

SISSA

Scuola
Internazionale
Superiore di
Studi Avanzati

GENDER EQUALITY PLAN (GEP) 2022-2024



Working Group

For the drafting of SISSA's Gender Equality Plan a special working group was set up, with a view to involving in the process all the School's key actors. The working group comprises the following members:

Prof. Domenica Bueti - Chair of CUG (*Comitato Unico di Garanzia*, Guarantee Committee for equal opportunities, enhancement of workers' well-being and against discrimination)

dr. Audrey Franceschi Biagioni – Research fellow at SISSA and member of CUG

dr. Martina Zizza – Research fellow at SISSA and member of CUG

dr. Grazia Misino - Administrative staff, HR Management and Development Office

dr. Teodora Cosmidis - Administrative staff, Research Funding and International Relations Office

dr. Alessandra Paperio - Administrative staff, Strategies and Systems Office

dr. Silvia Buccaro - Administrative staff, Strategies and Systems Office

Prof. Andrea Romanino, former President of SISSA CUG and current Director of the School, provided a major contribution in drawing up the guidelines and encouraging the collection of useful data and figures for the development of the GEP.

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1. FOREWORD

The **Gender Equality Plan** (GEP) fits into the policies of the European Commission for the promotion of gender equality in research and innovation. The GEP is a programmatic and strategic document on gender equality that research institutions and universities are invited to set up to formally acknowledge gender equality and intersectionality as key objectives and fundamental values shared by European educational institutions, indicating specific actions to implement them.

The European Commission's action is part of the EU Gender Equality Strategy 2020-2025, setting out strategic objectives and actions to move towards a gender-equal Europe. The key objectives are ending gender-based violence, challenging gender stereotypes, closing gender gaps in the labour market, achieving equal participation of men and women across different sectors of the economy, addressing the gender pay and pension gaps, and achieve gender balance in decision-making and in politics. The strategy pursues a dual approach of gender mainstreaming combined with targeted actions, and its implementation is based on the cross-cutting principle of intersectionality. While focusing on actions within the European Union, the strategy is also consistent with the EU's external policy on equal opportunities and women's empowerment.

The European Commission has introduced some new provisions to promote gender equality in European organisations, in line with the goals of the 2030 Agenda for Sustainable Development. The development of a Gender Equality Plan (GEP) is one of the main actions required from all research institutions and universities to gain access to funding within the Horizon Europe research programme.

SISSA's GEP is a policy document defining the School's strategy to detect gender bias, introduce innovative actions to correct it and reduce gender asymmetries. To that end, it identifies the School's objectives and progress monitoring processes by means of specific indicators.

The GEP is in step with SISSA's Positive Action Plan (PAP), a document that outlines actions aimed at removing any obstacle preventing the full realisation of equality in employment and working conditions between men and women, and stronger safeguards against all forms of discrimination.

Specific actions for gender equality have been outlined in the GEP, seeking to give continuity to policies already undertaken by the School, consistently with the Positive Action Plan.

The document has a three-year time frame (2022-2024) and is in line with the Strategic Plan, which acknowledges action for gender equality as one of the School's key strategic pillars.

The GEP has been drawn up bearing in mind the context and specific features of SISSA, a scientific centre of excellence at national and international level, and its contents have been shared with the School's Guarantee Committee for equal opportunities, enhancement of workers' well-being and against discrimination (CUG, *Comitato Unico di Garanzia*).

The Academic Senate and the Board of Directors of SISSA approved the Gender Equality Plan in the joint session of 14 December 2021. The GEP was issued by decree No. 945/2021 dated 22 December 2021.

2. CONTEXT ANALYSIS

SISSA is a higher education and research institute with a special legal status. It was founded in 1978, with the aim of promoting advanced scientific research and higher education through courses awarding a PhD (Philosophiae Doctor) degree. Teaching and research activities are organised into three scientific areas (Physics, Mathematics and Neuroscience), each having its own financial budget and relying upon administrative and technical personnel belonging either to the general administration (administrative staff) or to the Area itself (laboratory technical staff).

For cross-cutting activities, SISSA relies upon its Interdisciplinary Laboratory for Natural Sciences and Humanities (ILAS).

Below is an analysis of the context, carried out for the purpose of defining the objectives described in the following sections. The tables show the figures for the year 2020 as a base line for the actions described in the GEP, and include all the School's key actors: teaching and research staff, administrative and technical staff, research fellows and students.

2.1 Teaching and research staff, administrative and technical staff, research fellows

The table below shows the composition of the School's personnel, i.e. administrative and technical staff, technologists, external contractors, teaching and research staff and research fellows currently working at SISSA (Table 1). The School has a total of 325 staff members, 123 of whom are women (38%) and 202 are men (62%).

However, the administrative and technical sector and the scientific areas show a different gender distribution. While 64% of the administrative and technical staff are women, and the male component is 36%, an analysis of the scientific personnel shows the opposite trend, with the female component down to 12% of the total, against an 88% of male professors and researchers. This gap reflects a well-known problem in STEM, which points to the need to rebalance the presence of women in this category with actions aimed at reducing gender asymmetry.

An analysis of the length of service in the same role for both men and women with respect to career advancement shows a moderate gap for administrative and technical staff as the two parameters increase. The percentage of women decreases from 71% for category C staff to 60% for category D, and eventually drops down to 50% for category EP (High Expertise).

Table 1. Breakdown of staff by gender and age in each recruitment category

		Men						Women					
<i>Staff member</i>	<i>Staff category</i>	< 30	31 to 40	41 to 50	51 to 60	> 60	Total	< 30	31 to 40	41 to 50	51 to 60	> 60	Total
Non-executive staff	RESEARCHERS	0	0	2	2	2	6	0	0	0	1	0	1
Non-executive staff	RESEARCHERS - fixed-term contract, letter A	1	2	1	0	0	4	0	3	0	0	0	3
Non-executive staff	RESEARCHERS - fixed-term contract, letter B	0	5	1	0	0	6	0	0	0	0	0	0
Non-executive staff	PROFESSORS (Associate)	0	8	11	3	2	24	0	0	1	1	0	2
Non-executive staff	PROFESSORS (Full)	0	2	16	13	9	40	0	0	0	4	1	5
Total (professors and researchers)		1	17	31	18	13	80	0	3	1	6	1	11
General executive staff		0	0	1	0	0	1	0	0	0	0	0	0
Non-executive staff	CATEGORY C	0	0	8	5	1	14	1	12	14	6	2	35
Non-executive staff	CATEGORY D	0	4	8	6	2	20	0	3	20	7	2	32
Non-executive staff	CATEGORY EP	0	0	0	3	0	3	0	0	1	2	0	3
Non-executive staff	FIXED-TERM TECHNOLOGISTS	0	0	2	0	0	2	0	1	1	0	0	2
Non-executive staff	CATEGORY C - FIXED-TERM	1	0	1	0	0	2	1	1	3	0	0	5
Non-executive staff	CATEGORY D - FIXED-TERM	0	1	0	0	0	1	0	0	0	0	0	0
Total (administrative and technical staff)		1	5	20	14	3	43	2	17	39	15	4	77
	RESEARCH FELLOWS	29	49	0	0	1	79	9	22	4	0	0	35
Total (research fellows)		29	49	0	0	1	79	9	22	4	0	0	35
TOTAL		31	71	51	32	17	202	11	42	44	21	5	123
Total percentage (whole staff)		9.5	21.8	15.7	9.9	5.2	62%	3.3	12.9	13.5	6.4	1.5	38%

Table 2 - Permanent employees and executive staff on Dec. 31st

Employment status	Full time		Part time <50%		Part time > 50%		Total employees Dec. 31st	
	Men	Women	Men	Women	Men	Women	Men	Women
Full-time Full Professor	38	5	0	0	0	0	38	5
Full-time Associate Professor	24	1	0	0	0	0	24	1
Part-time Associate Professor	0	1	0	0	0	0	0	1
Full-time Researcher	6	1	0	0	0	0	6	1
Secretary General	1	0	0	0	0	0	1	0
Economic category: EP3	1	0	0	0	0	0	1	0
Economic category: EP	2	3	0	0	0	0	2	3
Total EP staff	3	3	0	0	0	0	3	3
Economic category: D5	0	1	0	0	0	1	0	2
Economic category: D4	1	3	0	0	0	0	1	3
Economic category: D3	3	5	0	0	0	2	3	7
Economic category: D2	3	5	0	0	0	0	3	5
Economic category: D1	12	15	0	0	1	0	13	15
CATEGORY D - Total	19	29	0	0	1	3	20	32
Economic category: C6	0	0	0	0	0	1	0	1
Economic category: C5	1	0	0	0	0	0	1	0
Economic category: C4	2	3	0	0	0	0	2	3
Economic category: C3	0	1	0	0	0	1	0	2
Economic category: C2	5	3	0	0	0	2	5	5
Economic category: C1	6	20	0	0	0	3	6	23
CATEGORY C - Total	14	27	0	0	0	7	14	34
TOTAL	105	67	0	0	1	10	106	77

Table 3 - Staff gender and seniority level

	0-5		6-10		11-15		16-20		21-25		26-30		31-35		36-40		41-43		≥44		TOTAL STAFF	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W		
Employment status																						
Full-time Full Professor	2	0	9	0	6	0	7	1	2	1	8	3	2	0	2	0	0	0	0	0	0	43
Full-time Associate Professor	1	0	6	0	3	0	2	0	1	0	1	0	0	0	1	0	0	0	0	0	0	25
Part-time Associate Professor	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Full-time Researcher	0	0	1	0	2	1	0	0	0	0	2	0	1	0	0	0	0	0	0	0	0	7
Secretary General	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Economic category: EP3	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Economic category: EP	0	0	0	0	0	0	1	1	1	1	0	1	0	0	0	0	0	0	0	0	0	5
EP STAFF - Total	0	0	0	0	0	0	1	1	2	1	0	1	0	0	0	0	0	0	0	0	0	6
Economic category: D5	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Economic category: D4	0	0	0	0	0	0	1	2	0	1	0	0	0	0	0	0	0	0	0	0	0	4
Economic category: D3	0	0	0	0	0	0	1	0	0	3	2	1	0	3	0	0	0	0	0	0	0	10
Economic category: D2	0	0	0	0	0	2	2	2	1	1	0	0	0	0	0	0	0	0	0	0	0	8
Economic category: D1	3	2	4	2	5	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	28
CATEGORY D - Total	3	2	4	2	5	3	5	4	1	6	2	2	0	3	0	0	0	0	0	0	0	52
Economic category: C6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Economic category: C5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Economic category: C4	0	0	0	0	1	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	5
Economic category: C3	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	2
Economic category: C2	1	0	0	0	3	3	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	10
Economic category: C1	5	1	5	0	5	0	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	29
CATEGORY C - Total	6	1	5	0	5	4	7	2	4	0	0	1	1	0	1	1	0	1	0	1	0	48
TOTAL	2	1	2	2	2	2	1	1	6	8	3	7	4	3	4	1	0	1	0	0	0	183

No statistically significant differences were detected in terms of seniority for non-executive administrative and technical personnel (PTA) (Table 3).

Table 4 - Staff gender and recruitment methods

	Employment status		Appointment following a competition		Other reasons		Stabilisation of socially useful workers		Direct call recruitment (Law 66/89, protected category)		Numerical call recruitment (Law 66/89, protected category)		Transfer from another administration - same sector		Transfer from another administration - different sector		Staff hired pursuant to Art. 35, §3bis, Leg. Dec. 165/01		Staff hired pursuant to Art. 20, Leg. Dec. 75/2017		TOTAL
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W			
Full-time Full Professor	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Part-time Associate Professor	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Economic category: D1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Economic category: C1	1	3	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
TOTAL	6	5	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13

An analysis of the educational qualifications of non-executive staff (Table 5) shows that academic qualifications (i.e. Bachelor's degree, Master's degree, and PhD) are more common among female workers by a significant percentage (70%).

Table 5 - Non-executive staff by category and academic qualifications

Staff category	Academic qualification	Men		Women		Total	
		Absolute values	% ⁽¹⁾	Absolute values	% ⁽²⁾	Absolute values	% ⁽³⁾
CATEGORY C	High-school diploma	12	52.17	11	47.83	23	19.33
CATEGORY C	PhD	1	33.33	2	66.67	3	2.52
CATEGORY C	Below high-school diploma	1	100.00	0	0.00	1	0.84
CATEGORY C	BSc University degree	1	14.29	6	85.71	7	5.88
CATEGORY C	MSc University degree	1	4.76	20	95.24	21	17.65
CATEGORY C	First-level Master's degree	0	0.00	1	100.00	1	0.84
CATEGORY D	High-school diploma	4	33.33	8	66.67	12	10.08
CATEGORY D	PhD	1	33.33	2	66.67	3	2.52
CATEGORY D	BSc University degree	2	50.00	2	50.00	4	3.36
CATEGORY D	MSc University degree	14	41.18	20	58.82	34	28.57
CATEGORY EP	PhD	1	100.00	0	0.00	1	0.84
CATEGORY EP	BSc University degree	0	0.00	1	100.00	1	0.84
CATEGORY EP	MSc University degree	2	50.00	2	50.00	4	3.36
FIXED-TERM TECHNOLOGISTS	PhD	1	50.00	1	50.00	2	1.68
FIXED-TERM TECHNOLOGISTS	MSc University degree	1	50.00	1	50.00	2	1.68
TOTAL STAFF		42		77		119	
TOTAL STAFF HOLDING A UNIVERSITY DEGREE (BSC, MSC, PHD)		24	30	56	70	80	67.22

⁽¹⁾ ⁽²⁾ The percentage refers to the total of each line (i.e. each category)

⁽³⁾ The percentage refers to the total number of workers (i.e. 119)

Work-life balance

The School's administrative and technical staff can take advantage of the following forms of work/life balance: agile working, teleworking, horizontal and vertical part-time working, hourly and daily leaves pursuant to Law 104/1992, hourly and daily parental leaves.

Part-time working (Table 6) is used by about 8% of the administrative and technical staff, and 90% of them are women.

Teleworking is used by about 4% of the administrative and technical staff, and 60% of them are women (Table 7). For the purposes of comparison, it should be noted that the percentage of women among administrative and technical staff is around 64%. Therefore, teleworking is equally used by men and women, while part-time working is used especially by women. At present, there is limited use of both formulas, as in previous years.

Due to the Covid-19 health emergency, a sharp increase has been registered in the use of agile working. Smart working was introduced in March 2020 as the ordinary working mode. At certain times during lockdown it even became mandatory, and then it was turned into an option for staff members during the rest of year. Given the circumstances, in the most acute phases of the emergency almost 100% of the School's staff worked in smart-working mode. As regards hourly and

daily leaves under Law 104/1992 and hourly and daily parental leaves, the figures for administrative and technical staff show that these options are mainly used by female workers (Table 8). On average, each staff member took about 5 hours of daily leave (parental or otherwise) and about 10 hours of hourly leave (parental or otherwise).

It should be pointed out that research staff also resorts to agile working to combine family and work needs, but the inherent flexibility of study and research activities makes it difficult to quantify the actual use of this option.

Table 6 - Hourly flexibility, teleworking, agile and part-time working. Breakdown of administrative and technical staff by gender, age and mode of attendance

Mode of attendance	Men								Women								TOTAL	% of total administrative and technical staff (119)
	<30	31 to 40	41 to 50	51 to 60	>60	Total	% by gender ⁽¹⁾	% by gender ⁽²⁾	<30	31 to 40	41 to 50	51 to 60	>60	Total	% by gender ⁽¹⁾	% by gender ⁽³⁾		
Part-Time >50%	0	0	1	0	0	1	10.00	2.33	0	1	5	2	1	9	90.00	11.69	10	8
Full-time	1	5	19	14	3	42	38.18	97.67	2	16	34	13	3	68	61.82	88.31	110	92

(1) The percentage refers to the total of men and women for each line, by mode of attendance.

(2) The percentage by mode of attendance refers to the total of men.

(3) The percentage by mode of attendance refers to the total of women.

Table 7 - Use of work/life reconciliation practices by administrative and technical staff - breakdown by gender and age

Type of reconciliation practice	Men								Women								TOTAL	% of total administrative and technical staff (119)
	<30	31 to 40	41 to 50	51 to 60	>60	Total	% by gender ⁽¹⁾	% by gender ⁽²⁾	<30	31 to 40	41 to 50	51 to 60	>60	Total	% by gender ⁽¹⁾	% by gender ⁽³⁾		
Staff resorting to teleworking	0	1	0	1	0	2	40.00	4.35	0	1	2	0	0	3	60.00	3.37	5	4
Staff resorting to vertical part-time working, upon request	0	0	0	0	0	0	0.00	--	0	0	2	0	0	2	100.00	2.25	2	1.68
Staff resorting to horizontal part-time working, upon request	0	0	1	0	0	1	12.50	2.17	0	1	3	2	1	7	87.50	7.87	7	5.9
Staff resorting to agile working	1	5	20	14	3	43	35.83	93.48	2	17	39	15	4	77	64.17	86.52	119	100

(1) The percentage refers to the total of men and women for each line, by mode of attendance.

(2) The percentage by mode of attendance refers to the total of men.

(3) The percentage by mode of attendance refers to the total of women.

Table 8 - Use of parental leaves and leaves pursuant to Law 104/1992, by gender (administrative and technical staff)

Type of leave	Men		Women		Total	
	Absolute values	% ⁽¹⁾	Absolute values	% ⁽¹⁾	Absolute values	% ⁽²⁾
Number of used daily leaves, pursuant to Law 104/1992	0	0.00	183	100.00	183	10.36
Number of used hourly leaves, pursuant to Law 104/1992	0	0.00	255	100.00	255	14.44
Number of used daily parental leaves	49	11.50	377	88.50	426	24.12
Number of used hourly parental leaves	252	27.94	650	72.06	902	51.08
Total leaves	301	17.04	1465	82.96	1766	

⁽¹⁾ The percentage refers to the total of each line.

⁽²⁾ The percentage refers to the total number of workers (i.e. 1766).

Table 9 - Staff absence by gender

Employment status	HOLIDAYS		PAID SICK LEAVES		PAID LEAVES PURSUANT TO ART. 42, §5, LEG. DEC. 151/01		LAW 104/92		PAID MATERNITY LEAVES, PARENTAL LEAVES, CHILDCARE SICKNESSES LEAVES		OTHER PAID LEAVES AND ABSENCE		COVID-19 PARENTAL LEAVES		STRIKES		OTHER UNPAID ABSENCE		TRAINING		TOTAL STAFF	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W		
SECRETARY GENERAL	23	0	0	0			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	23
Economic category: EP4	0	0	1	0			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Economic category: EP3	28	0	3	0			0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	34
Economic category: EP	30	89	6	28			0	0	0	0	1	7	0	0	0	0	0	0	0	16	26	203
EP STAFF - Total	58	89	10	28			0	0	0	0	4	7	0	0	0	0	0	0	0	16	26	238
Economic category: D5	0	46	0	4			0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	52
Economic category: D4	28	77	2	6			0	0	0	18	3	9	0	24	0	0	0	0	20	0	0	187
Economic category: D3	93	210	6	9			0	37	0	0	3	15	0	0	0	0	0	0	0	0	0	373
Economic category: D2	78	176	21	35			0	0	0	1	2	15	0	20	0	0	0	0	0	0	0	348
Economic category: D1	31	314	11	44			0	19	59	8	13	28	21	49	0	0	0	28	22	42	0	1549
CATEGORY D - Total	51	823	40	98			0	56	59	27	21	69	21	93	0	0	0	48	22	42	0	2509
Economic category: C6	0	34	0	0			0	28	0	0	0	2	0	0	0	0	0	0	0	0	0	64
Economic category: C5	35	0	7	0			0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	44
Economic category: C4	49	79	0	76			0	0	0	0	2	5	0	0	0	0	0	22	0	0	0	233
Economic category: C3	0	47	0	55			0	1	0	1	0	3	0	14	0	0	0	1	0	0	0	122
Economic category: C2	83	179	39	30			0	82	0	3	50	10	35	13	0	0	0	0	0	0	0	524
Economic category: C1	17	509	8	29			0	6	0	170	15	40	7	67	0	0	0	5	10	19	3	1331
CATEGORY C - Total	34	848	54	19			0	11	0	174	69	60	42	94	0	0	0	28	10	19	3	2318
Economic category: B3	0	17	0	0			0	35	0	4	0	3	0	0	0	0	0	5	0	0	0	64
TOTAL	93	177	10	31			0	20	59	205	94	13	63	187	0	0	0	81	34	64	3	5152

In addition to the options described above, SISSA has implemented further reconciliation measures, including the in-house day-care service and agreements with youth summer camps.

With the twofold aim of enabling the reconciliation of professional life, study/research commitments and family life, while at the same time offering the children of SISSA staff a place meant for care, socialisation and education, for the development of the child's cognitive, affective and social potential, SISSA provides an in-house day-care service. This service is intended for those who work

or carry out research activities at SISSA, or collaborate with the School (i.e. administrative and technical staff, professors, researchers, research fellows, students, external contractors). The contribution to childcare fees may vary according to the worker's income, calculated on the basis of the ISEE value (the official indicator of a person's economic condition). Due to the health emergency, in 2020 the day-care centre was closed from Feb 24th 2020 until the end of the school year.

With the same aim, every year SISSA stipulates agreements with organisations that run youth summer camps, for the enrolment of its employees' kids aged between 3 and 13. Within the limits of the financial resources allocated for each organisation, it contributes to the fees with a variable amount, depending on the income of each SISSA worker applying for this service.

In addition to the measures described above, in order to promote policies for reconciling professional working time with the needs of private and family life, SISSA has set up a financial contribution in favour of new mothers holding a research fellowship or attending a PhD course. In 2020 one research fellow benefited from this financial contribution.

Competition evaluating committees

Another relevant issue for the purposes of this analysis is the gender composition of public competition evaluating committees. The following table shows the figures for the year 2020.

Table 10: Gender composition of public competition evaluating committees

Committee	Men		Women		Total		President
	Absolute values	% ⁽¹⁾	Absolute values	% ⁽¹⁾	Absolute values	% ⁽²⁾	
RESEARCH FELLOWS - PHYSICS	93	95.88	4	4.12	97	33.68	Man
RESEARCH FELLOWS - MATHEMATICS	44	91.67	4	8.33	48	16.67	Man
RESEARCH FELLOWS - NEUROSCIENCE	21	65.63	11	34.38	32	11.11	Man
RESEARCH FELLOWS - NEUROSCIENCE	15	46.88	17	53.13	32	11.11	Woman
ADMINISTRATIVE AND TECHNICAL STAFF - Cat. C	2	50.00	2	50.00	4	1.39	Man
ADMINISTRATIVE AND TECHNICAL STAFF - Cat. B > Cat. C	1	25.00	3	75.00	4	1.39	Woman
ADMINISTRATIVE AND TECHNICAL STAFF - Cat. D	1	20.00	4	80.00	5	1.74	Woman
ADMINISTRATIVE AND TECHNICAL STAFF - Cat. D	2	40.00	3	60.00	5	1.74	Man
FIXED-TERM TECHNOLOGISTS	1	25.00	3	75.00	4	1.39	Man
FIXED-TERM TECHNOLOGISTS	2	50.00	2	50.00	4	1.39	Man
FIXED-TERM RESEARCHERS - NEUROSCIENCE	1	33.33	2	66.67	3	1.04	Woman
FIXED-TERM RESEARCHERS - PHYSICS	3	100.00	0	0.00	3	1.04	Man
FIXED-TERM RESEARCHERS - MATHEMATICS	2	66.67	1	33.33	3	1.04	Man
ASSOCIATE PROFESSORS - PHYSICS	3	60.00	2	40.00	5	1.74	Man
ASSOCIATE PROFESSORS - PHYSICS	4	80.00	1	20.00	5	1.74	Man
TEACHING CONTRACTORS	2	66.67	1	33.33	3	1.04	Man
TEACHING CONTRACTORS	2	50.00	2	50.00	4	1.39	Woman
COLLABORATIONS	2	66.67	1	33.33	3	1.04	Woman
COLLABORATIONS	14	58.33	10	41.67	24	8.33	Man
Total staff	215		73		288		
Total percentage (whole staff)	101.90		34.60		136.49		

⁽¹⁾ The percentage refers to the total of each line (i.e. each type of committee).

⁽²⁾ The percentage refers to the total number of workers.

Following a proposal by CUG, SISSA issued a set of guidelines aimed at ensuring the monitoring of the gender composition of competition committees, requiring that 1/3 of the members be female, unless impossible due to legitimate reasons. For each competition procedure organised by the School (research fellowships/ administrative and technical staff/ faculty/ researchers/ external contractors/ teaching contractors), the HR Office (*Ufficio gestione e sviluppo risorse umane*) asks for the names of the members of the evaluating committee, pointing out that a female presence of at least one third is required, unless impossible due to legitimate reasons.

Since 2017, in addition to the guidelines concerning the evaluation committees of public competitions, CUG has promoted the adoption of guidelines aimed at encouraging gender balance among speakers at science conventions and public events organised by SISSA. The Academic Senate and the Board of Directors decided that for all activities organised by the School's scientific Areas a minimum percentage of female speakers is required, depending on the female presence in the field concerned. More specifically, for the Physics Area the minimum percentage of female speakers required is 10%, calculated as an annual average for all activities, while for the other Areas the following minimum percentages of female speakers have been set for each activity: 10% for Mathematics, 30% for Neuroscience. A minimum percentage of female speakers of 30% is also required for all non-specialist events, such as the *Colloquia*, and for public events organised by SISSA.

The figures for the year 2020 are the following:

the School organised 13 institutional seminars, 11 of which were held by men and 2 by women, with 9 people involved, of whom 3 female and 6 male speakers (15% and 85% respectively).

The Interdisciplinary Laboratory organised 11 events, involving a total of 32 speakers. On the whole, the percentage of female speakers at these events was around 22%. At two events with more than 3 speakers there were no female speakers.

The Physics Area organised 3 activities (including an activity jointly organised by IGAP - Institute for Geometry and Physics - and SISSA), with a total of 51 speakers. The average percentage of female speakers was 27%, with a remarkable increase compared to 12% in 2019. Therefore, this figure fully meets the minimum 10% average requirement.

The Mathematics Area organised one activity, with a total of 21 speakers. The percentage of female speakers was 10%, so the minimum requirement was fulfilled for this Area as well.

No events were organised by the Neuroscience Area.

It should be noted that the number of events organised in 2020 decreased dramatically due to the pandemic.

2.2 Student component

The tables below show the figures for the academic year 2020/2021 with regard to the student component. The first table shows the total number of students, whereas the second table provides a breakdown by Area, PhD course and class.

Table 11 - Student component

Women	Men	TOTAL
79	209	288
27%	73%	100%

Table 12 - Student component by Scientific Area

Scientific Area	Women	Men	Total
Mathematics	10	63	73
Physics	25	85	110
Neuroscience	44	61	105
Total	79	209	288

Total percentage (whole student component)	27	72	100
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Table 13 - Breakdown of PhD students by gender and class

PhD Course	Women					Men					TOTAL
	I	II	III	IV	Total	I	II	III	IV	Total	
Mathematical Analysis, Modelling, and Applications	1	1	2	1	5	8	6	11	6	31	36
Astrophysics				3	3				2	2	5
Astrophysics and Cosmology	1	2	2		5	7	3	3		13	18
Molecular Biology			5	3	8			3	2	5	13
Astroparticle Physics	2	2	1		5	3	4	4	4	15	20
Physics and Chemistry of Biological Systems	3		1		4	3	4	3	4	14	18
Geometry and Mathematical Physics	1	1	1	2	5	9	8	9	6	32	37
Statistical Physics	2	1	1	2	6	4	5	5	5	19	25
Theoretical Particle Physics	1	1			2	5	6	5	6	22	24
Functional and Structural Genomics	2	2	2	1	7	1		2	1	4	11
Neurobiology	3	1	2	5	11	2	3	3	2	10	21
Cognitive Neuroscience	6	3	1	3	13		3	5	4	12	25
Theory and Numerical Simulation of the Condensed Matter	1	1	1	2	5	8	9	7	6	30	35
Total	23	15	19	22	79	50	51	60	48	209	288
Total percentage (whole student component)	7.99	5.21	6.6	7.64	27.43	17.36	17.71	20.83	16.67	72.57	100

The student component shows a gender gap. The percentage of women at student level averages 27%, with significant variations in the three research areas (Table 11, Table 12 and Table 13).

In 2020, the percentage of female students who passed the PhD entrance exam was proportionally higher (16.4%) than that of male students (12.4%) (Table 14). The same applies to the number of students who enrolled in PhD programmes, which, compared to the number of applications, was higher for females (11.4%) than for males (6.91%). Therefore, the gender gap in the student component is due to a lower number of female candidates taking the entrance exam.

Table 14 - Breakdown of students taking the entrance exam by gender and exam result

	Students taking the exam		Students who passed the exam		%		of whom registered to the National Student Register / Postgraduate		%	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
<i>From Italian Universities</i>	295	94	69	17	23%	18%	40	11	13.5%	11.7%
<i>From foreign Universities</i>	428	107	21	16	5%	15%	10	12	2.3%	11.21%
TOTAL	723	201	90	33	12.4%	16.4%	50	23	6.91%	11.4%

In addition to the low percentage of women at student level, there is also a drop in the female percentage when comparing fixed-term to tenure-track researcher positions (RTDA vs. RTDB). The percentages recorded at student level remain more or less the same for precarious personnel, but a dramatic drop can be observed at permanent staff level and for senior researchers (i.e. RTDB, tenure-track researchers), where the percentage of women falls to around 10%. Using the

percentage found at student level as benchmark, i.e. assuming a female presence of 26% for permanent staff, a 10% figure is a statistically remarkable deviation. This drop can be observed at senior researcher (RTDB) and associate professor level, while no further decrease has been registered in top positions. However, it should be noted that, according to the 2020 Gender Balance of the University of Turin, SISSA ranked first in Italy, together with the IUAV University of Venice, for the "glass-ceiling index" (GCI), which measures the variation in the percentage of women along the career path (% of women in all academic positions / % of female full professors). The percentage of women is higher in the Neuroscience Area, while the need for rebalancing is more prominent in the theoretical areas.

3. AREAS OF INTERVENTION

The GEP is the result of a shared effort, comprising the following stages:

- **analysis of SISSA's context**, through a qualitative and quantitative analysis of data regarding staff, scientific personnel and students, broken down by gender;
- **acquisition of the support of SISSA's senior management and managing bodies**, i.e. Director, Secretary General, Academic Senate and Board of Directors - plus the representatives of all the School's components (faculty, students, and administrative and technical staff);
- **identification of critical issues and obstacles to gender equality at all levels of the School's organisation**;
- **definition of targets and actions aimed at promoting gender equality at all levels of the School's organisation**, to be developed and scheduled according to a sustainable timetable;
- **allocation of specific resources** for the implementation of these actions, both in terms of human and financial resources;
- **definition of indicators** for an effective monitoring of the progress and implementation of the GEP by target;

SISSA's Gender Equity Plan can be summarised into five worksheets, corresponding to the five thematic areas marked as essential by the European Commission:

- work-life balance and organisational culture;
- gender balance in leadership positions and decision-making bodies;
- gender equality in recruitment and career progression;
- integration of the gender dimension into research and teaching content;
- measures against gender-based violence, including sexual harassment.

The first area, focused on work-life balance, aims at enhancing welfare and well-being measures (e.g. facilitating parenting and/or care activities) and at pursuing a shared culture which promotes equal opportunities, the value of inclusion and the elimination of gender stereotypes.

The second area intends to achieve gender balance in top positions and decision-making bodies, by reducing the gender gap along the career path and encouraging gender equality in the composition of the School bodies.

The third area pursues gender equality in recruitment and career progression, by promoting a reduction of the gender gap in accessing University programmes and encouraging a gender-inclusive culture, also at operational level.

The fourth area is aimed at integrating the gender dimension into research and teaching content, and promotes gender awareness within the School's faculty as regards research contents, the elimination of gender bias and the acquisition of different perspectives and approaches depending on the gender of the speakers taking part in scientific events.

The fifth area focuses on measures against gender-based violence, including sexual harassment, promotes an inclusive culture with respect to gender, increased awareness towards the problem of sexual harassment, and more effective measures to prevent staff distress.

Each of the following tables sets out the strategic actions envisaged for the corresponding thematic area. For each action, objectives, indicator, target, competent organisational unit, financial resources, direct target, competent body/person at institutional level and expected outcome are specified.

The GEP is a policy document that aims at ensuring balance, equity and the eradication of all gender discrimination. The plan will be monitored and implemented in a participatory way on an annual basis.

The Gender Equality Plan is a key tool that frames a common goal shared by the whole SISSA community: raising awareness of gender-related prejudices and removing obstacles that, in practice, prevent the full realisation of equality within the School. The GEP, officially approved by the institutional bodies of SISSA, has been published on the website www.sissa.it in English and Italian, and it has been promoted and widely disseminated within the School.

SISSA is an inclusive and constantly evolving community. It enhances human capital and believes that each individual, with his/her own peculiar characteristics and differences, brings a true added value to the whole community.

3.1 THEMATIC AREA No.1 Work-life balance and organisational culture

THEMATIC AREA 1. Work-life balance and organisational culture						
STRATEGIC ACTION	CODE	OBJECTIVES	INDICATOR	TARGET	COMPETENT UNIT ⁽¹⁾	FINANCIAL RESOURCES
1. Regulation of institutional working hours	1.1.1	Ensuring that meetings and seminars are held on standard working days and during working hours	No. of meetings/seminars held beyond standard working hours/days	Answers percentage "0-2" (answer to Good Practice questionnaire) >= 75%	USS	No
2 - Supporting reconciliation of work and parenthood/ family care	1.2.2	Ensuring the continuation of the teleworking/smart-working project and the working-time flexibility project (part-time)	Setup of smart-working guidelines for specific needs	100% by 31 Dec. 2022	UGSRU	No
	1.2.3	Welfare actions	Revision of the regulation on welfare actions	100% by 31 Dec. 2022	UGSRU	No
	1.2.4	More external agreements providing employee benefits (transport, culture, sport, health insurance, university fees, babysitting during conferences, contributions for elderly care)	No. of activated services	≥ 2 by 31 Dec. 2023	TO BE DEFINED, DEPENDING ON THE SERVICE	5,000.00
	1.2.5	Presentations by both male and female scientists showing that the priority given to family care is not always and not only a women's issue	No. of presentations by SISSA professors and researchers	≥ 1 by 31 Dec. 2022	FISI MATE NEUR ILAS	No
	1.2.6	Agreements with external day-care centres for children below the minimum age for enrolment in SISSA day-care centre.	No. of established agreements	≥ 1 by 31 Dec. 2023	UGSRU	5,000.00
	1.2.7	Provision of childcare areas (breastfeeding areas, changing tables, etc.).	No. of baby-changing tables	≥ 1 by 31 Dec. 2023	UTL	1,000.00
	3 - Integration of gender perspective in the organisational culture	1.3.1	Organisation of training courses, seminars and workshops on gender issues, self-esteem and unconscious bias, both in Italian and English	No. of courses/events	≥ 1 by 31 Dec. 2022	CUG UGSRU

CODE	Direct target	Competent body/person at institutional level	Human resources	Outcome
1.1.1	Professors and researchers, administrative and technical staff, students and research fellows	Director, Secretary General, Coordinators of the Scientific Areas, Management Committee, Office Managers Committee	1 month/person per year	Organisational well-being
1.2.2	Administrative and technical staff, students and research fellows	Director, Secretary General, Coordinators of the Scientific Areas	2 months/person	Enhanced welfare and well-being measures for better work/life balance
1.2.3	Professors and researchers, administrative and technical staff, students and research fellows	Director, Secretary General, Human Resources Area	1 month/person	Updated welfare actions for staff
1.2.4	Professors and researchers, administrative and technical staff	Director, Secretary General, Coordinators of the Scientific Areas, Management Committee, Office Managers Committee, CUG	3 months/person per year	Enhanced welfare and well-being measures for better work/life balance
1.2.5	Professors and researchers, students and research fellows	Director, Secretary General, Coordinators of the Scientific Areas, ILAS Director, Representative for gender issues, CUG, Education, Research and Valorisation Area		Promotion of a gender-inclusive culture
1.2.6	Professors and researchers, administrative and technical staff, students and research fellows	Director, Secretary General, Coordinators of the Scientific Areas, Management Committee, Office Managers Committee, CUG, Human resources Area	3 months/person per year	Enhanced welfare and well-being measures for better work/life balance
1.2.7	Professors and researchers, administrative and technical staff, students and research fellows	Director, Secretary General, Representative for gender issues, CUG, Economic and Financial Resources Area	1 month/person	Well-being at work and work-life balance

CODE	Direct target	Competent body/person at institutional level	Human resources	Outcome
1.3.1	Professors and researchers, administrative and technical staff, students and research fellows	Director, Secretary General, Representative for gender issues, Human resources Area, Management Committee, Office Managers Committee	2 months/person	Promotion of a gender-inclusive culture

(1) List of SISSA organizational units:

Acronym	Description
CUG (<i>Comitato Unico di Garanzia</i>)	Guarantee Committee for equal opportunities, enhancement of workers' well-being and against discrimination
FISI	Physics Area
ILAS	Interdisciplinary Laboratory for Natural Sciences and Humanities
MATE	Mathematics Area
NEUR	Neuroscience Area
SAIOG (<i>Supporto Organi di Governo e Gestione Documentale</i>)	Governing Bodies Support and Document Management Office
SEGSCI (<i>Segreterie Scientifiche</i>)	Scientific Secretariat
UGSRU (<i>Ufficio Gestione e Sviluppo Risorse Umane</i>)	Human Resources Management and Development Office
USS (<i>Ufficio Strategie e Sistemi</i>)	Strategies and Systems Office
UTL (<i>Ufficio Tecnico e Logistica</i>)	Technical and Logistics Office

3.2 THEMATIC AREA No. 2 Gender balance in leadership positions and decision-making bodies

THEMATIC AREA 2. Gender balance in leadership positions and decision-making bodies						
STRATEGIC ACTION	CODE	OBJECTIVES	INDICATOR	TARGET	COMPETENT UNIT	FINANCIAL RESOURCES
1. Greater proportion of women in decision-making processes	2.1.1	Fair gender composition of public competition evaluating committees	Notifications sent in the event of failure to comply with the requirement that 1/3 of the members of evaluating committees be female	100 % by 2022	FISI MATE NEUR UGSRU	NO
2. Greater proportion of women in top positions	2.2.1	Supporting female candidates for the School's decision-making bodies	Addition of a sentence in official notices regarding School bodies elections, stressing that SISSA encourages applications from female candidates	100 % by 2022	SAIOG	NO

CODE	Direct target	Competent body/person at institutional level	Human resources	Outcome
2.1.1	Teaching and research staff, administrative and technical staff, research fellows	Director, Secretary General, Representative for gender issues, CUG, Coordinators of the Scientific Areas, Human Resources Area, Education, Research and Valorisation Area		Reduction of the gender gap along career paths
2.2.1	Teaching and research staff, administrative and technical staff, students, research fellows	Director, Secretary General, Representative for gender issues, CUG, Coordinators of the Scientific Areas		Supporting gender equity in the composition of bodies and organisations

3.3 THEMATIC AREA No. 3 Gender equality in recruitment and career progression

THEMATIC AREA No. 3 Gender equality in recruitment and career progression						
STRATEGIC ACTION	CODE	OBJECTIVES	INDICATOR	TARGET	COMPETENT UNIT	FINANCIAL RESOURCES
1 - Reducing gender asymmetries in academic recruitment	3.1.1	Greater recruitment of young women through the Math Junior Days	No. of places reserved for women	Applications percentage = Grants percentage by 31 Dec. 2022	MATE CUG	No
2 - Reducing the decline in the percentage of women along the career path	3.2.1	Parental support for female scientists invited to give lectures and hold seminars	Setup of guidelines for the "parental research fellowship" initiative	100% by 31 Dec. 2022	UGSRU SEGSCI	No
	3.2.2	Expressions of interest for female researchers (incentive to expressions of interest by female candidates for a faculty position in the Physics Area)	No. of expressions of interest	≥ 1 by 31 Dec. 2023	FISI MATE	No
3 - Reducing gender asymmetries in study courses	3.3.1	Encouraging the participation of female lecturers at scientific events organised by the School	% of women holding courses and seminars	> 20% by 31 Dec. 2022	FISI MATE NEUR ILAS	No

CODE	Direct target	Competent body/person at institutional level	Human resources	Outcome
3.1.1	Students	Director, Secretary General, Coordinator of the Mathematics Area, Representative for gender issues, Education, Research and Valorisation Area		Reducing the gender gap in accessing University programmes
3.2.1	Invited scientists and scholars	Director, Secretary General, CUG, Representative for gender issues, Human Resources Area, Education, Research and Valorisation Area	2 months/person	Promoting a gender-inclusive culture
3.2.2	Professors and researchers	Director, Secretary General, Coordinators of the Mathematics and Physics Areas, Representative for gender issues, Education, Research and Valorisation Area		Reducing the gender gap along career paths
3.3.1	Professors, researchers and research fellows	Director, Secretary General, Coordinators of the Scientific Areas, ILAS Director, Representative for gender issues, CUG, Education, Research and Valorisation Area		Promoting a gender-inclusive culture

3.4 THEMATIC AREA No. 4 Integration of the gender dimension into research and teaching content

THEMATIC AREA (Area of intervention)						
4. Integration of the gender dimension into research and teaching content						
STRATEGIC ACTION	CODE	OBJECTIVES	INDICATOR	TARGET	COMPETENT UNIT	FINANCIAL RESOURCES
1. Gender balancing at scientific events	4.1.1	Organisation of scientific events with speakers presenting strategies and research programmes which reflect their male/female point of view	No. of events	≥ 1 per year	FISI MATE NEUR ILAS	2,000.00
2 - Promoting the integration of gender variables in the research and teaching process	4.2.1	Organisation of seminars to promote awareness of the social and innovation value of the introduction of gender variables in research and teaching	No. of seminars	≥ 1 by 31 Dec. 2024	CUG	1,000.00

Code	Direct target	Competent body/person at institutional level	Human resources	Outcome
4.1.1	Professors and researchers, students and research fellows	Director, Secretary General, Coordinators of the Scientific Areas, ILAS Director, Representative for gender issues, CUG, Education, Research and Valorisation Area		Acquisition of different perspectives and approaches depending on the gender of the speakers taking part in scientific events
4.2.1	Professors and researchers, students and research fellows	Director, Secretary General, Representative for gender issues, Education, Research and Valorisation Area		Greater awareness of gender issues in research content and elimination of gender bias (gender-inclusive organisational culture)

3.5 THEMATIC AREA No. 5 Measures against gender-based violence, including sexual harassment

THEMATIC AREA (Area of intervention)						
5. Measures against gender-based violence, including sexual harassment						
STRATEGIC ACTION	CODE	OBJECTIVES	INDICATOR	TARGET	COMPETENT UNIT	FINANCIAL RESOURCES
1 - Raising awareness on sexual harassment and violence	5.1.1	Training activities to fight gender-based discrimination and violence	No. of initiatives	≥ 1 by 31 Dec. 2023	CUG SAIOG UGSRU	2,500.00

	5.1.2	Promoting gender culture and raising awareness of the codes of conduct and of initiatives by the School or third parties. Publication of training activities and materials	Update of CUG website (www.sissa.it/cug)	100% by 31 Dec. 2022	CUG	No
Preventing, detecting and tackling sexual harassment within the School	5.2.1	Promoting organisational well-being and preventing distress of SISSA staff	Enhancement of the free psychological counselling service, with two two-year contracts for 6 hours a week each	100% by 31 Dec. 2022	UGSRU	30.648,00 for year 2022 30.648,00 for year 2023
	5.2.2	Support group pursuant to Ministerial Directive No. 2/19	Appointment of the members of the support group	100% by 31 Dec. 2022	UGSRU SAIOG	No

Code	Direct target	Competent body/person at institutional level	Human resources	Outcome
5.1.1	Professors and researchers, administrative and technical staff, students and research fellows	Director, Secretary General, Representative for gender issues, Human resources Area		Promotion of a gender-inclusive culture and greater awareness of sexual harassment
5.1.2	Professors and researchers, administrative and technical staff, students and research fellows	Director, Secretary General, Representative for gender issues, Human resources Area		Promotion of a gender-inclusive culture
5.2.1	Professors and researchers, administrative and technical staff, students and research fellows	Director, Secretary General, CUG, Representative for gender issues, Appointed advisor	1 month/person	Enhanced measures to prevent staff distress
5.2.2	Professors and researchers, administrative and technical staff, students and research fellows	Director, Secretary General, CUG, Representative for gender issues, Human resources Area	1 month/person	Enhanced measures for organisational well-being