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UNIVERSITÀ DEGLI STUDI DI MODENA E REGGIO EMILIA

Gender Equality Plan 2022-2024

December 2021

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Foreword

The Gender Equality Plan of the University of Modena and Reggio Emilia follows a path that has been undertaken for some time in our University thanks to the work of equality bodies and their interaction with the institutions and associations existing in the territories of University campuses. The activities of research centres analysing the factors determining gender inequality and public policies, and organisational models conducive to achieving gender equality have also helped create the conditions for a more intensive action over time.

The research activity also identified a new methodological approach to analysing budgets in their impact on gender well-being.

This approach has also been followed in the 2019 Gender Budgeting of the University and is taken up here by identifying the impact that each of the actions of the Gender Equality Plan may have on the size of well-being and those areas considered fundamental to gender equality by the European Commission. The European Commission itself has stressed the importance of gender equality plans, making them a prerequisite for access to research funds.

A requirement that, along with gender budgeting, was also introduced in the guidelines for Mission 4's system initiatives: Education and research for access to NPRR funding.

The path followed in this first edition of the Gender Equality Plan involved the different components of the University proposing a set of shared actions. To be carried out, as indicated in the reports, those actions often require the active involvement of multiple directorates, governance, equality bodies and external and internal stakeholders. For the plan to be effectively implemented, involvement must be strengthened in the communication phase of the actions and in the sharing of their implementation.

The implementation of the actions stated here will allow for the Gender Equality Plan to become truly transformative. A path that we want to share with the institutions and associations existing in the area and with universities and research institutions that, like us, consider the achievement of gender equality a priority objective.

Carlo Adolfo Porro

Rector of the University of Modena and Reggio Emilia

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Introduction

The **Gender Equality Plan** aims to achieve gender equality (EIGE, 2016) and, in its proposed formulation, is consistent with the indications of the European Commission for access to Horizon Europe funds (EU2021) and with the guidelines of the CRUI Gender Issue Committee (2021) on GEP.[1]

The gender equality plan of the University of Modena and Reggio Emilia, provided within the Two-Year University Plan 2021-2022 and the Strategic University Plan 2020-2025, is based on the conviction that through a clear and continuous institutional commitment it is possible to ensure that every person has the same opportunities and the same treatment in the working, study and research environment.

One of the cornerstones for the dissemination of the culture of gender equality, the direction of effective policies and sustainable solutions is also the gender budgeting, as an effective tool for detecting inequalities, factors that originate and sediment them, as well as possible solutions.

Applying the gender budgeting to research and training institutions such as the University, as also provided for by the European Commission for the EGP, means pursuing a programme of constant application and monitoring, and integrating its results to activities involving all parties and spreading recurrent gender awareness.

Based on these assumptions, UNIMORE has implemented and supported the formulation of its Gender Equality Plan (GEP) as part of the project Horizon 2020 LeTSGEPs - Leading Towards Sustainable Gender Equality Plans in research (Grant Agreement No. 873072, www.letsgeps.eu) coordinated by Unimore (person in charge: Prof. Tindara Addabbo) and made of a European and international partnership that has put gender budgeting at the centre of the construction of its GEPs.

The proposed action sheets are therefore consistent with the methodology adopted in the implementation of the Unimore gender budgeting (well-being approach) and in the GEP design of the [LeTSGEPs](#) project.

The actions were developed from the knowledge of the background according to the gender perspective contained in the Unimore Gender Budgeting. For each action, an implementation plan is proposed, which will allow for careful monitoring and assessment of the impact of the proposed actions on the individual objectives.

The impact areas for which actions are proposed are the 5 minimum and priority areas indicated by the European Commission:

● private life/work life balance and organisational culture,
● gender balance in top positions and decision-making bodies,
● gender equality in recruitment and career progress,
● gender mainstreaming in research and teaching programmes,
● combating gender-based violence, including sexual harassment.

In addition to the 5 areas indicated, there is also the impact on the dimensions of well-being that, following the approach of skills that characterizes the Unimore gender budgeting, is articulated in different types. The drafting of the GEP was entrusted to the Technical Operational Committee established for the Gender Budgeting of the University.

In the action drafting process, the Technical Operational Committee met with

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[1]
https://ec.europa.eu/info/sites/default/files/research_and_innovation/strategy_on_research_and_inn
ovation/documents/ec_rtd_gep-faqs.pdf
https://www.crui.it/tematiche-di-genere.html

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the Rector and his delegates in the areas concerned by the proposed actions, with the President of the Student Conference, the Chairman of the Advisory Committee of Administrative Technical Staff, with the Single Guarantee Committee (SGC), with the Equal Opportunities representatives of the Departments, and with the Directorates represented within the Operational Technical Committee. The proposals expressed by the students, who actively participated in the first Equality Week held in September 2021, were then collected, examining the determinants of inequalities in terms of gender, disability, sexual and ethnic orientation. The GEP was then approved by the Governing Bodies at the meetings of the Board of Directors on 23 December 2021 and of the Academic Senate on 20 December 2021. The GEP will be translated in English and published on the University website. Internal communication is also planned, both at the university level and in the individual departments, with the involvement of students and staff. Internal communication will be followed by external communication, involving civil society, institutions and organisations in the territories where our University is based. Unimore GEP will therefore also be shared with other universities and research institutions both in Italy and abroad with particular reference to the tables for discussion on GEPs that had opened in the National Conference of Equality Bodies of Italian Universities, within the CRUI Gender Issue Commission and interacting with the Sisters Projects funded by the European Commission dedicated to the design and implementation of gender equality plans in research institutions and universities.

Background

The context analysis available in the Unimore 2019 Gender Budgeting makes it possible to identify some critical issues in terms of gender inequalities in the University for which specific actions are planned.

In terms of access to different disciplinary areas both as a student component and as teaching and research staff, there are marked gender inequalities for disciplinary areas in which women are usually under-represented (think of the STEM areas) and areas in which men are under-represented (for example in the Education and Humanities area).

In the career progression for the teaching and research staff there is a gender balance up to the role of Type A temporary researcher, considering all the departments and disciplinary areas.

On the other hand, the career gap in Unimore already widens again in the position of a Type B temporary researcher, along a stabilisation path in which 62% of men cover the position against 38% of women, a gap of 24 percentage points higher than that observed (17 percentage points) on average in Italian universities.

Going forward in the career path, if in the position of permanent researcher there is a similar percentage of women and men, the gap then widens again in the position of Associate Professor in which only 42% are women, and widens even more in the position of Full Professor where in Unimore only 27% (at the end of 2019) are women, a percentage similar to the average one in Italian universities (25%).

Access to the academic career is even more difficult with regard to STEM areas, already starting from Unimore students enrolled in STEM degree programmes (Engineering, manufacturing and construction; Information and Communication Technologies (ICT); Natural sciences, mathematics and statistics). As of 31/12/2019, female students enrolled in STEM degree programmes are 25% of the total number of students compared to an average of 53% in all programmes of the University. The gap in the first group is 49 percentage points, compared to the 45 percentage

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points observed on average in the University.

These inequalities therefore show the importance to provide for specific actions to promote gender equality in recruitment and career progression, as well as a gender balance in top and decision-making positions.

Actions for gender balance in top and decision-making positions are also justified by the analysis of the gender composition of the University's governance. In percentage terms, the body with the largest presence of women is the Single Guarantee Committee, in which women represent 67% of the components, and the Evaluation Committee in which they represent 56%. The gender composition of the Rector's delegates appears more balanced (45% women) while the male component prevails in the other bodies.

A positive indirect impact on gender balance in terms of presence in disciplinary areas and on career progression will therefore be achieved through the actions planned with reference to the culture of the organisation and the balance of private and working life.

As regards training, it is important to consider the results of the survey carried out in 2020 in Unimore on the basis of the questionnaire proposed by the National Conference of Equality Bodies of Italian Universities, in collaboration with the national research group Saph2@work. The initiative, addressed to technical administrative staff and research professors, was aimed at describing the working life in the Universities during the second closure related to the pandemic with reference to some dimensions and variables that then proved fundamental in the analysis of the gender perspective. The answers have in fact returned a conflict between work and family life that worsened especially for women during the pandemic. These have been found to be more involved in the care work, with an increase in commitment that has been higher than that found for men. An imbalance that therefore recommends specific actions in the area of work-life balance. In the same survey, compared to remote training, there is still a greater gender gap in the difference between the training actually received and the one deemed necessary on the psychological aspects, on the dynamics of remote work, organisational, digital and regulatory aspects. Here, too, there is a need for action in the field of training.

As part of the series of seminars proposed by the Single Guarantee Committee on the subject of psychological distress due to the COVID-19 pandemic and addressed to the staff and student population of our University, there was a strong need for psychological assistance, mainly from students. The need emerged to undertake a specific action to open a Counselling Service specific for students, being already present in the University a similar Counselling Service open to the whole staff, both structured and unstructured. This Service, promoted within the wider project on organisational well-being in the University, is aimed at all teaching, research and administrative and technical staff who experience in the workplace situations of psychological malaise, discomfort within the organizational context, correlated work stress and need a useful support in order to face and also to prevent situations associated with mobbing.

Actions

In the light of some of the critical issues identified in terms of gender inequality and the consultations carried out, some actions are proposed below in line with the priority areas indicated by the European Commission, represented in the summary diagram and more widely presented in the Attached Action Plan.

For many actions, there is evidence of an impact on several areas. However, when

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adopted, they have been grouped according to the areas on which they have a direct impact, and then show, in the attached action sheets, the impact on more areas and dimensions of well-being. Before getting into the details of the individual actions, it should be noted that it is intended to provide a resource in support of the equality bodies existing within the University and the same Technical Operational Committee, in charge of the gender budgeting and the design of the GEP, for the performance of their duties with particular reference to Gender Equality. This figure should encourage interaction between the different directions and bodies involved in the implementation of the actions, and follow the monitoring and evaluation of the same, acting also as a link with the Communication Area for an appropriate dissemination of the results achieved, as well as facilitating the involvement of Unimore stakeholders in a participatory approach.

Furthermore, the Single Guarantee Committee plays a key role in several actions provided for in the Plan. In the light of the commitment required to the equality body, it is therefore intended to remove the maximum limit of 20 hours per year in the service activity course for the components of the Single Guarantee Committee indicated in Article 7 of the Regulation approved on 30/05/2018 with reference to activities related to participation in Preparatory Commissions and working groups - Training and refresher courses.[2] This limitation, although general in nature, in fact refers exclusively to contractual administrative and technical staff, who is therefore objectively treated in a different

way than the other components. The workload itself, within the Single Guarantee Committee, would remain unbalanced where the components, to which in fact this limit does not apply, make up for the lack of hourly availability on the part of the other components, generating inequalities in the distribution of workloads within the Single Guarantee Committee and loss of efficiency in the performance of its functions. In this regard, it should be noted the important role played by the Equality Bodies of the University also in collaborations with institutions and third parties existing in the territory, which contributes positively to the development of an environment that is sensitive to gender equality and equal opportunities.

Area 1: Private life/work life balance and organisational culture

This first area includes the following actions:
Corporate Welfare [Action 17]. The action primarily provides for an analysis of staff needs to reduce family-work conflict with a view to drawing up appropriate gender equality **conciliation policies** such as: agreements for care support services (short term), kids-friendly spaces, signing or enhancement of agreements with summer camps, baby sitter bonus, welcoming mobility researchers with care needs, adoption of a calendar and a family friendly working time, teaching-free period on return from paternity or maternity leave, extended parental leave cover and incentive to parental leave for fathers, the presence of a figure who can, within the

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[2] Paragraph 7 of Article 7 of the Unimore Single Guarantee Committee Regulation on the activities in preparatory Commissions and working groups - Training and updating: "The members of the Single Guarantee Committee shall carry out the functions referred to in this Article during their working hours up to a maximum of 20 hours per year, in agreement with the persons in charge of the facilities to which they are assigned and without prejudice to their working duties. This limit may be

increased, on a case-by-case basis, without further threshold, by agreement between the Chair of the Single Guarantee Committee and the person responsible for the facility of the employee concerned. In exceptional situations, the Director General may authorise the employee to exceed 20 hours per year, even if the agreement referred to in the previous point has not been signed."

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University, play a role in the balance between life and work, paying attention to gender equality (Gender Equality work life balance coach). It is also planned to collect the students' workloads of care-giving and information on the possibility to obtain the status of working student if care-giver. There are also equipped spaces in the university residences to accommodate people with a need for care. The results of the qualitative and quantitative survey and the feasibility study will allow the identification of further actions to be implemented later as well as the system of indicators and targets specific to each action. In addition to the communication on the survey, the aim of the action is to provide staff and students with a system of information on existing policies and on the possibilities for students who, if caregivers, may be given the status of worker.

Gender Budgeting [Action 1]. The proposal is to allocate human resources to the drafting of the gender budgeting both in the planning and auditing phase, and to keep a constant focus on the context analysed in the perspective of well-being and gender [Action 20]. In addition to the commitment of the Technical Operational Committee and the Directorates represented in it, the presence of a dedicated resource that can support the committee in close relationship with the Directorates involved is recommended.

Non-sexist language [Action 7]. A programme of awareness-raising and training in the non-sexist use of the language in academic communication is planned in relation to research, teaching, and administrative and institutional activities. The proposal is to draft an operative guide and a training activity for a non-sexist use of language for administrative and technical staff, teaching staff, students, PhD students, and research fellows.

Alias Career Training [Action 4]. Informative and training action regarding the implementation of the alias career

based on the last regulation approved by the academic bodies for its implementation with reference both to students and Unimore staff.

Degree Award on gender equality and equal opportunities [Action 13]. Establishment of a degree award on issues related to gender equality and equal opportunities. The action will also have a positive impact on gender mainstreaming in research.

Unicore 4.0 – Scholarship reserved for refugee female student [Action 15]. As part of the Unicore (University Corridors for Refugees) programme, coordinated by UNHCR and aimed at establishing humanitarian corridors for refugee students of which Unimore has been a member since 2020, a scholarship will be reserved to a refugee female student in the academic year 2022-2023.

Equality Week [Action 3]. In 2021, the first Unimore Equality Week was held to contribute to the culture of diversity within the University and to show the citizens how Unimore is committed to it. The initiative, the repetition of which is proposed in the coming years, will take place during the week, culminating in the European Research Night. Workshops will be organised with students and with PhD students, who will analyse ethnic, gender, disability and sexual orientation diversities also participating in the events proposed by local associations and institutions coordinated by Unimore interdisciplinary committee. During the European Research Night, the groups will present the results of the work carried out, laying the ground for a continuous reflection on the theme of equal opportunities within the University and in relation to the territories where the University is based.

Gender Procurement [Action 6]. Feasibility study on the application of gender procurement in the acquisition of goods and services and application of gender-sensitive criteria to tenders.

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Area 2: Gender balance in top positions and decision-making bodies

The context analysis confirms the lower presence of women in the governance of the University and in the top positions.

Therefore, the actions to be taken include:

Composition of selection Committees [Action 18]. Under article 57 of the Consolidated Law on public administration: Title IV - Work relation (Leg. Decree no. 165 of 30/03/2001, Official Gazette 09/05/2001):

"1. In order to ensure equal opportunities for men and women for access to employment and treatment at work, public administrations:

a) except for justified impossibility, reserve at least one-third of the places of members of the selection boards for women, subject to the principle laid down in Article 35, paragraph 3, e); in case of a fractional quotient, the number is rounded up to the upper unit if the decimal place is equal to or greater than 0.5 and rounded down to the lower unit if the decimal place is less than 0.5."

The action planned in 2022 provides for monitoring the gender composition of the selection committees by role and by disciplinary scientific field and for the selections of teaching staff and researchers in order to be able to verify, as suggested in the CRUI Guidelines:

"whether «where possible, [...] the principle of equal opportunities for men and women in the formation of selection boards» is observed, as also recommended by Anac." (CRUI, 2019, p. 67).

During 2022, the University's guidelines for a fair gender composition of the selection commissions and a continuous monitoring of the composition of the selection commissions for compliance with the gender balance will be also drafted.

Incentive for women's progression in careers [Action 19]. The action is aimed at reducing the glass ceiling by allocating a reward percentage of ministerial head counts through an algorithm commensurate with the characteristics of the University to career progressions on the first tier to those departments that have a Glass Ceiling Index close to 1 or in significant decrease in the previous three years.

Area 3: Gender equality in recruitment and career progress

It is considered that, in view of the gender inequalities found in career progressions and highlighted in the context analysis of the Unimore Gender Balance Sheet, procedures should be established to ensure equal opportunities in recruitment processes and career. In addition to actions 18 and 19 which not only contribute to the increased presence of women in top positions and indirectly in decision-making bodies, but may also have a positive impact on career progressions, the following actions will be implemented:

Transformative mentoring [Action 8]. Transformative mentoring supporting the career development.

Guidance and awareness-raising [Action 11]. Guidance projects for schools aimed at countering gender stereotypes in the access phase to study programmes, with particular attention to role models and the preparation of information material. Elements that can facilitate the implementation of this action are research projects in Unimore dedicated to impact assessment and implementation of projects to combat gender stereotypes in schools, the preparation of educational material and its experimentation to fight gender stereotypes. In addition, Unimore Single Guarantee Committee participates in the National Network of Single Guarantee Committees active in this field thanks to the SGC Network Project and Public Function/Ministry of University and Research and Ministry of Equal

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Opportunities for the fight against gender stereotypes. Other factors that may have a positive impact on the implementation of this initiative are the inclusion of Unimore in the tables of women's associations and the development of a common project for intervention in schools in the territories where the University is based.

Awards to female students in STEM area [Action 12]. In terms of the student component, the context analysis revealed the under-representation of women since the attendance of programmes in the STEM area. It is therefore intended to implement an action to encourage their presence with a positive impact on their access to STEM study programmes and in the future, with a possible increase in their presence in master's degrees or PhDs and a positive impact on the recruitment of research staff in this area and/or female staff in professions in the STEM area. The action provides for a 500,00 EUR reduction or reimbursement of contributions, to be awarded to the best student who was eligible in the ranking for each year of the Bachelor's and Master's degree in the programmes identified as STEM - possibly with gender gap (less than 30% - 25% of women). After this experimentation, starting from the academic year 2022/2023, we intend to extend the action also to the study programmes in which the male component is underrepresented.

Area 4: Gender mainstreaming in research and teaching programmes

In the context analysis, with the collaboration of the National and International Research Office and with the activation of the network of Equal Opportunities representatives in the departments (coordinated by the Delegate of the Rector for Equal Opportunities), we intend to continue the analysis of research projects in the University with an impact in terms of gender equality. The focus will be on disseminating the information on the existence of calls for applications relating to research projects on gender equality and equal opportunities. A feasibility study of reward measures aimed at encouraging gender mainstreaming in research and teaching programmes will also be carried out.

In addition to these analysis actions and feasibility study, specific actions are also envisaged:

Gender Equity training module [Action 9]. In the period 2021-2022, we intend to carry out a monitoring activity on the existing modules on gender issues within teaching programmes and a feasibility study on the introduction of dedicated modules. The objective of the action is to prepare an 8-hour training module (1 credit) on compulsory gender equality for incoming staff, departmental directors, chairs of joint committees, members of the Single Guarantee Committee, members of academic bodies, President of the Student Conference, Department Equal Opportunities Representatives, Equal Opportunity Delegate, Directorate Managers, and recommended to students and PhD students, including the recognition of a training credit and adequate monitoring and impact analysis.

Scientific Event Panel Monitoring [Action 10]. Communication and monitoring of the implementation of University guidelines for the composition of scientific event panels will be provided for. The University has adopted guidelines of the National Conference of Equality Bodies of Italian Universities for the gender balance in scientific event panels. Action 10 aims to monitor implementation with positive effects on the University's gender equality culture, career opportunities and the possibility that more attention be paid to gender perspective in scientific events. The application of the guidelines to event sponsorship will have an important multiplying effect in the territory on the dissemination of this practice already adopted by scientific associations and

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other universities. Design and planning of activities aimed at raising awareness on gender issues [Action 5]. To achieve the general objective of the gender Equality Plan it is necessary to promote a culture of gender equality within the University, also focused on intersectionality. Action 5 aims precisely to create seminars and awareness-raising events (also using gaming activities, film screenings and scenic actions in collaboration with associations and institutions present in the area) and training for staff at every organisational level and for the student population to achieve this goal.

Area 5: Combating gender-based violence, including sexual harassment

Design and planning of activities aimed at raising awareness on gender-based violence

Appointment of a trusted counsellor [Action 2]. Call for applications, selection and appointment of a trusted counsellor.

Psychological Support and Counselling Service for students [Action 14]. In addition to responding to the needs that have arisen as a result of the Covid-19 health emergency, the presence of this service reduces school leaving and contributes to fighting against gender-based violence.

Unimore against gender-based violence [Action 16]. In addition to Unimore participation at the interinstitutional table on fighting gender-based violence, coordinated by the Prefecture of Modena, the action includes awareness-raising activities on the subject aimed at both the University and the territory in collaboration with the other components of the table. It also provides analysis activities on the costs of violence and policies for its contrast and prevention in collaboration with other institutions in the area.

Monitoring

This GEP has been the subject of a first monitoring regarding its compliance with the European requirements indicated by the European Commission. In September 2021, the guidelines defining the eligibility criteria for GEPs to participate in the Horizon Europe research programme (EU, 2021) were published. The result of this verification, summarised in the attached check list [Annex 4], confirms the compliance of this document with the basic eligibility criteria indicated by the EU Commission. The wide range of suggestions and recommendations contained in the guidelines also offers for future revisions of the GEP important ideas to start a process of continuous improvement that make it increasingly efficient and effective.

A first monitoring report is scheduled at the end of the first year to verify the progress of the actions, identify the problems that have arisen, find the best strategies and solutions to solve them and propose changes to the same actions also in relation to changed scenarios detectable through the new context analysis [Action 20]. Special GEP monitoring and management tools, control panels and audit reports will be used on these occasions, while a GANTT sheet [Annex 6] will take into account the timing and any delays in the first year (2022).

In the review phase of the Plan, actions will be checked in the light of whether or not they continue in the next GEP in relation to the results achieved. This consideration will then lead to the evaluation on the introduction of other possible measures.

The templates of the monitoring tools that will be used are enclosed [Annex 5].

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Annexes:
1. Action sheets

1. Gender Budgeting
2. Appointment of a trusted counsellor
3. Equality Week
4. Alias Training Career
5. Training and raising awareness
6. Gender Procurement
7. Non-sexist language
8. Transformative mentoring
9. Gender Equity training module
10. Scientific event panel monitoring
11. Guidance and raising awareness
12. Awards to female students in STEM area
13. Degree award on gender equality
14. Psychological Support and Counselling Service for students
15. Unicore 4.0 - Scholarship reserved for refugee female student
16. Unimore against gender-based violence
17. Corporate welfare
18. Guidelines for the gender composition of selection committees
19.Incentive for women's progression in careers
20. Context analysis

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Action 1	Gender Budgeting
The Action in summary	University Gender Budgeting at final and provisional stage

Impact area(s)

1. Private life/work life balance and organisational culture X
2. Gender balance in top positions and decision-making bodies ☐
3. Gender equality in recruitment and career progress ☐
4. Gender mainstreaming in research and teaching programmes ☐
5. Combating gender-based violence, including sexual harassment ☐
6. Well-being X
7. Other (specify) ☐

Areas of action

X Understanding the organisation
    X Collecting data
☐ Raising awareness
    ☐ Gender (and diversity) training
☐ Career progression and development
    o Recruiting
    o Promotion
    o Reducing turn-over
☐ Creating a gender-inclusive work culture
☐ Combating gender-based violence / sexual harassment
☐ Institutional governance
    ☐ Policies for gender equality
    ☐ Gender monitoring
    ☐ Gender-balanced decision-making bodies

☐ Gender mainstreaming in
    ☐ Research
    ☐ Teaching
    ☐ Internal funding requests
☐ Aspects of work/private life balance
    ☐ Flexible work conditions
    ☐ Double career
    ☐ Family care and work
    ☐ Other (please specify)

X Gender Budgeting
☐ Other fields, please specify:

Well-being dimensions

X Knowledge (education, training, information)
X Research
X Work
X Access to resources (services, transfers, scholarships..)
☐ Live a healthy life
☐ Study and work in healthy and safe places and in a sustainable environment
☐ Move in the territory
X Participate in public life and live together in an equal society
☐ Take care
☐ Enjoy beauty and culture
☐ Other (please specify)

SDG

☐SDG1 ☐SDG2 ☐SDG3 XSDG4 XSDG5 ☐SDG6 ☐SDG7 **X**SDG8 ☐SDG9 **X**SDG10 ☐SDG11 ☐SDG12 ☐SDG13 ☐SDG14 ☐SDG15 ☐SDG16 ☐SDG17

Critical issues addressed by the action

Action recipients Internal stakeholders External stakeholders	X Students X Other institutions existing in the Territory (please specify)	X Research and teaching staff More specifically: X Suppliers	x Technical and administrative staff More specifically: ☐ Other (please specify)

Involvement in the implementation

X Single Guarantee Committee ☐ Student conference ☐ Advisory Committee of Administrative Technical Staff X Directorates X **Gender Budgeting Operating Technical Committee**	☐ Teaching Board ☐ Department Directors Conference ☐Department Representatives for Equal Opportunities X Delegate for Equal Opportunities ☐ Delegate for Research ☐ Other (please specify)

Technical responsibility in implementation	Economic And Financial Directorate, Planning and Assessment Directorate, Research Directorate

The importance of the action for your institution	X Very high ☐ High	☐ Medium ☐ Low	☐ Very Low ☐ Selection not possible

Potential successful factors for this action	Institution of a dedicated operating technical Committee Coordination of LeTSGEPs European Project and participation of Unimore professors in the drawing up of guidelines on CRUI gender budgeting and National Conference of Equality Bodies of Italian Universities

Implementation period envisaged	Starting month / year 2/07/2020	Ending month / year continuous

Financial resources required for the implementation	2022	2023	2024

Resources in terms of month/man staff required for the implementation	2022 Hours spent by Operating Technical Committee members + dedicated resource	2023 Hours spent by Operating Technical Committee members + dedicated resource	2024 Hours spent by Operating Technical Committee members + dedicated resource

Expected result (measurable) of this action (effects in the short term)	Gender Budgeting (under reporting and planning) containing up-to-date context analyses [Action 20]

Expected result for this action (effects in the medium term)	Inclusion of the gender budgeting into the budget cycle and its processing by the staff of the different directorates involved Management awareness of the situation, based on the evidence

Indicator	Gender Budgeting finalisation

Targets	2022 Final Gender Budgeting 2020 (November 2022)	2023 Final Gender Budgeting 2021 and provisional Gender Budgeting 2023	2024 Final Gender Budgeting 2022 and provisional Gender Budgeting 2024

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Action 2	Appointment of a trusted counsellor
The Action in summary	The aim of the action is to provide the organisation with the figure of the Trusted Counsellor, believing, in line with what is also indicated in the University Strategic Plan 2020-2025, that this figure can ensure, in the performance of its functions, improving well-being and combating all forms of discrimination in the institution.
Impact area(s)	1.Private life/work life balance and organisational culture X 2.Gender balance in top positions and decision-making bodies ☐ 3.Gender equality in recruitment and career progress ☐ 4.Gender mainstreaming in research and teaching programmes ☐ 5.Combating gender-based violence, including sexual harassment 6.Well-being X̶ 7.Other (specify) ☐

Areas of action	☐ Understanding the organisation
	      ☐ Collecting data
	☐ Raising awareness
	      ☐ Gender (and diversity) training
	☐ Career progression and development
	      o Recruiting
	      o Promotion
	      o Reducing turn-over
	☐ Creating a gender-inclusive work culture
	X Combating gender-based violence / sexual harassment
	☐ Institutional governance
	      ☐ Policies for gender equality
	      ☐ Gender monitoring
	      ☐ Gender-balanced decision-making bodies
		☐ Gender mainstreaming in
		      ☐ Research
		      ☐ Teaching
		      ☐ Internal funding requests
		X Aspects of work/private life balance
		      ☐ Flexible work conditions
		      ☐ Double career
		      ☐ Family care and work
		      ☐ Other (please specify)
		
		☐ Gender Budgeting
		☐ Other fields, please specify:

Well-being dimensions	☐ Knowledge (education, training, information) ☐ Research X Work ☐ X Access to resources (services, transfers, scholarships..) X Live a healthy life ☐ Study and work in healthy and safe places and in a sustainable environment ☐ Move in the territory X Participate in public life and live together in an equal society ☐ Take care ☐ Enjoy beauty and culture X Other (please specify) Improved work environment
SDG	☐SDG1 ☐SDG2 ☐SDG3 ☐ SDG4 **XSDG5** ☐SDG6 ☐SDG7 **XSDG8** ☐SDG9 **XSDG10** XSDG11 ☐SDG12 ☐SDG13 ☐SDG14 ☐SDG15 ☐SDG16 ☐SDG17
Critical issues addressed by the action	Possible conflict of competence with the person in charge of the listening desk

Action recipients Internal stakeholders External stakeholders	X Students	X Research and teaching staff	X Technical and administrative staff More specifically:

Involvement in the implementation	X **Single Guarantee Committee** ☐ Student conference ☐ Advisory Committee of Technical and Administrative Staff ☐ Directorates ☐ Gender Budgeting Operating Technical Committee	☐ Teaching Board ☐ Department Directors Conference ☐Department Representatives for Equal Opportunities ☐ Delegate for Equal Opportunities ☐ Delegate for Research X Other (please specify) Selection and Development Office

Technical responsibility in implementation	Labour Relations Office		
The importance of the action for your institution	☐ Very high X High	☐ Medium ☐ Low	☐ Very Low ☐ Selection not possible
Potential successful factors for this action	Participation in the selections The practice is widespread in other universities and it is estimated that the public call allows for the selection of a counsellor within the time required by the Strategic Plan of University		

Implementation period envisaged	Starting month / year 01/01/2022		Ending month / year Continuous, the action is multiannual
Financial resources required for the implementation	2022 A three-year 30,000 EUR budget is envisaged	2023 Idem	2024 Idem
Resources in terms of month/man staff required for the implementation	2022 Two staff units of the Labour Relations Office have been dedicated Cost of contract for trusted counsellor	2023 Working hours of units in service at the labour relations office	2024 Working hours of units in service at the labour relations office
Expected result			

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(measurable) of this action (effects in the short term)	Presence of a trusted counsellor in the University and activity reporting		
Expected result for this action (effects in the medium term)	Publication of the call for selection of applicants and job assignment.		
Indicator	Appointment of trusted counsellor (YES/NO)		
Targets	2022 Selection procedure and Appointment of trusted counsellor (May-June 2022)	2023 Actions carried out by the trusted counsellor	2024 Actions carried out by the trusted counsellor

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Action 3	Equality Week
The Action in summary	Equality Week. The Equality Week has a double objective: to contribute to the culture of diversity within the University and to show the citizens how Unimore is committed to it. The initiative provides for the development during the week - culminating in the European Research Night - of laboratories with students and PhD students that analyse a type of diversity: ethnic, gender, disability, sexual orientation, and participate in the events proposed by local associations and institutions coordinated by Unimore interdisciplinary committee. During the European Research Night, the groups will present the results of the work carried out, laying the ground for a continuous reflection on the theme of equal opportunities within the University and in relation to the territories where the University is based.

Impact area(s)

1. Private life/work life balance and organisational culture X
2. Gender balance in top positions and decision-making bodies ☐
3. Gender equality in recruitment and career progress ☐
4. Gender mainstreaming in research and teaching programmes ☐
5. Combating gender-based violence, including sexual harassment ☐
6. Raising awareness on topics relating to gender equality and equal opportunities of the territory X

Areas of action

☐ Understanding the organisation
  ☐ Collecting data
X Raising awareness
  ☐ Gender (and diversity) training
☐ Career progression and development
  ☐ Recruiting
  ☐Promotion
  ☐ Retention
 X Creating a gender-inclusive work culture
☐ Combating gender-based violence / sexual harassment
☐ Institutional governance
  ☐ Policies for gender equality
  ☐ Gender monitoring
  ☐ Gender-balanced decision-making bodies
	☐ Gender mainstreaming in
	  ☐ Research
	  ☐ Teaching
	  ☐ Internal funding requests
	☐ Aspects of work/private life balance
	  ☐ Flexible work conditions
	  ☐ Double career
	  ☐ Family care and work
	  ☐ Other (please specify)
	
	☐ Gender Budgeting, please specify:
	
	☐ Other fields, please specify:

Critical issues addressed by the action	

Action recipients	X Students	X Research and teaching staff	X Technical and administrative staff

Involvement in the implementation	X Single Guarantee Committee X Student conference ☐ Advisory Committee of Technical and Administrative Staff	☐ Teaching Board ☐ Department Directors Conference **X Rector's Delegate for Equal Opportunities** **X Rector's Delegate for Internationalisation** **X Delegate for Disability and Specific Learning Difficulties SLD** X Local associations and institutions

Technical responsibility in implementation	Dedicated internal resource		

The importance of the action for your institution	☐ Very high X High	☐ Medium ☐ Low	☐ Very Low ☐ Selection not possible

Potential successful factors for this action	Experience 2021		

Implementation period envisaged	July 2021	continuous	

Financial resources required for the implementation	2022	2023	2024

Resources in terms of month/man staff required for the implementation	2022 work hours for people participation in meetings and networking activities and actual event	2023 work hours for people participation in meetings and networking activities and actual event	2024 work hours for people participation in meetings and networking activities and actual event

Expected result (measurable) of this action (effects in the short term)	Equality Week		

Expected result for this action (effects in the medium term)	Unimore Inclusivity Development		

Indicator	Number of students and citizens involved in the action		

Targets	2022 realisation of Equality Week 2022 July 2022 and September 2022 (to get results during the European Research Night) 20 students and PhD students 50 participants in the events scheduled during the week	2023 Equality Week 2023 24 students and PhD students 60 participants in the events scheduled during the week	2024 Equality Week 2024 30 students and PhD students 100 participants in the events scheduled during the week

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Action 4	Alias Career Training
The Action in summary	Training course for teaching staff and administrative and technical staff on alias career to improve the well-being of the people involved.
Impact area(s)	1. Private life/work life balance and organisational culture X 2. Gender balance in top positions and decision-making bodies ☐ 3. Gender equality in recruitment and career progress ☐ 4. Gender mainstreaming in research and teaching programmes ☐ 5. Combating gender-based violence, including sexual harassment ☐ 6. Well-being X 7. Other (specify) ☐

| **Areas of action** | ☐ Understanding the organisation
　☐ Collecting data
X Raising awareness
　☐ Gender (and diversity) training
☐ Career progression and development
　○ Recruiting
　○ Promotion
　○ Reducing turn-over
X Creating a gender-inclusive work culture
X Combating gender-based violence / sexual harassment
☐ Institutional governance
　☐ Policies for gender equality
　☐ Gender monitoring
　☐ Gender-balanced decision-making bodies | ☐ Gender mainstreaming in
　☐ Research
　☐ Teaching
　☐ Internal funding requests
☐ Aspects of work/private life balance
　☐ Flexible work conditions
　☐ Double career
　☐ Family care and work
　☐ Other (please specify)

☐ Gender Budgeting, please specify:

☐ Other fields, please specify: |

Well-being dimensions	☐ Knowledge (education, training, information) ☐ Research X Work X Access to resources (services, transfers, scholarships..) ☐ Live a healthy life ☐ Study and work in healthy and safe places and in a sustainable environment ☐ Move in the territory X Participate in public life and live together in an equal society ☐ Take care ☐ Enjoy beauty and culture ☐ Other (please specify)
SDG	☐SDG1 ☐SDG2 ☐SDG3 XSDG4 XSDG5 ☐SDG6 ☐SDG7 ☐SDG8 ☐SDG9 XSDG10 ☐SDG11 ☐SDG12 ☐SDG13 ☐SDG14 ☐SDG15 ☐SDG16 ☐SDG17
Critical issues addressed by the action	

Action recipients Internal stakeholders External stakeholders	X students X Other institutions existing in the Territory LGBTQI+ Associations, Interinstitutional tables coordinated by the Municipality of Reggio Emilia and the Municipality of Modena to which Unimore adheres	X Research and teaching staff ☐ Suppliers	X Technical and administrative staff ☐ Other (please specify)

Involvement in the implementation	X **Single Guarantee Committee** X Student conference X Advisory Committee of Administrative Technical Staff X Directorates: Human Resources and Student Service X Unimore LGBTQI+ Associations Table	X Teaching Board ☐ Department Directors Conference X Department Representatives for Equal Opportunities X **Delegate for Equal Opportunities** X **Delegate for teaching** ☐ Other (please specify)

Technical responsibility in implementation	Human Resource Directorate and Student Service, Training Office		
The importance of the action for your institution	X Very high ☐ High	☐ Medium ☐ Low	☐ Very Low ☐ Selection not possible
Potential successful factors for this action			
Implementation period envisaged	Starting month / year October 2021		Ending month / year continuous
Financial resources required for the implementation	2022 Cost of production of communication and information animated video.	2023	2024
Resources in terms of month/man staff required for the implementation	2022 8 hours Alias Career experienced staff to draw the training module and communication 1 hour for video recording [awaiting for the realisation of a 10-minute video]	2023 Monitoring of the module usage by the directorates involved	2024 Monitoring of the module usage by the directorates involved
Expected result (measurable) of this action (effects in the short term)	Number of users of the information module		
Expected result for this action (effects in the	Use of the module extended to entire staff and students. More inclusion of staff and students under gender transition		

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medium term)			
Indicator	Users of information module		
Targets	2022 All teaching staff and administrative technical staff involved in the implementation of alias career for students, Equal Opportunities Contacts of Departments, Department Directors, President of the Student Conference and President of the Advisory Committee of technical and administrative staff Training events scheduled within February 2022 and available online to staff and students	2023 Incoming teaching staff and technical and administrative staff	2024 Staff and students coverage

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Action 5	Training and raising awareness		
The Action in summary	To achieve the general objective of the gender Equality Plan it is necessary to promote a culture of gender equality within the University, also focused on intersectionality. Action 5 aims precisely to create seminars and awareness-raising events (also using gaming activities, film screenings and scenic actions in collaboration with associations and institutions present in the area) and training for staff at every organisational level and for the student population to achieve this goal.		
Impact area(s)	1. Private life/work life balance and organisational culture X 2. Gender balance in top positions and decision-making bodies 3. Gender equality in recruitment and career progress 4. Gender mainstreaming in research and teaching programmes ☐ 5. Combating gender-based violence, including sexual harassment 6. Well-being X 7. Other Specify		
Objectives	☐ Understanding the organisation 　　O　Collecting data X Raising awareness X Gender (and diversity) training ☐ Career progression and development 　　O　Recruiting 　　O　Promotion 　　O　Reducing turn-over X Creating a gender-inclusive work culture X Combating gender-based violence / sexual harassment ☐ Institutional governance 　　O　Policies for gender equality 　　O　Gender monitoring 　　O　Gender-balanced decision-making bodies	☐ Gender mainstreaming in 　　O　Research 　　O　Teaching 　　O　Internal funding requests ☐ Aspects of work/private life balance 　　O　Flexible work conditions 　　O　Double career 　　O　Family care and work 　　O　Other (please specify) ☐ Gender Budgeting, please specify: ☐ Other fields, please specify:	
Well-being dimensions	X Knowledge (education, training, information) ☐ Research ☐ Work ☐ X Access to resources (services, transfers, scholarships..) ☐ Live a healthy life ☐ Study and work in healthy and safe places and in a sustainable environment ☐ Move in the territory ☐ Participate in public life and live together in an equal society ☐ Take care ☐ Enjoy beauty and culture ☐ Other (please specify)		
SDG	☐SDG1 ☐SDG2 ☐SDG3 ☐SDG4 X SDG5 ☐SDG6 ☐SDG7 ☐SDG8 ☐SDG9 X SDG10 ☐SDG11 ☐SDG12 ☐SDG13 ☐SDG14 ☐SDG15 ☐SDG16 ☐SDG17		
Critical issues addressed by the action	- Need for greater gender awareness in university and research - Need to strengthen a gender and equal opportunities culture within the institution		
Action recipients Internal stakeholders External stakeholders	X Students ☐ Other institutions existing in the Territory (please specify) ☐ Bodies/Associations for Equal Opportunities (please specify)	X Research and teaching staff. More specifically: ☐ Suppliers	X Technical and administrative staff More specifically: ☐ Other (please specify)
Involvement in the implementation Internal stakeholders External stakeholders	**X SINGLE GUARANTEE COMMITTEE** ☐ Student conference **X Advisory Committee of Technical and Administrative Staff** ☐ Directorates: [please specify] ☐ Other institutions existing in the Territory (please specify) ☐ Bodies/Associations for Equal Opportunities (please specify) ☐ Trade Unions ☐ Professional associations ☐ Medium	☐ Teaching Board ☐ Department Directors Conference ☐Department Representatives for Equal Opportunities **X Delegate for Equal Opportunities** ☐ Delegate for Research X Other (please specify) Training Office	
Technical responsibility in action implementation and monitoring	Single Guarantee Committee, Training Office		
The importance of the action for your institution (Self-assessment of the relevance of the action for organisational change within the institution)	☐ Very high X High	☐ Medium ☐ Low	☐ Very Low ☐ Selection not possible

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Potential successful factors for this action	Top management support, coordination with existing initiatives		
Implementation period envisaged	Starting month / year January 2022	Ending month / year August 2024	
Financial resources required for the implementation	2022 Cost of production of training and information material, event organisation and external speakers	2023 Cost of production of training and information material, event organisation and external speakers	2024 Cost of production of training and information material, event organisation and external speakers
Resources in terms of month/man staff required for the implementation	2022 University staff and Technical and Administrative staff supporting the event	2023 University staff and Technical and Administrative staff supporting the event	2024 University staff and Technical and Administrative staff supporting the event
Logistic resources Material resources needed for the implementation (spaces, equipment, technological devices, etc.)	2022 Spaces for events / recording devices / live streaming / promotional material (brochures, leaflets, etc)	2023 Spaces for events / recording devices / live streaming / promotional material (brochures, leaflets, etc)	2024 Spaces for events / recording devices / live streaming / promotional material (brochures, leaflets, etc)
Output (tangible products as a result of the implementation)	Event recordings available in asynchronous mode		
Expected result (measurable) of this action (effects in the short term)	No. of seminars and events realised / No. of participants, broken down by type and gender		
Expected result (measurable) for this action (effects in the medium term)	Greater awareness of gender and equal opportunities issue		
Indicators (Performance thresholds (KPIs) or trend parameters to measure the outcomes achieved within the times set)	No. of seminars / events per year for staff and students No. of users Improved impact indicators on the awareness of gender and equal opportunities issue		
Targets	2022 4 Seminars seminars will be scheduled in March 2022, July 2022 in during the Equality Week, September 2022 during the European Research Night, and in December 2022 when the Gender Budgeting results will be returned	2023 6 seminars	2024 8 seminars

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Action 6	Gender Procurement
The Action in summary	Feasibility study and implementation of gender procurement measures In order to achieve the objective of encouraging the process of achieving gender equality even outside the University, after a feasibility study phase, Action 6 is aimed at introducing rewards and/or prerequisites in tenders with respect to the level of suppliers' gender equality.
Impact area(s)	1. Private life/work life balance and organisational culture X 2. Gender balance in top positions and decision-making bodies ☐ 3. Gender equality in recruitment and career progress ☐ 4. Gender mainstreaming in research and teaching programmes ☐ 5. Combating gender-based violence, including sexual harassment ☐ 6. Well-being X 7. Other (specify) ☐

Areas of action
(one action could be addressed to multiple fields of action)
	X Understanding the organisation
	  ☐ Collecting data
	☐ Raising awareness
	    ☐ Gender (and diversity) training
	☐ Career progression and development
	    ● Recruiting
	    ● Promotion
	    ● Reducing turn-over
	X Creating a gender-inclusive work culture
	☐ Combating gender-based violence / sexual harassment
	☐ Institutional governance
	    ☐ Policies for gender equality
	    ☐ Gender monitoring
	    ☐ Gender-balanced decision-making bodies
		☐ Gender mainstreaming in
		    ☐ Research
		    ☐ Teaching
		    ☐ Internal funding requests
		☐ Aspects of work/private life balance
		    ☐ Flexible work conditions
		    ☐ Double career
		    ☐ Family care and work
		    ☐ Other (please specify)
		
		☐ Gender Budgeting, please specify:
		
		Other fields, please specify: Impact on the social and economical context in terms of promoting a gender inclusive environment

Well-being dimensions	☐ Knowledge (education, training, information) ☐ Research ☐ Work X Access to resources (services, transfers, scholarships..) ☐ Live a healthy life ☐ Study and work in healthy and safe places and in a sustainable environment ☐ Move in the territory X Participate in public life and live together in an equal society ☐ Take care ☐ Enjoy beauty and culture ☐ Other (please specify)
SDG	☐SDG1 ☐SDG2 ☐SDG3 ☐SDG4 XSDG5 ☐SDG6 ☐SDG7 XSDG8 ☐SDG9 XSDG10 ☐SDG11 XSDG12 ☐SDG13 ☐SDG14 ☐SDG15 ☐SDG16 ☐SDG17
Critical issues addressed by the action	

Action recipients Internal stakeholders External stakeholders	☐ Students X Other institutions existing in the Territory (please specify)	☐ Research and teaching staff More specifically: X Suppliers	☐ Technical and Administrative staff More specifically: ☐ Other (please specify)

Involvement in the implementation	X Single Guarantee Committee ☐ Student conference ☐ Advisory Committee of Technical and Administrative Staff X Directorate for Institutional Affairs, Tenders and Contracts	☐ Teaching Board ☐ Department Directors Conference ☐Department Representatives for Equal Opportunities **X Delegate for Equal Opportunities** ☐ Delegate for Research X Other (please specify) Institutions in which gender procurement has already been implemented
Responsibility in the implementation	Directorate for Institutional Affairs, Tenders and Contracts	

The importance of the action for your institution	X Very high ☐ High	☐ Medium ☐ Low	☐ Very Low ☐ Selection not possible

Potential successful factors for this action	Presence in the University of gender procurement and gender procurement dissemination experts at European level		
Implementation period envisaged	Starting month / year 01/02/2022	Ending month / year continuous	
Financial resources required for the implementation	2022 Internal resources	2023 Internal resources	2024 Internal resources
Resources in terms of month/man staff required for the implementation	2022 12 hours by staff involved in the feasibility study and 10 hours for drawing the gender procurement actions to develop by setting up criteria for gender sensitive tenders	2023	2024
Expected result	Number of activated gender sensitive tenders		

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(measurable) of this action (effects in the short term)			
Expected result for this action (effects in the medium term)	Increase in the number of suppliers who meet the gender sensitive criteria indicated in the tenders		
Indicator	gender sensitive tenders		
Targets	2022 Experimentation in tenders	2023 Extension of gender sensitive criteria to all tenders	2024 Extension of gender sensitive criteria to all tenders

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Action 7	Raising awareness and training to the use of a non-sexist language
The Action in summary	The action provides for the implementation of a programme of awareness-raising and training in the non-sexist use of the language in academic communication, teaching and institutional activities with the objective of promoting gender equality and respect for diversity.
Impact area(s)	1. Private life/work life balance and organisational culture X 2. Gender balance in top positions and decision-making bodies 3. Gender equality in recruitment and career progress 4. Gender mainstreaming in research and teaching programmes 5. Combating gender-based violence, including sexual harassment 6. Well-being X 7. Other Specify

Objectives (one action may have multiple objectives) that need to be SMART: Specific; Measurable; Attainable; Realistic; Time-Related	x Understanding the organisation ☐ Collecting data x Raising awareness x Gender (and diversity) training Career progression and development ☐ Recruiting ○ Promotion ○ Reducing turn-over x Creating a gender-inclusive work culture x Combating gender-based violence / sexual harassment x Institutional governance ☐ Policies for gender equality ☐ Gender monitoring ☐ Gender-balanced decision-making bodies	Gender mainstreaming in ☐ Research ☐ Teaching ☐ Internal funding requests ☐ Aspects of work/private life balance ☐ Flexible work conditions ☐ Double career ☐ Family care and work ○ Other (please specify) ☐ Gender Budgeting, please specify: ☐ Other fields, please specify:

Well-being dimensions	x Knowledge (education, training, information) X Research X Work ☐ X Access to resources (services, transfers, scholarships..)☐ Live a healthy life ☐ Study and work in healthy and safe places and in a sustainable environment ☐ Move in the territory X Participate in public life and live together in an equal society ☐ Take care ☐ Enjoy beauty and culture ☐ Other (please specify)		
SDG	☐SDG1 ☐SDG2 ☐SDG3 ☐SDG4 X SDG5 ☐SDG6 ☐SDG7 ☐SDG8 ☐SDG9 X SDG10 ☐SDG11 ☐SDG12 ☐SDG13 ☐SDG14 ☐SDG15 ☐SDG16 ☐SDG17		
Critical issues addressed by the action	Poor representation of women presence and roles		
Action recipients Internal stakeholders External stakeholders	x Students ☐ Other institutions existing in the Territory (please specify) ☐ Bodies/Associations for Equal Opportunities (please specify)	x Research and teaching staff. More specifically: ☐ Suppliers	x Technical and Administrative staff More specifically: ☐ Other (please specify)
Involvement in the implementation Internal stakeholders External stakeholders	**x Single Guarantee Committee** Student conference Advisory Committee of Technical and Administrative Staff Directorates x Gender, Digital Communication Language Workshop (GLIC_D) Other institutions existing in the Territory (please specify) Bodies/Associations for Equal Opportunities (please specify) Trade Unions Professional associations Media	Teaching Board Department Directors Conference Department Representatives for Equal Opportunities **X Delegate for Equal Opportunities** **X Delegate for Communication** Other (please specify)	
Technical responsibility in action implementation and monitoring	Training Office; Single Guarantee Committee, Communication Office		
The importance of the action for your institution (Self-assessment of the relevance of the action for organisational change within the institution)	x Very high ☐ High	☐ Medium ☐ Low	☐ Very Low ☐ Selection not possible
Potential successful factors for this action	Possibility to use internal skills for training activities.		
Implementation period envisaged	Starting month / year 01/01/2022	Ending month / year 31/12/2024	

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Financial resources required for the implementation	2022 Internal resources	2023 Internal resources	2024 Internal resources
Resources in terms of month/man staff required for the implementation	2022 20 hours experienced teaching staff for drafting the guide, 8 hours teaching staff involved in training courses, 8 hours trained staff, and 10 hours for the graphic realisation of the guidelines; 20 hours for the monitoring of texts and visual material produced.	2023 8 hours teaching staff involved in training courses; 8 hours trained staff; 40 hours for the monitoring of texts and visual material produced.	2024 40 hours for the monitoring of texts and visual material produced
Logistic resources Material resources needed for the implementation (spaces, equipment, technological devices, etc.)	2022	2023	2024
Output (tangible products as a result of the implementation)	Handbook containing operating guidelines for a non-sexist use of language in communication Teaching and training material for the application of guidelines		
Expected result (measurable) of this action (effects in the short term)	Replacement of male professional titles referring to women with female titles in institutional communication Drafting of a handbook		
Expected result (measurable) for this action (effects in the medium term)	Ending of the training activity programme Percentage of documents, texts and institutional sites consistent with the guidelines		
Indicators (Performance thresholds (KPIs) or trend parameters to measure the outcomes achieved within the times set)	Number of texts undergoing drafting and/or being fully written afresh Number of Technical and Administrative and teaching staff, and students who have completed the training activity		
Targets	2022 Basic training for all the staff (technical and administrative, professors and researchers, students) Drafting of a handbook with operating guidelines	2023 Extensive training with exercises on texts for -20 members of the technical staff operating in Staff Units and Operating Directorates of the University management system 1-2 members of the technical staff operating in University Schools and Departments 1-2 professors belonging to each School and Department of the University 1-2 student representatives in Department Boards, Board of Directors, Senate and other university bodies	2024 Introduction of new drafting modes -in administrative texts of the involved areas of the University -in teaching and scientific material being used by professors and students -in external communication of the University

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Action 8	Transformative mentoring
The Action in summary	Programme supporting careers and aimed at changing the academic culture

Impact area(s)	1. **Private life/work life balance and organisational culture X** 2. Gender balance in top positions and decision-making bodies ☐ 3. **Gender equality in recruitment and career progress X** 4. **Gender mainstreaming in research and teaching programmes X** 5. Combating gender-based violence, including sexual harassment ☐ 6. **Well-being X** 7. Other (specify) ☐

Areas of action
(one action could be addressed to multiple fields of action)
	☐ Understanding the organisation
	  ☐ Collecting data
	X Raising awareness
	  X Gender (and diversity) training
	X Career progression and development
	  X **Recruiting**
	  X **Promotion**
	  X **Reducing turn-over**
	 X Creating a gender-inclusive work culture
	☐ Combating gender-based violence / sexual harassment
	☐ Institutional governance
	  ☐ Policies for gender equality
	  ☐ Gender monitoring
	  ☐ Gender-balanced decision-making bodies
		☐ Gender mainstreaming in
		  X Research
		  X Teaching
		  ☐ Internal funding requests
		☐ Aspects of work/private life balance
		  ☐ Flexible work conditions
		  ☐ Double career
		  ☐ Family care and work
		  ☐ Other (please specify)
		
		☐ Gender Budgeting, please specify:
		
		☐ Other fields, please specify:

Well-being dimensions	X Knowledge (education, training, information) X Research X Work X Access to resources (services, transfers, scholarships..) ☐ Live a healthy life ☐ Study and work in healthy and safe places and in a sustainable environment ☐ Move in the territory ☐ Participate in public life and live together in an equal society ☐ Take care ☐ Enjoy beauty and culture ☐ Other (please specify)

SDG	☐SDG1 ☐SDG2 ☐SDG3 **XSDG4 XSDG5** ☐SDG6 ☐SDG7 **XSDG8** ☐SDG9 **XSDG10** ☐SDG11 ☐SDG12 ☐SDG13 ☐SDG14 ☐SDG15 ☐SDG16 ☐SDG17

Critical issues addressed by the action	Limited gender awareness in university and research Barriers to access and progress in the academic career

Action recipients **Internal stakeholders**	☐ Students	X Research and teaching staff More specifically: RTDA-Research fellow	☐ Technical and Administrative staff
External stakeholders	☐ Other institutions existing in the territory	☐ Suppliers	☐ Other (specify) X Mentors
Involvement in the implementation	X Single Guarantee Committee **X Mentoring Team** ☐ Student conference ☐ Advisory Committee of Technical and Administrative Staff X Directorates: Research, Training		☐ Teaching Board ☐ Department Directors Conference X Department Representatives for Equal Opportunities **X Delegate for Equal Opportunities** **X Delegate for Research**

Technical responsibility in implementation	Human Resource Directorate (Training Office)/Single Guarantee Committee/Delegate for Equal Opportunities

The importance of the action for your institution	X **Very high** ☐ High	☐ Medium ☐ Low	☐ Very Low ☐ Selection not possible

Potential successful factors for this action	Existence of a network for the valorisation of the gender dimension in university and research with which the action may be shared

Implementation period envisaged	Starting month / year 01/04/2022		Ending month / year 31/12/2024

Financial resources required for the implementation	2022 [TBD within the Entity] For a pilot project, the following is recommended: 6,000 € (organisational resource) 1,000 € (mobility/seminar activities)	2023 [TBD within the Entity] For a pilot project, the following is recommended: 6,000 € (organisational resource) 1,000 € (mobility/seminar activities)	2024 [TBD within the Entity] For a pilot project, the following is recommended: 6,000 € (organisational resource) 1,000 € (mobility/seminar activities)
Resources in terms of month/man staff required for the implementation	2022 [TBD within the Entity] For a pilot project, the following is recommended: 1 organisational resource 5	2023 [TBD within the Entity] For a pilot project, the following is recommended: 1 organisational resource 5 months	2024 [TBD within the Entity] For a pilot project, the following is recommended: 1 organisational resource 5 months

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	months 5 months for 10 mentors 5 months for 10 mentees	7 months for 15 mentors 7 months for 15 mentees	10 months for 20 mentors 10 months for 20 mentees
Expected result (measurable) of this action (effects in the short term)	Greater awareness of gender dimension in research and university		
Expected result for this action (effects in the medium term)	Reduction of Glass door index values of the University		
Indicator	Index of awareness on gender dimension (indicator under construction) Increase in Glass Door Index value		
Targets **Glass Door Index**	2022 0	2023 +0-1%	2024 + [2%-5%]

Bibliographic reference
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Picardi, Ilenia; Agodi, Maria Carmela (2020): Gender perspective in mentoring relationships: a case study of GENOVATE@UNINA, Ch.10 in Lawton Smith, H., Henry, C., Etzkowitz, H. and Poulovassilis, H. (2020) Gender, Science and Innovation New Perspectives, Cheltenham, UK, Edward Elgar, pp.189-214.
Università di Napoli Federico II - Progetto Mentoring Athena

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Action 9	Gender Equity Training Module
The Action in summary	Preparation of a mandatory gender equity training module for incoming staff, departmental directors, chairpersons of joint committees, members of academic bodies, directorate representatives and recommended to students/PhD students

Impact area(s)	1. Private life/work life balance and organisational culture X 2. Gender balance in top positions and decision-making bodies ☐ 3. Gender equality in recruitment and career progress ☐ 4. Gender mainstreaming in research and teaching programmes X 5. Combating gender-based violence, including sexual harassment ☐ 6. Well-being X 7. Other (specify) ☐

Areas of action	☐ Understanding the organisation
	    ☐ Collecting data
	X Raising awareness
	    ☐ Gender (and diversity) training
	☐ Career progression and development
	    o Recruiting
	    o Promotion
	    o Reducing turn-over
	X Creating a gender-inclusive work culture
	☐ Combating gender-based violence / sexual harassment
	☐ Institutional governance
	    ☐ Policies for gender equality
	    ☐ Gender monitoring
	    ☐ Gender-balanced decision-making bodies
		X Gender mainstreaming in
		    X Research
		    X Teaching
		    ☐ Internal funding requests
		☐ Aspects of work/private life balance
		    ☐ Flexible work conditions
		    ☐ Double career
		    ☐ Family care and work
		    ☐ Other (please specify)
		
		☐ Gender Budgeting, please specify:
		
		☐ Other fields, please specify:

Well-being dimensions	X Knowledge (education, training, information) X Research ☐ Work ☐ X Access to resources (services, transfers, scholarships..) ☐ Live a healthy life ☐ Study and work in healthy and safe places and in a sustainable environment ☐ Move in the territory ☐ Participate in public life and live together in an equal society ☐ Take care ☐ Enjoy beauty and culture ☐ Other (please specify)

SDG	☐SDG1 ☐SDG2 ☐SDG3 **XSDG4 XSDG5** ☐SDG6 ☐SDG7 ☐SDG8 ☐SDG9 **XSDG10** ☐SDG11 ☐SDG12 ☐SDG13 ☐SDG14 ☐SDG15 ☐SDG16 ☐SDG17

Critical issues addressed by the action		

Action recipients Internal stakeholders External stakeholders	X Students mandatory for members of academic bodies and chairs of the Student Conference, and recommended to students and PhD students	X Research and teaching staff [mandatory for incoming staff, departmental directors, chairpersons of joint committees, Delegates for Equal Opportunities, Department Representatives for Equal Opportunities, members of academic bodies, members of the Single Guarantee Committee]	☐ Technical and Administrative Staff [Mandatory for members of academic bodies, heads of directorates, members of the Single Guarantee Committee]

Involvement in the implementation	**X SINGLE GUARANTEE COMMITTEE** ☐ Student conference ☐ Advisory Committee of Technical and Administrative Staff X Human Resource Directorates, Training	X Teaching Board X Department Directors Conference X Department Representatives for Equal Opportunities **X Delegate for Equal Opportunities** **X Delegate for Teaching** ☐ Delegate for Research ☐ Other (please specify)

Technical responsibility in implementation	Human Resource Department, Training Office		

The importance of the action for your institution	☐ Very high X High	☐ Medium ☐ Low	☐ Very Low ☐ Selection not possible

Potential successful factors for this action			

Implementation period envisaged	Starting month / year 02/02/2022	Continuous action	

Financial resources required for the implementation	2022 Realisation of training modules COST for video recording and MOOC production on gender equality and system	2023	2024

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	for participant monitoring and impact assessment		
Resources in terms of month/man staff required for the implementation	2022 At least 20 hours by gender equity experts of the University to draw the training module. At least 12 hours for IT staff for support and MOOC production. 8 hours in total of video recordings by staff experienced in gender studies A least 10 hours by the Communication Area to prepare bulletins aimed at disseminating the existence of the dedicated training module	2023 At least 20 hours by IT staff in charge of supporting/monitoring and providing the course and measuring the assessment indicators At least 20 hours by staff experienced in impact assessment	2024 At least 20 hours by IT staff in charge of supporting/monitoring and providing the course and measuring the assessment indicators At least 20 hours by staff experienced in impact assessment
Expected result (measurable) of this action (effects in the short term)	Effects in the short term: Preparation of a 8-hour training module corresponding to 3 credits and creation of short videos available in remote mode. Preparation of a system made of indicators for assessing the impact of the training module.		
Expected result for this action (effects in the medium term)	Effects in the medium term: Increased participant awareness to be assessed by means a final questionnaire. Participant measuring to the training module and impact assessment of the course.		
Indicator	Presence of the training module. Number of users, Impact analysis		
Targets	2022: Preparation of the Training Module and impact indicators.	2023 Participation of the categories indicated for mandatory attendance, monitoring and impact assessment.	2024: Participation of the categories indicated for mandatory attendance, monitoring and impact assessment.

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Action 10	Monitoring the gender balance in scientific events and rewarding the departments who meet the set targets
The Action in summary	Monitoring the gender balance in scientific event panels and rewarding the departments who meet or exceed the set targets
Impact area(s)	1. Private life/work life balance and organisational culture X 2. Gender balance in top positions and decision-making bodies ☐ 3. Gender equality in recruitment and career progress X 4. Gender mainstreaming in research and teaching programmes X 5. Combating gender-based violence, including sexual harassment ☐ 6. Well-being X 7. Other (specify) ☐

Areas of action	X Understanding the organisation
	    ☐ Collecting data
	☐ Raising awareness
	    ☐ Gender (and diversity) training
	☐ Career progression and development
	    ○ Recruiting
	    ○ Promotion
	    ○ Reducing turn-over
	X Creating a gender-inclusive work culture
	☐ Combating gender-based violence / sexual harassment
	☐ Institutional governance
	    ☐ Policies for gender equality
	    ☐ Gender monitoring
	    ☐ Gender-balanced decision-making bodies
		☐ Gender mainstreaming in
		    X Research
		    ☐ Teaching
		    ☐ Internal funding requests
		☐ Aspects of work/private life balance
		    ☐ Flexible work conditions
		    ☐ Double career
		    ☐ Family care and work
		    ☐ Other (please specify)
		
		☐ Gender Budgeting, please specify:
		
		☐ Other fields, please specify:

Well-being dimensions	☐ Knowledge (education, training, information) X Research ☐ Work ☐ X Access to resources (services, transfers, scholarships..) ☐ Live a healthy life ☐ Study and work in healthy and safe places and in a sustainable environment ☐ Move in the territory X Participate in public life and live together in an equal society ☐ Take care ☐ Enjoy beauty and culture ☐ Other (please specify)
SDG	☐SDG1 ☐SDG2 ☐SDG3 ☐SDG4 **XSDG5** ☐SDG6 ☐SDG7 ☐SDG8 ☐SDG9 **XSDG10** ☐SDG11 ☐SDG12 ☐SDG13 ☐SDG14 ☐SDG15 ☐SDG16 ☐SDG17
Critical issues addressed by the action	Difficulty in covering all monitoring events.

Action recipients Internal stakeholders External stakeholders	☐ Students X Other institutions existing in the Territory (please specify) Entities or associations requiring sponsorship or event co-organisation	X Research and teaching staff ☐ Suppliers	☐ Technical and Administrative Staff More specifically: ☐ Other (please specify)

Involvement in the implementation	X Single Guarantee Committee ☐ Student conference ☐ Advisory Committee of Technical and Administrative Staff X Communication Area	☐ Teaching Board X Department Directors Conference X Department Representatives for Equal Opportunities X Delegate for Equal Opportunities **X Delegate for Research** **X Delegate for Communication** ☐ Other (please specify)

Technical responsibility in implementation	Communication Office		
The importance of the action for your institution	☐ Very high X High	☐ Medium ☐ Low	☐ Very Low ☐ Selection not possible
Potential successful factors for this action			

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Implementation period envisaged	Starting month / year October 2021		Ending month / year continuous	
Financial resources required for the implementation	2022	2023		2024
Resources in terms of month/man staff required for the implementation	2022 Hours of Communication Area staff and Department EO Representatives for the monitoring of gender composition in scientific events	2023 Hours of Communication Area staff and Department EO Representatives for the monitoring of gender composition in scientific events		2024 Hours of Communication Area staff and Department EO Representatives for the monitoring of gender composition in scientific events
Expected result (measurable) of this action (effects in the short term)	Higher gender balance in the composition of expert panel for scientific events No sponsorship provision for events in which guidelines are not observed			
Expected result for this action (effects in the medium term)	Higher gender balance in the composition of expert panel for scientific events No sponsorship provision for events in which guidelines are not observed			
Indicator	Number of events monitored and incidence of gender balance-compliant events			
Targets	2022 Monitoring of all Unimore events and their compliance with the minimum 5% presence of the underrepresented gender	2023 Monitoring of all Unimore events and their compliance with the minimum 10% presence of the underrepresented gender		2024 Monitoring of all Unimore events and their compliance with the minimum 15% presence of the underrepresented gender

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Action 11	Guidance and raising awareness		
The Action in summary	Guidance projects for schools aimed at countering gender stereotypes in the access phase to study programmes, with particular attention to role models and the preparation of information material.		
Impact area(s)	1. Private life/work life balance and organisational culture ☐ 2. Gender balance in top positions and decision-making bodies ☐ 3. Gender equality in recruitment and career progress X 4. Gender mainstreaming in research and teaching programmes 5. Combating gender-based violence, including sexual harassment ☐ 6. Well-being X 7. Raising awareness in the territory and combating gender stereotypes X		

Areas of action	☐ Understanding the organisation
	    ☐ Collecting data
	X Raising awareness
	    ☐ Gender (and diversity) training
	☐ Career progression and development
	    o Recruiting
	    o Promotion
	    o Reducing turn-over
	X Creating a gender-inclusive work culture
	☐ Combating gender-based violence / sexual harassment
	☐ Institutional governance
	    ☐ Policies for gender equality
	    ☐ Gender monitoring
	    ☐ Gender-balanced decision-making bodies
		☐ Gender mainstreaming in
		    ☐ Research
		    ☐ Teaching
		    ☐ Internal funding requests
		☐ Aspects of work/private life balance
		    ☐ Flexible work conditions
		    ☐ Double career
		    ☐ Family care and work
		    ☐ Other (please specify)
		
		☐ Gender Budgeting, please specify:
		
		☐ Other fields, please specify:	

Well-being dimensions	X Knowledge (education, training, information) ☐ Research ☐ Work ☐ X Access to resources (services, transfers, scholarships..) ☐ Live a healthy life ☐ Study and work in healthy and safe places and in a sustainable environment ☐ Move in the territory ☐ Participate in public life and live together in an equal society ☐ Take care ☐ Enjoy beauty and culture ☐ Other (please specify)		
SDG	☐SDG1 ☐SDG2 ☐SDG3 **X SDG4 XSDG5** ☐SDG6 ☐SDG7 ☐SDG8 ☐SDG9 ☐SDG10 ☐SDG11 ☐SDG12 ☐SDG13 ☐SDG14 ☐SDG15 ☐SDG16 ☐SDG17		
Critical issues addressed by the action			
Action recipients Internal stakeholders External stakeholders	X Students X Other institutions existing in the Territory (please specify) High Schools, Province and Region School Office, Departments for Equal Opportunities, Counsellor for Equal Opportunities, Equal Opportunity Commission, Profession Single Committee	X Research and teaching staff More specifically: ☐ Suppliers	X Technical and administrative staff More specifically: Student Service Directorate, staff involved in guidance ☐ Other (please specify)
Involvement in the implementation	X Single Guarantee Committee ☐ Student conference ☐ Advisory Committee of Technical and Administrative Staff X Directorates: [please specify] Guidance Office; Student Services Office X Games Science Research Center	☐ Teaching Board ☐ Department Directors Conference ☐Department Representatives for Equal Opportunities **X Delegate for Equal Opportunities** **X Delegate for Teaching** **X Delegate for Guidance** X Delegates for Third Mission ☐ Other (please specify)	
Technical responsibility in implementation	Single Guarantee Committee, Third Mission Office		
The importance of the action for your institution	☐ Very high X High	☐ Medium ☐ Low	☐ Very Low ☐ Selection not possible
Potential successful factors for this action	Existence of a Guidance Office and staff dedicated to specialised guidance, contacts with High Schools, Experience in Third Mission Activities aimed at combating gender stereotypes, Products and research projects dedicated to combating gender stereotypes, data on male and female student distribution in study programmes.		
Implementation period envisaged	Starting month / year October 2021		Ending month / year continuous
Financial resources required for the implementation	2022	2023	2024
Resources in terms of month/man staff required for the implementation	2022 Hours of activity of the Guidance Office staff for preparing guidance material aimed at combating gender stereotypes Involving professors/researchers and students in	2023 Hours of activity of the Guidance Office for coordinating guidance activities	2024 Hours of activity of the Guidance Office for coordinating and monitoring guidance activities Involving professors/researchers

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	guidance meetings	Involving professors/researchers and students in guidance meetings	and students in guidance meetings
Expected result (measurable) of this action (effects in the short term)	Implementation of guidance meetings in which focus is placed on combating gender stereotypes when choosing the university programme		
Expected result for this action (effects in the medium term)	Reducing gender prevalence in study programmes		
Indicator	Number of guidance meetings that include contrast to gender stereotypes/role models and gender composition in study programmes/feminisation and masculinisation rate in study programmes		
Targets	2022 Number of actions in high schools and activities in guidance events aimed at combating gender stereotypes. To be returned to schools in March, May, and November.	2023 Number of actions in high schools and activities in guidance events aimed at combating gender stereotypes. 1% increase of female students enrolled in programmes that are underrepresented by female gender	2024 Number of actions in high schools and activities in guidance events aimed at combating gender stereotypes. 3% increase of female students enrolled in programmes that are underrepresented by female gender 1% increase of students enrolled in programmes that are underrepresented by male gender

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Action 12	Awards to female students in STEM area
The Action in summary	Implementation of an incentive scheme for female students in STEM area degree programmes
Impact area(s)	1. Private life/work life balance and organisational culture ☐ 2. Gender balance in top positions and decision-making bodies ☐ 3. Gender equality in recruitment and career progress X 4. Gender mainstreaming in research and teaching programmes ☐ 5. Combating gender-based violence, including sexual harassment ☐ 6. Well-being X 7. Other Please specify X – Gender balance in study programmes of the STEM area

Objectives	☐ Understanding the organisation
	    ● Collecting data
	☐ Raising awareness
	☐ Gender (and diversity) training
	☐ Career progression and development
	    X Recruiting
	    ○ Promotion
	    ○ Reducing turn-over
	☐ Creating a gender-inclusive work culture
	☐ Combating gender-based violence / sexual harassment
	☐ Institutional governance
	    ● Policies for gender equality
	    ● Gender monitoring
	    ● Gender-balanced decision-making bodies
		☐ Gender mainstreaming in
		    ● Research
		    ● Teaching
		    ● Internal funding requests
		☐ Aspects of work/private life balance
		    ● Flexible work conditions
		    ● Double career
		    ● Family care and work
		    ● Other (please specify)
		
		☐ Gender Budgeting, please specify:
		
		Other fields, please specify: Recruiting female students in the STEM area

Well-being dimensions	☐ Knowledge (education, training, information) ☐ Research ☐ Work X Access to resources (services, transfers, scholarships..) ☐ Live a healthy life ☐ Study and work in healthy and safe places and in a sustainable environment ☐ Move in the territory ☐ Participate in public life and live together in an equal society ☐ Take care ☐ Enjoy beauty and culture ☐ Other (please specify)
SDG	☐SDG1 ☐SDG2 ☐SDG3 ☐SDG4 X SDG5 ☐SDG6 ☐SDG7 ☐SDG8 ☐SDG9 X SDG10 ☐SDG11 ☐SDG12 ☐SDG13 ☐SDG14 ☐SDG15 ☐SDG16 ☐SDG17
Critical issues addressed by the action	

Action recipients Internal stakeholders External stakeholders	X Students ☐ Other institutions existing in the Territory (please specify) ☐ Bodies/Associations for Equal Opportunities (please specify)	☐ Research and teaching staff. More specifically: ☐ Suppliers	☐ Technical and Administrative Staff More specifically: ☐ Other (please specify)

Involvement in the implementation Internal stakeholders External stakeholders	☐ Single Guarantee Committee ☐ Student conference ☐ Advisory Committee of Technical and Administrative Staff X Directorates: Students Services ☐ Other institutions existing in the Territory (please specify) ☐ Bodies/Associations for Equal Opportunities (please specify) ☐ Trade Unions ☐ Professional associations ☐ Medium	X Teaching Board ☐ Department Directors Conference ☐Department Representatives for Equal Opportunities ☐ Delegate for Equal Opportunities ☐ Delegate for Research ☐ Other (please specify)

Responsibility in action implementation and monitoring	Student Services Office, Delegate for Teaching

The importance of the action for your institution (Self-assessment of the relevance of the action for organisational change within the institution)	☐ Very high X High	☐ Medium ☐ Low	☐ Very Low ☐ Selection not possible

Potential successful factors for this action	Top management support, effective communication, implementation of projects with high schools both gender-gap specific in STEM areas and combating gender stereotypes in place in the territories.

Implementation period envisaged	Starting month / year April 2022		Ending month / year August 2024
Financial resources required for the implementation	2022 2,500 EUR (500,00 EUR reduction or reimbursement of contributions, to be	2023 3,000.00 EUR	2024 3,500.00 EUR

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	awarded to the best student who was eligible in the ranking for each year of the Bachelor's and Master's degree in the programmes identified as STEM - possibly with gender gap (less than 30% - 25% of women).		
Resources in terms of month/man staff required for the implementation	2022 Hours ** student directorate for drafting the call for applications and monitoring the procedure. Hours ** for communication and organisation of the award ceremony	2023 Hours ** student directorate for drafting the call for applications and monitoring the procedure. Hours ** for communication and organisation of the award ceremony	2024 Hours ** student directorate for drafting the call for applications and monitoring the procedure. Hours ** for communication and organisation of the award ceremony
Logistic resources Material resources needed for the implementation (spaces, equipment, technological devices, etc.)	2022	2023	2024
Output (tangible products as a result of the implementation)	awards assigned		
Expected result (measurable) of this action (effects in the short term)	Use of incentives by students in the STEM area and, starting from the academic year 2023/2024, areas in which the male component is underrepresented, incentives for students.		
Expected result (measurable) for this action (effects in the medium term)	Percentage increase of female students enrolled in degree programmes in the STEM area		
Indicators (Performance thresholds (KPIs) or trend parameters to measure the outcomes achieved within the times set)	No. of female students using the incentive No. of female students enrolled in degree programmes in the STEM area No. of students enrolled in degree programmes in which the male component is underrepresented		
Targets	2022 Percentage increase compared to the average of previous three-year period number of awards assigned Initiative for the assignment of awards for the year 2021-2022 in December 2022	2023 Percentage increase compared to the average of previous three-year period number of awards assigned	2024 Percentage increase compared to the average of previous three-year period number of awards assigned

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Action 13	Degree award on gender equality and equal opportunities
The Action in summary	Assignment of an annual degree award on gender equality and equal opportunities
Impact area(s)	1. Private life/work life balance and organisational culture X 2. Gender balance in top positions and decision-making bodies ☐ 3. Gender equality in recruitment and career progress ☐ 4. Gender mainstreaming in research and teaching programmes X 5. Combating gender-based violence, including sexual harassment ☐ 6. Well-being X 7. Other Please specify X - creation of a gender equality culture in the organisation

Objectives	☐ Understanding the organisation 　　　Collecting data X Raising awareness ☐ Gender (and diversity) training ☐ Career progression and development 　　o　Recruiting 　　o　Promotion 　　o　Reducing turn-over X Creating a gender-inclusive work culture ☐ Combating gender-based violence / sexual harassment ☐ Institutional governance 　　　Policies for gender equality 　　　Gender monitoring 　　　Gender-balanced decision-making bodies	X Gender mainstreaming in 　　　X　Research 　　　X　Teaching ☐ Aspects of work/private life balance 　　　Flexible work conditions 　　　Double career 　　　Family care and work 　　Other (please specify) ☐ Gender Budgeting, please specify: ☐ Other fields, please specify:

Well-being dimensions	X Knowledge (education, training, information) ☐ Research ☐ Work ☐ X Access to resources (services, transfers, scholarships..) ☐ Live a healthy life ☐ Study and work in healthy and safe places and in a sustainable environment ☐ Move in the territory ☐ Participate in public life and live together in an equal society ☐ Take care ☐ Enjoy beauty and culture ☐ Other (please specify)
SDG	☐SDG1 ☐SDG2 ☐SDG3 ☐SDG4 **X** SDG5 ☐SDG6 ☐SDG7 ☐SDG8 ☐SDG9 **X** SDG10 ☐SDG11 ☐SDG12 ☐SDG13 ☐SDG14 ☐SDG15 ☐SDG16 ☐SDG17
Critical issues addressed by the action	- Need for greater gender awareness in university and research - Need to strengthen a gender and equal opportunities culture within the institution

Action recipients Internal stakeholders External stakeholders	X Students ☐ Other institutions existing in the Territory (please specify) ☐ Bodies/Associations for Equal Opportunities (please specify)	☐ Research and teaching staff. More specifically: ☐ Suppliers	☐ Technical and Administrative Staff More specifically: ☐ Other (please specify)

Involvement in the implementation Internal stakeholders External stakeholders	**X SINGLE GUARANTEE COMMITTEE** ☐ Student conference ☐ Advisory Committee of Technical and Administrative Staff X Directorates: Students Services ☐ Other institutions existing in the Territory (please specify) ☐ Bodies/Associations for Equal Opportunities (please specify) ☐ Trade Unions ☐ Professional associations ☐ Medium	☐ Teaching Board ☐ Department Directors Conference X Department Representatives for Equal Opportunities X Delegate for Equal Opportunities ☐ Delegate for Research ☐ Other (please specify)

Technical responsibility in action implementation and monitoring	Single Guarantee Committee, Student Services Office		
The importance of the action for your institution (Self-assessment of the relevance of the action for organisational change within the institution)	☐ Very high X High	☐ Medium ☐ Low	☐ Very Low ☐ Selection not possible
Potential successful factors for this action	Top Management support, involvement of representatives for communication and chairpersons of study programmes		
Implementation period envisaged	Starting month / year September 2021	Ending month / year August 2024	

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Financial resources required for the implementation	2022 500.00 EUR - Single Guarantee Committee fund	2023 500.00 EUR - Single Guarantee Committee fund	2024 500.00 EUR - Single Guarantee Committee fund
Resources in terms of month/man staff required for the implementation	2022 Commitment of the Evaluation Board	2023 Commitment of the Evaluation Board	2024 Commitment of the Evaluation Board
Logistic resources Material resources needed for the implementation (spaces, equipment, technological devices, etc.)	2022	2023	2024
Output (tangible products as a result of the implementation)	Awarded theses		
Expected result (measurable) of this action (effects in the short term)	Establishment and award of the premium		
Expected result (measurable) for this action (effects in the medium term)	Greater awareness of gender and equal opportunities issue		
Indicators (Performance thresholds (KPIs) or trend parameters to measure the outcomes achieved within the times set)	No. of Degree awards No. of applications (theses submitted for evaluation)		
Targets	2022 1 award > 3 applications Award ceremony planned in December 2022	2023 1 award > 5 applications	2024 1 award > 5 applications

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Action 14	Psychological Support and Counselling Service for Students
The Action in summary	Activation of a psychological support and counselling service for female and male students of the University. The service will provide a first interview, aimed at deepening the reasons for the request for support and identify the appropriate service to the needs of the applicant, and a possible series of subsequent sessions, up to a maximum of 3. As indicated in the University Strategic Plan 2020-2025, the activation of the service will allow an improvement in students well-being and in the learning environment.
Impact area(s)	1. Private life/work life balance and organisational culture ☐ 2. Gender balance in top positions and decision-making bodies ☐ 3. Gender equality in recruitment and career progress ☐ 4. Gender mainstreaming in research and teaching programmes ☐ 5. Combating gender-based violence, including sexual harassment 6. Well-being X 7. Other (specify) ☐

Objectives	☐ Understanding the organisation
	    Collecting data
	X Raising awareness
	☐ Gender (and diversity) training
	☐ Career progression and development
	    ○ Recruiting
	    ○ Promotion
	    ○ Reducing turn-over
	☐ Creating a gender-inclusive work culture
	X Combating gender-based violence / sexual harassment
	☐ Institutional governance
	    Policies for gender equality
	    Gender monitoring
	    Gender-balanced decision-making bodies
		☐ Gender mainstreaming in
		    Research
		    Teaching
		    Internal funding requests
		☐ Aspects of work/private life balance
		    Flexible work conditions
		    Double career
		    Family care and work
		    Other (please specify)
		
		☐ Gender Budgeting, please specify:
		
		☐ Other fields, please specify:

Well-being dimensions	☐ Knowledge (education, training, information) ☐ Research ☐ Work X Access to resources (services, transfers, scholarships..) ☐ Live a healthy life X Study and work in healthy and safe places and in a sustainable environment ☐ Move in the territory ☐ Participate in public life and live together in an equal society ☐ Take care ☐ Enjoy beauty and culture ☐ Other (please specify)
SDG	☐SDG1 ☐SDG2 ☐SDG3 ☐SDG4 x SDG5 ☐SDG6 ☐SDG7 ☐SDG8 ☐SDG9 ☐SDG10 ☐SDG11 ☐SDG12 ☐SDG13 ☐SDG14 ☐SDG15 ☐SDG16 ☐SDG17
Critical issues addressed by the action	There is a widespread student need for this service.

Action recipients Internal stakeholders External stakeholders	X Students X Other institutions existing in the local healthcare unit (AUSL) territory ☐ Bodies/Associations for Equal Opportunities (please specify)	☐ Research and teaching staff. More specifically: ☐ Suppliers	☐ Technical and Administrative Staff More specifically: ☐ Other (please specify)

Involvement in the implementation Internal stakeholders External stakeholders	**X SINGLE GUARANTEE COMMITTEE** X Student conference ☐ Advisory Committee of Technical and Administrative Staff X Student Services Office X Other institutions existing in the Territory - Public healthcare units, Local Health Unit	☐ Teaching Board ☐ Department Directors Conference ☐Department Representatives for Equal Opportunities X Delegate for Equal Opportunities ☐ Delegate for Research X Person in charge of the Support Desk X Delegate for Disability and SLD (Specific Learning Difficulties) X Organisational Wellbeing Committee X Persons in charge of the Psychological Support Service of the Degree Programme in Psychological sciences and techniques X Representatives of the Counselling Service of the "Marco Biagi" Department of Economics
Technical responsibility in action implementation and monitoring	Student Services Office	

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The importance of the action for your institution (Self-assessment of the relevance of the action for organisational change within the institution)	X Very high ☐ High	☐ Medium ☐ Low	☐ Very Low ☐ Selection not possible
Potential successful factors for this action	Top management support, involvement of internal resources (specialised skilled staff in general psychology, clinical psychology, social psychology, etc.), collaboration with Institutions of the Territory		
Implementation period envisaged	Starting month / year September 2021	Ending month / year August 2024	
Financial resources required for the implementation	2022 Financial resources for contracts to external staff to integrate internal resources and therefore ensure the service to the target number of students for the year	2023 Financial resources for contracts to external staff to integrate internal resources and therefore ensure the service to the target number of students for the year	2024 Financial resources for contracts to external staff to integrate internal resources and therefore ensure the service to the target number of students for the year
Resources in terms of month/man staff required for the implementation	2022 Hours of internal resources with suitable skills (assumption for 2022 - 250 hours per service to 100 students)	2023 Hours of internal resources with suitable skills	2024 Hours of internal resources with suitable skills
Logistic resources Material resources needed for the implementation (spaces, equipment, technological devices, etc.)	2022 Suitable spaces for the meetings	2023 Suitable spaces for the meetings	2024 Suitable spaces for the meetings
Output (tangible products as a result of the implementation)			
Expected result (measurable) of this action (effects in the short term)	Activation of a psychological support service for students		
Expected result (measurable) for this action (effects in the medium term)	Increase in the number of students assisted every year		
Indicators (Performance thresholds (KPIs) or trend parameters to measure the outcomes achieved within the times set)	Number of students assisted by Psychological Support Service Number of sessions held (first introductory session and subsequent sessions)		
Targets	2022 Service activation to assist up to 100 users. Plans are to set up the Desk by March 2022, its activity will continue with an increased involvement of students in the following period.	2023 Extension of the service to a higher number of students compared to the previous year	2024 Extension of the service to a higher number of students compared to the previous year

UNIMORE

Action 15	UNICORE scholarship reserved to a female refugee student
The Action in summary	Scholarship within the UNICORE programme reserved to a female refugee student with the aim of improving inclusiveness in access to study with particular attention to members of the population who are most likely subject to inequality in access to tertiary education.

Impact area(s)
1. Private life/work life balance and organisational culture X
2. Gender balance in top positions and decision-making bodies ☐
3. Gender equality in recruitment and career progress ☐
4. Gender mainstreaming in research and teaching programmes ☐
5. Combating gender-based violence, including sexual harassment ☐
6. Other (specify) ☐

Areas of action

☐ Understanding the organisation
    ☐ Collecting data
☐ Raising awareness
    ☐ Gender (and diversity) training
☐ Career progression and development
    ☐ Recruiting
    ☐ Promotion
    ☐ Retention
 X Creating a gender-inclusive work culture
☐ Combating gender-based violence / sexual harassment
☐ Institutional governance
    ☐ Policies for gender equality
    ☐ Gender monitoring
    ☐ Gender-balanced decision-making bodies

☐ Gender mainstreaming in
    ☐ Research
    ☐ Teaching
    ☐ Internal funding requests
☐ Aspects of work/private life balance
    ☐ Flexible work conditions
    ☐ Double career
    ☐ Family care and work
    ☐ Other (please specify)

☐ Gender Budgeting, please specify:

☐ Other fields, please specify:

Critical issues addressed by the action	Identification of female students in the areas of the project and promotion of the call for applications

Action recipients

X Students	☐ Research and teaching staff	☐ Technical and Administrative Staff

Involvement in the implementation

☐ Single Guarantee Committee ☐ Student conference ☐ Advisory Committee of Technical and Administrative Staff X Student Services Office X International Relations Office X Chairperson of the Degree Programme in which a place will be reserved X Teaching office of the Degree Programme in which a place will be reserved	☐ Teaching Board ☐ Department Directors Conference **X Rector's Delegate for Equal Opportunities** **X Rector's Delegate for Internationalisation** X Local associations and institutions, UNHCR, National Caritas, MAECI

Technical responsibility in implementation	International Relations Office

The importance of the action for your institution

☐ Very high X High	☐ Medium ☐ Low	☐ Very Low ☐ Selection not possible

Potential successful factors for this action	Unimore participation in Unicore 3.0, contacts with international cooperation and international institutions		
Implementation period envisaged	October 2021	April 2022 for call for applications, following years for welcoming a female refugee student	

Financial resources required for the implementation

2022 € 5,400	2023 € 5,400	2024 € 5,400

Resources in terms of month/man staff required for the implementation

2022 60 hours of work for people to participate in meetings and networking activities	2023 Hours of work of staff to support the programme and keep contacts with the associations and institutions	2024 Hours of work of staff to support the programme and keep contacts with the associations and institutions

Expected result (measurable) of this action (effects in the short term)	Female student admitted in Unimore		
Expected result for this action (effects in the medium term)	Female student admitted in Unimore		
Indicator	Indicator description: call for applications and female student being assigned the scholarship		

Targets

2022 Call for applications with networks for its divulgation/selection	2023 1 female student attending a Unimore programme	2024 1 female student attending a Unimore programme

UNIMORE

Action 16	Unimore against gender-based violence
The Action in summary	Unimore participation in an interinstitutional table on fighting gender-based violence coordinated by the Prefecture of Modena. Awareness-raising activities on the subject aimed at both the University and the territory in collaboration with the other components of the table. Analysis activities on the costs of violence and policies for its contrast and prevention in collaboration with other institutions in the area. This action will help achieve the objective of combating gender-based violence and its prevention by networking with associations and institutions in the area.
Impact area(s)	1. Private life/work life balance and organisational culture ☐ 2. Gender balance in top positions and decision-making bodies ☐ 3. Gender equality in recruitment and career progress ☐ 4. Gender mainstreaming in research and teaching programmes ☐ 5. Combating gender-based violence, including sexual harassment X 6. Other (specify) ☐

Areas of action	☐ Understanding the organisation
	  ☐ Collecting data
	☐ Raising awareness
	  ☐ Gender (and diversity) training
	☐Career progression and development
	  ☐ Recruiting
	  ☐Promotion
	  ☐ Retention
	☐Creating a gender-inclusive work culture
	X Combating gender-based violence / sexual harassment
	☐ Institutional governance
	  ☐ Policies for gender equality
	  ☐ Gender monitoring
	  ☐Gender-balanced decision-making bodies
		☐ Gender mainstreaming in
		  ☐ Research
		  ☐ Teaching
		  ☐ Internal funding requests
		☐ Aspects of work/private life balance
		  ☐ Flexible work conditions
		  ☐ Double career
		  ☐ Family care and work
		  ☐ Other (please specify)
		
		☐ Gender Budgeting, please specify:
		
		☐ Other fields, please specify:

Critical issues addressed by the action	Coordination of research activities and interaction with stakeholders		
Action recipients	X Students	X Research and teaching staff	☐ Technical and Administrative Staff

Involvement in the implementation	**X SINGLE GUARANTEE COMMITTEE** ☐ Student conference ☐ Advisory Committee of Technical and Administrative Staff ☐ Student Services Office ☐ International Relations Office	☐ Teaching Board ☐ Department Directors Conference **X Rector's Delegate for Equal Opportunities** ☐ Rector's Delegate for Internationalisation X Local associations and institutions, partners in the institutional table on gender-based violence, Local Health Authority
Technical responsibility in implementation	Rector's Delegate for Equal Opportunities, Single Guarantee Committee	

The importance of the action for your institution	☐ Very high X High	☐ Medium ☐ Low	☐ Very Low ☐ Selection not possible
Potential successful factors for this action	Unimore participation in an interinstitutional table on fighting gender-based violence, first established in Italy in 2007. Networking with associations and institutions in the territory on the issue. Presence of a Unimore expert on gender-based violence.		
Implementation period envisaged	September 2021	continuous	
Financial resources required for the implementation	2022	2023	2024
Resources in terms of month/man staff required for the implementation	2022 60 hours of work for a Unimore representative in the table and experts to participate in meetings and networking activities	2023 60 hours of work for a Unimore representative in the table and experts to participate in meetings and networking activities	2024 60 hours of work for a Unimore representative in the table and experts to participate in meetings and networking activities

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Expected result (measurable) of this action (effects in the short term)	Report on gender-based violence-related costs (2023)		
Expected result for this action (effects in the medium term)	Raising awareness in Unimore and in the territory on preventing and combating gender-based violence		
Indicator	Number of meetings of the Table Number of awareness-raising actions on the issue in which Unimore staff participates Report on the gender-based violence cost assessment		
Targets	2022 While Unimore's involvement in gender-based violence is ongoing in both research and third mission activities, participation at the table will see at least: 2 meetings in which Unimore staff will participate 2 events in which Unimore staff will be involved It is assumed that the table meetings and events will take place in March and November.	2023 4 meetings in which Unimore staff will participate 4 events in which Unimore staff will be involved Report on violence-related costs	2024 4 meetings in which Unimore staff will participate 4 events in which Unimore staff will be involved

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Action 17	Corporate welfare

The Action in summary	Feasibility study on the provision of services and the conclusion of agreements with existing structures in the area to facilitate reconciliation of study or work with the workload of care while promoting gender equality. The study initially aims to collect data on existing care needs (towards boys/girls, elderly, disabled, dependent) and preferences towards possible strategies to be put in place as a University in collaboration with the network of actors existing at the local level to improve the balance between personal/family life/ and work/study life. The aim is to carry out a qualitative and quantitative analysis and to elaborate the results in order to inform the University and to prepare actions to be carried out by drawing the evaluation impact. The possible actions include the conclusion of agreements with the structures existing in the territories for the care of boys and girls in the summer, the installation of changing tables and/or areas for breastfeeding in suitable areas within the departments of the University. The Administration could promote and support initiatives, projects and services to help staff and students of the University in conditions of disability, as expressed in the national collective negotiations (CCNL - Art. 60 c. 5 "Administrations, within the limits of their own resources, may initiate initiatives in favour of workers, including through their contributions, to be defined in the context of supplementary negotiations, such as transport agreements, healthcare assistance, crèches and economic benefits") as well as in decentralised negotiations. The purpose is also to disseminate information on existing conciliation measures (maternity and paternity leave, parental leave, the possibility for students to have the status of student* worker* recognised as caring for dependent family members...).
Impact area(s)	1. Private life/work life balance and organisational culture X 2. Gender balance in top positions and decision-making bodies ☐ 3. Gender equality in recruitment and career progress ☐ 4. Gender mainstreaming in research and teaching programmes ☐ 5. Combating gender-based violence, including sexual harassment ☐ 6. Well-being X 7. Other (specify) ☐

Areas of action	X Understanding the organisation
	  X Collecting data
	☐ Raising awareness
	  ☐ Gender (and diversity) training
	☐ Career progression and development
	  o Recruiting
	  o Promotion
	  o Reducing turn-over
	X Creating a gender-inclusive work culture
	☐ Combating gender-based violence / sexual harassment
	☐ Institutional governance
	  X Policies for gender equality
	  ☐ Gender monitoring
	  ☐ Gender-balanced decision-making bodies
		☐ Gender mainstreaming in
		  ☐ Research
		  ☐ Teaching
		  ☐ Internal funding requests
		☐ Aspects of work/private life balance
		  ☐ Flexible work conditions
		  ☐ Double career
		  X Family care and work
		  ☐ Other (please specify)
		
		☐ Gender Budgeting
		☐ Other fields, please specify:

Well-being dimensions	☐ Knowledge (education, training, information) ☐ Research X Work X Access to resources (services, transfers, scholarships..) X Live a healthy life ☐ Study and work in healthy and safe places and in a sustainable environment ☐ Move in the territory ☐ Participate in public life and live together in an equal society X Take care ☐ Enjoy beauty and culture ☐ Other (please specify)
SDG	☐SDG1 ☐SDG2 ☐ SDG3 ☐ SDG4 XSDG5 ☐SDG6 ☐SDG7 XSDG8 ☐SDG9 XSDG10 XSDG11 ☐SDG12 ☐SDG13 ☐SDG14 ☐SDG15 ☐SDG16 ☐SDG17
Critical issues addressed by the action	Possible lack of participation in the survey and/or difficulty in the dissemination of information material.

Action recipients Internal stakeholders External stakeholders	X Students X Other institutions existing in the Territory Municipalities and Third Sector active in healthcare services.	X Research and teaching staff More specifically: ☐ Suppliers	x Technical and administrative staff More specifically: ☐ Other (please specify)

Involvement in the implementation	**X SINGLE GUARANTEE COMMITTEE** ☐ Student conference ☐ Advisory Committee of Technical and Administrative Staff X Staff Directorates and Student Service Directorate and Communication Office X Gender Budgeting Operating Technical Committee	☐ Teaching Board ☐ Department Directors Conference ☐Department Representatives for Equal Opportunities **X Delegate for Equal Opportunities** ☐ Delegate for Research ☐ Other (please specify)
Technical responsibility in implementation	Labour Relations Office	

The importance of the action for your institution	☐ Very high X High	☐ Medium ☐ Low	☐ Very Low ☐ Selection not possible

Potential successful factors for this action	Relations with the territory; presence in the territories where the University is based of services for childcare and an active network for the provision of services and support in the implementation of strategies defined following the feasibility study.

Implementation period envisaged	Starting month / year October 2021		Ending month / year Continuous: action is multiannual
Financial resources	2022	2023	2024

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required for the implementation	Development of qualitative and quantitative survey tools. Provision of online questionnaire and qualitative analyses. Feasibility study, based on the results of the questionnaire, regarding the actions to implement. Definition of actions and design of an indicator system to study the impact on wellbeing dimensions. Preparation of information material on the ongoing survey and actions already in place.	Implementation of actions	Implementation of actions
Resources in terms of month/man staff required for the implementation	2022 Two units of staff of the Trade Union Relations Office dedicated for about 72 hours of work plus the hours of meeting dedicated to this action by the technical operational committee 100 hours of activities carried out by two experts for the validation of survey tools, the conduct of qualitative research, and the evaluation design of the actions chosen. 20 hours of activities by the staff of the Communication Office for the preparation of information material.	2023 Hours of work of the units operating at the trade union relations office and experts for monitoring of the actions implemented. Cost of corporate welfare actions	2024 Hours of work of the units operating at the trade union relations office and experts for monitoring of the actions implemented. Cost of corporate welfare actions
Expected result (measurable) of this action (effects in the short term)	Provision of the questionnaire to the technical and administrative staff and to students, proposal and implementation of corporate welfare actions. Improvement of well-being and gender equity in the University. Processing of questionnaire results and qualitative analysis. Drawing the impact and feasibility analysis of the agreements by year 2022.		
Expected result for this action (effects in the medium term)	Implementation of actions 2023-2024		
Indicator	Processing of questionnaire results and analysis of action feasibility. Specific indicators relating to the actions identified and their impact on well-being dimensions.		
Targets	2022 Processing of a survey tool and questionnaire results and analysis of action feasibility. System made of indicators for action assessment and monitoring. March 2022	2023 Number of actions carried out. Targets identified in 2022.	2024 Number of actions implemented. Targets identified in 2022.

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Action 18	Composition of selection committees		
The Action in summary	Monitoring of the gender composition of selection committees and guidelines for their composition		
Impact area(s)	1. Private life/work life balance and organisational culture ☐ 2. Gender balance in top positions and decision-making bodies X 3. Gender equality in recruitment and career progress X 4. Gender mainstreaming in research and teaching programmes ☐ 5. Combating gender-based violence, including sexual harassment ☐ 6. Other (specify) ☐		

Areas of action	X Understanding the organisation
	    X Collecting data
	☐ Raising awareness
	    ☐ Gender (and diversity) training
	X Career progression and development
	    ☐ Recruiting
	    X Promotion
	    ☐ Retention
	☐Creating a gender-inclusive work culture
	☐ Combating gender-based violence / sexual harassment
	X Institutional governance
	    X Policies for gender equality
	    X Gender monitoring
	    X Gender-balanced decision-making bodies
		☐ Gender mainstreaming in
		    ☐ Research
		    ☐ Teaching
		    ☐ Internal funding requests
		☐ Aspects of work/private life balance
		    ☐ Flexible work conditions
		    ☐ Double career
		    ☐ Family care and work
		    ☐ Other
		
		☐ Gender Budgeting
		
		☐ Other fields, please specify:	

Critical issues addressed by the action	Difficulty in finding women in certain scientific disciplinary sectors in which they are strongly unrepresented		
Action recipients	☐ Students	X Research and teaching staff	☐ Technical and Administrative Staff
Involvement in the implementation	☐Single Guarantee Committee ☐ Student conference ☐ Advisory Committee of Technical and Administrative Staff X Selection and HR Development Office	☐ Teaching Board ☐ Department Directors Conference	
Technical responsibility in implementation	HR Selection and Development Office		
The importance of the action for your institution	☐ Very high X High	☐ Medium ☐ Low	☐ Very Low ☐ Selection not possible
Potential successful factors for this action	Presence of a first monitoring on gender composition of selection committees		
Implementation period envisaged	January 2022	continuous	
Financial resources required for the implementation	2022	2023	2024
Resources in terms of month/man staff required for the implementation	2022 hours of work of administrative staff dedicated to data finding Hours of work of staff dedicated to the preparation of guidelines	2023 hours of work of administrative staff dedicated to monitoring the selection committees	2024 hours of work of administrative staff dedicated to monitoring the selection committees
Expected result (measurable) of this action (effects in the short term)	Gender balanced composition of selection committees		
Expected result for this action (effects in the medium term)	Gender balanced composition of selection committees		
Indicator	Number of selection committees in which at least one third of the members are women Preparation of guidelines		
Targets	2022 Completion of monitoring of gender composition of the selection committees by role and scientific disciplinary sector Preparation of guidelines for a balanced gender composition of selection committees	2023 Implementation of guidelines 100% selection committees in which at least one third of members are women	2024 Implementation of guidelines 100% selection committees in which at least one third of members are women And increase of the number of women in selection committees

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Action 19	Incentive for women's progression in careers
The Action in summary	Measure to encourage the reduction of the glass ceiling consisting in allocating a reward percentage of ministerial organic points, through an algorithm commensurate with the characteristics of the university, from individual departments to career progressions on the first tier to those departments that have a glass ceiling index close to 1 or in significant decline over the previous three years.
Impact area(s)	1. Private life/work life balance and organisational culture ☐ **2. Gender balance in top positions and decision-making bodies X** **3. Gender equality in recruitment and career progress X** 4. Gender mainstreaming in research and teaching programmes 5. Combating gender-based violence, including sexual harassment ☐ 6. Wellbeing ☐ 7. Other (specify) ☐

Areas of action	X Career progression and development X **Promotion**	

Critical issues addressed by the action	- Gender asymmetry in top positions

Action recipients	☐ Students	X Research and teaching staff More specifically: AP	☐ Technical and Administrative Staff

Involvement in the implementation	☐ Single Guarantee Committee ☐ Mentoring Team ☐ Student conference ☐ Advisory Committee of Technical and Administrative Staff X Directorates: Research, Training	☐ Teaching Board X Department Directors Conference ☐ Department Representatives for Equal Opportunities X Delegate for Equal Opportunities X Delegate for Research X Statistical office/Data processing

Responsibility in the implementation	Rector, Department Directorates

The importance of the action for your institution	X Very high X High	☐ Medium ☐ Low	☐ Very Low ☐ Selection not possible

Potential successful factors for this action	- Reduction of gender asymmetries in university recruiting; - Reduction of gender asymmetries in career progression; - Dissemination of greater gender awareness in university and research;

Implementation period envisaged	Starting month / year 1/01/2022	Ending month / year 31/12/2024

Financial resources required for the implementation	2022 10% of ministerial headcount points (POM - Punti Organico Ministeriali) allocated to the progression from Associate Professor to Full Professor	2023 10% of ministerial headcount points (POM - Punti Organico Ministeriali) allocated to the progression from Associate Professor to Full Professor	2024 10% of ministerial headcount points (POM - Punti Organico Ministeriali) allocated to the progression from Associate Professor to Full Professor

Resources in terms of month/man staff required for the implementation	2022 1 organisational resource for 2 weeks	2023 1 organisational resource for 2 weeks	2024 1 organisational resource for 2 weeks

Expected result (measurable) of this action (effects in the short term)	Greater awareness on the issue of gender inequality in career progressions.

Expected result for this action (effects in the medium term)	Reduction of *Glass ceiling index* (GCI) values[3] of the departments and the university.

Indicator	Absolute value of the departmental and university GCI in the three-year period before the action started. Reduction of at least 10% in the period of application of the action or GCI value not differing from 1 of more than 10%

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[3] The GCI is calculated by by comparing the percentage of women over the total of teaching staff with the percentage of women in the first category. An index higher than one shows that it is more difficult for women to reach the top levels of academic career. As for Unimore, at the end of 2019, the index shows the existence of a glass ceiling index in academic career, which is equal to 1.44 and lower than the national average (1.55).

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Targets	2022	2023	2024
Glass Ceiling Index	-1%	- 5%	- 10%

Action 20	Context analysis
The Action in summary	Context analysis on the basis of administrative source data and ad hoc surveys conducted on staff and students by disaggregating data by gender and with focus on intersectionality (for example, with regard to disability or the presence of specific learning disorders or to coming from other countries). Synthetic measurement of Unimore gender equity (IDEM index measurement for each university and research institution). In the context analysis, the National and International Research Office with the activation of the network of Equal Opportunities representatives in the departments coordinated by the Rector's Delegate for Equal Opportunities will continue the analysis of research projects in the University with an impact in terms of gender equity. The focus will be on disseminating the information on the existence of calls for applications relating to research projects on gender equality and equal opportunities. The context analysis on specific indicators identified in the individual actions of the GEP will support the evaluation of GEP actions in the period November/December of each year.
Impact area(s)	1. Private life/work life balance and organisational culture X 2. Gender balance in top positions and decision-making bodies ☐ 3. Gender equality in recruitment and career progress ☐ 4. Gender mainstreaming in research and teaching programmes ☐ 5. Combating gender-based violence, including sexual harassment ☐ 6. Wellbeing ☐ 7. Context analysis X

Areas of action	X Understanding the organisation
	    X Collecting data
	☐ Raising awareness
	    ☐ Gender (and diversity) training
	☐ Career progression and development
	    ☐ Recruiting
	    ☐Promotion
	    ☐ Retention
	☐Creating a gender-inclusive work culture
	☐ Combating gender-based violence / sexual harassment
	☐ Institutional governance
	    ☐ Policies for gender equality
	    ☐ Gender monitoring
	    ☐ Gender-balanced decision-making bodies
		☐ Gender mainstreaming in
		    ☐ Research
		    ☐ Teaching
		    ☐ Internal funding requests
		☐ Aspects of work/private life balance
		    ☐ Flexible work conditions
		    ☐ Double career
		    ☐ Family care and work
		    ☐ Other
		
		☐ Gender Budgeting
		
		☐ Other fields, please specify:

Critical issues addressed by the action	Put in place a continuous process of data collection and measurement indicators provided in the GEP coordination with the different Unimore areas dedicated to data collection.	
Action recipients	X Students	X Research and teaching staff More specifically: AP	X Technical and Administrative Staff

Involvement in the implementation	X Single Guarantee Committee ☐ Mentoring Team ☐ Student conference ☐ Advisory Committee of Technical and Administrative Staff X Directorates: Research, Training, Staff	☐ Teaching Board ☐ Department Directors Conference X Department Representatives for Equal Opportunities X Delegate for Equal Opportunities ☐ Delegate for Research X Statistical office/Data processing X IDEM
Responsibility in the implementation	Statistical office/Data processing	

The importance of the action for your institution	☐ Very high X High	☐ Medium ☐ Low	☐ Very Low ☐ Selection not possible
Potential successful factors for this action	Availability of administrative data and microdata (collected by the National Conference of Equality Bodies of Italian Universities that proposed the surveys on staff and student component) necessary to carry out the survey. Availability expressed by IDEM start-ups to provide free evaluation of the synthetic index for the measurement of gender equity.		
Implementation period envisaged	Starting month / year 1/01/2022	Ending month / year The context analysis will be renewed each year to provide the necessary indicators for the monitoring and planning of new actions.	

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Financial resources required for the implementation	2022	2023	2024
Resources in terms of month/man staff required for the implementation	2022 1 internal resource for data processing and administrative data collection for 3 weeks	2023 1 internal resource for data processing and administrative data collection for 3 weeks	2024 1 internal resource for data processing and administrative data collection for 3 weeks
Expected result (measurable) of this action (effects in the short term)	Measure of Unimore context in a gender perspective and attention to intersectionality.		
Expected result for this action (effects in the medium term)	Information sources useful for the design of new GEP actions and the analysis of gender auditing and gender budgeting		
Indicator	Development of the IDEM index for Unimore and summary reports on the results of investigations and he analysis of administrative sources.		
Targets IDEM Index [target may be set for the single areas of the index]	2022 Drafting of a context summary report and IDEM index (presentation in March 2022) measurement of context indicators specific to GEP action by the end of November 2022 to support the monitoring of GEP actions each year	2023 Drafting of a context summary report	2024 Drafting of a context summary report

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1. ZERO POVERTY
2. ZERO HUNGER
3. HEALTH AND WELLBEING
4. QUALITY EDUCATION
5. GENDER EQUALITY
6. CLEAN WATER AND HYGIENE
7. CLEAN AND AVAILABLE ENERGY
8. DECENT WORK AND ECONOMIC GROWTH
9. INDUSTRY, INNOVATION, AND INFRASTRUCTURE
10. REDUCING INEQUALITIES
11. SUSTAINABLE CITIES AND COMMUNITIES
12. RESPONSIBLE CONSUMPTION AND PRODUCTION
13. ACTING FOR THE CLIMATE
14. LIFE UNDER WATER
15. LIFE ON EARTH
16. PEACE, JUSTICE, AND STRONG INSTITUTIONS
17. PARTNERSHIPS FOR THE OBJECTIVES
    OBJECTIVES FOR SUSTAINABLE DEVELOPMENT

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2. Actions by area

	Private life/work life balance and organisational culture	Gender balance in top positions and decision-making bodies	Gender equality in recruitment and career progress	Gender mainstreaming in research and teaching programmes	Combating gender-based violence, including sexual harassment	Wellbeing
1 Gender Budgeting	X	X	X			X
2 Appointment of a trusted counsellor	X				X	
3 Equality week	X					
4 Alias Career Training	X					X
5 Training and raising awareness	X					
6 Gender procurement	X					
7 Non-sexist language	X				X	X
8 Transformative mentoring	X		X	X		X
9 Gender Equity training module	X			X		
10 Scientific event panel monitoring	X		X	X		
11 Guidance and raising awareness				X		
12 Awards to female students in STEM area				X		
13 Degree award on gender equality	X			X		
14 Psychological Support and Counselling Service for students					X	X
15 Unicore 4.0 - Scholarship reserved for refugee female student	X					
16 Unimore against gender-based violence					X	X
17 Corporate welfare	X					X
18 Guidelines for the gender composition of selection committees		X				
19 Incentive for women's progression in careers		X				
20 Context analysis	x					

3. Actions: resources, presence in the SP and persons in charge

Actions	Strategic Plan 2021-25	Project already started	Human resources required	Financial resources	Dedicated resource support	Head
1 Gender Budgeting	X	X	X		X	Economic And Financial Directorate, Planning and Assessment Directorate, Research Directorate
2 Appointment of a trusted counsellor	X			X		Labour Relations Office
3 Equality week		X	X		X	Rector's Delegate for Equal Opportunities, Rector's Delegate for Internationalisation, Delegate for Disability and SLD
4 Alias Career Training			X			Human Resource Directorate and Student Service, Training Office
5 Training and raising awareness		X	X	X	X	SGC, Training Office
6 Gender procurement			X			Directorate for Institutional Affairs, Tenders and Contracts
7 Non-sexist language		X	X		X	Training Office; SGC, Communication Office
8 Transformative mentoring			X		X	Human Resource Department (Training Office), SGC, Delegate for Equal Opportunities
9 Gender Equity training module			X	X		Human Resource Department, Training Office

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Action						Responsible
10 Scientific event panel monitoring			X		X	Communication Office
11 Guidance and raising awareness		X	X		X	Third Mission Office, SGC
12 Awards to female students in STEM area				X		Student Services Office, Delegate for Teaching
13 Degree award on gender equality		X	X (SGC Budget)			SGC, Student Services Office
14 Psychological Support and Counselling Service for students	x		X	X		Student Services Office
15 Unicore 4.0 - Scholarship reserved for refugee female student		X		X	X	International Relations Office
16 Unimore against gender-based violence		X	X		X	Rector's Delegate for Equal Opportunities, SGC
17 Corporate welfare	*			X	X	Labour Relations Office
18 Guidelines for the gender composition of selection committees			X		X	HR Selection and Development Office
19 Incentive for women's progression in careers						Rector, Department Directorates
20 Context analysis		X	X		X	Statistical office/Data processing
Support to the SGC in drafting the annual report					X	
Support to the SGC in disseminating on the territory					X	
Support to OTC for Gender Budgeting					X	

4. EU requirement check-list for GEPs

MANDATORY PROCESS-BASED ELEMENTS: To comply with the Horizon Europe GEP eligibility criterion, a GEP must meet four mandatory process-related requirements:	**1. Public document**: The GEP must be:	
	- a formal document published on the institution's website	**X**
	- signed by the executive head of the organisation with a clearly nominated lead to take the plan forward	**X**
	- actively communicated within the institution	**X**
	- It should demonstrate a commitment to gender equality	**X**
	- set clear goals and detailed actions and measures to achieve them	**X**
	- compliance with the general data protection regulation (GDPR)	**X**
	- provide for regular progress reports	**in progress**
	- more detailed information or internal plans and budgets can be published or can also be internal documents. They should always, however, be available within the organization.	**X**
	2. Dedicated resources:	
	- Dedicated gender equality function	**X**
	- Wider staff time	**X**
	- Gender Budgeting	**X**
	3. Data collection and monitoring:	
	- Organisations must collect sex/ gender disaggregated data on personnel (and students, for the establishments concerned) with annual reporting based on indicators.	**X**
	- Organisations should consider how to select the most relevant indicators, how to collect and analyse the data, including resources to do so, and should ensure that data is published and monitored on an annual basis.	**X**
	-This data should inform the GEP's objectives and targets, indicators, and ongoing evaluation of progress	**X**
	4. Training:	
	-The GEP must also include awareness-raising and training actions on gender equality.	**X**
	-These activities should engage the whole organisation and be an evidence-based, ongoing and long-term process.	**X**

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RECOMMENDED CONTENT-RELATED ELEMENTS: In addition to these four mandatory requirements, there are also five recommended content-related (thematic) areas that organisations may wish to consider in their GEP:	- Activities should cover unconscious gender biases training aimed at staff and decision-makers and can also include communication activities and gender equality training	X
	1. Work-life balance and organisational culture:	
	- ensure an open and inclusive working environment,	X
	- ensure the visibility of women in the organisation and externally,	X
	- ensure that the contribution of women is properly valued.	X
	- Inclusive work-life balance policies and practices can also be considered in a GEP, including:	X
	- parental leave policies	X
	- flexible working time arrangements	X
	- support for caring responsibilities	X
	2. Gender balance in leadership and decision-making:	
	- providing decision-makers with targeted gender training	X
	- adapting processes for selection and appointment of staff on committees,	X
	- ensuring gender balance through gender quotas,	X
	- making committee membership more transparent.	X
	3. Gender equality in recruitment and career progression:	
	- establishing recruitment codes of conduct,	X
	- involving gender equality officers in recruitment and promotion committees	X
	- proactively identifying women in underrepresented fields	X
	- considering organisation-wide workload planning models	X
	4. Integration of the gender dimension into research and teaching content:	
	- GEP can set out the organisation's commitment to incorporating sex and gender in its research priorities,	X
	- ensure that the gender dimension is considered in research and teaching,	X
	- provide support and capacity for researchers to develop methodologies for sex and gender analysis.	X
	- Research funding and research performing organisations both have a role to play in ensuring this.	X
	5. Measures against gender-based violence, including sexual harassment:	
	Policies should establish and codify the expected behaviour of employees	X
	outline how members of the organisation can report instances of gender-based violence	X
	how any such instances will be investigated and sanctions applied	X
	They should also consider how information and support is provided to victims or witnesses	X
	how the whole organisation can be mobilised to establish a culture of zero tolerance toward sexual harassment and violence	X

5. Monitoring grid and action assessment

Action	Work progress: December 2022		GEP annual review 2023 December 2022		
	Problems faced	Strategies adopted to solve them	GEP1 Actions confirmed in GEP2: reason	GEP1 Actions confirmed in GEP2 changes and improvements	Ideas for measures to be added to GEP2
1. Gender Budgeting					
2. Appointment of a trusted counsellor					

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3. Equality Week					
4. Alias Training Career					
5. Training and raising awareness					
6. Gender Procurement					
7. Raising awareness and training to the use of a non-sexist language					
8. Transformative mentoring					
9. Gender Equality training module					
10. Scientific event panel monitoring					
11. Guidance and raising awareness					
12. Awards to female students in STEM area					
13. Degree award on gender equality					
14. Psychological Support and Counselling ServiceStudents					
15. Unicore 4.0 - Scholarship reserved for refugee female student					
16. Unimore against gender-based violence					
17. Corporate welfare					
18. Guidelines for the gender composition of selection committees					
19.Incentive for women's progression in careers					
20. Context analysis					

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Action	Work progress: December 2023		GEP annual review 2024 December 2023		
	Problems faced	Strategies adopted to solve them	GEP 2 Actions confirmed in GEP 3: reason	GEP 2 Actions confirmed in GEP 3 changes and improvements	Ideas for measures to be added to GEP 3
1. Gender Budgeting					
2. Appointment of a trusted counsellor					
3. Equality Week					
4. Alias Training Career					
5. Training and raising awareness					
6. Gender Procurement					
7. Raising awareness and training to the use of a non-sexist language					
8. Transformative mentoring					
9. Gender Equity training module					
10. Scientific event panel monitoring					
11. Guidance and raising awareness					
12. Awards to female students in STEM area					
13. Degree award on gender equality					
14. Psychological Support and Counselling Service for students					
15. Unicore 4.0 - Scholarship reserved for refugee female student					
16. Unimore against gender-based violence					
17. Corporate welfare					
18. Guidelines for the gender composition of selection committees					

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19.Incentive for women's progression in careers					
20. Context analysis					

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Action	GEP 22-24 Work progress December 2024		GEP annual review 2025-2028 December 2024		
	Problems faced	Strategies adopted to solve them	GEP 3 Actions confirmed in GEP 2025-2028: reason	GEP 3 Actions confirmed in GEP 25-28 changes and improvements	Ideas for measures to be added to GEP 25-28
1. Gender Budgeting					
2. Appointment of a trusted counsellor					
3. Equality Week					
4. Alias Training Career					
5. Training and raising awareness					
6. Gender Procurement					
7. Raising awareness and training to the use of a non-sexist language					
8. Transformative mentoring					
9. Gender Equity training module					
10. Scientific event panel monitoring					
11. Guidance and raising awareness					
12. Awards to female students in STEM area					
13. Degree award on gender equality					
14. Psychological Support and Counselling Service for students					
15. Unicore 4.0 - Scholarship reserved for refugee female student					
16. Unimore against gender-based violence					
17. Corporate welfare					
18. Guidelines for the gender composition of selection committees					
19. Incentive for women's progression in careers					

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20. Context analysis							

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6. Gantt diagram of actions in 2022

Azione/Mese	2022											
	1	2	3	4	5	6	7	8	9	10	11	12
1. Bilancio di Genere	▦	▦			▦						■	▦
2. Nomina di un/a Consigliere/a di fiducia	▦	▦			■	■	▨	▨	▨	▨		▨
3. Equality Week					▦		■	▦	■			
4. Formazione Carriera Alias	▦	■	▨	▨	▨	▨	▨	▨	▨	▨	▨	
5. Formazione e Sensibilizzazione			■				■		■			■
6. Gender Procurement	▦	■	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨
7. Linguaggio Non Sessista	■	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨
8. Mentoring Trasformativo	▦	▦	▦	■	■	■	■	■	■	■	■	■
9. Modulo formativo Gender Equality		■	▨	▨	▨	▨	▨	▨				
10. Monitoraggio Panel Eventi Scientifici	▦	■	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨
11. Orientamento e Sensibilizzazione	▦	▦	■	▦	■	▦					■	
12. Premialità studentesse area STEM					▦	▦	▦				▦	■
13. Premio di Laurea su Uguaglianza di Genere	▦	▦									▦	■
14. Servizio Ascolto Psicologico e Counseling Studenti	▦	▦	■	▨	▨	▨	▨	▨	▨	▨	▨	▨
15. Unicore 4.0 - Borsa di Studio Studentessa Rifugiata										▦		■
16. Unimore contro la violenza di genere	▨	▦	■	▨	▨	▨	▨	▨	▨		■	▨
17. Welfare Aziendale	▦	▦	■	■	▩	▨	▨	▨	▨	▨	▨	▨
18. Linee guida composizione di genere commissioni di concorso	▦	▦	▦	■	▨	▨	▨	▨	▨	▨	▨	▨
19. Incentivo per la progressione femminile nelle	▦	▦	▦	■	▨	▨	▨	▨	▨	▨	▨	▨
20. Analisi di contesto	▦	▦	■							▦	▦	■

Periodo di progettazione dell'azione	▦ (grigio)
Periodo di realizzazione/presentazione dell'azione	▩ (rosso scuro)
Periodo di durata dell'azione	▨ (rosa)

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