



# GENDER EQUALITY PLAN

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# 1. INTRODUCTION

The Gender Equality Plan is a document whose purpose is to describe the gender situation and to define actions aimed at the progressive reduction of any inequalities. The drafting of this document has been made necessary by the European Horizon Europe program, which imposes the drafting and publication of a Gender Equality Plan as a prerequisite to be eligible for funding calls expiring in 2022. A Gender Equality Plan must:

- Identify gender inequalities, through the gathering of qualitative and quantitative data disaggregated by gender.
- Identify objectives geared to achieving gender equality based on the starting situation and on the data collected and disaggregated by gender.
- Prepare an action plan, which defines how these objectives will be achieved.

Following the drafting, the Gender Equality Plan must be:

- Implemented where there are changes in and/or modifications to academic structures.
- Monitored and evaluated, through the preparation of indicators which make it possible to gauge the degree of achievement of the pre-established objectives.

To achieve the set objectives, resources and know-how of all the institution's stakeholders need to be applied in all the stages of developing the plan.

The European Commission defines (a minimum of) five areas of intervention which the initiatives recommended in this document must address:

1. Gender balance in executive positions and decision-making bodies
2. Gender balance in recruiting and career progression
3. Integration of the gender dimension in research and teaching programs
4. Tackling gender-based violence, including sexual harassment
5. Balancing private and work life and organizational culture

For each area of intervention, the following elements must be identified, to comply with a mandatory format identified by the European Commission:

- Thematic area: key area of intervention
- Objectives: general effects pursued in terms of systemic change
- Action: one or more specific measures identified as operational strategies to achieve each indicated objective
- Direct target: main recipients (and beneficiaries) of the planned measure
- Institutional managers: senior figures/roles in the university organigram who have a decision-making remit with respect to the policy guidelines adopted through each measure
- Operational managers: persons responsible for drafting the stated measure and monitoring its effective operation
- Human resources: subjects operationally involved in the drafting and effective implementation of the stated measure
- Financial resources: funds intended for implementation of actions and sub-actions related to each measure
- Outcome: measurable results of the policies

adopted for each measure

- Timeline: period foreseen to achieve the predetermined results
- Evaluation guidelines: Performance Thresholds (KPIs) or trend parameters to measure the outcomes achieved at the indicated times

To be validly drawn up, the document must be:

- Endowed with appropriate financial and human resources
- Backed up by training and capacity building
- Formally signed by the top management of the organization
- Published on the official website of the organization with a wide target audience
- Constantly monitored and updated

## 2. DESCRIPTION OF THE HUMANITAS UNIVERSITY CONTEXT

Before proceeding to analyze the main components of Humanitas University and investigate any gender inequalities within it, it is important to provide an introductory framework of the university context. Humanitas University was founded in 2014 with Humanitas and the Humanitas Research Foundation as founding partners. It is a non-profit, non-public Italian University, which offers university education in the field of Medical Sciences and whose purpose is established as follows by Article 1, paragraph 1, of its Statute: "...promotion of scientific research, university studies, advanced training and technological transfer in medical and social sciences from an international point of view." As established by Article 1, paragraph 4, of the same Statute, the University issues the following qualifications: 1<sup>st</sup> Cycle Degrees, 2<sup>nd</sup> Cycle Degrees, Medical Specialty School Diplomas, Research Doctorates (PhD), 1st and 2nd level University Master's programs. The Statute establishes the close link with the Humanitas Group, which, on the basis of specific agreements, makes available the hospitals and research facilities of Humanitas Mirasole SpA and the Humanitas Research Foundation. The relationship with the hospital allows the synergistic and complementary pursuit of the main points of the Humanitas Group Mission: Education, a Teaching Hospital, Research and Sustainability.

### 3. DESCRIPTION OF THE STATUS QUO

In order to describe the gender situation at the Humanitas University, a snapshot has been made of the current situation at the University, analyzing the three main categories:

- Students
- Faculty
- Staff

The gender composition was analyzed for each of these, highlighting the most pertinent aspects. Where relevant, comparisons were made with similar and therefore comparable universities, as well as with broader geographic contexts.

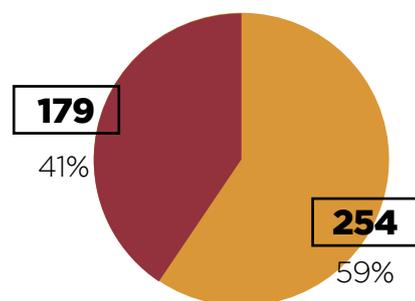
#### 3.1. Gender composition of university students

##### Comparison with Campus Bio-Medico University (Rome) and Vita-Salute San Raffaele University (Milan)

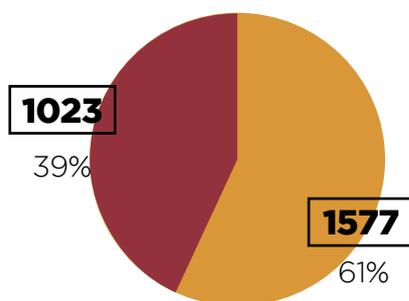
An analysis of the gender composition of Humanitas University students shows a female predominance (Figure 1); the prevalence of

women can be observed in remarkably similar proportions also in two other universities, comparable both in terms of size and for the degree programs offered, namely, the Vita-Salute San Raffaele University (Milan) and the Campus Bio-Medico University (Rome).

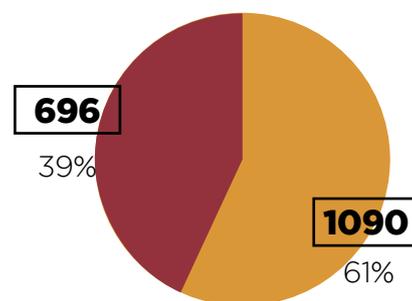
##### Humanitas University (MI) 2017/18



##### San Raffaele (MI)



##### Campus Bio-medico (RM)



■ male ■ female

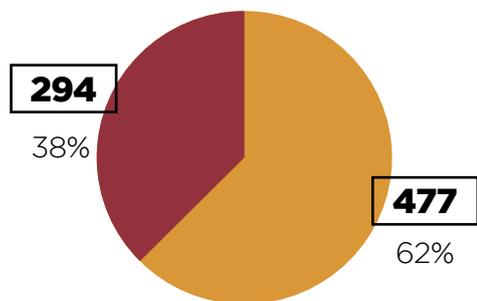
Figure 1. Analysis of the frequency of males and females among students of the study programs of Humanitas University, Vita-Salute San Raffaele University (Milan) and Campus Bio-medico (Rome). The graphs show the percentage and total number of students subdivided by gender. Source: Esse3 at 2017-2018. USTAT <http://ustat.miur.it/dati/didattica/italia/atenei-non-statali/milano-san-raffaele>, <http://ustat.miur.it/dati/didattica/italia/atenei-non-statali/roma-biomedico>, for a.y. 2017-18.

## Comparison of Humanitas University programs

Initially, the gender distribution in medical

degree programs was analyzed: Humanitas Medical School and MEDTEC School (Figure 2). In both of these programs the female gender is predominant.

### Humanitas Medical School



■ male ■ female

### MEDTEC School

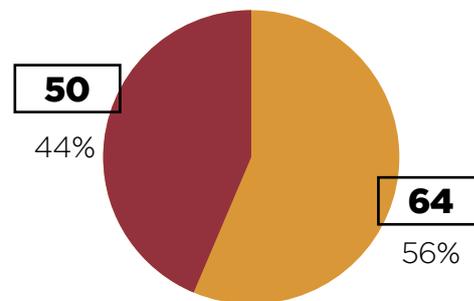
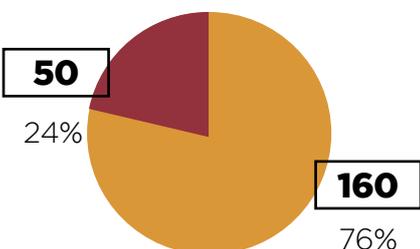


Figure 2. Analysis of the frequency of males and females among students of the six year single-cycle degree programs of Humanitas University: Humanitas Medical School and MEDTEC School. The graphs show the percentage and total number of students subdivided by gender. Source: Humanitas University - Esse3 in 2020.

The other two 1<sup>st</sup> Cycle Degrees offered by Humanitas University are Nursing and Physiotherapy; the University also offers a Master's degree program called Masters of Science in Nursing and Midwifery (MSN) (Figure 3). A comparison of the gender composition of these three Degree Programs shows the

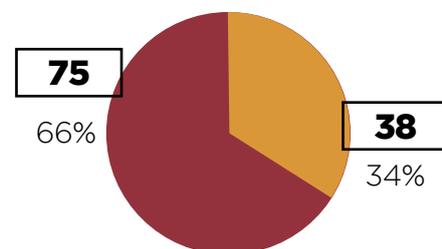
following results: 76% of the students on the Nursing course are female, 78% of the students on the Masters of Science in Nursing and Midwifery (MSN) course are female, while only 34% of the students on the Physiotherapy course are female.

### Nursing



■ male ■ female

### Physiotherapy



### Masters of Science in Nursing and Midwifery

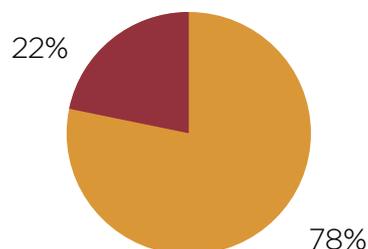


Figure 3. Analysis of the frequency of males and females among the students on Humanitas University 1<sup>st</sup> Cycle Degree programs: Nursing and Physiotherapy, and the Masters of Science in Nursing and Midwifery (MSN). The graphs show the percentage and total number of students subdivided by gender. Source: Humanitas University - Esse3 in 2020.

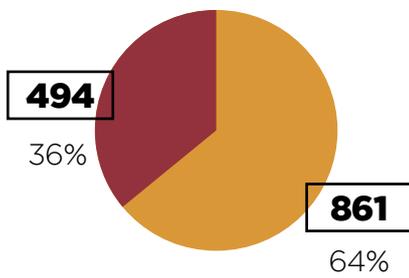
An analysis of the trend from the 2017-18 academic year to the 2020-21 academic year of the aggregate data of the degree programs offered by the University shows an overall prevalence of women, with a constant trend over the years (not shown).

**Gender distribution among students,**

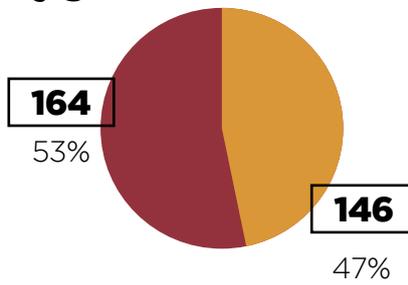
**residents and PhD students**

The graphs shown in Figure 4 show the gender distribution, distinguishing according to the phase of the students' university career. The prevalence of the female gender among students is also confirmed among PhD students, while there is a substantial equivalence among the residents.

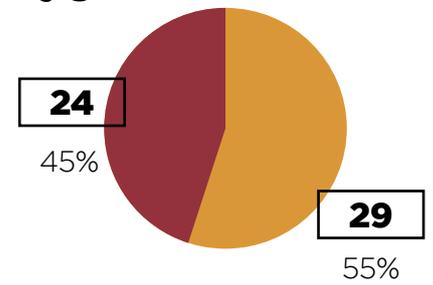
**% of students by gender**



**% of residents by gender**



**% of PhD students by gender**



■ male ■ female

Figure 4 Analysis of the frequency of males and females based on the stage of the university career of Humanitas University students. The graphs show the percentage and total number of students subdivided by gender. Source: Humanitas University – Esse3 at 2020.

This analysis was then deepened to assess the gender distribution in the various Medical Specialty Schools. The graph in Figure 5 shows the gender distribution of the residents, distinguishing between the different areas of

the Medical Specialty School. The surgical and service areas are generally preferred by the male gender; on the contrary, the medical area has a majority of female gender.

**% of residents subdivided by area and by gender**

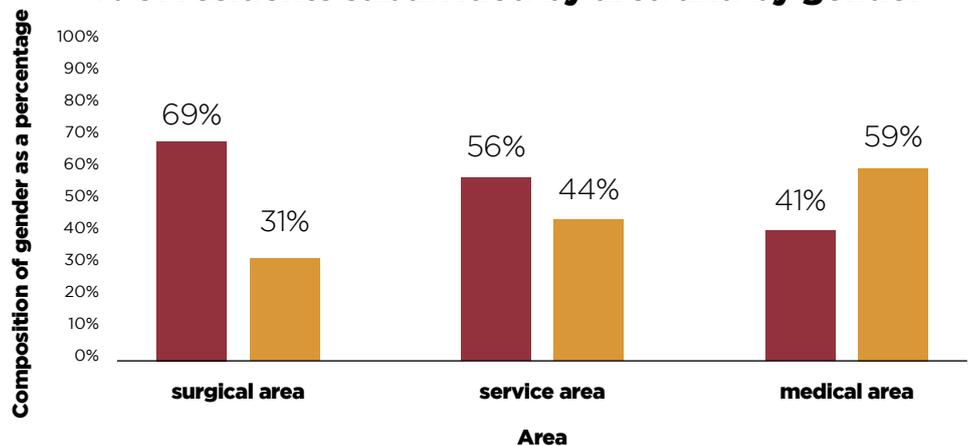


Figure 5. Analysis of the gender distribution of Humanitas University residents by area. Source: Esse3 at 2020-2021

■ male ■ female

## % of residents by school and gender

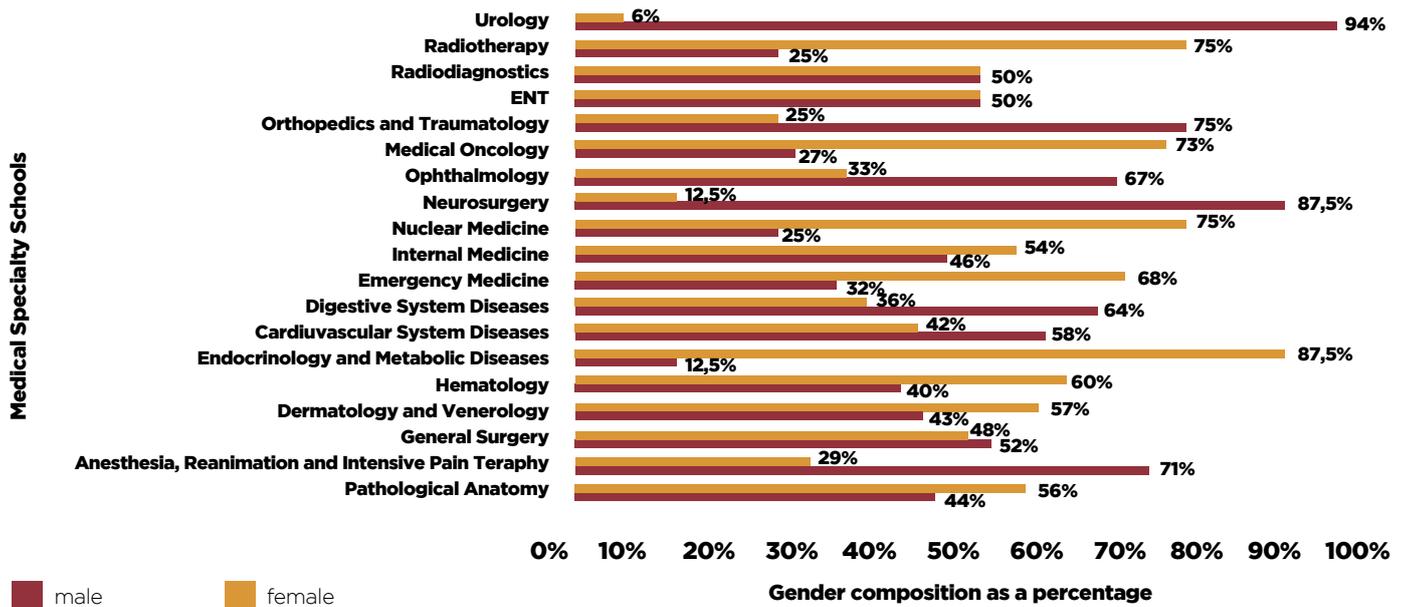


Figure 6. Analysis of the frequency of males and females in Humanitas University Medical Specialty Schools. The graph shows the percentage of trainees divided by gender and Medical Specialty School.  
 Source: Humanitas University – Esse3 at 2020.

An analysis of the percentage distribution of genders among the various Medical Specialty Schools brought out some strong areas of imbalance (Figure 6). For example, Radiotherapy, Nuclear Medicine, Endocrinology and Metabolic Diseases see a strong presence of the female gender; in contrast, schools such as Urology, Orthopedics and Traumatology, and Neurosurgery are more frequently chosen by male residents.

## 3.2. Gender composition of staff

### 3.2.1. Faculty

The term 'Faculty' refers in particular to three kinds of figures, placed in order following the normal progression in a university career:

- Fixed-term Assistant Professors
- Associate Professors
- Full Professors

Non-tenure track Professors were taken into consideration only in the Faculty as a whole

and not disaggregated by position, due to their small percentage. Furthermore, for the sake of simplicity, Permanent Assistant Professors have been aggregated under the entry of Fixed-term Assistant Professors, since this is a role that is gradually disappearing.

### Comparison with Vita-Salute San Raffaele University (Milan) and Campus Bio-Medico University (Rome) from 2015 to 2020

### Comparison with Vita-Salute San Raffaele University and Campus Bio-Medico University of gender distribution in the Faculty

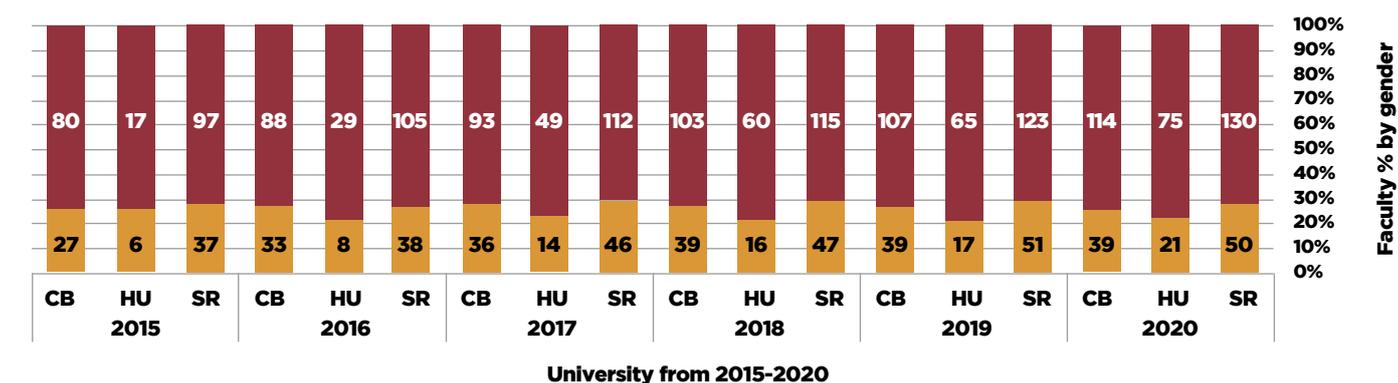


Figure 7. Analysis of frequency of males and females in the Faculty of Humanitas University in comparison with Vita-Salute San Raffaele University (Milan) and Campus Bio-medico (Rome), in the years 2015-2021. The graph shows the percentage and total number of Faculty members, including non-tenure track Professors. Source: Cerca Università (cineca.it)

The female gender is therefore in the minority in all three universities considered, in the whole period of time analyzed

Considering the trend of the female gender compared to the male gender and the total

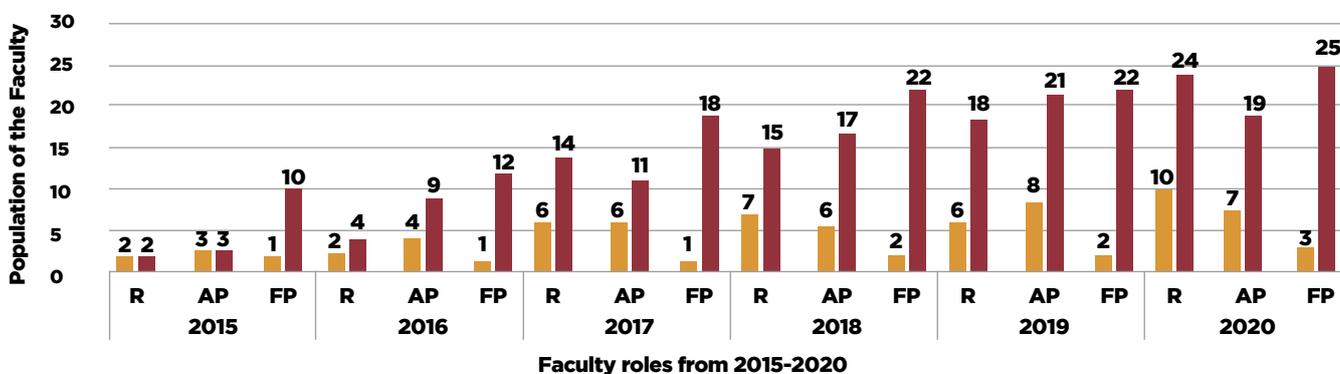
population of the Faculty, this was in a clear minority in all three universities throughout the period considered. In fact, in the period from 2015 to 2020, the female percentage of the Faculty in Humanitas University remained constant at around 22%.

## Composition of the Humanitas University Faculty in the period 2015-2020

More specifically, the composition of the Humanitas University Faculty was investigated in the period from 2015 to 2020, distinguishing between Full Professors (FP), Associate Professors (AP) and Assistant Professors (R). The graph in Figure 8 highlights the very rapid growth of the Humanitas University Faculty

over the 5 years considered. Furthermore, it makes it possible to distinguish the three bands into which the Faculty has been divided, showing that the greatest separation between the two genders occurs in the First Band, that is, among the Full Professors. The gap between the male and female gender concerns all the bands, but becomes increasingly marked in the upper bands.

### Gender composition of the Humanitas University Faculty from 2015 to 2020



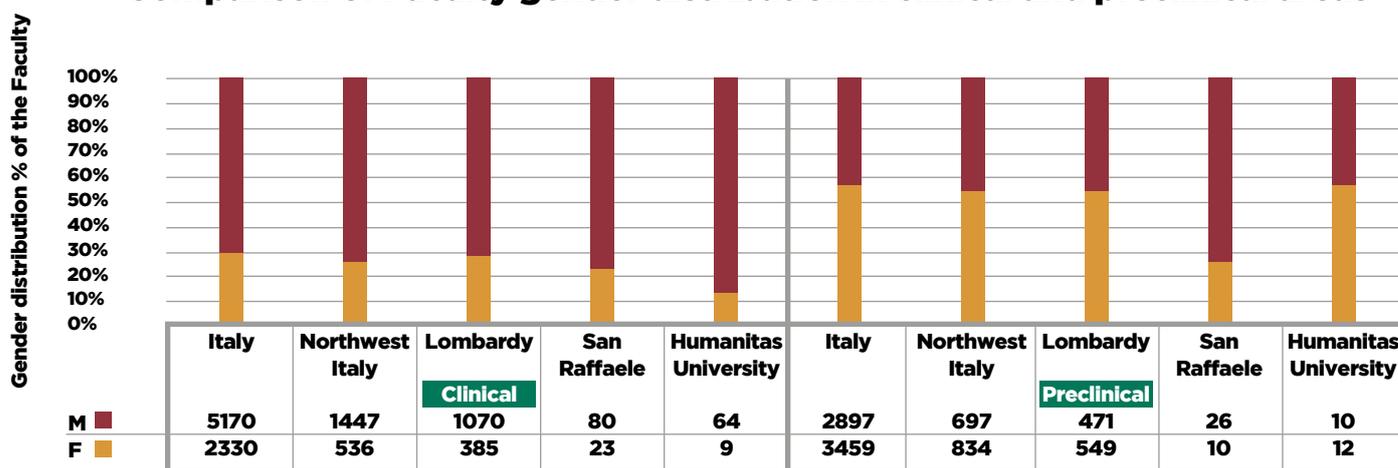
■ male      ■ female

Figure 8. Gender composition of the Faculty of Humanitas University from 2015 to 2020. The graph shows the absolute number of Faculty members divided by gender and among Assistant Professors (R), Associate Professors (AP) and Full Professors (FP). Source: Cerca Università (cineca.it)

## Comparison of gender distribution in the Faculty (FP, AP and R) in the clinical and preclinical areas

The gender distribution was then analyzed by distinguishing between the clinical area and the preclinical areas; the analysis highlights a great imbalance between these two areas (Figure 9).

### Comparison of Faculty gender distribution in clinical and preclinical areas



Geographic contexts distinguished by clinical and preclinical areas

Figure 9. Gender distribution in the Faculty (R, AP, FP) of Humanitas University divided by preclinical and clinical area, in comparison with universities in other geographic locations. The graph shows the percentage and the absolute number of Faculty members. Source: Cerca Università (cineca.it) at 31.12.2020

The situation of Humanitas University was then compared with different geographic locations, progressively smaller and more similar to the Humanitas context (in order: Italy, North-West Italy, Lombardy, Vita-Salute San Raffaele University). Concerning the distinction between clinical and preclinical areas, given that there is no official classification in this regard, those scientific disciplinary sectors which involve assistance and patient care activities are included in the clinical area, while in the preclinical area are those sectors which primarily involve basic research. The population considered is made up of members of the Faculty belonging to the areas of Competition Sectors 05 (Biological Sciences)

and 06 (Medical Sciences), divided into clinical and preclinical areas and according to the geographic criterion of the university they belong to.

As shown by the graph, there is a clear prevalence of the male gender in clinical areas, which stands at 69% in the Italian context, 74% in Lombardy, and as much as 88% in Humanitas University, higher than the areas taken in comparison. On the contrary, in considering the preclinical areas, there is a prevalence of the female gender, which is over 50% in all the areas examined (with the exception of the Vita-Salute San Raffaele University).

## Scissor Graph - Humanitas University

The graph shown in Figure 10 shows a snapshot at 31.12.2020 of Humanitas University including university and academic careers starting from the research fellows, then highlighting the three main positions of the Faculty, in order: Assistant Professors, Associate Professors and Full Professors. By showing the gender composition in absolute numbers, this graph allows us to

identify a situation of imbalance: although the most represented gender among the fellows is the female one, as the career progresses, the male gender prevails. The number of males exceeds the number of females among the posts of research fellows and Assistant Professors; this implies that all three bands which make up the university's Faculty are mostly represented by the male gender.

### Scissor Graph of Fellows and Full Professors at Humanitas University

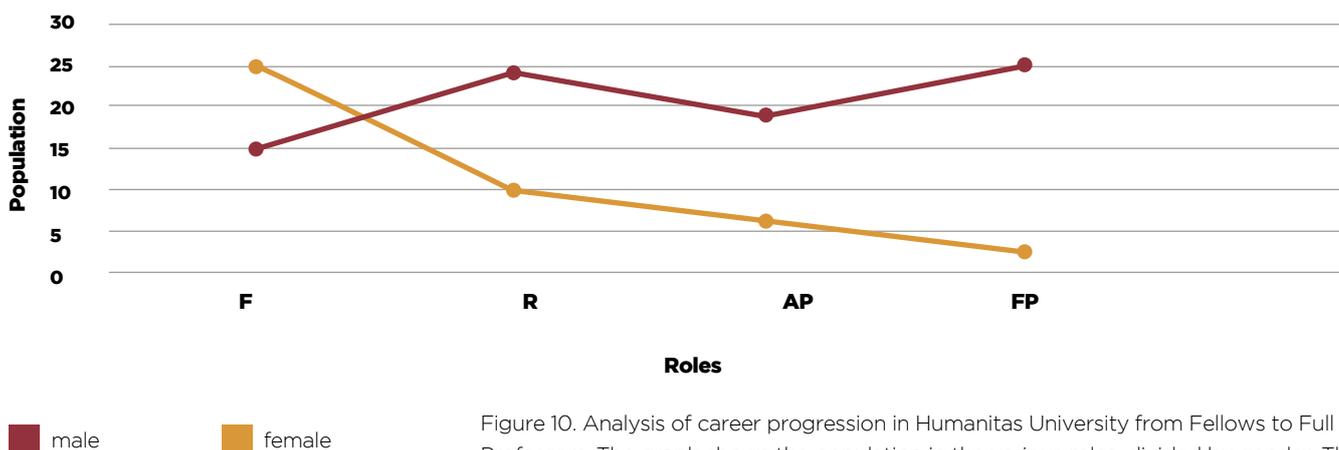


Figure 10. Analysis of career progression in Humanitas University from Fellows to Full Professors. The graph shows the population in the various roles, divided by gender. The Population is divided among: Fellows (F), Assistant Professors (R), Associate Professors (AP) and Full Professors (FP). Source: Cerca Università (cineca.it) at 31.12.2021

To make a comparison, the members of the Faculty belonging to the Scientific Disciplinary Sectors of areas 05 – Biological Sciences and 06 – Medical Sciences were examined. This population was then divided according to the geographic criterion of the home university. The Vita-Salute San Raffaele University was also considered the most similar and, therefore,

most comparable Milanese University. First and foremost, there is an evident gap in all the contexts taken as a reference. In addition, the point of detachment, and therefore of the ascent of the male gender and the descent of the female presence, is the same in all the contexts analyzed, i.e., among the roles of Fellows and Assistant Professors.

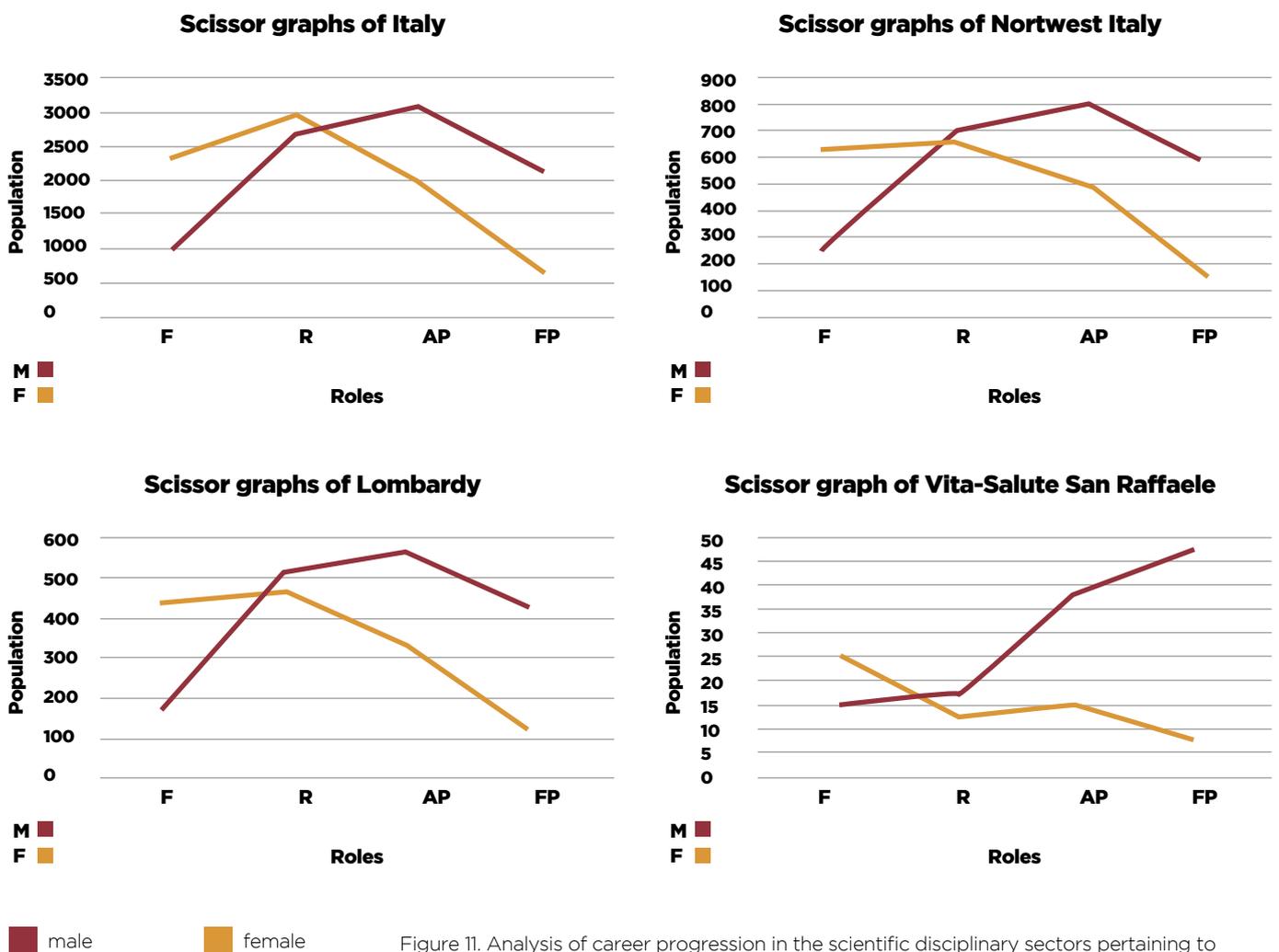


Figure 11. Analysis of career progression in the scientific disciplinary sectors pertaining to areas 05 (Biological Sciences) and 06 (Medical Sciences), grouped according to geographic criteria (Italy, Northwest Italy and Lombardy) and including the Vita-Salute San Raffaele University (Milan). The graphs show the population in each role, divided by gender. The Population is divided among: Fellows (F), Assistant Professors (R), Associate Professors (AP) and Full Professors (FP). Source: USTAT - International Indicators (miur.it) as of 2019

Using these data, it is also possible to calculate the Humanitas University Glass Ceiling Index (GCI), which can also be compared with that of the contexts analyzed here, in order to provide an unambiguous measure of the degree of vertical segregation which the university is

affected by, in comparison with the other geographic contexts taken as a reference. The Glass Ceiling Index is calculated in the European Commission report “She Figures 2018” as follows:

$$GCI = \frac{\left( \frac{F_R + F_{AP} + F_{FP}}{F_R + F_{AP} + F_{FP} + M_R + M_{AP} + M_{FP}} \right)}{\frac{F_{FP}}{F_{FP} + M_{FP}}}$$

This index<sup>1</sup> shows a situation of parity where it equals 1, a situation of female prevalence where it is less than 1, and a situation of male prevalence, and therefore the presence of a glass ceiling, with an index greater than 1. Proceeding with the comparison illustrated so far, the GCI referred to the members of the Faculty relating to areas 05 (Biological sciences) and 06 (Medical Sciences) is equal to:

- 1.75 for the Italian context
- 1.84 for North-West Italy
- 1.85 in the Lombardy context
- 1.89 for the Vita-Salute San Raffaele University
- 2.12 for Humanitas University

Consequently, the Humanitas University Glass

Ceiling Index is higher than that of all the contexts compared, highlighting a problem of vertical segregation.

The scissor graph in Figure 12 shows (and therefore confirms) the gap between genders, expressed as percentages of the total, summarizing what has been analyzed so far: namely, that the female gender is the most represented among students, is equal to about half among the residents, and is also predominant among PhD students and fellows. In the academic career, however, the situation is reversed, and starting from the figure of the Assistant Professors, the most represented gender becomes the male one, increasing up to the figure of Full Professor.

<sup>1</sup> Where:

- F\_R= Number of female Assistant Professors
- F\_AP= Number of female Associate Professors
- F\_FP= Number of female Full Professors
- M\_R= Number of male Assistant Professors
- M\_AP= Number of male Associate Professors
- M\_FP= Number of male Full Professors

## Scissor graph of Humanitas University

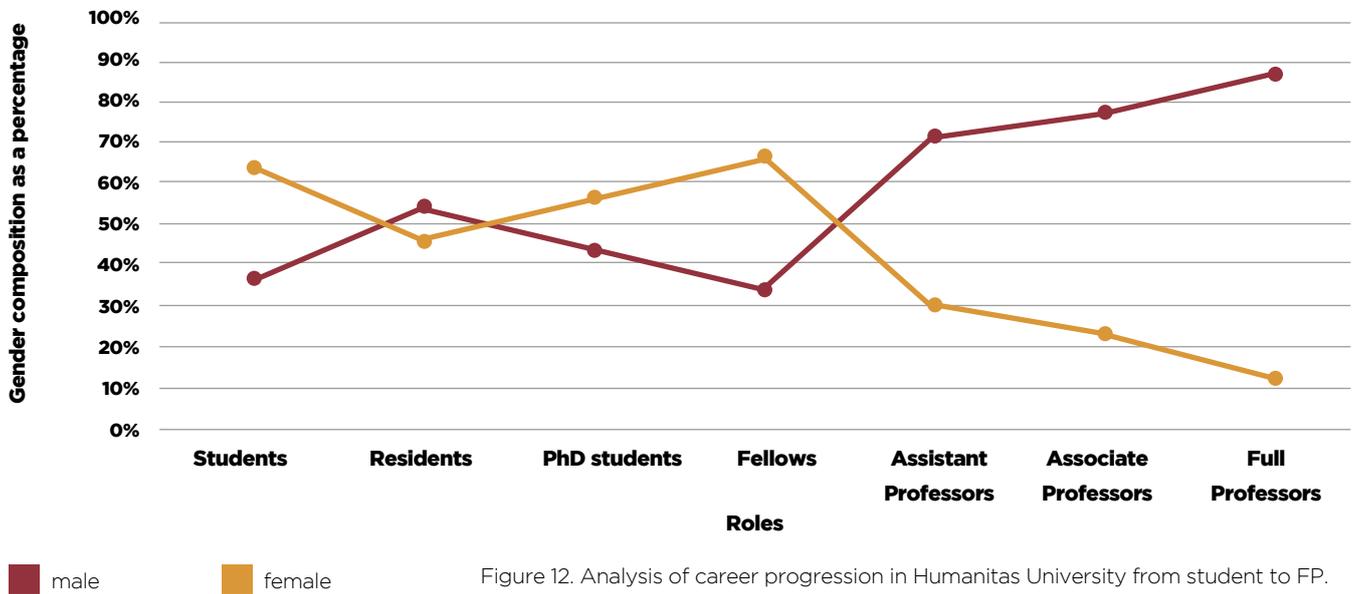


Figure 12. Analysis of career progression in Humanitas University from student to FP. The graph shows the percentage in the different roles, divided by gender. Source: Humanitas University - Esse3 and “Cerca Università” (cineca.it), academic year 2020-21

### Institutional positions

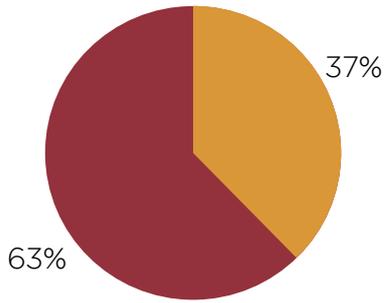
At the end of the analysis of the composition of the University Faculty, an analysis of the gender composition was carried out with regard to the main institutional positions.

Starting from the most important academic position, the Rector of Humanitas University is male. Subsequently, both of the Single-cycle Degree Programs, Humanitas Medical School and MEDTEC School, taught by the University are chaired by female professors. On the contrary, the Degree Programs in Nursing and Physiotherapy have male presidents. The situation of parity is maintained by taking into

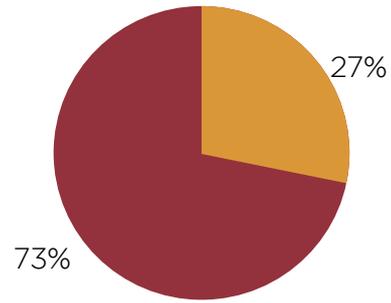
consideration the Rector’s delegates: two of the female gender and two of the male gender. On the other hand, there is a situation of imbalance in favor of the female gender as regards the PhD courses, whose coordinators are both female. At the other extreme, a situation of imbalance in favor of the male gender is clearly evident among the directors of the Medical Specialty Schools, of which 18 are male and only 3 female.

The two main academic bodies were then considered: the Department Committee and the Academic Senate. Both see a prevalence of the male gender (Figure 13).

### Composition of the Department Committee



### Composition of the Academic Senate

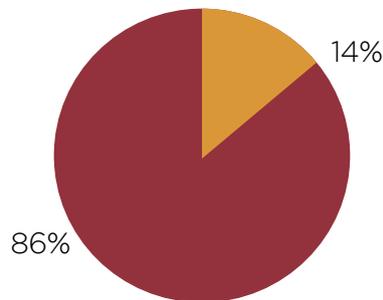


■ male      ■ female

Figure 13. Composition of the Department Committee and the Academic Senate by gender, as a percentage.  
Source: HCI administration data as of 2020

Finally, an analysis of the composition of the International Advisory Board of Humanitas University shows a prevalence of the male gender (Figure 14).

### International Advisory Board



■ male      ■ female

Figure 14. Composition of the International Advisory Board, broken down by gender, as a percentage.  
Source: HCI administration data as of 2020

## Gender composition among evaluation committees

The graph in Figure 15 shows the number of evaluation committees for the filling of positions of Full Professors, Associate Professors, Fixed-

term Assistant Professors of type a and type b, from 2017 to 2020, distinguishing on the basis of the gender composition of the three members of the commissions (3 females and 0 males; 2 females and 1 male; 1 female and 2 males; 0 females and 3 males).

### No. of commissions distinguished by gender composition from 2017 to 2020

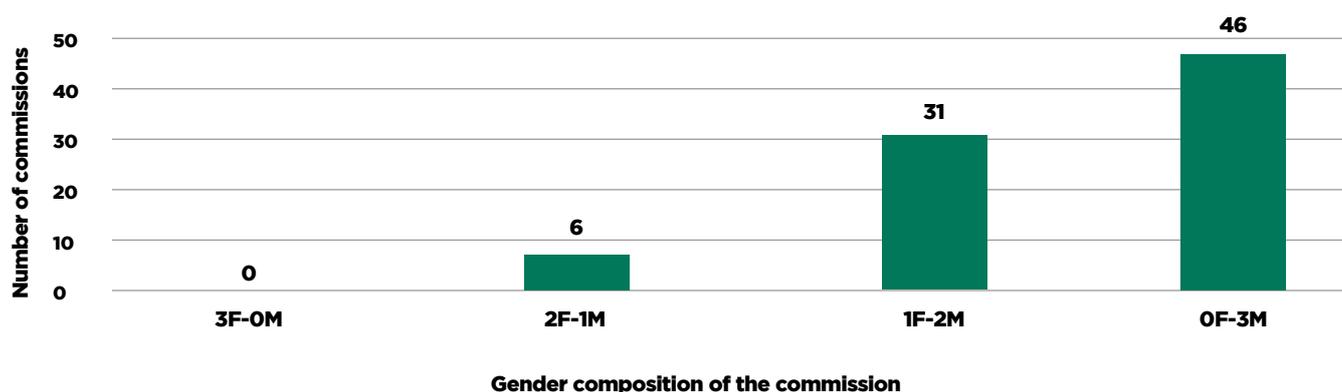


Figure 15. Number of evaluation committees to cover new positions from 2017 to 2020, broken down on the basis of gender composition.

Source: HCI administration data

From 2017 to 2020, the following commissions met:

- 46 commissions made up of all three male members
- 31 commissions made up of three members, two of which were male and one female
- 6 commissions made up of two female members and one male member
- 0 commissions made up of three female members

### 3.2.2. Staff

As for the staff, within Humanitas University there are two levels of hierarchy: employees and managers. As shown in figure 16, among

the employees the female gender is more numerous than the male one, while among the executives there are more individuals of the male gender than the female one.

#### Gender distribution of Humanitas University staff

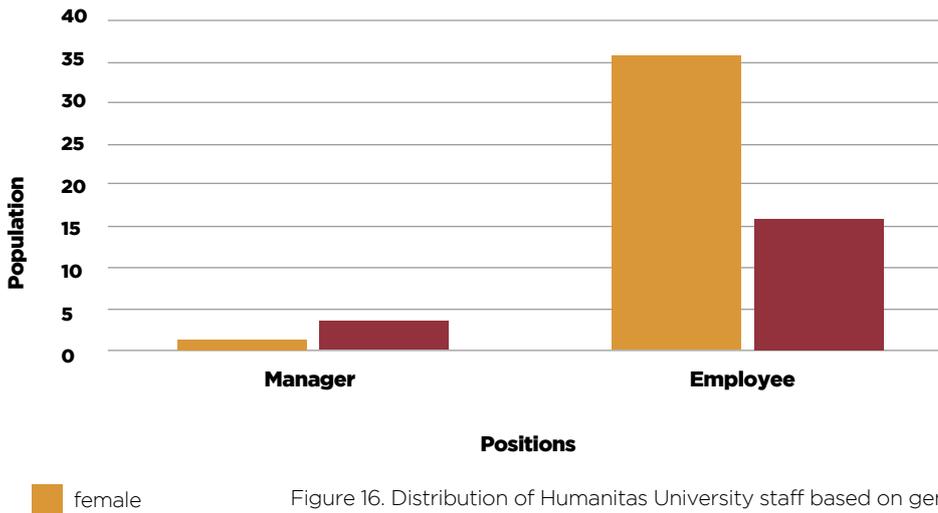


Figure 16. Distribution of Humanitas University staff based on gender and career position. Source: HCI Administrative Data as of 2020

As a final point, the Board of Directors, that is, the main decision-making body of Humanitas

University, is made up of 9 members, all male (Figure 17).

#### Gender composition of the Board of Directors of Humanitas University

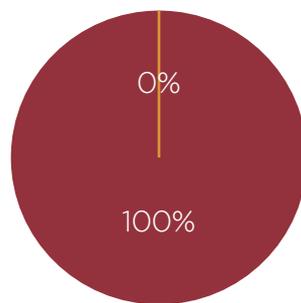


Figure 17. Gender composition of the Board of Directors of Humanitas University. Source: HCI administration data as of 2020

### 3.3. Research and teaching programs

Considering the University's ranking in the medical and health fields, the impact of gender medicine in the teaching programs was assessed.<sup>2</sup> In this case, a lack of specific structured information and data on the presence or otherwise within the courses of topics related to gender medicine was noted. A questionnaire was therefore compiled, addressed to all course coordinators, aimed at understanding whether topics related to gender medicine are dealt with within their respective courses, and if so, what exactly they refer to. The questionnaire was administered to 70 teachers, of whom 57% replied. Among the respondents, 58% (23 teachers) stated that issues related to gender medicine are dealt with on the courses they coordinate.

The situation for each Degree Program is as follows:

- Medicine: 9 out of 13 courses deal with gender issues (69%)
- MEDTEC: 4 out of 5 courses deal with gender issues (80%)
- Nursing sciences: 7 out of 18 courses deal with gender issues (39%)
- Master of Science in Nursing and Midwifery: 1 course out of 2 deals with gender issues (50%)
- Physiotherapy: 2 out of 7 courses deal with gender issues (29%)

Instead, 17 teachers, or 42% of the respondents, replied that no issues related to gender medicine are dealt with on the courses they coordinate.

<sup>2</sup> Below is a definition of gender medicine that was adhered to during the work: "Therefore, according to the WHO indication, Gender Medicine is defined as the study of the influence of biological (defined by sex) and socioeconomic and cultural (defined by gender) differences on the state of health and disease of each person. In fact, many diseases common to men and women very often have different incidence, symptoms and severity. Men and women may also have a different response to therapy and adverse drug reactions. Access to treatment also has significant gender-related inequalities." Plan for the application and dissemination of Gender Medicine (in implementation of Article 3, paragraph 1, Law 3/2018) of the Ministry of Health [https://www.salute.gov.it/imgs/C\\_17\\_pubblicazioni\\_2860\\_allegato.pdf](https://www.salute.gov.it/imgs/C_17_pubblicazioni_2860_allegato.pdf).

## 3.4. Tackling gender-based violence, including sexual harassment

To understand the current situation in terms of combating gender-based violence, the main documents on the topic were examined, in particular:

- Code of Ethics – guidelines and regulations of integrity and transparency
- Student Code of Conduct
- Research Code of Conduct

The Research Code of Conduct is a document which promotes research integrity, condemning all forms of scientific misconduct, and acting appropriately against any hint of research misconduct (RM). Focusing as it does on the issue of scientific conduct and the rules of ethical behavior in the field of scientific research, it contains no provisions on the subject of gender.

The Student Code of Conduct contains some relevant measures in order to combat violence and gender discrimination. Article 3 states a prohibition on any form of aggression or harassment, condemning any behavior of physical and psychological violence and in general any act that could damage the health of students. The sanctions in the event of violation range from suspension from studies for a minimum of 1 year up to expulsion from the University for acts of brawling that generate serious injuries, or for sexual or racial harassment and violence. Article 16 establishes the right and duty of students to submit reports of improper behavior which breach the provisions of the Code. To

favor and encourage such reports, there is a whistleblowing channel, which guarantees protection for anyone reporting such behavior. Preliminary investigations for the evaluation and taking of decisions regarding conduct contrary to the code is entrusted to a Commission made up of the Rector, the General Director and two members of the Faculty appointed by the Rector, who, at the conclusion of their preliminary investigation, present an applicable sanction on the basis of the provisions of the Code to the Department Council.

Finally, the Code of Ethics, which affects all major stakeholders of the University, prohibits discrimination in the treatment of staff, as well as any other person collaborating with the University. The Code specifies that workers must be managed offering equal opportunities and without any political, trade-union, religious, racial, language or sexual discrimination. Furthermore, there is a strong condemnation of any form of violence or sexual harassment or references to personal and cultural differences. Accordingly, the Code specifies that Humanitas University will not tolerate any form of abuse, coercion, bullying or harassment of a sexual, physical, psychological, or other nature. The Code establishes the need to avoid behaviors or expressions which could upset the sensibility of the person and clarifies that the related guidelines prevail over the instructions given by the internal hierarchical organization. Acceptance of compliance with these guidelines is a necessary condition for undertaking any working relationship with the University, as well as for joining it as students. In this case too, the code includes the right and

duty of interested persons to submit reports on violations, providing a dedicated e-mail address and a whistleblowing platform to do so, through which the confidentiality of the whistleblower's

identity is ensured as is the confidential nature of the information received. Any violations of the above lead to the application of disciplinary sanctions.

### 3.5. Balance between private life and working life

To understand the current situation regarding the balance between private life and working life, the Humanitas Welfare system for the year 2021 was examined, which applies equally to the Humanitas University.

The welfare system concerns staff with the following characteristics:

- o Permanent employment contract
- o Fixed-term employment contract with a minimum duration of 12 months
- o Income range up to 40,000 Euro gross (inclusive) determined on the basis of the social security taxable income of the previous year (total income 2020) including freelance payments for employees hired as of 31/12/2020; income bracket up to 40,000 Euro gross (inclusive) determined on the basis of the theoretical annual global remuneration as of 30/06/2021, for employees hired as of 30/06/2021.
- o Theoretical annual global salary as at 31/12/2020 up to 40,000 Euro gross (inclusive) if the same is higher than the social security taxable income of the previous year, for employees hired as of 31/12/2020.

The 2021 plan, called "My Welfare" provides for the beneficiary employee a welfare account of € 450.00 for employees at 31/12/2020 and € 250.00 for employees at 30/06/2021.

Through this plan, those able to benefit from it can spend the share of € 450 or € 250 on a vast and differentiated series of services, referring to different areas, such as education, health, family, public transport, culture and leisure.

For employees who fall within the income brackets equal to/up to € 40,000 per annum, it is possible to take advantage of an additional annual reimbursement of € 1,000 per family unit, for each child, for the crèche service. Furthermore, Humanitas guarantees some services which are not conditional on income, such as social security and welfare consultancy services, psychological counseling, nursery at discounted prices and hours.

In addition to the welfare plan, there is the "Humanitas for All" program, which is independent of income and can therefore be enjoyed by all employees. This program includes different initiatives, which include, for example, training workshops to develop professional skills, webinars to promote personal wellbeing, outpatient visits and laboratory tests at discounted rates, access to a summer camp, with a fixed contribution of € 150 per child by Humanitas.

With reference to the balance between working

life and personal and family life, the “Temporary policy for smart working”, adopted internally and valid until 31 July 2021, provides for the possibility, guaranteed to the University’s administrative and technical staff, to work

from home at least two or three days a week. The possibility of participating in seminars and meetings online also contributes to this flexibility.

## 4. ACTIONS PLANNED FOR THE PRIMARY AREAS OF INTERVENTION

### 4.1. Gender balance in executive positions and decision-making bodies

<b>ACTION 1.1</b>	Introduce coordinated actions with IRCCS Humanitas Research Hospital and the other structures networked by the Humanitas Group
<b>Direct target</b>	Faculty and research fellows, technical, administrative and librarian staff, PhD students, residents, and undergraduates
<b>Institutional managers</b>	Rector and Chief Executive Officer
<b>Operational managers</b>	GEP Manager
<b>Human resources</b>	GEP Manager and GEP Team
<b>Output / goal</b>	Periodic harmonization of planning documents and initiatives on gender issues
<b>Outcome</b>	Strategic guidelines of University policies
<b>Evaluation indicator</b>	Number of activities organized in support of the initiative
<b>Timescale</b>	Medium term: 2022-2023

<b>ACTION 1.2</b>	Greater inclusion and gender diversity in governance bodies
<b>Sub-action</b>	1. Integration of the Board of Directors with a figure of the less represented gender
<b>Direct target</b>	Governing bodies
<b>Institutional managers</b>	Rector, Chief Executive Officer, Director of the Department, Presidents of Degree Programs.
<b>Operational managers</b>	Governing bodies
<b>Human resources</b>	Support offices for government bodies
<b>Output / goal</b>	Increase in the less represented gender among members of the governing bodies
<b>Outcome</b>	Greater inclusiveness and gender balance
<b>Evaluation indicator</b>	Change in the percentage of the less represented gender introduced in the Board of Directors and other governing bodies
<b>Timescale</b>	Medium term: 2022-2024

<b>ACTION 1.3</b>	Establishment of a delegation for gender equality
<b>Sub-action</b>	1. Institutionalization of the delegation for gender equality
<b>Direct target</b>	Faculty and research fellows, technical, administrative, and undergraduates
<b>Institutional managers</b>	Rector
<b>Operational managers</b>	Rector
<b>Human resources</b>	Office for academic staff
<b>Output / goal</b>	Delegation measure
<b>Outcome</b>	Structural integration of gender policies in the organization chart
<b>Evaluation indicator</b>	Delegation measure
<b>Timescale</b>	Short term: 2022

<b>ACTION 1.4</b>	Training for personnel in leadership positions
<b>Sub-action</b>	1. Design and organization of courses and workshops aimed at developing empowerment and inclusiveness in decision-making processes 2. Organization of workshops / seminars with role modeling as part of welcome days, e-learning courses.
<b>Direct target</b>	Faculty and research fellows, technical, administrative and library staff, students, including executive positions.
<b>Institutional managers</b>	Rector, Governance Bodies
<b>Operational managers</b>	GEP Team / Expert / IRCCS training office
<b>Output / goal</b>	Training courses and workshops
<b>Outcome</b>	Increase in the female component in leadership positions; inclusive policy
<b>Evaluation indicator</b>	Number of courses and workshops organized
<b>Timescale</b>	Medium term: 2022-2024

## 4.2. Gender balance in recruiting and career progression

<b>ACTION 2.1</b>	Career progression data analysis
<b>Sub-action</b>	<ol style="list-style-type: none"> <li>1. Collection of quantitative and qualitative data (on personnel, research products, student component) disaggregated by gender</li> <li>2. Monitoring of specific gender equity indicators of personnel</li> <li>3. Systematized analysis of indicators</li> </ol>
<b>Direct target</b>	Faculty and research fellows, technical, administrative and librarian staff, PhD students, residents, postgraduates, and undergraduates.
<b>Institutional managers</b>	Personnel Management, Quality Office and Office for academic staff
<b>Operational managers</b>	GEP Manager
<b>Human resources</b>	GEP Manager and GEP Team
<b>Output / goal</b>	<ol style="list-style-type: none"> <li>1. Database</li> <li>2. Annual reporting</li> </ol>
<b>Outcome</b>	Strategic policies of the University oriented towards gender equity.
<b>Evaluation indicator</b>	<ol style="list-style-type: none"> <li>1. Creation of a database disaggregated by gender</li> <li>2. List of gender equity indicators</li> </ol>
<b>Timescale</b>	Short term: early 2022

<b>ACTION 2.2</b>	Promotion of a fair gender composition in the evaluation committees for the recruitment of faculty members
<b>Sub-action</b>	1. Guidelines on gender balance in the composition of the evaluation committees without prejudice to the admission criteria 2. Monitoring of the increase in gender symmetry in the evaluation committees
<b>Direct target</b>	University community
<b>Institutional managers</b>	Director of the Department and Board of Directors
<b>Operational managers</b>	GEP team
<b>Human resources</b>	GEP team
<b>Output / goal</b>	1. Guidelines 2. Monitoring report
<b>Outcome</b>	Reduction of the gender gap in career paths
<b>Evaluation indicator</b>	% increase in the less represented gender in evaluation committees for the recruitment of faculty members
<b>Timescale</b>	Medium term: 2022-2023

<b>ACTION 2.3</b>	Support for inclusiveness and gender equality in the organization of scientific and educational event programs and in their visibility
<b>Sub-action</b>	<ol style="list-style-type: none"> <li>1. Adoption of guidelines for the organization of scientific and educational events</li> <li>2. Dissemination of guidelines</li> <li>3. Tracking of scientific and popular events</li> <li>4. Monitoring of gender composition in scientific and popular events</li> </ol>
<b>Direct target</b>	Faculty and research fellows, technical, administrative and librarians; technical, administrative and librarian, PhD students, residents, undergraduates, companies
<b>Institutional managers</b>	Rector, Vice Rector for Research, Director of the Department, Academic Senate.
<b>Operational managers</b>	Event Organizer
<b>Human resources</b>	Event Organizer
<b>Output / goal</b>	Analysis of the composition of guests and subscribers to the events held.
<b>Outcome</b>	Recognition of Humanitas University's ability to promote gender equality in debate and scientific communication at local, national and international levels
<b>Evaluation indicator</b>	<ol style="list-style-type: none"> <li>1. Guidelines produced</li> <li>2. Reports and statistics on the share of inclusive events</li> <li>3. % increase in invitations to congresses of the less represented genre</li> </ol>
<b>Timescale</b>	Medium term: 2022-2024

## 4.3. Gender mainstreaming in research and teaching programs

<b>ACTION 3.1</b>	Encouragement of research on gender disease
<b>Sub-action</b>	1. Specific funding through 5X1000 to young researchers on gender disease.
<b>Direct target</b>	PhD students, postgraduates, fellows
<b>Institutional managers</b>	Vice Rector for Research
<b>Operational managers</b>	Researchers
<b>Human resources</b>	Researchers and GEP Team
<b>Output / goal</b>	1. Increased funding for research on gender disease 2. Increase in research on gender disease
<b>Outcome</b>	Greater awareness of the community towards the issue of gender disease
<b>Evaluation indicator</b>	1. % increase in funding raised for research on gender disease 2. % increase in research on gender disease
<b>Timescale</b>	Long term 2024

<b>ACTION 3.2</b>	Research working group on gender issues
<b>Sub-action</b>	<ol style="list-style-type: none"> <li>1. Survey of interest among teachers in setting up a working group (inter-university) on gender issues</li> <li>2. Activation of the procedures for setting up the group</li> <li>3. Awareness raising on the importance of integrating the gender dimension and producing gender-disaggregated data in the research results</li> </ol>
<b>Direct target</b>	Professors, Departments
<b>Institutional managers</b>	Vice Rector for Research
<b>Operational managers</b>	Faculty
<b>Human resources</b>	Faculty and GEP Team
<b>Output / goal</b>	Organization of working groups on gender medicine
<b>Outcome</b>	<ol style="list-style-type: none"> <li>1. Dissemination of knowledge and interdisciplinary implementation of scientific research on gender issues</li> <li>2. Gender-sensitive scientific culture</li> </ol>
<b>Evaluation indicator</b>	<ol style="list-style-type: none"> <li>1. Publications and participation in congresses on research topics of gender disease</li> <li>2. Activity Tracking</li> </ol>
<b>Timescale</b>	Medium term: 2022-2023

<b>ACTION 3.3</b>	Promotion of a gender dimension in teaching content
<b>Sub-action</b>	1. Gender awareness in educational planning 2. Establishment of lessons on gender medicine within the curriculum
<b>Direct target</b>	Students, PhD students, residents
<b>Institutional managers</b>	Presidents of Degree Programs, Directors of Medical Specialty Schools
<b>Operational managers</b>	Integrated course coordinators
<b>Human resources</b>	Integrated course coordinators
<b>Output / goal</b>	Increase in the presence of a gender dimension in syllabuses
<b>Outcome</b>	Gender-sensitive training approach
<b>Evaluation indicator</b>	Number of courses containing topics related to gender medicine
<b>Timescale</b>	Short term: 2022-2023

## 4.4. Tackling gender-based violence, including sexual harassment

<b>ACTION 4.1</b>	Update of procedures for reporting discriminatory behavior and sexual harassment
<b>Sub-action</b>	<ol style="list-style-type: none"> <li>1. Receipt of recommendations in force at European and national levels</li> <li>2. Drafting of guidelines for reporting discriminatory behavior and sexual harassment situations</li> <li>3. Identification of a contact person for reporting and dealing with the problem</li> <li>4. Monitoring of reports</li> </ol>
<b>Direct target</b>	Faculty and research fellows, technical, administrative and librarian staff, PhD students, residents, and undergraduates
<b>Institutional managers</b>	Governance managers
<b>Operational managers</b>	Quality Office, Human Resources Office
<b>Human resources</b>	Quality Office, Human Resources Office
<b>Output / goal</b>	<ol style="list-style-type: none"> <li>1. Guidelines</li> <li>2. Reports / Statistics</li> <li>3. Responsible person identified</li> </ol>
<b>Outcome</b>	Fight against discrimination
<b>Evaluation indicator</b>	<ol style="list-style-type: none"> <li>1. Production of the guidelines</li> <li>2. Reports and statistics organized annually</li> </ol>
<b>Timescale</b>	Short term: 2022

## 4.5. Balance of private life/work life and culture of the organization

<b>ACTION 5.1</b>	Share a gender culture through the role modeling of guests and academics.
<b>Sub-action</b>	<ol style="list-style-type: none"> <li>1. Support the invitation of visiting professors, the call for a clear reputation as professors, the appointment to non-tenure professors and the selection in the Open Faculty by increasing the presence of the less represented gender</li> <li>2. Communication policies to give visibility to researchers of the less represented gender in each research field</li> <li>3. Monitoring of the university's information and communication material</li> </ol>
<b>Direct target</b>	Faculty and research fellows, technical, administrative and librarian staff, PhD students, residents, specialitys, fellows, and undergraduates
<b>Institutional managers</b>	Department Council, Vice Rector for Research
<b>Operational managers</b>	Communications Office
<b>Human resources</b>	Communications Office
<b>Output / goal</b>	<ol style="list-style-type: none"> <li>1. Increase the number of invitations to Visiting professors, the call for a clear reputation as professors, the appointment to non-tenured professors and the selection in the Open Faculty by increasing the presence of the less represented gender</li> <li>2. Analysis of the university's information and communication material</li> <li>3. Communication campaigns</li> </ol>
<b>Outcome</b>	Increase in non-stereotypical professional and career choices. Promotion of a fair and inclusive training and working environment
<b>Evaluation indicator</b>	<ol style="list-style-type: none"> <li>1. % increase in invitations, calls and appointments of the less represented gender</li> <li>2. Product information material</li> </ol>
<b>Timescale</b>	Medium term: 2022-2024

<b>ACTION 5.2</b>	Encourage a deeper understanding of the gender issue
<b>Sub-action</b>	<ol style="list-style-type: none"> <li>1. Create a questionnaire for students on gender discrimination aimed at analyzing different perceptions based on diverse backgrounds and cultures</li> <li>2. Involve an expert sociologist as a consultant in order to better understand the origins and causes of cultural and gender discrimination phenomena</li> <li>3. Organize seminars on cultural and gender issues in the relationship between doctor and patient</li> <li>4. Design and organization of communication campaigns to make researchers working in anti-stereotypical areas visible during orientation days at the University and in upper secondary schools</li> </ol>
<b>Direct target</b>	Faculty, PhD students, residents, fellows, undergraduates
<b>Institutional managers</b>	Director of the Department, Presidents of Degree Programs and Directors of Medical Specialty Schools
<b>Operational managers</b>	GEP team, Communications Office, sociologist
<b>Human resources</b>	GEP team, Communications Office, sociologist
<b>Output / goal</b>	<ol style="list-style-type: none"> <li>1. Realization, distribution and analysis of the questionnaire addressed to students</li> <li>2. Seminars on cultural and gender issues in the relationship between doctor and patient</li> <li>3. Report on attendance of seminars</li> <li>4. Self-assessment sheet on the effectiveness of the seminars</li> </ol>
<b>Outcome</b>	<p>Support of a culture sensitive to cultural and gender issues.</p> <p>Understanding the main gender biases.</p> <p>Increase in non-stereotypical professional and career choices.</p>
<b>Evaluation indicator</b>	<ol style="list-style-type: none"> <li>1. Realization and distribution of the questionnaire addressed to students</li> <li>2. Recruitment of an expert sociologist</li> <li>3. Seminars on cultural and gender issues in the relationship between doctor and patient</li> </ol>
<b>Timescale</b>	Long term 2024

<b>ACTION 5.3</b>	Supporting the balance between working life and personal and family life.
<b>Sub-action</b>	1. Promote flexible forms of work 2. Expanding the agreements for special rates with crèches, sports and recreational camps during the school holidays
<b>Direct target</b>	Technical, administrative and librarian staff, Faculty, Visiting Professors and Researchers, guest speakers, residents, PhD students, research fellows, students with family responsibilities
<b>Institutional managers</b>	Governance managers
<b>Operational managers</b>	Human Resources
<b>Human resources</b>	Human Resources
<b>Output / goal</b>	1. Ensure flexible forms of work 2. Extension / reorganization of the service 3. Report containing indicators for measuring the number of accesses to services and frequency of use
<b>Outcome</b>	Strengthening of welfare measures aimed at work-life balance
<b>Evaluation indicator</b>	1. institutionalization of flexible forms of work 2. % increase in available conventions 3. % increase in the number of accesses to services and frequency of use
<b>Timescale</b>	Medium term: 2022-2023

<b>ACTION 5.4</b>	Support for Faculty and research fellows to participate in international scientific groups, conferences, panels and commissions of experts
<b>Sub-action</b>	<p>1. Increase the availability of agreements for reduced rates or bonuses in support of childcare services (e.g. micro-nurseries, crèches, kindergartens, playrooms, summer camps) and assistance services for non-self-sufficient people (e.g. cooperatives) to cover period of absence for scientific reasons.</p> <p>2. Encourage the participation of external guests with family responsibilities in conferences and scientific events organized at Humanitas University, through childcare services (e.g. micro-nurseries, crèches, nursery schools, playrooms, summer camps) and assistance services for non-self-sufficient (e.g. cooperatives) to cover the period of absence for scientific reasons.</p>
<b>Direct target</b>	Technical, administrative and librarian staff, Faculty, Visiting Professors and Researchers, guest speakers with family responsibilities
<b>Institutional managers</b>	Governance managers
<b>Operational managers</b>	Human Resources
<b>Human resources</b>	Human Resources
<b>Output / goal</b>	<p>Increase the accessibility and availability of Bonuses</p> <p>Encourage the participation in scientific events and conferences of guests and speakers with family responsibilities. Encourage inbound and outbound mobility</p>
<b>Outcome</b>	Constant participation in scientific activities and research projects that require mobility.
<b>Evaluation indicator</b>	1. % increase in the availability of bonuses and care services to support inbound and outbound mobility
<b>Timescale</b>	Medium term: 2022-2023

For the actions described above, an overall budget for the year 2022 of € 50.000 is recommended, to be allocated based on the activities under the remit of the GEP Manager.



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