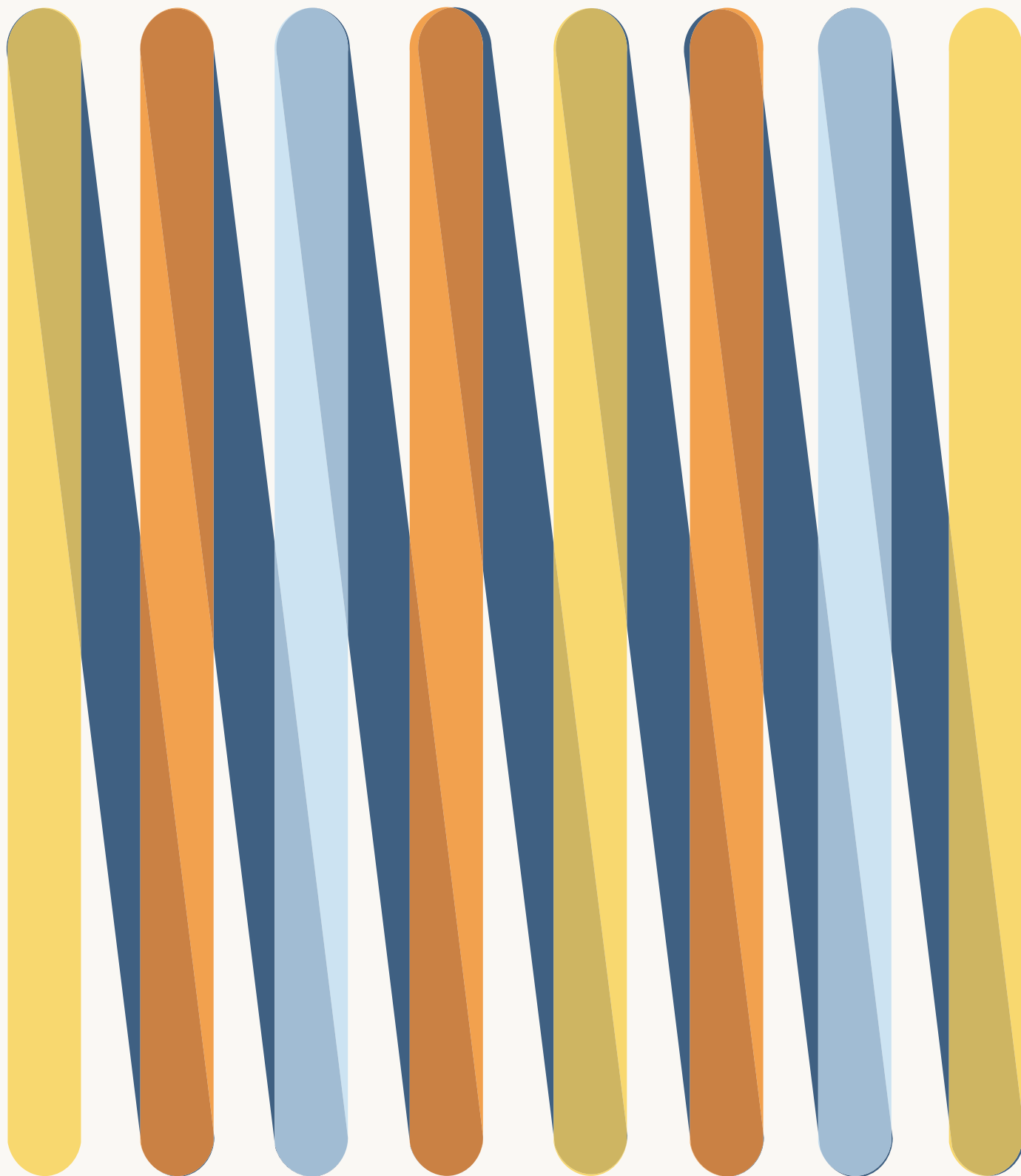




Ca' Foscari  
University  
of Venice

# Gender Report 2025





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# FOREWORD BY THE RECTOR

Since 2018, Ca' Foscari has developed the Gender Budget as a useful tool to assess and monitor progress on gender equality, equal opportunities, and non-discrimination in relation to the actions taken.

Through the pages of this document, covering the period 2022–2024, it is possible to assess, based on concrete figures, how far our University has progressed on the path to reducing the gender gap. Many steps have been taken, thanks to the collaboration and awareness of the entire Ca' Foscari community, but much remains to be done. Within the limits of our responsibilities and capabilities, we will continue to commit ourselves to promoting gender equality and inclusion through concrete initiatives and awareness-raising activities.

I hope this document provides an opportunity for reflection and greater awareness for all of us. I also want to thank everyone in the working group that prepared the Ca' Foscari Gender Budget.

*Tiziana Lippiello*

Rector

Ca' Foscari University of Venice

## INTRODUCTION

These pages present the updated edition of Ca' Foscari University of Venice's Gender Budget. This is the third edition, with the first released in 2018 and updated in 2022. It aligns with one of the actions outlined in the most recent Gender Equality Plan (GEP), approved in 2025.

In line with the guidelines of the CRUI (Conference of Italian University Rectors) working group on Gender Budgeting, presented to the Conference of Rectors in 2019, the Gender Budget is defined as “a document which, on the one hand, provides a snapshot of the gender distribution of the different components within the University, as well as the participation of women and men in the University's governing bodies, and, on the other hand, monitors the actions undertaken by the University in support of gender equality, assessing the impact of these actions and of University policies, including financial and economic commitments, on women and men”.

The Gender Budget is therefore an essential tool for achieving and consolidating gender equality within universities and for integrating a gender perspective into all University policies (gender mainstreaming).

It provides an opportunity to measure how far and in what ways issues relating to gender equality, equal opportunities and non-discrimination have evolved in relation to the actions implemented to progressively reduce the gender gap between men and women within our academic community and beyond. The data presented in this Gender Budget refer to the 2024 calendar year.

# METHODOLOGY

The preparation of this Gender Budget forms part of the actions identified as priorities in the 2025–2027 Gender Equality Plan (GEP) and serves as an indispensable tool for gaining a deeper understanding of the University's context and for more effectively guiding forthcoming strategic and planning choices (the 2025–2027 Positive Action Plan – Integrated Plan for Activities and Organisation-PIAO; updates to the GEP itself), which the University's governing bodies will have to implement.

The Gender Budget was prepared by a working group made up of academic staff, managers, and technical and administrative staff, with scientific coordination entrusted to Professor Sara De Vido.

In an initial phase, following a process of study and analysis of the relevant legislation and of gender budgets produced by other universities, the quantitative data required to examine in depth the gender composition of the various groups operating within the University were collected.

As in previous editions, this analysis paid careful attention to the Guidelines for Gender Budgeting in Italian Universities, produced by the CRUI Gender Budgeting Working Group and published in September 2019. Accordingly, the indicators considered and analysed are those suggested in the CRUI document and were collected from University and ministerial databases.

This approach will make it possible in the future to carry out comparisons within the higher education system, between universities with similar size and educational profiles.

The working group further agreed that, in order for the indicators to be effective in capturing developments and the impact of implemented policies, data collection must be structured as time series, as these alone are capable of highlighting improvements and/or developments in the overall gender-related data of the various groups. This approach is likewise consistent with that adopted in previous editions.

Finally, it should be noted that the indicators outlined above were calculated using open data made available by the Statistical Office of the Ministry of University and Research (USTAT-MUR), updated to 2023 and, for the purposes of drafting Gender Budgets, accessible to our University via the dedicated dashboard. As a result, in accordance with the provisions of the CRUI document Guidelines for Gender Budgeting in Italian Universities, not all published data are updated as at 31 December 2024. The working group intends to address this issue by publishing the missing 2024 data as an addendum to this Gender Budget as soon as it becomes available via the above-mentioned dashboard, which, we reiterate, is the sole source from which officially validated ministerial data may be obtained.

This Gender Budget is divided into three main sections:

- **Part I** describes the principles and the regulatory framework within which the analysis of the University's situation is situated and illustrates the composition of the bodies responsible for safeguarding equality at Ca' Foscari, as well as their role in achieving equality objectives;
- **The central section of the Gender Budget (Parts II to VI)** analyses the context, examining the gender composition of the various components of the University (the student body, academic staff, technical and administrative staff, managers and CELs,

and governing bodies), from different perspectives for each group (composition, career progression, age, etc.);

- **The final section (Part VII)** catalogues the initiatives implemented by the University in the past, those currently underway and future prospects in the field of equal opportunities, addressed both to staff and to students. It describes work-life balance measures developed within the University, initiatives aimed at organisational wellbeing, workshops and seminars on how to enhance women's skills in the labour market, as well as on assertiveness and gender empowerment initiatives for female students.

The working group encourages widespread distribution of the document, once approved by academic authorities, using multiple channels such as posting on the University website, promoting via the intranet, sharing through relevant mailing lists, distributing to key external stakeholders, and hosting presentation events on specific themes, among other methods. To encourage discussion of the results presented in the Gender Budget, it is recommended that a modular communication strategy be adopted, with separate presentation events focused on specific themes and aimed at different categories of internal and external stakeholders. The members of the working group are: Professors Sara De Vido and Michele Marzulli, Monica Gussoni, Patrik Sambo, Dario Petrantoni, Sergio Favaretto, Nicoletta Bortoluzzi, and Sabrina Dagnolo.

# 1 PRINCIPLES AND LEGAL FRAMEWORK

The commitment of Ca' Foscari University of Venice to gender equality, equal opportunities and non-discrimination is grounded in a broad international, European and national legal framework.

In international human rights law, the right to equality and the principle of non-discrimination are recognised in numerous international and regional legal instruments, including: the International Covenant on Civil and Political Rights (Articles 2, 3 and 26); the International Covenant on Economic, Social and Cultural Rights (Articles 2(2) and 3); specific conventions addressing particular forms of discrimination (such as the International Convention on the Elimination of All Forms of Racial Discrimination); the European Convention on Human Rights and Fundamental Freedoms (Article 14 and Protocol No. 12); the Charter of Fundamental Rights of the European Union (Articles 20, 21(1) and 23); the African Charter on Human and Peoples' Rights (Articles 2, 3, 18(3)(4) and 28); the American Convention on Human Rights (Articles 1 and 24); the American Declaration of the Rights and Duties of Man (Article II); the Arab Charter on Human Rights (Articles 2, 9 and 35); and the ASEAN Human Rights Declaration (Articles 1, 2, 3 and 9). The 1979 United Nations Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) affirms the principle of substantive equality for women in a legally binding instrument for States Parties.

At European level, gender equality is both a fundamental value (Article 2 of the Treaty on European Union) and a substantive objective of the Union (Article 3 of the Treaty on European Union). EU action aims to “eliminate inequalities, and to promote equality, between men and women” (Article 8 of the Treaty on the Functioning of the European Union). With regard to sexual harassment in the workplace, reference should also be made to the recent Convention of the International Labour Organization (C190) adopted in 2019.

Among the measures promoted by the European Union, the following may be mentioned:

- Council Directive 79/7/EEC of 19 December 1978 on the progressive implementation of the principle of equal treatment for men and women in matters of social security;
- Council Directive 92/85/EEC of 19 October 1992 on the introduction of measures to encourage improvements in the safety and health at work of pregnant workers and workers who have recently given birth or are breastfeeding;
- Council Directive 2004/113/EC of 13 December 2004 implementing the principle of equal treatment between men and women in the access to and supply of goods and services;
- in 2006, a number of legislative acts were repealed and replaced by Directive 2006/54/EC of the European Parliament and of the Council of 5 July 2006 on the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation (recast); Council Directive 2010/18/EU of 8 March 2010 implementing the revised Framework Agreement on parental leave and repealing Directive 96/34/EC;
- Directive 2010/41/EU of the European Parliament and of the Council of 7 July 2010 on the application of the principle of equal treatment between men and women engaged in an activity in a self-employed capacity, repealing Council Directive 86/613/EEC;
- Directive 2011/36/EU of the European Parliament and of the Council of 5 April 2011 on preventing and combating trafficking in human beings and protecting its victims, replacing Council Framework Decision 2002/629/JHA; Directive 2011/99/EU of the

European Parliament and of the Council of 13 December 2011 on the European protection order; Directive 2012/29/EU of the European Parliament and of the Council of 25 October 2012 establishing minimum standards on the rights, support and protection of victims of crime, replacing Council Framework Decision 2001/220/JHA;

- Directive (EU) 2019/1158 of the European Parliament and of the Council of 20 June 2019 on work-life balance for parents and carers, repealing Council Directive 2010/18/EU;
- Directive (EU) 2022/2381 of the European Parliament and of the Council of 23 November 2022 on improving the gender balance among directors of listed companies and related measures;
- Directive (EU) 2023/970 of the European Parliament and of the Council of 10 May 2023 strengthening the application of the principle of equal pay for equal work or work of equal value through pay transparency and enforcement mechanisms;
- Directive (EU) 2024/1385 of the European Parliament and of the Council of 24 May 2024 on combating violence against women and domestic violence;
- measures to combat harassment in the digital environment contained in Directive (EU) 2024/1385.

The European Union's commitment to gender equality is clearly set out in the *Gender Equality Strategy 2020-2025*, which, under Goal 5, aims to achieve gender equality and the empowerment of all women and girls. Specific objectives include: ending gender-based violence; challenging gender stereotypes; closing gender gaps in the labour market; achieving balanced participation across economic sectors; addressing gender pay and pension gaps; closing the gender care gap; and achieving gender balance in decision-making and political life.

According to the Strategy, it is essential to integrate the gender dimension and promote an intersectional gender perspective across all EU policies and major initiatives in order to address complex challenges, including climate change and the digital transformation, which have a significant impact on the quality of life of women and men.

EU action also includes the new five-year Strategy to address the persistent inequalities experienced daily by LGBTIQ people (2026-2030), which builds on the first LGBTIQ Equality Strategy. The new strategy places particular emphasis on eliminating hate and violence both online and offline, introduces actions to equip LGBTIQ people with the tools needed to live free from discrimination, and aims to ban so-called "conversion" practices. It also strengthens cooperation with civil society to ensure a collective commitment to protecting the rights and freedoms of LGBTIQ people in all areas of life.

At national level, the Italian Constitution guarantees the principle of formal equality in Article 3(1). It also enshrines the principle of substantive equality, stating that it is the duty of the Republic to "remove those obstacles of an economic and social nature which, by limiting in fact the freedom and equality of citizens, prevent the full development of the human person and the effective participation of all workers in the political, economic and social organisation of the country" (Article 3(2)). Article 37 of the Constitution further specifies that "working women have the same rights as working men and, for equal work, the same remuneration". With regard to international obligations, Italy ratified the International Covenant on Civil and Political Rights (New York, 1966) in 1978, whose Article 3 requires States Parties to ensure "the equal right of men and women to the enjoyment of all civil and political rights set forth" in the Covenant, and in 1985 ratified the Convention on the Elimination of All Forms of

Discrimination against Women (New York, 1979), which calls on States to adopt appropriate measures to eliminate discrimination against women.

Among the legislative acts adopted at Italian national level, reference should be made to Legislative Decree no. 165 of 30 March 2001, *General rules on employment in public administrations*, which establishes respect for equal opportunities within public administrations and prohibits any form of direct or indirect discrimination; and Law no. 246 of 28 November 2005, which paved the way for Legislative Decree no. 198 of 11 April 2006, the *Code of Equal Opportunities between Women and Men*, most recently amended by Law no. 162 of 5 November 2021. This latter instrument is of particular importance for public administrations, as it introduces the requirement to draw up a Positive Action Plan, essential to ensuring, as far as possible, the removal of obstacles that in practice hinder the full realisation of equal opportunities in access to and conditions of work for women and men. This principle is further reinforced in labour law and, in this respect, represents a renewed starting point, as it follows the same approach as Article 21 of Law no. 183 of 4 November 2010 (the so-called *Collegato lavoro*), which, by amending Article 57 of Legislative Decree no. 165, established the Equal Opportunities, Employee Well-Being and Inclusion Committee (CUG).

On 10 October 2022, the *Guidelines on Gender Equality in the Organisation and Management of Employment Relationships in Public Administrations* were adopted, providing an operational response to the National Strategy for Gender Equality 2021-2026. The latter, adopted in line with and inspired by the above-mentioned EU Strategy, is based on a long-term vision and forms part of the interventions of the National Recovery and Resilience Plan (PNRR), financed by the Next Generation EU programme. This plan is strongly oriented towards gender inclusion, with women's empowerment and the fight against gender discrimination not confined to individual measures but constituting cross-cutting objectives across all six Missions through which the Plan pursues its goals.

It should be emphasised that these guidelines, jointly promoted by the Minister for Public Administration and Innovation and the Minister for Equal Opportunities, update the guidance contained in previous Directives concerning the CUG, in view of their adaptability to the specific needs of individual administrations in the exercise of their autonomy (Directive of 4 March 2011 and Directive of 16 July 2019).

Within this regulatory framework, the Gender Budget provides an additional layer of protection and support for strategic implementation and planning. It enables an account to be given of the concrete situation of an organisation with regard to equal opportunities, non-discrimination and gender equality. Moreover, its preparation makes it possible to measure the impact of the resources and public policies implemented on women and men, with a view, on the one hand, to optimising the productivity of public employment and, on the other, to fulfilling the requirements laid down by the legislature concerning efficiency and transparency in public administrations.

Finally, it should be noted that the drafting of this second Gender Budget — recalling that the first was prepared and published in 2018 — is a measure under the Gender Equality Plan (GEP) of Ca' Foscari University of Venice (Action 2.1.3), within the macro-area dedicated to *Organisational Culture*.

## 1.1 Ca' Foscari Statute and Codes

Ca' Foscari University of Venice implements anti-discrimination policies in a comprehensive and detailed manner. The primary instrument for this purpose is the University Statute, adopted in 2011, amended in 2013, and most recently in 2023. The Statute serves as the regulatory foundation for the University Codes: the Code of Ethics and Conduct and the Code of Conduct to Prevent and Combat Harassment.

The revised University Statute strengthened the principle of gender equality through Article 3, paragraphs 1, 2 and 3. In 2023, in line with the statutory amendments, the *University General Regulations* were also updated. Among the many innovations was the provision of the right to express a double gender preference in elections to collegial bodies for all non-monocratic positions, in accordance with the recommendations of the Gender Equality Plan (see below).

Article 23 of the Statute further provides for the establishment of the *Equal Opportunities, Employee Well-being and Inclusion Committee* (CUG; see below), thereby implementing national legislation on the safeguarding of equal opportunities, the promotion of workplace wellbeing and action against all forms of discrimination. A further safeguard mechanism, more specifically concerned with harassment (including sexual harassment) is the *Confidential Counsellor* (see below), a role established at Ca' Foscari as early as 2010 and operating in close cooperation with the CUG. The legal basis for this role is found not in the Statute itself, but in Article 7 of the new *Code of Conduct to Prevent and Combat Harassment*. Finally, Article 50 of the Statute regulates the adoption of the *Code of Ethics*.

The *Code of Ethics and Conduct* is the instrument through which the University embraces the principles and values enshrined in the Italian Constitution, the Universal Declaration of Human Rights and the Charter of Fundamental Rights of the European Union, as well as those expressed in the commitments undertaken by the Italian State in relation to scientific research, teaching and other university activities. This Code also governs, from an ethical perspective, the University's internal and external relations. In Part II — *Standards of Conduct* — Articles 11 and 12 are devoted respectively to equality, equal opportunities and non-discrimination, and to the prevention of sexual harassment and bullying.

Under the *Code of Conduct to Prevent and Combat Harassment*, the University assumes responsibility for fostering calm and respectful study and working environments in which relationships are characterised by full mutual respect. This Code also regulates bullying, which until recently was governed by a separate code and has now been incorporated in accordance with the principle of administrative simplification.

The University has also obtained the *Human Resources Strategy for Researchers* (HRS4R) certification. This certification was achieved through the implementation of a set of initiatives aimed at giving effect to the *European Charter for Researchers* and the *Code of Conduct for the Recruitment of Researchers* (C&C), with the objective of improving the working conditions of all researchers at Ca' Foscari.

Among the core principles of the *European Charter for Researchers* and the Code of Conduct for their Recruitment, which have been adopted by the University, are:

- freedom of scientific research;
- respect for ethical principles;
- professional and financial responsibility;
- commitment to the dissemination and valorisation of research results;
- commitment to continuous professional development;
- recognition of the research profession in all its forms;

- prohibition of all forms of discrimination;
- assurance of a stimulating research environment, flexible working conditions, employment stability and continuity, and fair and attractive funding and remuneration.

## 1.2 University Bodies for the Protection of Equal Opportunities

The CUG – Equal Opportunities, Employee Well-being and Inclusion Committee of Ca' Foscari University of Venice is a joint committee established by the University pursuant to Law no. 183/2010, Article 21, paragraph 1(c), with the following functions:

- promoting initiatives aimed at implementing equal opportunities and enhancing the value of gender differences;
- monitoring compliance with the principle of non-discrimination on grounds of gender and sexual orientation;
- ensuring that no forms of harassment or workplace bullying are carried out within the University;
- providing support to victims of violations and abuse.

The CUG therefore performs its institutional role in safeguarding all staff at Ca' Foscari, ensuring continuity with the actions previously undertaken by the former committees (the Joint Committee on Bullying and the Equal Opportunities Committee).

The current members of the CUG, appointed in accordance with Article 2 of the relevant Regulations, are:

- Professor Sabrina Marchetti – Chair
- Professor Adalberto Perulli – Deputy Chair
- Professor Stefania Sbarra – University Representative
- Professor Giuliana Giusti – University Representative
- Professor Alessandro Scarsella – University Representative, Alternate Member
- Professor Gilda Zazzara – University Representative, Alternate Member
- Benedetta Ambrosini – University Representative appointed by the Student Assembly
- Giada Tonetto – University Representative appointed by the Doctoral Student Assembly
- Daniela Moretti – University Representative, Full Member
- Malì Scarcella – University Representative, Full Member
- Nicoletta Bortoluzzi – University Representative, Alternate Member
- Michela Del Bono – University Representative, Alternate Member
- Bertilla Ceccato – CISL Veneto University Federation Representative, Full Member
- Sara Ruzza – CISL Veneto University Federation Representative, Alternate Member
- Alessia Rizzo – ANIEF Representative, Full Member
- Michele Gallo – ANIEF Representative, Alternate Member
- Vania Levorato – FLC-CGIL Representative, Full Member
- Elisa Vanin – FLC-CGIL Representative, Alternate Member

The Confidential Counsellor is a role established at Ca' Foscari by Rectoral Decree from 1 September 2010. The purpose of this role is to provide the Ca' Foscari community with

access to a specialist who can offer support in situations involving moral or sexual harassment, discrimination, or other forms of distress.

Recourse to the Confidential Councillor is all the more effective the earlier it occurs. In particularly critical situations, timely intervention can help to interpret the dynamics at play within the working environment, thereby preventing critical incidents from escalating into more complex and difficult-to-resolve issues. The current Confidential Councillor at Ca' Foscari University of Venice is Francesca Torelli.

The Student Advocate, pursuant to Article 4 of the relevant Regulations, “[...] monitors, through the analysis of the cases brought to their attention, that the activities of Ca' Foscari University of Venice relating to teaching, research and services, insofar as they affect the rights and interests of the University's students, are carried out in compliance with the values and rules set out in the University's Code of Ethics and Conduct, as well as with the principles and rights established by the University Statute.”

The current Student Advocate of Ca' Foscari University of Venice is the Elisabetta Vigato, attorney-at-law.

## 2 GENDER COMPOSITION AT CA' FOSCARI

### 2.1 An overview

#### 2.1 An overview

The gender composition of universities reflects long-established historical and cultural trends that shape the attractiveness of specific subjects. In particular, the persistence of the gender gap in STEM disciplines (Science, Technology, Engineering and Mathematics) is well documented, with women continuing to be underrepresented in these fields.

Such cultural factors are notoriously slow to evolve in the Italian context. Reversing these deeply rooted trends will be possible only through coordinated efforts involving universities, institutions and society at large.

This awareness should not reduce commitment; instead, it highlights the need to uphold and strengthen gender equity policies to foster a more inclusive and balanced environment for study and research.

These premises call for an informed and nuanced interpretation of the data, focusing on identifying evolving trends rather than on absolute values alone. Results must be contextualised and relativised to fully understand their significance and implications. For example, the effectiveness of (recent) gender equity policies cannot be assessed merely by looking at the absolute gender composition of certain categories. Rather, it is essential to examine whether, even where an initial gender imbalance exists, career progression has been equitable for men (typically more numerous) and women who, although fewer in number, should nonetheless have had the same opportunities for advancement as their male colleagues. This highlights the importance of analysing trend data (i.e. time series) and relative composition, and of making comparisons across academic disciplines, areas and other relevant groupings.

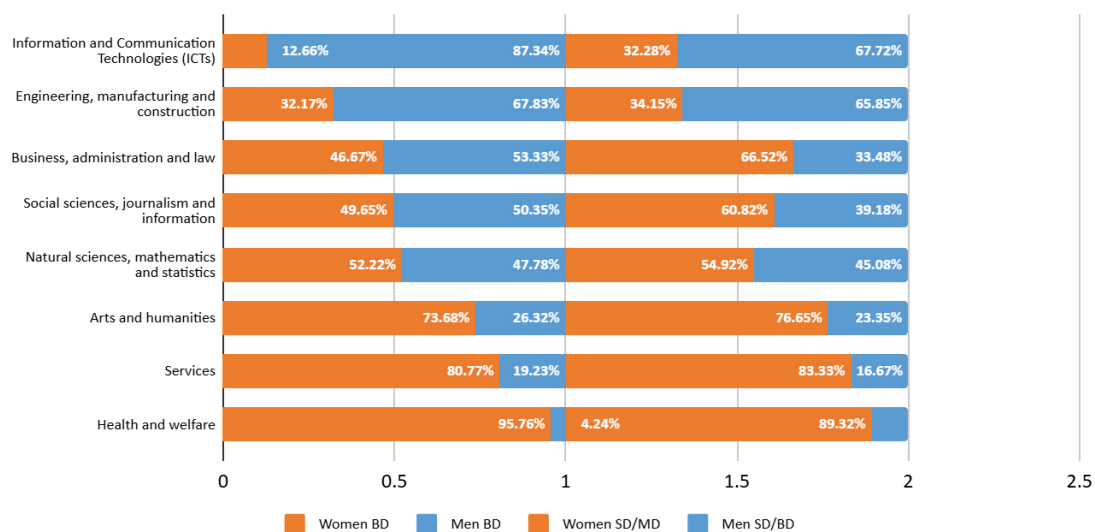
# STUDENTS

## 3.1 Degree programme composition

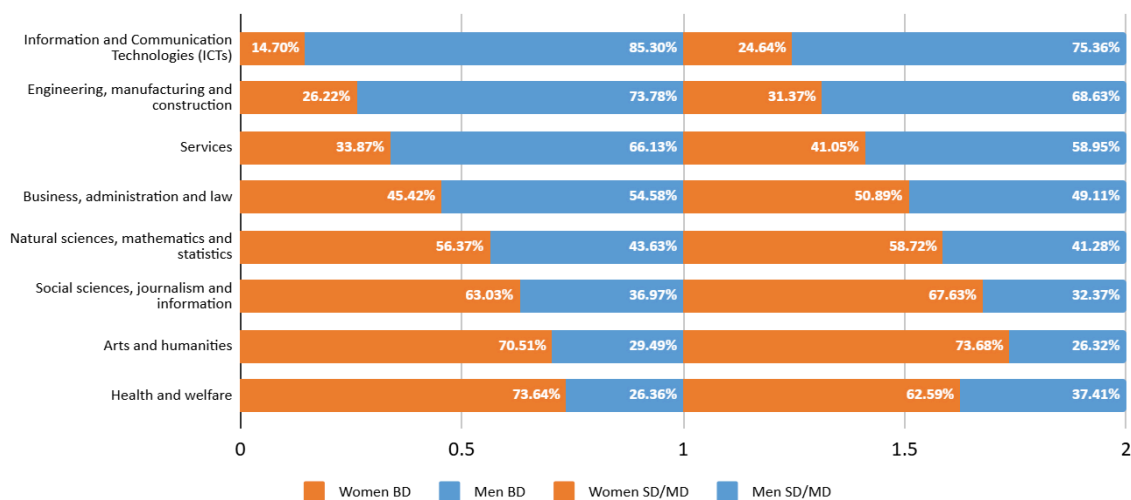
### 3.1.1 Gender segregation by type of Degree programme

Percentage of enrolled students by type of degree programme, field of study and gender

Percentage of enrolled students by type of degree programme and gender  
Ca' Foscari - A.Y. 2023/2024



Percentage of enrolled students by type of degree programme and gender  
Italy - A.Y. 2023/2024

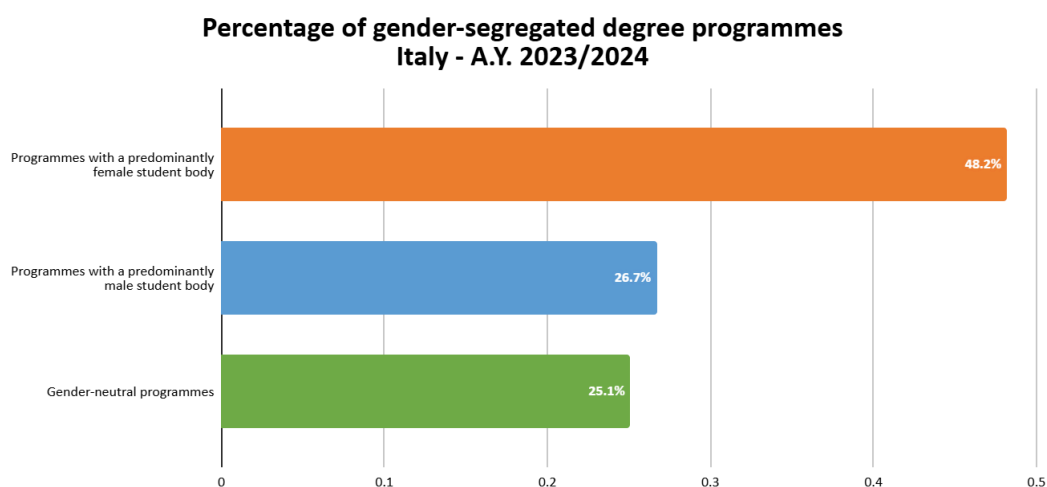
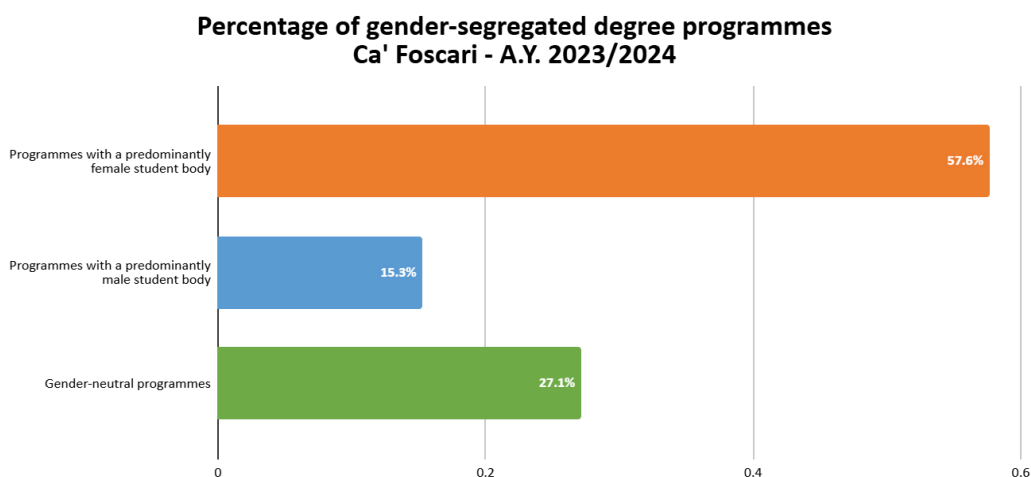


Source: APPS – Context Indicators Dashboard (Evaluation Unit)  
USTAT/MUR data

We should first consider student enrolment data. As noted in the introduction, enrolment patterns continue to reflect cultural models that our education system, up to secondary level, has evidently not yet been able to change or effectively influence. Programmes in services, healthcare and social care appear to attract predominantly female students, while ICT-related and similar programmes tend to attract male students. Looking at the subsequent charts, the trends over time are not particularly encouraging, except for a slight improvement in the most recent academic year. It is therefore clear that greater effort must be devoted to these issues. In particular, there are two levels at which the University can further strengthen its commitment: targeted attraction initiatives and closer collaboration with secondary schools, especially to address the gender gap in STEM subjects.

### 3.1.2.1 Gender segregation by degree programme

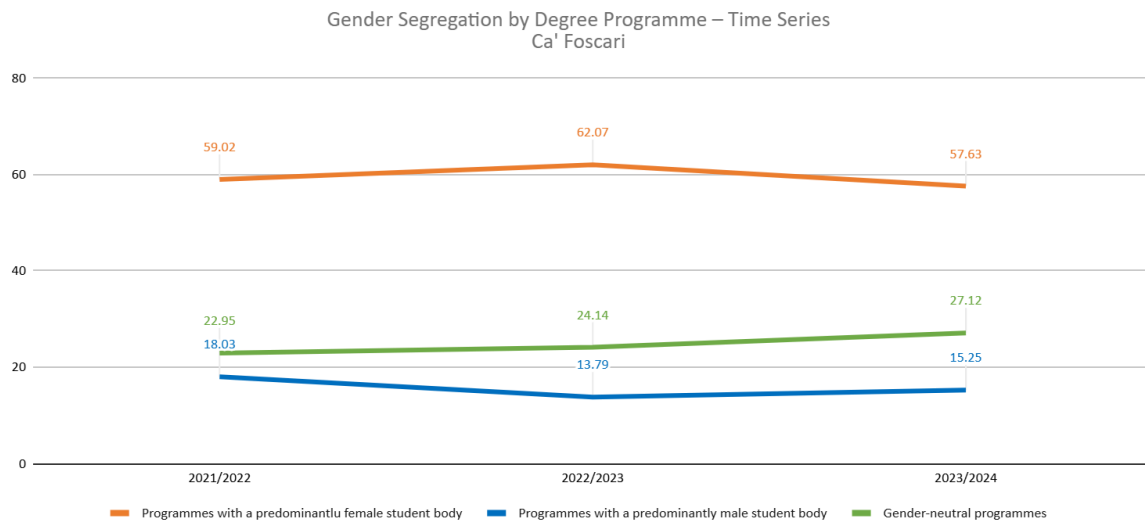
#### Percentage of gender-segregated degree programmes



Source: APPS – Context Indicators Dashboard (Evaluation Unit)  
USTAT/MUR data

### 3.1.2.2 Gender Segregation by Degree Programme – Time Series

#### Gender Segregation by Degree Programme – Time Series

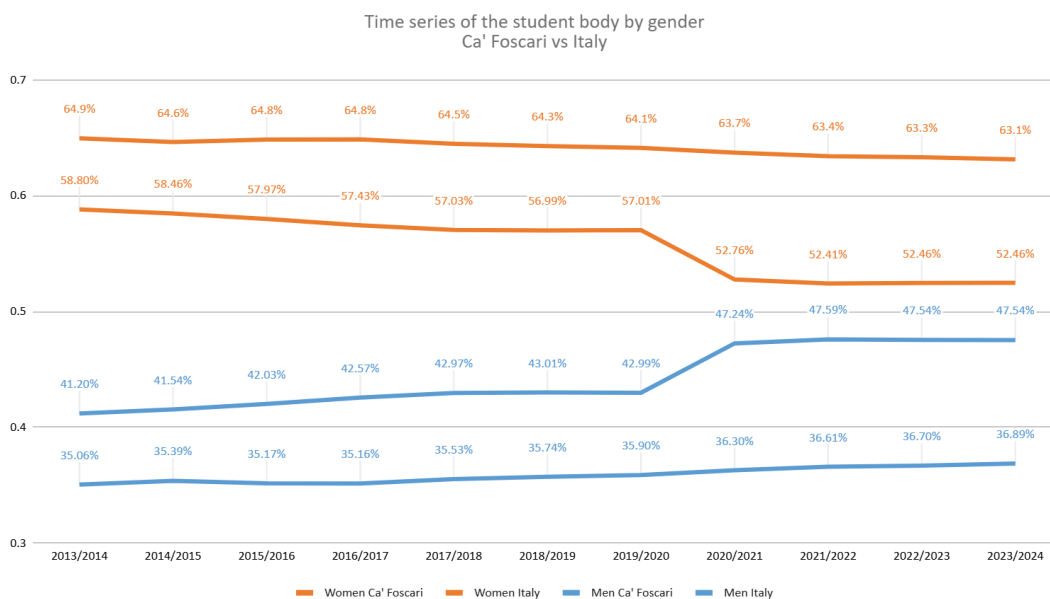
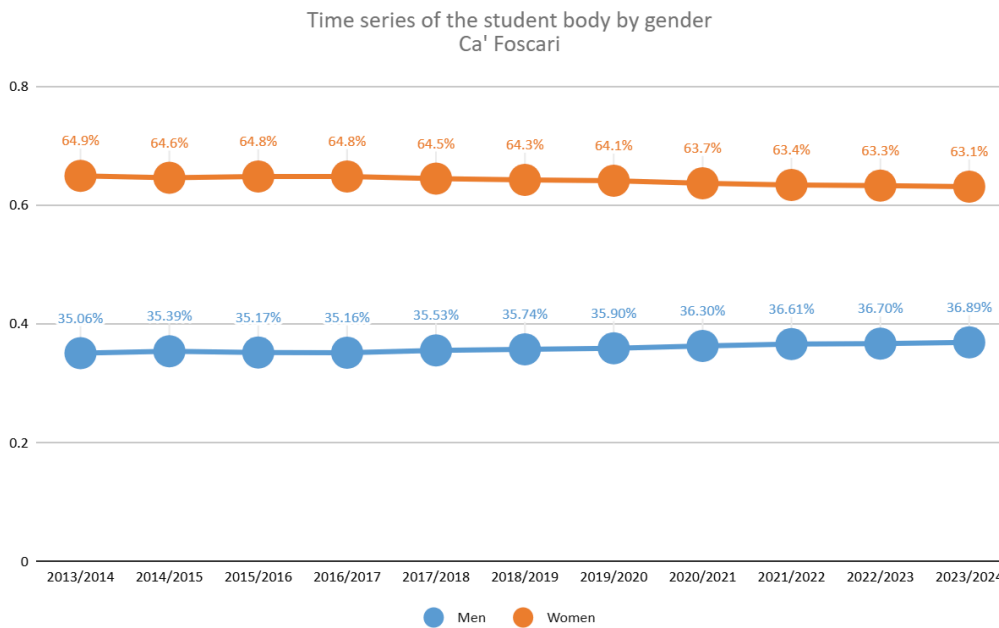


Source: APPS – Context Indicators Dashboard (Evaluation Unit)  
USTAT/MUR data

### 3.1.3 Time series of female and male student enrolments

Overall, the data indicate a consolidation of a situation that has remained largely unchanged over the past ten years. At Ca' Foscari, female students continue to outnumber male students. However, these figures are influenced by the specific characteristics of Ca' Foscari's available courses. In this light, the emerging trend towards a gradual rebalancing between the genders should be interpreted positively.

#### Time series of the student body by gender



Source: APPS – Context Indicators Dashboard (Evaluation Unit)  
USTAT/MUR data

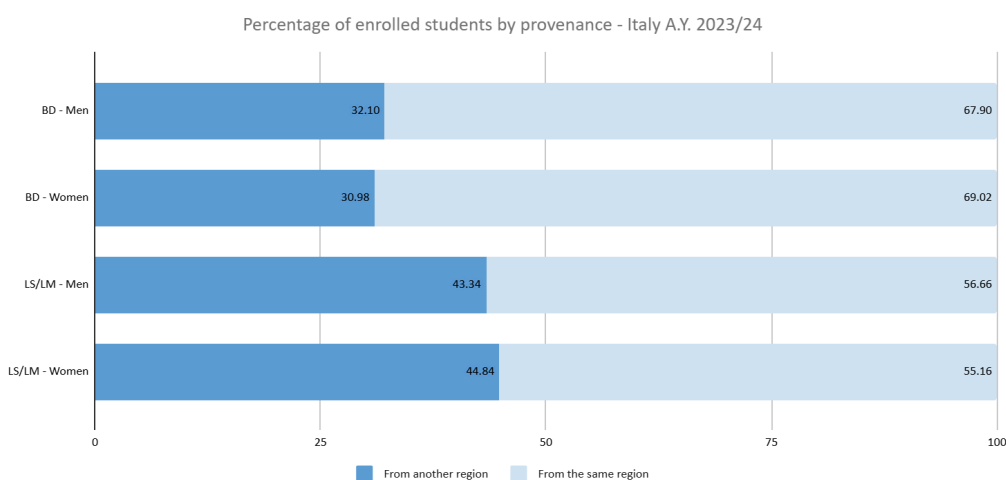
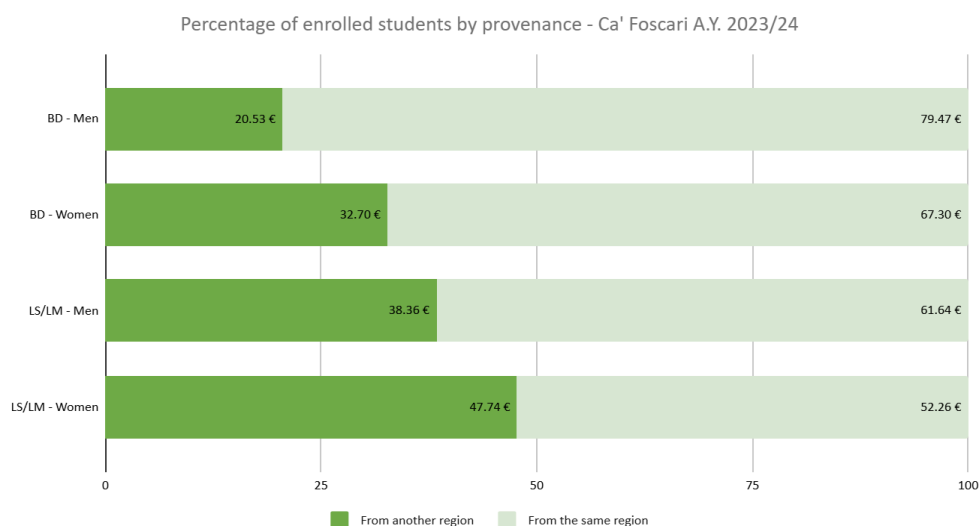
## 3.2 Mobility and Degree programmes

### 3.2.1 Geographical area of origin

The University's ability to attract more female than male students from outside the Veneto region appears to be a positive outcome at both undergraduate and master's levels. In master's programmes in particular, the number of female students from outside the region is almost equal to that of female students from Veneto.

Moreover, when compared with national data, Ca' Foscari's figures are more favourable than the overall average with regard to female students at all levels of study.

#### Percentage of enrolled students by provenance and type of degree programme



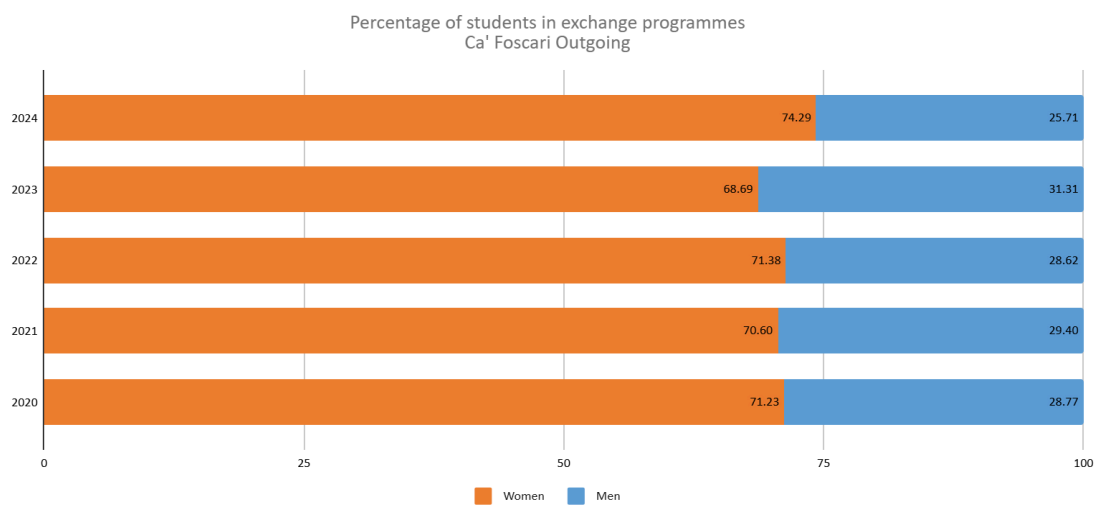
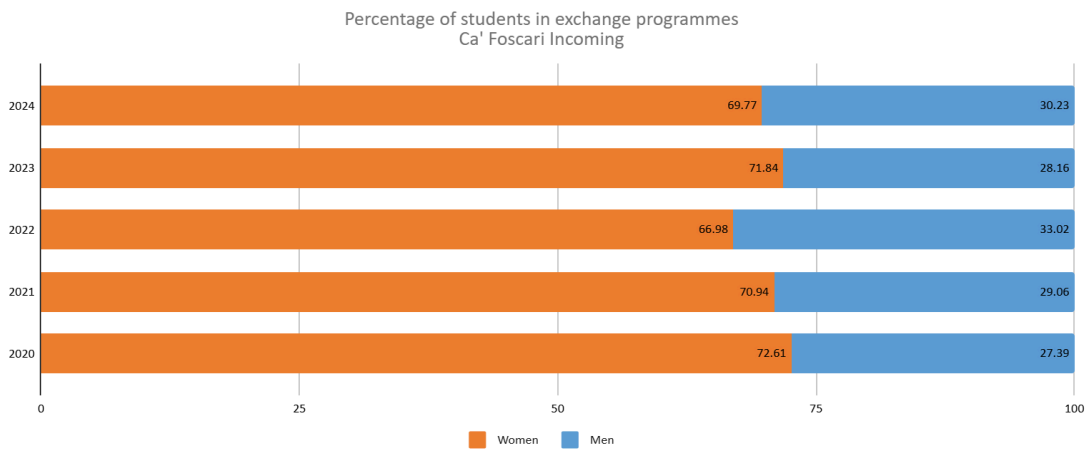
Source: APPS – Context Indicators Dashboard (Evaluation Unit)  
USTAT/MUR data

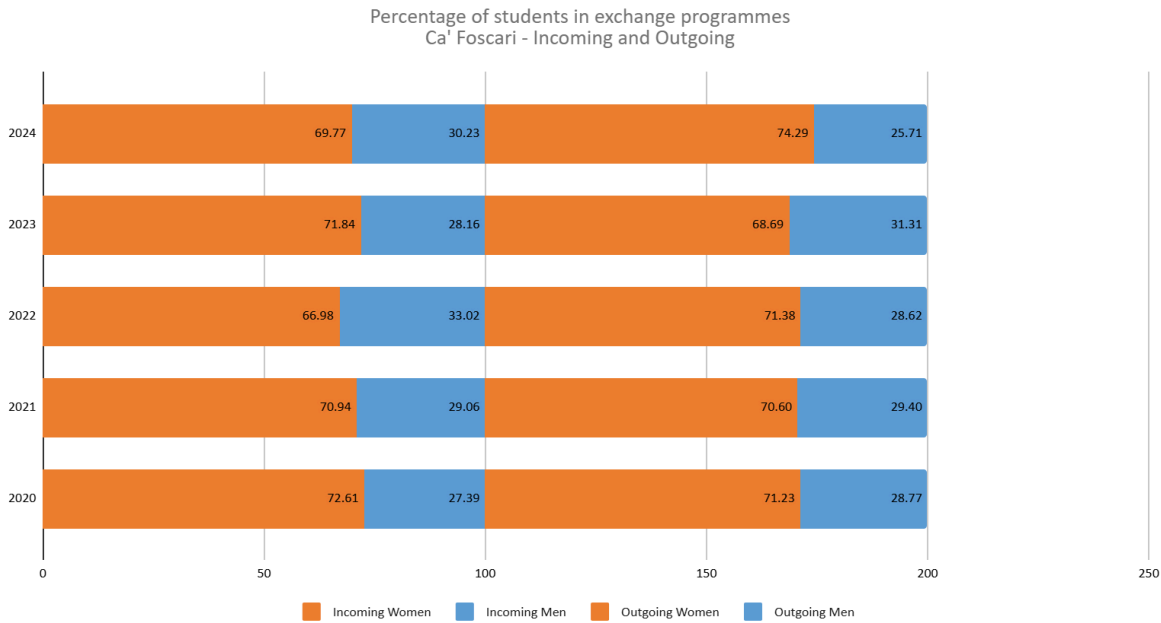
### 3.2.2 Participation in International Mobility Programmes

The following charts highlight an interesting fact: female students take more advantage than males of international mobility opportunities, both incoming and outgoing.

Percentage of students participating in incoming and outgoing exchange programmes, by gender

#### Percentage of incoming and outgoing students in exchange programmes, by gender





Source: APPS – Context Indicators Dashboard (Evaluation Unit)  
USTAT/MUR data

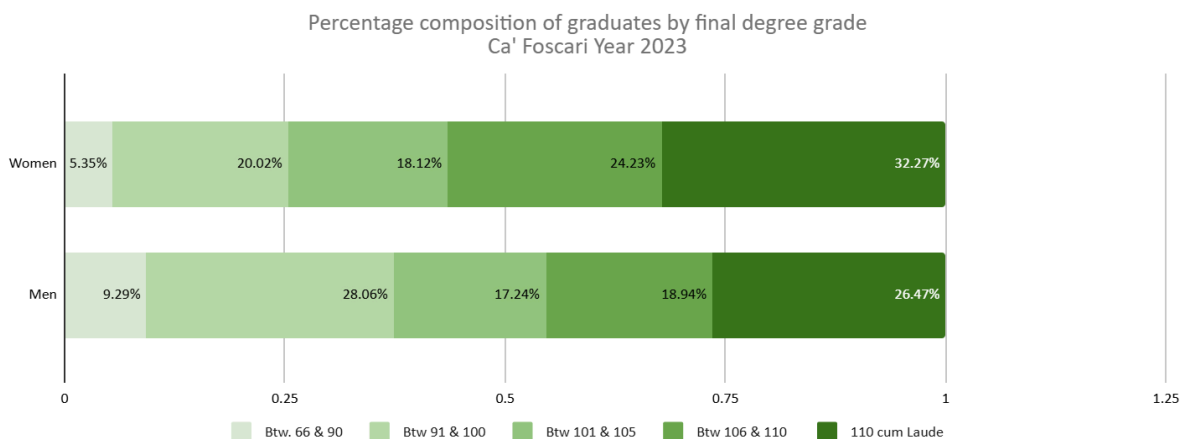
### 3.3 Student Performance by Degree Level

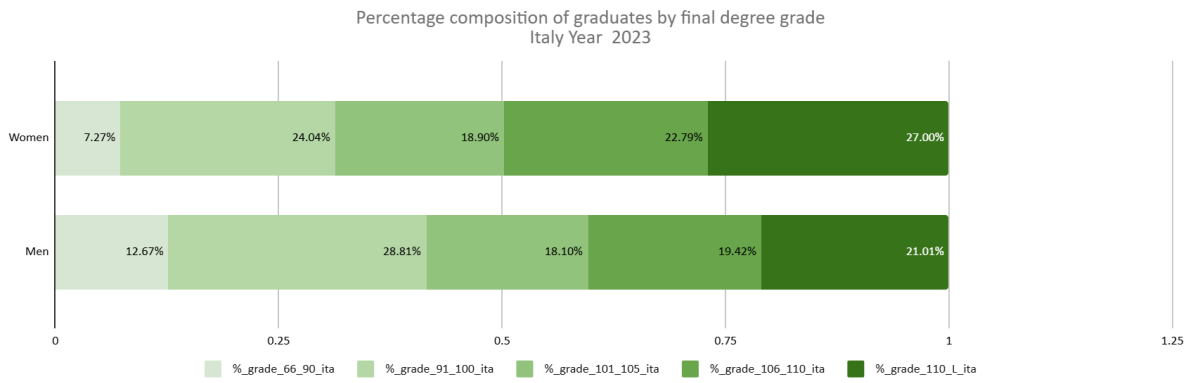
#### 3.3.1.1 Degree Grade

Overall, women’s academic performance appears to be better than that of men. However, this finding must be interpreted in relation to the degree programmes attended, as these typically show differing average performance levels. In particular, ICT-related subjects (with a predominantly male presence) tend to record lower average grades than, for example, humanities programmes (with a predominantly female presence).

Focusing specifically on excellence (a final degree grade of 110 with honours), a relatively higher performance among women compared to men can also be observed.

#### Percentage composition of graduates by final degree grade and gender



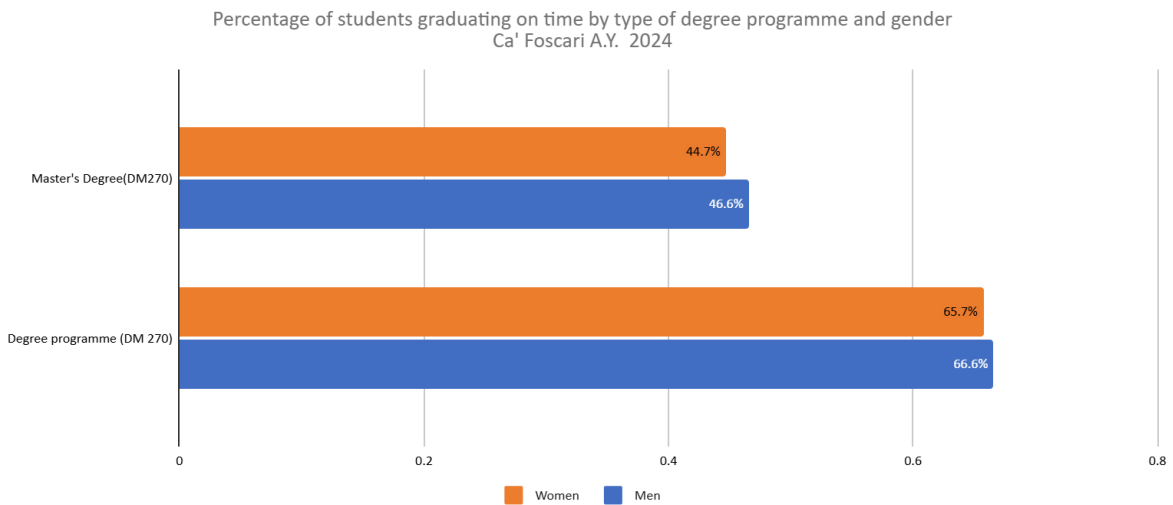


Source: APPS – Context Indicators Dashboard (Evaluation Unit)  
USTAT/MUR data

### 3.3.2 Students graduating on-time

This performance indicator for female and male students is consistent with what was observed in the previous section.

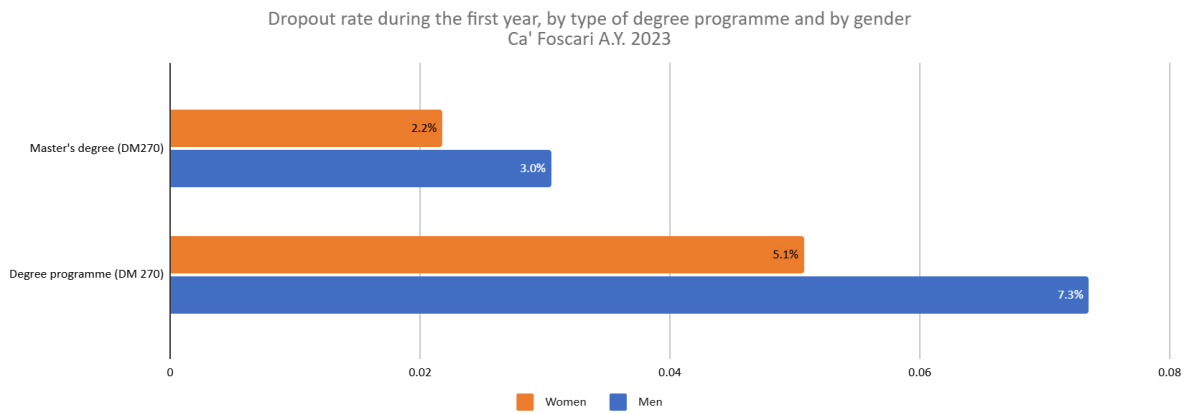
#### Percentage of students graduating on time by type of degree programme and gender



Source: APPS – Context Indicators Dashboard (Evaluation Unit)  
USTAT/MUR data

### 3.3.3 First-year dropout rate

#### Dropout rate during the first year, by type of degree programme and by gender



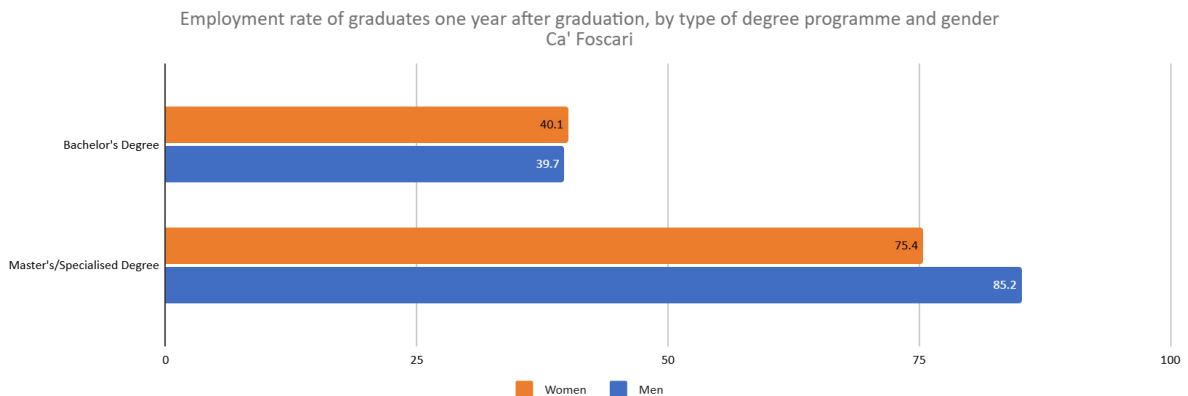
Source: APPS – Context Indicators Dashboard (Evaluation Unit)  
USTAT/MUR data

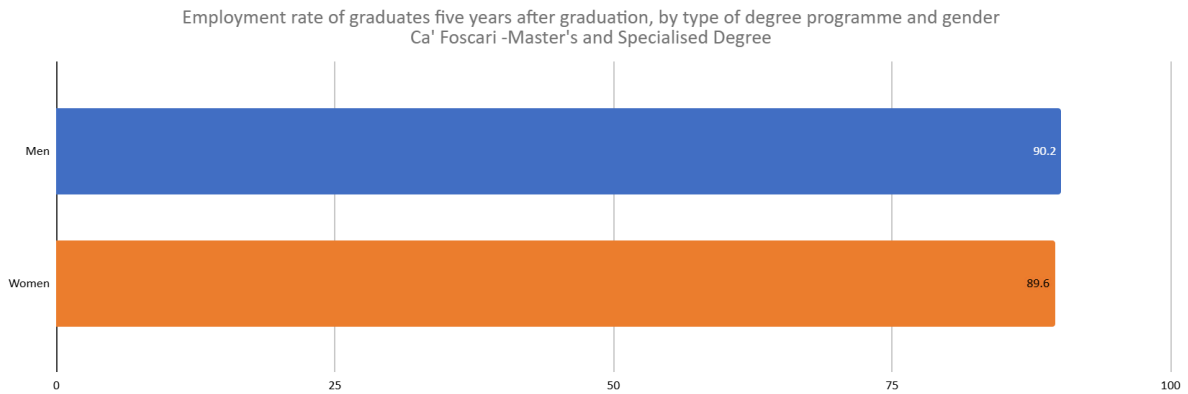
## 3.4 Employment rate and earnings of graduates

### 3.4.1 Employment rate of male and female graduates and average net monthly earnings (in Euros)

Differences in employment outcomes between the genders are substantial, here too probably reflecting the type of degree programme attended. It is interesting to note that five years after graduation, these differences diminish in terms of employment rates but not in terms of pay. That said, one year after graduation, female graduates record a slight advantage—by a few decimal points—over their male counterparts, the only indicator in which women are ahead.

#### Employment rate of graduates one and five years after graduation, by type of degree programme and gender



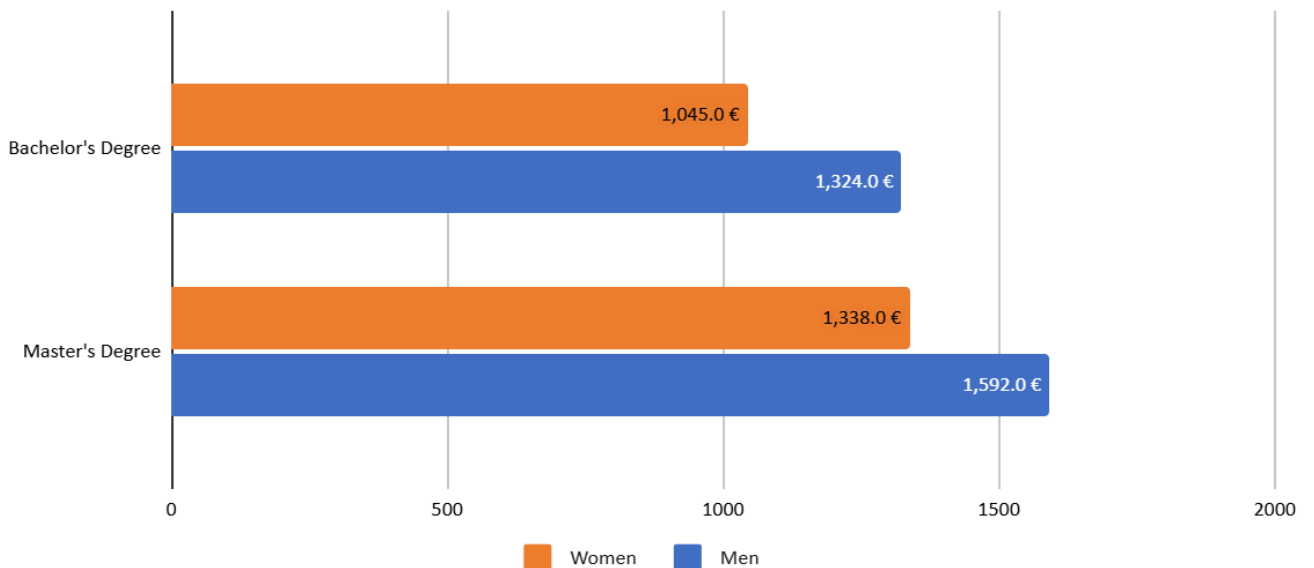


Source: APPS – Context Indicators Dashboard (Evaluation Unit)  
USTAT/MUR data

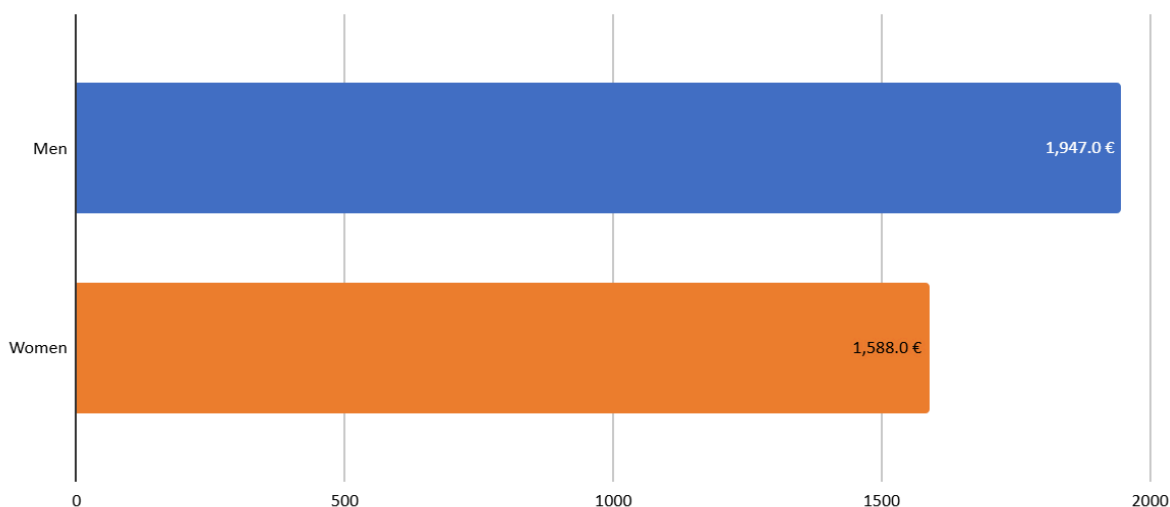
### Net earnings of graduates

The net earnings of male graduates are consistently higher than those of female graduates. On average, this pattern is influenced by enrolment composition: as seen above, male students tend to be concentrated in STEM fields, whereas female students predominantly choose degree programmes in the humanities and languages. In light of this evidence and average earnings in Italy, it is reasonable to assume that the choice of field of study inevitably affects earnings outcomes.

Net earnings of graduates one year after graduation by type of degree programme and gender - Ca' Foscari



Net earnings of graduates five year after graduation by type of degree programme and gender -  
Ca' Foscari - Master's Degree



Source: APPS – Context Indicators Dashboard (Evaluation Unit)  
USTAT/MUR data

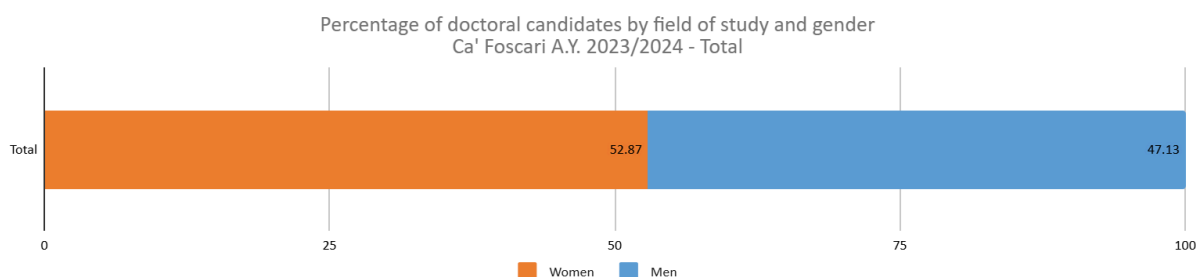
### 3.5 Composition of doctoral programmes

#### 3.5.1 Gender composition of enrolled doctoral candidates

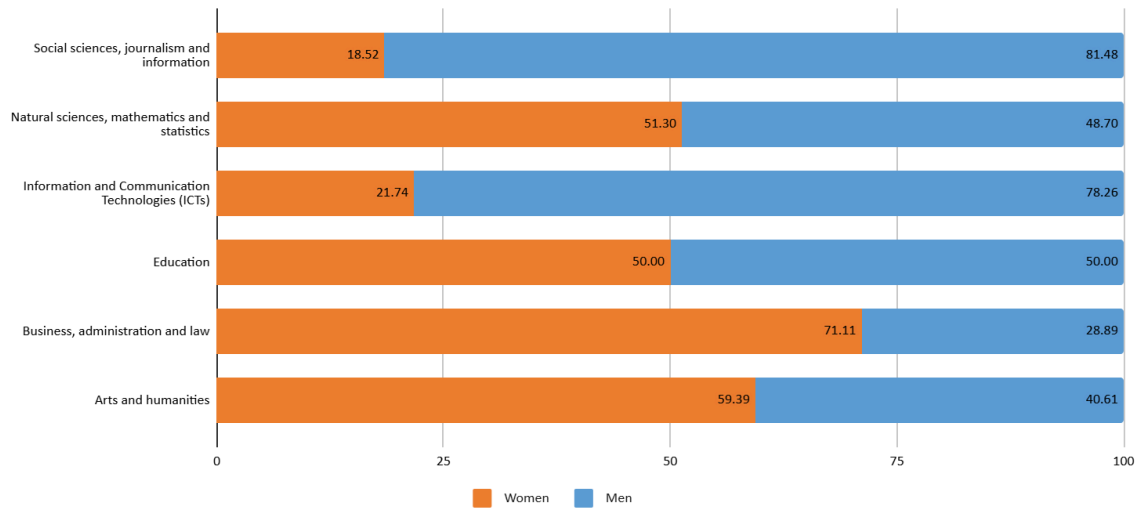
Interessante notare come nel dottorato i gap di genere appaiono ridimensionati, eccezion fatta per i corsi di ambito ICT e di Social science, journalism and information, fornendo un quadro più equilibrato rispetto agli studenti e alle studentesse iscritti/e nei corsi inferiori.

It is interesting to note that, at doctoral level, gender gaps diminish, except in programmes in the ICT field and in social sciences, journalism and information. Overall, this provides a more balanced picture compared with the gender distribution observed among students enrolled in lower-level degree programmes.

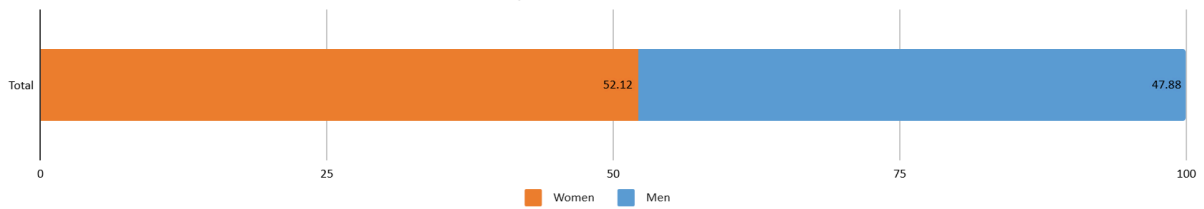
#### Percentage of doctoral candidates by field of study and gender



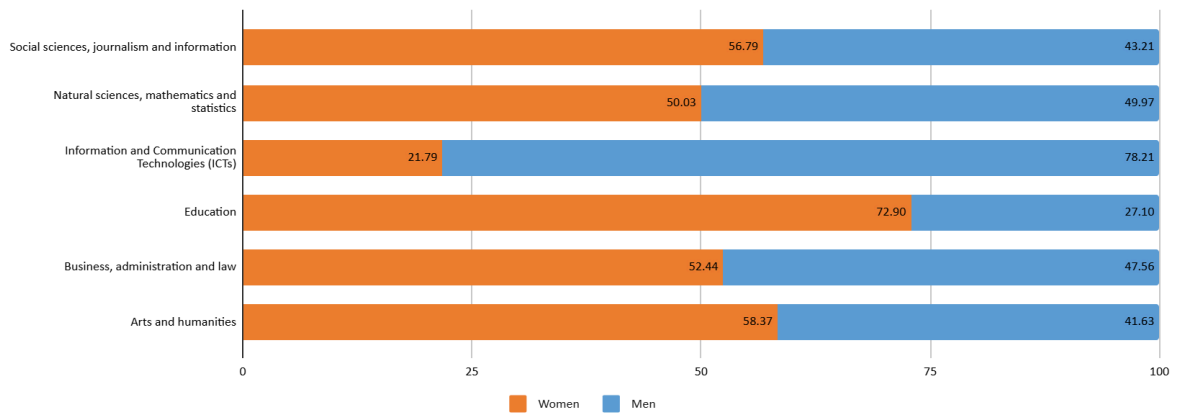
Percentuale iscritti/e ai corsi di dottorato per area di studio e genere  
Ca' Foscari A.A. 2023/2024



Percentage of doctoral candidates by field of study and gender  
Italy A.Y. 2023/2024 - Total



Percentage of doctoral candidates by field of study and gender  
Italy A.Y. 2023/2024 - Total

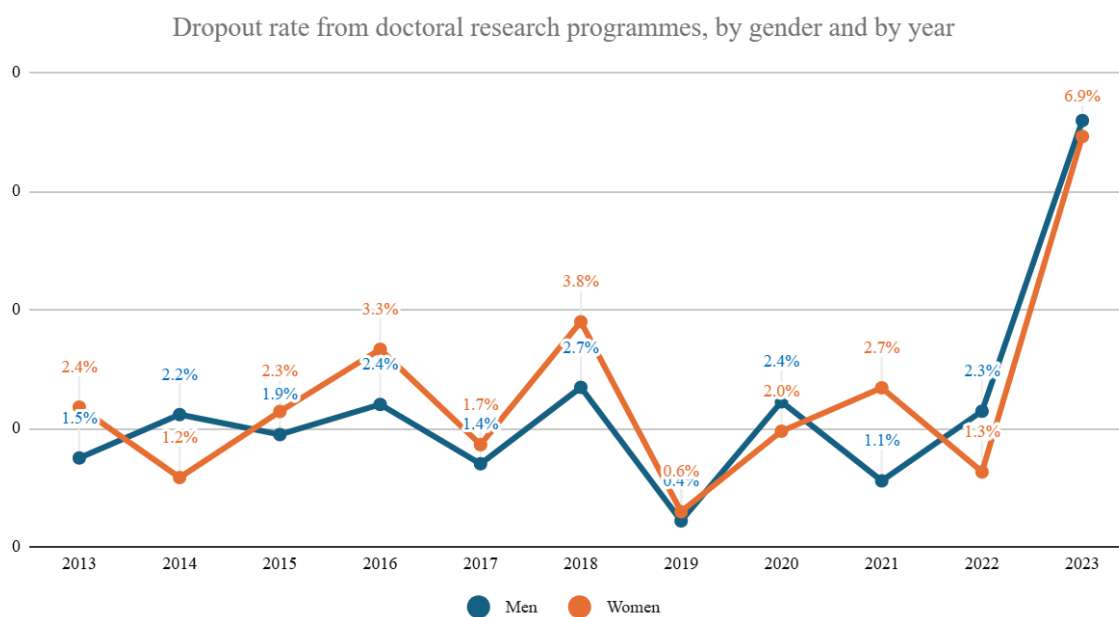


Source: APPS – Context Indicators Dashboard (Evaluation Unit)  
USTAT/MUR data

### 3.5.2 Dropout rate from doctoral programmes by gender

#### Dropout rate from doctoral research programmes, by gender and by year

Gender	Women	Men
Year	Average percentage rate	Media tasso percentuale
2013	1.5%	2.4%
2014	2.2%	1.2%
2015	1.9%	2.3%
2016	2.4%	3.3%
2017	1.4%	1.7%
2018	2.7%	3.8%
2019	0.4%	0.6%
2020	2.4%	2.0%
2021	1.1%	2.7%
2022	2.3%	1.3%
2023	7.2%	6.9%

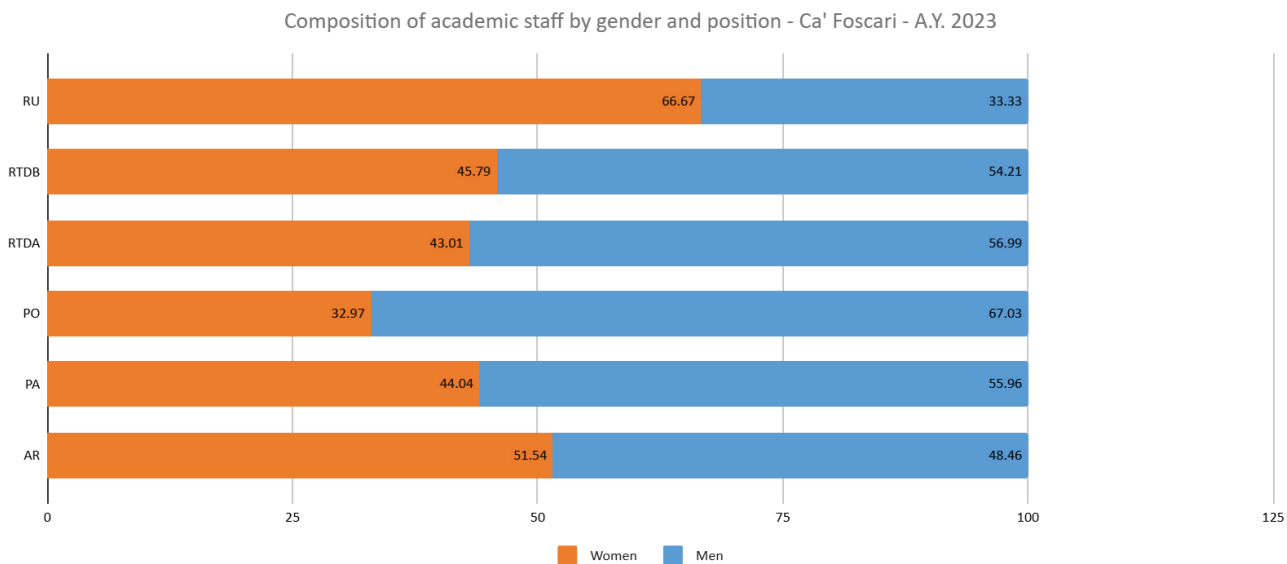
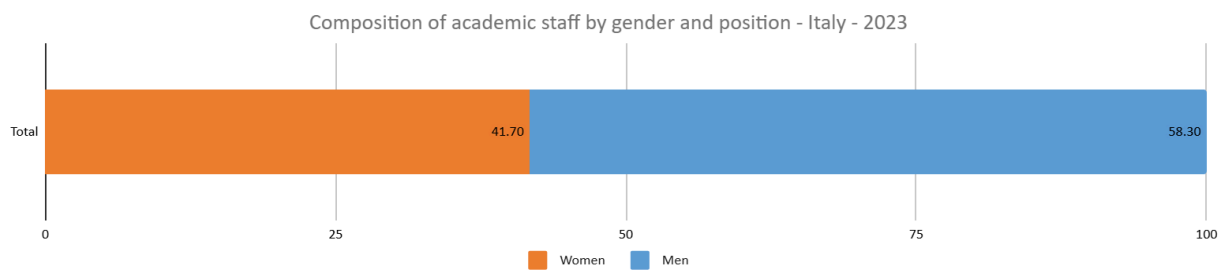
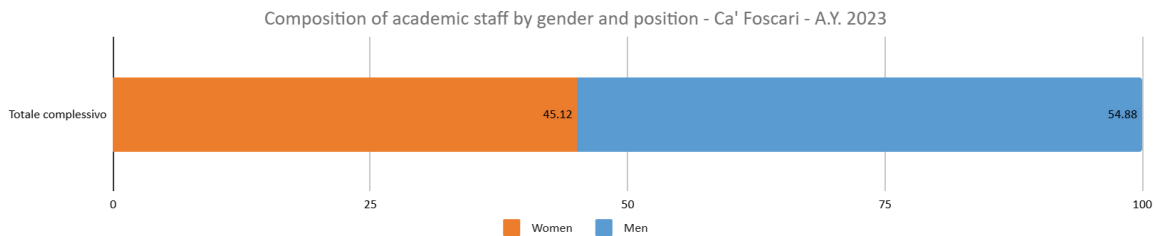


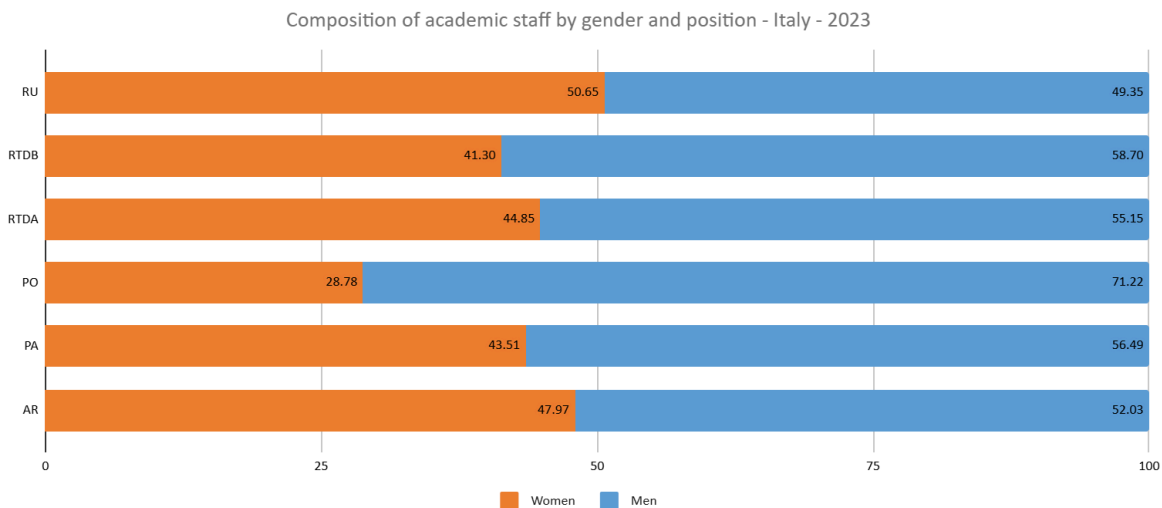
Source: APPS – Context Indicators Dashboard (Evaluation Unit)  
USTAT/MUR data

# 4 ACADEMIC STAFF

## 4.1 Gender and position

### Composition of academic staff by gender and position



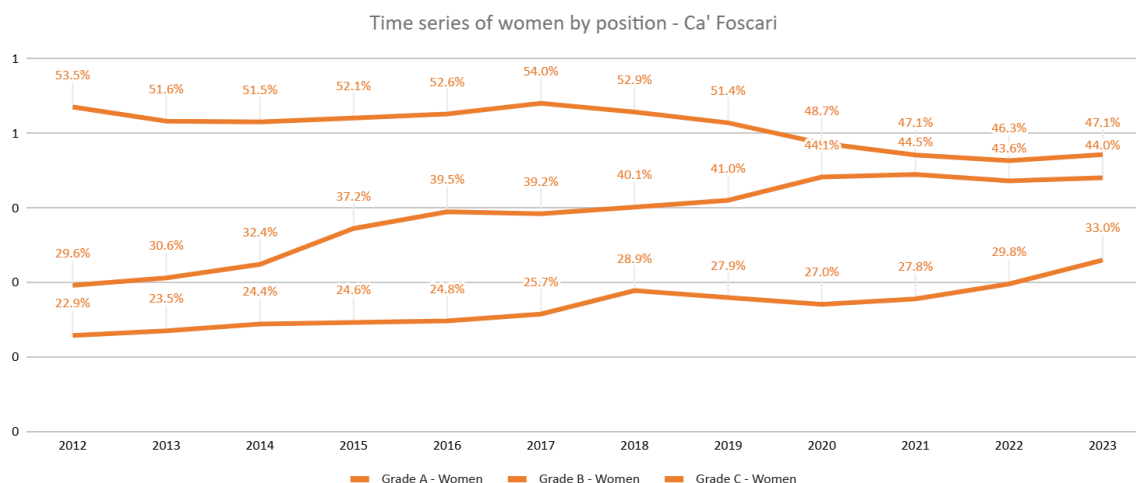


Source: APPS – Context Indicators Dashboard (Evaluation Unit)  
USTAT/MUR data

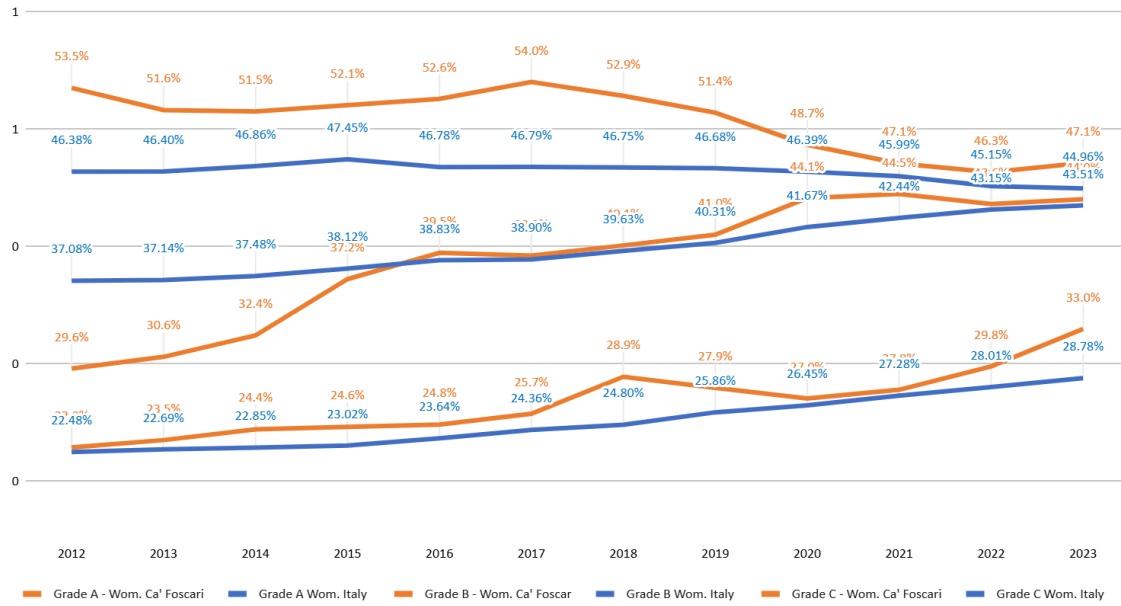
The makeup of academic staff by position indicates a historical disadvantage for women across various disciplines. Nonetheless, the overall trend is significantly positive, demonstrating a notable rise in female representation in senior academic roles, with outcomes that are more favourable than the national average.

## 4.2 Gender and position: time series

### Time series of academic and research staff by position – Women



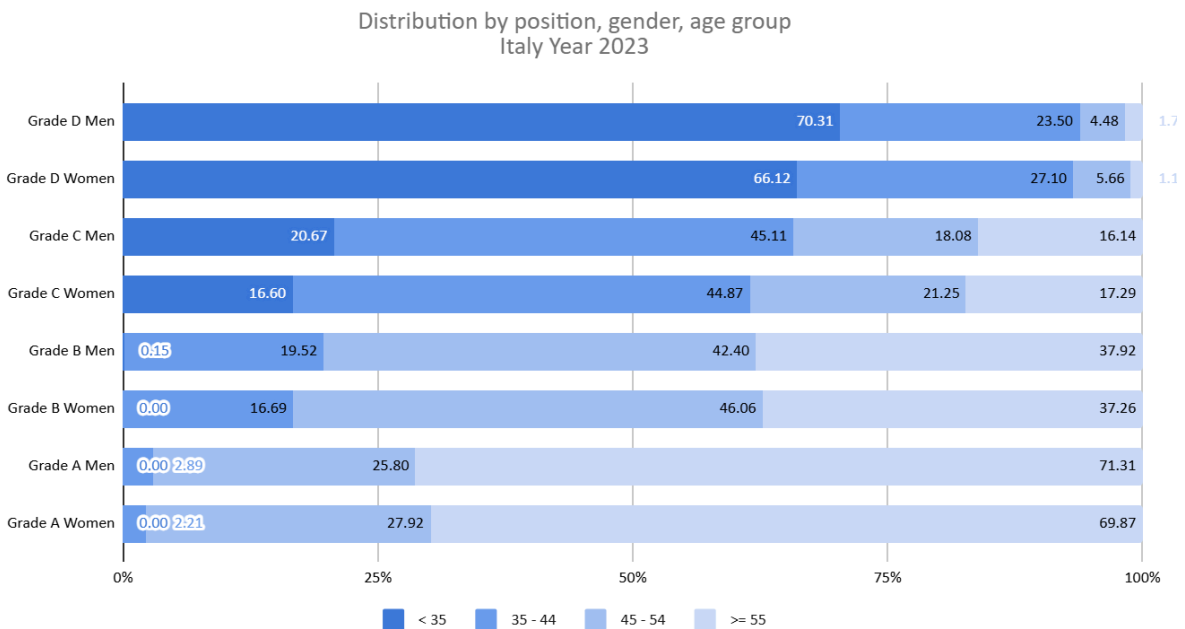
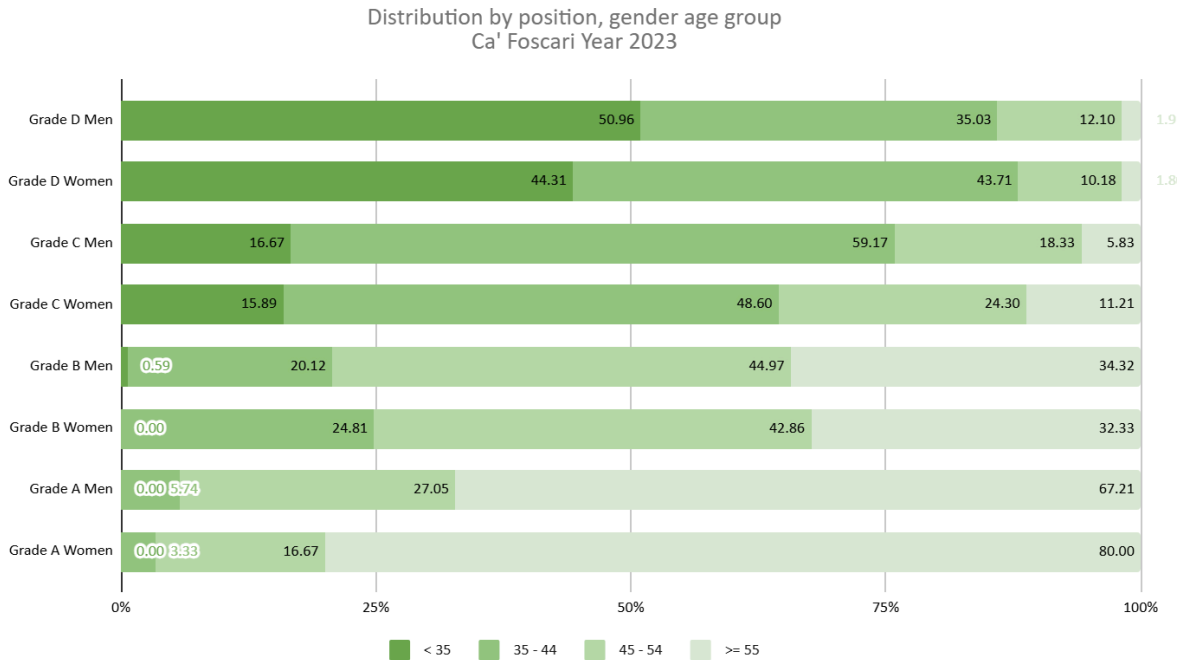
Time series of staff by position – Women  
ca' Foscari vs Italy



Source: APPS – Context Indicators Dashboard (Evaluation Unit)  
USTAT/MUR data

## 4.3 Age groups and position

### Distribution by gender, position and age group



Source: APPS – Context Indicators Dashboard (Evaluation Unit)  
USTAT/MUR data

### Average age of academic and research staff by gender and position

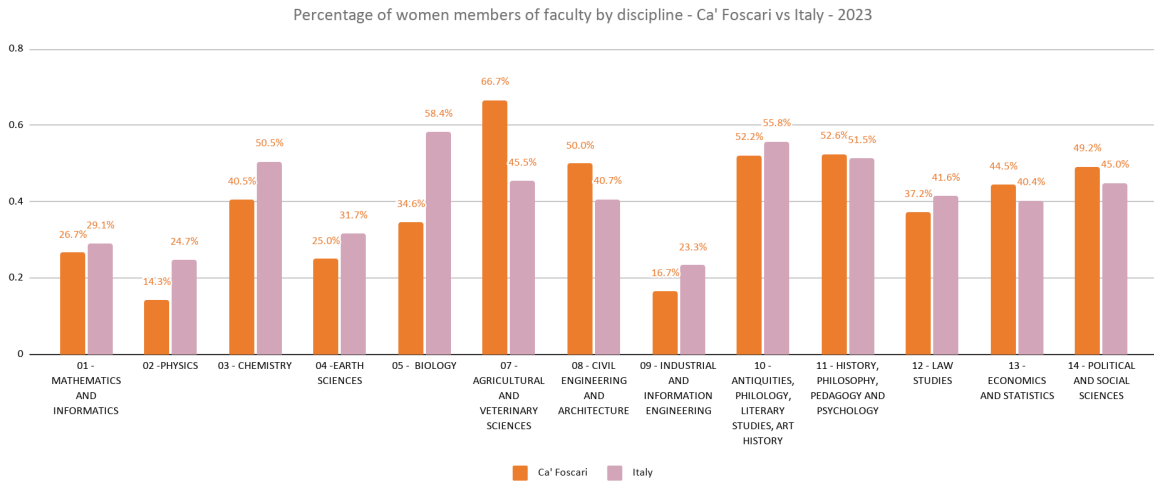
GENDER	Women 2023		Men 2023		Total 2023	
	Average age -Ca' Foscari	Average age - Italy	Average age -Ca' Foscari	Average age - Italy	Average age -Ca' Foscari	Average age - Italy
Position						
PO	58.0	58.0	58.0	58.0	<b>58.0</b>	<b>58.0</b>
PA	51.0	52.0	51.0	52.0	<b>51.0</b>	<b>52.0</b>
RU	57.0	56.0	56.0	57.0	<b>56.5</b>	<b>56.5</b>
RTDB	42.0	39.7	41.0	38.7	<b>41.5</b>	<b>39.2</b>
RTDA	38.0	39.7	38.0	38.7	<b>38.0</b>	<b>39.2</b>
AR	37.0	34.0	36.0	33.0	<b>36.5</b>	<b>33.5</b>

Source: APPS – Context Indicators Dashboard (Evaluation Unit)  
USTAT/MUR data

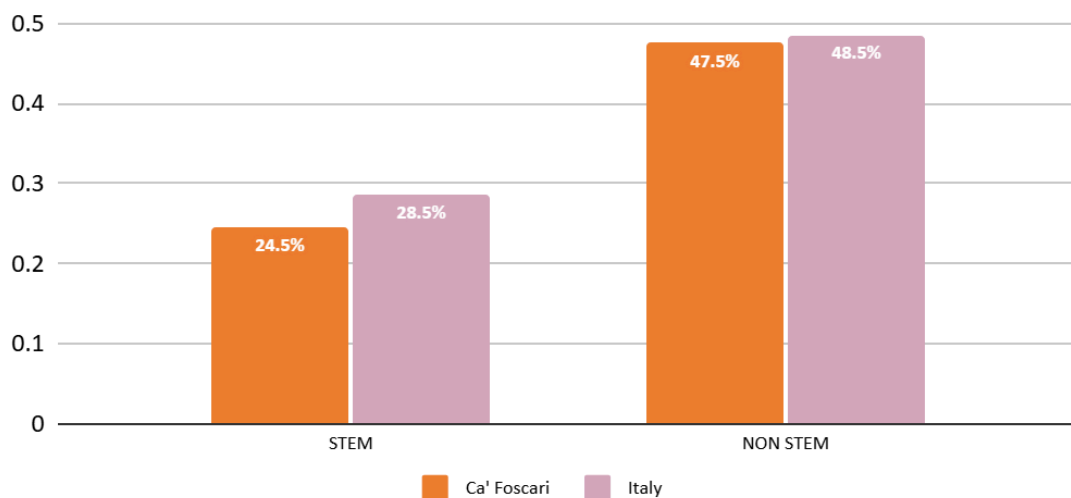
While the age distribution appears similar between men and women among the academic staff (4.3), it is particularly interesting to examine female representation across disciplines, especially when compared with other Italian universities (4.4). Overall, the situation appears more favourable, particularly in certain fields.

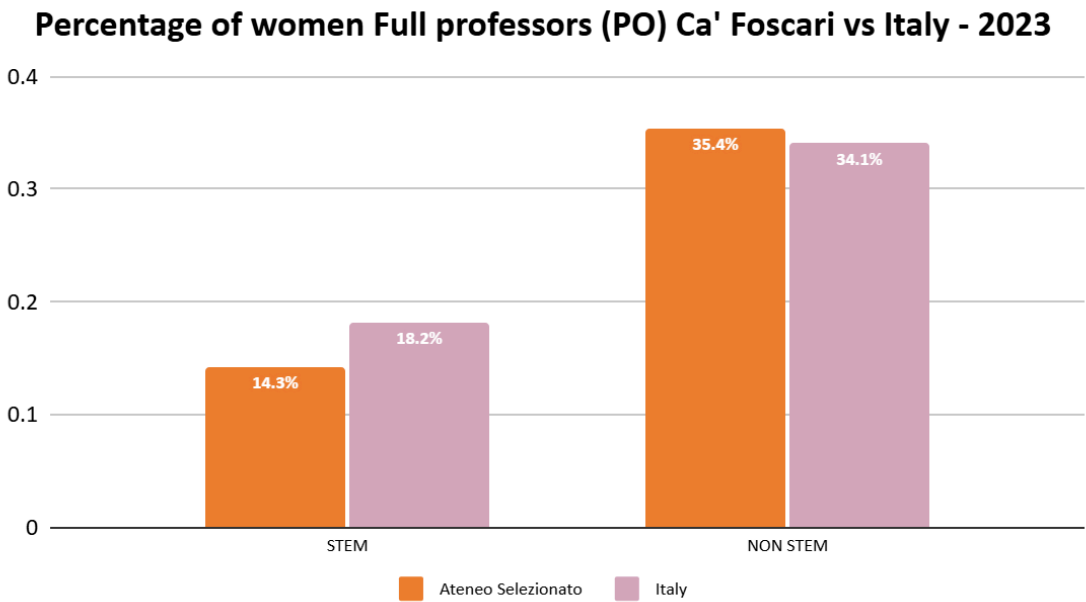
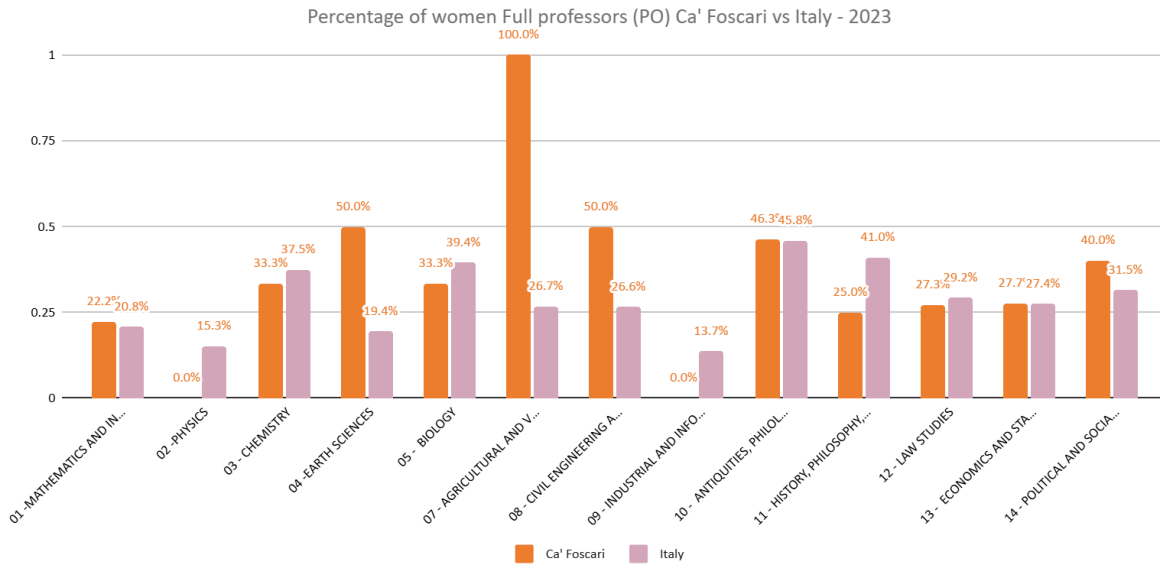
## 4.4 Science disciplines and academic position (Ca' Foscari and Italy)

### Percentage of women by discipline and academic position: comparison with national data

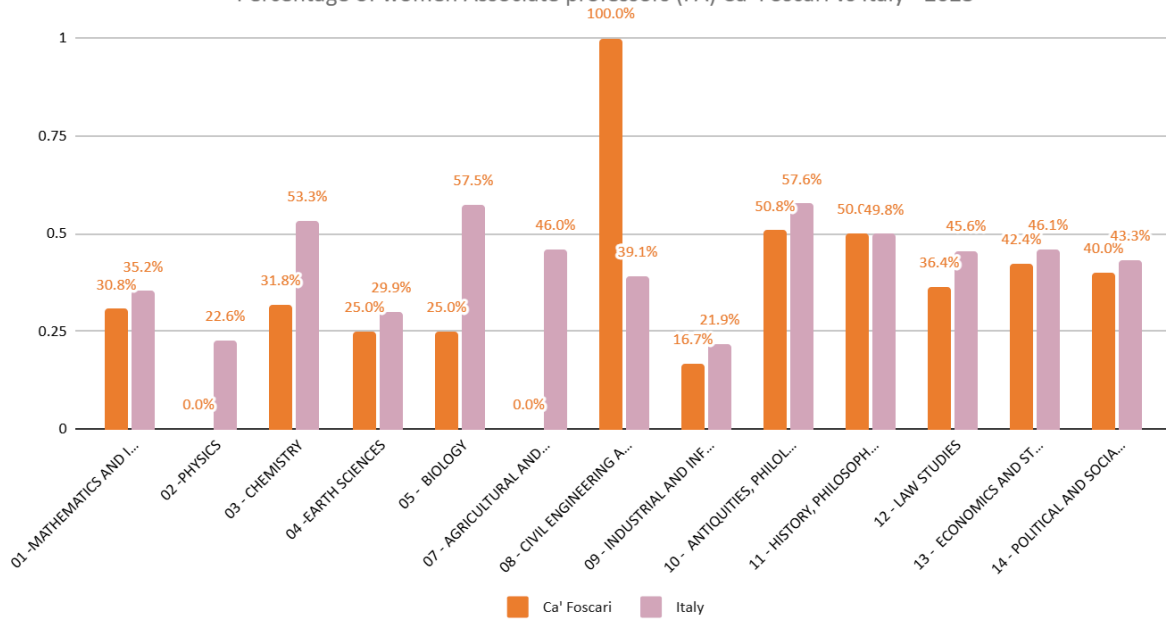


### Percentage of women members of faculty by discipline - Ca' Foscari vs Italy - 2023

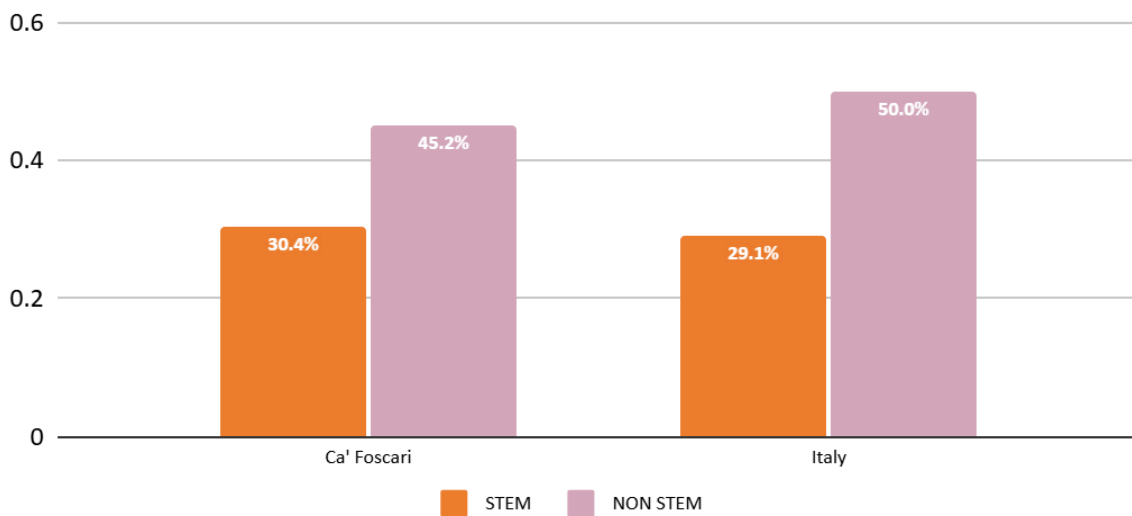




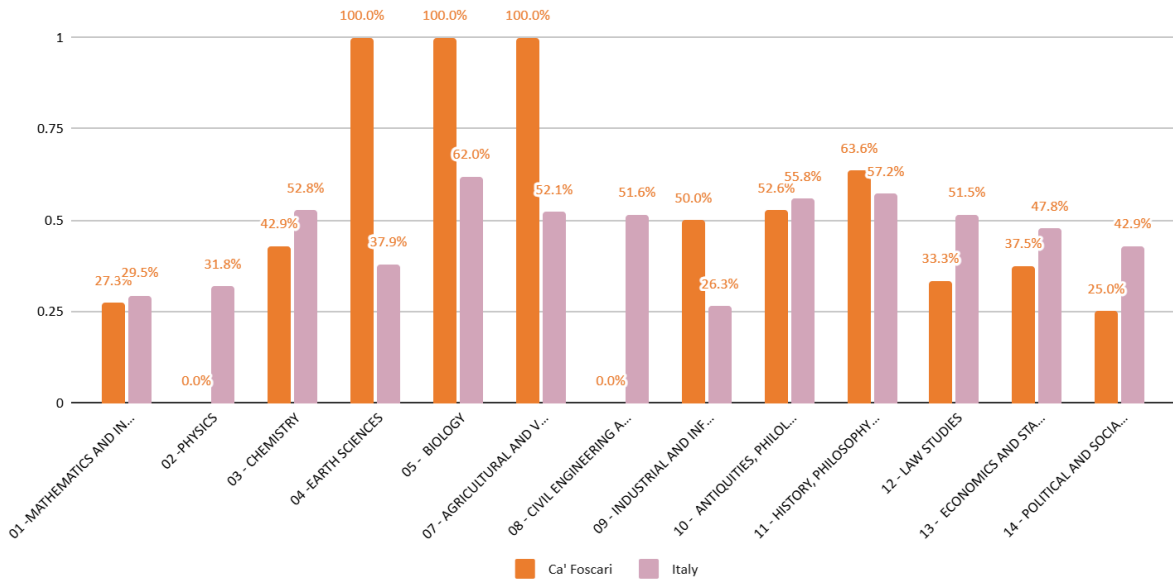
Percentage of women Associate professors (PA) Ca' Foscari vs Italy - 2023



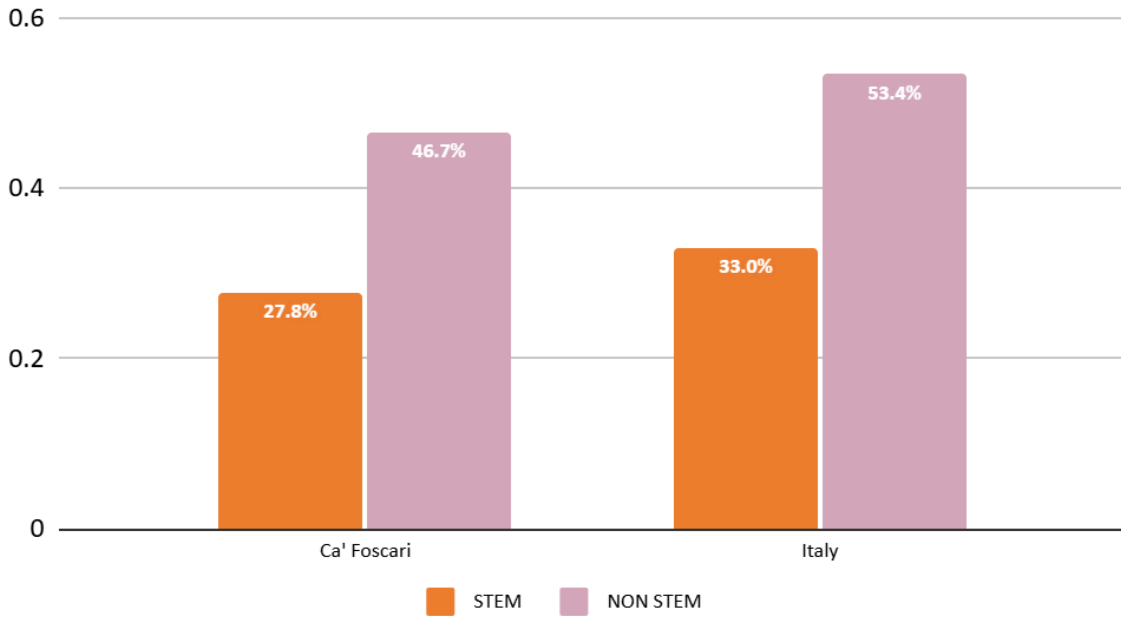
Percentage of women Associate professors (PA) Ca' Foscari vs Italy - 2023



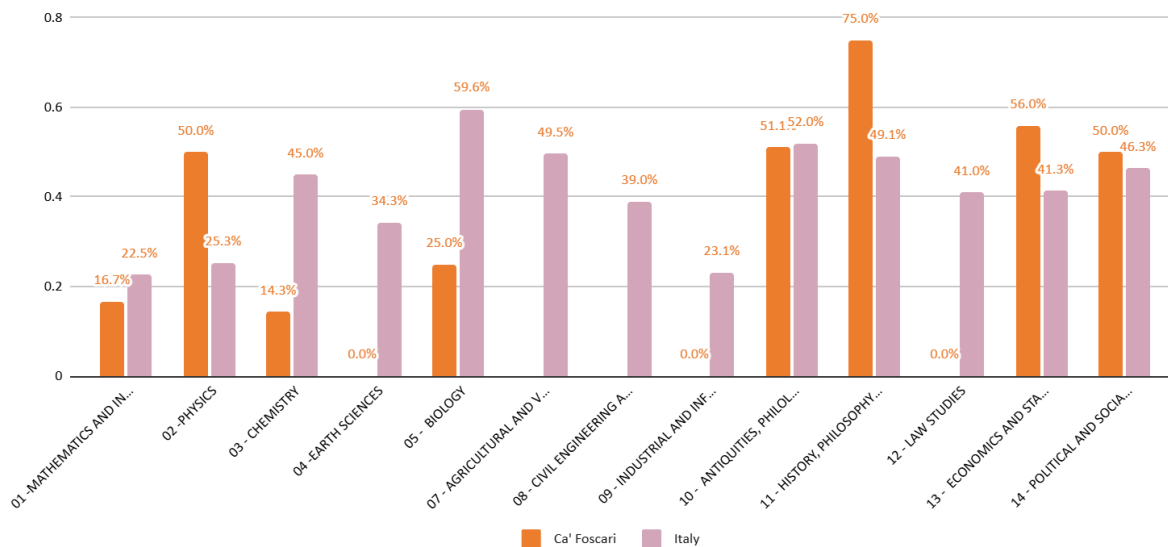
Percentage of women Type A fixed-term researchers - Ca' Foscari vs Italy - 2023



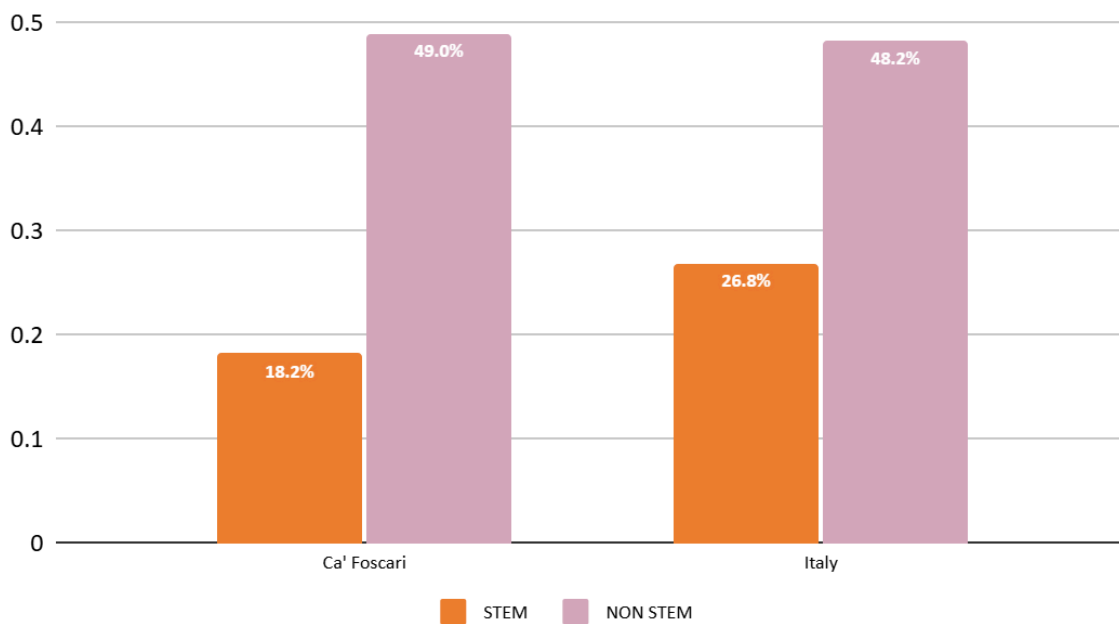
Percentage of women Type A fixed-term researchers - Ca' Foscari vs Italy - 2023

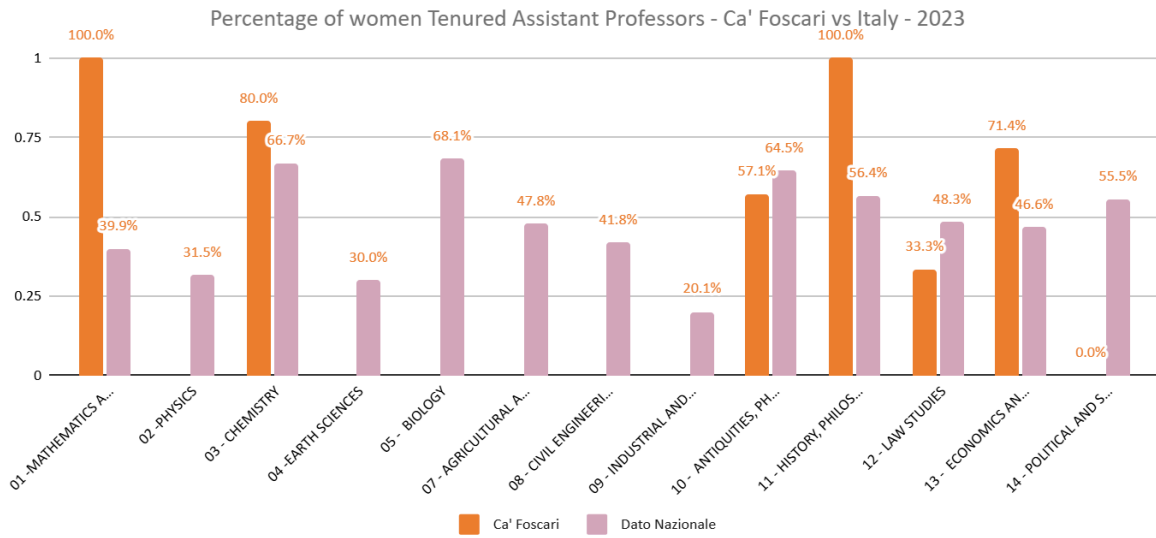


Percentage of women Type B fixed-term researchers - Ca' Foscari vs Italy - 2023

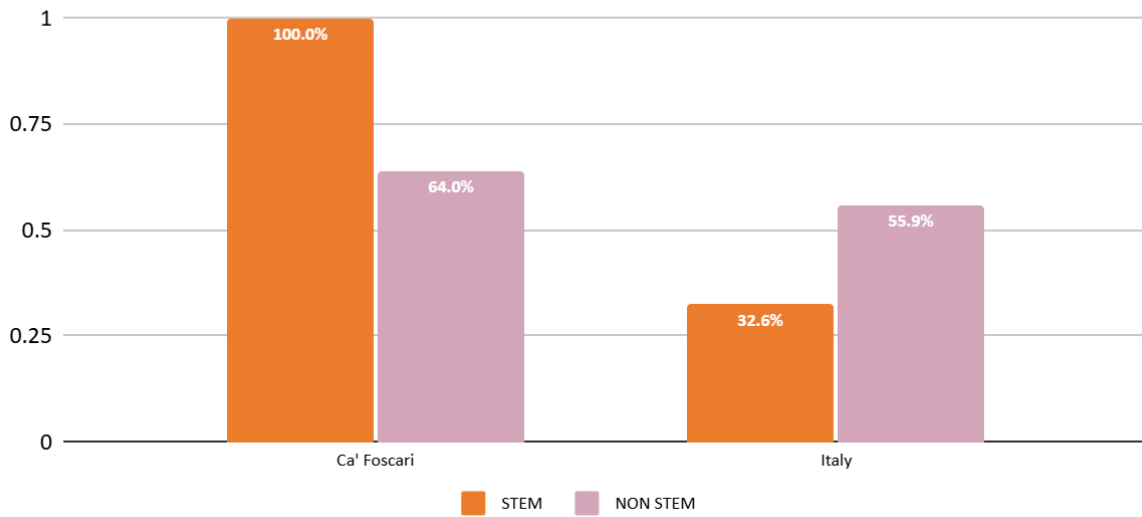


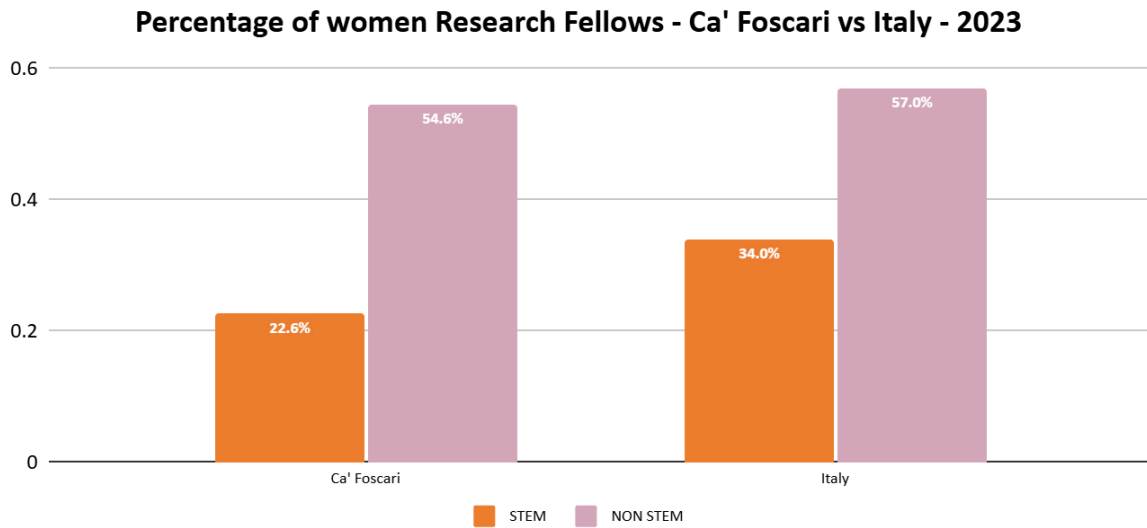
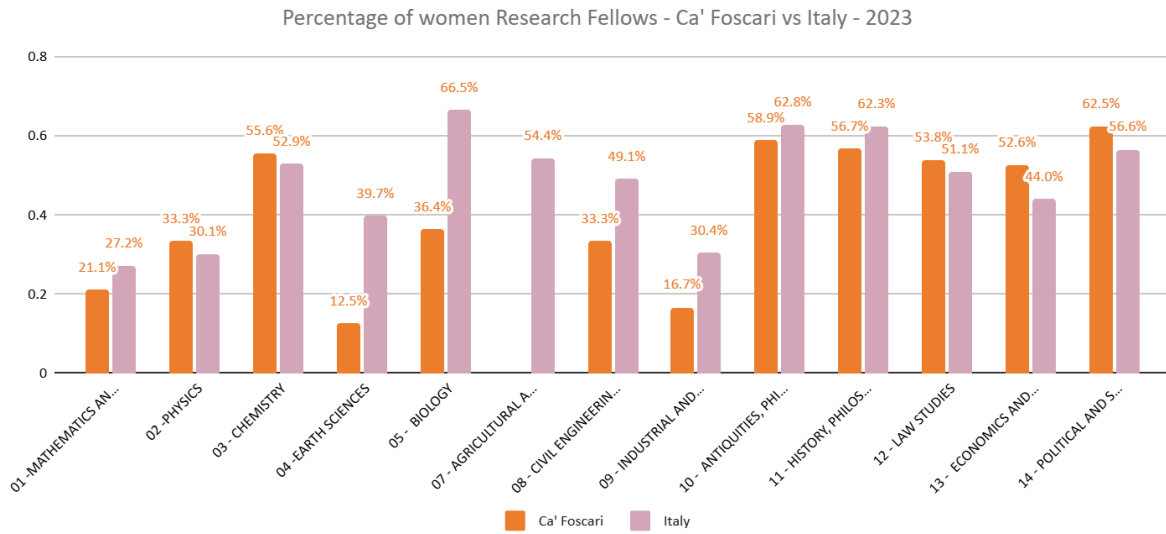
Percentage of women Type B fixed-term researchers - Ca' Foscari vs Italy - 2023





### Percentage of women Tenured Assistant Professors - Ca' Foscari vs Italy - 2023



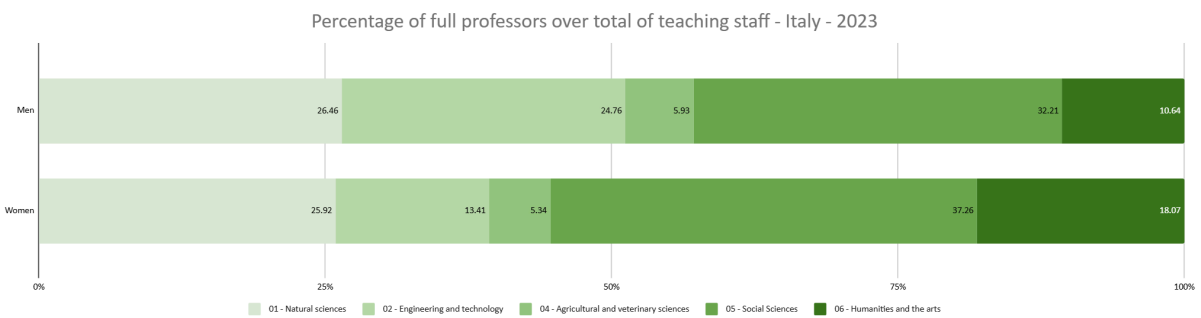
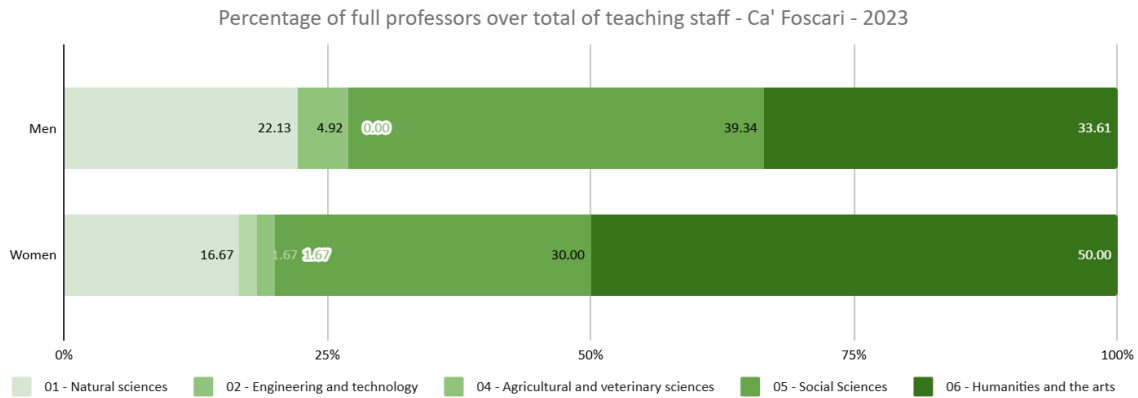


Source: APPS – Context Indicators Dashboard (Evaluation Unit)  
 USTAT/MUR data

The distribution of academic positions at our University also aligns with national data, again showing marked differences across disciplines. We should examine trends in STEM disciplines carefully, bearing in mind that absolute numbers are small at our University.

## 4.5 Field of Research - She Figures – Full professors Distribution

### Full professors' distribution in Field of Research & Development - She Figures



Source: APPS – Context Indicators Dashboard (Evaluation Unit)  
USTAT/MUR data

## 4.6 Female Ratio

### Female ratio - Legend

RAPPORTO DONNE- UOMINI	VALORE COMPRESO TRA	E
meno di 1 donna ogni 8 uomini	0	0,125
da 1 donna ogni 8 uomini ad 1 donna ogni 4 uomini	0,125	0,25
da 1 donna ogni 4 uomini ad 1 donna ogni 2 uomini	0,25	0,5
da 1 donna ogni 2 uomini ad 1 donna ogni uomo	0,5	1
1 donna ogni uomo	1	1
da 1 donna per ogni uomo a 3 donne ogni 2 uomini	1	1,5
da 3 donne ogni 2 uomini a 2 donne ogni uomo	1,5	2
pù di 2 donne ogni uomo	>2	
dato non presente	-	

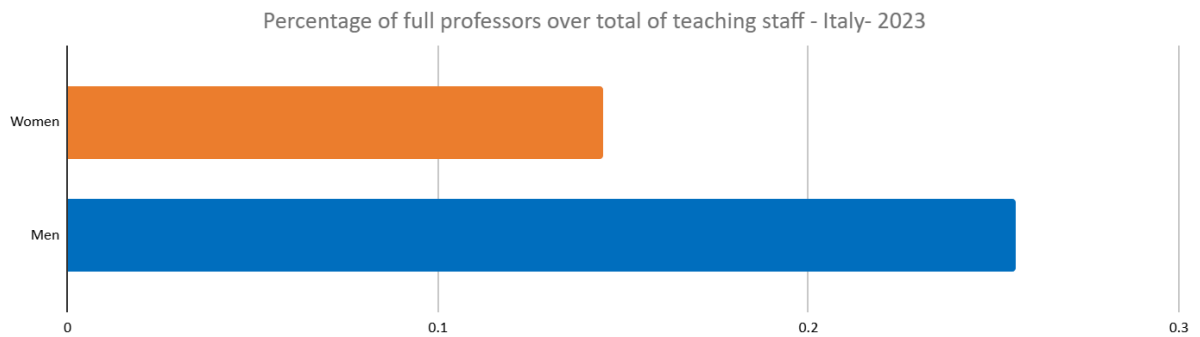
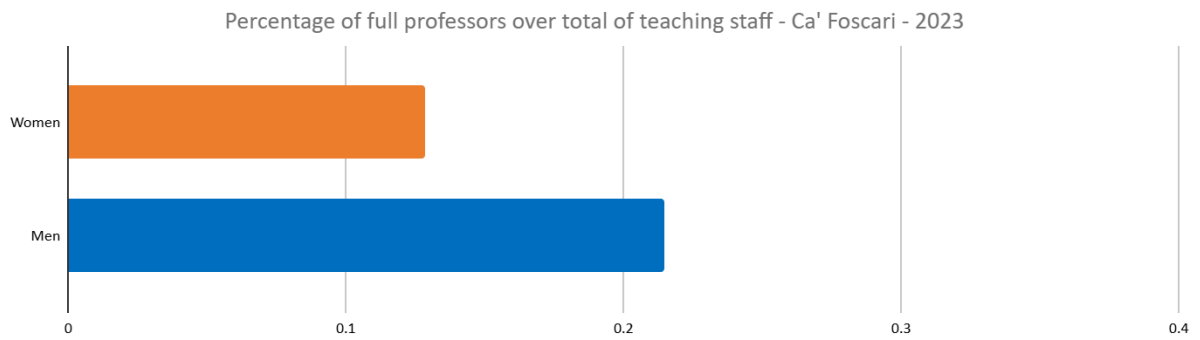
### Female ratio - University

Qualification	PO		PA		RU		RTDB		RTDA		AR		Total	
	2023	2021	2023	2021	2023	2021	2023	2021	2023	2021	2023	2021	2023	2021
<b>ACADEMIC AREA</b>	3	1	3	1	3	1	3	1	3	1	3	1	3	1
01 - MATHEMATICS AND INFORMATICS	0.29	0.17	0.44	0.75		0.67	0.20	0.40	0.38	0.00	0.27	0.50	0.36	0.45
02 - PHYSICS	0.00	0.00	0.00	0.00			1.00		0.00		0.50	1.00	0.17	0.30
03 - CHEMISTRY	0.50	0.20	0.47	0.36	4.00	2.00	0.17	1.50	0.75	3.00	1.25	0.75	0.68	0.67
04 - EARTH SCIENCES	1.00	1.00	0.33				0.00	0.50			0.14	2.00	0.33	1.00
05 - BIOLOGY	0.50	0.33	0.33	0.50			0.33			0.00	0.57	1.10	0.53	0.74
07 - AGRICULTURAL AND VETERINARY SCIENCES			0.00	0.00									2.00	3.00
08 - CIVIL ENGINEERING AND ARCHITECTURE	1.00			2.00					0.00		0.50	1.00	1.00	1.50
09 - INDUSTRIAL AND INFORMATION ENGINEERING	0.00	0.00	0.20	0.00			0.00	0.00	1.00		0.20	3.00	0.20	0.57
10 - ANTIQUITIES, PHILOLOGY, LITERARY STUDIES, ART HISTORY	0.86	0.70	1.03	1.02	1.33	2.00	1.05	0.67	1.11	0.71	1.43	1.30	1.09	0.97
11 - HISTORY, PHILOSOPHY, PEDAGOGY AND PSYCHOLOGY	0.33	0.05	1.00	0.76			3.00	0.75	1.75	2.50	1.31	1.46	1.11	0.80
12 - LAW STUDIES	0.38	0.22	0.57	1.67	0.50	0.33	0.00	0.00	0.50	2.00	1.17	0.75	0.59	0.54
13 - ECONOMICS AND STATISTICS	0.38	0.37	0.74	0.66	2.50	2.67	1.27	1.29	0.60	1.17	1.11	1.36	0.80	0.88
14 - POLITICAL AND SOCIAL SCIENCES	0.67	0.50	0.67	1.25	0.00	1.00	1.00	0.00	0.33	0.33	1.67	1.20	0.97	0.84

Source: APPS – Context Indicators Dashboard (Evaluation Unit)  
USTAT/MUR data

Over the last three years, some limited but positive developments towards greater female representation have been observed, varying greatly across disciplines.

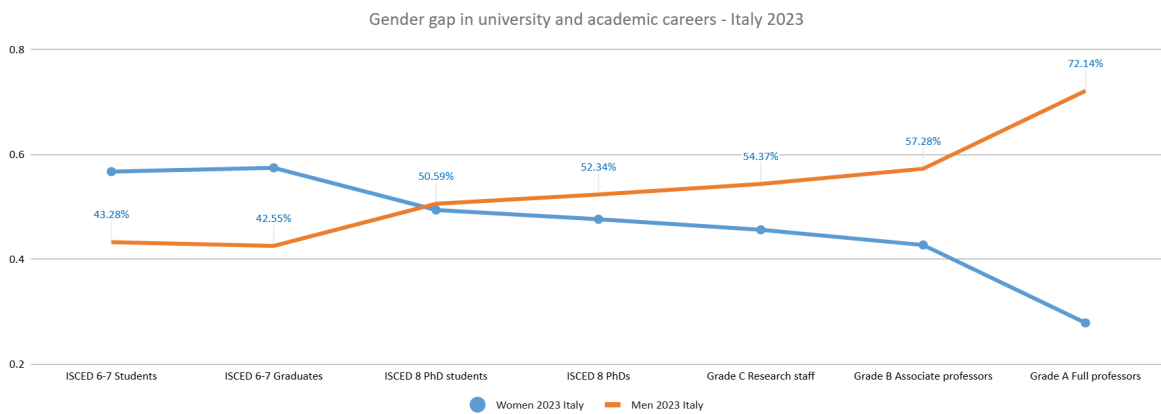
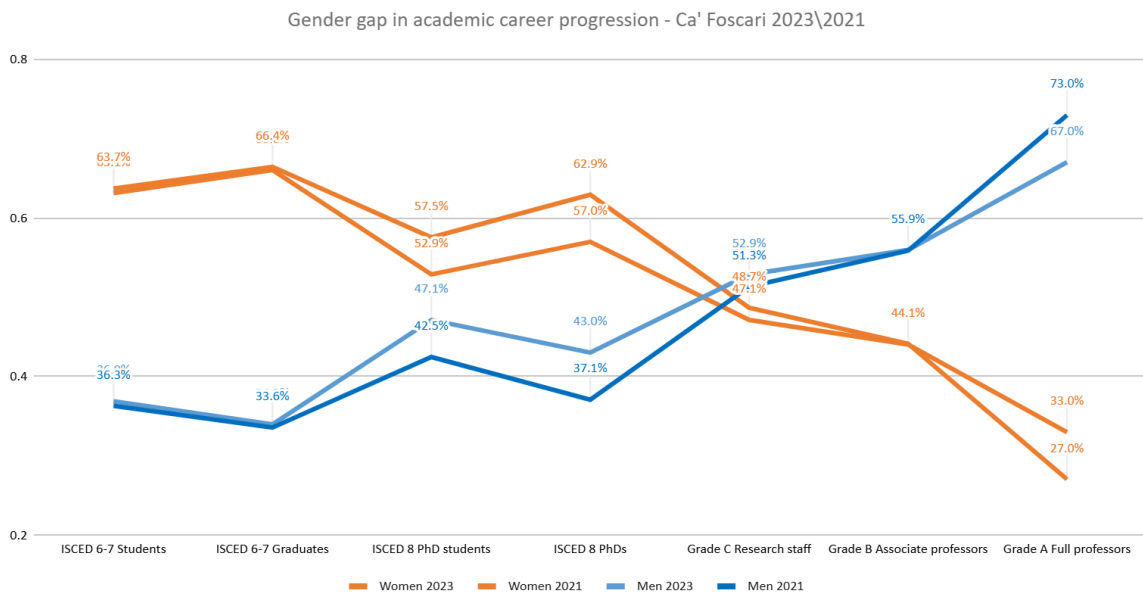
**Percentage of full professors over total of teaching staff, by gender (She Figures)**



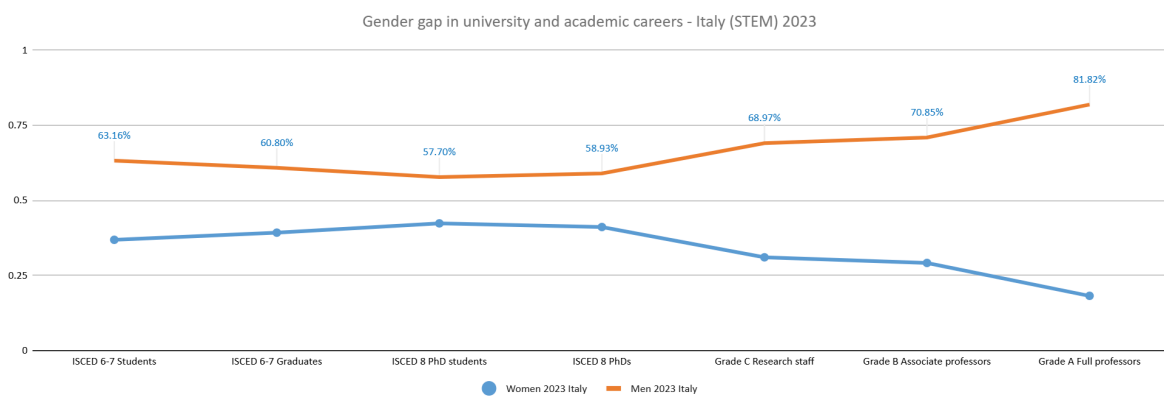
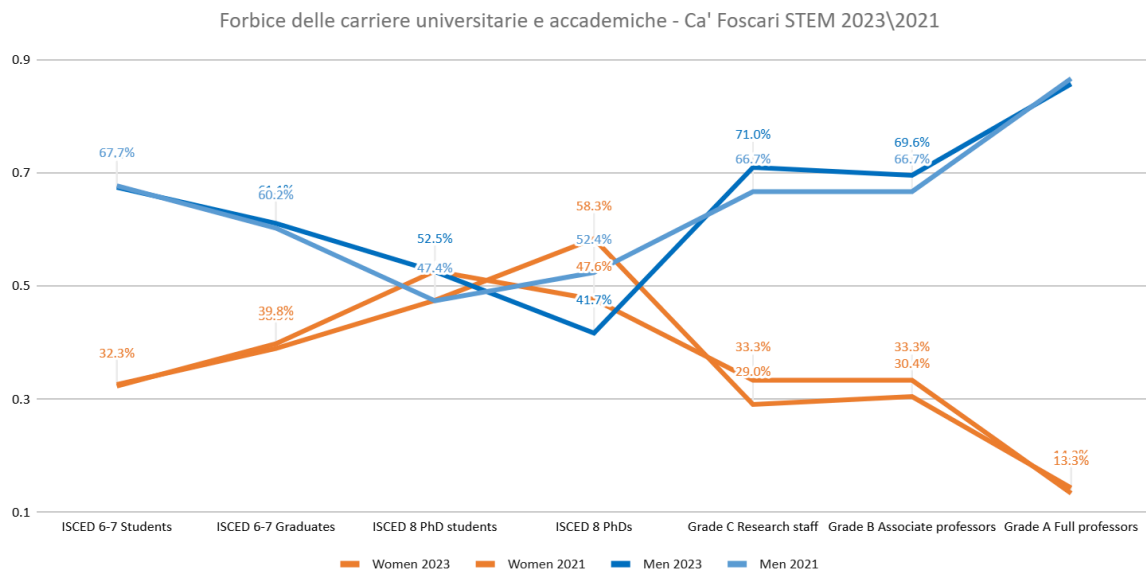
Source: APPS – Context Indicators Dashboard (Evaluation Unit)  
USTAT/MUR data

## 4.6.1 Gender gap in academic career progression

### All areas of study and STEM



## STEM



Source: APPS – Context Indicators Dashboard (Evaluation Unit)  
USTAT/MUR data

The gender gap in academic career progression is also evident at our University and is concentrated mainly among full professors. However, over the last three years, the data show a shift towards greater equity, with performance slightly above the national average.

## 4.7 Glass Ceiling Index

The so-called glass ceiling index measures women's career advancement opportunities relative to men's. In this respect, a clear positive trend can be observed at the University: starting in 2019 with a figure similar to, or slightly worse than, the national average (1.58 vs 1.57), the current ratio—while still favouring men—has improved and now compares more favourably with the national situation (1.37 vs 1.45).

### Glass Ceiling Index (GCI)

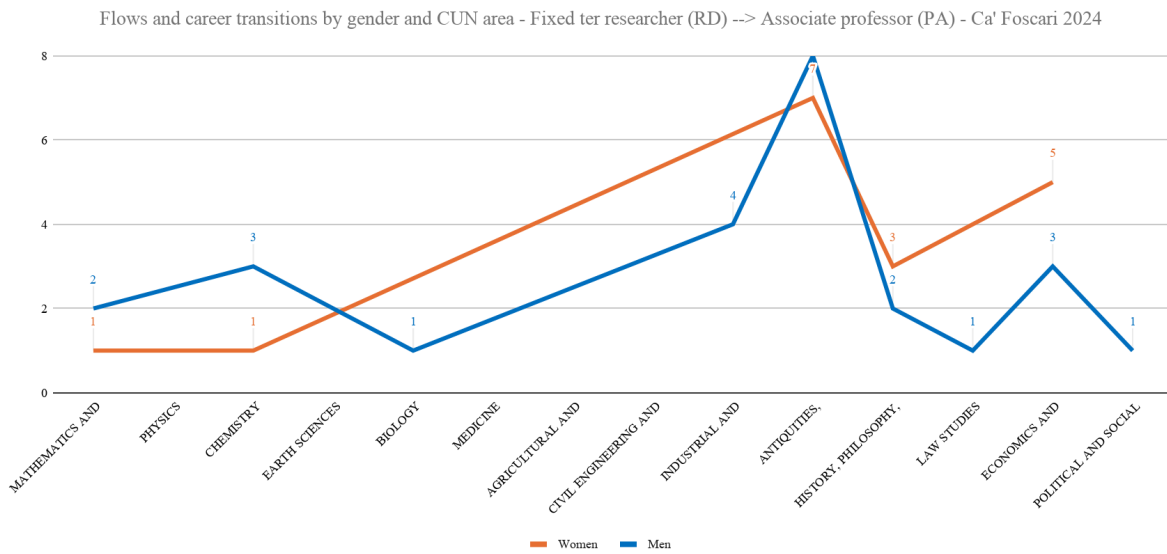
Ca' Foscari					
YEAR	2019	2020	2021	2022	2023
AREA SD	GCI	GCI	GCI	GCI	GCI
01 -MATHEMATICS AND INFORMATICS	2.40	2.18	1.94	1.14	1.20
03 - CHEMISTRY	2.33	2.42	1.98	1.65	1.22
04 -EARTH SCIENCES		1.00	0.89	0.67	0.50
05 - BIOLOGY		1.70	1.77	1.04	1.04
07 - AGRICULTURAL AND VETERINARY SCIENCES	0.75	0.75	0.80	0.75	0.67
08 - CIVIL ENGINEERING AND ARCHITECTURE	0.67	0.60	1.50	1.60	1.00
10 - ANTIQUITIES, PHILOLOGY, LITERARY STUDIES, ART HISTORY	1.02	1.19	1.20	1.16	1.13
11 - HISTORY, PHILOSOPHY, PEDAGOGY AND PSYCHOLOGY	5.97	8.89	5.41	4.92	2.10
12 - LAW STUDIES	3.67	1.93	1.44	1.34	1.36
13 - ECONOMICS AND STATISTICS	1.62	1.75	1.73	1.66	1.61
14 - POLITICAL AND SOCIAL SCIENCES	1.64	1.37	1.37	1.33	1.23
<b>Total</b>	<b>1.58</b>	<b>1.66</b>	<b>1.63</b>	<b>1.51</b>	<b>1.37</b>

Italy					
YEAR	2019	2020	2021	2022	2023
AREA SD	GCI	GCI	GCI	GCI	GCI
01 -MATHEMATICS AND INFORMATICS	1.58	1.51	1.45	1.41	1.40
02 -PHYSICS	1.69	1.67	1.65	1.65	1.62
03 - CHEMISTRY	1.69	1.58	1.51	1.42	1.35
04 -EARTH SCIENCES	1.76	1.64	1.58	1.68	1.63
05 - BIOLOGY	1.62	1.61	1.57	1.52	1.48
07 - AGRICULTURAL AND VETERINARY SCIENCES	2.06	1.87	1.89	1.76	1.70
08 - CIVIL ENGINEERING AND ARCHITECTURE	1.59	1.61	1.60	1.60	1.53
09 - INDUSTRIAL AND INFORMATION ENGINEERING	2.02	1.93	1.79	1.78	1.70
10 - ANTIQUITIES, PHILOLOGY, LITERARY STUDIES, ART HISTORY	1.26	1.25	1.24	1.21	1.22
11 - HISTORY, PHILOSOPHY, PEDAGOGY AND PSYCHOLOGY	1.31	1.30	1.28	1.28	1.26
12 - LAW STUDIES		1.49	1.42	1.44	1.42
13 - ECONOMICS AND STATISTICS		1.58	1.57	1.51	1.47
14 - POLITICAL AND SOCIAL SCIENCES		1.52	1.45	1.50	1.43
<b>Total</b>	<b>1.57</b>	<b>1.54</b>	<b>1.50</b>	<b>1.48</b>	<b>1.45</b>

Source: APPS – Context Indicators Dashboard (Evaluation Unit)  
USTAT/MUR data

## 4.8 Flows and career transitions by gender and CUN area

### RD-PA



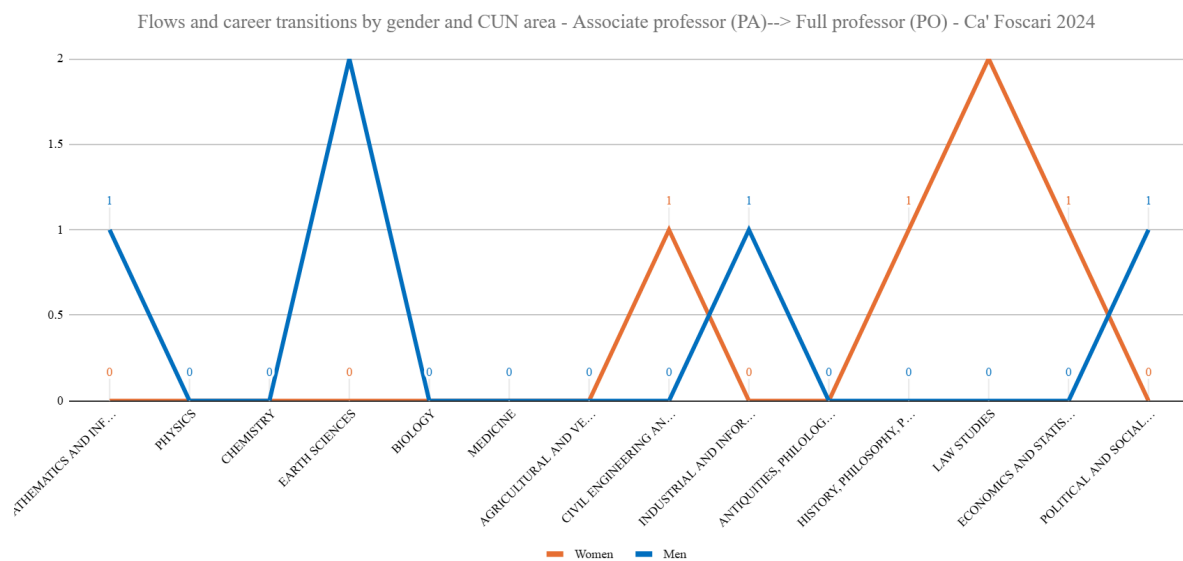
Source: APPS – Context Indicators Dashboard (Evaluation Unit)  
USTAT/MUR data

### RU-PA

No data available for the period under review

Source: DOC Careers Office – ARU

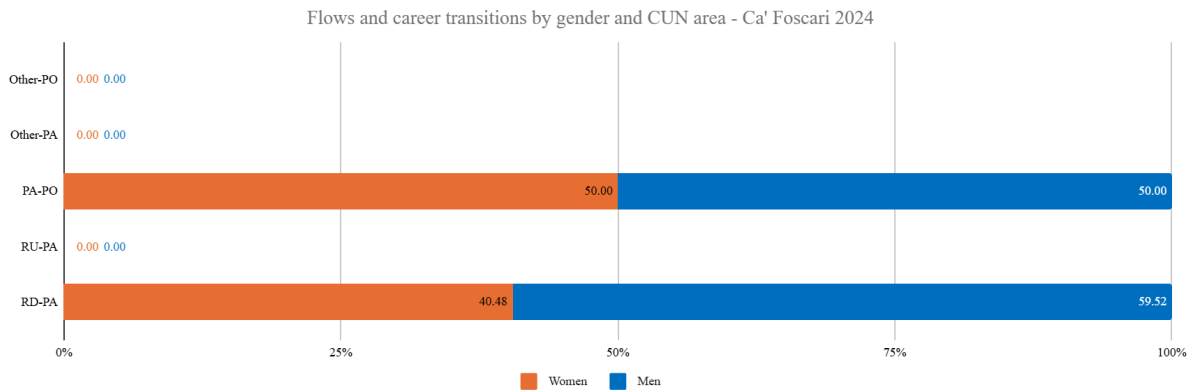
### PA-PO



Source: DOC Careers Office – ARU  
Data processing: Evaluation Office – APPS

The number of career transitions is too small to allow a meaningful assessment. Nevertheless, no discriminatory patterns can be identified, at least on the basis of these limited figures. It should also be noted that the chart may be misleading if interpreted as showing a trend over time; rather, it should be read as a snapshot of the different disciplines.

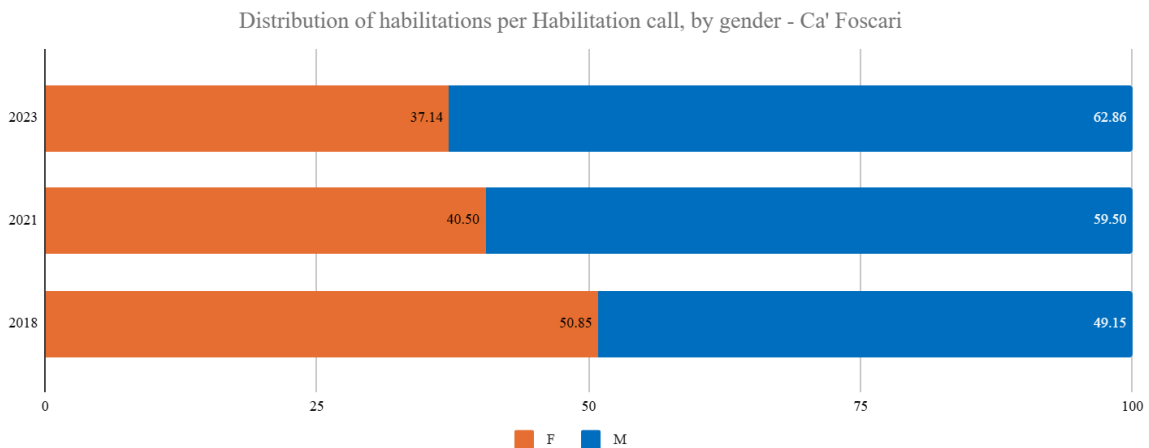
### Career transitions



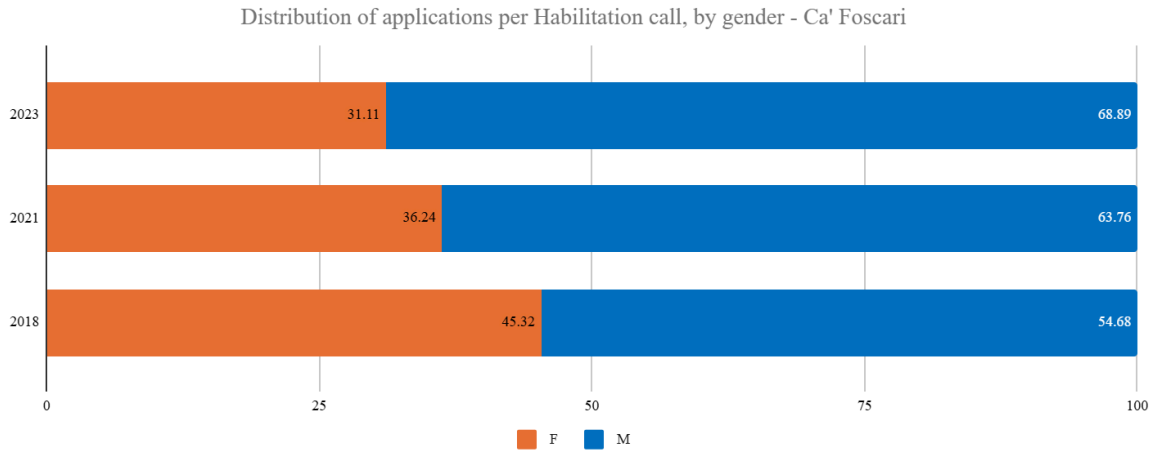
Source: DOC Careers Office – ARU  
 Data processing: Evaluation Office – APPS

## 4.9 Gender distribution of applications/habilitations in a given round

### Distribution of applications per Habilitation call, by gender Distribution of Habilitations Obtained



Fonte: Ufficio DOC Concorsi - ARU  
 Elaborazione dati: Ufficio Valutazione – APPS  
**Distribution of Applications/Habilitations (number of individuals applying for qualification)**



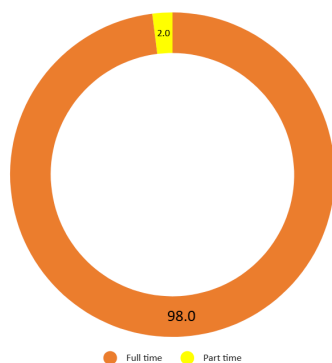
Source: DOC Careers Office – ARU  
 Data processing: Evaluation Office – APPS

In the habilitation process, a negative trend is evident, with the number of applications submitted by female staff declining in the last two rounds. Although women account for a smaller share of applications (around one third of the total), they have a higher success rate (almost 40%). Gender therefore does not appear to be a discriminatory factor in terms of outcomes—if anything, the opposite—but may instead act as a disincentive at the point of access.

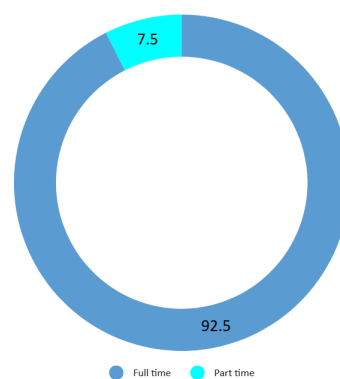
## 4.10 Employment status

### Distribution of full-time/part-time positions by gender

Distribution of full-time/part-time positions - % Women 2023



Distribution of full-time/part-time positions - % Men 2023



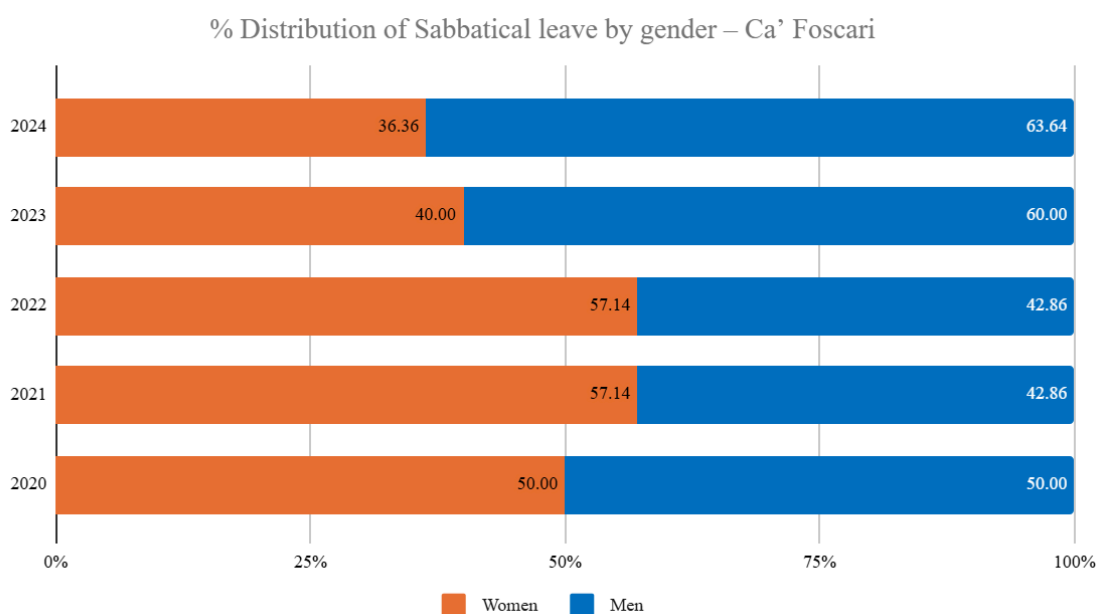
Source: APPS – Context Indicators Dashboard (Evaluation Office)  
 USTAT/MUR data

The employment status (full time or part time) does not appear to differ substantially between men and women, although men make greater use of part-time contracts than women. Overall, it can be said that part-time work is a minority choice and does not represent an option that female staff use for work-life balance.

## 4.11 Sabbatical leave

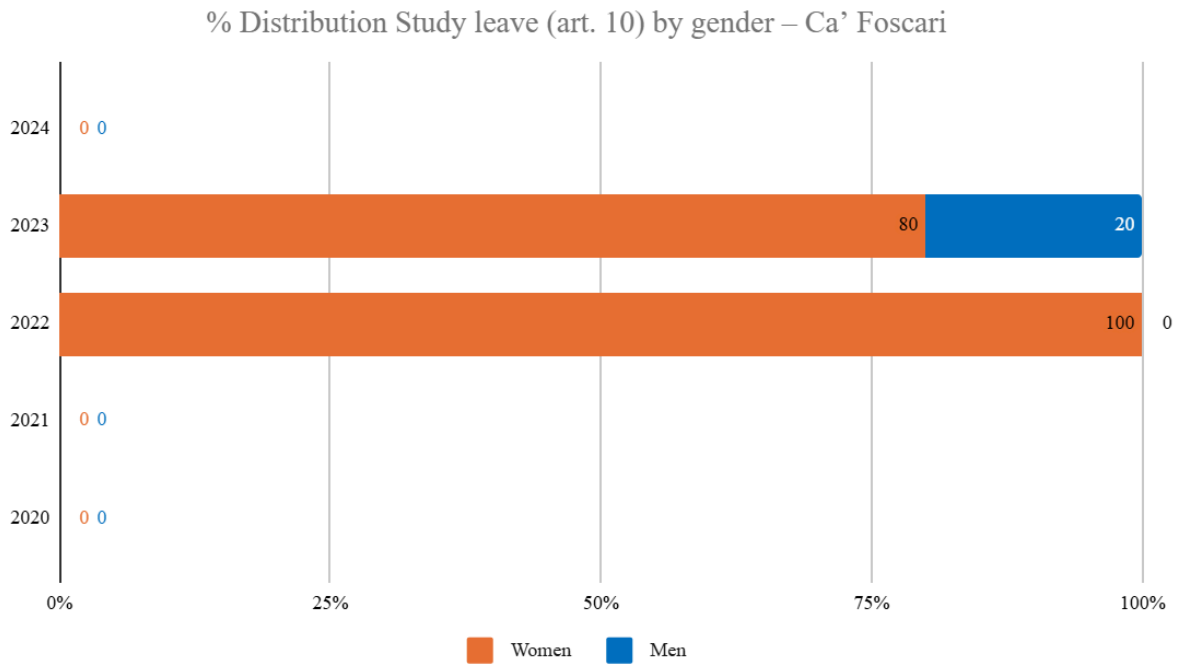
The distribution between genders appears unbalanced: men make greater use of sabbatical leave, while women almost exclusively access study leave (Articles 10 and 8).

### Sabbatical leave by gender



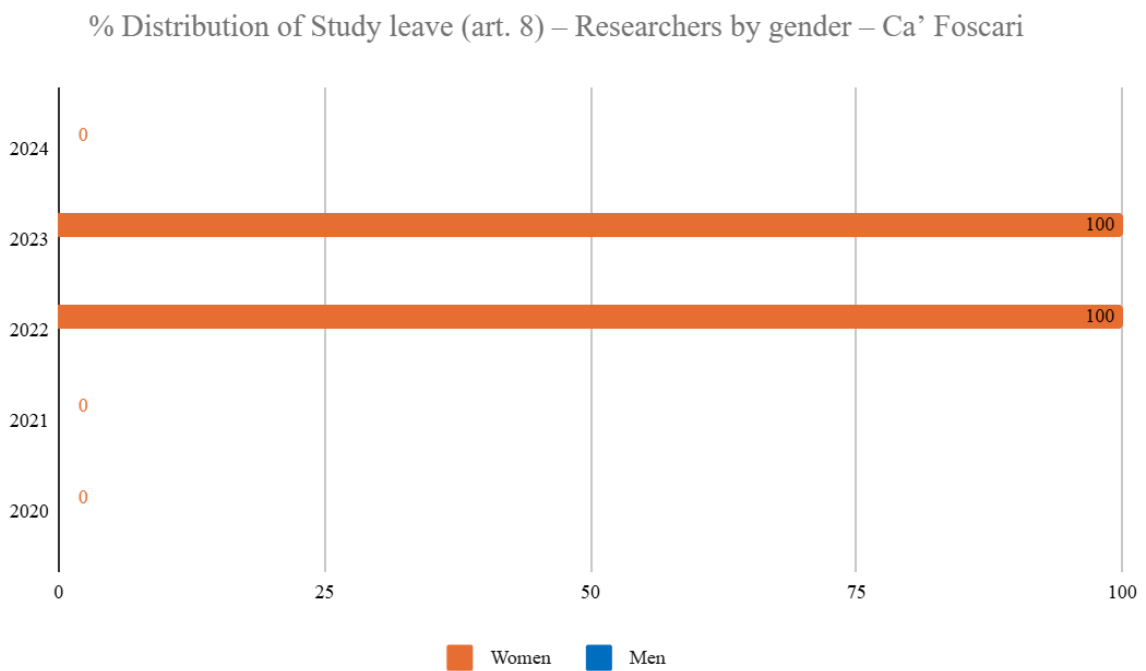
Source: APPS – Context Indicators Dashboard (Evaluation Office)  
USTAT/MUR data

### Study Leave - Art. 10 by gender



Source: DOC Careers Office – ARU  
Data processing: Evaluation Office – APPS

### Study leave - Art. 8 by gender (Researchers-RU)

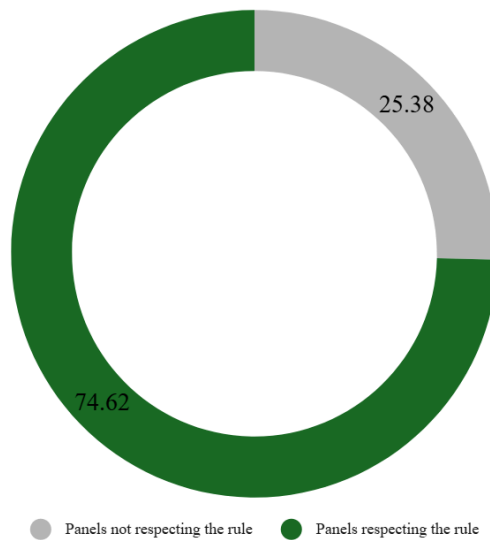


Source: DOC Careers Office – ARU

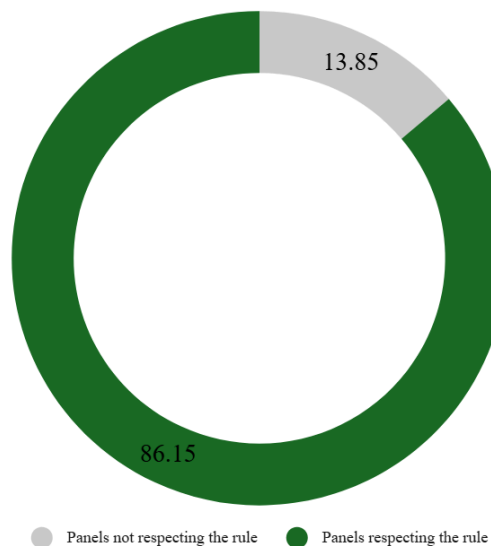
## 4.12 Panel composition

### Admission panels

Composition of admission panels by gender - Respecting the rule - Ca' Foscari 2021



Composition of admission panels by gender - Respecting the rule - Ca' Foscari 2023



Source: DOC Careers Office – ARU

Data processing: Evaluation Office – APPS

The data indicate that most admission committees generally adhere to the gender balance requirement, with exceptions mainly in male-dominated disciplines. Notably, from 2021—when no Gender Equality Plan (GEP) was in place—to 2023, after the GEP had been in effect for two years, the share of panels that do not respect gender balance has decreased by 12 percentage points.

## 4.13 Breakdown of research projects by role, funding and responsibility

The number of funded projects is relatively small and, with a few exceptions, does not allow for extensive analysis. Overall, however, the distribution appears broadly consistent with the composition of the University's academic staff.

### Research projects and their funding, by gender

#### Three-year period: 2022, 2023, 2024

*Disclaimer 1:* This table reflects the total number of awarded projects, not the number of individual project leaders. Consequently, a single principal investigator who has obtained three grants is counted as three separate entries in the dataset.

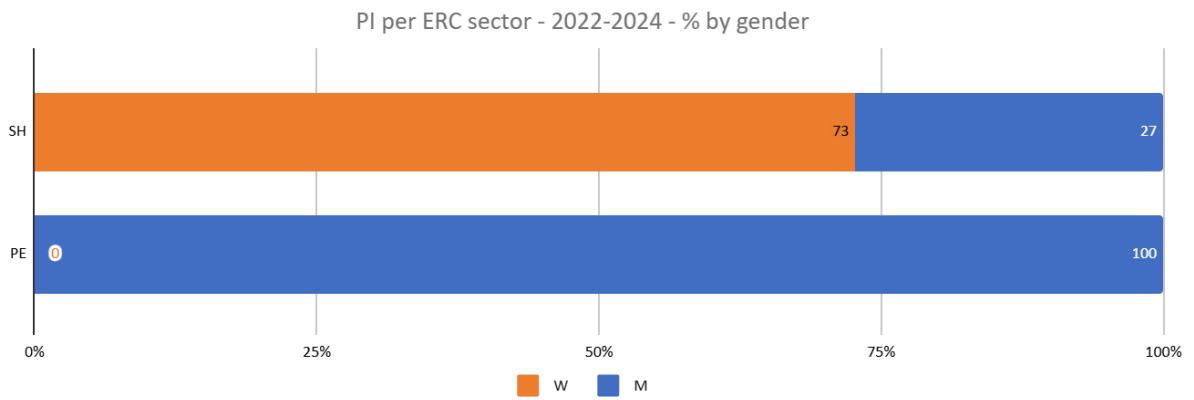
*Disclaimer 2:* With regard to Marie Skłodowska-Curie fellowships, the data refer exclusively to project Supervisors and not to the Fellows (researchers).

	PRIN		OTHER NATIONAL PROJECTS		ERC		OTHER INTERNATIONAL PROJECTS		MSCA Marie Skłodowska-Curie Actions	
	Women PI	Men PI	Women PI	Men PI	Women PI	Men PI	Women PI	Men PI	Women PI	Men PI
Number of funded projects	64	89	36	79	8	5	28	32	19	45
Percentage of funded projects	41,8%	58,2%	31,0%	68,1%	61,5%	38,5%	46,7%	53,3%	29,7%	70,3%
Funding in €	5.194.827	5.853.177	21.830.528	45.793.599	12.167.479	5.795.816	5.799.391	7.086.691	4.130.726	10.327.273
Percentage of funding	47,0%	53,0%	32,3%	67,7%	67,7%	32,3%	45,0%	55,0%	28,6%	71,4%

Source: ARic Office

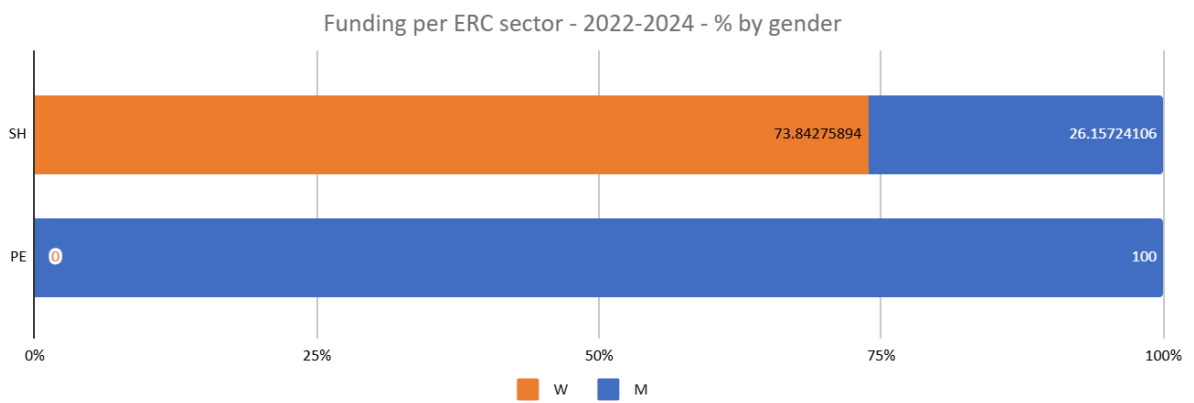
Data processing: Evaluation Office – APPS

### PI per ERC sector



Source: ARic Office  
Data processing: Evaluation Office – APPS

### Funding per ERC Sector

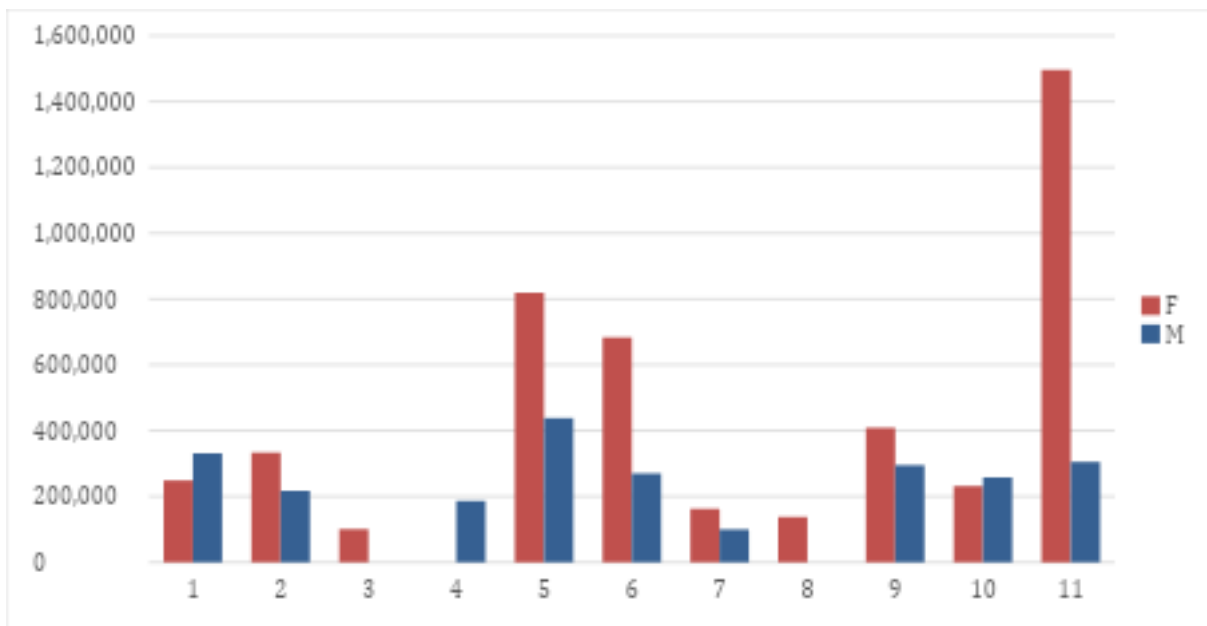


Source: ARic Office  
Data processing: Evaluation Office – APPS

**Average international research funding per capita by gender – 2022-2024**

**International Projects – Average European Funding for Ca’ Foscari – 2022–2024**

Year/Position	W	M	Total
<b>2022</b>	<b>251,819</b>	<b>266,849</b>	<b>260,660</b>
PA	248,706	331,415	291,715
PO	333,496	217,474	247,741
RD	100,915		100,915
<b>2023</b>	<b>675,615</b>	<b>315,868</b>	<b>461,711</b>
AR		186,650	186,650
PA	818,998	438,261	615,938
PO	683,445	269,974	415,905
RD	162,665	100,000	131,333
RU	137,900		137,900
<b>2024</b>	<b>370,843</b>	<b>275,174</b>	<b>311,050</b>
PA	408,845	295,088	341,929
PO	231,702	258,182	248,375
RD	1,496,241	305,082	602,872

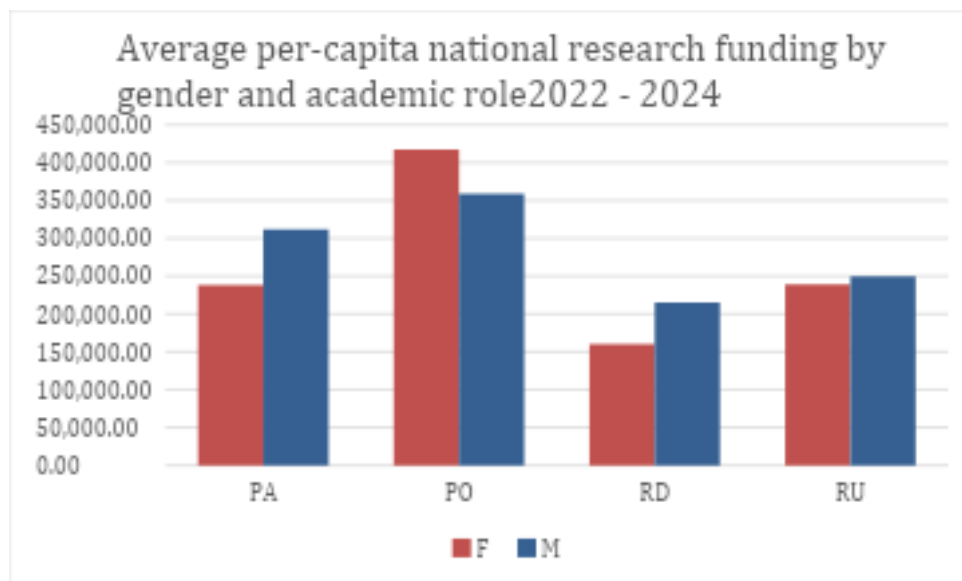


Source: ARic Office

Data processing: Evaluation Office – APPS

**Average national research funding per capita by gender – 2022–2024**

Line labels	W	M	Total
PA	238.032,92	311.492,34	<b>281.355,14</b>
PO	417.210,24	359.099,29	<b>376.785,23</b>
RD	159.743,77	214.953,32	<b>193.302,52</b>
RU	239.337,73	249.948,74	<b>243.582,13</b>
<b>Total</b>	<b>272.932,88</b>	<b>311.076,97</b>	<b>296.826,91</b>



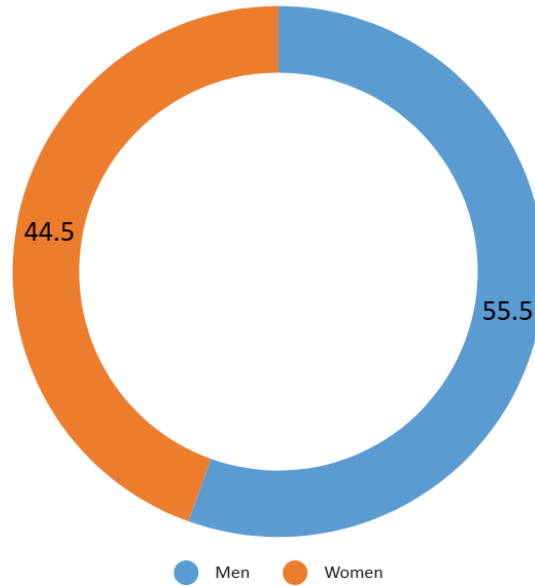
Source: ARic Office

Data processing: Evaluation Office – APPS

## 4.14 Thesis supervisors

### Percentage of thesis supervisors, by gender

Percentage of thesis supervisors, by gender - Ca' Foscari 2023



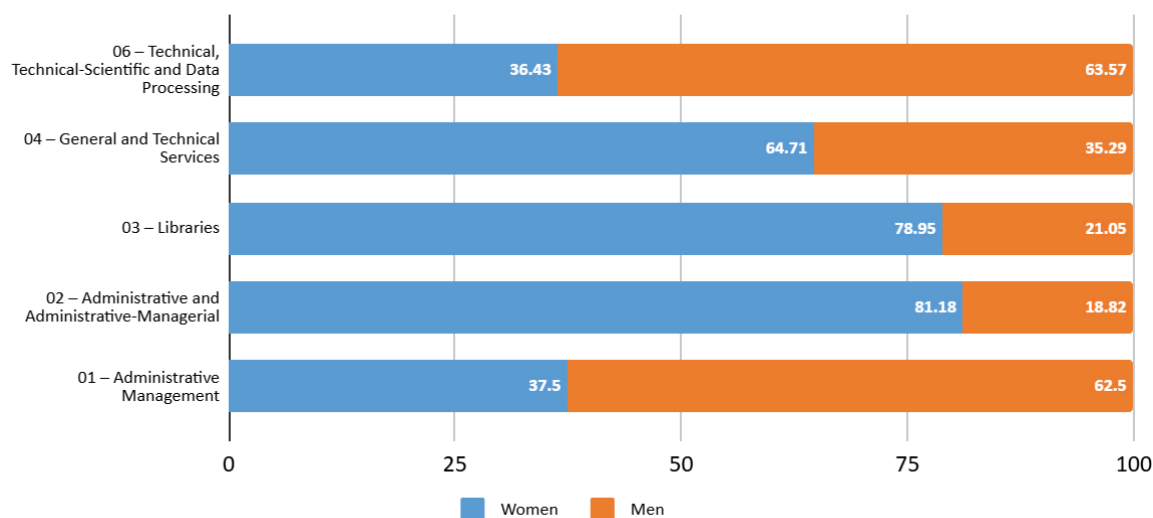
Source: APPS – Context Indicators Dashboard (Evaluation Office)

Students' selection of a thesis supervisor and supervisors' availability do not seem to be affected by gender and mirror the distribution of full and associate professors.

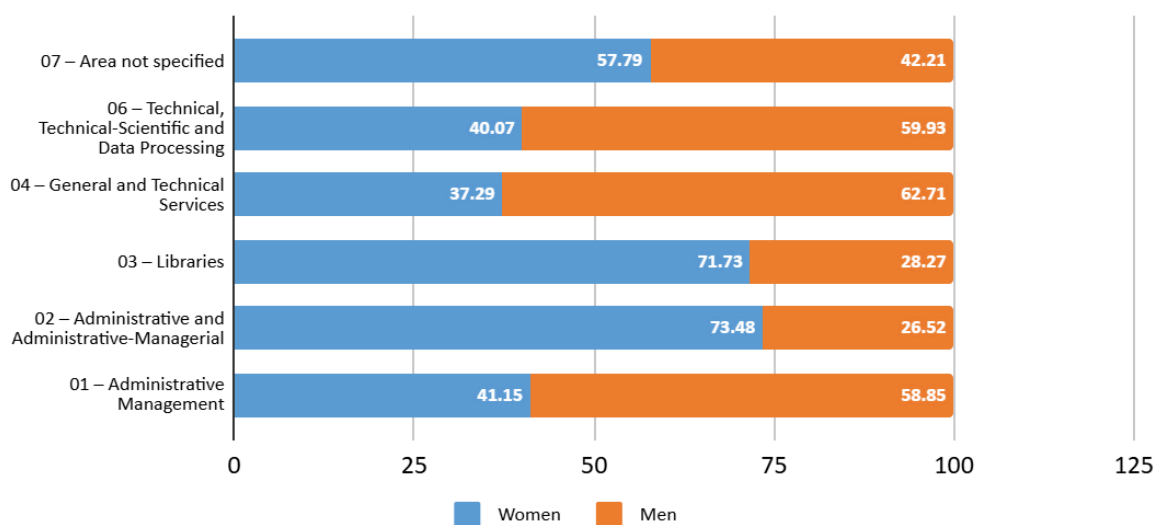
# 5 TECHNICAL AND ADMINISTRATIVE STAFF, MANAGEMENT AND FOREIGN LANGUAGE ASSISTANTS (CEL)

## 5.1 Gender and area of employment

Distribution by gender and functional area of employment - Ca' Foscari 2023



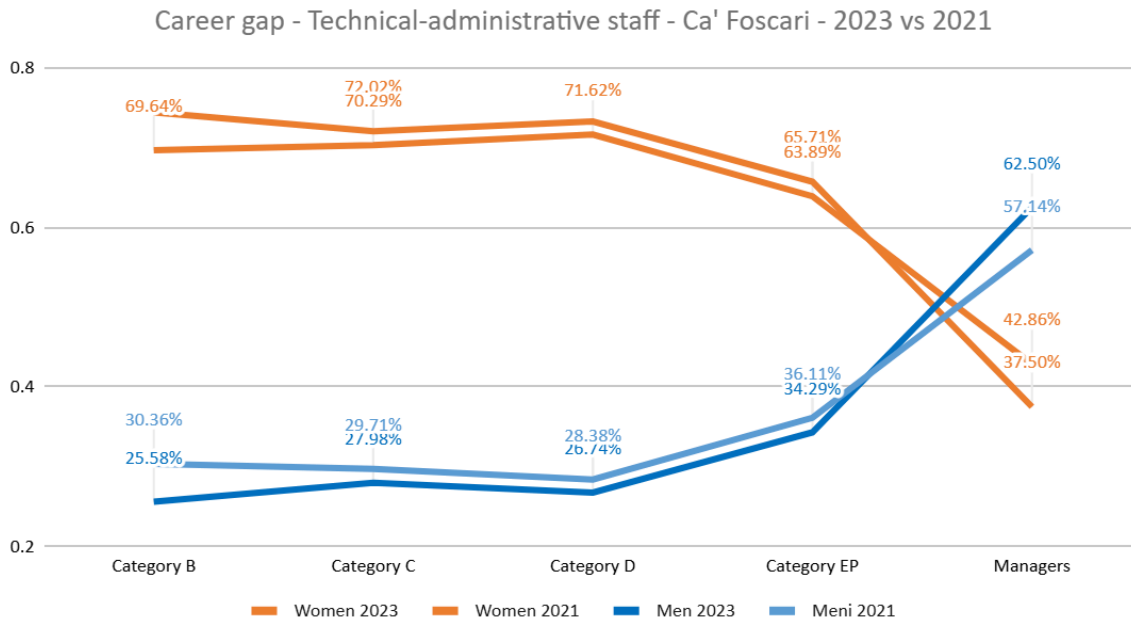
Distribution by gender and functional area of employment - Italy - 2023



Source: APPS – Context Indicators Dashboard (Evaluation Office)  
USTAT/MUR data

The gender composition of the technical and administrative staff mirrors that of many public administrations, with a predominance of women in administrative roles and of men in more technical areas. The career gap is narrower and, if we exclude the top management positions, there does not seem to be a particularly adverse selection affecting women.

## 5.2 Career gap

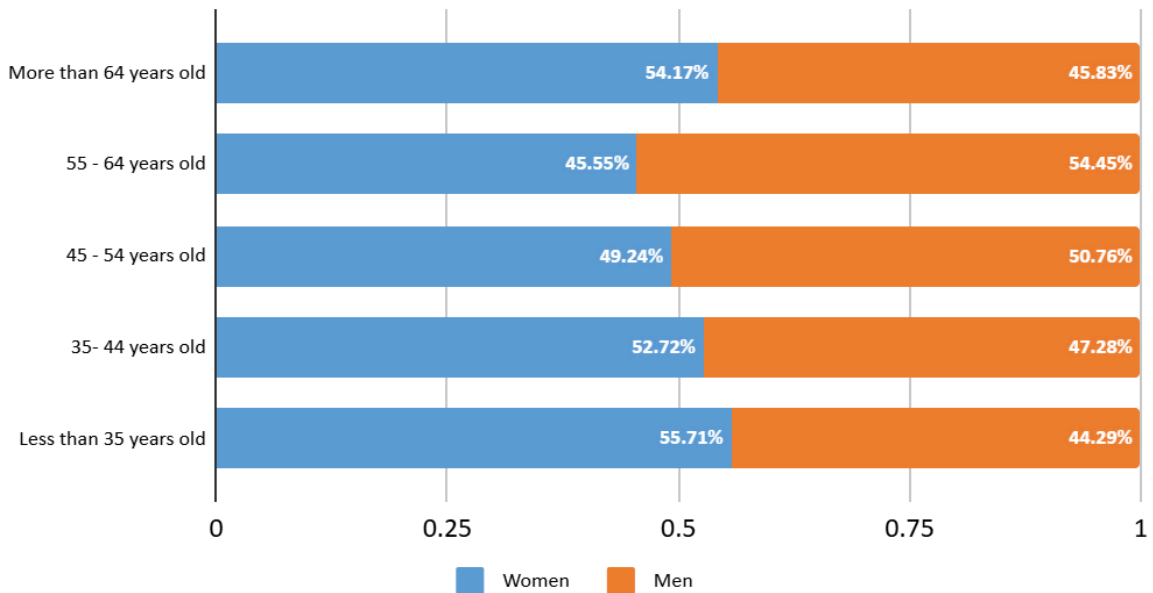


Source: APPS – Context Indicators Dashboard (Evaluation Office)  
USTAT/MUR data

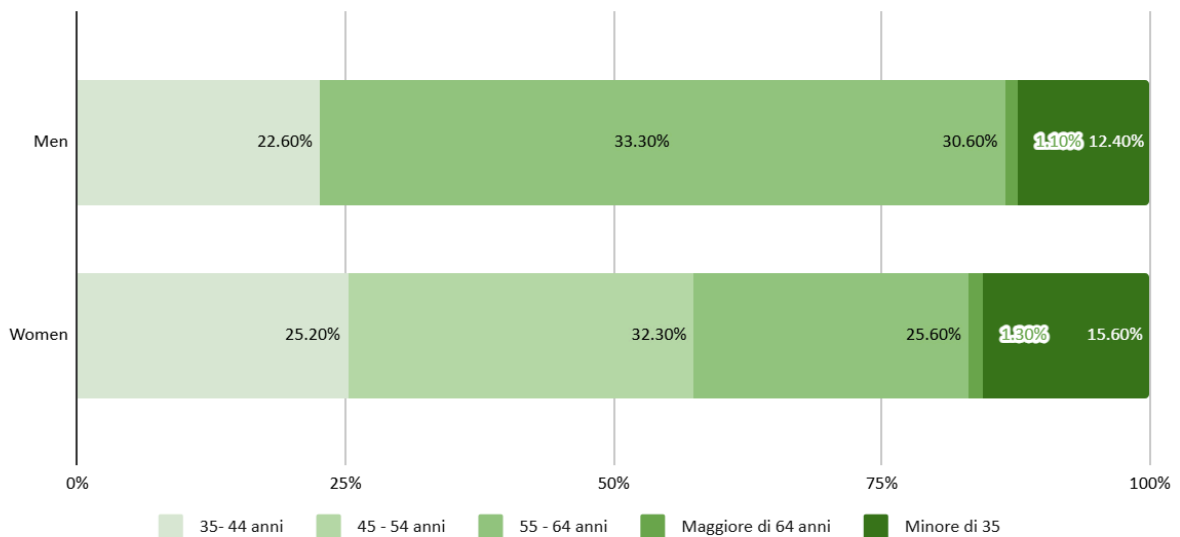
## 5.3 Gender and age groups

### 5.3.1 Gender and average age per category

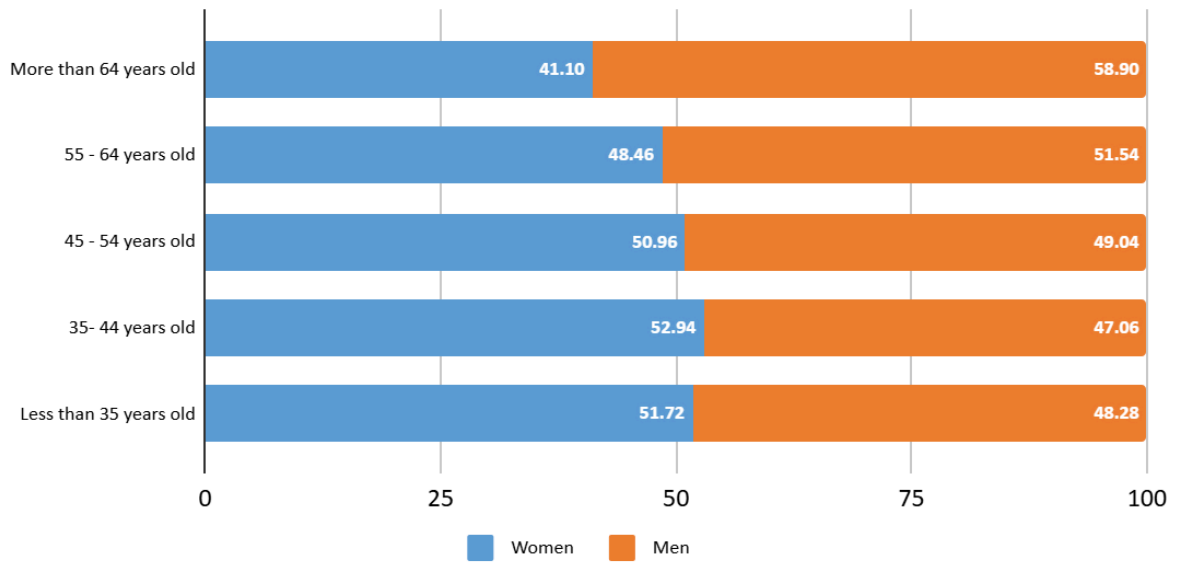
**Gender and age group distribution - Ca' Foscari 2023**



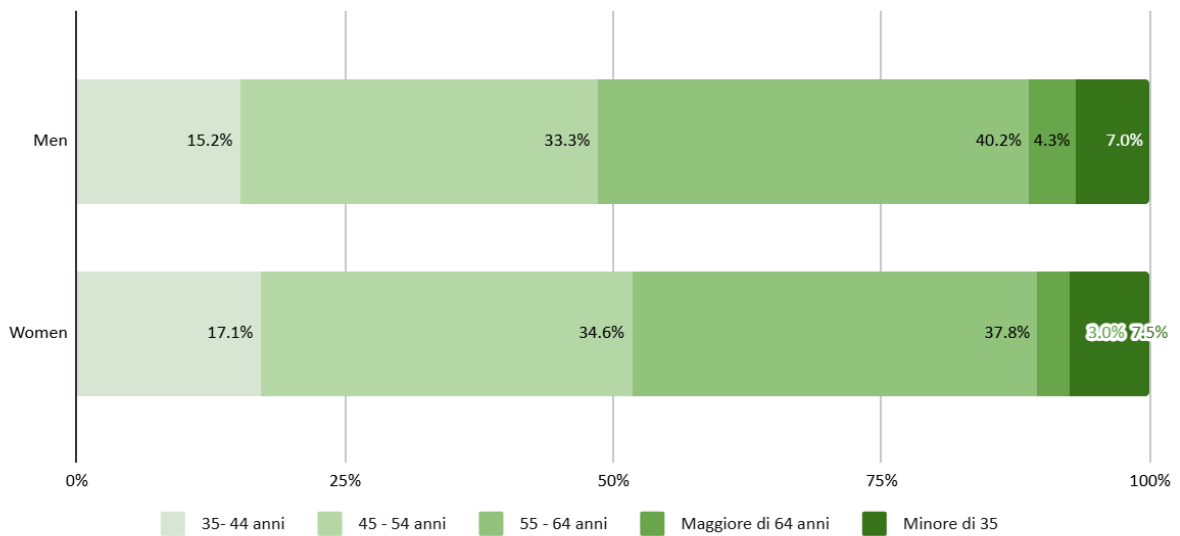
Gender and age group distribution - Ca 'Foscari - 2023



## Gender and age group distribution - Italy 2023



## Gender and age group distribution - Italy 2023



Source: APPS – Context Indicators Dashboard (Evaluation Office)  
 USTAT/MUR data

### Average age by gender and category

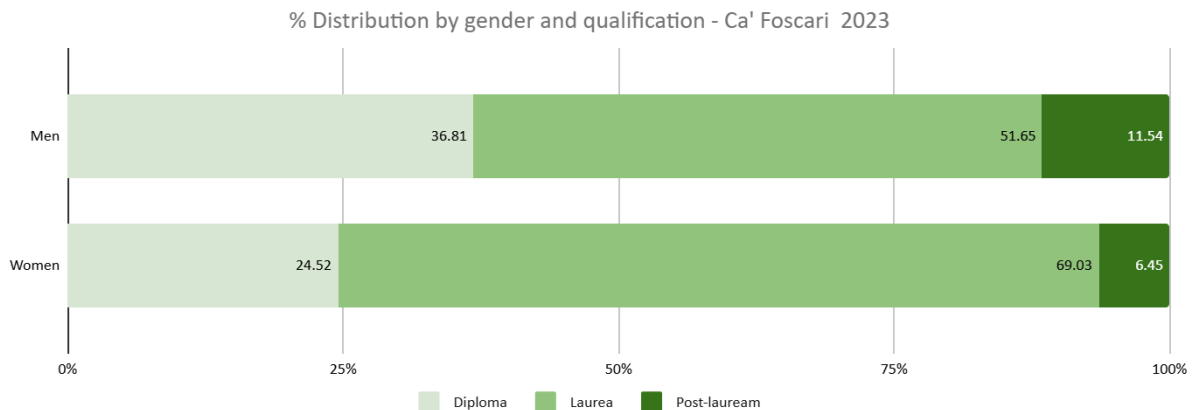
Gender	Women		Men		Total	
	Average age Ca' Foscari	Average age Italy	Average age Ca' Foscari	Average age Italy	Average age Ca' Foscari	Average age Italy
II TIER MANAGER	57.50	55.00	56.00	56.00	56.75	55.50
CATEGORY B	57.00	53.00	56.00	52.00	56.50	52.50
CATEGORY C	46.00	50.00	47.50	51.00	46.75	50.50
CATEGORY D	49.00	50.00	51.50	51.00	50.25	50.50
CATEGORY EP	56.00	55.00	55.00	56.00	55.50	55.50
<b>Total</b>	<b>52.67</b>	<b>52.56</b>	<b>52.89</b>	<b>53.33</b>	<b>52.78</b>	<b>52.94</b>

Source: APPS – Context Indicators Dashboard (Evaluation Office)

The age distribution appears similar across genders, with a rising female percentage among younger groups.

## 5.4 Gender and qualifications

### Distribution by gender and qualification



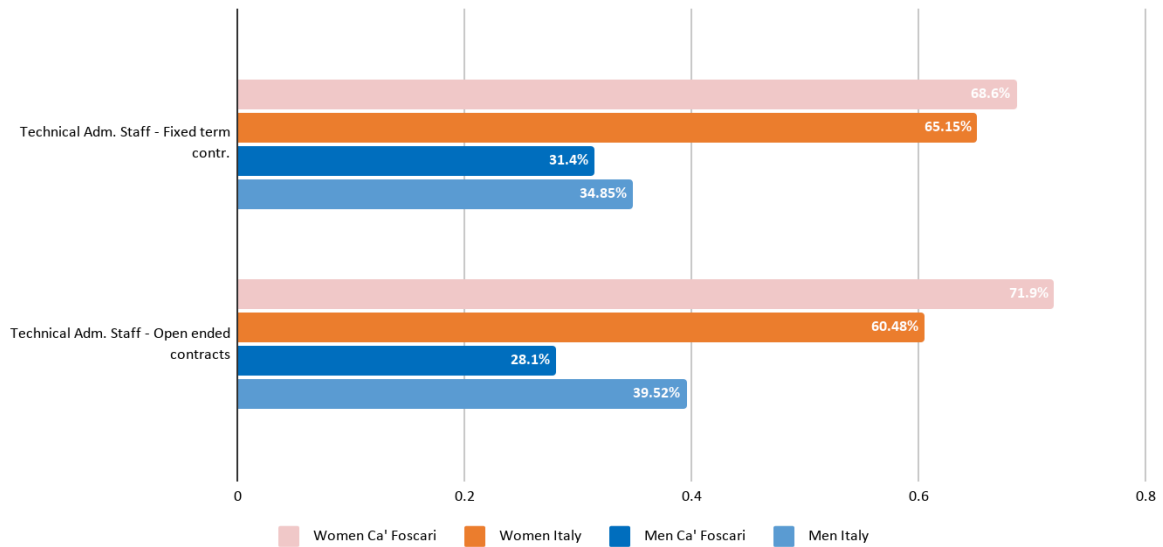
Source: APPS – Context Indicators Dashboard (Evaluation Office)

USTAT/MUR data

The distribution by educational qualification appears varied, yet it does not indicate discrimination. The higher proportion of men with both lower-level qualifications (secondary school diploma) and higher-level qualifications (post-secondary education) might suggest that, at least in part, men with fewer competencies were recruited to the detriment of women, and that men were predominantly appointed to higher-ranking positions (a hypothesis supported by the data presented in section 5.1; see above). However, in the absence of an adequate breakdown by period of recruitment, age and role, the data is difficult to interpret.

## 5.5 Gender and employment contracts

### Distribution by gender and contract type Ca' Foscari vs Italy

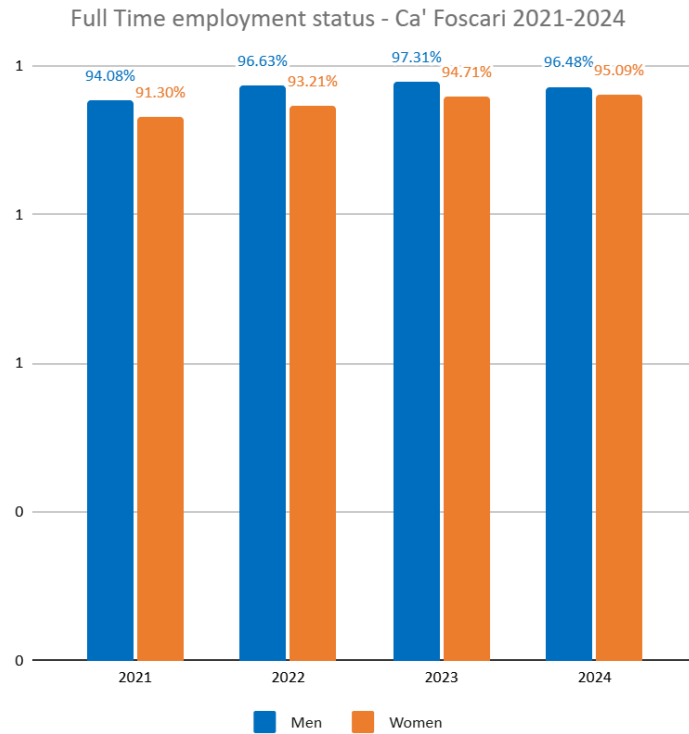


Source: APPS – Context Indicators Dashboard (Evaluation Office)  
USTAT/MUR data

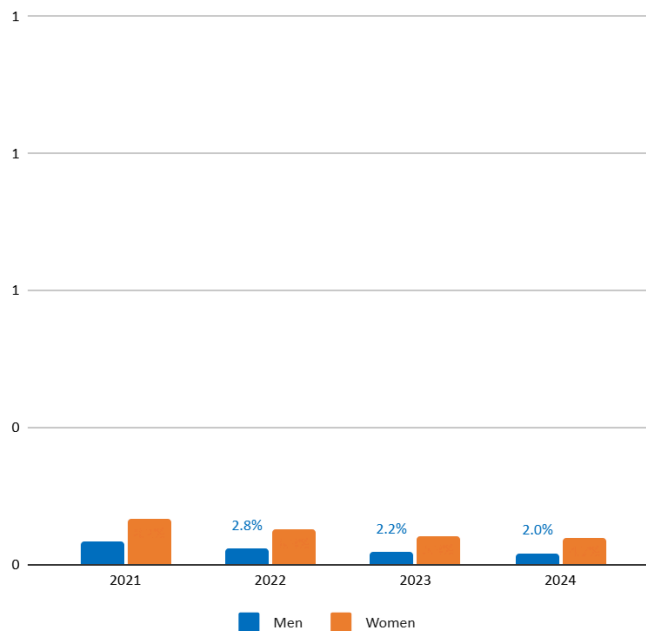
Regarding fixed-term appointments, the University is in line with national data. For open-ended contracts, by contrast, there is a predominance in favour of women, with a figure that is over 10 percentage points higher than the national average (and, correspondingly, men record a lower share compared with the national level). In short, the higher female figures within the technical and administrative staff are also reflected in the prevalence of permanent contracts.

## 5.6 Gender and employment status

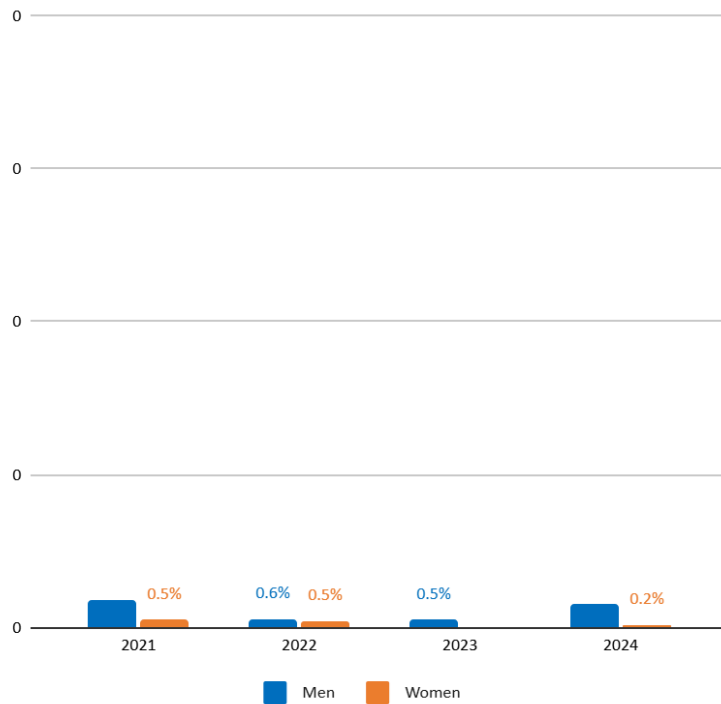
### Distribution by gender and employment status



>50% Part Time employment status - Ca' Foscari 2021-2024



<50% Part Time employment status - Ca' Foscari 2021-2024



Source: APPS – Context Indicators Dashboard (Evaluation Office)  
USTAT/MUR data

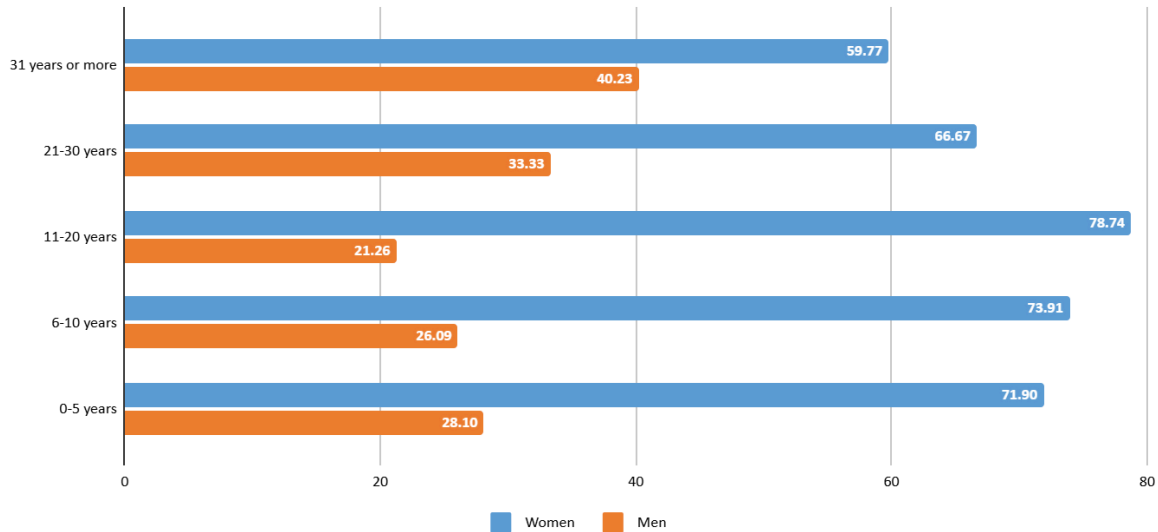
At Ca' Foscari, staff work predominantly full-time. Part-time employment concerns only a small minority and shows mixed characteristics, which, given the very low absolute values, are not very significant. However, a slight downward trend in part-time work among women can be observed (and, correspondingly, an increase in full-time contracts).

## 5.7 Gender and organisational seniority

### 5.7.1 Organisational seniority

#### Distribution by gender and organisational seniority bands

Percentage of technical-admin staff by gender and seniority bands (years) - Ca' Foscari 2023



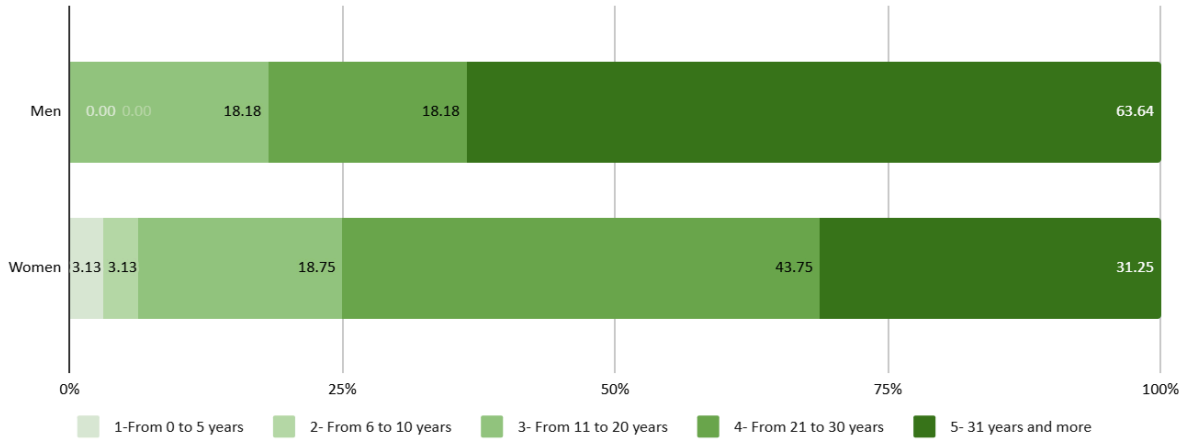
Source: APPS – Context Indicators Dashboard (Evaluation Office)  
USTAT/MUR data

Percentages of female staff are particularly high when we look at people who have hired between 11 and 20 years ago. In more recent years, while a gender imbalance persists (with men accounting for around one third of women), a trend towards rebalancing can be observed, with the share of men increasing from 21% to 28% in the most recent cohorts.

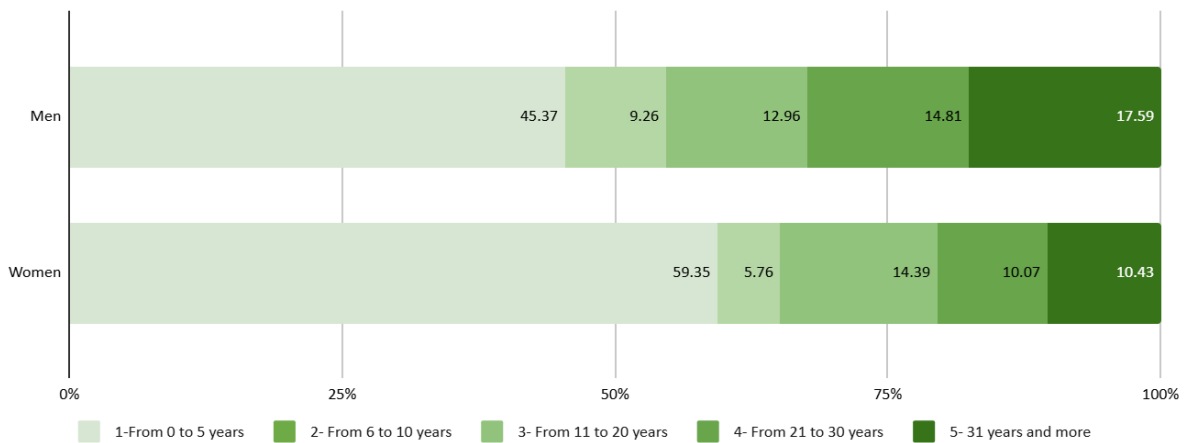
## 5.7.2 Organisational seniority and categories

### Distribution by gender, category and organisational seniority bands

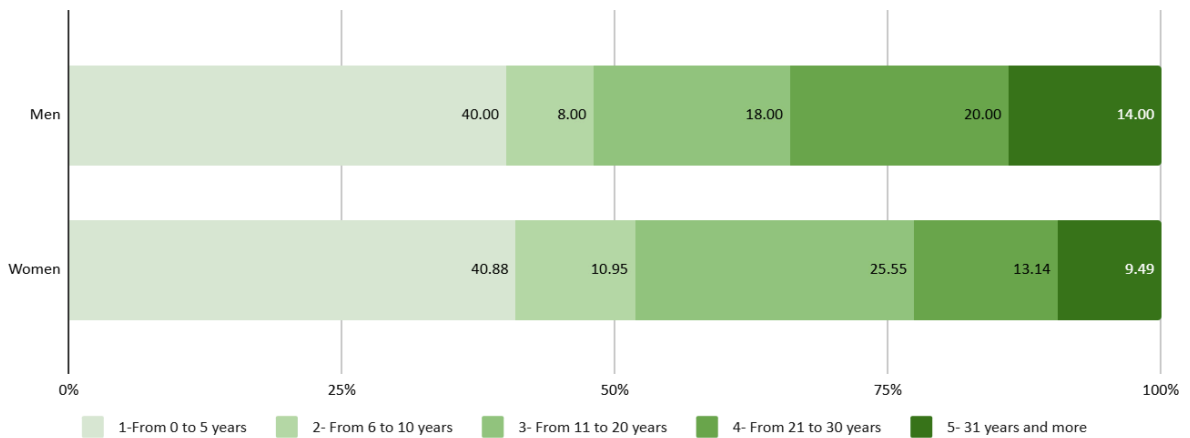
% of Techn-Adm. staff by gender, category and organisational seniority bands - Ca' Foscari - 2023 - Cat. B



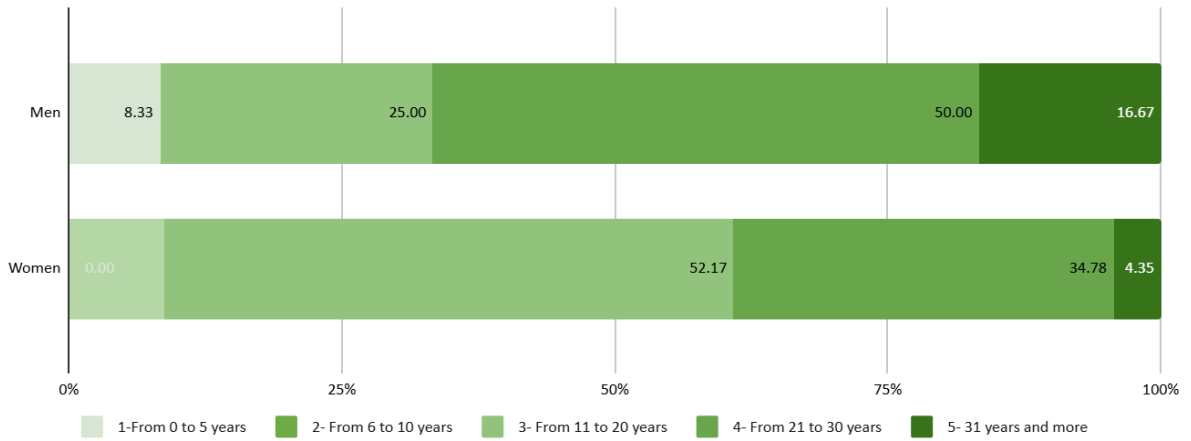
% of Techn-Adm. staff by gender, category and organisational seniority bands - Ca' Foscari - 2023 - Cat. C



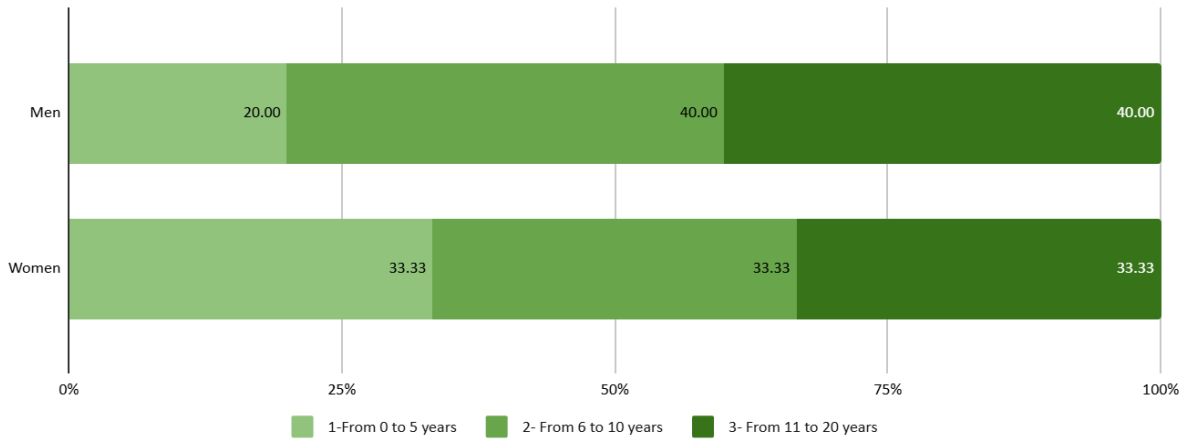
% of Techn-Adm. staff by gender, category and organisational seniority bands - Ca' Foscari - 2023 - Cat. D



% of Techn-Adm. staff by gender, category and organisational seniority bands - Ca' Foscari - 2023 - Cat. EP



% of Techn-Adm. staff by gender, category and organisational seniority bands - Ca' Foscari - 2023 - Managers

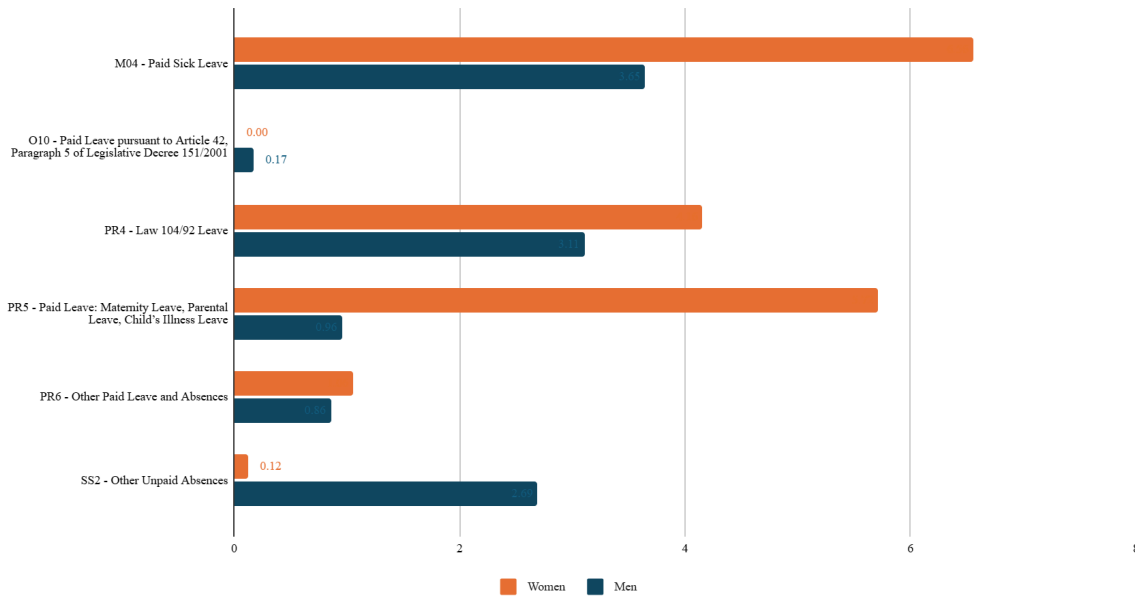


Source: APPS – Context Indicators Dashboard (Evaluation Office)  
 USTAT/MUR data

## 5.8 Gender and absences

### Average number of days of absence by gender and reason for absence

Average number of days of absence by gender and reason for absence - Technical Administrative Staff by category - 2024



Source: DOC Careers Office – ARU

Data processing: Evaluation Office – APPS

Women's absences are higher in number, particularly sickness-related, while men show a markedly higher figure for unpaid leave.

Female absences linked to maternity are also significantly higher, as might reasonably be expected; however, this figure should be monitored, as the same category also includes absences due to children's illness and parental leave. These latter two types of absence could, in principle, offset maternity-related absences. This does not appear to be the case, and the data may therefore, to some extent, indicate an imbalance in the distribution of responsibilities inside the family. By contrast, absences related to Law 104 (caregiving leave) appear to be more evenly distributed between genders.

In summary, the data suggest the persistence of a traditional pattern (greater involvement of women in care work), alongside signs of transformation, reflected in a growing sharing of family responsibilities.

## 5.9 Gender and turnover

### Replacement Ratio (Hires/Leavers)

#### Replacement Ratio (Hires/Leavers) 2024

Category	Women	Men
Tier	0.7	
Category B	0.0	
Category C	3.5	3.8
Category D	0.8	1.3
Category EP	0.0	
Second-Tier Managers		0.0
General Directors		
<b>Total</b>	<b>1.8</b>	<b>2.8</b>

Source: DOC Careers Office – ARU

Data processing: Evaluation Office – APPS

### Overall Turnover Ratio

#### Overall Turnover Ratio 2024

Category	Women	Men
Tier	0.0	0.1
Category B	-0.1	0.0
Category C	0.1	0.1
Category D	0.0	0.0
Category EP	0.0	0.0
Second-Tier Managers	0.0	-0.3
General Directors		0.0
<b>Total</b>	<b>0.0</b>	<b>0.1</b>

Source: Staff Career Office – ARU

Data processing: Evaluation Office – APPS

## 5.10 Gender and career progression

### Vertical career progression

Category	2022				
	Women	Men	Total	% Women	% Men
CATEGORY B	0	0	0	0	0
CATEGORY C	0	0	0	0	0
CATEGORY D	17	6	23	73,9	26,1
CATEGORY EP	1	1	2	50,0	50,0
Total	18	7	25	72,0	28,0

Women	Men	Total	2023	
			% Women	% Men
0	0	0	0	0
1	0	1	100	0
2	0	2	100	0
0	0	0	0	0
3	0	3	100	0

Source: Staff Career Office – ARU

Data processing: Evaluation Office – APPS

### Horizontal career progression

Category	2022				
	Women	Men	Total	% Women	% Men
CATEGORY B	7	2	9	77,8	22,2
CATEGORY C	55	22	77	71,4	28,6
CATEGORY D	35	9	44	79,5	20,5
CATEGORY EP	0	0	0	0	0
Total	97	33	130	74,6	25,4

Women	Men	Total	2023	
			% Women	% Men
7	0	7	100	0
73	25	98	74,5	25,5
25	13	38	65,8	34,2
4	1	5	80,0	20,0
109	39	148	73,6	26,4

Source: Staff Career Office – ARU

Data processing: Evaluation Office – APPS

## 5.11 Gender and allowances

### 5.11.1 Responsibility allowances

#### Responsibility allowances

Responsibility allowances	2022		2023		2024	
	Women	Men	Women	Men	Women	Men
Area/service	75,0%	25,0%	75,2%	24,8%	77,5%	22,5%
Office/Unit	87,5%	12,5%	88,0%	12,0%	81,5%	18,5%
<b>Total</b>	<b>77,6%</b>	<b>22,4%</b>	<b>77,3%</b>	<b>22,7%</b>	<b>78,2%</b>	<b>21,8%</b>

Source: Staff Career Office – ARU

Data processing: Evaluation Office – APPS

### 5.11.2 Position allowances

#### Position allowances

Position allowance (Cat. EP)	2022		2023		2024	
	Women	Men	Women	Men	Women	Men
Up to € 4000	8.0%	7.7%	8.0%	9.1%	12.5%	0.0%
from € 4001 to € 5000	12.0%	15.4%	12.0%	0.0%	4.2%	10.0%
from € 5001 to € 6000	28.0%	15.4%	28.0%	27.3%	0.0%	0.0%
more than € 6000	52.0%	61.5%	52.0%	63.6%	83.3%	90.0%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Source: Staff Career Office – ARU

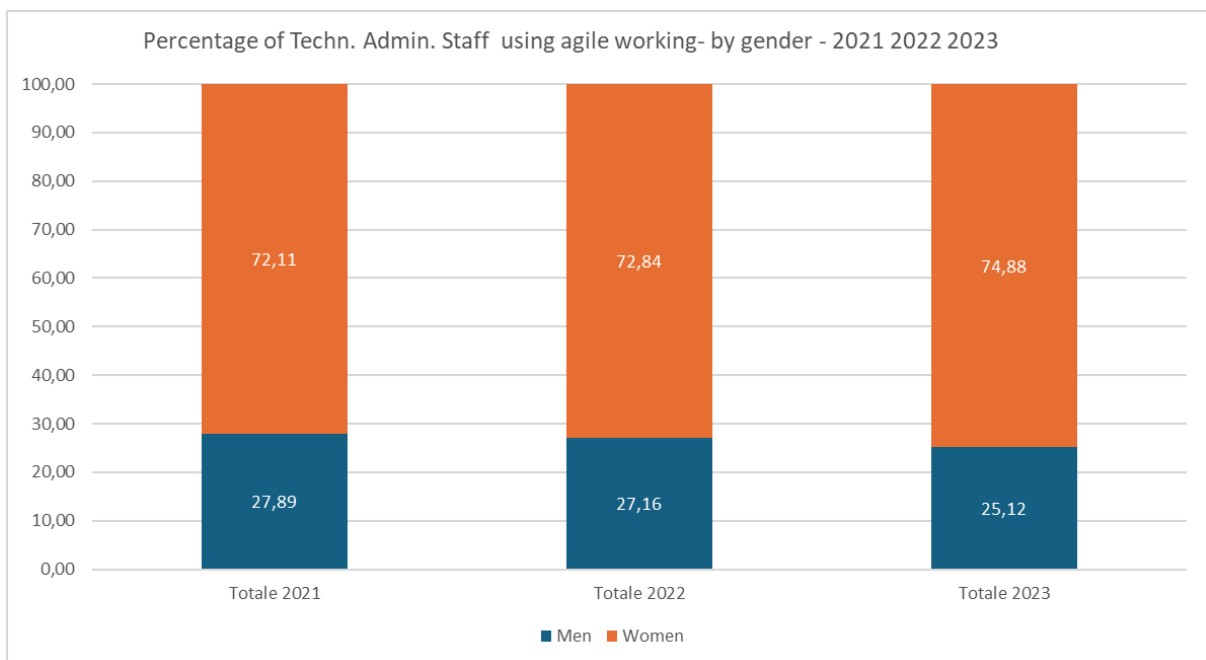
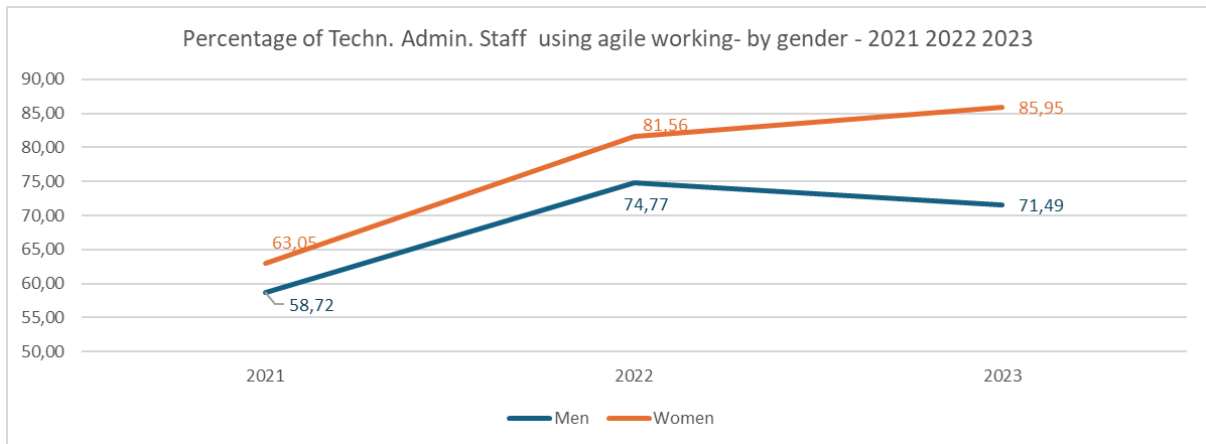
Data processing: Evaluation Office – APPS

No evidence of discriminatory practices is observed in either position or responsibility allowances.

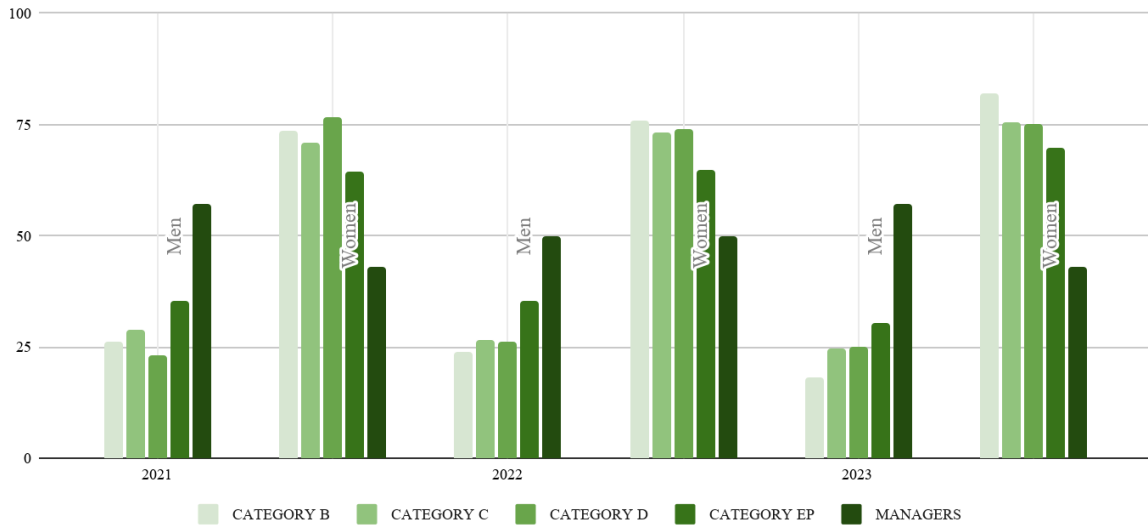
## 5.12 Agile working

### 5.12.1 Agile working by gender

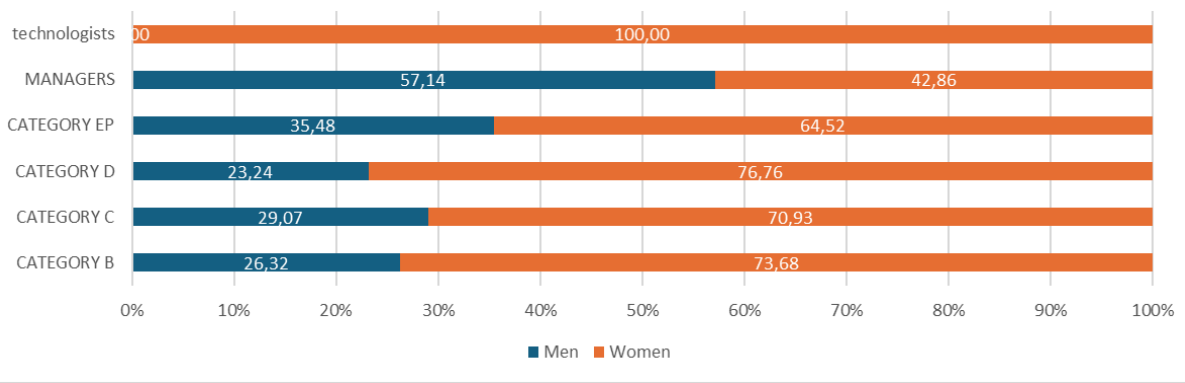
#### Agile working by gender



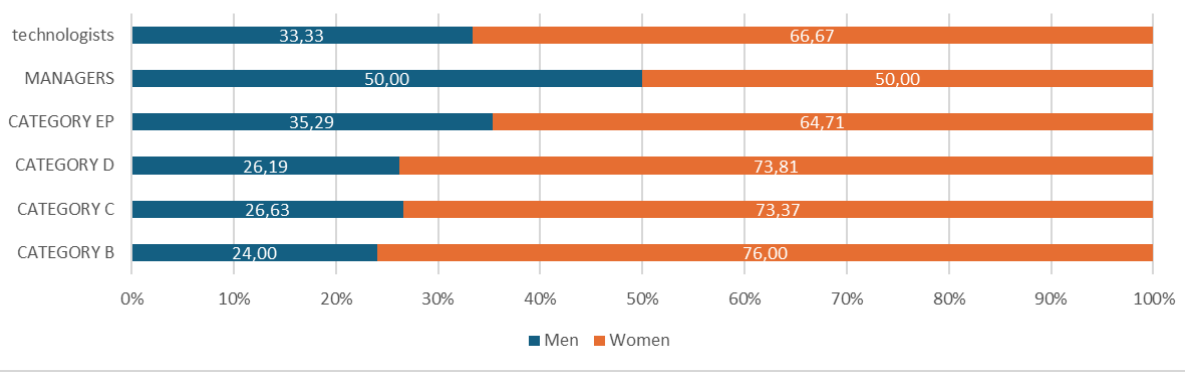
Percentage of Techn. Admin. Staff using agile working- by gender and category 2021 - 2023

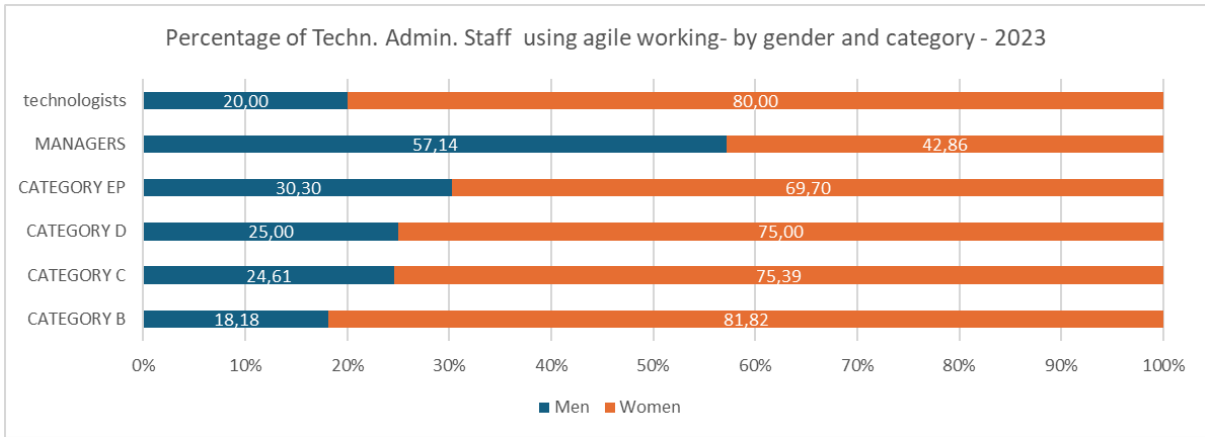


Percentage of Techn. Admin. Staff using agile working- by gender and category - 2021



Percentage of Techn. Admin. Staff using agile working- by gender and category - 2022





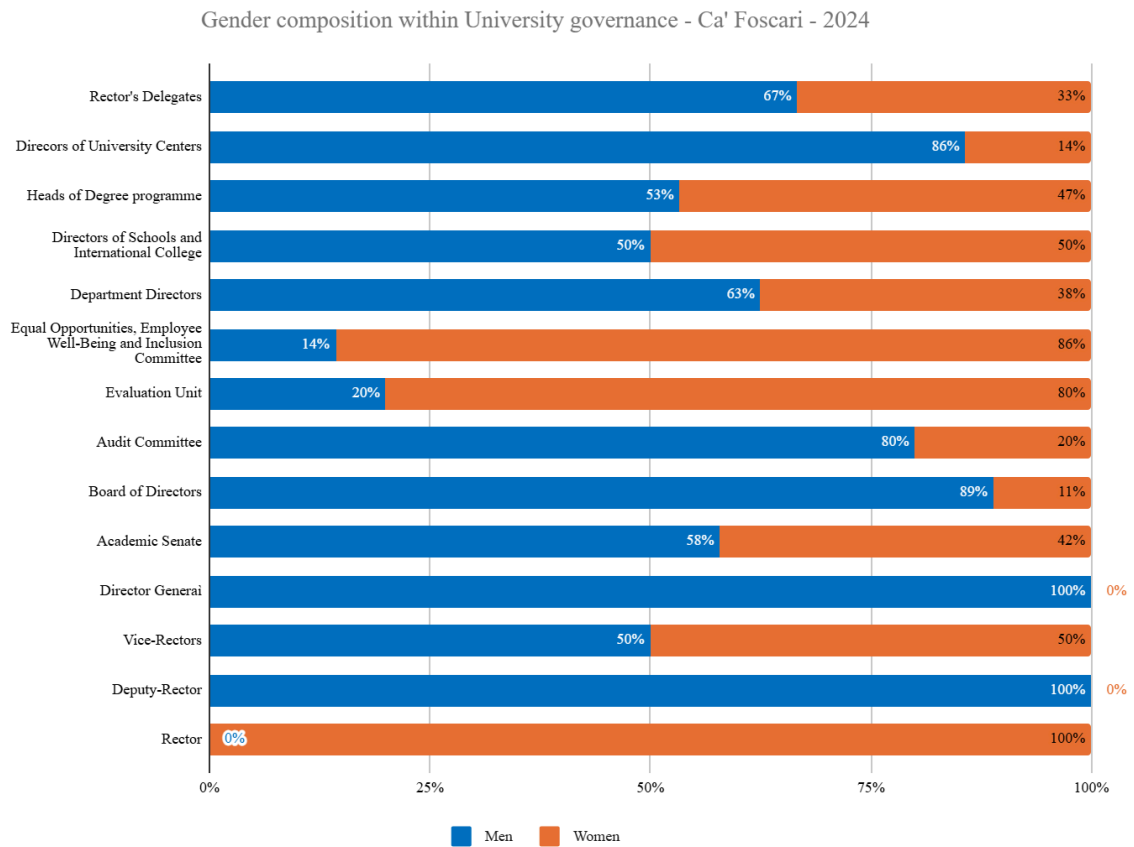
Source: Staff Career Office – ARU

Data processing: Evaluation Office – APPS

Agile working is widely adopted by technical and administrative staff and is predominantly chosen by women, with some exceptions, including management, where male rates of agile working are higher than those of women.

# 6 GENDER COMPOSITION WITHIN UNIVERSITY GOVERNANCE

## Gender composition within University governance



Data: Evaluation Office - APPS

Although some departments have more men in senior roles, Ca' Foscari University nevertheless achieves an overall gender balance within its governing bodies.

# 7 ACTIVITIES AND PROJECTS IMPLEMENTED: THE 2022–2024 GEP<sup>1</sup>

## 7.1 Implemented activities

Between 2002 and 2024 the University implemented 52 actions, including activities and projects. Some of these will also continue into the 2025-2027 period, as envisaged by the new Gender Equality Plan 2025.

### The 2022 Gender Budget

During the 2022-2024 three-year period, the University made significant progress in strengthening its role on gender issues. In 2022, the second edition of the University's Gender Budget (BdG) was produced. The 2022 Gender Budget helped to update the overall mapping of gender-related issues within Ca' Foscari University of Venice, with reference to internal stakeholders (students, academic staff, technical and administrative staff, and foreign language assistants – CEL).

The [2022 Gender Budget](#) [ITA] is available on the University's website.

### Renewal of the European *Human Resources Strategy for Researchers* (HRS4R) certification

At the end of 2022, the administrative procedure to renew the European *Human Resources Strategy for Researchers* (HRS4R) certification was completed. During the certification process conducted by the relevant offices of the European Commission, the University received the highest possible score in its performance evaluation.

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#### <sup>1</sup>A note on methodology:

The action categories (Completed, Ongoing, Planned) used in previous monitoring reports, which referred to a single year, are no longer applicable. Actions are therefore described as completed or not completed. In addition, for each activity it is specified whether its continuation is envisaged under the GEP 2025. Consequently, actions are classified as “achieved” (some of which continue under the GEP 2025) and “not achieved” (five in total, three of which have been suspended and two postponed). As a result, the order in which activities completed during the 2022–2024 three-year period are presented does not follow the same sequence in which the actions were originally set out in the **GEP 2022**. With regard to completed activities, the order by thematic area resulting from this new structure is as follows:

2. Organisational culture;
3. Gender equality in recruitment and career progression;
4. Integration of gender in research and teaching programmes;
5. Gender balance in senior positions and decision-making bodies;
6. Prevention of gender-based violence, including sexual harassment;
7. Work-life balance.

As for activities that were not completed, the resulting order is as follows:

4. Gender balance in senior positions and decision-making bodies;
5. Organisational culture;
6. Gender equality in recruitment and career progression;
7. Work-life balance.

Ca' Foscari University of Venice is listed on the website of the EURAXESS initiative among the Italian HR Recognised Institutions, and will retain the HRS4R certification, implementing the [European Charter for Researchers and the Code of Conduct for their Recruitment](#), until 2026.

### **UNI/PdR 125:2022 Guideline**

In 2023, the University also launched the accreditation process in accordance with the UNI/PdR 125:2022 guideline. This guideline sets out the recommendations for a gender equality management system within organisations. The preparatory work for submitting the application to the Italian accreditation body Accredia involved the entire University administration over 2023 and 2024. A Steering Committee and a Working Group were established to pursue and maintain the certification. Following the positive assessment (84.5/100 points) from Bureau Veritas, Ca' Foscari University of Venice was accredited in accordance with the reference guideline for organisations seeking to implement a gender equality management system, making it the first university in Italy to embark on this path.

The Steering Committee and the Working Group subsequently continued their work on implementing the actions planned for 2024 under the [Strategic Plan for Gender Equality of Ca' Foscari University of Venice](#) [ITA], in order to maintain the UNI/PdR 125:2022 certification. The final audit carried out by the certifying body Bureau Veritas also had a positive outcome for the renewal completed at the end of 2024.

### **Participation in networks and centres working on gender equality and gender-based violence**

During the 2022-2024 period, Ca' Foscari University of Venice strengthened its membership of nationally and internationally relevant networks and centres focused on gender equality and the prevention of gender-based violence by renewing existing agreements and establishing new ones. Since 2022, the University has been part of the Rete Territoriale Antiviolenza ULSS 3 Serenissima – Rete Aiuto Donna, a network that carries out prevention initiatives and actions to combat violence against women.

Efforts to reinforce the University's presence within national and international networks continued with its accession in 2023 to the Rete Nazionale per il Contrasto ai Discorsi e ai Fenomeni d'Odio. Collaboration with the Inclusion and Social Justice Working Group of the RUS – Rete delle Università per lo Sviluppo Sostenibile also continued in 2024, leading to the renewed participation of a University delegation in the annual run/walk Just the Woman I Am (JTWIA 2024, 1–2–3 March).

Furthermore, thanks to the valuable work carried out by the Equal Opportunities, Employee Well-Being and Inclusion Committee (CUG) for equal opportunities, the promotion of workplace wellbeing and the prevention of discrimination, from 2024 the University became a member, with voting rights, of the Conferenza Nazionale degli Organismi di Parità delle Università italiane (COUNIPAR).

The action concerning membership of nationally and internationally relevant networks and centres working on gender equality and the prevention of gender-based violence is also included in the new Gender Equality Plan 2025.

### **The new Guidelines on inclusive language**

One of the issues addressed with determination between 2022 and 2024 was the use of inclusive, difference-aware language. In an effort to make the University's language more inclusive, a robust change process was undertaken. The use of inclusive language was placed at the heart of all University communication and was also the focus of a wide-ranging awareness-raising campaign, supported by the production of dedicated informational materials.

The change was implemented primarily by updating the previously adopted Guidelines on Inclusive Language. This update was preceded, in 2022, by the launch of the information and awareness campaign promoting respectful, difference-sensitive language, #faladifferenza, which involved the entire Ca' Foscari community. This work led to the drafting and approval, at the beginning of 2023, of a practical reference text designed both to regulate and to guide the communication choices of the various components of the University.

In 2024, reflecting Ca' Foscari University of Venice's ongoing commitment to improvement, the Guidelines were further refined, and the University released the 2024 version of its non-discriminatory and gender-respectful language guidelines on its website ([Linee guida di Ateneo 2024 per un linguaggio non discriminatorio e rispettoso del genere](#) – ITA).

Actions to update the Guidelines on inclusive language and promote their adoption are expected to continue during the 2025-2027 period. The new Gender Equality Plan 2025 also envisages a possible revision of the Guidelines.

### **Website, institutional documents and forms aligned with the *University Guidelines 2024 for non-discriminatory and gender-respectful language***

Starting in 2023, the University began a process to ensure greater internal consistency by aligning its website, internal documents, and institutional forms with the new University Guidelines 2024 for non-discriminatory and gender-respectful language. This revision process, which extended throughout 2024, incorporated ongoing feedback from users of the University's website and services.

Among the institutional documents revised are the new University Statute, which entered into force on 6 April 2023, and various regulations, including the Regulations of the Ca' Foscari International College. The work carried out by the University also prompted the Fondazione Università Ca' Foscari Venezia to revise its own Statute.

The action to align materials with the new Guidelines, as a measure to promote a culture of inclusive language, is also included in the new Gender Equality Plan 2025.

### **DE&I Survey**

The University promoted an inclusive culture by implementing various actions, including mapping activities, services offered, and regulatory measures. These efforts spanned across the entire University and, in certain cases, involved all its components working together.

In 2022, perceptions of inequality within the University were assessed through a survey that mapped how technical and administrative staff (PTA) position themselves across various identity categories and their perceptions of the social context in relation to DE&I (Diversity, Equity and Inclusion). The action was overseen by Ca' Foscari professors Sara De Vido and Giulia Bencini. The survey was commissioned to Professor Laura Borgogni of Sapienza

University of Rome, who, together with her research team, developed the questionnaire administered to staff and subsequently analysed the resulting data.

The results of the [Diversity, Equity & Inclusion Survey](#) [ITA] were presented in March 2023, and the report of the findings in aggregate is available on the University's website.

### **Psychological counselling desk (“Smart”)**

To support all University staff, in partnership with NTGROUP. The HR Experts launched the Smart Desk, a psychological support service, on a pilot basis in June 2022. This short-term counselling service is available free of charge to Ca' Foscari staff, with a maximum of four sessions per year. The service is provided by a qualified psychologist who is not an employee of the University. The service is requested directly by the individual concerned, and appointments can be booked—also anonymously—via SMS or through the Calendly platform. Consultations take place online, either by video call or, if preferred, by telephone.

### **Philosophical Counselling Desk (CoFil)**

One of the measures to foster a more inclusive culture at the University is the Philosophical Counselling Desk, a service available to all members of the University and now established for several years. As part of efforts to encourage the development of diversity-aware behaviours through cultural change within institutions, the Philosophical Counselling Desk (CoFil) was also activated in 2022 and continued its activities over the following two years. During the 2022–2024 period, the service was available on twenty-five occasions, for three hours each time. The breakdown of users by year and by category of affiliation was continuously monitored. The data collected show that the overall number of users who contacted the CoFil Service fluctuated over the 2022–2024 period: usage peaked in 2023, and the number of sessions recorded in 2023 and 2024 shows a substantial stabilisation following an initial increase compared with 2022.

CoFil is also included in the new Gender Equality Plan 2025.

### **Alias career for students**

In 2022, it was officially confirmed that students could opt for an alias career. Managed annually by the Sustainability Office, this alias career involves assigning a provisional and temporary identity upon request, which students can use throughout their academic journey. This initiative highlights the University's ongoing commitment to allowing students who wish to do so to use a preferred name different from their registered one.

The alias career aims to offer students the opportunity to experience their academic path serenely in an environment that safeguards privacy and individual dignity, and in which interpersonal relations are based on fairness, mutual respect for freedoms and the inviolability of the person, in accordance with Law No. 164 of 1982.

The activation of the alias career, which has been available at Ca' Foscari University of Venice since 2018 as a measure to safeguard a specific aspect of student wellbeing, was further strengthened in 2022 by introduction of a specific provision (Art. 13, Alias career) in the [University Regulations on Student Careers](#) [ITA].

Monitoring data show that, in the two years after 2022, the number of people requesting an alias career more than doubled. In 2024, seventeen students began an alias career during

their studies at Ca' Foscari University of Venice, bringing the total number alias careers activated at the University to 35 as of 31 December 2024.

The measure to sustain and oversee alias careers for students, following the same assumptions and characteristics as before, is also incorporated into the new Gender Equality Plan 2025.

### **Alias profile for staff undergoing gender transition**

In 2023, the University had planned to carry out a feasibility study to introduce the so-called Alias profile for all University staff undergoing a gender transition. However, this preliminary step proved unnecessary, as the introduction of the Alias profile—as a measure to promote the wellbeing of staff undergoing a gender transition—was in the meantime regulated by Article 21 of the new sector-wide National Collective Labour Agreement (CCNL) 2019–2021 for Technical and Administrative Staff (PTA), which entered into force in January 2024. It was therefore possible for the University, in 2024, to regulate this matter directly at an internal level (Regulations for the activation and management of alias identity and alias career for staff within Ca' Foscari University of Venice), in the same way as had already been done for the alias career for students. The feasibility study planned in 2023 thus effectively evolved into its intended outcome, namely the introduction of the alias profile for all University staff in gender transition.

Throughout 2024, internal debate on this topic was lively and generated numerous initiatives. The **Equal Opportunities, Employee Well-Being and Inclusion Committee** organised, in collaboration with the association GenderLens and the professional association Proteo Fare Sapere, the conference “*ALIAS careers: how and why? A comparison between schools and universities*” (Venice, 18 October). Featuring multidisciplinary contributions that explored the rationale for the alias career and examined how this option can be effectively introduced within educational institutions, the conference was an important moment of reflection and shared discussion for the entire Ca' Foscari community.

To date, the process of introducing the alias profile for University staff undergoing gender transition has been completed, and a closely related action (Maintenance and monitoring of Alias careers for employed staff) has been included in the new Gender Equality Plan 2025.

### **Guidelines to promote gender equality in panels**

The University mainly expressed its strategies to address gender imbalance in dissemination through three key actions. Two of these concerned the composition of conference panels: the implementation of a measure to promote a better balance between women and men, followed by an assessment of its impact. In 2022, the Guidelines to promote gender equality in panels were first developed. The document, published on the University's website, comprises eight points, preceded by a programmatic statement from the University in support of fostering the broadest possible culture of gender equality.

### **Mapping panel composition at conferences**

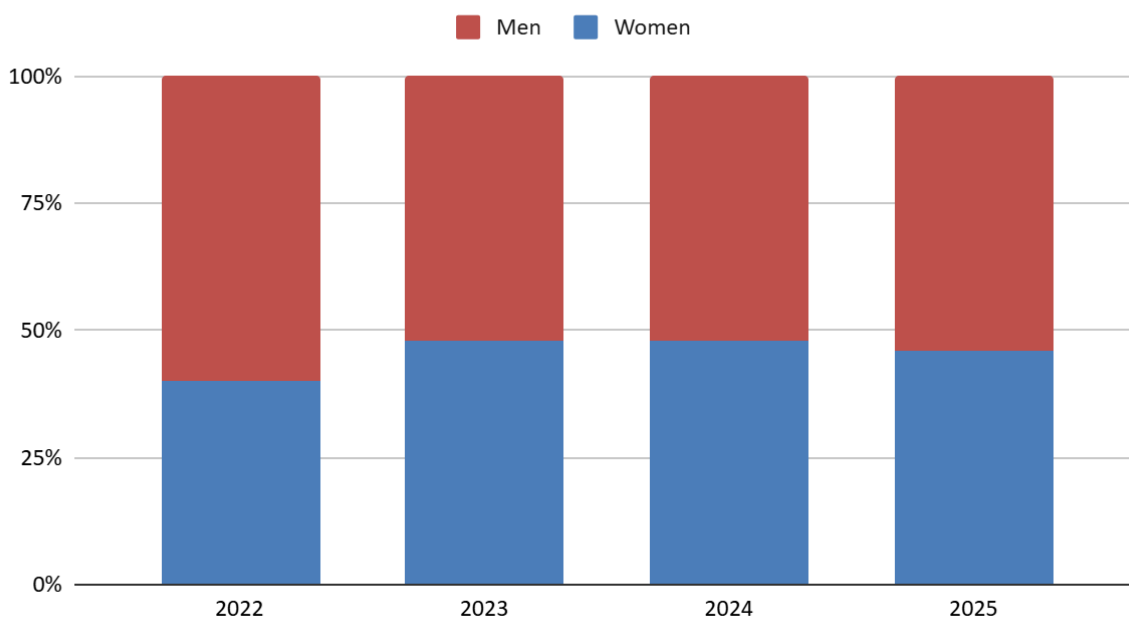
To address gender asymmetry in public dissemination activities related to research and teaching, in 2023 the University mapped the composition of panels at University conferences

for the reference year. This mapping enabled measurement of the impact of the Guidelines to promote gender equality in panels, adopted in 2022.

Thanks to this policy, Ca' Foscari University of Venice saw a notable progress in gender balance within the panels of scientific events—both academic and popular—organised by the University (53% men and 47% women in 2023; 52% men and 48% women in 2024).

The trend prior to the adoption of this policy measure had been identified through a survey of a limited sample of Ca' Foscari conferences between 2019 and 2022, which had highlighted a predominance of male participation (with female representation at 40%) in University panels.

### Gender Composition of University Panels



Source: University Agenda; data processing by the Sustainability Office

### Conferences, seminars and training activities at the University on gender stereotypes

In 2023, Ca' Foscari University of Venice organised a range of public initiatives focused on gender stereotypes. These included:

- the run/walk organised as part of the Just the Woman I Am (JTWIA 2023) initiative, in collaboration with CUS Venezia and Università IUAV di Venezia;
- the conference “Iran: time is up!” (Venice, 7 March 2023);
- the public photography exhibition “Women at Ca' Foscari”, held in the Ca' Foscari courtyard for International Women's Day (8 March 2023);;
- the event “Unveiled Justice”, held on 10 March, featuring the Iranian writer and poet Bitā Malakūti in conversation with Daniela Meneghini, Professor of Persian Language and Literature at Ca' Foscari;

- the international workshop “*Workshop on Gender and Institutions*” (Venice, 26 May 2023), organised by the Department of Economics (DEC) and dedicated to the cross-cutting theme of gender within institutions.

Durante tutto il biennio 2023-2024 l’Ateneo ha dedicato una attenzione particolare alle donne e alla loro consapevolezza del proprio ruolo attraverso la realizzazione di azioni mirate che, previste anche nel nuovo GEP 2025, continueranno a essere portate avanti anche nel prossimo futuro. La prima linea di azione seguita ha previsto l’organizzazione di una serie di talk ispirazionali con professioniste, ricercatrici, scienziate e accademiche, la cui storia professionale potesse aiutare le studentesse, sia dell’Ateneo sia delle scuole superiori, nelle proprie scelte di studio e di carriera. Nel 2023 è stato organizzato dal Career Service di Ateneo un ciclo di quattro incontri intitolato ‘A Viva Voce’, durante i quali un ampio pubblico ha potuto conoscere di persona alcune figure femminili carismatiche, con l’auspicio che queste donne siano fonte di ispirazione per le giovani e i giovani studiosi dell’Università Ca’ Foscari nelle loro scelte di studio, di carriera e di vita. Si è svolta, inoltre, la quinta edizione del ‘Laboratorio ELLE (Equality and Leadership Lab for Excellence)’ organizzato dal Ca’ Foscari Competency Centre, in collaborazione con il Career Service e nell’ambito del Progetto LEI. I seminari di formazione in seno a questo laboratorio hanno proposto una riflessione sui temi della leadership, dell’inclusività e dell’uguaglianza di genere. Alle iniziative citate hanno partecipato complessivamente 220 persone. Nel 2024 sono stati realizzati altri cinque talk dell’iniziativa ‘A Viva Voce’, ai quali hanno partecipato complessivamente 277 persone. A questi incontri si aggiungono i quattro seminari sulle modalità di esercizio della leadership inclusiva (Leadership inclusiva e gender equality; Promuovere la leadership inclusiva nei contesti organizzativi: Il caso Veritas; Il primo passo: istruzioni per l’uso; Leadership inclusiva in azione: progetti a confronto), organizzati per l’edizione annuale del ‘Laboratorio ELLE’.

L’organizzazione anche negli anni a venire di simili talk ispirazionali è prevista anche dal nuovo Piano di Uguaglianza di Genere - Gender Equality Plan 2025.

### **Talks with women professionals, researchers, scientists and academics**

Throughout the 2023–2024 two-year period, the University focused on women and raising awareness of their role through targeted actions which, also outlined in the new Gender Equality Plan 2025, will continue in the coming years. The first initiative involved organising a series of inspirational talks with women professionals, researchers, scientists, and academics whose careers could inspire female students—both from the University and from upper secondary schools—in their study and career choices.

In 2023, the University Career Service organised a series of four meetings entitled “A Viva Voce,” during which a broad audience had the opportunity to meet several charismatic female figures in person, with the hope that these women might serve as a source of inspiration for young scholars at Ca’ Foscari University of Venice in their studies, careers, and life choices.

The fifth edition of the “ELLE Laboratory (Equality and Leadership Lab for Excellence)” also took place, organised by the Ca’ Foscari Competency Centre in collaboration with the Career Service and within the framework of the Progetto LEI. The training seminars

delivered as part of this laboratory offered reflections on leadership, inclusivity, and gender equality, for a total of 220 participants.

In 2024, a further five “A Viva Voce” talks were held, with a total of 277 participants. These events were complemented by four seminars on inclusive leadership practices (*Inclusive leadership and gender equality; Promoting inclusive leadership in organisational contexts: the Veritas case; The first step: instructions for use; Inclusive leadership in action: comparing projects*), organised as part of the annual edition of the *ELLE Laboratory*.

The new Gender Equality Plan 2025 also ensures the ongoing organisation of similar inspirational talks in the coming years.

### **Training initiatives to promote leadership and develop strategic skills**

To enhance women's awareness of their roles, the University also planned a series of training initiatives aimed at promoting leadership and developing strategic skills valuable in the world of work. These activities particularly targeted the 2023–2024 two-year period.

In 2023, the “*Be Craft Be a Leader*” programme was launched for middle managers among technical and administrative staff (PTA). Designed as a two-year pathway, the programme continued in 2024 and ultimately involved 50 participants. In 2024, a course on organisational communication was also organised for senior management staff.

During 2023–2024, several initiatives were also implemented for academic and research staff. These included the training programme “Enhancing socio-emotional skills for professional development – EQ Training” with Dr Marianna Del Bello, comprising six microlearning modules and an in-person workshop to develop emotional intelligence skills. In the second year, additional microlearning modules were offered—“Methods and techniques of mentoring in university teaching” and “Developing inclusive leadership in work and research groups” (a total of six mini videos for each theme)—along with two final in-person workshops to deepen the training provided through the microlearning content.

In 2024, ULEAD4ALL was also launched, a project stemming from the Erasmus+ programme, with the aim of fostering more equitable, diverse, and inclusive leadership within higher education institutions. ULEAD4ALL aims to design and deliver a training pathway for both those who already hold leadership roles and those aspiring to them, deploying tools and policies that promote and appreciate differences.

The new Gender Equality Plan 2025 also includes the planning of training initiatives aimed at promoting leadership and developing strategic skills relevant to the labour market.

### **Amendment to the PhD Regulations**

Over the 2022–2024 three-year period, the University aimed to achieve gender equality in recruitment and career progression by implementing three direct measures. First, an amendment was made to the PhD Regulations to ensure that the composition of selection panels reflects gender balance.

The [PhD Regulations](#) [ITA], published on 15 March 2022, already included in their previous version a provision on gender balance (to be applied, where possible, to the composition of the Academic Board responsible for designing and delivering a PhD programme). This provision was extended to also cover the composition of the selection panel for admission to

PhD programmes (see Art. 14, para. 1). Monitoring data show that the composition of the various panels formed progressively during the year, beginning from 26 May, broadly reflects the gender balance of the University's full professors.

In the same period of 2022, proposals for amendments were also submitted regarding the [Regulations on activating research grants](#) and on [awarding research fellowships](#). Both regulations were revised and reformulated with gender-balanced language, taking effect on April 6, 2023. Despite this measure, the composition of selection panels often remains unbalanced in terms of gender, mainly because the majority of full professors are male.

### **Survey on women's participation in research projects**

One of the actions taken by the University to promote gender equality in recruitment and career progression was to encourage women's leadership in research. This initiative was carried out in 2022 through a survey on women in University research projects. The data from mapping women's participation as principal investigators (PIs) in research projects showed that, as of 31 December 2022, women made up 23% of all project PIs, while men accounted for 77%. This figure highlights a significantly unbalanced situation in this area.

### **Coaching/mentoring activities and other training initiatives for early-career and transitioning women researchers**

During the 2023-2024 two-year period, the University organised various coaching, mentoring, and training activities focused on women researchers at early career stages or advancing to the next level. Successful women researchers, including external experts, were involved in delivering these programs. The initiative saw strong participation from attendees. The coaching and mentoring activities that were planned for 2023, including two specific courses—"Methods and techniques of mentoring in university teaching" and "Developing inclusive leadership in work and research groups"—were scaled back and reshaped for 2024. Instead, twelve short educational videos (microlearning modules) were produced, with six covering each of the two original topics. These microlearning modules were made available to academic staff and were used by a total of 96 participants. This was followed by two comprehensive workshops: "MENTORSHIP JOURNEY" and "Methods and techniques of mentoring in university teaching," each lasting eight hours. The first was delivered in person, and the second was conducted online by two trainers.

### **Tools to encourage young women researchers to put themselves forward as research group leaders and to participate in research projects as principal investigators**

The effort to find tools that would encourage young women researchers to put themselves forward as leaders of research groups and to participate in research projects as principal investigators was conceived and incorporated into the 2022 Gender Equality Plan as an additional measure aimed at reducing gender asymmetries in the field of research. Initially scheduled for implementation in 2023, the action was significantly redesigned during progress: after an initial thorough review of the previous data, it was decided to conduct a qualitative analysis. To achieve this, two focus groups were established and structured to be heterogeneous yet comparable in composition, enabling an effective comparison of results. The work of the two focus groups centred on identifying the main reasons behind the gender

imbalance observed between those responsible for submitting project proposals and those who ultimately served as principal investigators of successful projects, with the aim of subsequently identifying—and effectively targeting—incentives to reduce this imbalance. The meetings of the two working groups took place throughout the autumn, and in December, a day was organised specifically to present the results achieved.

### **Courses focusing on gender issues, and other initiatives on gender and diversity.**

Starting in 2022, Ca' Foscari University of Venice initiated a process to embed the gender dimension into research and academic courses across various degree programs. This initial step involved reviewing courses specifically dedicated to gender issues and other existing training activities that focus on gender and diversity. The 2022 analysis revealed that four courses explicitly focused on gender issues in their titles, while in four additional courses, gender issues were a central part of the syllabus. A similar review was also scheduled in preparation for the new Gender Equality Plan 2025. Its goal was to ensure data comparability over time and to evaluate whether the efforts made during the past three years have been heading in the right direction.

### **New courses focusing on gender issues**

The University integrated gender into its courses by incorporating specific themes into its curriculum and introducing new courses explicitly focused on gender issues across various degree programmes. In 2024, five new courses with these characteristics were introduced:

- *Gender History;*
- *Women's and Gender History;*
- *Families, Gender and Pluralisms;*
- *Gender, Arts and Media;*
- *Anthropology, Health and Gender.*

Some of these new courses span several degree programmes. Additionally, there is a laboratory focused on exploring gender-related issues, which is part of the Philosophy, International Studies, and Economics (PISE) degree programme.

### **Master's programmes, advanced training, MOOCs, minors and other training initiatives on gender and diversity**

Starting in 2024, the gender perspective became a core component of Ca' Foscari's educational offerings. Since then, gender has been consistently integrated into the development of master's programmes, advanced training courses, MOOCs, minors, and other educational initiatives. Additionally, at the end of 2024, the laboratory "CLab Musei+: Gender, identity and representation in cultural institutions" took place. The initiative, carried out in collaboration with the Accademia Carrara, resulted in the winning group presenting (with the project "The compass of inclusivity") a proposal that effectively reconciles—through a handbook of good practices—the identity of an ancient art museum such as the Accademia Carrara with the needs of the LGBTQIA+ community involved in the design

process. The laboratory employed innovative approaches like Design Thinking and the Business Model Canvas for strategic management.

### **Promotion of educational programmes centred on gender issues within communication and guidance activities.**

Over the period 2022–2024, the University implemented a variety of initiatives to promote courses focused on gender-related themes. These promotional activities encompassed both communication of the educational offering itself and guidance and orientation activities. In 2022, particularly, notable efforts were made through guidance initiatives related to degree programmes in the STEM field. These initiatives attracted strong participation, including “Professione scienziate”, “Donne e futuro tra formAZione e narrAZione”, meetups focusing on women’s employability, and “Pronti al Futuro! Dipingere nuovi scenari per il mondo del lavoro”. Also in 2022, the three annual issues of the magazine LEI were published: no. 3 “Women and Science”, no. 5 “Creativity”, and no. 7 “All the beauty that is in the world”. In April 2023, during the week dedicated to incoming student orientation, the Sustainability Office—working in partnership with the Guidance Office—presented the 2022 Gender Equality Plan to upper secondary school students, highlighting the efforts made by Ca’ Foscari University of Venice on gender equality.

Furthermore, several P.C.T.O. initiatives (Percorsi per le Competenze Trasversali e l’Orientamento – Pathways for Transversal Skills and Guidance) were launched at Ca’ Foscari. These practical learning pathways aim to equip upper secondary school students with knowledge and tools essential for entering certain professions. One example of P.C.T.O. initiatives is the “NERD?” project promoted by IBM and Sapienza University of Rome, which Ca’ Foscari has also joined. The “NERD?” project aimed to promote interest in computer science and digital skills among female students in the final three years of upper secondary school, encouraging them to pursue university courses in STEM disciplines. Delivered online by the Department of Environmental Sciences, Informatics and Statistics, the project guided participants to develop a cognitive chatbot on a topic of their choice. The new Gender Equality Plan 2025 also incorporates the promotion of educational programmes focused on gender issues within the University’s communication and guidance activities.

### **Amendment of application forms for University research project**

Between 2022 and 2025, the University aimed to embed the gender dimension across research content, treating it as a transversal element aligned with each discipline. Consequently, gender considerations were incorporated into the application forms for research project calls. Ca’ Foscari University of Venice was the first university in Italy to consider this aspect, doing so as early as 2022 during the preparation of the application form for the SPIN research project calls. Since then, the proposal template used by the Principal Investigator (PI) to submit their project now features a dedicated section that explains how gender issues are integrated into the research and innovation content.

### **Promotion of research tools and methodologies to integrate the gender dimension into research**

The promotion of research tools and methodologies for integrating the gender dimension into research was carried out by organising training workshops at the University. In 2023, the workshop *“Inclusive Research Design: the creative power of sex, gender, and intersectional analysis for high quality research and innovation”* was held, with the participation of 36 people. Furthermore, a training day titled “The importance of the gender dimension in research” was organised for all technical and administrative staff working in the University’s Research Area. Activities planned for 2024, such as a seminar and a dedicated short video module intended to support the initiatives undertaken in 2023, were postponed due to organisational requirements and are therefore included in the new Gender Equality Plan 2025.

### **Scholarships for STEM degree programmes and PhDs**

To address the gender gap in enrolment for STEM degree programmes and PhDs, Ca’ Foscari University of Venice implemented three key strategies from 2022 to 2024. Each year, they revisited and adapted some of the initiatives introduced in 2022. These strategies, widely recognized for their importance and impact, are incorporated into the new Gender Equality Plan 2025 and will be continued through various initiatives during 2025–2027.

The University implemented several initiatives to maintain and enhance scholarships for STEM degree programmes and PhDs. In 2022, the University’s science departments launched the Generali4Girls in STEM initiative, supported by Società Generali Italia S.p.A. This initiative, which was also renewed in 2023 and 2024, awarded five three-year scholarships of €1,000 each to high-achieving female students who, after completing secondary education, enrolled in one of the STEM degree programmes offered by the University. Thanks to internal funding, 2022 saw a reduction in tuition fees for four top-performing students per degree program. Additionally, in 2024, nine Stevanato Group scholarships, each valued at €1,000, were offered to motivate high-achieving female and male students to enrol in STEM degree programmes.

### **Thesis awards for students enrolled in science degree programmes**

Between 2022 and 2024, the Department of Environmental Sciences, Informatics and Statistics (DAIS) committed to creating degree programs for students enrolled in science courses at Ca’ Foscari University of Venice. In 2022, DAIS launched a call for applications for the awarding of six prizes worth €1,000 each for the best Master’s thesis (prizes were allocated as follows: two for the Bachelor’s degree in Computer Science, two for the Bachelor’s degree in Environmental Sciences, one for the Bachelor’s degree in Chemistry for Conservation and Restoration (Chemical Sciences for Conservation and Restoration), and one for the Bachelor’s degree in Biotechnology for the Environment and Sustainable Development). In 2023, besides the awards listed earlier, a new local initiative was carried out in partnership with the Camera di Commercio di Belluno e Treviso. They announced a call for six scholarships, which were awarded for bachelor’s, master’s, and doctoral theses centered on the theme “Women’s contribution to social sustainability within the world of work.” In 2024, DAIS announced a new call for six prizes, each valued at €1,000, awarded for master’s theses from the Department that led to scientific publications.

### **Orientation initiatives dedicated to STEM pathways for female high school students**

Several incoming orientation initiatives aimed specifically at female upper secondary school students were carried out, some in collaboration with external networks. The promotion of the educational offer in STEM subjects received particular attention from university structures. In 2022, the Progetto LEI, in collaboration with the University Career Service and the science-area departments, organised and delivered the previously mentioned initiative “Professione scienziate,” which involved 250 upper secondary school students. A similarly strong commitment was observed in 2023. Among the many initiatives undertaken, for example, was a Meetup focusing on women’s employability (with 50 participants), the initiative “Pronti al Futuro! Dipingere nuovi scenari per il mondo del lavoro” (with over 300 participants), and the event “Women, science and rugby,” designed to challenge gender stereotypes in sport as well. In 2023 and 2024, three issues of the LEI magazine were also published (nos. 8 “New plots, new horizons”, 9 “The invisible becomes visible”, 10 “Past, present and future”, 11 “Literature, art and music”, 12 “A new idea of career” and 13 “A look beyond”). Finally, in 2024, as many as 27 orientation teaching initiatives related to courses funded under the PNRR were delivered, organised in collaboration with the Department of Economics, the Venice School of Management, the Department of Environmental Sciences, Informatics and Statistics, and the Department of Molecular Sciences and Nanosystems. In the same year, 11 Pathways for Transversal Skills and Guidance (P.C.T.O.) were also launched.

### **Survey of research outputs on gender and diversity**

Throughout the 2022-2024 three-year period, the University advanced its research on gender and diversity through mapping activities, incentive measures (including awarding prizes and research grants), and organisational and promotional initiatives. By the end of 2022, an internal survey was initially conducted on research outputs related to gender and diversity, focusing on publications produced over the previous five years. To map these publications, a newly implemented search option on Elsevier’s SciVal research performance analysis platform was utilised. This tool enables the identification, within the Scopus database, of the United Nations Sustainable Development Goals (SDGs) associated with each publication through indexed keyword searches. The survey revealed that between 2017 and 2022, authors affiliated with Ca’ Foscari University of Venice produced 46 research outputs concerning issues related to gender and diversity, which are attributable to UN Sustainable Development Goal 5 – Gender Equality.

### **Award for a thesis on gender, inclusion and diversity**

To encourage Ca’ Foscari students to further explore these themes, a thesis award was planned for 2024 for works addressing gender, inclusion, and diversity, produced by students enrolled in bachelor’s and master’s degree programmes, master’s courses and PhD programmes. Funding for the scholarships linked to the awards was secured through the Fondazione Ca’ Foscari University of Venice, and the awards will be established starting from the academic year 2024/25 (calendar year 2025).

### **Research grants for gender and diversity topics**

In 2023, through the efforts of the University's Centro Studi Giuridici, 14 research grants focusing specifically on gender and diversity issues were established. These grants were funded by the Regione Veneto, totalling €318,200.

### **Conferences and seminars disseminating research results**

Between 2022 and 2024, numerous conferences and seminars were organized to promote the dissemination of University research findings. For example, the conference titled "The Istanbul Convention of the Council of Europe and the proposed European Union directive on combating gender-based violence: towards greater protection of women in Europe?" held in Venice on November 28, 2022, was attended by approximately 150 participants. Among the initiatives implemented in 2023 were the seminar "*The gender composition of supervisor-worker dyads*" and the international conference "*Workshop on Gender and Institutions*", organised by the Department of Economics. These activities were complemented, during the same year, by numerous initiatives promoted by the Archivio Scritture Scrittrici Migranti. A wide range of activities was also conducted throughout 2024 by various departments, sometimes in partnership with local organisations. These included the debate "FEMME, VIE, LIBERTÉ – un combat centenaire" and the conference "Il tempo delle donne. Un tempo per tutti", held on the occasion of the International Day for the Elimination of Violence against Women.

### **A gender equality delegate in each department**

In 2022, each department established the role of gender equality delegate, occasionally merging similar previous roles.

### **A double gender preference for the ballot has been introduced in the University's General Regulations for elective positions.**

To encourage greater female representation within the University's collegiate bodies, the University's General Regulations were amended in 2023 to introduce a double gender preference in voting for the renewal of all non-monocratic elective positions. The amended Regulations, also aligned with the new provisions outlined in the University Statute, came into force on 20 April 2023. For the Gender Equality Plan 2025, it was decided to propose extending this measure to elections for student representation.

### **Publicising the activities of the Equal Opportunities, Employee Well-Being and Inclusion Committee and the Confidential Counsellor**

Throughout 2022, the University implemented promotional initiatives to increase awareness of the tools available for reporting incidents of discrimination and violence. Informational materials were utilised to highlight the activities of the Equal Opportunities, Employee Well-Being and Inclusion Committee and of the Confidential Counsellor. The initiatives organised by the Committee, included in the programme of the Conferenza Nazionale degli Organismi di Parità delle Università Italiane (COUNIPAR), were also published in the University's online events calendar. Among the various initiatives supported by the Committee, particular importance was given to the conference "Il tempo delle donne. Un

tempo per tutte e per tutti?”, organised on the occasion of the International Day for the Elimination of Violence against Women (25 November 2022).

### **Handbook of University services for inclusion and the protection of students and staff**

In 2024, the University committed to creating a handbook on services that support inclusion and safeguard students and staff. This resulted in the launch of the “QR Your Rights” initiative, promoted by the Equal Opportunities, Employee Well-Being and Inclusion Committee in partnership with the GEP Team and various administrative offices. By scanning a QR code, users can quickly and easily access the Ca’ Foscari Inclusiva webpage, which provides relevant information and contact details for support and assistance services offered by Ca’ Foscari University of Venice for the entire Ca’ Foscari community.

### **The new Code of Conduct against sexual harassment and gender-based violence**

In 2024, the University revised its Code of Conduct regarding sexual harassment and gender-based violence to better address specific situations, aligning with recent legislative updates at international and European levels.

Additionally, to simplify administrative processes, the new [Code of Conduct to Prevent and Combat Harassment](#), approved by the University’s governing bodies and coming into effect on 19 December 2024, also addresses actions against bullying, which were previously covered by a separate University code.

### **Monitoring of data on gender-based violence at the University**

Ca’ Foscari University of Venice strengthened education on different forms of gender-based violence during 2022–2024 through three initiatives, two of which will also continue into 2025–2027, as outlined in the new Gender Equality Plan 2025.

First of all, the University has consistently monitored data on gender-based violence over three years (2022, 2023, and 2024). In 2022, the Rector’s Delegate for the Day of Remembrance, National Memorial Day, and Gender Equality, along with several departmental delegates, initiated a survey on perceptions of gender-based violence at Ca’ Foscari, whose results were shared in 2023. That same year, seven individuals reached out to the Confidential Counsellor, reporting different types of harassment, including sexual, gender-based, or other inappropriate behaviours.

In 2024, the Confidential Counsellor received three reports of sexual harassment, while a total of 17 individuals contacted her throughout the year. Of these reports, 13 were addressed: four through formal procedures (all female students versus male academics), leading to disciplinary action. One report, submitted by a female academic against a male student, was dealt with through an informal process. The remaining eight reports were managed via a “reporting-only” approach, at the explicit request of those reporting: three anonymous reports by female students against a male academic, two by female staff members against a male student, and three anonymous reports by female students against a male student. In all reported cases, the individuals targeted by harassment were female, while the perpetrators were male—comprising two academics and two students. The total number of perpetrators is fewer than the recorded cases, as one perpetrator may have

harassed more than one person who contacted the Confidential Counsellor. The ongoing monitoring of data on gender-based violence is also included in the new Gender Equality Plan 2025 and will continue throughout 2025, 2026, and 2027.

### **Information activities against sexual harassment and gender-based violence**

Between 2022 and 2024, extensive efforts were made to raise awareness about sexual harassment and gender-based violence, engaging the entire Ca' Foscari community. These efforts also involved local anti-violence centres. In 2022, the University became part of Rete Aiuto Donna, the local anti-violence network of ULSS 3 Serenissima, where the University actively participates in education and training. Rete Aiuto Donna conducts prevention and intervention activities in the Venice area to fight violence against women. Following the initiative of the Rector's Delegate for Gender Equality, a structured programme of initiatives was launched that involved the University's stakeholders in activities addressing gender-based violence, its manifestations, and prevention. The information and prevention-oriented training activities carried out in 2022 also led to a number of specific initiatives implemented in 2023. These included the series of meetings "*#UniRespect: together against violence towards women*", "*Il tempo delle donne. Un tempo per tutte*", the "*Ideas Competition against gender-based violence*", and the international conference "*Countering Gender-Based Violence against Women in Europe and China: Legal, Social and Literary Perspectives*". The award ceremony for the *Ideas Competition against violence towards women* was held alongside the conference. In 2024, the University's dedication to tackling sexual harassment and gender-based violence was once again demonstrated through numerous activities, including collaborations with external partners such as the Centro Antiviolenza of the Municipality of Venice, with whom a productive partnership on these issues has been maintained since 2023. In this context, the "*#UniRespect*" series was once again organized, and the questionnaire for the "Implementing the GEP" project was distributed during the same year. The questionnaire gathered valuable data to analyse issues concerning students' potential experiences of sexual harassment, especially within the university setting. Among the initiatives organised to celebrate International Women's Day 2024 were the inauguration of a red bench at the San Giobbe Campus (as part of the *#panchinerosse* project promoted by the Stati Generali delle Donne HUB organisation), the debate "*I vent'anni della Rivista Deportate Esuli Profughe / Contro la violenza*", and the event "*Il tempo delle donne. Un tempo per tutti*".

Information activities addressing sexual harassment and gender-based violence are also incorporated in the new Gender Equality Plan 2025.

### **An observatory on gender-based violence**

Building on the plan from 2022 to create an observatory on gender-based violence (GBV) involving the entire Ca' Foscari community, in 2024 Ca' Foscari University of Venice signed a collaboration agreement with the Osservatorio Violenza sulle Donne, established in 2022 with funds from Regione Lombardia for teaching activities on gender-based violence, which is based at the Università degli Studi di Milano.

### **Mediation activities with the Municipality of Venice to enhance public lighting in areas near university buildings, libraries, and campuses.**

To enhance safety when accessing the University's various facilities, in 2023 the University engaged in mediation efforts with relevant bodies of the Municipality of Venice to improve public street lighting near university buildings, libraries, and campuses, as a practical step to combat gender-based violence. Contact with the authorities was made through a letter to Paola Mar, City Councillor of the Municipality of Venice responsible for University affairs. The letter, signed by Deputy Rector Professor Antonio Marcomini, formally requested improvements to public lighting in the areas most frequented by the University community.

### **University Welfare Plan for 2022-2024**

Throughout 2022–2024, Ca' Foscari University consistently supported work–life balance for its staff by implementing various measures. In 2022, the University renewed its three-year Welfare Plan for technical and administrative staff (PTA) as well as foreign language assistants (CEL). The total investment was significant, totaling around €1.3 million over three years. Starting in 2022, academic staff could choose to participate in the Welfare Plan initiatives, bearing part of the expenses. After the procurement process was completed, the new University Welfare Plan became operational, and from 1 March 2022, the Welfare Account was activated, giving each employee a digital credit (wallet) to spend on goods and services. The renewal of the three-year Welfare Plan, through which Ca' Foscari University of Venice aims to promote staff wellbeing by implementing a broad range of initiatives, is also one of the measures included in the new Gender Equality Plan 2025.

### **Agile working: from emergency phase to full implementation**

From 2022 until the end of 2024, when the national collective labour agreement for the Education and Research sector was approved, Ca' Foscari University of Venice completed the transition to agile working (implementation of the PIAO/former POLA) from the initial emergency phase to a fully operational regime, making repeated use of extensions as the only available instrument at the time. Since the agile working measure has been regulated by the new sector-wide National Collective Labour Agreement (CCNL 2019–2021), the University has implemented it in accordance with the relevant provisions, without needing to resort to specific contracts or fixed-term extensions.

The full implementation of agile working is, therefore, also a fundamental part of the new Gender Equality Plan 2025.

### **Family Support for Parenting PhD students**

A new measure introduced in 2022 to support parenthood and work-life balance is included in the [PhD Regulations](#), specifically in Art. 18, para. 6, which incorporates the current legislation provisions supporting parenthood. This measure ensures support for parenthood by granting the doctoral candidate, for up to five months, a lump-sum financial contribution to supplement the maternity allowance, now called the Allowance for maternity leave and alternative paternity leave for employees, paid by INPS.

### **Family Audit Executive certification**

In November 2022, the University achieved the Family Audit Executive certification, a direct result of fully implementing the Family Audit Three-Year Objectives Plan 2019–2022. This plan was developed by the dedicated Family Audit Working Group and internal representatives, with annual verification by the certifying body, Provincia Autonoma di Trento. The Executive certification builds on the previous Family Audit certification obtained in July 2019, and the University chose to extend this certification through a new three-year cycle. The Agenzia per la Coesione Sociale della Provincia Autonoma di Trento has positively evaluated the University's efforts in recent years. As a Family Audit–certified organization, Ca' Foscari University of Venice can display the associated quality mark, demonstrating its commitment to promoting work–life balance, equal opportunities, and overall organisational well-being.

### **Breastfeeding and Baby Care Area at the University (Baby Room)**

In 2023, an experimental space dedicated to early childhood care was established at the Humanities Campus of Ca' Foscari University of Venice (Malcanton-Marcorà). This two-year pilot project was a collaborative effort between the Department of Humanities and the Department of Philosophy and Cultural Heritage. It aims to support a better work-study-life balance by providing facilities for breastfeeding and baby care, reflecting a tangible commitment to fostering a more accommodating environment for students and staff. The so-called Baby Room, which is open not only to members of the Ca' Foscari community but also to the wider public, offers valuable support for parents and helps balance private life with work or study commitments. The Baby Room was maintained in 2024, and in 2025 a new one was created at the San Giobbe Economics Campus, as provided for in the new Gender Equality Plan 2025.

## **7.2 Activities that were not implemented**

Out of a total of 52 actions undertaken by the University during the 2022–2024 three-year period, five activities and projects were not implemented in their scheduled years. Two of these were postponed and are now included in the new Gender Equality Plan 2025, while the implementation of three actions is currently suspended.

### **Mentoring pathways to support career progression in the Public Administration**

In 2024, the University planned to implement mentoring pathways to promote gender balance in senior roles and decision-making bodies within Public Administration organisations, supporting the career growth of both managerial and non-managerial staff. However, these initiatives were not launched due to new training directives that complicated their rollout, leading to their postponement and inclusion in the programme of the new Gender Equality Plan 2025.

### **Commitment to gender equality in University procurement calls**

Including commitment to gender equality issues, such as possessing the UNI/PdR 125:2022 or ISO 30415:2021 certifications for Human Resource Management: Diversity and Inclusion,

as part of the criteria in university procurement processes, has proven to be quite complex and remains unimplemented. With regard to calls specifically linked to the National Recovery and Resilience Plan (PNRR), the statutory obligation (see paras. 4 and 7 of Art. 47 of Decree-Law No. 77/2021, the PNRR Decree) to include a binding clause relating to this indicator (the so-called *gender clause*) has been incorporated. However, since a derogation has meanwhile been introduced for purchases below €5,000, the Single Point of Responsibility (RUP) has often used this transitional measure.

The application of the gender clause is also part of the new Gender Equality Plan 2025. As planned, the measure will be increasingly incorporated into more University procurement calls in the coming years, so that having certifications demonstrating companies' commitment to gender equality issues can carry suitable weight in awarding contracts and concessions for the supply of goods and services and for the commissioning of public works.

### **Sanitary pad dispensers at the University**

Installing sanitary pad dispensers either free of charge or at a reduced cost, as part of a pilot scheme, was scheduled for implementation during the two-year period of 2023–2024 in two phases. Preparatory work to evaluate the feasibility of this initiative—such as benchmarking with other universities that had already launched similar pilot schemes—was conducted. Simultaneously, contact was made with a company specialised in the supply of compostable sanitary pads and dispensers.

Then the idea of installing dispensers only at specific University sites was evaluated, particularly those hosting Humanities departments, which are mainly attended by female students, as this would enable piloting the service and postponing the decision on wider implementation until the following year. However, cuts to the University's Ordinary Funding Fund (FFO) introduced in 2024, together with the Prime Ministerial Decree providing for salary adjustments for academic staff, led to the suspension of the measure in order to address urgent budget-balancing needs. As soon as resources became available, the University proceeded with a limited launch of the initiative, resuming work on the installation of a dispenser in the new Tesa4. The service is therefore expected to be available on a pilot basis between the end of 2025 and the beginning of 2026.

### **Feasibility study to define measures to encourage the recruitment and career progression of women**

The feasibility study, which was intended to identify measures to boost women's recruitment and career development, was delayed from 2023 to 2024 and was ultimately put on hold. The planning phase took longer than expected, leading to a rescheduling of the implementation. In practice, some of the initiatives outlined above, relating to the promotion of gender equality in recruitment and career progression, partly offset, in various ways, the lack of a feasibility study. In 2024, two specific training courses were launched:

- *Methods and techniques of mentoring in university teaching;*
- *Developing inclusive leadership in work and research groups.*

The same conditions as in 2024 persisted in the following years; therefore, the feasibility study to define effective measures for encouraging the recruitment and career progression of women has not been fully implemented.

### **Feasibility study on measures to support caregiving responsibilities of academic staff**

This feasibility study, originally scheduled for 2022, was postponed to the following year. In 2023, the feasibility study on operational measures to support the caregiving responsibilities of academic staff was then incorporated within the framework of action 1.2.3. Definition of tools to encourage young women researchers to put themselves forward as research group leaders and to participate in research projects as principal investigators under the 2022 Gender Equality Plan. Within this framework, the study was conceived as an in-depth analysis aimed at identifying potential solutions to support academic staff in their caregiving responsibilities, thereby promoting a better work-life balance.

## **7.3 Ongoing and planned activities: the 2025-2027 Gender Equality Plan**

Ca' Foscari's commitment to gender equality, identified as a key element of its Strategic Plan 2021-2026, remains prominently outlined in the new [Gender Equality Plan \(GEP\)](#). This plan includes a series of commitments and actions designed to reduce gender disparities and promote a thoughtful and inclusive culture that values diversity through institutional and cultural transformation.

The core purpose of the Plan remains the pursuit of de facto equality within the University: this means not only avoiding discrimination but also recognising differences and taking positive actions to move towards substantive equality, as shown by the activities outlined above.

Ca' Foscari's GEP outlines a further three-year programme of approximately 50 targeted actions to be carried out by 2027, continuing to focus on six distinct areas of the University's organisation: recruitment and career advancement; culture of the organisation; research and teaching; top positions and decision-making bodies; combating gender-based violence; and work-life balance.

# 8 ANNEX

## 8.1 Acronyms

<b>A.Y.</b> Academic Year	<b>ISCED</b> International Standard Classification of Education
<b>ANAC</b> National Anti-Corruption Authority	<b>L.</b> Law
<b>ANVUR</b> National Agency for the Evaluation of the University and Research System	<b>LCU</b> Single-Cycle Degree
<b>APPS</b> - Strategic Planning and Programming Application	<b>LS</b> ERC Life Sciences Sector
<b>AR</b> Research Fellowship	<b>MEF</b> Ministry of Economy and Finance
<b>Art.</b> Article	<b>MUR</b> Ministry of University and Research
<b>ASN</b> National Scientific Habilitation	<b>no.</b> number
<b>AVA</b> Self-Assessment, Periodic Evaluation and Accreditation System	<b>PA</b> Public Administration
<b>Cat.</b> Category	<b>PAP</b> Positive Action Plan
<b>CEL</b> Foreign Language Assistant	<b>Par.</b> Paragraph
<b>CEV</b> Evaluation Expert Committees	<b>PE</b> ERC Physical Sciences and Engineering Sector
<b>COEP</b> Economic and Accrual Accounting	<b>PEO</b> Horizontal Pay Progression
<b>CUG</b> Comitato Unico di Garanzia - Equal Opportunities, Employee Well-being and Inclusion Committee	<b>PEV</b> Vertical Pay Progression
<b>CUN</b> National University Council	<b>PI</b> Principal Investigator
<b>DM</b> Ministerial Decree	<b>PRIN</b> Research Projects of National Relevance
<b>EIGE</b> European Institute for Gender Equality	<b>PTA</b> Technical and Administrative Staff
<b>EP</b> Elevate professionalità - Highly specialised professional roles	<b>RTD</b> Assistant Professor
<b>ERC</b> European Research Council	<b>RTD-A</b> Non-Tenured Assistant Professor
<b>FFO</b> Ordinary Funding Fund	<b>RTD-B</b> Tenured Assistant Professor
<b>FoRD</b> Field of Research and Development	<b>RU</b> Research Staff
<b>GB</b> Gender Budget	<b>SH</b> ERC Social Sciences and Humanities Sector
<b>GCI</b> Glass Ceiling Index	<b>SIR</b> Scientific Independence of Young Researchers
<b>GEP</b> Gender Equality Plan	<b>SSD</b> Academic Discipline
<b>ICT</b> Information and Communication Technologies	<b>STEM</b> Science, Technology, Engineering, and Mathematics
	<b>TD</b> Fixed-term
	<b>TI</b> Permanent (open-ended)
	<b>USTAT</b> Statistics Office of the Ministry for University and Research
	<b>VQR</b> Research Quality Assessment

## 8.2 Correspondence table of international classifications

### **Correspondence between the European and Italian classifications of the students**

<b>ISCED 2011 classification</b>	<b>Level classification</b>	<b>Level in the Italian education system</b>
ISCED 6	Bachelor's or equivalent level	Laurea Triennale
ISCED 7	Master's or equivalent level	Laurea Specialistica/Magistrale or Ciclo Unico
ISCED 8	Doctorate or equivalent level	Dottorato di ricerca

### **Correspondence between the European and Italian classifications of faculty**

<b>Grade</b>	<b>National classification</b>	<b>Minimum educational attainment required</b>	<b>Responsibility</b>
A	Full Professors	Since 2010, the university reform (Law 240/2010) has reorganised the recruitment procedures for academic staff, introducing a 'National Scientific Habilitation' as a requirement for access to Full and Associate professor positions.	Teaching and research
B	Associate professors	See grade A	Teaching and research
C	Researchers	A degree and having passed a public competition	Research
D	Research Fellows	Research fellowships can last between one and three years and may be renewed, with a maximum total duration of four years. Possessing a qualification such as a PhD or equivalent is advantageous for the award.	Research

**Correspondence between academic disciplines (SSD), CUN AREAS and She Figures Fields of Research & Development areas**

<b>Academic Discipline (SSD)</b>	<b>CUN Area</b>	<b>CUN Area</b>	<b>She Figures Classification</b>
INF, MAT	1	Mathematics and Informatics	01 - Natural Sciences
FIS	2	Physics	01 - Natural Sciences
CHIM	3	Chemistry	01 - Natural Sciences
GEO	4	Earth Sciences	01 - Natural Sciences
BIO	5	Biology	01 - Natural Sciences
MED	6	Medicine	03 - Medical and Health Sciences
AGR, VET	7	Agricultural and veterinary sciences	04 - Agricultural Sciences
ICAR	8	Civil Engineering and Architecture	02 - Engineering and technology
ING-INF, ING-IND	9	Industrial and Information Engineering	02 - Engineering and technology
"L-ART, L-ANT, L-LIN, L-FIL-LET, L-OR"	10	Antiquities, philology, literary studies, art history	06 - Humanities and the arts
"M-STO, M-FIL, M-EDF, M-DEA, M-GRR"	11	History, philosophy, pedagogy and psychology	06 - Humanities and the arts
M-PED, M-PSI	11	History, philosophy, pedagogy and psychology	Social Sciences
IUS	12	Law	Social Sciences
"SECS-P (07-08-09-10-11-13), SECS-S, SECS-P (01-02-03-04-05-06-12)"	13	Economics and statistics	Social Sciences
SPS	14	Political and social sciences	Social Sciences

### 8.3 Correspondence table of national classifications of technical and administrative staff

**Correspondence between the classification of contractual grades for technical and administrative staff (PTA) before and after the approval of the 2019–2021 sectoral National Collective Labour Agreement (CCNL), signed and in force as of 18 January 2024.**

<b>Previous PTA category classification</b>	<b>Current PTA category classification (CCNL)</b>
B	Operators
C	Collaborators
D	Officials
EP - High-Level Professionals	EP - High-Level Professionals

9 ANNEX - GEP 2022–2024 Summary Table

2022	2023	2024
<b>1. Gender equality in recruitment and career advancement</b>		
1.1. Promote gender equality in recruitment and career advancement		
Review of the regulation "Discipline of the selection and call procedures of full and associate professors" according to the principle of gender equality	Feasibility study to identify measures to promote the recruitment and career advancement of women.	Feasibility study to identify ways to promote the recruitment and career advancement of women.
1.2. Promote female leadership in research		
Survey on female participation in research projects	Coaching/mentoring activities and other training activities for young female researchers at the beginning/advancement of their career, by successful female researchers, also from outside the University	
	Development of tools to encourage early-career women researchers to put themselves forward as leaders of research groups and to take part in research projects as principal investigators	
2022	2023	2024
<b>2. Culture of the organisation</b>		
2.1. Strengthen the University's role on gender issues		
Renewal of the European HRS4R certification	Consolidation and implementation of membership in networks and centres of national and international relevance dealing with gender equality and gender-based violence	
Updating, drafting, and approving the gender budget	Confirm the acquisition of UNI/PdR 125:2022 certification	
2.2. Make the language of the University more inclusive		
Review and update guidelines on inclusive language and establish a vademecum defining common rules for both internal and external university communication	Review the University website, institutional documents and forms to bring the language in line with the new guidelines	
2.3. Develop actions to spread an inclusive culture within the University's practices		
Survey on perceived inequalities within the University		
Pilot launch of a psychological support desk at Ca' Foscari University	Installation of sanitary product dispensers at reduced cost or free of charge	
	Maintenance and monitoring of a philosophical counselling desk of the COFIL Master	

Maintenance and monitoring of ALIAS careers for students

Feasibility study to introduce an ALIAS profile for staff undergoing gender transition

Inclusion in tender procedures of award criteria relating to commitment to gender equality (e.g. Gender Equality certification or ISO 30415 for diversity and inclusion)

#### 2.4. Overcome gender asymmetry in the University's dissemination activities

Development of guidelines to promote gender balance in panels

Mapping of panel composition in conferences

Programming of conferences, seminars and training activities on the topic of gender stereotypes

#### 2.5. Foster among women a greater awareness of their role

Organising talks with female professionals, researchers, scientists and academics whose professional history is an inspiration for guiding study and career choices

Planning training initiatives to help technical staff and teachers promote their leadership and develop strategic skills for the world of work

2022

2023

2024

### 3. Gender mainstreaming in research and teaching programmes

#### 3.1. Include gender topics in the University's educational programme

Monitoring of courses explicitly dedicated to gender issues in the degree courses and other educational initiatives on gender and diversity issues

Promotion of the educational programme dedicated to gender issues in communication and orientation activities at the University

Introduction of new courses explicitly dedicated to gender-related topics within degree programmes

Planning of Master's programmes, advanced training courses, MOOCs, Minors and other educational initiatives on gender and diversity topics

#### 3.2. Promote gender mainstreaming as a cross-cutting element in research according to the subject area

Inserimento della dimensione di genere all'interno dei formulari dei bandi per i progetti di ricerca di Ateneo (es. SPIN).

Promote the use of research tools (databases, guidelines, etc.) and methodologies to include gender in research

#### 3.3. Reduce the gender gap in enrolments in STEM disciplines degree and PhD programmes

Maintaining and enhancing the provision of scholarships for STEM degrees and PhDs

Launching thesis awards for female students enrolled on science-related degree programmes

Orientation actions dedicated to STEM pathways for middle school girls, also in collaboration with external networks

3.4. Strengthening research on gender and diversity issues

Recognition of research products on gender and diversity issues (past 5 years)

Organisation of conferences and seminars to promote research results

Introduction of research grants explicitly dedicated to gender and diversity topics

Establishment of thesis awards (at all levels) on gender, inclusion and diversity topics.

2022

2023

2024

4. Gender balance in top positions and decision-making bodies

4.1. Promote female leadership in decision-making structures

Establishment in each Department of a delegate for gender equality, where appropriate by combining similar roles

Application of the General University Regulations to include double gender preference on voting cards for elected positions

Internal mentoring paths between management and non-management profiles to support career advancement in PA

2022

2023

2024

5. Combating gender-based violence, including sexual harassment

5.1. Promoting knowledge of tools for reporting incidents involving discrimination and violence

Promoting the activities of the CUG and the Confidential Counsellor through information materials, both digital and printed.

Production of an informational guide on all university services for the inclusion and protection of students and staff

Update of the code of conduct against sexual harassment and gender-based violence in line with the most recent international and European legal frameworks

Continuous monitoring of data on gender-based violence in the University

Information activities against sexual harassment and gender-based violence, also involving local anti-violence centres

Participation in or establishment of an observatory on gender-based violence involving the entire Ca' Foscari community

5.3. Aumentare la sicurezza nell'accesso alle strutture universitarie

Mediation activities with the authorities of the Municipality of Venice to improve public lighting in areas surrounding university sites, libraries and campuses

2022

2023

2024

6. Work/life balance

6.1. Support work-life balance

Renewal of the Welfare Plan for technical and administrative staff and language and foreign language assistants for the three-year period 2022-2024

Feasibility study on operational measures to support the care responsibilities of academic staff

Feasibility study on operational measures to support the care responsibilities of academic staff

Transition from the emergency phase to the standard implementation of agile working (implementation of the POLA)

## 6.2. Support parenting and work-life balance

Ensure financial support for doctoral candidates with parental responsibilities

Obtain the Family Audit Executive certification

Set up a breastfeeding and baby care area on an experimental basis at the Malcanton Marcorà site, also open to the public

