



UNIVERSITÀ  
DI CAMERINO

# Plan for the implementation of equal opportunity policies at UNICAM

Document approved by the University Senate and the Board of Directors  
In their respective meetings of 25 September 2019

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## Introduction

The proposal to define and adopt a **Plan for the Implementation of Equal Opportunity Policies** at UNICAM is an integral part of the strategic choices adopted by UNICAM, with regard to the issue of **equal opportunities between men and women in academic institutions**.

Those choices are aimed at meeting the challenges that arise at the national and international level, in synergy with the goals set by the United Nations General Assembly, and provided in the 2030 Agenda for Sustainable Development<sup>1</sup>. In particular, among the goals set, reference is made to the need to pursue gender equality and the empowerment of all women. In summary, we aim to reduce and counter the implicit prejudices that negatively affect the access of women to the labour market and their professional development. As pointed out by the United Nations, **it is a question of human rights, gender inequality is harmful to everyone**: men and women.

In Europe, as outlined in the 3<sup>rd</sup> report on the Gender Equality Index 2017 (period 2005-2015) promoted by the “European Institute for Gender Equality”, although there is no data disaggregated by sector, **it is found that the level of equality is equal** to 66.2 points out of a maximum of 100, which indicates full equality.

Italy ranks 14<sup>th</sup> among the member countries, with a score of 62.1 (-4% on the European level). While recognising a positive trend, it is clear that there is still a lot to do to achieve the goals of **equality** between men and women.

**In Italy, and particularly in the university system, the evolution of female presence shows a decreasing trend in the presence of women as we go up the hierarchical ladder.** As pointed out in the document “Focus - Female Careers in the Academic Field”<sup>2</sup> issued by the Italian Ministry of Education, University and Research in March 2019, in Italy, there is a phenomenon that is well-known in the field of gender equality studies, such as the vertical segregation of the women’s careers, and the progressive exit of women from the university career path, once they finish their studies. This is all the more accentuated in the contexts mainly characterised by STEM<sup>3</sup> areas.

As illustrated later in this report, **which is the first of a series of analysis documents that the University intends to produce on this topic, and which focuses in particular on the issues regarding the teaching and research staff, while also containing a series of indications on the student population and on the technical-administrative staff**, the situation at UNICAM does not differ from the national scenario. Among other things, UNICAM is strongly characterised by the STEM disciplines.

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<sup>1</sup> United Nations. Transforming our World: The 2030 Agenda for Sustainable Development. General Assembly. Distr.: General. 21 October 2015.

<sup>2</sup> <http://ustat.miur.it/media/1155/focus-carriere-femminili-universit%C3%A0.pdf>

<sup>3</sup> Acronym STEM (Science, Technology, Engineering, and Mathematics) is a term used to indicate these academic disciplines and related study programmes.



## Vision and Principles

As stated by the Statute, **UNICAM rejects any form of discrimination**, in particular discrimination based on gender, citizenship, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, property, disability, age, or sexual orientation. This principle is reaffirmed in the UNICAM 2018-2023 Strategic Plan, approved by the University Senate and the Board of Directors, in their respective sessions of 27 March 2018.

Guaranteeing equal **opportunities between men and women** is therefore, for UNICAM, one of the key elements for the implementation of the **principle of equality**, without ever forgetting the improvement of the quality of research and education, and in order to be able to consequently contribute to the economic and social development of the Country, with particular attention to its geographical reference territory.

UNICAM intends to help reduce the implicit prejudices that negatively affect the **affirmation of the role of women, among other things, from a professional point of view**, by giving them access to the same professional opportunities as men. This means guaranteeing the professional development of women at UNICAM by reducing the obstacles to their progressive entry into managing positions, both, in terms of academic careers, and technical-administrative positions.

With this document, UNICAM intends to deepen and set out the provisions of its strategic plan relating to the Goal I.4: *Enhancement of infrastructures and research support services*, Action I.4.3: *Introduction of financial and structural concessions for newly hired researchers and for the achievement of gender balance in the careers of male and female researchers*, with which the issuance of a “Plan for the activation of support and context services dedicated to gender balance and equal conditions for the careers of male and female researchers”, by the year 2019.

Therefore, UNICAM therefore intends to act in the development of actions aimed at guaranteeing these principles, in particular with respect to the following detailed statements:

- UNICAM **recognises the appropriate use of gender-specific language**, limiting the use of the all-inclusive masculine, and its replacement with the two forms, masculine and feminine, also variously abbreviated.
- UNICAM **promotes the dissemination of the culture of equal opportunities** and the carrying out of organisational, scientific, educational and cultural actions aimed at enhancing the differences between men and women, without penalizing one or the other, in accordance with current Italian and EU legislation.
- UNICAM **refuses any kind of physical and verbal violence**, by implementing actions aimed at building a culture of prevention of such behaviours.



## Gender-Specific Language

The cornerstone of UNICAM actions on equal opportunities is the appropriate use of language. It should be noted, in fact, that the use of language, when not respectful of gender differences, is one of the most widespread forms of discrimination and, at the same time, the one less perceived as such. The use of the male gender only for professional qualifications and institutional roles and positions, also present on the UNICAM website where the teachers are all referred to as “Researchers”, “Associate Professors” or “Full Professors”, and all women who work as members of the administrative and technical staff are “Administrative Technicians”, does not represent the reality of things, and makes the women of UNICAM “invisible”, even if not intentionally. UNICAM actions headed in this direction, with respect to a broader national framework.

Already since 1993, fundamental steps have been taken for the use of gender-specific language in public administration bodies: the “Style Code” of written communications for use by public administration bodies, promoted by Sabino Cassese and published by the Department for Public Administration of the Presidency of the Council of Ministers (1993), dedicates an entire chapter to the non-sexist and non-discriminatory use of language. For the first time, public administration bodies were advised to use the non-discriminatory language, in line with the “recommendations”: According to the Recommendations prepared by the National Commission for Equality and Equal Opportunities between Women and Men at the Presidency of the Council of Ministers, and in line with European documents relating to equality between men and women and the protection of linguistic minorities, all written acts within public administration bodies must be designed in such a way as to avoid expressions and uses of the language that allude discrimination between the sexes, and against minorities. The Style Code, and other manuals that followed, such as the Style Manual, tools intended to simplify the language within public administration bodies, and Proposal and study materials, edited by Alfredo Fioritto (1997), were linked to a revision operation, but at the time it was defined as a simplification of the administrative language destined to have a profound impact on institutional communication. The change of pace was achieved in 2002, with issuance, by the Minister for Public Administration, of the Order on simplification of language in administrative texts and papers (8 May 2002), which contains a series of indications for obtaining clarity of administrative acts, already required by the Order on communication procedures of public administration bodies (7 February 2002): “Communications of public administration bodies must meet the requirements of clarity, simplicity and conciseness and, at the same time, ensure completeness and correctness of the information”.

More recently, in March 2018, Italian Ministry of Education, University and Research (MIUR) published the results of a working group coordinated by Prof. Cecilia Robustelli, regarding guidelines for the use of gender-specific administrative terminology<sup>4</sup>, as a simple and clear tool for the correct use of the grammatical gender. These guidelines aim to give indications on how to account for the masculine and feminine in the MIUR texts, aiming to promote a non-sexist and non-discriminatory use of the Italian language.

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<sup>4</sup> Guidelines for the use of gender-specific administrative terminology of the Italian Ministry of Education, University and Research: [https://www.miur.gov.it/documents/20182/0/Linee\\_Guida\\_+per\\_l\\_uso\\_del\\_genere\\_nel\\_linguaggio\\_amministrativo\\_del\\_MIUR\\_2\\_018.pdf/3c8dfbef-4dfd-475a-8a29-5adc0d7376d8?version=1.0&t=1520428640228](https://www.miur.gov.it/documents/20182/0/Linee_Guida_+per_l_uso_del_genere_nel_linguaggio_amministrativo_del_MIUR_2_018.pdf/3c8dfbef-4dfd-475a-8a29-5adc0d7376d8?version=1.0&t=1520428640228)



## Gender Composition at UniCam<sup>5</sup>

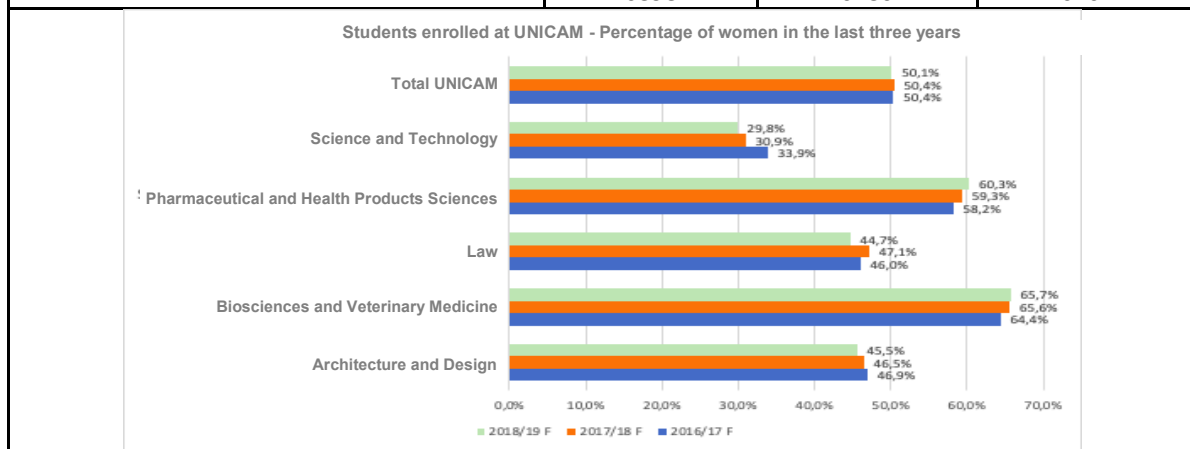
**Ensuring equal opportunities in the labour market** means promoting a **balance** in the preparatory educational pathways for access to professions, and **giving value to the merit**. It also means reducing prejudices about the involvement of women in specific professions and in senior and managing roles and positions, which are too often considered to be more suitable for men.

### Student Population

The analysis carried out starts with the UNICAM student population, within which a balance between men and women is observed as a whole, and over the years. However, we recognise that the female presence in the STEM sectors is undersized (despite the fact that specific incentives are provided at national level for all students who want to enrol in these courses), even though their presence, like that of men, would positively influence the employment rate and the GDP development trend, not only national, but also European. As shown in Table 1, the UNICAM student population presents, to be precise, in the School of Science and Technology<sup>6</sup>, a significant gap (albeit characterised by a positive trend) between the number of female and male students, while outside the STEM context, an almost similar imbalance, however, in this case in favour of women, is present in two other Schools, Biosciences and Veterinary Medicine, and Pharmaceutical and Health Products Sciences.

Table 1: *Student enrolled in the last three academic years of Bachelor's Degree Programmes, Master's Degree Programmes, and Single-Cycle Programmes*

School	2016/2017		2017/2018		2018/2019	
	F	M	F	M	F	M
Architecture and Design	513	580	465	536	414	495
Biosciences and Veterinary Medicine	916	507	969	508	998	521
Law	483	567	493	553	441	546
Pharmaceutical and Health Products Sciences	1040	748	1009	692	1043	688
<b>Science and Technology</b>	<b>523</b>	<b>1021</b>	<b>481</b>	<b>1074</b>	<b>465</b>	<b>1093</b>
Total	3475	3423	3417	3363	3361	3343
Overall Total	6898		6780		6704	



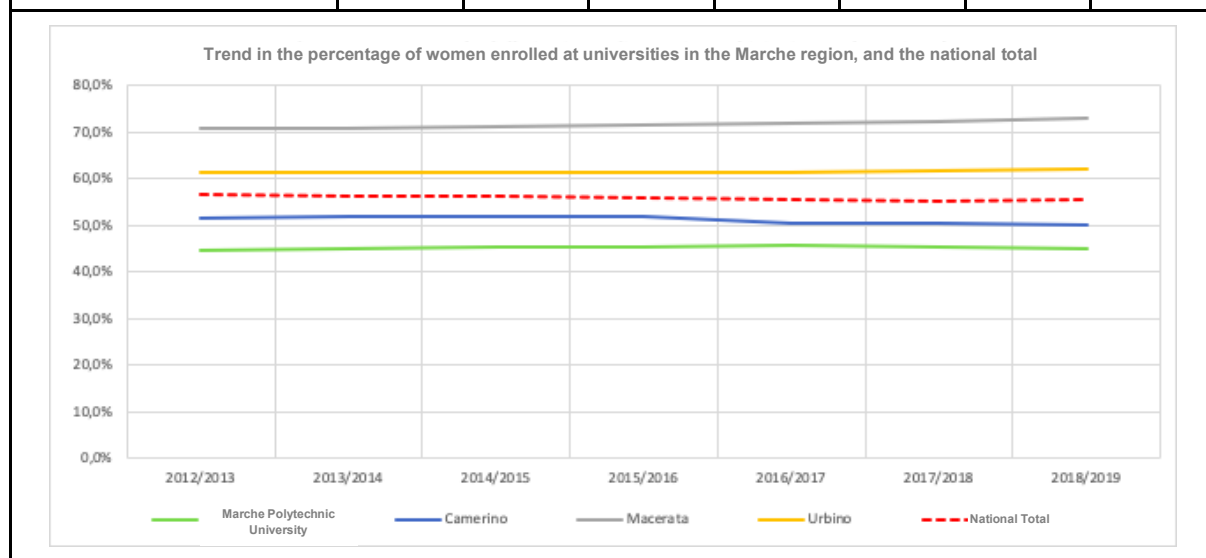
<sup>5</sup> Data source: MIUR [Italian Ministry of Education, University and Research] - CINECA Italian Consortium of Universities and Research Institutions] (<http://cercauniversita.cineca.it/>), UNICAM databases, and the Italian National Student Registry (<http://anagrafe.miur.it/index.php>).

<sup>6</sup> This is particularly accentuated in the Computer Science degree programme, where only 9% of students enrolled are women.

Table 2, on the other hand, analyses the percentage trend of the number of female students enrolled in universities in the Marche Region, comparing it with the national trend.

Table 2: *Percentage of women enrolled in Bachelor's Degree Programmes, Master's Degree Programmes, and Single-Cycle Degree Programmes, in the Marche Region universities, and the national total.*

	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
<b>Marche Polytechnic University</b>	44.7%	44.9%	45.4%	45.5%	45.8%	45.2%	44.9%
<b>Camerino</b>	51.4%	51.9%	51.9%	52.0%	50.4%	50.4%	50.1%
<b>Macerata</b>	70.7%	70.7%	71.3%	71.6%	71.7%	72.2%	73.0%
<b>Urbino</b>	61.3%	61.2%	61.4%	61.2%	61.5%	61.7%	62.1%
<b>National Total</b>	56.7%	56.3%	56.1%	55.8%	55.4%	55.3%	55.4%



The graph shows how UNICAM ranks below the national average percentage of women enrolled, and how the trend is further slightly decreasing. The data from the Polytechnic University of Marche also show a similar trend, thus confirming how universities strongly characterized by scientific training offer less attractiveness for female students than for their male colleagues.

**UNICAM therefore intends to raise the awareness of young women in starting study programmes in the STEM disciplines.** Particular attention will be paid to the participation of women in study and research activities in scientific and technological fields, thus breaking down the prejudice according to which, unlike humanistic studies, science is detached from emotions. This is in line with the development of the national science studies degree plan.

Finally, in the following group of graphs, the numbers relating to the gender difference in the selection and admission procedures to **Doctoral programmes** are shown. As regards candidates coming from UNICAM or from other Italian universities (G3.1), it may be noticed that the numbers are substantially balanced, with a slight prevalence of the male gender, consistent with the data for undergraduate and graduate degree programmes in scientific disciplines. As for candidates from foreign universities, the balance is even more strongly tilting towards the male gender. This difference is slightly reduced when analysing the number of eligible candidates (G3.2), and it becomes much less marked in the number of admitted / enrolled students (G3.3).

Table 3: Gender distribution in the selection procedures and career start-ups related to UNICAM PhD programmes

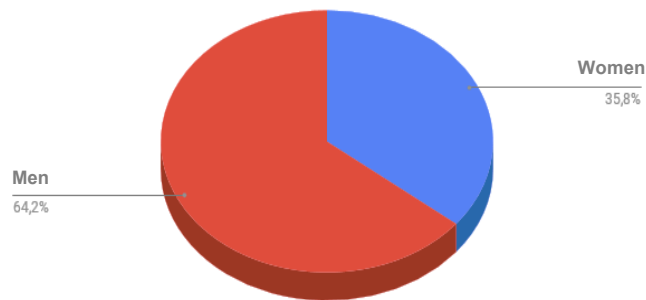


Source: Doctoral registry database, Section C design sheet, Table "Participants in selection procedures / Eligible / Enrolled", and Esse3 database for the year 2018

## Academic Population

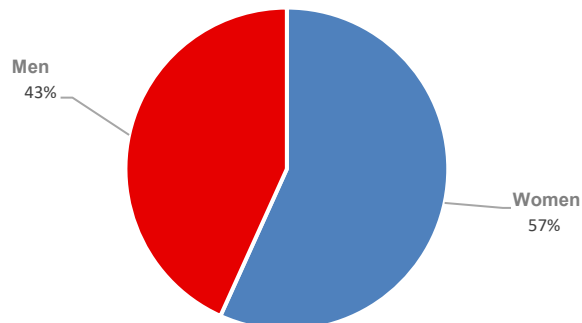
First of all, as shown in the following graph, out of a total of 282 teaching / research staff members, 35% are women.

Distribution of UniCam Population (Teachers / Researchers)



More balanced, even inverted, is the situation concerning the administrative and technical staff: out of a total of 259 staff members, 57% are women.

Distribution of UniCam Population (Technical / Administrative Staff)



**By focusing on gender equality in academic positions, there is a significant imbalance** between men and women, with respect to university career levels. In order to be able to set, with greater awareness, the actions necessary to enhance the role of women at UNICAM, an initial monitoring was carried out, the results of which are illustrated below.

### **Teaching and Research Staff**

In the introduction to this first analysis, we deem it appropriate to point out the following:



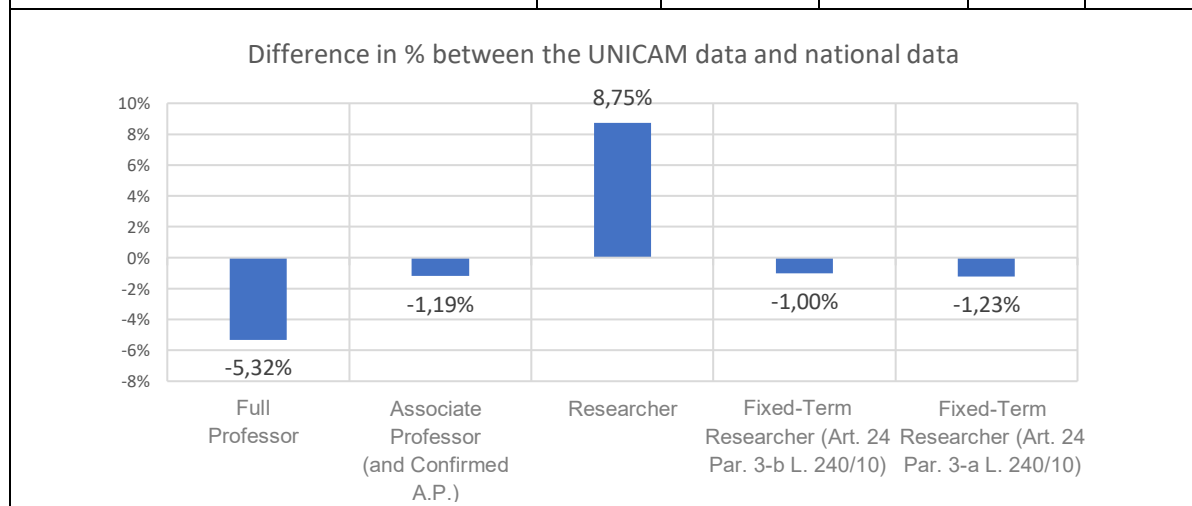


- The number of UNICAM teaching staff members - and even more so when the number is split between different career levels - is made up of a small number of teachers, and the entry or exit of even one single individual in some cases determines significant percentage deviations.
- Career progress is based on a preliminary procedure, the National Scientific Qualification (ASN).
- It will also be necessary to deepen the analysis with the correlation between the results of the selection procedures and the characteristics of the participants in the same.

The teaching and research staff at UNICAM, as of 26 June 2019, consists of 282 units (101 women and 181 men). In particular, the following distribution by role/position may be observed.

Table 4: Numbers and percentage of roles/positions of tenured staff members at UNICAM, compared with the national numbers

	UNICAM	NATIONAL	UNICAM %	NAT. %	Diff.
<b>Full Professor</b>	54	13425	19.15%	24.47%	-5.32%
<b>Associate Professor (and Confirmed Associate Professor)</b>	106	21275	37.59%	38.78%	-1.19%
<b>Researcher</b>	87	12128	30.85%	22.11%	8.75%
<b>Fixed-Term Researcher (Art. 24 Par. 3-b L. 240/10)</b>	17	3858	6.03%	7.03%	-1.00%
<b>Fixed-Term Researcher (Art. 24 Par. 3-a L. 240/10)</b>	18	4177	6.38%	7.61%	-1.23%



When compared to the national context, it is obvious that in UniCam, the percentage of Full Professors, regardless of gender, out of the total number of tenured teaching staff, is more than 5 percentage points below the national numbers, while the percentage of researchers is far above the national one.

**Analysing the gender distribution in the various roles/positions of the research and teaching staff,** we observe increasingly lower percentages of women as the hierarchical scale rises, up to the position



of Full Professor, where the consistency of women corresponds to 3.55% of the teaching and research population, compared to a 15.6% of men.

Table 5: Gender distribution in the roles/positions of the tenured staff, out of the total at UNICAM (the total of 282 researchers)

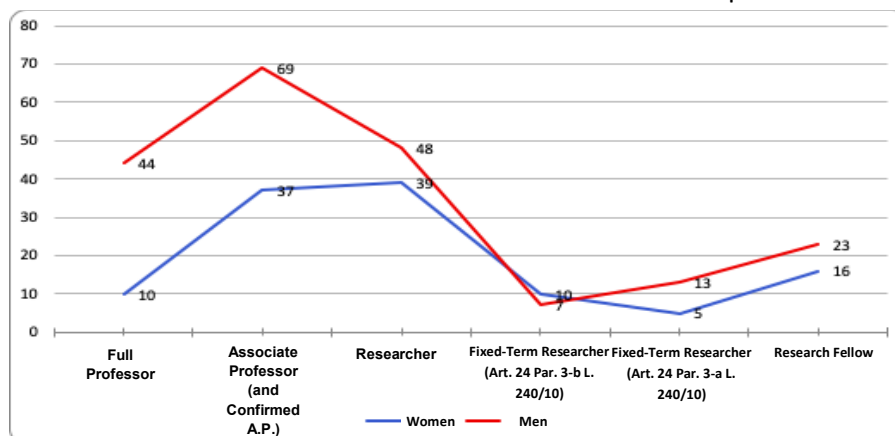
	Women		Men	
	Number	%	Number	%
Full Professor	10	3.55%	44	15.60%
Associate Professor (and Confirmed Associate Professor)	37	13.12%	69	24.47%
Researcher	39	13.83%	48	17.02%
Fixed-Term Researcher (Art. 24 Par. 3-b L. 240/10)	10	3.55%	7	2.48%
Fixed-Term Researcher (Art. 24 Par. 3-a L. 240/10)	5	1.77%	13	4.61%

This means that **only 19% of the total number of Full Professors at UNICAM are women**. The gap is smaller in other positions, although a constant trend is observed, except for the Type-B Fixed-Term Researchers. In particular, there is 35% of female Associate Professors, 45% of tenured female Researchers, 59% of Type-B Fixed-Term Researchers, and 28% of Type-A Fixed-Term Researchers.

Table 5a: Percentage of women in tenured staff positions at UNICAM

	Women	Total	%
Full Professor	10	54	<b>18.52%</b>
Associate Professor (and Confirmed Associate Professor)	37	106	<b>34.91%</b>
Researcher	39	87	<b>44.83%</b>
Fixed-Term Researcher (Art. 24 Par. 3-b L. 240/10)	10	17	<b>58.82%</b>
Fixed-Term Researcher (Art. 24 Par. 3-a L. 240/10)	5	18	<b>27.78%</b>

The maximum distance, to the disadvantage of women, is reached for the position of Full Professor. This confirms the existence of a “glass ceiling”, even in the academic world. The graph below shows displays the numerical trend of women and men in the various roles and positions.



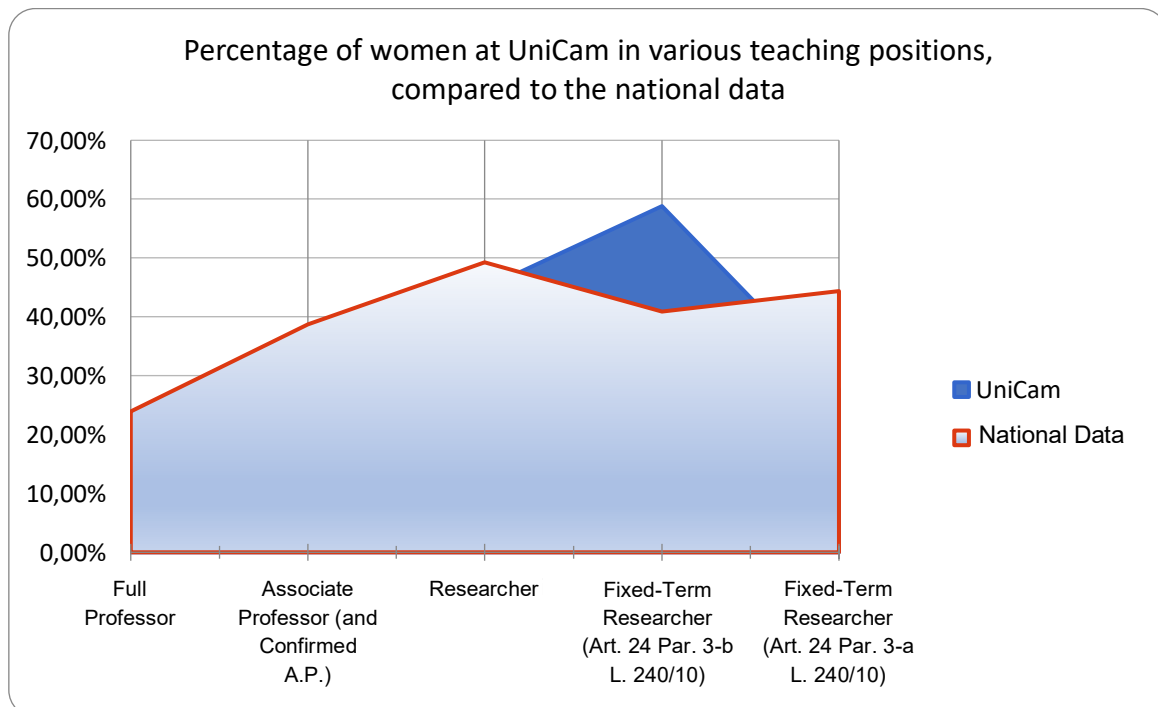


By comparing the relationship between the female population in the various positions at UNICAM with the national data, a substantial coherence is observed, although it is evident that, as regards the positions of Full and Associate Professors, the UNICAM numbers are below the national ones, while more incisive, again with respect to the national data, is the action carried out in the recruitment of female researchers.

Table 5: Gender distribution in UNICAM tenured staff positions, and comparison with the national data

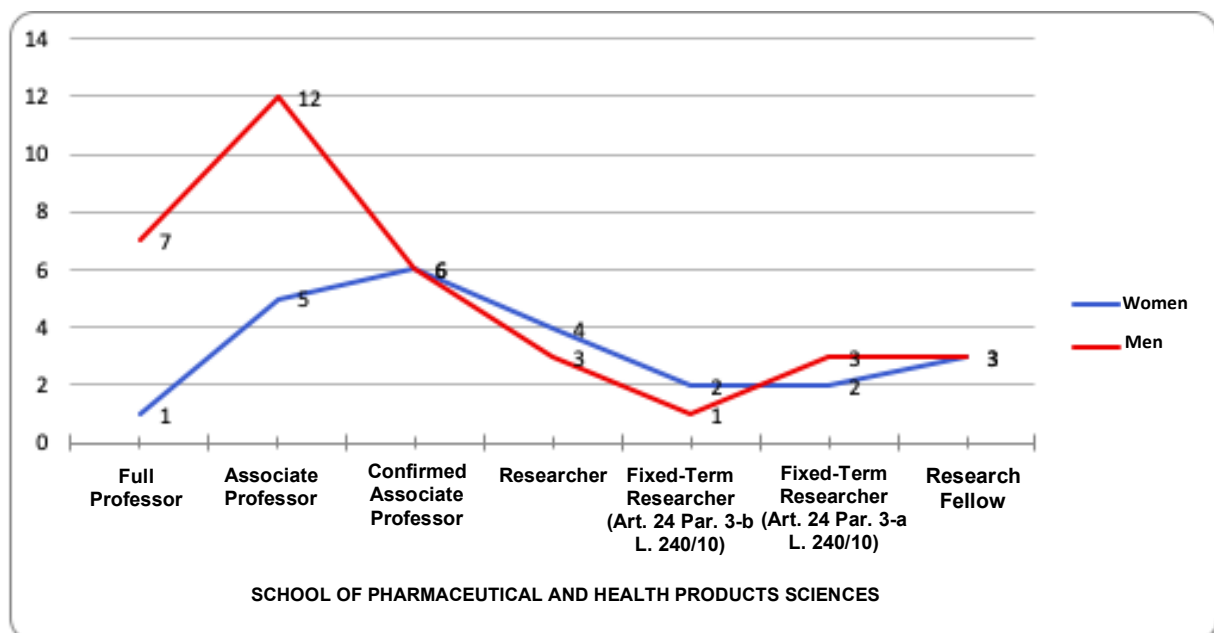
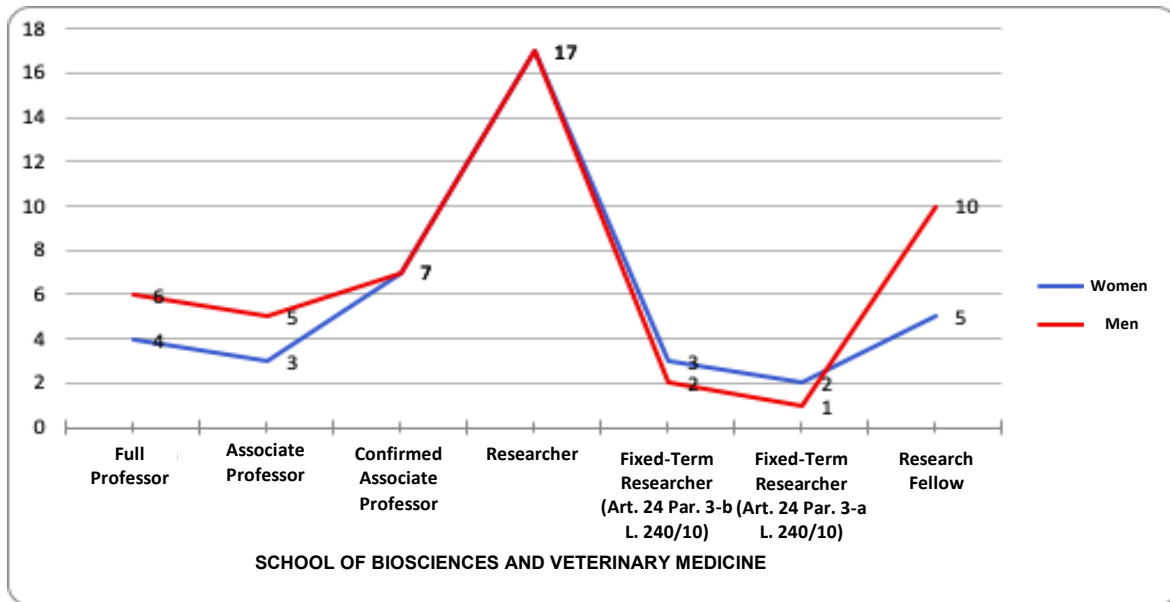
	% Women	
	UniCam	National Data
Full Professor	18.52%	23.90%
Associate Professor (and Confirmed Associate Professor )	34.91%	38.69%
Researcher	44.83%	49.27%
Fixed-Term Researcher (Art. 24 Par. 3-b L. 240/10)	58.82%	40.93%
Fixed-Term Researcher (Art. 24 Par. 3-a L. 240/10)	27.78%	44.43%

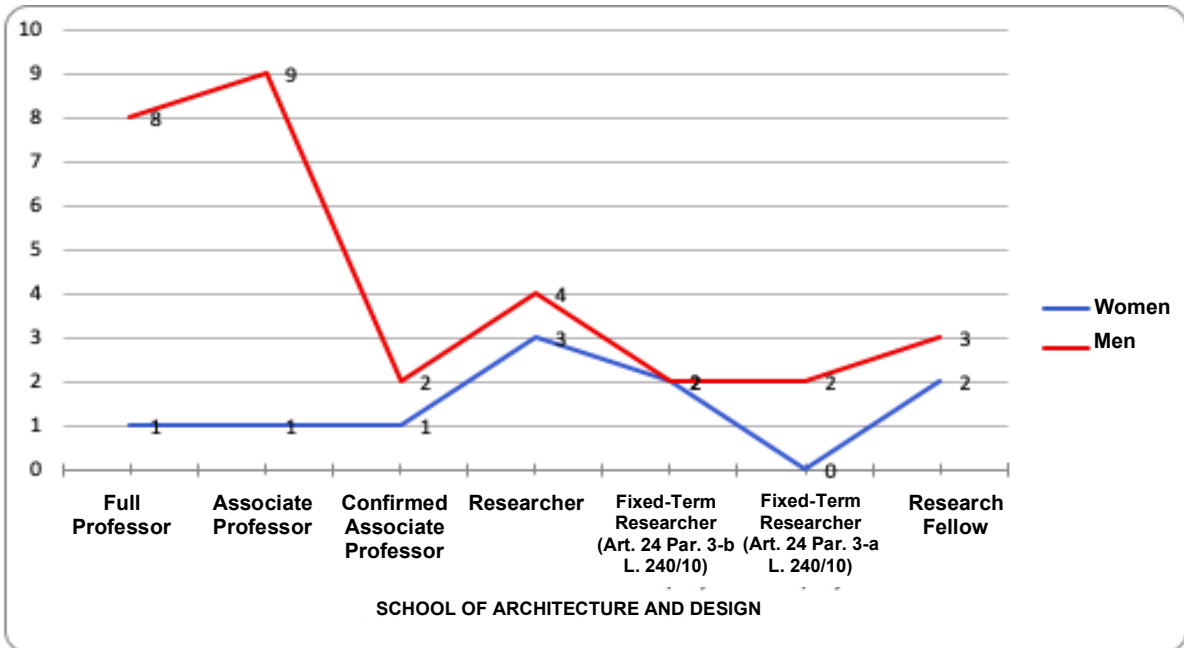
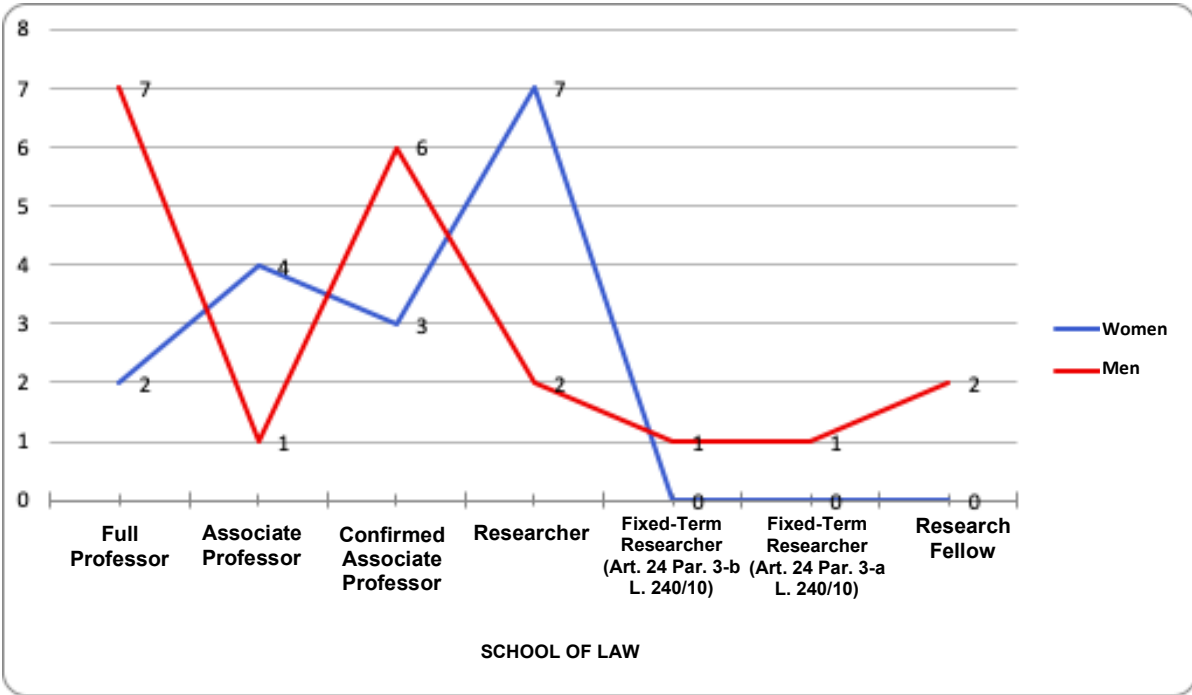
In the following graph, this trend is displayed graphically.

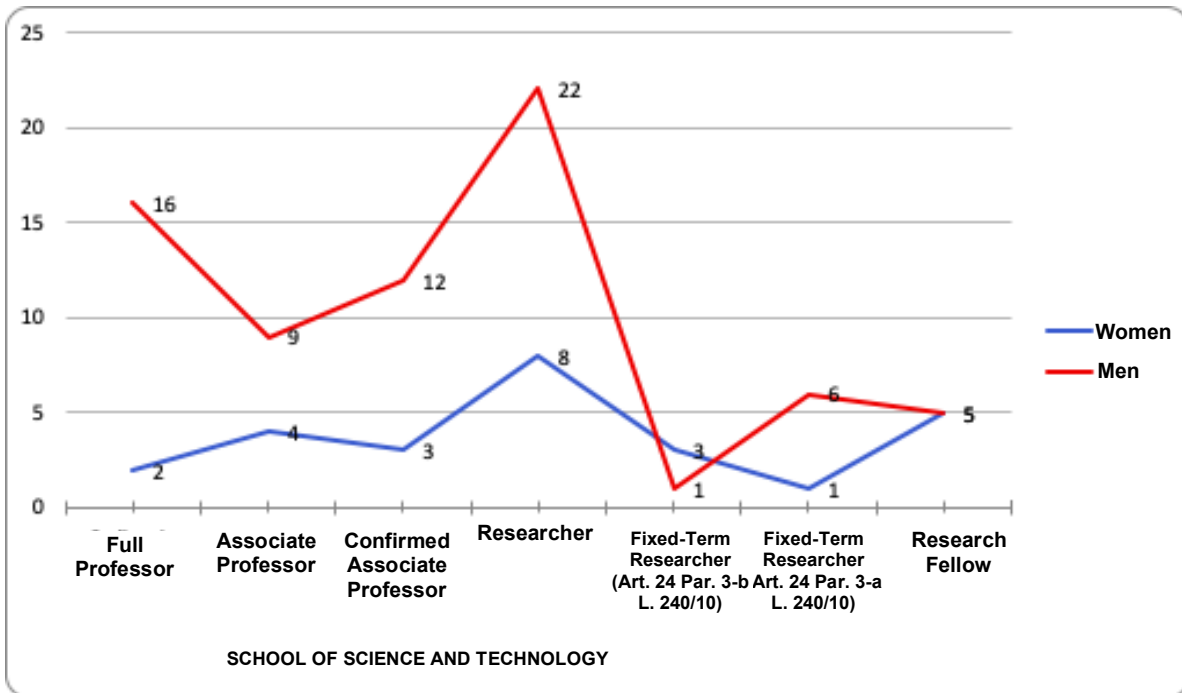


Furthermore, as regards the consistency and features of UniCam staff in the 5 University Schools: Architecture and Design, Biosciences and Veterinary Medicine, Law, Pharmaceutical and Health

Products Sciences, and Science and Technology; a diversified situation is observed, but in any case consistent with the overall trend. Below are the graphical presentations of numerical data for each position at each School.

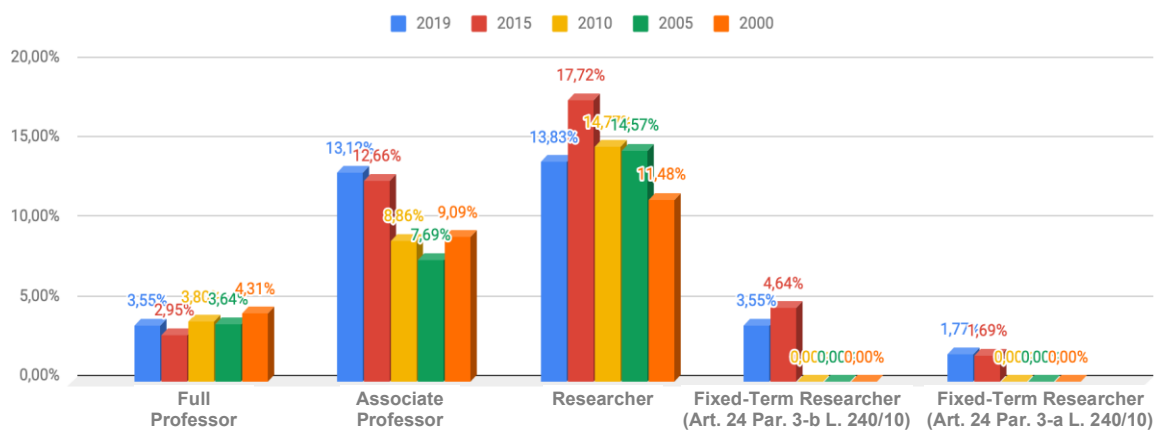






Therefore, if we wish to analyse the historical data, observing the evolution from 2000 until today of the gender composition at UNICAM, we may find the following data relating to the incidence of women for each professional profile (calculated on the total number of the tenured teaching and research staff members).

Percentage of women in each position (historical series)



The graph shows a substantial increase in the positions of Associate Professor held by women, while those of Full Professor and Researcher are slightly decreasing, for which, however, it is necessary to take into account the fact that until 2015 the positions of Fixed-Term Researchers (pursuant to Law No. 240/2010) did not exist.

Therefore, comparing these data with the same positions held by men in the same years, the following percentages are observed.

Table 6: *Gender distribution by position, in terms of percentage weight on the total of UNICAM tenured staff (per year)*

Year	Full Professor		Associate Professor		Researcher		Type A Fixed-Term Researcher (Art. 24 Par. 3-a L. 240/10)		Type B Fixed-Term Researcher (Art. 24 Par. 3-b L. 240/1)	
	F	M	F	M	F	M	F	M	F	M
2019	3.55%	15.60%	13.12%	24.47%	13.83%	17.02%	3.55%	1.77%	2.48%	4.61%
2015	2.44%	16.38%	10.45%	24.39%	14.63%	19.51%	1.74%	2.09%	3.83%	4.53%
2010	3.80%	24.89%	8.86%	24.89%	14.77%	22.78%	0.00%	0.00%	0.00%	0.00%
2005	3.64%	26.32%	7.69%	25.91%	14.57%	21.86%	0.00%	0.00%	0.00%	0.00%
2000	4.31%	23.44%	9.09%	24.40%	11.48%	27.27%	0.00%	0.00%	0.00%	0.00%

As regards the gender distribution in the positions of “Full Professors at UNICAM” from 2000 to 2019, there is an almost constant percentage trend. The data are highlighted in the following graph, and set out extensively in the Table.

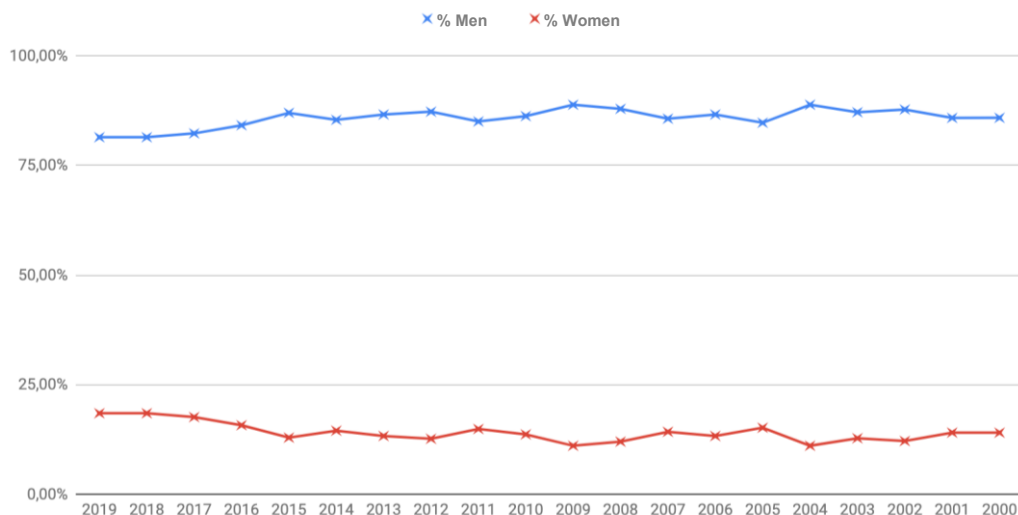


Table 7: *Trend of gender distribution in the position of “Full Professor” at UNICAM*

Year	Men	Women	Total	% Men	% Women
2019	44	10	54	81.48%	18.52%



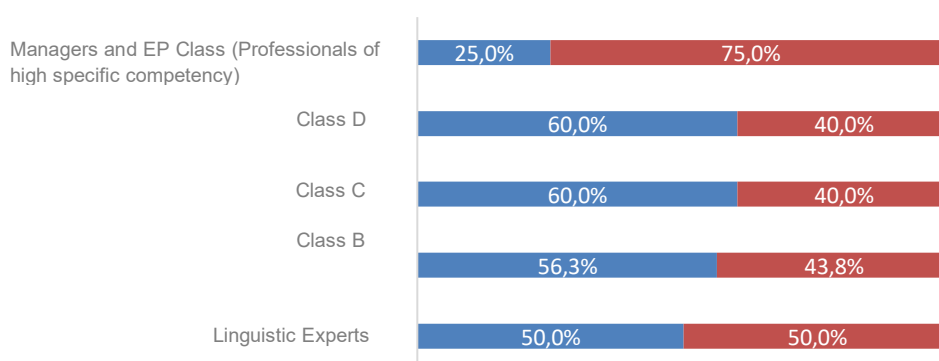
Year	Men	Women	Total	% Men	% Women
2018	44	10	54	81.48%	18.52%
2017	42	9	51	82.35%	17.65%
2016	48	9	57	84.21%	15.79%
2015	47	7	54	87.04%	12.96%
2014	47	8	55	85.45%	14.55%
2013	52	8	60	86.67%	13.33%
2012	55	8	63	87.30%	12.70%
2011	57	10	67	85.07%	14.93%
2010	63	10	73	86.30%	13.70%
2009	70	10	80	88.89%	14.28%
2008	73	10	83	87.95%	12.05%
2007	78	13	91	85.71%	14.29%
2006	78	12	90	86.67%	13.33%
2005	78	14	92	84.78%	15.22%
2004	72	9	81	88.89%	11.11%
2003	68	10	78	87.18%	12.82%
2002	72	10	82	87.80%	12.20%
2001	67	11	78	85.90%	14.10%
2000	61	10	71	85.92%	14.08%

### Technical / Administrative Staff

As regards the technical / administrative staff, as already indicated in the Introduction, the gender distribution is reversed, in quantitative terms, compared to that of the teaching and research staff: out of a total of 259 staff units, 57% are women.

However, with regard to access to the top managing positions, by analysing the following data, problems similar to those observed for the teaching staff seem to emerge.

Gender distribution in % in the T/A staff positions



A specific analysis and planning document will subsequently be dedicated to the analysis of the technical-administrative area.





# Actions Included in the Plan

## 1. Continuous Monitoring.

Action	Target	Indicator
1.1. Setting up a working group aimed at defining the gender budget as a useful tool to examine and then monitor the progress of UNICAM towards the definition of 'equality' policies.	Incorporation by October 2019.	Issue of a Deed of Incorporation (YES / NO).
1.2. Drawing up the gender balance sheet.	Publication of financial statements every three years (2020 and 2023).	Financial statements published on schedule.
1.3 Carrying out monitoring surveys on the awareness of all UNICAM staff on gender equality.	Raising awareness about the UNICAM situation, to be measured by means of a questionnaire.	- First survey by March 2020 (definition of the initial indicator) -Second survey by September 2023 (verification of the achievement of targets).

## 2. Planning and Development.

Action	Target	Indicator
2.1 Organising scientific dissemination and orientation meetings with and in the Schools with the purpose of studying the "Remembering the Scientific Women Who Changed Our Lives" model as an example to be followed.	- Carrying out 5 meetings per year, divided by scientific fields present at UNICAM. -Increasing the current percentage (the three-year academic period 2016-2018) of female students enrolled in UNICAM study programmes in the STEM disciplines.	- Number of meetings held. - Percentage of female students enrolled in the STEM study programmes.
2.2 Promoting and supporting participation in selection procedures for projects on "equal opportunities and gender dimensions", possibly through the	At least one project, realised through public selection procedures, in the field of equal opportunities	Number of projects presented.



signing of memoranda of understanding with national and international bodies and institutions.	and gender dimensions presented every year, from 2020 to 2023.	
2.3 Publish video files on UniCam success stories involving female researchers who have distinguished themselves in research activities.	Five video files, one per each School.	Virality of the shared video.
2.4 Defining a proposal, to be sent to MIUR, for the introduction of a reward quota of performance-based funding points to be reserved for universities that obtain positive “gender balance” results in senior positions (both Teaching and T/A staff).	Increase in the incidence percentages of women in various positions, both Professors / Researchers, and Technical / Administrative staff members.	Positive delta in the percentage of women in various positions.

### 3. Gender-Specific Language.

Action	Target	Indicator
3.1. Building a task force, coordinated by the Delegation for Equal Opportunities, with the support of the Division for Communications, Press Office, and Marketing, dedicated to the revision of forms used at UNICAM, in accordance with the Guidelines for the use of gender-specific language.	Incorporation by October 2019.	Issue of a Deed of Incorporation (YES / NO).
3.2 Releasing new UNICAM forms, updated following the Guidelines for the use of gender-specific language.	Updated versions of 100% of forms identified by the task force	Release of templates with updated forms.
3.3 Organising specific educational activities on the subject of language.	At least one event every two years.	-Number of events organised. -Number of participants.

#### Attachments:

1 – Guidelines for the use of gender-specific language at UNICAM: General indications and examples of use.



## - Attachment 1 - **Guidelines for the use of gender-specific language at UNICAM: General indications and examples of use**

Decrees and Minutes, letters and forms, notices on the web, or in paper form, are documents that have distinct purposes and destinations, and therefore require different drafting strategies. In some cases, it is possible to know the gender and function of the person to whom you are writing, in others they are addressed to defined groups of people (for example, Research Fellows (male and female)), or to generic groups (for example, in notices concerning the prohibition of smoking or behaviours to be adopted in case of a fire).

For all types of text, two basic principles must guide us:

1. giving visibility to the female gender;
2. guaranteeing simplicity and clarity as to the content of the documents.

**Letters sent to a defined person:** Always use the grammatical gender congruent with that of the person to whom you are writing, and of the person writing the letter, in all parts of the letter: from the header to the letter closing.

**Notifications and memos sent to several people:** Evaluate two possibilities.

1. Symmetrical use of the gender, meaning acknowledging the two genders, both, in the extensive form (*'gentili professori e professoressa'* ('Dear Ladies and Gentlemen, Professors'), or in the shortened form (*'gentili professori/esse'*) (e.g., instead of writing: *'A partire dalla sessione giugno-luglio 2019 (proroghe semestrali del 26° ciclo) tutti i dottorandi dovranno effettuare l'upload della tesi all'interno della propria area riservata'* ('Starting from the session of June-July 2019 (semester extensions of the 26<sup>th</sup> cycle), all **doctoral students** must upload their thesis to their own reserved area') you should write *'A partire dalla sessione giugno-luglio 2014 (proroghe semestrali del 26° ciclo) dottorandi e dottorande dovranno effettuare ...'* (Starting from the session of June-July 2019 (semester extensions of the 26<sup>th</sup> cycle), all **ladies and gentlemen, doctoral students** must upload...')).
2. Avoidance of any genders:
  - a. Use forms and expressions that have no gender reference (e.g., to the Secretariat of the Department, to the Presidency);
  - b. Use passive and/or impersonal forms (e.g., instead of writing *'A partire dalla sessione giugno-luglio 2019 (proroghe semestrali del 26° ciclo) tutti i dottorandi dovranno effettuare l'upload della tesi all'interno della propria area riservata'* ('Starting from the session of June-July 2019 (semester extensions of the 26<sup>th</sup> cycle), all **doctoral students** must upload their thesis to their own reserved area'), you should write *'A partire dalla sessione giugno-luglio 2014 (proroghe semestrali del 26° ciclo) l'upload della tesi dovrà essere effettuato ...'* ('Starting from the



session of June-July 2019 (semester extensions of the 26<sup>th</sup> cycle), the theses must be uploaded...)).

**Selection Procedure Notices** – Decrees are regularly drawn up at UNICAM for the launching of selection procedures aimed at assigning teaching positions, conferral of research grants, for allocation of funds to support mobility, or for admission to post-graduate programmes, etc.

These documents are intended for the outside world (and published online), defining the criteria and rules for admission to the selection procedure (who can apply, what requirements they must meet, what are the criteria for the selection of successful candidates) and so, they must, first of all, be clear and fluent. They may result in documents with many articles, and in which the reference to probable candidates is repeated several times. In such documents, the following recommendations should be followed.

- Regarding the subject:
  1. When possible, indicate the type of activity for which the Notice is published using forms that do not have a gender reference (e.g., for the assignment of teaching positions or conferral of research grants);
  2. If the Notice is aimed at particular categories of people, acknowledge the two genders: (e.g., *'per l'assegnazione di una borsa di studio a laureati e laureate della laurea magistrale'* (for the conferral of a scholarship to **ladies and gentlemen, master's degree graduates**)).
- The person signing the Notice, the person in charge of the procedure (*'il/la responsabile del procedimento'*), the components of the Selection Committee (*'i/le componenti la commissione valutatrice'*): always use the grammatical gender congruent with the gender of the person signing, the person in charge, the person appointed.
- If the appointment of the Committee be postponed to a subsequent decree, but the characteristics of possible components are made known, use both genders in an expanded form.
- In the application template, acknowledge both genders, using the shortened form, or: leaving the word ending "open":
  - 'il/la sottoscritt\_\_'* (the Undersigned)
  - 'nat\_\_ a \_\_\_\_\_'* (born in)
- Web pages: In general, Notices and related Annexes are published on dedicated web pages on which, particularly in the case of Notices for admission to postgraduate programmes, or the conferral of scholarships and grants, some opening lines describing the selection procedure in question might be added. Take particular care in acknowledging both genders in the description part (e.g., *'borsa di studio per laureandi e laureande della laurea magistrale in...'* (scholarship for **ladies and gentlemen, master's degree undergraduates** in...))
- Decree appointing the winner of the selection procedure: use the grammatical gender appropriate to the gender of the person to whom the position / funds are assigned; if there are multiple winners (of both genders), still use the grammatical gender of the person you are referring to, possibly citing the categories in full: *'i candidati e le candidate idonei ...'* (eligible ladies and gentlemen, the candidates...). Any adjectives, past participles, etc.



may be expressed in the masculine (inclusive) gender, so as not to excessively burden the text.

**Contracts with Natural Persons** – (for teaching, for tutoring activities, for research grants, etc.)

When drawing up a contract, the gender of the collaborator is known and, therefore, the golden rule must be followed: use the grammatical gender corresponding to the gender of the person signing the contract (pay the same attention to the gender of the person signing on behalf of the Department). Check that the grammatical gender of pronouns, adjectives, past participles, etc., agree with that of the referred person.

Considering that the text of the contracts is standard, preparing templates by type of contract for the two genres will facilitate the drafting work and avoid possible discrepancies in the text, which might be due to the copy/paste effect, or haste.

**Positions and Roles** – 'Naming' roles and positions in feminine gender, especially if they are prestigious, represents the first, fundamental step to be taken in order to promote cultural change in the direction of equal opportunities, and the recognition and respect for gender differences.

The use of the female form to define a position or a role held by a woman, gives visibility to the presence of female students and researchers, managers and administrative staff members. It communicates the activity carried out to the world and strengthens the sense of belonging.

For all documents, subject to the indications above, and unless it is deemed necessary not to burden the text with double references, use the so-called “neutral” masculine gender, taking care to insert the following sentence after the Whereas clauses and before the Articles:

**“The University guarantees equal opportunities for men and women as regards access to the position subject this Notice. The use of masculine gender to indicate positions and persons is only due to the need for simplicity of the text.”**

## REVISION EXAMPLES

ENGLISH TERM	ITALIAN TERM (MALE)	ITALIAN TERM (FEMALE)
Research Fellow	assegnista di ricerca	assegnista di ricerca
Assistant	assistente	assistente
Author	autore	autrice
Grant Holder	borsista	borsista



Collaborator	collaboratore	collaboratrice
	committente	committente
Component	componente	componente
	contrattista	contrattista
Coordinator	coordinatore	coordinatrice
Director	direttore	direttrice
PhD Student	dottorando	dottoranda
Worker	lavoratore	lavoratrice
Reader	lettore	lettrice
Member (better term is Component)	membro (meglio usare componente)	membro (meglio usare componente) *
Guest	ospite	ospite
President	presidente	presidente
Associate Professor	professore associato	professoressa associata
Full Professor	professore ordinario	professoressa ordinaria
Non-confirmed Full Professor	professore straordinario	professoressa straordinaria
Contact Person	referente	referente
Mentor	relatore	relatrice
Secretary	segretario	segretaria



Student	studente	studentessa
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\* the word '*membro*' [member], being a metaphor (use of a part of the body to name a person), remains in the masculine; however, it is advisable to use '*componente*' [component].