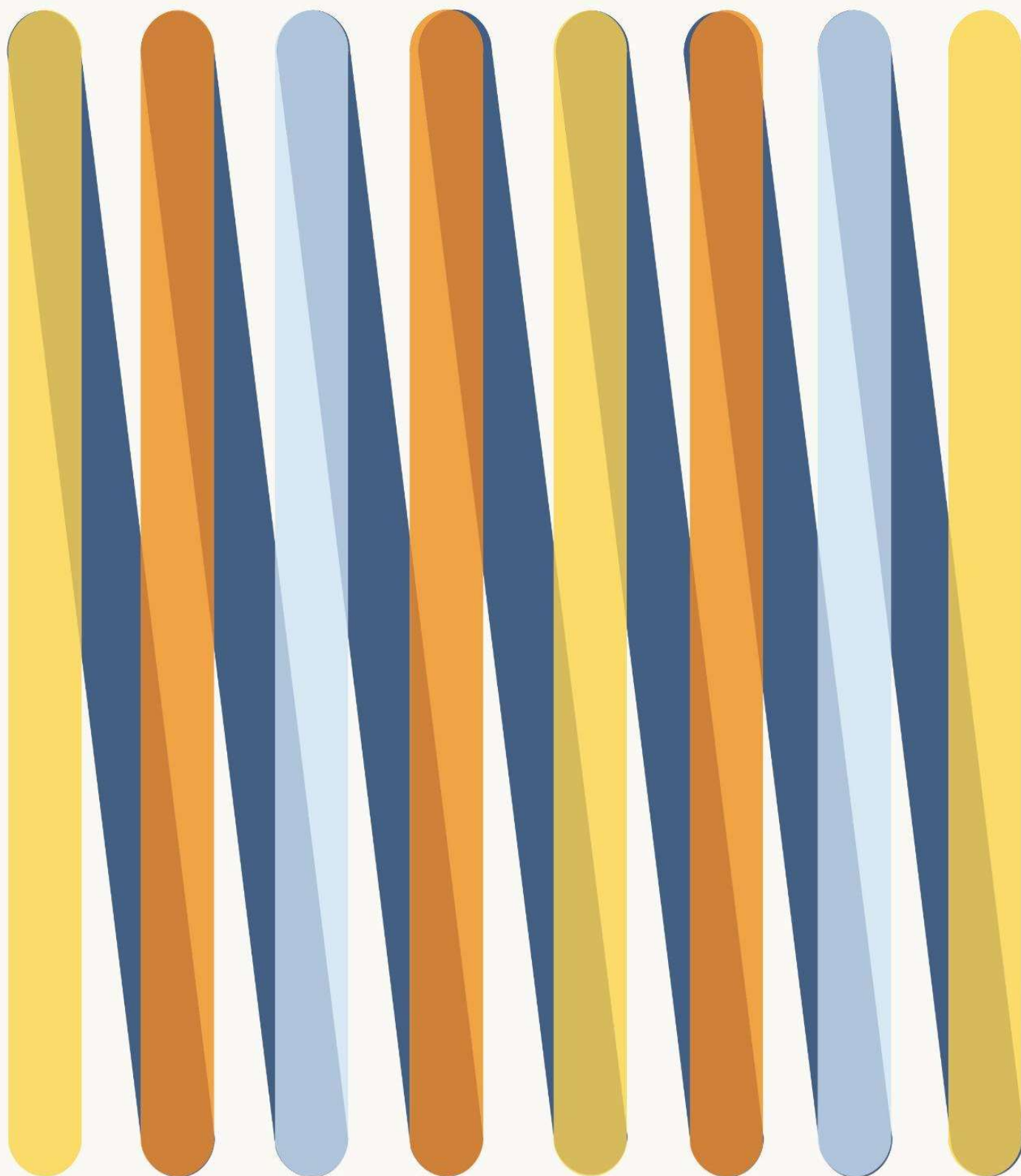




Ca' Foscari  
University  
of Venice

# Gender Report 2022





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# INTRODUCTION BY THE RECTOR

The Gender Equality Report is a tool produced by Ca' Foscari since 2018 that provides a valuable opportunity to record and measure the extent and the manner in which gender equality, equal opportunities and non-discrimination issues have evolved as a result of the actions implemented.

The data contained in this document - which refers to 2021 - allows us to assess, figures at hand, how far the University has come in reducing the gender gap; many steps forward have been taken, thanks to the cooperation and sensitivity of the entire Ca' Foscari community, but much more remains to be done. We will continue to work to the best of our abilities and possibilities to promote gender equality and inclusion by undertaking concrete initiatives and awareness-raising activities.

I therefore hope that reading this Report may provide all of us with an opportunity for reflection and for greater awareness.

I wish to thank the entire team who drafted the University Gender Equality Report.

Tiziana Lippiello  
Rector of Ca' Foscari University of Venice

## INTRODUCTION

Below is the Gender Equality Report of Ca' Foscari University of Venice.

The first Report was issued in 2018 and needed to be updated, thus implementing one of the actions of the Gender Equality Plan (GEP) approved in 2022. Pursuant to the guidelines for drafting the Gender Equality Report presented in 2019 by the Conference of Italian University Rectors (CRUI), the University Report is 'a document that, on the one hand, captures the gender breakdown of the different groups that comprise the University community as well as the participation of women and men in the University's governing bodies and, on the other, monitors the actions taken by the University to foster gender equality, assessing their impact and the impact of University policies, including economic-financial commitments, on women and men'.

The Gender Equality Report is therefore a key tool for achieving and implementing gender equality in universities and for integrating the gender perspective into all University policies (gender mainstreaming).

It is also an opportunity to measure the extent and manner in which gender equality, equal opportunities and non-discrimination issues have evolved since 2018 as a result of the actions put in place to increasingly reduce the gap between men and women in the University community and beyond. The data in this report refer to the calendar year 2021.

# METHODOLOGY

The drafting of this Gender Equality Report is part of the actions deemed a priority by the 2022-2024 Gender Equality Plan (GEP), as it is an indispensable tool for gaining a more in-depth knowledge of the academic environment, in order for the University governing bodies to be able to make targeted policy choices in the future (the PIAO - Integrated Plan for Activities and Organization of Public Administration, the 2023-2025 Positive Action Plan; the GEP update).

The Gender Equality Report was drafted by a working group consisting of University faculty, executives and technical-administrative staff, with professor Stefano Campostrini as scientific coordinator.

As a first step, following a study and analysis of gender equality legislation and reports from other Universities, quantitative data were collected in order to gain an in-depth understanding of the gender distribution within the University.

In carrying out this analysis, the Gender Reporting Guidelines in Italian Public Universities, drawn up by the CRUI Group and published in September 2019, were carefully followed. The indicators examined and analysed, which were collected from University and ministerial databases, are in fact the same as those suggested by CRUI.

As a result, in the future it will also be possible to perform a comparison, within the university system, among universities having the same size and educational profile.

The group then agreed that, in order to be able to detect the evolution and impact of the policies implemented, the different indicators should be collected in time series, as this is the only way to identify improvements and/or developments in the overall gender profile of the University community.

This Report is divided into three main parts:

- The first part (chapter 1) describes the principles and the regulatory framework surrounding the University gender equality analysis and presents the composition of the Gender Equality Bodies existing at Ca' Foscari, and their role in achieving equality objectives;
- The central part of the Report (chapter 2 to 6) provides the context analysis, which delves into the gender composition of the different groups comprising the University community (students, teaching staff, technical-administrative staff, management, language assistants - CEL and governing bodies), examined from different points of view, specific to each group (by composition, career, age, etc.).
- The final part (chapter 7) lists past, current and future initiatives developed by the University in the field of equal opportunities and addressed to staff and students alike. It describes the work-life balance tools implemented by the University; the initiatives aimed at organisational wellbeing; the workshops and activities dedicated to the promotion of the role of women in the labour market and to assertiveness & gender empowerment aimed at female students.

The working group recommends the dissemination of this document, following its approval by the academic bodies, through different channels, such as publication on the University's website and intranet portal, advertising on relevant mailing lists, submission to relevant external stakeholders, organisation of presentation events with dedicated coverage, etc. In

order to encourage dialogue on the results set out in the Report, it is recommended that ad-hoc forms of communication be adopted, including separate presentation events with specific focuses, addressed to the different categories of stakeholders, both inside and outside the University.

The members of the working group are: Stefano Campostrini, Sara De Vido, Monica Gussoni, Patrik Sambo, Martina Gonano, Dario Petrantoni, Vivianne Pavan, Rosanna Settimia Ferrò, Mali Scarcella, Enrica Orlandi.

# 1 PRINCIPLES AND REGULATIONS

The action taken by Ca' Foscari University of Venice to promote gender equality, equal opportunities and non-discrimination derives from a broad set of international, European and domestic legislation.

In international human rights law, the right to equality and the principle of non-discrimination are recognised in many international and regional legal documents: in 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), in specific conventions on certain forms of discrimination (the International Convention on the Elimination of All Forms of Racial Discrimination, for example), in the European Convention for the Protection of Human Rights and Fundamental Freedoms (Article 14 and Protocol No. 12), the EU Charter of Fundamental Rights (Articles 20, 21(1), 23), the African Charter on Human and Peoples' Rights (Articles 2, 3, 18(3)(4), 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), the ASEAN Human Rights Declaration (Articles 1, 2, 3, 9). The 1979 UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) establishes the substantive equality of women in a binding legal instrument for ratifying states. At European level, gender equality is both a value (Article 2 of the Treaty on European Union) and a fundamental objective of the Union (Article 3 of the Treaty on European Union). EU actions are aimed to “eliminate inequalities, and to promote equality, between men and women” (Article 8 of the Treaty on the Functioning of the European Union). Actions promoted by the EU include:

- 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 former 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 and 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, and 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 and 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 and repealing Council Directive 2010/18/EU.

The European Union's commitment towards gender equality is clearly articulated in the *Gender Equality Strategy 2020-2025*, whose 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 equal participation across sectors of the economy; addressing gender pay and pension gaps; closing the gender care gap; and achieving gender balance in decision-making and politics.

According to the strategy, it is crucial to mainstream gender and promote a cross-cutting gender perspective in all major EU policies and initiatives in order to address the complex challenges surrounding key issues - including climate change and digital transformation - that significantly impact on men's and women's quality of life.

At a national level, Article 3(1) of the Italian Constitution guarantees the principle of formal equality. The Constitution also guarantees the principle of substantive equality, emphasising that it is the duty of the Republic *'to remove those obstacles of an economic or social nature which constrain the freedom and equality of citizens, thereby impeding 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 states that *'a working woman shall have the same rights and, for equal work, the same remuneration as a male worker. [...]'*.

With regard to international obligations, in 1978 Italy ratified the International Covenant on Civil and Political Rights (New York, 1966), whose Article 3 provides for the obligation for



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 the Convention on the Elimination of All Forms of Discrimination against Women (New York, 1979), which requires countries to take the necessary measures to eliminate discrimination against women.

The acts adopted by Italy include Italian Legislative Decree No. 165 of 30 March 2001, '*General rules governing employment in public administrations*', which establishes equal opportunities within public administrations and prohibits any form of discrimination, whether direct or indirect; Italian Law No. 246 of 28 November 2005, which led to the promulgation of Italian Legislative Decree No. 198 of 11 April 2006, the '*Code of equal opportunities between men and women*', most recently amended by Italian Law No. 162 of 5 November 2021. The latter is of great importance for public administrations as it introduces the predisposition of a positive action plan, which is essential to ensure the most effective removal of all those obstacles that in fact prevent the full realisation of equal employment and work opportunities between men and women. The concept is further reiterated with regard to labour law and, in this aspect, it represents a new starting point for the area as it follows the same line pursued by Article 21 of Italian Law No. 183 of 4 November 2010, the so-called *Collegato lavoro*, which amended Article 57 of Italian Legislative Decree No. 165, establishing the Single Guarantee Committee for Equal opportunities, employee well-being and inclusion (*Comitato Unico di Garanzia*, CUG).

On 10 October 2022, the Guidelines on Gender Equality in the Organisation and Management of Labour Relations with Public Administrations were adopted, providing an operational response to the 2021-2024 National Strategy for Gender Equality. The latter, adopted in response to and in line with the aforementioned EU Strategy, is based on a long-term vision and is one of the interventions included in the National Recovery and Resilience Plan (NRRP) financed by the Next Generation EU programme, which is strongly oriented towards gender inclusion and in which women's empowerment and the fight against gender discrimination are not entrusted to individual interventions, but are transversal objectives of all the 6 Missions in which it develops its goals.

Note that the guidelines, desired by both the Minister for Public Administration and Innovation and the Minister for Equal Opportunities, update those contained in previous Directives concerning the CUGs, in order to make them adaptable to the needs of individual administrations in the exercise of their autonomy (Directive of 4 March 2011 and Directive of 16 July 2019).

In this regulatory framework, the Gender Equality Report is a further safeguard in terms of strategic operations and planning. In fact, it allows to assess the actual state of a given organisation in terms of equal opportunities, non-discrimination and gender equality. It also allows to assess the impact of the resources and public policies implemented for women and men in order to optimise the work productivity of the public sector, as well as to fulfil the legislator's requirements concerning the efficiency and transparency of public administrations.

Finally, note that the drafting of this second Gender Equality Report - the first was drafted and published in 2018 - is envisaged as a measure of the Gender Equality Plan (GEP) of Ca' Foscari University of Venice (Action 2.1.3 of the 'Organisational Culture' macro-area).

## 1.1 The Ca' Foscari Statute and Codes

Ca' Foscari implements anti-discrimination policies in a broad and articulated manner. The main instrument used for this purpose is the University Statute, issued in 2011, amended in 2013 and being revised and updated in 2022. The Statute is the regulatory basis for the University Codes: The Code of Ethics and Conduct; the Code of Conduct against Mobbing and the Code of Conduct against Sexual Harassment.

Article 3 of the Statute defines the principles relating to the University's actions, citing equal opportunities and well-being in the workplace.

Article 23 of the Statute also provides for the establishment of the CUG (see below), thus implementing the provisions of national legislation on equal opportunities, the enhancement of employees' well-being and action against all forms of discrimination. Another figure, this time dedicated specifically to the issue of harassment, both sexual and otherwise, is the Confidential Counsellor (see below). The University set up this figure in 2010 to work in synergy with the CUG - and finds its legal basis not in the Statute, but in Article 4 of the code of conduct against sexual harassment. Finally, Article 52 of the Statute regulates the adoption of the Code of Ethics.

The Code of Ethics (and Code of Conduct) is the instrument through which the University adopts the principles and values contained in the Italian Constitution, in the Universal Declaration of Human Rights and in the EU Charter of Fundamental Rights, as well as those expressed in the commitments undertaken by the Italian Government referring to the principles of scientific research, teaching and other university activities. This Code is also the instrument through which Ca' Foscari regulates, from an ethical point of view, the relations inside and outside the University. Articles 11 and 12 of Part II - Rules of Conduct are devoted respectively to equality, equal opportunities and non-discrimination, and to the prevention of sexual harassment and mobbing.

With the Code of Conduct against Sexual Harassment, the University undertakes to create peaceful study and work environments, where relations between human beings are characterised by full mutual respect.

A further instrument to safeguard the values discussed so far is the Code against Mobbing. In fact, even within its Declarations of Principles, the Code stresses that the University is based on education and on the fundamental values contained in the Constitution, in the Nice Charter and in the other Declarations of Rights, mentioning, inter alia: the respect for freedom and fundamental rights; the rejection of any discrimination; the recognition of merit; the enhancement of individual and cultural diversity; the promotion of equality. Aware of the psycho-social risks faced at work, with a view to *'rejecting all discriminatory behaviour, sexual abuse and/or harassment and mobbing'* as stated in the its Code of Ethics, the University is seeking to contribute with this Code to the creation of a *'study and work environment based on wellbeing and marked by dialogue and proper interpersonal relations'*. The university has also obtained the Human Resources Strategy For Researchers (HRS4R) award. The award was obtained through a set of initiatives aimed at implementing the European Charter for Researchers and the Code of Conduct for Recruitment (C&C) to improve the working conditions of all researchers at Ca' Foscari.

The key principles of the above-mentioned European Charter for Researchers and Code of Conduct for Recruitment, adopted by the University, include:

- freedom of scientific research;
- respect for ethical principles;
- professional and financial responsibility;
- commitment to the dissemination and exploitation of the results achieved;
- commitment to continuing professional development;
- recognition of the profession of all researchers;
- prohibition of any form of discrimination;
- provision of a stimulating research environment, flexible working conditions, stability and permanence of employment, fair and attractive funding and salaries.

## 1.2 University equal opportunities bodies

The CUG - Equal opportunities, Employee well-being and Inclusion Committee - is a joint committee set up by Ca' Foscari, pursuant to Law 183/2010, art. 21, paragraph 1, letter c), to:

- promote initiatives for the implementation of equal opportunities and the enhancement of the difference between men and women;
- monitor compliance with the principle of non-discrimination based on gender and sexual orientation;
- ensure there is no harassment (mobbing) within the University;
- provide support for victims of violations and abuse.

The CUG therefore performs its institutional task to protect all Ca' Foscari personnel in line with the actions implemented by the pre-existing Committees (Joint Committee on Mobbing and Committee for Equal Opportunities).

The following are the current members of the CUG, identified in accordance with Article 2 of the relevant regulations:

- Prof. Gian Luigi Paltrinieri - President
- Prof. Vania Brino - University Representative, President's substitute member
- Prof. Marta Strani - University Representative
- Prof. Stefania Sbarra - University Representative
- Prof. Sabrina Marchetti - University Representative, substitute member
- Dr. Sonia Pastrello - University Representative
- Dr. Patrik Sambo - University Representative
- Dr. Michela Del Bono - University Representative, substitute member
- Dr. Alessio Parpagiola - Representative of the UIL SCUOLA RUA Federation
- Dr. Bertilla Ceccato - Representative of the CISL Veneto University Federation
- Dr. Vania Levorato - Representative of FLC-CGIL
- Dr. Elena D'Argenio - Representative of FLC-CGIL, substitute member
- Dr. Sara Dal Monico - Representative of the Doctoral Student Assembly
- Dr. Maria Ducoli - Student Representative

The figure of Confidential Counsellor(s) was introduced at Ca' Foscari, by rector's decree, on 1 September 2010. This role is intended to provide the entire Ca' Foscari community with a figure specialised in offering assistance when faced with moral harassment, sexual harassment, discrimination or other uncomfortable situations.

Resorting to the Counsellor is all the more effective the sooner a problem occurs, given that at such a critical moment it can be useful to be able to give a correct reading of the dynamics unfolding in the work environment in order to prevent critical episodes that, if not handled immediately in the correct manner, may become even more complex and difficult to resolve. The current Confidential Counsellor at Ca' Foscari is Francesca Torelli.

The Student Advocate is a guarantee body which, pursuant to art. 4 of the relevant Regulations: *'[... ] monitors, through the analysis of the cases submitted to his/her attention,*

*that the University activities relating to teaching, research and services, which affect the rights and interests of the students, are carried out in compliance with the values and rules set out in the University's Code of Ethics and Code of Conduct, as well as with the principles and rights set out in the University Statute'.*

The current Student Advocate at Ca' Foscari is Raffaella Bartolucci.

## **2 CA' FOSCARI GENDER COMPOSITION**

### **2.1 Overview**

It is well-known that the gender composition within universities is influenced by past and recent traditions that make some subjects attractive to either men or women and others less so. Unfortunately, in Italy these cultural factors change slowly and the University is certainly unable to single-handedly reverse these trends.

This of course should not be an excuse to relax our commitment and efforts to gender equality policies.

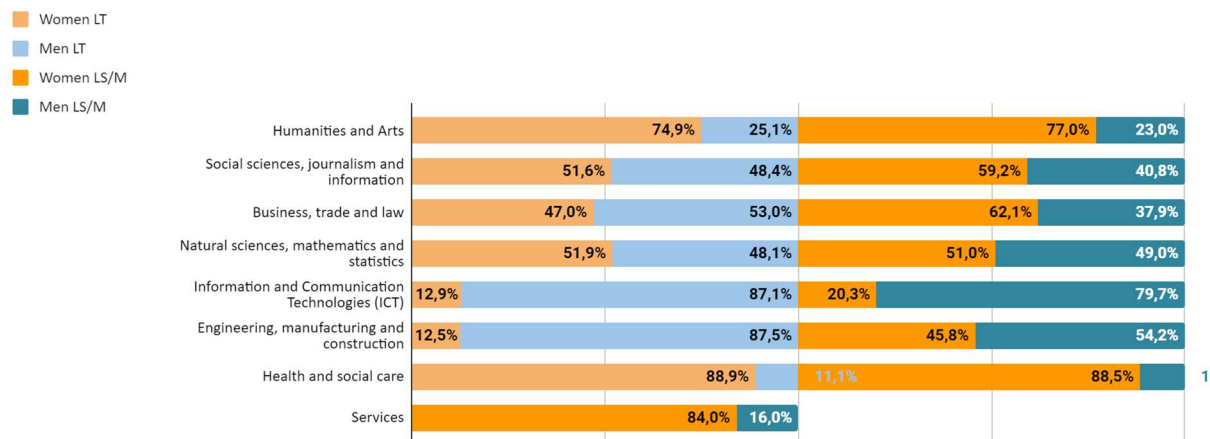
That being said, the initial observation must however help to read the data intelligently, grasping trends rather than absolute numbers and giving them relative weight when necessary. For instance, the effectiveness or otherwise of (recent) gender equity policies cannot be judged by looking at the absolute gender composition of particular categories, but rather by considering whether, for example, the career advancement in a category marked by a 'baseline' gender gap was fair to men (typically more present) and women who, even if less present, should have had the same opportunities for advancement as their male colleagues. Hence the importance of reading trend data (i.e. time series) and relative composition data, making comparisons by disciplinary sectors, areas, etc.

## 3 THE STUDENTS

### 3.1 Gender composition of the study programmes

#### 3.1.1 Gender segregation by field of study

Percentage of students enrolled by field of study

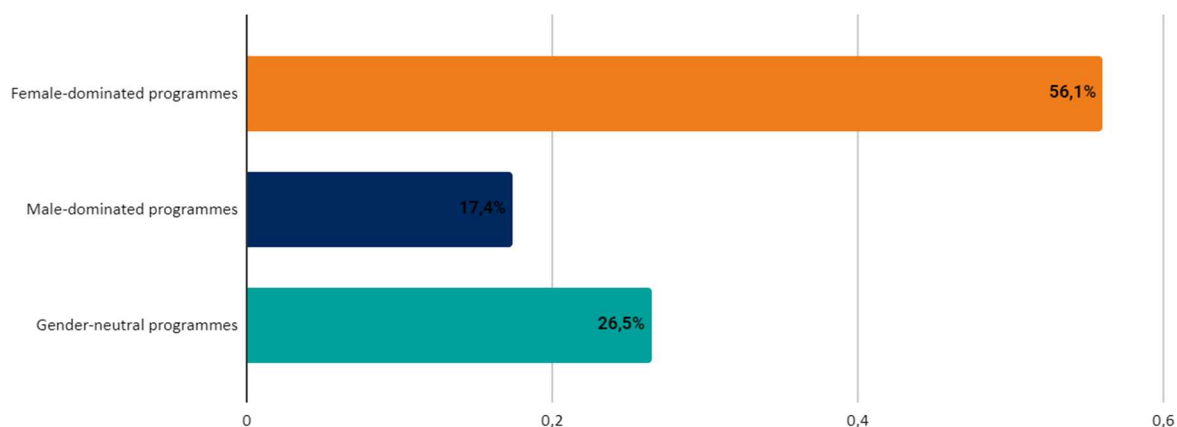


Source: APPS - Management Control Office

The first data to be analysed are those relating to enrolments. As stated in the introduction, enrolments are influenced by cultural models that our education system up to high school is evidently unable to change or influence. The fields related to the service, health and social work sectors seem to attract mainly female students, while those related to ICT and the like attract male students. Looking at the graphs below, the time trend does not bode well, except for a slightly positive change in the last academic year. Clearly more effort needs to be put into these aspects. In particular, the University can make further efforts on two levels: initiatives to attract students, and work with higher education institutions to close the gender gap in STEM subjects in particular.

### 3.1.2.1 Gender segregation by degree programme

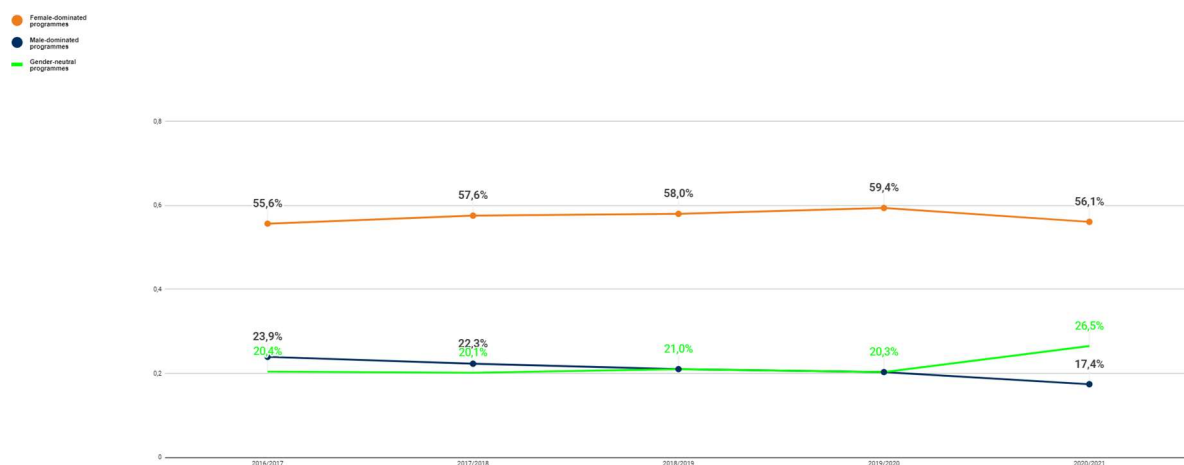
**Degree programmes broken down by prevailing gender (%)**



Source: APPS - Management Control Office

### 3.1.2.2 Gender segregation by degree programme – Time series

**Time series of degree programmes broken down by prevailing gender – percentage**

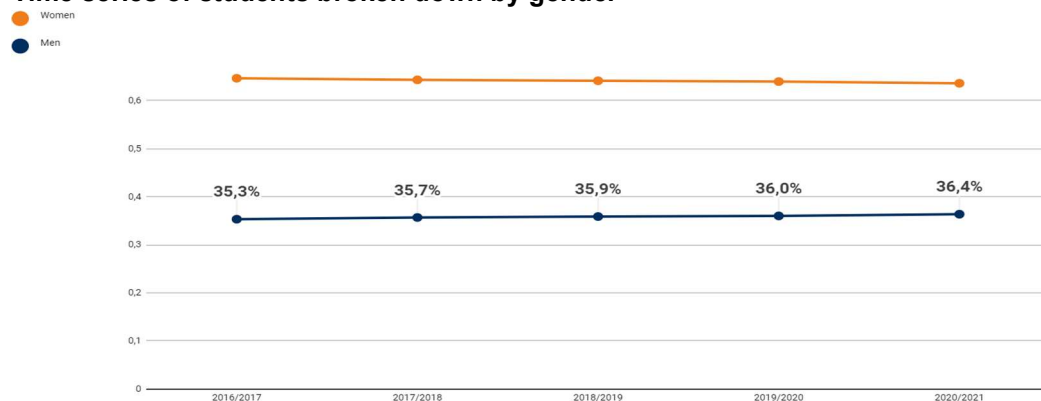


Source: APPS - Management Control Office

### 3.1.3 Time series of female and male students enrolled

If the figures for individual degree programmes appear discouraging, the overall figure is apparently less so, as female students outnumber male students. However, note that these numbers are due to the specific features of the University curriculum. The increase in the percentage of men, who are nevertheless a minority, should therefore be viewed as positive.

**Time series of students broken down by gender**



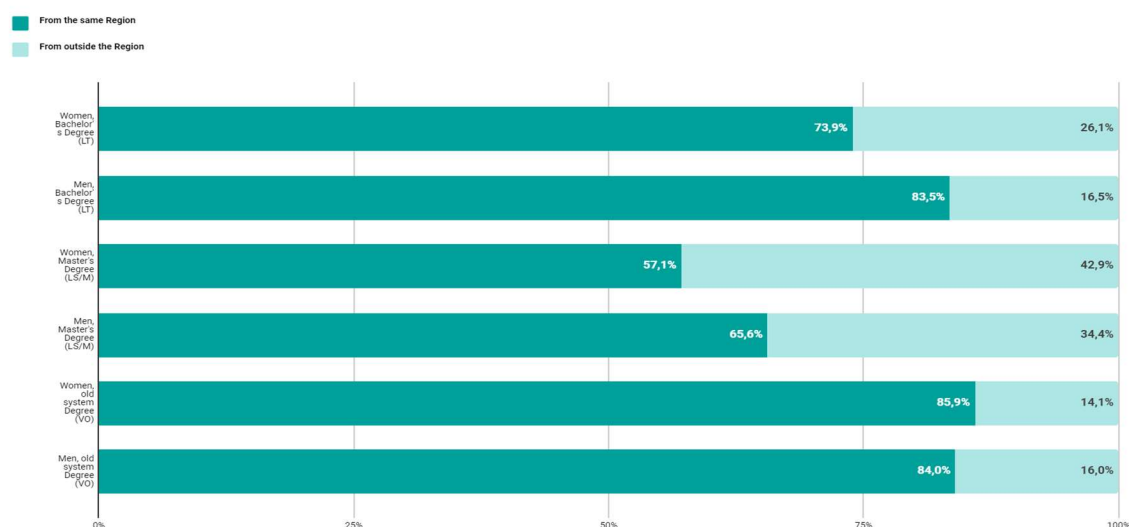
Source: APPS - Management Control Office

## 3.2 Mobility and degree programmes

### 3.2.1 Breakdown by geographical origin

The ability of both Bachelor's and Master's degrees programmes to attract female students, more than male students, from outside the region is positive, with female students from outside the region being almost as numerous as local students.

**Students enrolled, by geographical origin – percentage**

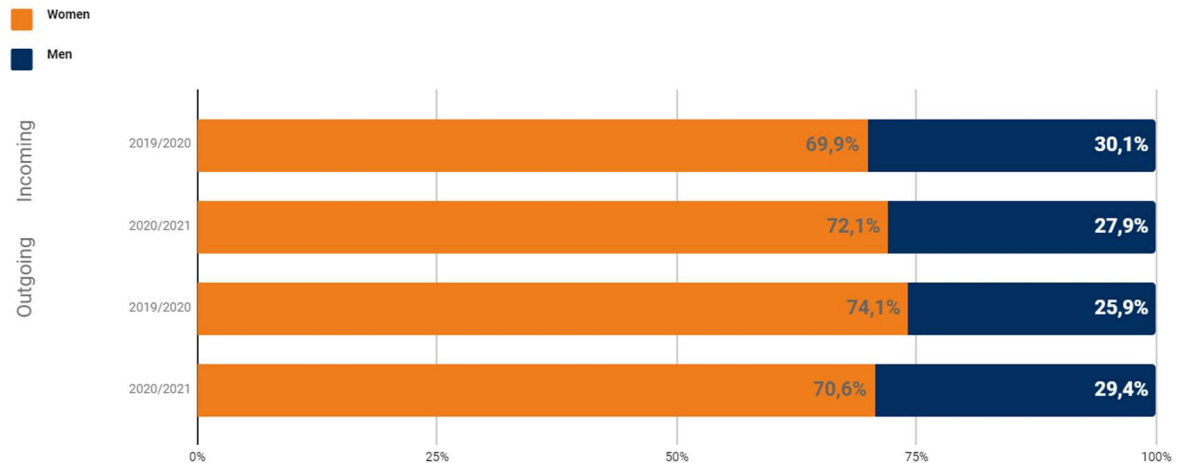


Source: APPS - Management Control Office

### 3.2.2 Participation in international mobility programmes

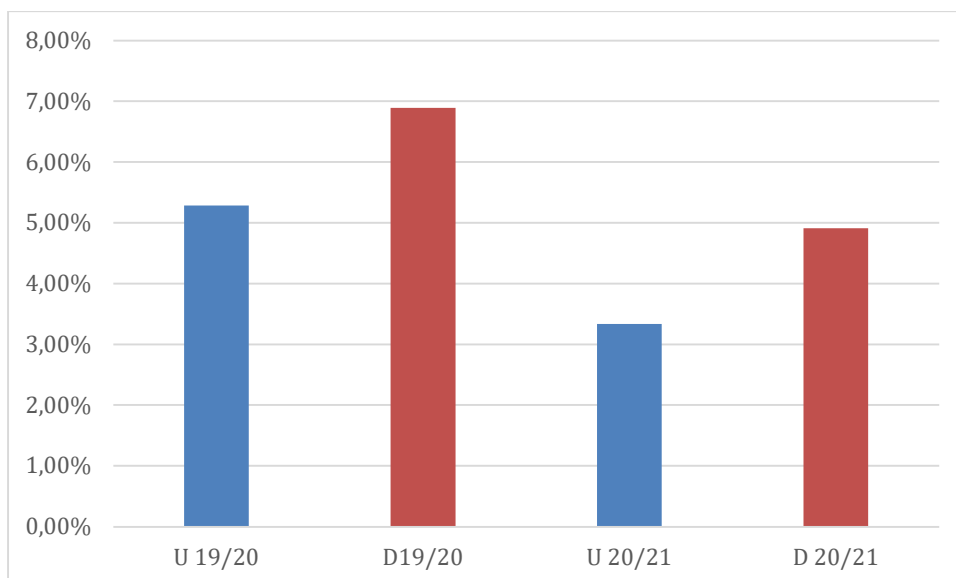
The following graphs reveal an interesting aspect: female students appear more likely to pursue international education opportunities than their male counterparts.

**Percentage of male/female students in international study programmes - out of the total sample**



Source: APPS - Management Control Office

**Percentage of outgoing male/female students in international study programmes - out of the total sample**



Processed by the Sustainability Office; Source: APPS - Management Control Office



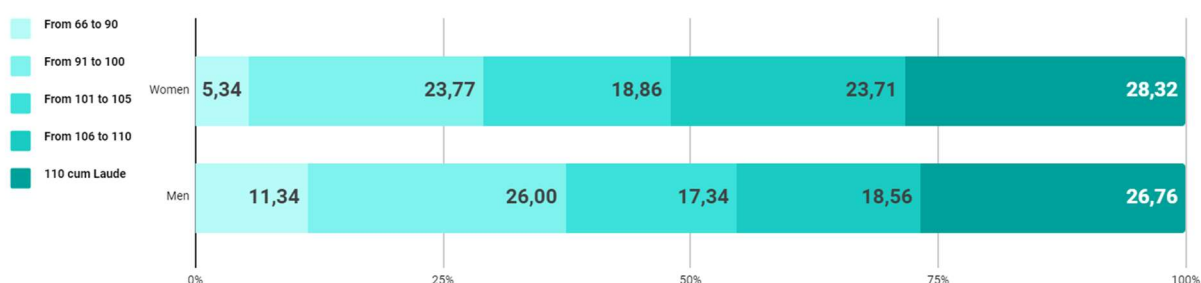
## 3.3 Students' performance by degree programme

### 3.3.1.1 Final grade

Looking at overall results, the academic performance of women appears to be better than that of men. However, performance should obviously be measured in relation to the degree programmes, which typically have different average levels of performance, with ITC courses (predominantly attended by men) having a lower average performance than, for example, humanistic courses (predominantly attended by women).

In the analysis by discipline, on the other hand, a substantially similar performance can be observed. Focusing on excellence (110 with honours), however, it can be observed that women perform relatively better than men in the economic area and while men (those few present) do better in the social-health area.

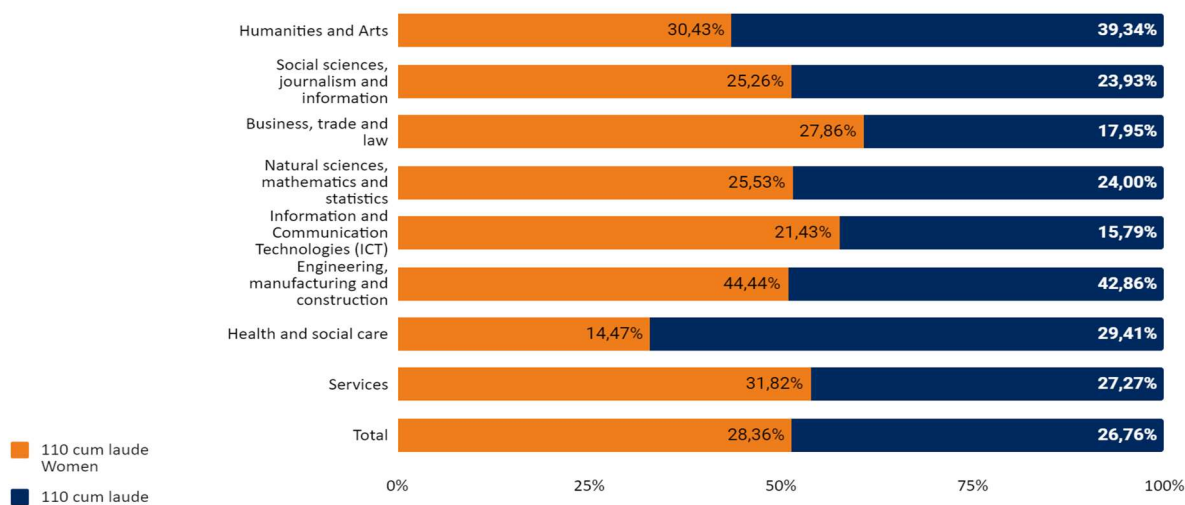
#### Graduates broken down by final grade

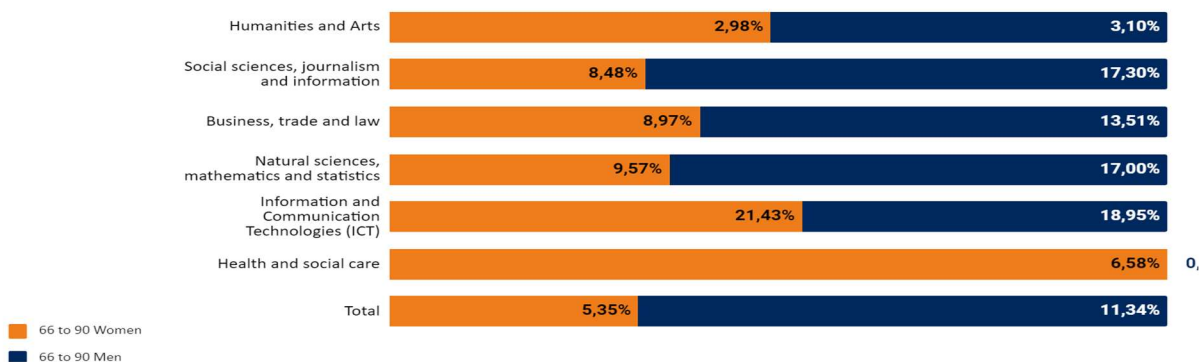
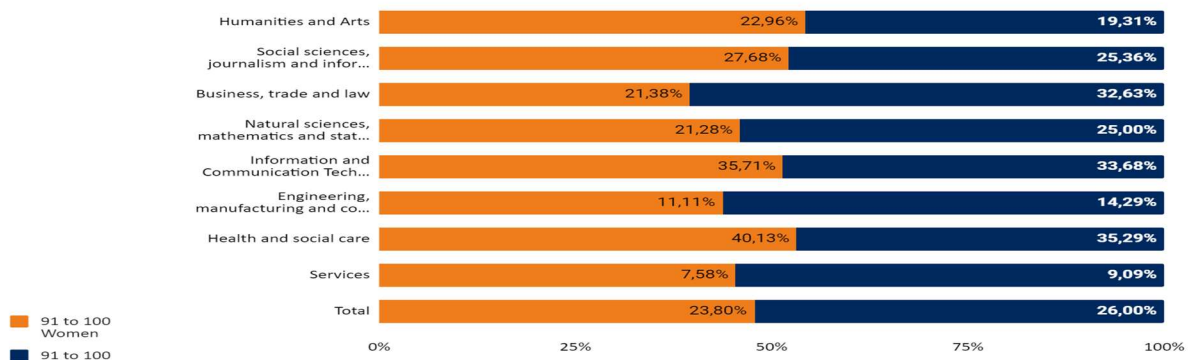
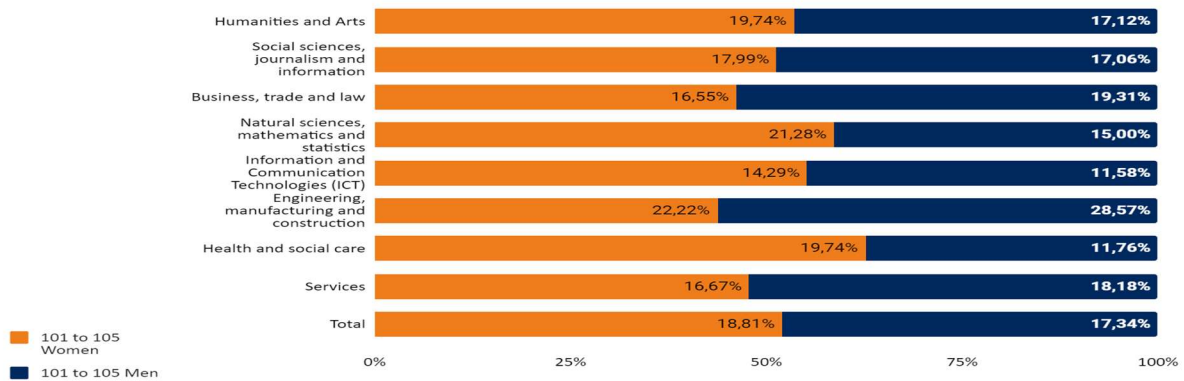
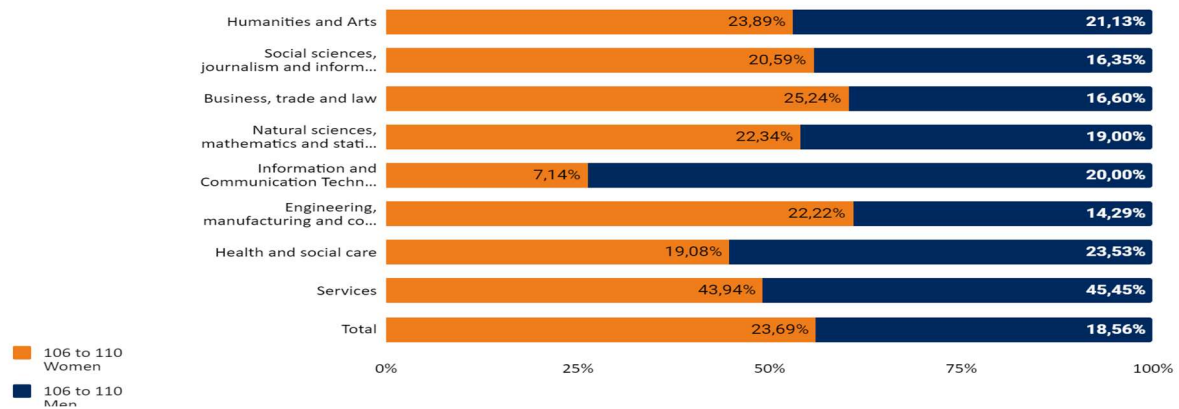


Source: APPS - Management Control Office

### 3.3.1.2 Final grade

#### Graduates broken down by final grade and degree category



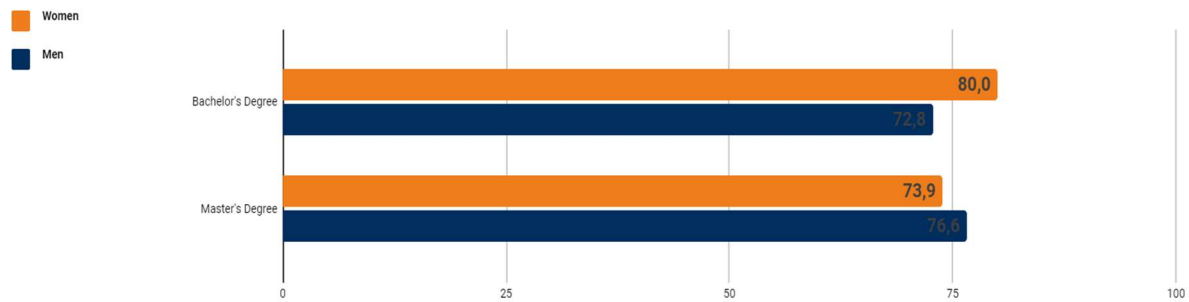


Source: APPS - Management Control Office

### 3.3.2 Current graduates

This performance figure also reflects what was observed in the previous section: the difference between courses is more significant than the difference between genders, although here the gap is not as substantial

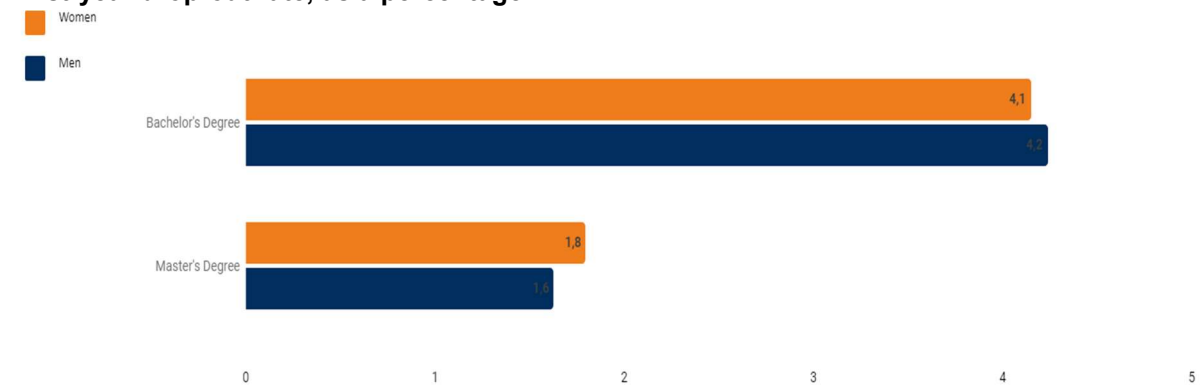
#### Percentage of current graduates



Source: APPS - Management Control Office

### 3.3.3 First-year drop-out rate

#### First-year drop-out rate, as a percentage



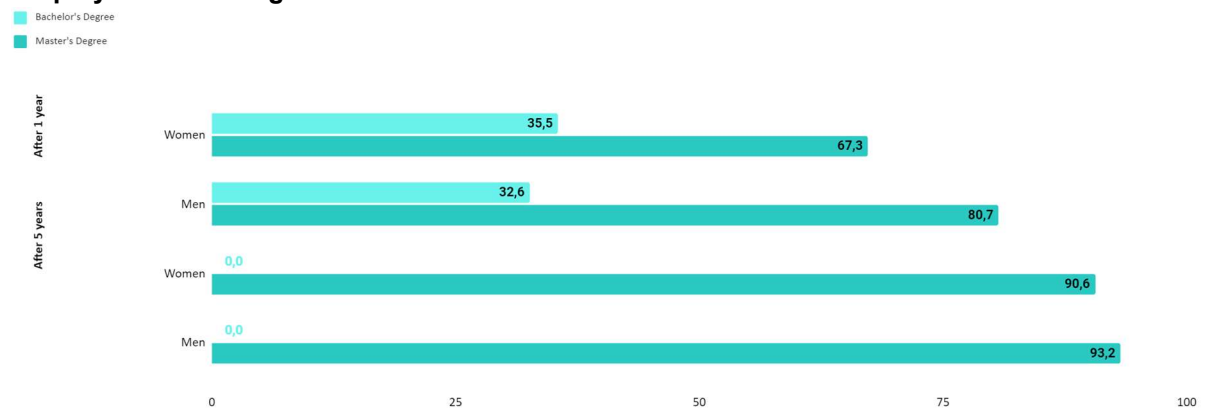
Source: APPS - Management Control Office

## 3.4 Employment rate and wages of graduates

### 3.4.1 Employment rate and net monthly wages (average, in euros) of male and female graduates)

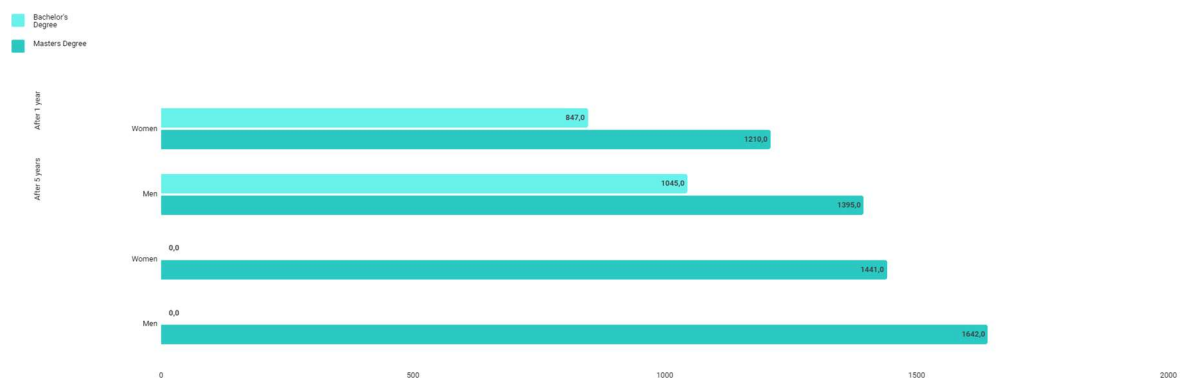
The differences in employment performance are substantial between genders, again probably due to the type of degree programme. It is interesting, however, to note that the differences at 5 years are smaller at the employment level but not at the salary level.

#### Employment rate of graduates



Source: APPS – Management Control Office

#### Net salary of graduates



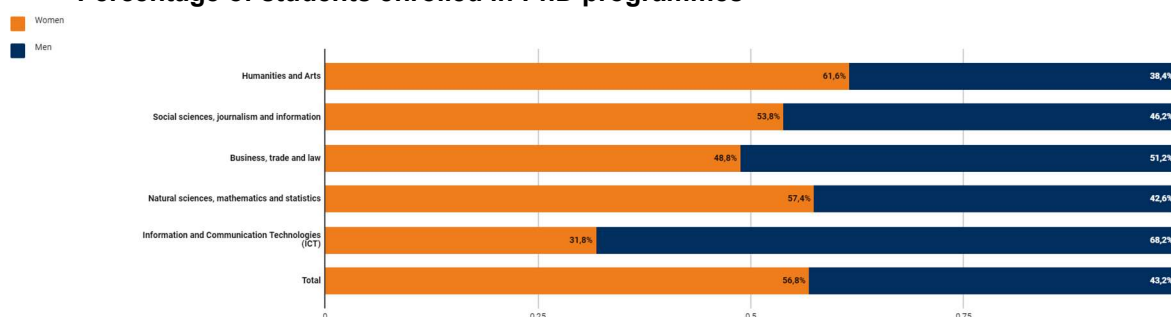
Source: APPS - Management Control Office

## 3.5 Composition of PhD programmes

### 3.5.1 Enrolled students broken down by gender

It is interesting to note how the gender gaps in the PhD programmes are smaller, providing a decidedly more balanced picture than that of the male and female students enrolled in the lower courses.

**Percentage of students enrolled in PhD programmes**



Source: APPS - Management Control Office

### 3.5.2 Drop-out rate from PhD programmes by gender

**Percentage of students dropping out of PhD programmes, broken down by gender and year**

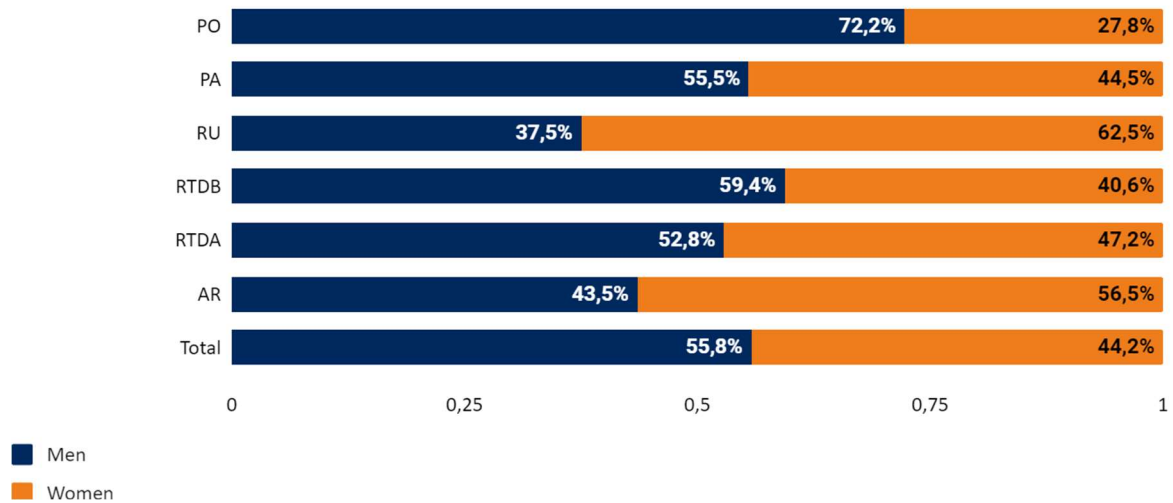
A.Y.	WOMEN	MEN
2020/2021	2,84	2,44
2019/2020	1,05	0,75
2018/2019	3,17	4,00

Source: APPS - Management Control Office

# 4 THE TEACHING STAFF

## 4.1 Gender and role

Teaching staff broken down by gender and role

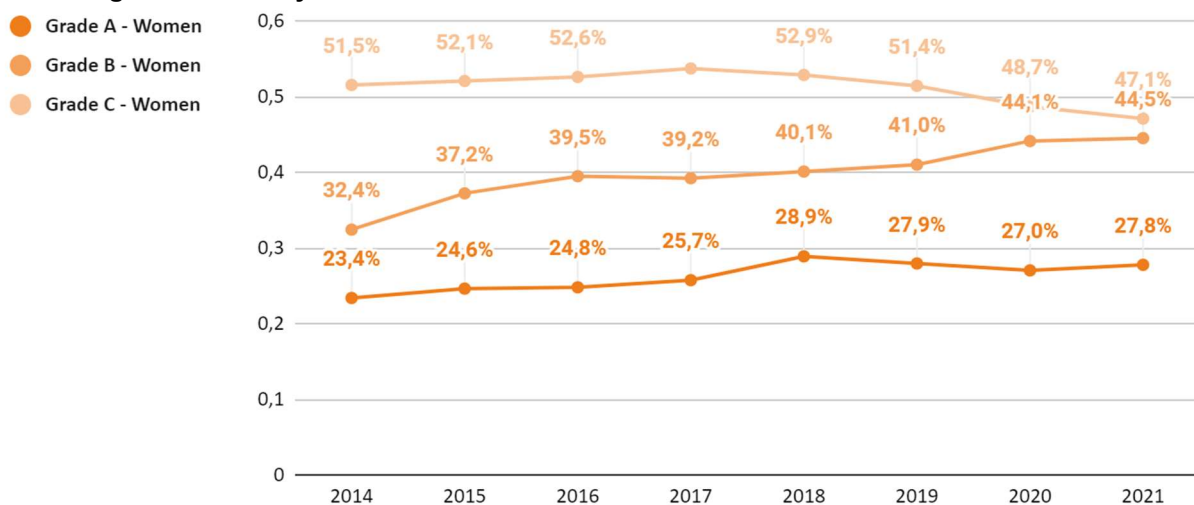


Source: APPS - Management Control Office

The breakdown of teaching staff by role reveals a long-standing trend whereby women have been at a disadvantage in a number of fields. Therefore, the trend that sees an increase, albeit slight, in the number of women in higher positions is a positive development.

## 4.2 Gender and role - time series

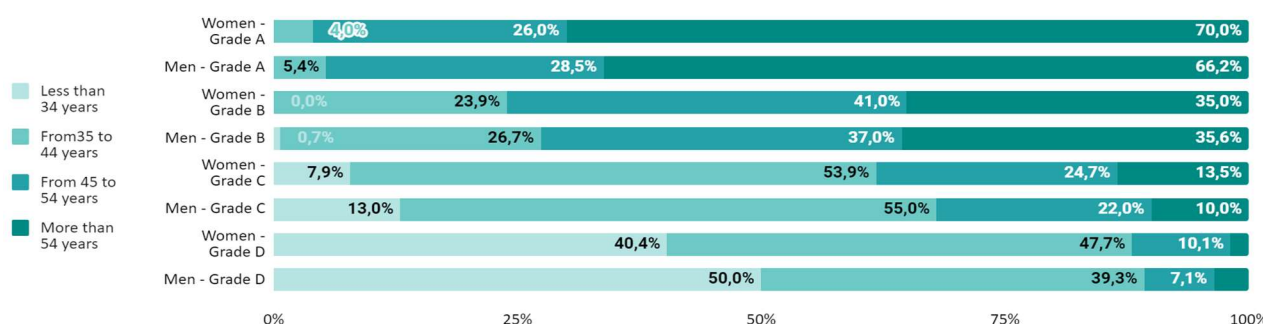
Percentage of women by role - time series



Source: APPS - Management Control Office

## 4.3 Age and role

### Teaching staff broken down by gender and age



Source: APPS - Management Control Office

### Average age of teaching and research staff broken down by gender and role

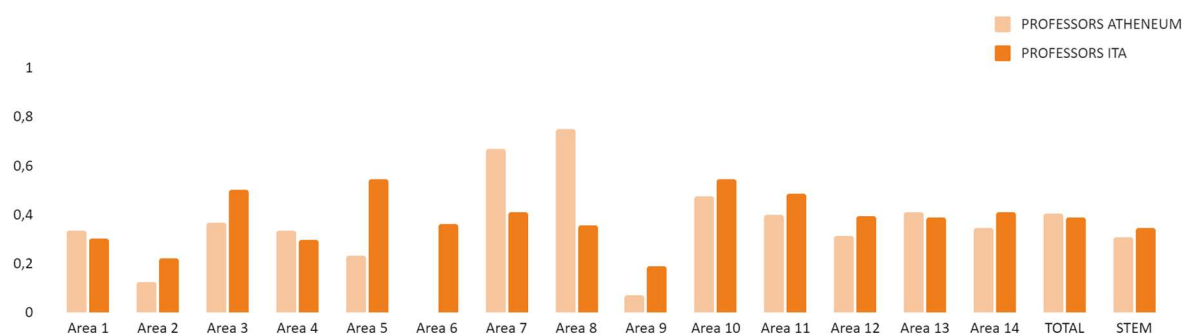
	WOMEN	MEN
Grade A	57.76	57.08
Grade B	51.07	50.84
Grade C	44.16	42.34

Source: APPS - Management Control Office

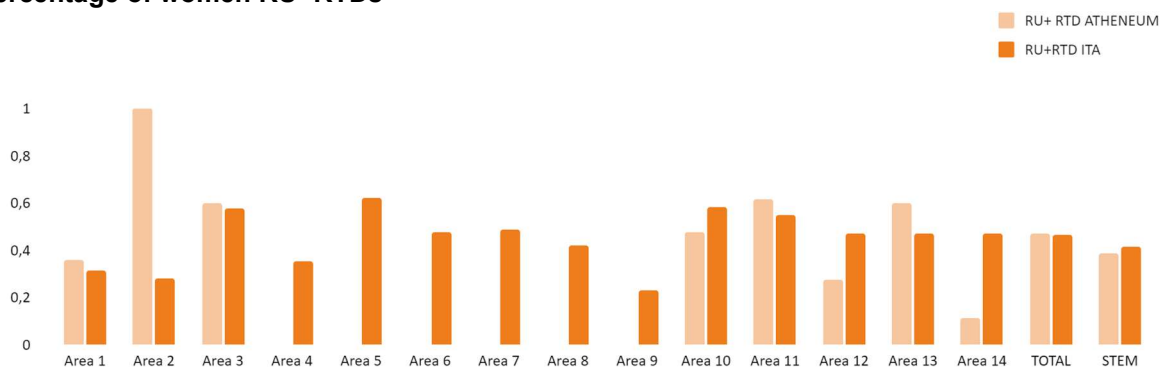
While the age distribution between male and female faculty appears similar, it is interesting to observe the presence of women in the various scientific areas also in a comparison with other Italian universities. It appears to be overall better, albeit slightly, especially in some areas.

## 4.4 Scientific areas and role (Ca' Foscari and Italy)

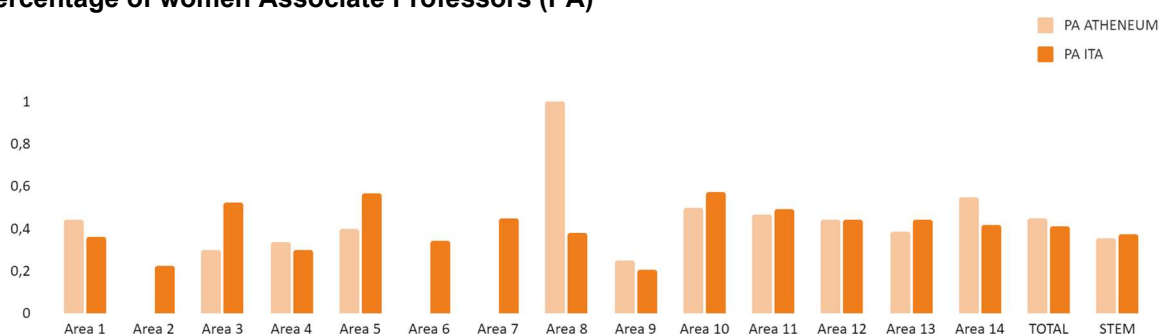
### Percentage of women faculty



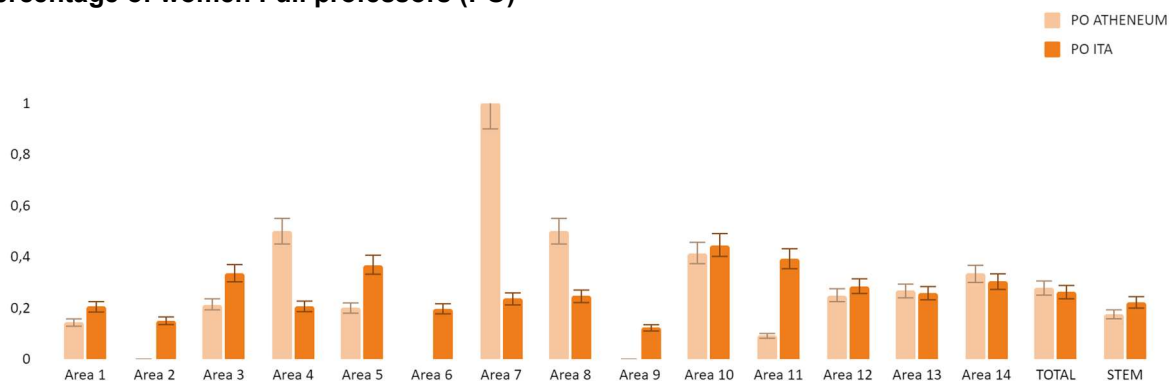
## Percentage of women RU+RTDs



## Percentage of women Associate Professors (PA)



## Percentage of women Full professors (PO)



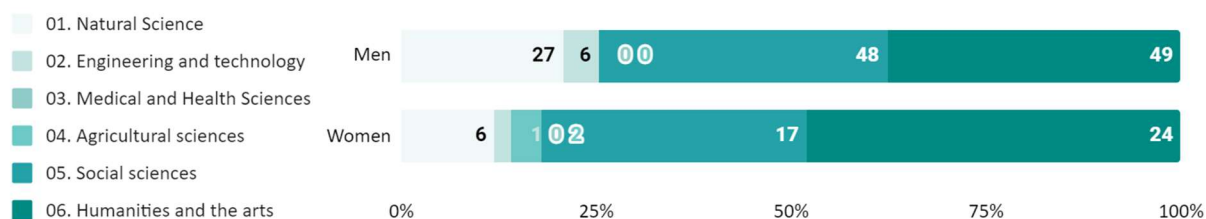
Source: APPS - Management Control Office

The figures by role for the University also appear slightly better than the national average, once again with a strong difference between areas.



## 4.5 Field of Research distribution - She Figures – full professors

Female and male full professors broken down by Field of Research and Development



Source: APPS - Management Control Office

## 4.6 Female-to-male ratio

### Legend

FEMALE-TO-MALE RATIO	VALUE BETWEEN	AND
less than 1 woman every 8 men	0	0.125
1 woman every 8 men to 1 woman every 4 men	0.125	0.25
1 woman every 4 men to 1 woman every 2 men	0.25	0.5
1 woman every 2 men to 1 woman every man	0.5	1
1 woman every man	1	1
1 woman every 2 men to 3 women every 2 men	1.00	1.5
3 women every 2 men to 2 women every man	1.5	2
more than 2 women every man	>2	
not given	-	

Source: APPS - Management Control Office

## Female-to-male ratio in the University

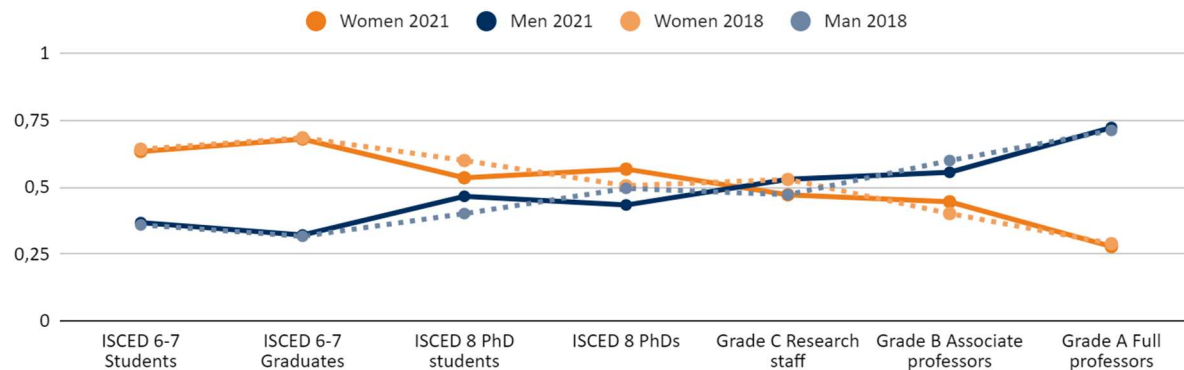
	RTD		RU		PA		PO	
	2018	2021	2018	2021	2018	2021	2018	2021
01 - Mathematics and informatics	0.50	0.43	0.67	1.00	0.60	0.80	0.14	0.17
02 - Physics	-	-	1.00	-	0.00	0.00	0.00	0.00
03 - Chemistry	1.33	0.80	1.00	5.00	0.38	0.43	0.10	0.27
04 - Earth sciences	2.00	0.00	-	-	2.00	0.50	0.00	1.00
05 - Biology	0.33	0.00	-	-	0.75	0.67	0.00	0.25
06 - Medicine	-	-	-	-	-	-	-	-
07 - Agricultural and veterinary sciences	-	-	-	-	1.00	0.00	-	-
08 - Civil engineering and architecture	-	-	-	-	1.00	-	-	1.00
09 - Industrial and information engineering	-	0.00	-	-	0.00	0.33	0.00	0.00
10 – Antiquities, philology, literary studies, art history	0.89	0.77	1.29	1.80	0.85	1.00	0.91	0.71
11 – History, philosophy, pedagogy and psychology	1.80	1.38	-	-	0.60	0.88	0.17	0.10
12 - Law	0.75	0.40	0.67	0.33	1.33	0.80	0.11	0.33
13 - Economics and statistics	1.33	1.38	1.60	2.00	0.59	0.63	0.38	0.36
14 - Political and social sciences	0.83	0.14	3.00	0.00	0.40	1.20	0.50	0.50

Source: APPS - Management Control Office

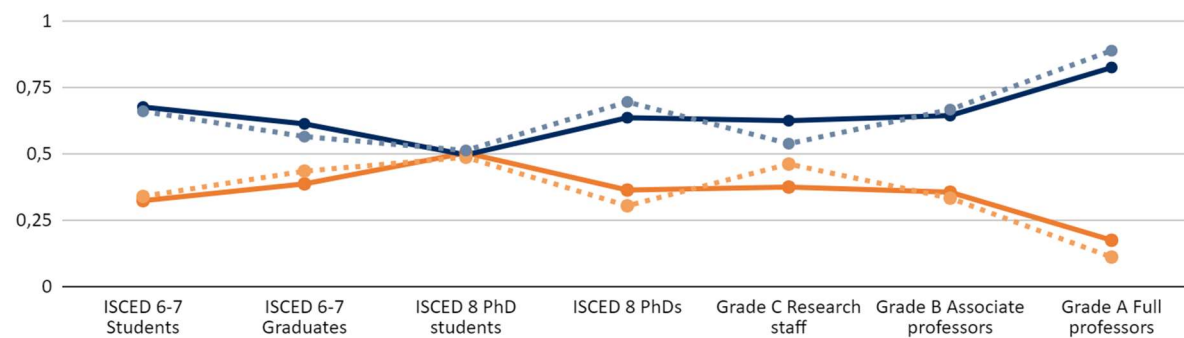
Looking at the changes over the last three years, a few, limited, positive changes towards an increased female participation are confirmed.

## 4.6.1 Academic Career Scissor Graph

### All study areas



### STEM areas



Source: APPS - Management Control Office

The so-called career 'scissor graph' is also present at Ca' Foscari, seems to mainly concern full professors and has not changed substantially over the last three years, although all changes seem to be heading towards greater equality.

## 4.7 Glass Ceiling Index

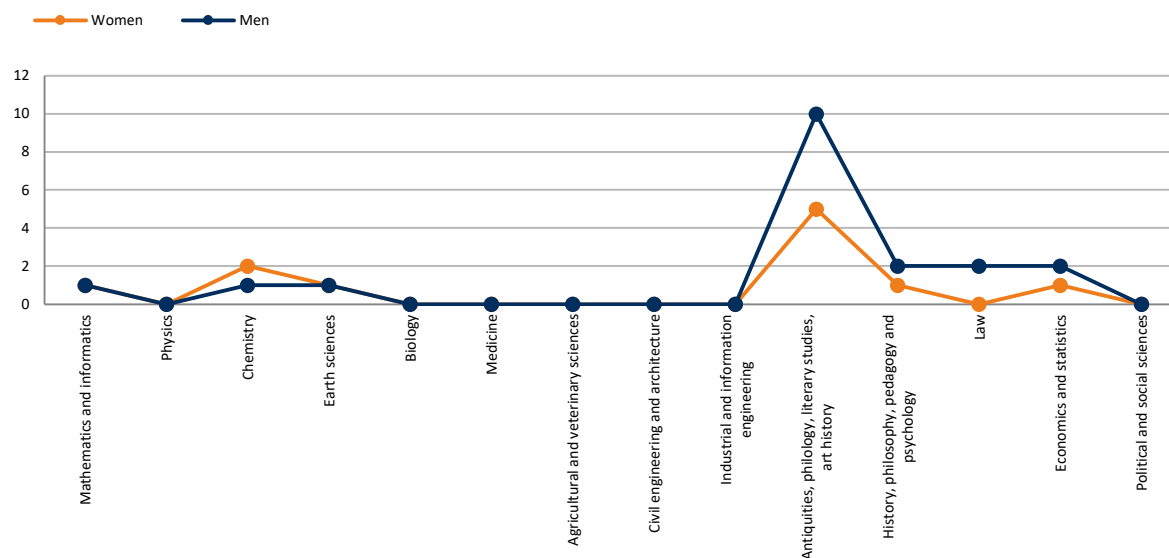
### Glass Ceiling Index (GCI)

GCI	
2018	2021
1.460	1.458

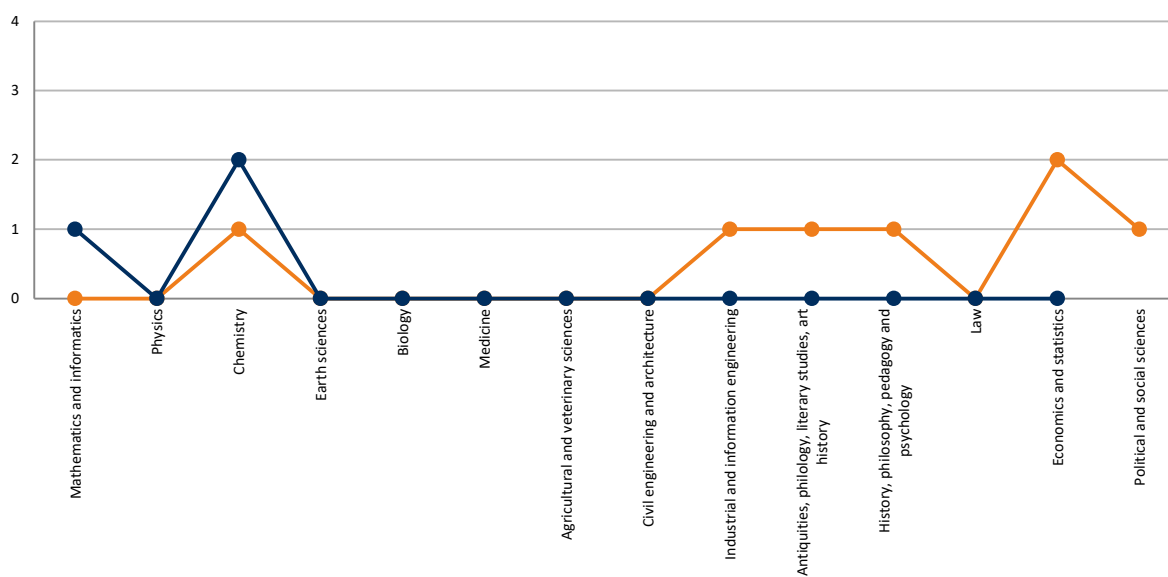
Source: APPS - Management Control Office

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

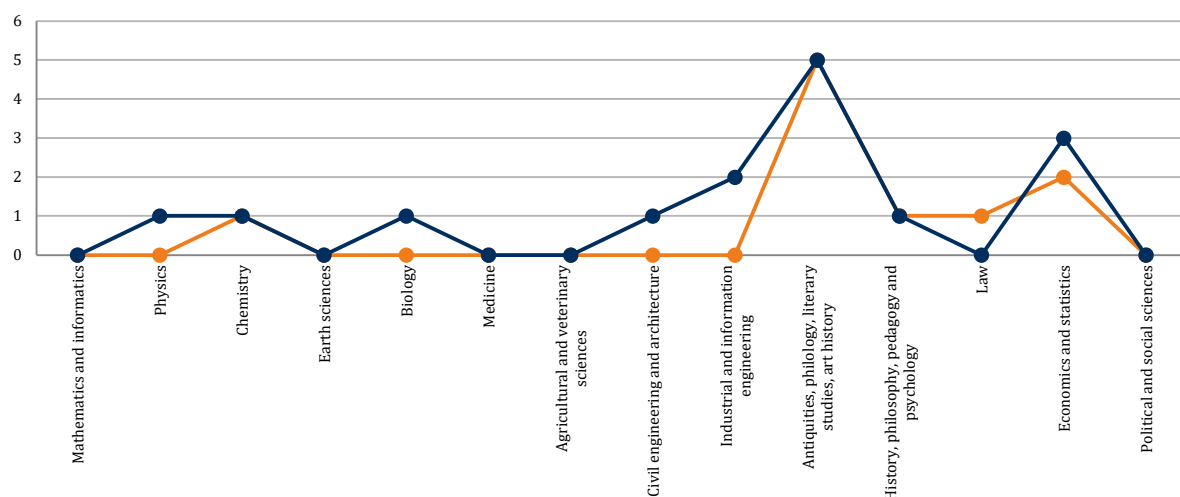
RD-PA



RU-PA



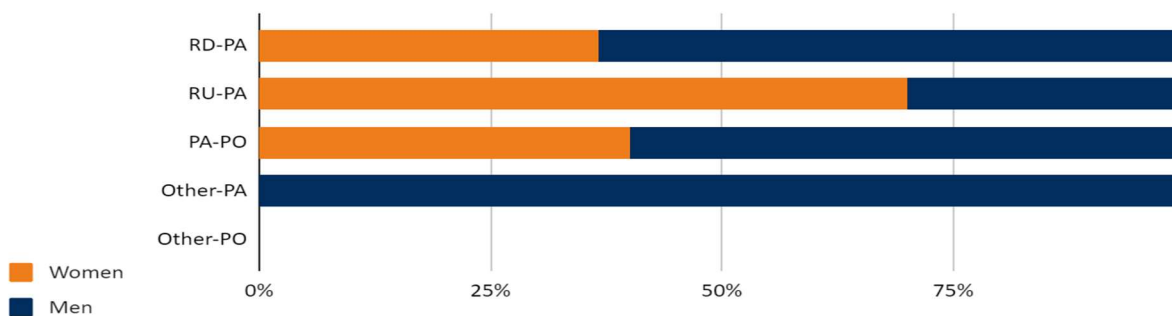
## PA-PO



Source: APPS - Management Control Office

Career advancements are numerically too small to make a real assessment. However, no discriminatory phenomena are noted, at least from these small numbers.

## Career advancements

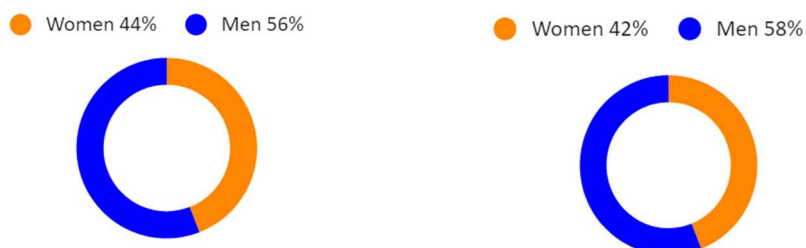


Source: APPS - Management Control Office

## 4.9 Gender distribution of applications/qualifications in a given session

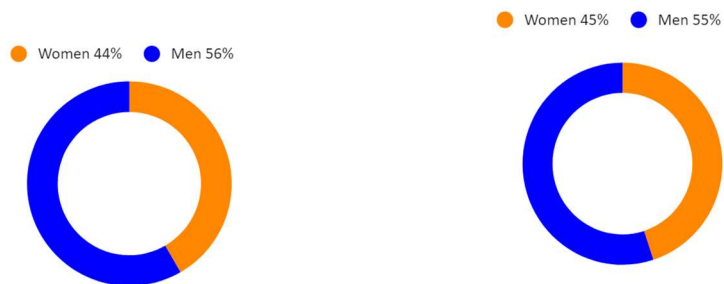
Distribution of applications for qualification (per capita values)

On the right: Distribution of qualifications obtained



Source: APPS - Management Control Office

**Distribution of applications for qualification (no. of people applying for qualification)**  
**On the right: Distribution of qualifications obtained**

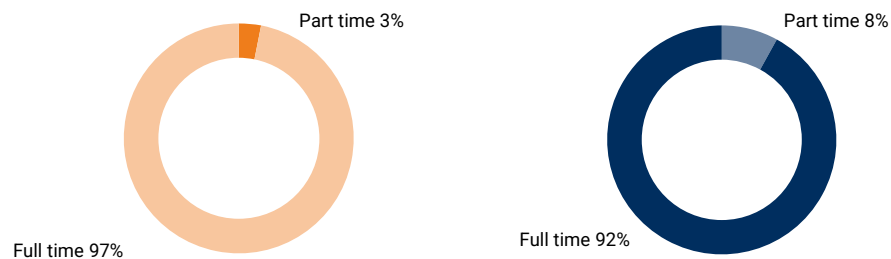


Source: APPS - Management Control Office

No signs of discrimination can be observed in the qualification process.

## 4.10 Work regime

### Work regime – Women

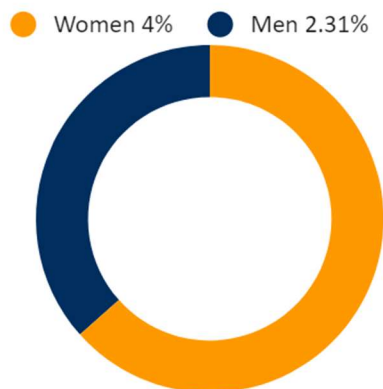


Source: APPS - Management Control Office

There seems to be no substantial difference between men and women in terms of work regime. Indeed (but this is probably due to gender differences in disciplinary areas where this is more common) men are more likely than women to apply for part-time positions.

## 4.11 Gap year

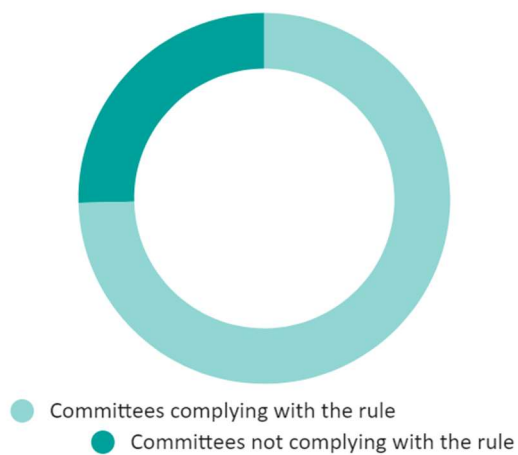
### Gap year broken down by gender



Source: APPS - Management Control Office

## 4.12 Composition of committees

### Selection Committees



Source: APPS - Management Control Office

According to the data, most selection committees appear to have complied with the gender equality rule. Exceptions are probably due to male-dominated fields.

## 4.13 Research projects broken down by role, funding, responsibility

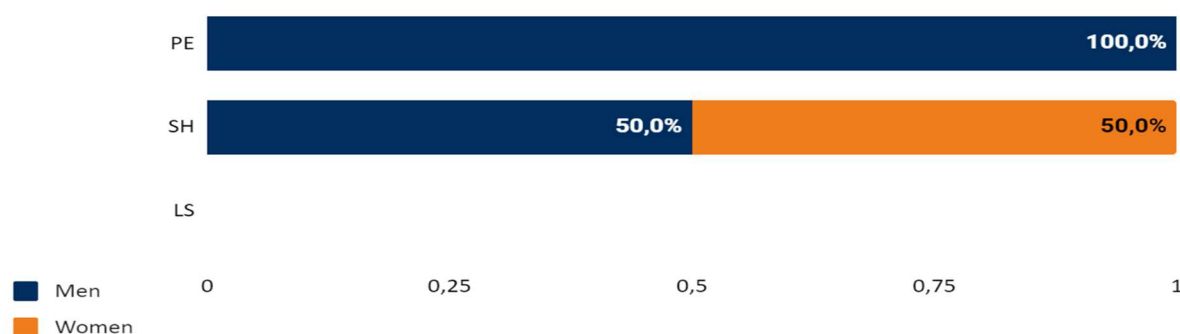
The number of projects funded is relatively small and therefore does not allow for much analysis other than that their distribution among male and female professors in the University seems to be fairly balanced. The funds involved differ between men and women but again, this is mainly an effect of the different gender composition in the relatively more 'generous' sectors.

### Research projects and related allocated funds broken down by gender

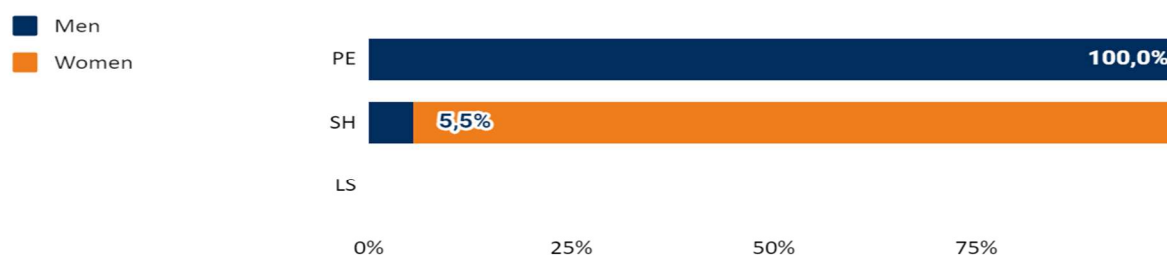
	PRIN		ERC		OTHER PROJECTS	
	Female PI	Male PI	Female PI	Male PI	Female PI	Male PI
No. of projects funded	5	7	1	2	15	49
Percentage of projects funded	41.7%	58.3%	33.3%	66.7%	23.4%	76.6%
Funding in €	825946	1017702	1367063	963495	2429940	7374839
Funding percentage	44.8%	55.2%	58.7%	41.3%	24.8%	75.2%

Source: APPS - Management Control Office

### PI in the ERC sector



### Funding for the ERC sector





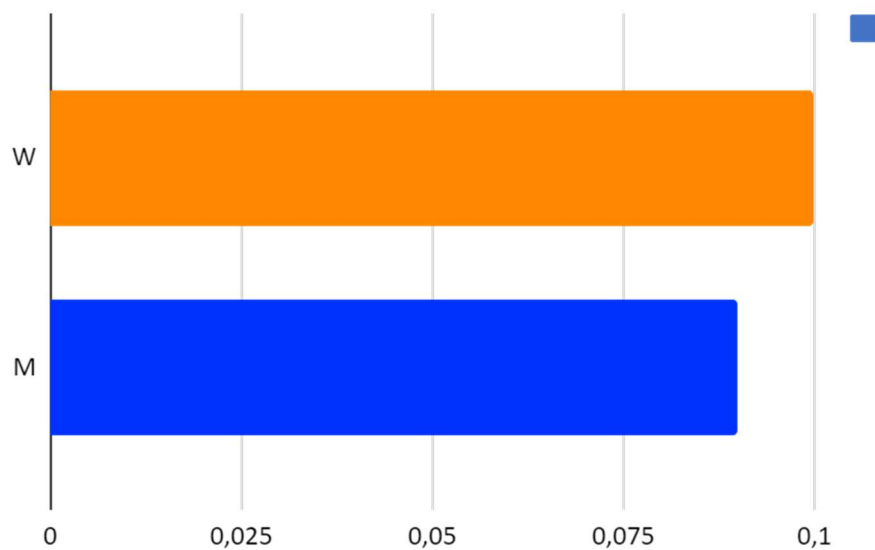
#### Average per capita research funds broken down by gender

	Average per capita internal and external research funding		
	W	M	TOTAL
RTDA	479	2,465	1,528
RTDB	19,215	1,230	8,536
PA	22,264	23,119	22,739
PO	25,133	44,308	38,982

Source: APPS - Management Control Office

## 4.14 Thesis supervisors

Male and female thesis supervisors compared, out of the total and broken down by gender – percentage.



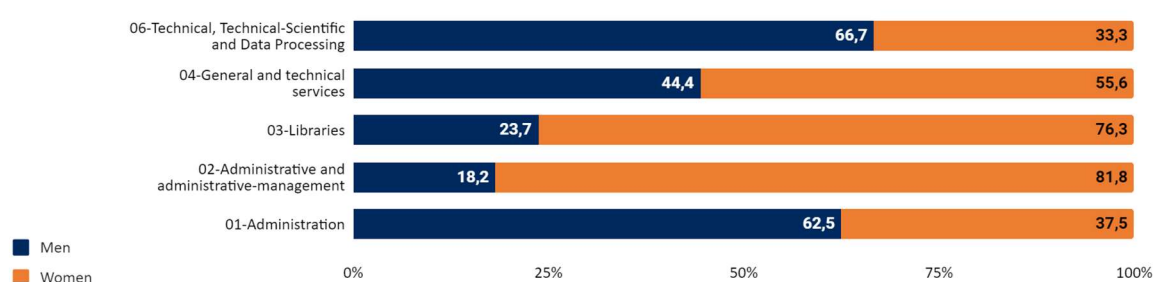
Processing by the Sustainability Office; Source: APPS - Management Control Office

Students' choice of thesis supervisor and the availability of the supervisors does not seem to be influenced by gender.

# 5 TECHNICAL-ADMINISTRATIVE STAFF, MANAGERS AND LANGUAGE ASSISTANTS (CEL)

## 5.1 Gender and area of employment

TA staff broken down by gender and area of employment - percentage



Source: APPS - Management Control Office

The gender composition of TA staff is similar to that of many public administrations, with a predominance of women for administrative roles and men for the more technical areas. The career gap is somewhat narrower and, indeed, with the exception of high-level roles, women do not seem to experience such adverse selection.

## 5.2 Gender gap in career advancement



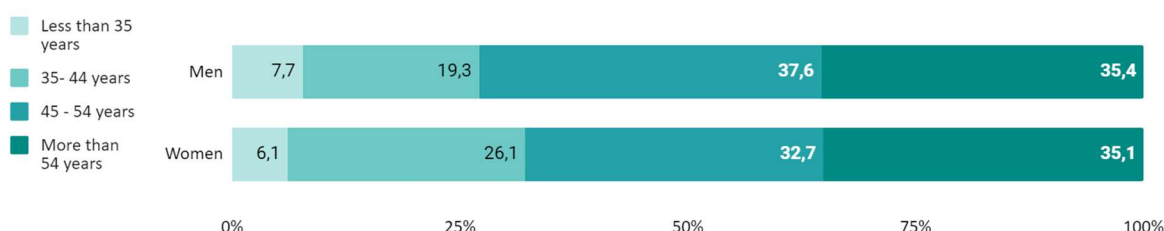
Gender gap in career advancement

Source: APPS - Management Control Office

## 5.3 Gender and age groups

### 5.3.1 Gender and average age broken down by category

#### TA staff broken down by gender and age - percentage



#### Average age broken down by gender and category

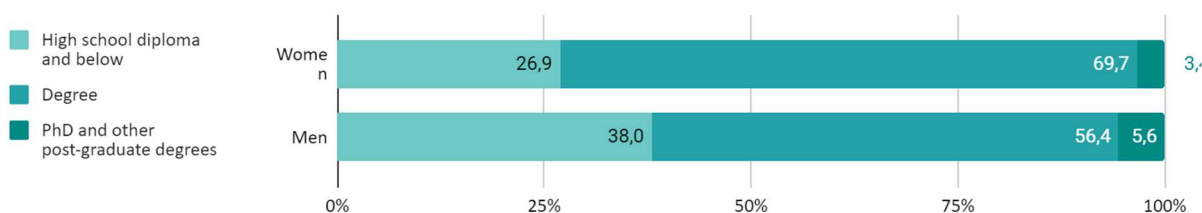
AVERAGE AGE	MEN	WOMEN
Language Assistants (CEL)	51	52
Category B	58	57
Category C	49	47
Category D	48	48
Category EP	52	53
Second level managers	51	54
General Managers	48	

Source: APPS - Management Control Office

The age distribution appears similar between genders.

## 5.4 Gender and academic qualification

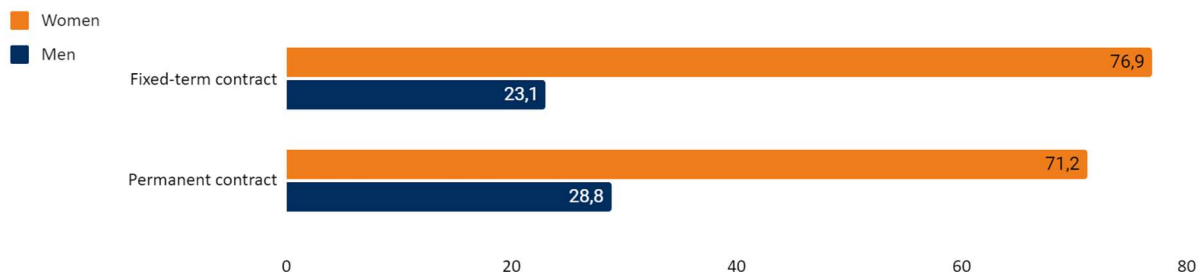
#### TA staff broken down by gender and academic qualification - percentage



Source: ARU - Human Resources Area -; data processed by APPS - Management Control Office

## 5.5 Gender and type of contract

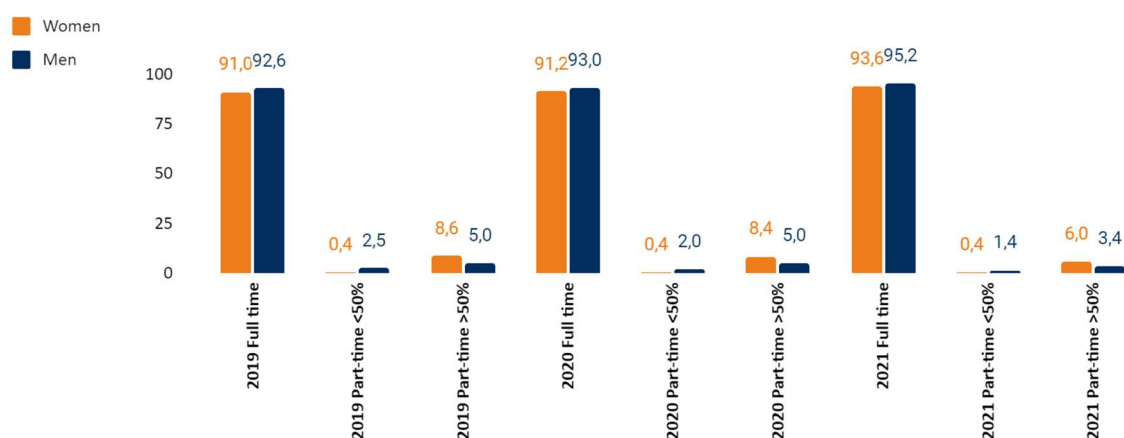
TA staff broken down by gender and contract type – percentage



Source: APPS - Management Control Office

## 5.6 Gender and work regime

TA staff broken down by gender and work regime – percentage



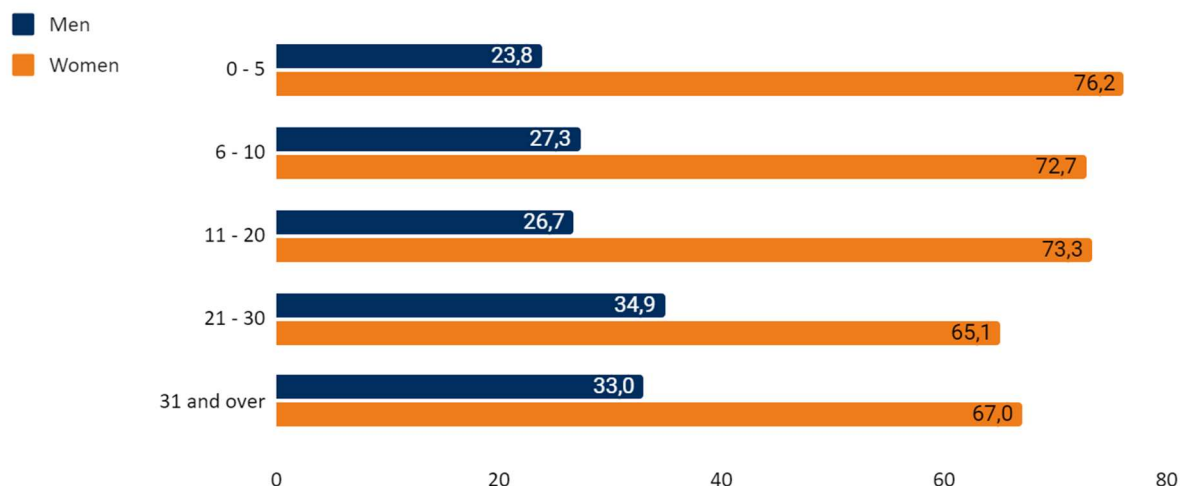
Source: APPS - Management Control Office

Unlike in the case of teaching staff, male TA staff appear to have a slight preference for full-time positions.

## 5.7 Gender and length of service

### 5.7.1 Length of service

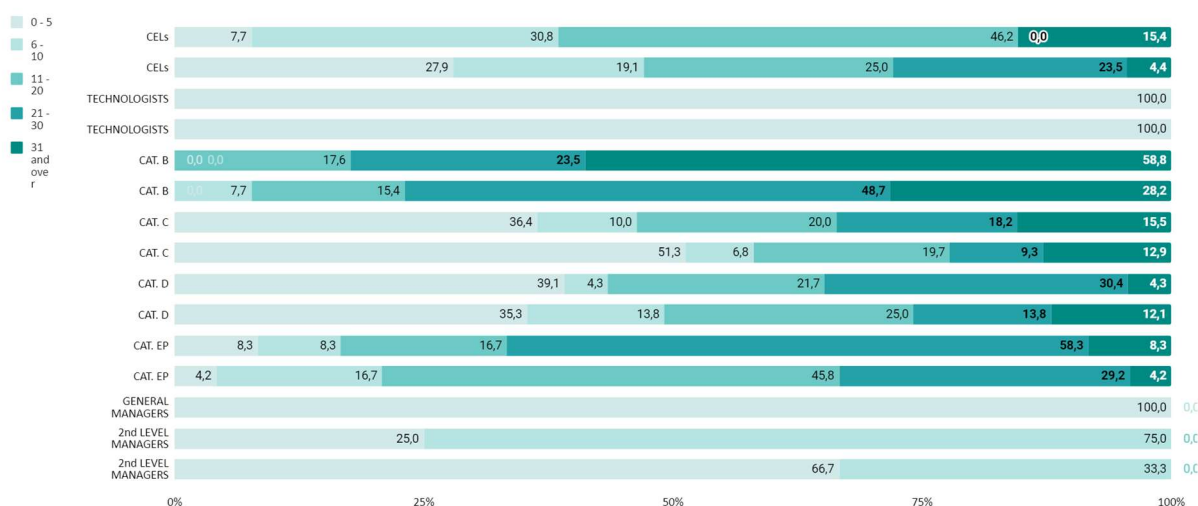
TA staff broken down by gender and length of service – percentage



Source: APPS - Management Control Office

Women seems to be more predominant among new recruits than among those who have been working at the University for over twenty years.

### 5.7.2 Length of service and categories

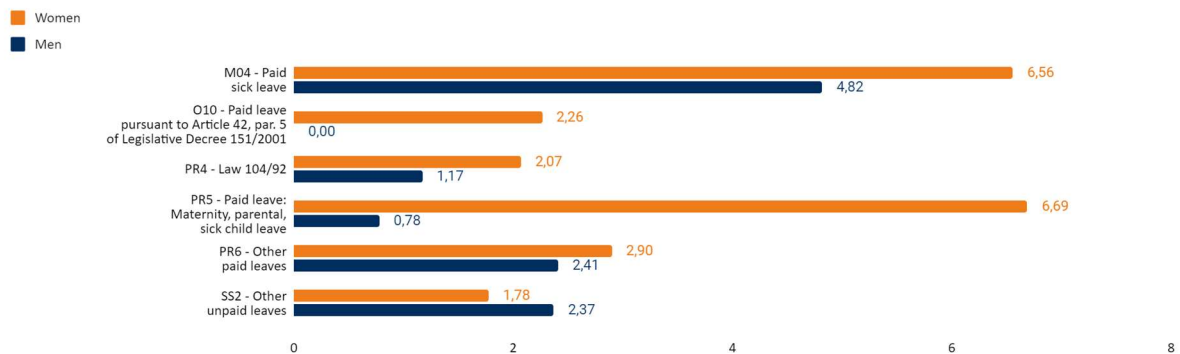


TA staff broken down by gender, category and length of service – percentage

Source: APPS - Management Control Office

## 5.8 Gender and leaves of absence

### Average days off, broken down by gender and by reason for absence



Source: ARU - Human Resources Area -; data processed by APPS - Management Control Office

Women appear to take more days off than men, although this is due to maternity leaves and more days of absence taken under Law 104 (caregiver).

## 5.9 Gender and turnover

### Offset index (Incoming/Outgoing employees)

Category	Women	Men
WORK AREA	0.00	
TECHNOLOGISTS	3.00	0.50
CATEGORY B	0.00	0.00
CATEGORY C	2.56	2.50
CATEGORY D	1.00	0.00
CATEGORY EP		0.00
SECOND LEVEL MANAGERS		
GENERAL MANAGERS		
Total	1.63	1.24

Category	Women	Men
WORK AREA	0.00	
TECHNOLOGISTS	3.00	0.50
CATEGORY B	0.00	0.00
CATEGORY C	2.56	2.50
CATEGORY D	1.00	0.00
CATEGORY EP		0.00
SECOND LEVEL MANAGERS		
GENERAL MANAGERS		
Total	1.63	1.24

## Overall Turnover Index

Category	Men	Donne
WORK AREA	0.00%	-7.35%
TECNOLOGISTS	-25.00%	40.00%
CATEGORY B	-23.53%	-7.69%
CATEGORY C	10.91%	10.04%
CATEGORY D	-4.35%	0.00%
CATEGORY EP	-8.33%	0.00%
SECOND LEVEL MANAGERS	0.00%	0.00%
GENERAL MANAGERS	0.00%	
Total	1.93%	4.12%

Source: APPS - Management Control Office

## 5.10 Gender and career progression

### Vertical career growth

Category	Women	Men	Total
CATEGORY B			
CATEGORY C	1	1	2
CATEGORY D	6		6
CATEGORY EP	1	1	2
Total	8	2	10

### Horizontal career growth

Category	Women	Men	Total
CATEGORY B	18	7	25
CATEGORY C	91	42	133
CATEGORY D	31	16	47
CATEGORY EP	8	3	11
Total	148	68	216

Source: APPS - Management Control Office

Although the limited figures (vertical career growth), the University TA staff appears to be still 'female-driven' in terms of recruitment.

## 5.11 Gender and allowances

### 5.11.1 Responsibility allowance

#### Responsibility allowance

	2019		2020		2021	
	Women	Men	Women	Men	Women	Men
Sector/Service	82.7%	17.3%	82.2%	17.8%	79.9%	20.1%
Office/Unit	80.0%	20.0%	69.8%	30.2%	68.8%	31.3%
Total	82.2%	17.8%	79.5%	20.5%	77.8%	22.2%

Source: APPS - Management Control Office

### 5.11.2 Position allowance

#### Position allowance

	2019		2020		2021	
	Women	Men	Women	Men	Women	Men
up to € 4000	66.7%	63.3%	69.2%	55.2%	56.0%	57.1%
from € 4001 to € 5000	0.0%	0.0%	0.0%	3.4%	4.0%	3.6%
from € 5001 to € 6000	4.2%	0.0%	1.9%	3.4%	4.0%	3.6%
over € 6000	29.2%	36.7%	28.8%	37.9%	36.0%	35.7%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

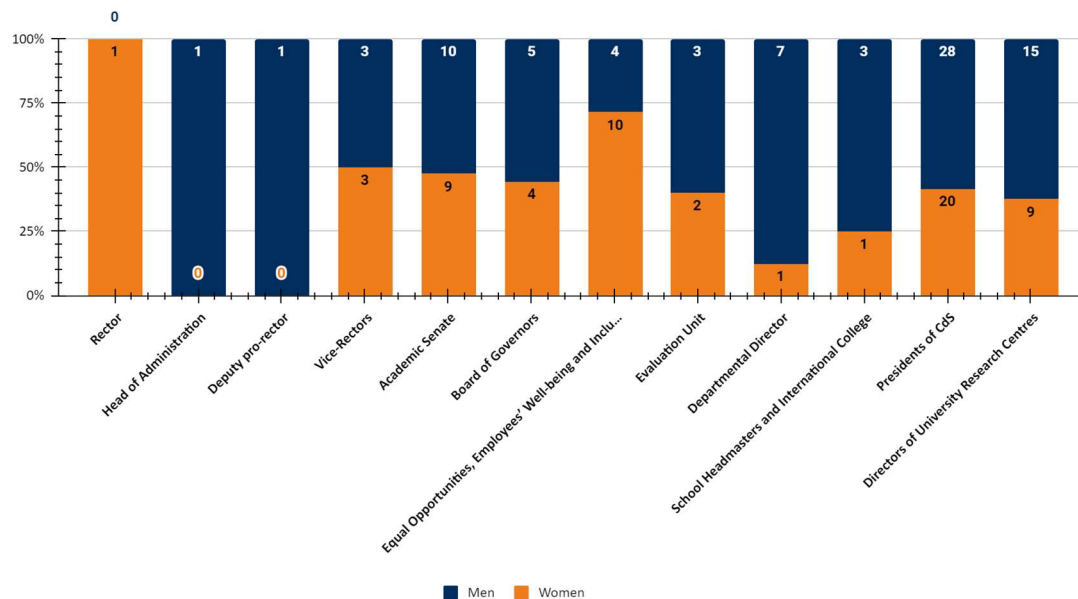
Source: APPS - Management Control Office

There is no evidence of discriminatory behaviour with regard to both position and responsibility allowances.



## 6 GENDER AND INSTITUTIONAL AND GOVERNANCE POSITIONS

University Governance broken down by gender



Source: APPS - Management Control Office

Leaving aside the offices represented by very small numbers, the University presents an overall positive profile, with substantial gender equality within its governing bodies, even though in a number of departments top positions are predominantly occupied by men.

# 7 IMPLEMENTED, ONGOING AND PLANNED ACTIVITIES AND PROJECTS

## 7.1 Implemented Activities

### **Family Audit certification**

The Family Audit standard is a human resources management tool made available to public and private organisations that, on a voluntary basis, intend to certify their commitment to adopting measures to promote a positive work-life balance for their employees. It is a standard developed by the Autonomous Province of Trento, disseminated nationally and recognised internationally, which triggers a virtuous cycle of continuous improvement and offers the possibility of joining a network of organisations and companies that aim to become excellent workplaces.

Ca' Foscari presented a Corporate Plan for the three-year period 2019-2022 containing 19 activities within six macro-areas of action to be carried out during the three-year period in order to introduce and implement actions to improve the work-life balance of the University staff, and obtained the Family Audit certification in 2019.

Ca' Foscari prioritised and launched actions in the areas of: smart working, coworking stations, teleworking, University Welfare, supplementary healthcare plan, dematerialisation of administrative processes, and strengthening of managerial skills.

In July 2022, the Plan was completed and positively evaluated, allowing the Family Audit certificate to be issued at Executive level.

### **Smart Working @ Ca' Foscari Project**

Ca' Foscari has paid, and continues to pay, increasing attention to the issues of work-life balance and staff welfare.

With this in mind, starting in 2019 the University has started to experiment with agile working or smart working, in order to provide a new work modality, focused on objectives and based on autonomy, responsibility, trust and flexibility.

Given the major impact of this new organisational change, short-, medium- and long-term follow-ups were conducted.

During focus groups, staff - in their capacity as smart workers - and managers - in their capacity as smart managers - were asked to share their experience and make suggestions to further improve the organisation of smart working. In the medium term, a survey was administered to collect the results of the first phase of the experiment, investigating the opinions of the various players involved (staff in smart working, managers in smart working, managers and colleagues of people in smart working).

In 2020, remote work was initially adopted by all staff as a necessary measure to limit the spread of Covid-19. Gradually, a mixed modality was implemented, with people working part of the time in the office and part remotely. At Ca' Foscari, the sense of community and a strong focus on people have always been central; for this reason, it was deemed important to reflect on the situation we experienced. The University therefore designed, together with the company Variazioni s.r.l., a new survey that helped us understand staff opinions and experience regarding the new work modalities, investigating some of the fundamental

aspects of the agile work experience, such as technology, relationships, processes and quality of work.

The feedback was important and useful for identifying our strengths and weaknesses, as well as the levers needed to reinforce our working skills within a context in which agile working is increasingly the norm.

### **Financial Education**

University staff being taught by professors of economics, finance and mathematics in the classroom. It happened at Ca' Foscari, where the financial education *campaign* '[Il futuro conta](#)' (The future counts) promoted by the Veneto Region and coordinated by Prof. Paolo Pellizzari, was introduced. It involved 110 employees working in various offices and libraries in a six-lesson course on inflation, supplementary pensions, legal documents and sustainable finance. The campaign was organised to promote an informed management of personal savings in order to improve both staffs' private lives and their working lives. The innovative training offer 'tailored' to employees was in fact part of the staff's welfare and work-life balance measures. People are once again at the heart of the organisation, their value being the driving force behind the University's efforts to promote family-friendly initiatives to meet the possible needs of its staff. Besides the various tools made available to foster staffs' work-life balance, a Financial Education training course was offered to all technical-administrative staff in order to promote family and social sustainability.

The course provided knowledge on issues of financial and economic relevance in a simple language, accessible to all and with concrete examples, and was aimed at enabling all participants to make informed choices, both as savers and investors. The six meetings were held from November 2020 until January 2021.

### **Smart Lab: towards an agile organisational model**

The pandemic has transformed the way people work also within the University, accelerating practices already in place and posing new challenges that require new skills. As part of the Family Audit initiatives, the University sought to reinforce employees' soft skills and IT skills, as well as to raise awareness regarding work-life balance. How should employees be managed remotely? How should employees organise their time when they are working from home, and which tools should they use to work in teams even from there? Ca' Foscari and its Human Resources Organisation and Development office immediately addressed these questions with a project called 'Smart Lab: towards an agile organisational model', which involved the technical/administrative staff of the University. This 'innovative, inclusive and smart' project received on 20 May 2022 in Syracuse the Basile Award for Training in the Public Administration under the 'Training Processes and Projects' category.

### **The 'Smart Lab' project was carried out in two stages in 2021.**

On the one hand, a series of meetings and training 'pills' were offered to support Managers and Middle Managers in organising agile work and managing employees remotely. The programme offered insights and reference models on the three managerial skills that are especially crucial during the pandemic: employee management, delegation and conflict management. On the other hand, the project offered technical/administrative staff a series of webinars on organisational skills related to the adoption of agile and hybrid work, such as time and work management from home. The use of communication and collaboration tools available in Google Workspace was discussed in depth, focusing on the most important Apps.

The results were very positive, both in terms of learning and improvement at work.

### **Update of the Performance Measurement and Evaluation System**

Given the organisational changes implemented since 2020, it was deemed useful and necessary to start revising the parameters for assessing the individual behaviour of Technical and Administrative Staff.

Agile/hybrid work and its impact on work methods and times prompted reflection and, consequently, the formulation of new descriptors as a result of focus groups. In particular, the parameters were modified by taking into consideration the situations experienced by University employees in agile/hybrid work modalities. Below are some examples of newly added behaviour parameters:

- Team development - correct behaviour - 'The employee fosters the involvement of working groups, both agile and non-agile, to achieve a common goal in a positive work climate'.
- Learning and self-learning - correct behaviour - 'The employee builds on the experience developed also as a smart worker (if any)'.
- Reliability - correct behaviour - 'The employee knows how to self-organise his or her work, even in critical situations or those related to agile/hybrid organisation'.

### **Family activities**

#### ***Pomeriggi d'arte in famiglia (Fine arts family day)***

On the occasion of the 'Kandinsky, Gončarova, Chagall. Sacred and Beauty in Russian Art' exhibition opened at Palazzo Leoni Montanari in Vicenza, the University invited its staff and their families to take part in an initiative during the Christmas period that included:

A stroll among art;

*Sacred figures in the Russian artistic tradition, between memory and dream;*

A walk to discover the spiritual dimension in the works of the great Russian masters of contemporary art, and their dialogue with the ancient Icons tradition;

A selection of short literary pieces, from Pavel Florensky to Anna Achmatova;

Art workshop;

*Eyes in the sky: sister Moon, brother Sun;*

A journey to discover the beauty of Russian art and draw inspiration from the details in the paintings on display;

Creative activity: decorating a Christmas ball to brighten up the festive season.

Again as part of the Family Audit activities relating to work-life balance, a number of creative-didactic-experiential workshops organised by Science Gallery for the exhibition 'ILLUSION.

Nothing is as it seems' were offered to staff and their families. This exhibition combined magic and psychology, optical illusions with scientific reasoning, confusion and clarity, investigating how perception underpins the way we see, feel, think and understand the world.

These activities offered families the opportunity to spend quality time together.

#### **Dragon boat outing for staff and families**

The University staff and their families were offered the chance to enjoy a unique experience and discover the city from a suggestive perspective.

#### ***Bimbe e bimbi in Ateneo***

Over the last few years, except in 2020, the University has promoted and organised the *'Bimbe e Bimbi in Ateneo'* day as part of the Family Audit initiatives aimed at supporting work-life balance policies that meet the needs of employees and their families. For the occasion, young children aged between 7 and 12 (from the second year of primary school to the second year of lower secondary school) visited a number of the University buildings, met their parents' colleagues and saw them "in action". Various activities were organised during the different editions, with participants attending science workshops, where they became 'little scientists', or movement workshops providing creative, playful, exciting moments to be shared through body language.

### **L.E.I PROJECT - Leadership, Energy, Entrepreneurship**

The L.E.I Project supports and develops leadership and entrepreneurial skills by proposing role models, meetings, workshops, mentoring programmes and initiatives aimed at disseminating and raising awareness of the female entrepreneurial culture and reflecting on the role and skills of women occupying top positions in the job market.

Several inspirational meetings, talks, workshops to support self-entrepreneurship and leadership development, mentorship programmes, and school guidance towards STEM disciplines were organised.

Initiatives were organised to develop professionalising knowledge and skills in specific work areas, through the Workshop *'Come costruire un Magazine'* ('How to design a magazine') organised in collaboration with Donna Moderna, and dedicated to female students and recent graduates interested in a career in journalism and publishing. In the framework of the LEI project, the Career Service offered to deserving female students enrolled in a Master's degree programme in the Finance Area 7 internship grants worth €600.00 per month for a maximum of two months (November - December 2019) to undertake curricular internships in important companies in the financial world, in order to encourage and support female employability in the sector.

The LEI MAGAZINE was designed and produced. This editorial project, published on a four-monthly basis, featured interviews with prominent female professionals from different fields, innovative corporate projects in support of women, and in-depth studies on female employability, soft skills, and the topic of rights and inclusiveness in the labour market.

In 2021, the LEI Project's Instagram channel was launched on the students' favourite social networks. In order to provide new content on the page, the Instagram column #ParlaconLEI was launched, offering a series of interviews with female professionals from various sectors, curated and conducted by RAI journalist Gloria Aura Bortolini. In addition to being broadcast on Instagram, the interviews are also available on prominent podcasting platforms, including Spotify, Google Podcasts and Apple Podcasts through the new podcast channel of the LEI Project named *'Progetto Lei Ca' Foscari'*.

In 2022, the Project organised seminars, workshops and in-depth studies on the enhancement of women's skills in the labour market, and on assertiveness & gender empowerment. Activities included career guidance summer Labs with a focus on entrepreneurship, sustainability and women's employability. New internship grants were provided for professional areas showing a more significant gender gap, with a focus on diplomacy. The network of foreign consulates and honorary consulates based in Veneto and collaborating with the Career Service was involved.

## 7.2 Ongoing activities

The commitment to gender equality, which was included by Ca' Foscari among the cross-sectoral strategic factors in the 2021-2026 Strategic Plan, is now detailed in the new [Piano di Uguaglianza di Genere \(Gender Equality Plan, GEP\)](#): a set of commitments and actions aimed at reducing the gender gap and developing a caring and inclusive culture, capable of valuing diversity, through institutional and cultural changes.

This plan is aimed at achieving de facto equality in the University: it is not only a matter of not discriminating, but also of recognising differences and taking positive action in order to take the necessary steps towards substantive equality.

The University GEP foresees about 50 targeted actions, to be developed over a three-year time period (by 2024) and covering 6 different areas within the University organisation: recruitment and career progression, organisation, research and teaching, leadership positions and decision-making bodies, fight against gender-based violence, work-life balance.

### **Organisational Climate and Wellbeing Survey**

Following on from the Organisational Climate and Wellbeing Survey conducted in 2018, the survey was replicated with the support of the team of expert occupational psychologists led by Prof. Laura Borgogni of *La Sapienza* University of Rome. Organisational climate is constituted by the set of opinions shared by the Technical-Administrative Staff of Ca' Foscari, i.e. the way the working environment with its characteristics is 'experienced'. The climate analysis is a useful tool to identify the aspects that have the greatest impact on staff well-being and motivation, with the aim of taking action to improve the quality of working life and the system of internal relations. The climate and wellbeing survey falls under the objectives of the Family Audit Plan.

### **DE&I Survey**

The second edition of the '*Ca' Foscari inclusiva*' (Inclusive Ca' Foscari) survey will be launched in November 2022, focusing on how diversity, equity and inclusion are perceived within the technical-administrative structures of the University.

Adopting the DE&I (Diversity, Equity & Inclusion) perspective means recognising and valuing diversity within the working environment - diversity based on gender, physical abilities, sexual orientation, ethnic origins, age, etc. - with the aim of improving the work environment. This is precisely why this measure is part of the objectives of the Family Audit and Gender Equality Plans.

The management of differences, considered a central issue within the complexity that characterises modern organisations, represents a crucial resource for several reasons:

- it favours the development of knowledge and innovation, dimensions strongly stimulated when different points of view meet and interact;
- it allows to take into account the different characteristics;
- it contributes to improving the image of the University as it is an indicator of quality and social responsibility.

### **The Sportello di Ascolto - counselling service**

The '**SMART SPORTELLO DI ASCOLTO: an innovative and competent counselling service to assist and support people**' has been set up for all University staff (faculty, language assistants and technical and administrative staff)

As also envisaged by the Gender Equality Plan and in implementation of the University Strategic Plan, the service is designed as a listening space offering one-to-one support to promote people's wellbeing at work and to protect the physical and mental health and integrity of Ca' Foscari staff.

Psychological support is still often treated as a taboo in Italy: it is generally perceived as a service that should only be accessed by those who are ill. However, the University believes that it is rather an opportunity to improve and know oneself, and to enhance one's resources and awareness. *Smart Sportello di Ascolto* is managed by a professional psychologist, registered with the Order of Psychologists, external to the University. Confidentiality, professional expertise and a neutral context are therefore guaranteed.

The counselling service is offered - free of charge - via a video call platform or a simple telephone call, for a maximum of 4 meetings per person, upon booking directly with the psychologist. The service is not intended for therapeutic purposes, as this would require a more structured setting and more time. It is a brief counselling session in which neither diagnoses are formulated nor drugs prescribed.

### **Creation of the Philosophical Counselling service**

The service was activated in September 2022 to benefit the various members of the University. The purpose of this counselling desk is to enrich cultural awareness around ethical and existential dilemmas. More specifically, as envisaged by the Gender Equality Plan and in implementation of the University Strategic Plan, one of the aims of the service is to raise awareness of all the delicate issues related to gender asymmetry, so as to be able to develop attentive and open-minded behaviour towards diversity through institutional and cultural changes.

The Philosophical Counselling service is offered free of charge, in person or via a video call platform, on a monthly basis.

### **Gender equality in conference and lecture' panels**

Ca' Foscari University is taking another step towards inclusion by producing a set of guidelines in favour of gender equality at events, as envisaged by the GEP - Gender Equality Plan. The aim of the initiative is to overcome gender asymmetry in the activities carried out by Ca' Foscari to disseminate culture, and to develop a culture of equality also in the activities related to lectures, seminars and conferences.

The guidelines set out a number of rules to design and organise inclusive events: from considering gender balanced panels, to ensuring full accessibility to the event, including by choosing a date and time that are as inclusive as possible. The work-life balance of participants is considered a priority, so much so that baby-sitting services may also be arranged, if necessary. Another important aspect concerns the financial contributions by the University or individual departments for public non-academic initiatives. Criteria for funding of lectures, conferences or seminars consider equal opportunity objectives, in terms of gender balance, and compliance with work-life balance and diversity inclusion.

### **#faladifferenza**

The University commitment to gender equality, which is included in the 2021-2026 Strategic Plan, is further defined in the Gender Equality Plan (GEP).

Equality is also achieved through the use of inclusive and gender sensitive language. Ca' Foscari is currently revising its website, institutional documents and forms, as well as

drafting guidelines on inclusive language and a handbook establishing common rules for communication.

## **7.3 Planned activities**

The measures for the short-term development of personnel skills are intended to respond to the need identified in the Strategic Plan for the *renewal of skills, behaviour and organisational culture in an agile perspective, involving staff in a process of professional enhancement, constant updating and talent development*. They also *combine in a pedagogically efficient way learning time and work-life balance with the development of skills that are certifiable and useful for career and welfare development*.

### **Female leadership and male leadership**

The issues of female leadership and women's career development continue to be discussed at the organisational level in terms of women's career enablers or inhibitors. One of the training initiatives that Ca' Foscari intends to promote in the near future, and which may foster an inclusive culture in leadership processes, envisages the participation of both men and women in decision-making processes as a way of rewarding performance and innovation.



## 8 ANNEXES

### 8.1 Acronyms

**ANAC** Italian National Anti-Corruption Authority  
**ANVUR** National Agency for the Evaluation of the University and Research Institutes  
**AR** Research grant  
**ASN** National Scientific Qualification  
**AVA** Self-assessment, periodic assessment and accreditation system  
**BdG** Gender Equality Report  
**CdS** Degree programme  
**CEL** Language Assistants  
**CEV** Assessment Expert Committees  
**COEP** Economic and Financial Accounting  
**CUG** Guarantee Committee  
**CUN** National University Council  
**D.Lgs.** Legislative Decree  
**DM** Ministerial Decree  
**D.P.R.** Presidential Decree  
**EIGE** European Institute for Gender Equality  
**EP** High Professionals  
**ERC** European Research Council  
**FFO** Ordinary Financing Fund  
**FoRD** Field of Research and Development  
**Fr** Out-of-region  
**GCI** Glass Ceiling Index  
**GEP** Gender Equality Plan  
**ICT** Information and Communication Technologies  
**ISCED** International Standard Classification of Education  
**L.** Law

**LCU** Single-Cycle Degree  
**LS** Life Sciences (ERC)  
**LS/M** Master's Degree  
**LT** Bachelor's Degree  
**MEF** Italian Ministry of Economy and Finance  
**MUR** Italian Ministry of University and Research  
**PA** Public Administration  
**PA** Associate Professor  
**PAP** Positive Action Plan  
**PE** Physical Sciences and Engineering (ERC)  
**PEO** Horizontal career growth  
**PEV** Vertical career growth  
**PI** Principal Investigator  
**PO** Full Professor  
**PRIN** Research programmes of major national interest  
**RTD** Fixed-term Researcher  
**RTD-A** Fixed-term Researcher – Type A  
**RTD-B** Fixed-term Researcher – Type B  
**RU** University Research Staff  
**SH** Social Sciences and Humanities (ERC)  
**SIR** Scientific Independence of young Researchers  
**SSD** Scientific Disciplinary Sector  
**STEM** Science, Technology, Engineering and Mathematics  
**TA staff** Technical Administrative Staff  
**TD** Fixed-term contract  
**TI** Permanent contract  
**VQR** Research quality assessment

### 8.2 Correlation tables with international classifications

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

<b>2011 ISCED Classification</b>	<b>Level classification</b>	<b>Level according to the Italian system</b>
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ISCED 6	Bachelor's or equivalent level	Laurea Triennale (LT)
ISCED 7	Master's or equivalent level	Laurea Specialistica/Magistrale o a Ciclo Unico (LM)
ISCED 8	Doctor or equivalent level	Dottorato di ricerca

**Correspondence between the European and Italian classification of teaching staff.**

<b>Grade</b>	<b>National classification</b>	<b>Minimum level of education required</b>	<b>Responsibility</b>
A	Full professor	Since 2010, the university reform (Law 240/2010) has reorganised the recruitment procedures for teaching staff, defining a 'national scientific qualification' required for access to the positions of full and associate professor.	Teaching and Research
B	Associate professor	See grade A	Teaching and Research
C	Researcher, assistant professor	University degree and public call	Research
D	Research grant holder	Research grants may last between one and three years and may be renewed for a total of four years. Having a qualification such as a PhD or equivalent is an advantage for the purposes of being awarded	Research

**Correspondence between SSD sectors, CUN Areas and She Figures (Fields of Research & Development) fields.**

<b>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

