GENDER EQUALITY PLAN
University of Messina
The Gender Equality Plan of the University of Messina was developed within the activities of the Horizon 2020 European Project LeTSGEPs “Leading Towards Sustainable Gender Equality Plans in research performing organisations”.

The work was coordinated by the UNIME LeTSGEPs team composed by: Prof. Luisa Pulejo (Scientific Coordinator), Prof. Carlo Vermiglio, Dr Guido Noto, Dr Valeria Naciti of the Department of Economics and Prof. Giovanna Spatari, Pro-Rector of Welfare and Gender Policies.
The Gender Equality Plan of the University of Messina was developed as part of the European project LeTSGEPs “Leading Towards Sustainable Gender Equality Plans in research performing organizations”.

The project LeTSGEPs “Leading Towards Sustainable Gender Equality Plans in research performing organisations” received funding from the European Union’s Horizon 2020 Research and Innovation program under Grant Agreement nº 873072
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INTRODUCTION

The Gender Equality Plan of the University of Messina (UNIME) was developed as part of the European project LeTSGEPs “Leading Towards Sustainable Gender Equality Plans in research performing organizations”, led by the University of Modena and Reggio Emilia, in which universities and research institutes from Italy, Germany, France, Spain, Serbia and Albania participate.

The University of Messina participates in the project with a team of business economics scholars with consolidated experience in the field of social responsibility and social reporting. The team includes prof. Luisa Pulejo (Scientific coordinator), prof. Carlo Vermiglio, Dr Guido Noto and Dr Valeria Naciti of the Department of Economics, and prof. Giovanna Spatari, Professor of Occupational Medicine and Pro Rector of the University's Welfare and Gender Policies.

For the University of Messina, participation in the LeTSGEPs project represents a great opportunity to strengthen, through the comparison with the practices and skills present in the other European partner institutions of the project, the path already undertaken by UNIME toward gender equality, the creation of equal growth and career opportunities for its employees and the overcoming of any role asymmetries between men and women that the University system could generate. Moreover, this path is in line with the Gender Equality Strategy for 2020-2025 of the European Commission and with the European regulatory framework on gender equality by now consolidated, which concerns the entire labour market, including the research sector.
The project, which started in January 2020 and is expected to end in 2023, deals with the pre-arrangement and implementation of Gender Equality Plans (GEPs) in European Universities and research institutions. In this way, the project anticipates the recent declaration by the Research and Innovation Directorate of the European Commission, which makes the preparation of the GEP (Gender Equality Plan) a necessary requirement to be eligible for the Horizon funds starting from 2022.

In this first year of activity, several University organizational structures were involved in the context analysis to identify the expressed or latent needs of the direct stakeholders. On several occasions, the UNIME LeTSGEPs research team met with the members of the Committee for Equal Opportunities (CUG) to collect information and to define useful actions for the preparation of the GEP.

Further indications arise from the meetings and discussions made with the UNIME employees which took part in the training activities of the LeTSGEPs project.

Moreover, within LeTSGEPs project, a survey has been distributed to all employees (teaching staff and administrative staff, PhD students and postgraduate students) to investigate the issues connected to the reconciliation between work and family life in the University of Messina.

The data collected provided statistical significant information to design effective actions and interventions for the pursuit of gender equality.

The Technical Coordination Unit of Strategic Planning, Management Control and Reporting of the University collaborated in the preparation of the GEP, carrying out a gender analysis of the University budget aimed at grasping the impacts of decisions and consequences on the different stakeholders (Gender Budget Analysis).
The Gender Equality Plan of the University of Messina, therefore, is the result of the indications of the European Commission and of a participatory process, supported by the governance of the University and built on the involvement of UNIME’s LeTSGEPs research group and other structures and internal stakeholders. It is consistent with the gender-sensitive policies carried out by the University and take into account the Positive Actions Plan (PAP) prepared by the CUG for the three-year period 2021/2023 and the Performance Plan UNIME (2021-2023), and the valuable information that emerged from an extensive discussion within the University.

The Gender Equality Plan (or GEP) of the University of Messina defines a series of actions to be implemented over a three-year time horizon (1 June 2021 - 31 May 2024). It is also expected that the same is monitored and updated annually.

The document is divided into two sections. The first provides information on the organizational and environmental context relating to gender equality on gender equality in the University of Messina and the key issues that should be addressed as a priority by the organization are identified and analyzed in order to pursue and implement the gender equality.

The second describes the activities of the Gender Equality Plan, sets the specific objectives to be achieved and the methods for monitoring the progress of the related actions and policies through effective indicators, and identifies those responsible for the implementation of each proposed action.

This information is divided into four key areas:

**AREA 1. Recruitment, maintenance, career progression**
**AREA 2. Leadership in research and decision making**
**AREA 3. Family-work reconciliation policies**
**AREA 4. Prevention of discrimination and sexual harassment**

Together with the PAP prepared by the CUG, it will form an integral part of the next Strategic Plan of the University of Messina.

The final version of the GEP has been prepared in Italian and in English, thus making it usable by the European Commission, which will take care of the evaluation of the research projects that come from our University.
GENDER EQUALITY AT THE UNIVERSITY OF MESSINA

The UNIME was founded in 1548 by Pope Paul III and, due also to the geographical position of Messina, has been a privileged place for exchanges between different cultures. Currently, the UNIME data on employment show phenomena of occupational gender segregation: 35% of academic personnel are women, ranging from 46% as researchers to 23% as full professors, with an even higher difference in the Department of Economics and BIOMORF (only 4% of women as full professors). Compared with 2014 the latest 2018 data show even a decreasing trend in GE within UNIME (from 41% to 35% in total academic positions and from 26% to 23% in full professors’ position). Gender inequalities are also evident at the governance level with only 17% women as vice-Rectors, 0% women in the Administrative Board, 26% in the Senate, and 8% Heads of Departments. Gender studies are currently tackled in the Department of Economics (with the Social Accountability taught in the master’s degree course of Business Consulting and Management) and in the Departments of Political Sciences and Medicine.

The University is historically engaged in activities to raise awareness on GE issues: from 2004 to 2007, three editions of the “Women’s course, politics and institutions” and three cycles of seminars on “gender violence” in the years 2014-15, 2015-16 (structured in over ten meetings and addressed to local professionals) were delivered.

In compliance with Law 183/2010, the Single Guarantee Committee was established for equal opportunities, the enhancement of the well-being of those who work and against discrimination (CUG) which replaced, assuming its responsibilities, the Equal Opportunities Committee and the Peer-Thetic Committee on the phenomenon of mobbing.

It aims to promote GE and fight discrimination among all university personnel and students, including gender discrimination. Since its recent establishment, CUG has been very active in promoting actions to fight gender inequality and to prevent sexual harassment.

Furthermore, a trusted Consultant is being appointed, pursuant to art. 5 of the "Code of conduct to protect the dignity of people who study or work at the University of Messina" with the task of providing advice and assistance to those who are subjected to sexual, moral or discriminatory acts of harassment and to contribute to promote the solution of the case, with absolute discretion and guaranteeing the right to privacy, as well as participating in training activities promoted by the University and other bodies, on equal opportunities, communication techniques, mobbing, self-esteem courses, counselling etc. This is an
important milestone for UNIME as not all Italian Universities have yet provided for the appointment of this professional figure.

In accordance with the Italian Law, gender-based policies at the University of Messina are designed and implemented by the CUG. Moreover, it is important to mention that within the University governance a pro-rector for gender-based policy was appointed.

The gender-based policy (2019-2021) of the University of Messina builds around 10 strategic lines.

The first line concerns information, training and awareness with regards to the CUG role. This line which comprehends actions such as web-site update, press conference and conferences, aims at engaging all the University stakeholders with the Committee.

The second strategic line refers to actions to promote gender culture, equal opportunities and organizational well-being. The relative activities concern conferences, seminars, research and study grants and other activities to prevent sexual harassment and homophobia.

The third line focuses on training and ICT alphabetization. Actions such as training courses on hate speech and ICTs for disability are considered.

The fourth line concerns actions of prevention and psychophysical health such as sport tournaments, screening, awareness campaigns for food disorders.

The fifth strategic line refers to work-life balance. The related actions comprehend smart working, maternity and child protection, investigations.

The sixth line is about actions of prevention of violence and discrimination in the workplace.

The seventh strategic line concerns monitoring. The related actions are the preparation of a gender equality plan, the monitoring of careers the investigation of administrative data and surveys to employees, students and researchers.

The eighth line is called networking. This focuses on the networking activities to be fostered with local, national and international gender and equity committees, associations and centers.

The ninth strategic line is related to the access of European, national and regional funds to contrast any form of discrimination.

Last, the tenth line considers the preparation of CUG mandate reporting.
ANALYSIS OF THE KEY ISSUES

The context analysis is aimed at highlighting the main inequalities and gender gaps that the organization is called upon to consider and address through the implementation of ad hoc actions.

First of all, a gap in the student recruitment has been identified with regards to some areas. These are: ICT, Engineering – in which the percentages of women enrolled is particularly low (11% and 23 %) – and Education – which display a high unbalance since women represent 94% of the students enrolled. These results are displayed in the following table.

<table>
<thead>
<tr>
<th>INDEX:</th>
<th>Students enrolled in tertiary education by sex and field of education (2019)</th>
<th>M</th>
<th>%M</th>
<th>F</th>
<th>%F</th>
<th>TOT</th>
<th>%TOT</th>
<th>%F/TOT</th>
<th>Country F/TOT</th>
<th>EU F/TOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts and humanities</td>
<td></td>
<td>88</td>
<td>1%</td>
<td>1.431</td>
<td>10%</td>
<td>1.519</td>
<td>7%</td>
<td>84%</td>
<td>0,044</td>
<td>0,059</td>
</tr>
<tr>
<td>Social sciences, journalism and information</td>
<td></td>
<td>532</td>
<td>6%</td>
<td>1.617</td>
<td>11%</td>
<td>2.149</td>
<td>10%</td>
<td>75%</td>
<td>0,113</td>
<td>0,076</td>
</tr>
<tr>
<td>Business, administration and law</td>
<td></td>
<td>740</td>
<td>9%</td>
<td>2.209</td>
<td>16%</td>
<td>2.949</td>
<td>13%</td>
<td>75%</td>
<td>0,078</td>
<td>0,062</td>
</tr>
<tr>
<td>Natural sciences, mathematics and statistics</td>
<td></td>
<td>1.522</td>
<td>18%</td>
<td>2.320</td>
<td>16%</td>
<td>3.842</td>
<td>17%</td>
<td>60%</td>
<td>0,094</td>
<td>0,121</td>
</tr>
<tr>
<td>Information and Communication Technologies</td>
<td></td>
<td>808</td>
<td>10%</td>
<td>1.329</td>
<td>9%</td>
<td>2.137</td>
<td>10%</td>
<td>62%</td>
<td>0,045</td>
<td>0,035</td>
</tr>
<tr>
<td>Engineering, manufacturing and construction</td>
<td></td>
<td>348</td>
<td>4%</td>
<td>42</td>
<td>0%</td>
<td>390</td>
<td>2%</td>
<td>11%</td>
<td>0,002</td>
<td>0,009</td>
</tr>
<tr>
<td>Agriculture, forestry, fisheries and veterinary</td>
<td></td>
<td>807</td>
<td>10%</td>
<td>245</td>
<td>2%</td>
<td>1.052</td>
<td>5%</td>
<td>23%</td>
<td>0,045</td>
<td>0,042</td>
</tr>
<tr>
<td>Health and welfare</td>
<td></td>
<td>267</td>
<td>3%</td>
<td>394</td>
<td>3%</td>
<td>661</td>
<td>3%</td>
<td>60%</td>
<td>0,013</td>
<td>0,010</td>
</tr>
<tr>
<td>Services</td>
<td></td>
<td>2.094</td>
<td>25%</td>
<td>3.553</td>
<td>25%</td>
<td>5.647</td>
<td>25%</td>
<td>63%</td>
<td>0,091</td>
<td>0,096</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td>1.013</td>
<td>12%</td>
<td>655</td>
<td>5%</td>
<td>1.688</td>
<td>7%</td>
<td>38%</td>
<td>0,011</td>
<td>0,019</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>5.472</td>
<td>100%</td>
<td>14.079</td>
<td>100%</td>
<td>22.451</td>
<td>100%</td>
<td>63%</td>
<td>0,555</td>
<td>0,537</td>
</tr>
</tbody>
</table>

This issue is already considered in the Positive Action Plan (2019-21) in the measures 2/a (seminars and events) and 7/c (student careers monitoring).

Another key issue emerges with respect to the career progression of women from grade C to grade B and A. As displayed in the following graph, the University experiences a “scissor” behaviour when analysing gender in career progression. Disaggregating grade C into RTD A (temporary position), RTD B (tenured track - assistant professor) and RTD I (tenured track - old contract), we may notice that the percentage of women on the total in all three types of contract is very close to 50%. Specifically, 56,52 % have RTD A contracts, 56,34% RTD B contracts and 49,63% have RTD I contracts.

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1 A detailed UNIME context analysis is available at https://letsgeps.eu/deliverables/ (D2.4)
2 USTAT MIUR 2019/2020
This is even more evident in some disciplines as portaged in the following table.

<table>
<thead>
<tr>
<th>INDEX:</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE A:</td>
</tr>
<tr>
<td>Proportion (%) of women among grade A staff, by field of R&amp;D</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Natural sciences</td>
</tr>
<tr>
<td>Engineering and technology</td>
</tr>
<tr>
<td>Medical and health sciences</td>
</tr>
<tr>
<td>Agricultural sciences</td>
</tr>
<tr>
<td>Social sciences</td>
</tr>
<tr>
<td>Humanities</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

At the leadership level, the analysis highlights that although small gaps exist at the global level - i.e. considering the different leadership positions (bodies, groups, pro-rectors, BoD, Senate, Departments etc.) - there are significant gender gaps in the BoD and the Senate which are the key government bodies of the University.

<table>
<thead>
<tr>
<th>INDEX:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Members (including leaders): Proportion (%) of women on head of institutions and boards (members and leaders)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Members (including leaders)</td>
</tr>
<tr>
<td>Leaders</td>
</tr>
<tr>
<td>Head of institutions</td>
</tr>
</tbody>
</table>
In order to improve and foster participation of women at every organizational level, it is important to improve the work-life balance for every employee. This issue is already considered in the Positive Action Plan (2019-21) in the measures 2/c (scholarships), 5/a (smart working), 5/c (childcare services), 5/d (pink parking). However, from the result of the survey conducted in the first months of 2021, an additional effort seems to be required. In fact, respondents highlighted that childcare services and flexible/remote working could be improved. The following figure shows the average ranking of several suggested Gender Equality Plan actions.

![Graph showing average ranking of suggested Gender Equality Plan actions.](image)

Last, although UNIME is already playing a significant role in promoting the prevention of discrimination and sexual harassment, it is important to continue to support and strengthen this role as, also due to the pandemic, incidents of discrimination and violence against gender have increased. female throughout the national and regional territory.

Furthermore, as emerged from the results of the questionnaire administered to UNIME employees, more than 20 (10) percent of women (men) declare to have experienced age-based discrimination. Moreover, about 30 percent of women declared to have heard of (13.9), been
subjected (11.9) or witnessed (8.2) gender-based discrimination. The percentage is lower than 10 percent for men.

This issue is already considered in the Positive Action Plan (2019-21) in the measures 2/d (actions to prevent sexisms and homophobia), 3/a (sexual violence training), 6/b (listening center), 6/c (events against sexual violence).
FOCUS OF THE GENDER EQUALITY PLAN

The actions here developed derive from the key results of the context analysis here provided, from the existent policies in place and carried out by the CUG and from the Performance Plan developed by the University for the following triennium.

The actions identified within each key area aim to indicate adequate procedures to detect gender bias and discrimination; define and implement innovative strategies to correct and contrast any inequality that has emerged in all areas of research, teaching and training and professional courses at the University; establish medium and long-term objectives for the promotion of gender equality among all components (teaching and research staff, administrative staff, students) monitor the progress of the related policy actions through effective indicators.

The set of activities contained in the GEP relates to four key areas:

1. **Recruitment, maintenance, career progression**: this area is aimed at filling 3 specific gaps that have been identified by the academics and students career analysis: 1) there is a gap that widens starting from grade B (associated possessors) to the detriment of women who have a much lower percentage; 2) academic career progression obstacles in certain disciplines such as engineering and medicine; 3) in the disciplines of education sciences (M), Engineering (F) and Computer Science (F) there are significant gaps already from enrolment in degree courses. This area is thus aimed at promoting a gender-culture through training, events and activities ad hoc.

2. **Leadership in research and decision-making processes**: this area has a twofold objective: 1) to integrate the DSPI (Strategic Document of Integrated Programming) and the PAP (Plan for Positive Actions) within the GEP; 2) to fill a gap in leadership in fact despite the different delegations to female pro-rectors, there is a gap in the BOD (0 women) and in the Senate (4 women).

3. **Work-family reconciliation policies**: this area is aimed at solving all those problems that prevent the reconciliation of lifetimes for the family and work. Particular attention is devoted to strengthening activities fostering organizational wellbeing, welfare and to support parents and other employees in addressing a good work-life balance.

4. **Prevention of discrimination or sexual harassment**: is aimed at raising awareness among UNIME students and employees about the problem of sexual violence, harassment and gender stereotypes. According to the National Statistic Bureau (ISTAT), the related episodes are unfortunately growing in the whole regional and national territory in the last period due to the pandemic.
SPECIFIC GOALS AND MEASURES PER KEY AREA

1. Recruitment, maintenance, career progression:
   1.1 Promotion of UNIME's mission as a gender-inclusive and fair training and work environment.
   1.2 Scholarships for advanced training courses on gender culture.
   1.3 Institutionalization of a gender reporting organizational unit

2. Leadership in research and decision-making processes:
   2.1 Investigation of decision-making processes (e.g. committees, board of directors).
   2.2 Survey on research projects in terms of gender (e.g. PI, research project members)

3. Work-life reconciliation policies:
   3.1 Extension / improvement of childcare services within the workplace.
   3.2 Development of nursing areas
   3.3 Parcel delivery service
   3.4 Summer schools for children and adolescents
   3.5 Activation of agreements for sports activities for employees and their families.
   3.6 Smart Working
   3.7 “Pink (Pregnant)” parking spaces

4. Prevention of discrimination or sexual harassment
   4.1 Congresses, round tables, seminars.
   4.2 Actions to combat sexism and homophobia

Annexes 1 and 2 describe in detail the actions listed above, indicating for each of them: the objectives, the subjects involved, the beneficiaries, the expected results and the monitoring indicators. The scheme adopted for Annex 1 is the one created within the LeTSGEPs project.
# ANNEX 1

## DETAILED DESCRIPTION OF PLANNED GEP ACTIVITIES

<table>
<thead>
<tr>
<th>Action 1</th>
<th>Promotion of UNIME’s mission as gender-inclusive and fair training and work environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short description of the action</td>
<td>To foster a gender-equal culture through training, seminars and events at every organizational level and for incoming students</td>
</tr>
</tbody>
</table>
| Impact area(s)³ | 1. Increase in the participation of women in research and innovation and improvement of their career prospects ☒
2. Gender balance in decision-making bodies □
3. Gender dimension in research content □
4. Other, please specify: |
| Field(s) of action (one action might tackle more than one field of action) | ☐ Understanding the organization
☐ Data collection
☒ Raising awareness
☒ Gender (& Diversity) training
☒ Career progression and development
☒ Recruitment
☒ Promotion
☐ Retention
☒ Creating a gender-inclusive workplace culture
☐ Prevention of gender-based violence/sexual harassment
☐ Institutional Governance
☐ Gender equality policies
☐ Gender monitoring
☐ Gender balanced decision bodies
☐ Integration of gender aspects in
☐ Research
☐ Teaching
☐ Internal funding applications
☐ Work-life-balance aspects
☐ Flexible working conditions
☐ Dual Career
☐ Care & family work
☐ Other, please specify
☐ Other fields, please specify: |
| Institutional key site(s) of inequality to be addressed by this action | There is a gap that widens starting from grade B (associated possessors) to the detriment of women who have a much lower percentage |
| Specific institutional objective(s) of action based on key site(s) of inequality | Recruitment, maintenance, career progression: Through a set of activities which focus on training, this action aims at improving career recruitment and progression. |
| Target group(s) to be addressed by this action | ☐ Students
☒ Research and teaching staff
☐ Administration
Please specify who: |
| Involved actors for the implementation | ☒ LeTSGEP’s core team
☐ LeTSGEPs WG
☐ Administration
☐ Management |
| Responsible for the implementation | Academic Senate; General Manager; Head of Department; CUG |
| Action’s importance for your institution | ☐ Very high
☐ Medium
☐ Low
☐ Very low
☐ Can’t decide |

³ The first three points reflect the impact areas of GEPs to be compulsory introduced in Horizon Europe.
<table>
<thead>
<tr>
<th>Potential success factors for this action</th>
<th>Legal framework, Top management endorsement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned implementation period</td>
<td>Start month/year 06/2021</td>
</tr>
<tr>
<td></td>
<td>End month/year 05/2024</td>
</tr>
<tr>
<td>Resources needed for implementation</td>
<td>Academic personnel</td>
</tr>
<tr>
<td>(personnel, equipment)</td>
<td></td>
</tr>
<tr>
<td>Expected (measurable) output of this</td>
<td>Nr of seminars on gender issues in STEM and</td>
</tr>
<tr>
<td>action (short-term effects)</td>
<td>non-STEM disciplines</td>
</tr>
<tr>
<td>Expected outcome of this action (mid-term</td>
<td>Increased awareness of gender issue in</td>
</tr>
<tr>
<td>effects)</td>
<td>Accademia</td>
</tr>
<tr>
<td>Evaluation procedure (How to determine</td>
<td>See Annex 2</td>
</tr>
<tr>
<td>if goal was reached.)</td>
<td></td>
</tr>
<tr>
<td>Action 2</td>
<td>Scholarships for advanced training courses on gender culture</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>Short description of the action</td>
<td>To devote specific financial resources to students and researchers studying and advancing knowledge on gender equality</td>
</tr>
</tbody>
</table>
| Impact area(s) | 1. Increase in the participation of women in research and innovation and improvement of their career prospects ☒  
2. Gender balance in decision-making bodies ☐  
3. Gender dimension in research content ☐  
4. Other, please specify: |
| Field(s) of action (one action might tackle more than one field of action) | ☐ Understanding the organization  
☐ Data collection  
☒ Raising awareness  
☐ Gender (& Diversity) training  
☒ Career progression and development  
☐ Recruitment  
☐ Promotion  
☐ Retention  
☐ Creating a gender-inclusive workplace culture  
☐ Prevention of gender-based violence/sexual harassment  
☐ Institutional Governance  
☐ Gender equality policies  
☐ Gender monitoring  
☐ Gender balanced decision bodies  
☐ Integration of gender aspects in  
☐ Research  
☐ Teaching  
☐ Internal funding applications  
☐ Work-life-balance aspects  
☐ Flexible working conditions  
☐ Dual Career  
☐ Care & family work  
☐ Other, please specify  
☐ Gender Budgeting, please specify:  
☐ Other fields, please specify: |
| Institutional key site(s) of inequality to be addressed by this action | Academic career progression obstacles in certain disciplines such as engineering and medicine; 3) in the disciplines of education sciences (M), Engineering (F) and Computer Science (F) there are significant gaps already from enrollment in degree courses. |
| Specific institutional objective(s) of action based on key site(s) of inequality | Recruitment, maintenance, career progression: Devoting financial resources to improve gender awareness. |
| Target group(s) to be addressed by this action | ☒ Students  
☐ Research and teaching staff  
☐ Administration  
Please specify who:  
Please specify who: |
| Involved actors for the implementation | ☒ LeTSGEPs core team  
☒ LeTSGEPs WG  
☒ Administration  
☒ Management  
Please specify who: |
| Responsible for the implementation | CUG; Academic Departments |
| Action’s importance for your institution | ☐ Very high  
☐ Medium  
☐ Very low  
☒ High  
☐ Low  
☐ Can’t decide |
| Potential success factors for this action | Legal framework; Top management involvement |
| Planned Implementation period | Start month/year  
06/2021  
End month/year  
05/2024 |
<table>
<thead>
<tr>
<th>Resources needed for implementation (personnel, equipment)</th>
<th>€ 5,000 per YR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected (measurable) output of this action (short-term effects)</td>
<td>Scholarship</td>
</tr>
<tr>
<td>Expected outcome of this action (mid-term effects)</td>
<td>Increased awareness of gender issue</td>
</tr>
<tr>
<td>Evaluation procedure (How to determine if goal was reached.)</td>
<td>See Annex 2</td>
</tr>
</tbody>
</table>
### Action 3: Institutionalization of a gender reporting organizational unit

**Short description of the action:**
To attribute competences on gender budgeting and monitoring to the social accountability reporting unit.

**Impact area(s):**
1. Increase in the participation of women in research and innovation and improvement of their career prospects
2. Gender balance in decision-making bodies
3. Gender dimension in research content
4. Other, please specify:

**Field(s) of action (one action might tackle more than one field of action):**
- ✔️ Understanding the organization
  - Data collection
  - Raising awareness
  - Gender (Diversity) training
  - Career progression and development
    - Recruitment
    - Promotion
    - Retention
  - Creating a gender-inclusive workplace culture
  - Prevention of gender-based violence/sexual harassment
  - Institutional Governance
    - Gender equality policies
    - Gender monitoring
    - Gender balanced decision bodies
- ☐ Integration of gender aspects in
  - Research
  - Teaching
  - Internal funding applications
  - Work-life-balance aspects
  - Flexible working conditions
  - Dual Career
  - Care & family work
  - Other, please specify
  - Gender Budgeting, please specify:
  - Other fields, please specify:

**Institutional key site(s) of inequality to be addressed by this action:**
There is a need to better comprehend gender equality within the institution and to put in place monitoring activities.

**Specific institutional objective(s) of action based on key site(s) of inequality:**
Recruitment, maintenance, career progression: To enforce social accountability.

**Target group(s) to be addressed by this action:**
- ☐ Students
- ☐ Research and teaching staff
- ☒ Administration
  
Please specify who:

**Involved actors for the implementation:**
- ☐ LeTSGEPs core team
- ☐ LeTSGEPs WG
- ☒ Administration
- ☒ Management

**Responsible for the implementation:**
Academic Senate; General Manager; Head of Department

**Action’s importance for your institution:**
- ☐ Very high
- ☐ Medium
- ☐ High
- ☐ Low
- ☐ Very low
- ☐ Can’t decide

**Potential success factors for this action:**
Legal framework, Top management endorsement

**Planned implementation period:**
- Start month/year: 06/2021
- End month/year: 05/2024

**Resources needed for implementation (personnel, equipment):**
Administrative staff
<table>
<thead>
<tr>
<th>Expected (measurable) output of this action (short-term effects)</th>
<th>Gender Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected outcome of this action (mid-term effects)</td>
<td>Planning and monitoring gender equality</td>
</tr>
<tr>
<td>Evaluation procedure (How to determine if goal was reached)</td>
<td>See Annex 2</td>
</tr>
<tr>
<td>Action 4</td>
<td>Investigation of decision-making processes</td>
</tr>
<tr>
<td>———</td>
<td>———</td>
</tr>
<tr>
<td><strong>Short description of the action</strong></td>
<td>To explore gender gaps in decision making bodies (e.g. committees, board of directors, etc.).</td>
</tr>
</tbody>
</table>
| **Impact area(s)** | 1. Increase in the participation of women in research and innovation and improvement of their career prospects ☐
2. Gender balance in decision-making bodies ☒
3. Gender dimension in research content ☐
4. Other, please specify: |
| **Field(s) of action** | ☒ Understanding the organization
☐ Data collection
☐ Raising awareness
☐ Gender (& Diversity) training
☐ Career progression and development
☐ Recruitment
☐ Promotion
☐ Retention
☐ Creating a gender-inclusive workplace culture
☐ Prevention of gender-based violence/sexual harassment
☐ Institutional Governance
☐ Gender equality policies
☐ Gender monitoring
☒ Gender balanced decision bodies
☐ Integration of gender aspects in
☐ Research
☐ Teaching
☐ Internal funding applications
☐ Work-life-balance aspects
☐ Flexible working conditions
☐ Dual Career
☐ Care & family work
☐ Other, please specify
☒ Gender Budgeting, please specify:
☐ Other fields, please specify:
|**Institutional key site(s) of inequality to be addressed by this action** | There is gap in leadership, in fact despite the different delegations to female pro-rectors, there is a gap in the BOD (0 women) and in the Senate (4 women) |
| **Specific institutional objective(s) of action based on key site(s) of inequality** | Leadership in research and decision-making processes: To better understand potential imbalances in decision making bodies |
| **Target group(s) to be addressed by this action** | ☐ Students
☐ Research and teaching staff
☐ Administration
Please specify who: |
| **Involved actors for the implementation** | ☒ LeTSGEPs core team
☐ LeTSGEPs WG
☐ Administration
☐ Management
Please specify who: |
| **Responsible for the implementation** | Academic Senate; Rector; Board of Directors; Academic Departments |
| **Action’s importance for your institution** | ☐ Very high
☐ Medium
☐ Very low
☐ High
☐ Low
☐ Can’t decide |
| **Potential success factors for this action** | Top management endorsement |
| **Planned implementation period** | Start month/year
06/2021
End month/year
01/2022 |
<p>| <strong>Resources needed for implementation (personnel, equipment)</strong> | Administrative staff and Academic personnel |</p>
<table>
<thead>
<tr>
<th>Expected (measurable) output of this action (short-term effects)</th>
<th>N.1 Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected outcome of this action (mid-term effects)</td>
<td>Fostering the gender equality at the leadership level</td>
</tr>
<tr>
<td>Evaluation procedure (How to determine if goal was reached.)</td>
<td>See Annex 2</td>
</tr>
<tr>
<td>Action 5</td>
<td>Survey on research projects in terms of gender</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Short description of the action</td>
<td>To explore gender gaps in research projects (e.g. PI, research project members)</td>
</tr>
</tbody>
</table>
| Impact area(s) | 1. Increase in the participation of women in research and innovation and improvement of their career prospects ✔
| | 2. Gender balance in decision-making bodies ☐
| | 3. Gender dimension in research content ✔
| | 4. Other, please specify: |
| Field(s) of action | ☒ Understanding the organization
| | ☒ Data collection
| | ☐ Raising awareness
| | □ Gender (& Diversity) training
| | ☐ Career progression and development
| | □ Recruitment
| | □ Promotion
| | □ Retention
| | □ Creating a gender-inclusive workplace culture
| | □ Prevention of gender-based violence/sexual harassment
| | ☒ Institutional Governance
| | ☒ Gender equality policies
| | ☒ Gender monitoring
| | ☐ Gender balanced decision bodies
| | ☐ Integration of gender aspects in
| | □ Research
| | □ Teaching
| | ☒ Internal funding applications
| | □ Work-life-balance aspects
| | □ Flexible working conditions
| | □ Dual Career
| | □ Care & family work
| | □ Other, please specify
| | ☐ Gender Budgeting, please specify:
| | ☐ Other fields, please specify: |
| Institutional key site(s) of inequality to be addressed by this action | There is gap in leadership in fact despite the different delegations to female pro-rectors, there is a gap in the BOD (0 women) and in the Senate (4 women) |
| Specific institutional objective(s) of action based on key site(s) of inequality | Leadership in research and decision-making processes: To better understand potential imbalances in research teams. |
| Target group(s) to be addressed by this action | ☐ Students
| | ☒ Research and teaching staff
| | ☐ Administration
| | Please specify who: |
| | ☐ Research and teaching staff
| | Please specify who: |
| Involved actors for the implementation | LeTSGEPs core team
| | LeTSGEPs WG
| | ☒ Administration
| | ☒ Management
| | Please specify who: |
| Responsible for the implementation | LeTSGEPs Research Team: General Manager; Heads of Academic Departments |
| Action’s importance for your institution | ☐ Very high
| | ☐ High
| | ☐ Medium
| | ☐ Low
| | ☐ Very low
| | ☐ Can’t decide |
| Potential success factors for this action | |
| Planned implementation period | Start month/year 06/21
<p>| | End month/year 01/22 |
| Resources needed for implementation (personnel, equipment) | Administrative staff and Academic personnel |</p>
<table>
<thead>
<tr>
<th>Expected (measurable) output of this action (short-term effects)</th>
<th>N.1 report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected outcome of this action (mid-term effects)</td>
<td>Fostering the gender equality at the research leadership level</td>
</tr>
<tr>
<td>Evaluation procedure (How to determine if goal was reached.)</td>
<td>See Annex 2</td>
</tr>
</tbody>
</table>
## Action 6

**Extension / improvement of childcare services within the workplace**

### Short description of the action
To improve kindergarten services also through the activation of agreements with external providers.

### Impact area(s)
1. Increase in the participation of women in research and innovation and improvement of their career prospects ☒
2. Gender balance in decision-making bodies ☐
3. Gender dimension in research content ☐
4. Other, please specify:

### Field(s) of action
(one action might tackle more than one field of action)
- ☐ Understanding the organization
- ☐ Data collection
- ☐ Raising awareness
- ☐ Gender (& Diversity) training
- ☐ Career progression and development
- ☐ Recruitment
- ☐ Promotion
- ☐ Retention
- ☐ Creating a gender-inclusive workplace culture
- ☐ Prevention of gender-based violence/sexual harassment
- ☐ Institutional Governance
  - ☐ Gender equality policies
  - ☐ Gender monitoring
  - ☐ Gender balanced decision bodies
- ☐ Integration of gender aspects in
  - ☐ Research
  - ☐ Teaching
  - ☐ Internal funding applications
- ☒ Work-life-balance aspects
  - ☐ Flexible working conditions
  - ☐ Dual Career
  - ☐ Care & family work
  - ☐ Other, please specify
- ☐ Gender Budgeting, please specify:
  - ☐ Other fields, please specify:

### Institutional key site(s) of inequality to be addressed by this action
This area is aimed at solving all those problems that prevent the reconciliation of lifetimes for the family and work. From the survey results it emerged a need for improving childcare services.

### Specific institutional objective(s) of action based on key site(s) of inequality
Work-life reconciliation policies: To support families in the childcare

### Target group(s) to be addressed by this action
- ☐ Students
- ☒ Research and teaching staff
- ☒ Administration

### Involved actors for the implementation
- ☐ LeTSGEPs core team
- ☐ LeTSGEPs WG
- ☒ Administration
- ☒ Management

### Responsible for the implementation
Rector; General Manager; Heads of Departments; Pro rector of welfare

### Action’s importance for your institution
- ☐ Very high
- ☒ High
- ☐ Medium
- ☐ Low
- ☐ Very low
- ☐ Can’t decide

### Potential success factors for this action
Top management endorsement

### Planned implementation period
- **Start month/year**: 06/2022
- **End month/year**: 05/2024
<table>
<thead>
<tr>
<th>Resources needed for implementation (personnel, equipment)</th>
<th>Financial resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected (measurable) output of this action (short-term effects)</td>
<td>Number of kindergarten places available for employee</td>
</tr>
<tr>
<td>Expected outcome of this action (mid-term effects)</td>
<td>Organizational wellbeing</td>
</tr>
<tr>
<td>Evaluation procedure (How to determine if goal was reached)</td>
<td>See Annex 2</td>
</tr>
<tr>
<td>Action 7</td>
<td>Development of nursing areas</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------</td>
</tr>
<tr>
<td><strong>Short description of the action</strong></td>
<td>To develop nursing areas in every University facility</td>
</tr>
</tbody>
</table>
| **Impact area(s)** | 1. Increase in the participation of women in research and innovation and improvement of their career prospects ☒  
2. Gender balance in decision-making bodies ☐  
3. Gender dimension in research content ☐  
4. Other, please specify: |
| **Field(s) of action** | ☐ Understanding the organization  
☐ Data collection  
☐ Raising awareness  
☐ Gender & Diversity training  
☐ Career progression and development  
☐ Recruitment  
☐ Promotion  
☐ Retention  
☐ Creating a gender-inclusive workplace culture  
☐ Prevention of gender-based violence/sexual harassment  
☐ Institutional Governance  
☐ Gender equality policies  
☐ Gender monitoring  
☐ Gender balanced decision bodies  
☐ Integration of gender aspects in  
☐ Research  
☐ Teaching  
☐ Internal funding applications  
☐ Work-life-balance aspects  
☐ Flexible working conditions  
☐ Dual Career  
☐ Care & family work  
☐ Other, please specify:  
☐ Gender Budgeting, please specify:  
☐ Other fields, please specify: |
| **Institutional key site(s) of inequality to be addressed by this action** | This area is aimed at solving all those problems that prevent the reconciliation of lifetimes for the family and work. From the survey results it emerged a need of improving childcare services. |
| **Specific institutional objective(s) of action based on key site(s) of inequality** | Work-life reconciliation policies: To support families in the childcare |
| **Target group(s) to be addressed by this action** | ☐ Students  
☐ Research and teaching staff  
☐ Administration  
Please specify who: |
| **Involved actors for the implementation** | ☐ LeTSGEPs core team  
☐ LeTSGEPs WG  
☐ Administration  
☐ Management  
Please specify who: |
| **Responsible for the implementation** | Pro rector of welfare |
| **Action’s importance for your institution** | ☐ Very high  
☐ High  
☐ Medium  
☐ Low  
☐ Very low  
☐ Can’t decide |
| **Potential success factors for this action** | |
| **Planned implementation period** | Start month/year  
06/2021  
End month/year  
05/2024 |
<p>| <strong>Resources needed for implementation (personnel, equipment)</strong> | Physical spaces |</p>
<table>
<thead>
<tr>
<th>Expected (measurable) output of this action (short-term effects)</th>
<th>Number of nursing areas available for employee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected outcome of this action (mid-term effects)</td>
<td>Organizational wellbeing</td>
</tr>
<tr>
<td>Evaluation procedure (How to determine if goal was reached.)</td>
<td>See Annex 2</td>
</tr>
<tr>
<td><strong>Action 8</strong></td>
<td><strong>Parcel delivery service</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Short description of the action</strong></td>
<td>To allow people receive and send mail and boxes in their workplace</td>
</tr>
</tbody>
</table>
| **Impact area(s)** | 1. Increase in the participation of women in research and innovation and improvement of their career prospects ☒  
2. Gender balance in decision-making bodies ☐  
3. Gender dimension in research content ☐  
4. Other, please specify: |
| **Field(s) of action** | ☐ Understanding the organization  
☐ Data collection  
☐ Raising awareness  
☐ Gender (& Diversity) training  
☐ Career progression and development  
☐ Recruitment  
☐ Promotion  
☐ Retention  
☐ Creating a gender-inclusive workplace culture  
☐ Prevention of gender-based violence/sexual harassment  
☐ Institutional Governance  
☐ Gender equality policies  
☐ Gender monitoring  
☐ Gender balanced decision bodies |
| **Institutional key site(s) of inequality to be addressed by this action** | This area is aimed at solving all those problems that prevent the reconciliation of lifetimes for the family and work. |
| **Specific institutional objective(s) of action based on key site(s) of inequality** | Work-life reconciliation policies: To support employees in the management of their time |
| **Target group(s) to be addressed by this action** | ☐ Students  
☒ Research and teaching staff  
☐ Administration  
Please specify who: |
| **Involved actors for the implementation** | ☐ LeTSGEPs core team  
☐ LeTSGEPs WG  
☒ Administration  
☒ Management  
Please specify who: |
| **Responsible for the implementation** | General Manager; Specific Appointed Unit |
| **Action’s importance for your institution** | ☐ Very high  
☒ Medium  
☐ High  
☐ Low  
☐ Very low  
☐ Can’t decide |
| **Potential success factors for this action** | |
| **Planned implementation period** | Start month/year  
06/2022  
End month/year  
05/2024 |
<p>| <strong>Resources needed for implementation (personnel, equipment)</strong> | Administrative staff |</p>
<table>
<thead>
<tr>
<th>Expected (measurable) output of this action (short-term effects)</th>
<th>Number of facilities providing the parcel delivery services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected outcome of this action (mid-term effects)</td>
<td>Organizational wellbeing</td>
</tr>
<tr>
<td>Evaluation procedure (How to determine if goal was reached)</td>
<td>See Annex 2</td>
</tr>
<tr>
<td>Action 9</td>
<td>Summer school for children and adolescents</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td><strong>Short description of the action</strong></td>
<td>To organize summer school for children and adolescents in agreement with the University sport association</td>
</tr>
</tbody>
</table>
| **Impact area(s)** | 1. Increase in the participation of women in research and innovation and improvement of their career prospects ☒  
2. Gender balance in decision-making bodies ☐  
3. Gender dimension in research content ☐  
4. Other, please specify: |
| **Field(s) of action** |  
- Understanding the organization  
- Data collection  
- Raising awareness  
- Gender (& Diversity) training  
- Career progression and development  
- Recruitment  
- Promotion  
- Retention  
- Creating a gender-inclusive workplace culture  
- Prevention of gender-based violence/sexual harassment  
- Institutional Governance  
- Gender equality policies  
- Gender monitoring  
- Gender balanced decision bodies |
| **Institutional key site(s) of inequality to be addressed by this action** | This area is aimed at solving all those problems that prevent the reconciliation of lifetimes for the family and work. |
| **Specific institutional objective(s) of action based on key site(s) of inequality** | Work-life reconciliation policies: To support families in the child and adolescent care |
| **Target group(s) to be addressed by this action** | ☐ Students  
☐ Research and teaching staff  
☐ Administration  
Please specify who: |
| **Involved actors for the implementation** | ☐ LeTSGEPs core team  
☐ LeTSGEPs WG  
☒ Administration  
☒ Management |
| **Responsible for the implementation** | General Manager; Rector; Academic Senate; Board of Directors; CUG |
| **Action’s importance for your institution** | ☐ Very high  
☐ High  
☐ Medium  
☐ Low  
☐ Very low  
☐ Can’t decide |
| **Potential success factors for this action** | The existence of sport facilities |
| **Planned implementation period** | Start month/year  
06/2022  
End month/year  
05/2024 |
<table>
<thead>
<tr>
<th>Resources needed for implementation (personnel, equipment)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected (measurable) output of this action (short-term effects)</td>
<td>N. 1 of summer school for employees' children and adolescents</td>
</tr>
<tr>
<td>Expected outcome of this action (mid-term effects)</td>
<td>Organizational wellbeing</td>
</tr>
<tr>
<td>Evaluation procedure (How to determine if goal was reached.)</td>
<td>See Annex 2</td>
</tr>
<tr>
<td>Action 10</td>
<td>Activation of agreements for sports activities for employees and their families</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Short description of the action</td>
<td>Activation of agreements with the University sport association for sports activities for employees and their families</td>
</tr>
</tbody>
</table>
| Impact area(s) | 1. Increase in the participation of women in research and innovation and improvement of their career prospects ☒  
2. Gender balance in decision-making bodies ☐  
3. Gender dimension in research content ☐  
4. Other, please specify:  |
| Field(s) of action (one action might tackle more than one field of action) | ☐ Understanding the organization  
☐ Data collection  
☐ Raising awareness  
☐ Gender (& Diversity) training  
☐ Career progression and development  
☐ Recruitment  
☐ Promotion  
☐ Retention  
☐ Creating a gender-inclusive workplace culture  
☐ Prevention of gender-based violence/sexual harassment  
☐ Institutional Governance  
☐ Gender equality policies  
☐ Gender monitoring  
☐ Gender balanced decision bodies |
| ☐ Integration of gender aspects in  
☐ Research  
☐ Teaching  
☐ Internal funding applications  
☐ Work-life-balance aspects  
☐ Flexible working conditions  
☐ Dual Career  
☐ Care & family work  
☐ Other, please specify  
☐ Gender Budgeting, please specify:  
☐ Other fields, please specify:  |
| Institutional key site(s) of inequality to be addressed by this action | This area is aimed at solving all those problems that prevent the reconciliation of lifetimes for the family and work.  |
| Specific institutional objective(s) of action based on key site(s) of inequality | Work-life reconciliation policies: To support employees in the management of their time and welfare  |
| Target group(s) to be addressed by this action | ☐ Students  
☐ Research and teaching staff  
☐ Administration  |
| Involved actors for the implementation | ☐ LeTSGEPs core team  
☐ LeTSGEPs WG  
☐ Administration  |
| Responsible for the implementation | UNIME subsidiary for Sport; General Manager; CUG  |
| Action’s importance for your institution | ☐ Very high  
☐ Medium  
☐ High  
☐ Low  
☐ Very low  
☐ Can’t decide  |
| Potential success factors for this action | The existence of sport facilities  |
| Planned Implementation period | Start month/year 06/2022  
End month/year 05/2024  |
<table>
<thead>
<tr>
<th>Resources needed for implementation (personnel, equipment)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected (measurable) output of this action (short-term effects)</td>
<td>Percentage of usage of University sport facilities</td>
</tr>
<tr>
<td>Expected outcome of this action (mid-term effects)</td>
<td>Organizational wellbeing</td>
</tr>
<tr>
<td>Evaluation procedure (How to determine if goal was reached.)</td>
<td>See Annex 2</td>
</tr>
<tr>
<td>Action 11</td>
<td>Smart Working</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------</td>
</tr>
<tr>
<td><strong>Short description of the action</strong></td>
<td>To improve flexible and remote working possibilities</td>
</tr>
</tbody>
</table>
| **Impact area(s)** | 1. Increase in the participation of women in research and innovation and improvement of their career prospects ☒  
2. Gender balance in decision-making bodies ☐  
3. Gender dimension in research content ☐  
4. Other, please specify: |
| **Field(s) of action** | ☐ Understanding the organization  
☐ Data collection  
☐ Raising awareness  
☐ Gender (& Diversity) training  
☐ Career progression and development  
☐ Recruitment  
☐ Promotion  
☐ Retention  
☐ Creating a gender-inclusive workplace culture  
☐ Prevention of gender-based violence/sexual harassment  
☐ Institutional Governance  
☐ Gender equality policies  
☐ Gender monitoring  
☐ Gender balanced decision bodies  
☐ Integration of gender aspects in  
☐ Research  
☐ Teaching  
☐ Internal funding applications  
☐ Work-life-balance aspects  
☐ Flexible working conditions  
☐ Dual Career  
☐ Care & family work  
☐ Other, please specify:  
☐ Gender Budgeting, please specify:  
☐ Other fields, please specify: |
| **Institutional key site(s) of inequality to be addressed by this action** | This area is aimed at solving all those problems that prevent the reconciliation of lifetimes for the family and work. |
| **Specific institutional objective(s) of action based on key site(s) of inequality** | Work-life reconciliation policies: To support employees in the management of their time and welfare. |
| **Target group(s) to be addressed by this action** | ☐ Students  
☐ Research and teaching staff  
☐ Administration  
Please specify who: |
| **Involved actors for the implementation** | ☒ LeTSGEPs core team  
☐ LeTSGEPs WG  
☐ Administration  
☐ Management  
Please specify who: |
| **Responsible for the implementation** | General Manager; Rector; Academic Senate; Board of Directors |
| **Action’s importance for your institution** | ☐ Very high  
☐ High  
☐ Medium  
☐ Low  
☐ Very low  
☐ Can’t decide |
| **Potential success factors for this action** | Staff engagement |
| **Planned implementation period** | Start month/year  
06/21  
End month/year  
05/24 |
<p>| <strong>Resources needed for implementation (personnel, equipment)</strong> | ICT facilities |</p>
<table>
<thead>
<tr>
<th>Expected (measurable) output of this action (short-term effects)</th>
<th>Percentage of agile workers &gt;60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected outcome of this action (mid-term effects)</td>
<td>Organizational wellbeing</td>
</tr>
<tr>
<td>Evaluation procedure (How to determine if goal was reached.)</td>
<td>See Annex 2</td>
</tr>
<tr>
<td>Action 12</td>
<td>Pink (Pregnant) parking spaces</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Short description of the action</td>
<td>To devote parking spots to pregnant women in every facility</td>
</tr>
</tbody>
</table>
| Impact area(s) | 1. Increase in the participation of women in research and innovation and improvement of their career prospects ☒
2. Gender balance in decision-making bodies ☐
3. Gender dimension in research content ☐
4. Other, please specify: |
| Field(s) of action (one action might tackle more than one field of action) | ☐ Understanding the organization
☐ Data collection
☐ Raising awareness
☐ Gender (& Diversity) training
☐ Career progression and development
☐ Recruitment
☐ Promotion
☐ Retention
☐ Creating a gender-inclusive workplace culture
☐ Prevention of gender-based violence/sexual harassment
☐ Institutional Governance
☐ Gender equality policies
☐ Gender monitoring
☐ Gender balanced decision bodies |
| □ Integration of gender aspects in
□ Research
□ Teaching
□ Internal funding applications
□ Work-life-balance aspects
□ Flexible working conditions
□ Dual Career
□ Care & family work
□ Other, please specify
□ Gender Budgeting, please specify:
□ Other fields, please specify: |
| Institutional key site(s) of inequality to be addressed by this action | This area is aimed at solving all those problems that prevent the reconciliation of lifetimes for the family and work. |
| Specific institutional objective(s) of action based on key site(s) of inequality | Work-life reconciliation policies: To support pregnant women in accessing UNIME facilities |
| Target group(s) to be addressed by this action | ☐ Students
☐ Research and teaching staff
☐ Administration
Please specify who: |
| Involved actors for the implementation | ☐ LeTSGEPs core team
☐ LeTSGEPs WG
☐ Administration
☐ Management |
| Responsible for the implementation | General Manager; Rector’s delegates; Municipal subsidiary in charge of transports and parking services. |
| Action’s importance for your institution | ☐ Very high
☐ Medium
☐ Low
☐ Very low
☐ Can’t decide |
| Potential success factors for this action | Stakeholder engagement |
| Planned implementation period | Start month/year: 06/2021
End month/year: 05/2024 |
<table>
<thead>
<tr>
<th>Resources needed for implementation (personnel, equipment)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected (measurable) output of this action (short-term effects)</td>
<td>Percentage of pink parking spot &gt;1%</td>
</tr>
<tr>
<td>Expected outcome of this action (mid-term effects)</td>
<td>Organizational wellbeing</td>
</tr>
<tr>
<td>Evaluation procedure (How to determine if goal was reached)</td>
<td>See Annex 2</td>
</tr>
<tr>
<td>Action 13</td>
<td>Congresses, round tables, seminars</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td><strong>Short description of the action</strong></td>
<td>To organize congresses, round tables and seminars on discriminations and sexual harassment prevention</td>
</tr>
<tr>
<td><strong>Impact area(s)</strong></td>
<td>1. Increase in the participation of women in research and innovation and improvement of their career prospects ☒ 2. Gender balance in decision-making bodies ☐ 3. Gender dimension in research content ☒</td>
</tr>
<tr>
<td>4. Other, please specify</td>
<td></td>
</tr>
<tr>
<td><strong>Field(s) of action</strong></td>
<td>☐ Understanding the organization ☐ Data collection ☒ Raising awareness ☒ Gender (&amp; Diversity) training ☐ Career progression and development ☐ Recruitment ☐ Promotion ☐ Retention ☒ Creating a gender-inclusive workplace culture ☒ Prevention of gender-based violence/sexual harassment ☒ Institutional Governance ☐ Gender equality policies ☐ Gender monitoring ☒ Gender balanced decision bodies</td>
</tr>
<tr>
<td></td>
<td>☐ Integration of gender aspects in ☐ Research ☐ Teaching ☐ Internal funding applications ☐ Work-life-balance aspects ☐ Flexible working conditions ☐ Dual Career ☐ Care &amp; family work ☒ Other, please specify ☒ Gender Budgeting, please specify:</td>
</tr>
<tr>
<td><strong>Institutional key site(s) of inequality to be addressed by this action</strong></td>
<td>This area is aimed at raising awareness among UNIME students and employees about the problem of sexual violence and gender stereotypes. These are current issues, numerous cases of femicide in Italy in the last period, also due to the pandemic of Covid-19.</td>
</tr>
<tr>
<td><strong>Specific institutional objective(s) of action based on key site(s) of inequality</strong></td>
<td>Prevention of discrimination or sexual harassment: to raise awareness in the UNIME community and at the local level.</td>
</tr>
<tr>
<td><strong>Target group(s) to be addressed by this action</strong></td>
<td>☒ Students ☒ Research and teaching staff ☒ Administration Please specify who: Please specify who:</td>
</tr>
<tr>
<td><strong>Involved actors for the implementation</strong></td>
<td>☐ LeTSGEPs core team ☒ LeTSGEPs WG ☒ Administration ☒ Management Please specify who:</td>
</tr>
<tr>
<td><strong>Responsible for the implementation</strong></td>
<td>Academic Departments; Student Associations; CUG, Pro rector of welfare</td>
</tr>
<tr>
<td><strong>Action’s importance for your institution</strong></td>
<td>☒ Very high ☐ Medium ☐ Very low ☐ High ☐ Low ☐ Can’t decide</td>
</tr>
<tr>
<td><strong>Potential success factors for this action</strong></td>
<td>Collaboration with stakeholders and existence of events and activities on this topic.</td>
</tr>
<tr>
<td><strong>Planned implementation period</strong></td>
<td>Start month/year 06/2021 End month/year 05/2024</td>
</tr>
<tr>
<td>Resources needed for implementation (personnel, equipment)</td>
<td>Academic personnel</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Expected (measurable) output of this action (short-term effects)</td>
<td>Round tables and congress</td>
</tr>
<tr>
<td>Expected outcome of this action (mid-term effects)</td>
<td>Increased awareness on gender issue and sexual harassment</td>
</tr>
<tr>
<td>Evaluation procedure (How to determine if goal was reached.)</td>
<td>See Annex 2</td>
</tr>
<tr>
<td>Action 14</td>
<td>Actions to fight sexism and homophobia</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Short description of the action</td>
<td>To organize events and other actions to fight sexism and homophobia</td>
</tr>
</tbody>
</table>
| Impact area(s) | 1. Increase in the participation of women in research and innovation and improvement of their career prospects ☐
| | 2. Gender balance in decision-making bodies ☐
| | 3. Gender dimension in research content ☒
| | 4. Other, please specify: |
| Field(s) of action | □ Understanding the organization
| | ☒ Data collection
| | □ Raising awareness
| | ☒ Gender (& Diversity) training
| | □ Career progression and development
| | ☒ Recruitment
| | ☐ Promotion
| | ☒ Retention
| | □ Creating a gender-inclusive workplace culture
| | ☒ Prevention of gender-based violence/sexual harassment
| | □ Institutional Governance
| | ☒ Gender equality policies
| | ☒ Gender monitoring
| | ☒ Gender balanced decision bodies
| | □ Integration of gender aspects in
| | ☒ Research
| | ☒ Teaching
| | ☒ Internal funding applications
| | □ Work-life-balance aspects
| | ☒ Flexible working conditions
| | ☒ Dual Career
| | ☒ Care & family work
| | ☒ Other, please specify
| | ☒ Gender Budgeting, please specify: |
| | ☒ Other fields, please specify: |
| Institutional key site(s) of inequality to be addressed by this action | This area is aimed at raising awareness among UNIME students and employees about the problem of sexual violence and gender stereotypes. These are current issues, numerous cases of femicide in Italy in the last period, also due to the pandemic of Covid-19. |
| Specific institutional objective(s) of action based on key site(s) of inequality | Prevention of discrimination or sexual harassment: to raise awareness in the UNIME community and at the local level. |
| Target group(s) to be addressed by this action | ☒ Students
| | ☒ Research and teaching staff
| | ☒ Administration
| | Please specify who: |
| Involved actors for the implementation | ☒ LeTSGEPs core team
| | ☒ LeTSGEPs WG
| | ☒ Administration
| | ☒ Management
| | Please specify who: |
| Responsible for the implementation | General Manager; Rector; Academic Senate; Board of Directors; CUG; Head of Departments; Pro rector of Welfare |
| Action’s importance for your institution | □ Very high
| | ☒ High
| | ☒ Medium
| | ☒ Low
| | □ Very low
| | □ Can’t decide
<p>| Potential success factors for this action | |
| Planned implementation period | Start month/year 06/ |
| | End month/year |</p>
<table>
<thead>
<tr>
<th>Resources needed for implementation (personnel, equipment)</th>
<th>Academic personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected (measurable) output of this action (short-term effects)</td>
<td>Actions and consultations</td>
</tr>
<tr>
<td>Expected outcome of this action (mid-term effects)</td>
<td>Increased awareness on gender issue, sexism and homophobia</td>
</tr>
<tr>
<td>Evaluation procedure (How to determine if goal was reached.)</td>
<td>See Annex 2</td>
</tr>
</tbody>
</table>
## ANNEX 2

### TABLE OF MEASURES

<table>
<thead>
<tr>
<th>Area</th>
<th>Actions</th>
<th>Numerator</th>
<th>Denominator</th>
<th>Start</th>
<th>End</th>
<th>Target 2021</th>
<th>Target 2022</th>
<th>Target 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recruitment,</strong></td>
<td>Promotion of UNIME's mission as a gender-inclusive and fair training and work environment</td>
<td>Nr of seminars on gender issues</td>
<td>1</td>
<td></td>
<td></td>
<td>&gt;5</td>
<td>&gt;5</td>
<td>&gt;5</td>
</tr>
<tr>
<td><strong>Maintaince,</strong></td>
<td></td>
<td>Nr of seminars on gender issues in STEM departments</td>
<td>1</td>
<td>06/21</td>
<td>05/24</td>
<td>&gt;1</td>
<td>&gt;2</td>
<td>&gt;2</td>
</tr>
<tr>
<td><strong>Career progression</strong></td>
<td></td>
<td>Average nr of participants to seminars on gender issues</td>
<td>1</td>
<td></td>
<td></td>
<td>&gt;25</td>
<td>&gt;25</td>
<td>&gt;25</td>
</tr>
<tr>
<td><strong>Scholarships for advanced training</strong></td>
<td>Financial resources for gender scholarships</td>
<td>1</td>
<td>06/21</td>
<td>05/24</td>
<td></td>
<td>&gt;2.000 €</td>
<td>&gt;3.000 €</td>
<td>&gt;5.000 €</td>
</tr>
<tr>
<td><strong>Courses on gender culture</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Institutionalization of a gender reporting organizational unit</strong></td>
<td>Attribution of responsibilities to a devoted organizational unit</td>
<td>1</td>
<td>06/21</td>
<td>05/24</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gender budget</td>
<td>1</td>
<td>01/22</td>
<td>05/24</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Leadership in</strong></td>
<td>Investigation of decision-making processes (e.g. committees, board of directors)</td>
<td>Nr 1 report</td>
<td>1</td>
<td>06/21</td>
<td>01/22</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Research and decision-making processes</strong></td>
<td>Survey on research projects in terms of gender (e.g. PI, research project members)</td>
<td>Nr 1 report</td>
<td>1</td>
<td>06/21</td>
<td>01/22</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Work-life reconciliation policies</th>
<th>Extension / improvement of childcare services within the workplace</th>
<th>Nr of kindergarten places (directly managed or agreed with external provider)</th>
<th>Demand</th>
<th>06/22</th>
<th>05/24</th>
<th>&gt;50%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of nursing areas</td>
<td>Nursing areas</td>
<td>Facility</td>
<td>06/21</td>
<td>05/24</td>
<td>&gt;50%</td>
<td>&gt;75%</td>
<td>100%</td>
</tr>
<tr>
<td>Parcel delivery service</td>
<td>Nr of facilities providing the service</td>
<td>Facilities</td>
<td>06/22</td>
<td>05/24</td>
<td>&gt;50%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Summer schools for children and adolescents</td>
<td>Nr 1 summer school</td>
<td>1</td>
<td>06/22</td>
<td>05/24</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Activation of agreements for sports activities for employees and their families</td>
<td>Nr of employees and family members using the service</td>
<td>Nr of employees*4</td>
<td>06/22</td>
<td>05/24</td>
<td>&gt;10%</td>
<td>&gt;15%</td>
<td></td>
</tr>
<tr>
<td>Smart Working</td>
<td>Actual lean workers</td>
<td>Potential lean workers</td>
<td>06/21</td>
<td>05/24</td>
<td>&gt;60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agile workdays</td>
<td>Workdays</td>
<td>06/21</td>
<td>05/24</td>
<td>&gt;60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PCs for agile work</td>
<td>1</td>
<td>06/21</td>
<td>05/24</td>
<td>&gt;300</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agile workers equipped with devices and data traffic</td>
<td>Agile workers</td>
<td>06/21</td>
<td>05/24</td>
<td>&gt;10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Digital signature among agile workers</td>
<td>Agile workers</td>
<td>06/21</td>
<td>05/24</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Pink (Pregnant)&quot; parking spaces</td>
<td>Pink parking spot</td>
<td>UNIME parking spot</td>
<td>06/21</td>
<td>05/24</td>
<td>&gt;1%</td>
<td>&gt;1%</td>
<td>&gt;1%</td>
</tr>
<tr>
<td>Prevention of discrimination or sexual harassment</td>
<td>Congresses, round tables, seminars</td>
<td>Nr of hours of specific courses and seminars</td>
<td>1</td>
<td>06/21</td>
<td>05/24</td>
<td>&gt;3</td>
<td>&gt;3</td>
</tr>
<tr>
<td></td>
<td>Average number of participants</td>
<td>1</td>
<td>1</td>
<td>&gt;25</td>
<td>&gt;25</td>
<td>&gt;25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Actions to combat sexism and homophobia</td>
<td>Nr initiatives on the topic</td>
<td>1</td>
<td>&gt;3</td>
<td>&gt;3</td>
<td>&gt;3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activation of &quot;trust&quot; consultant</td>
<td>1</td>
<td>06/21</td>
<td>05/24</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Nr consultation with devoted UNIME services</td>
<td>1</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>