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GENDER EQUALITY PLAN

University of Messina





Università
degli Studi di
Messina

GENDER EQUALITY PLAN

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.

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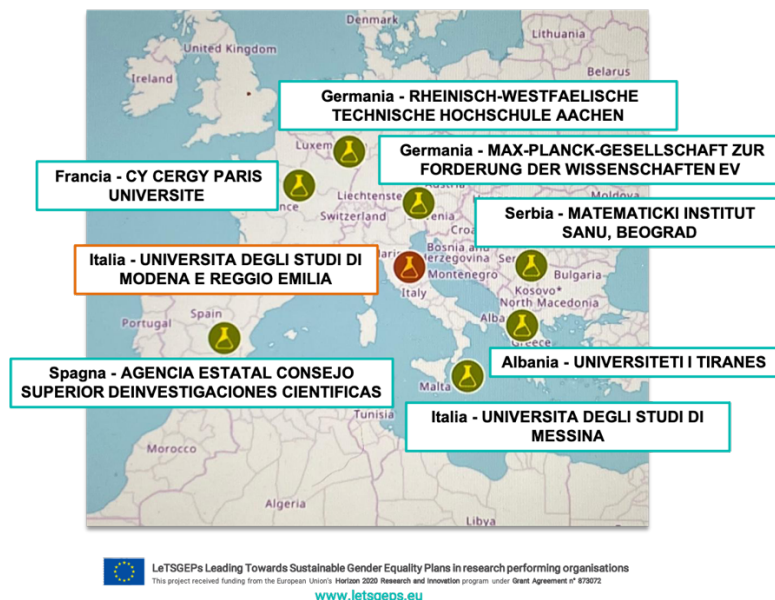
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INTRODUCTION

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.



LeTSGEPs project partners

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.



Survey on the reconciliation between working life and family life of UNIME employees

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 ISSUES¹

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.

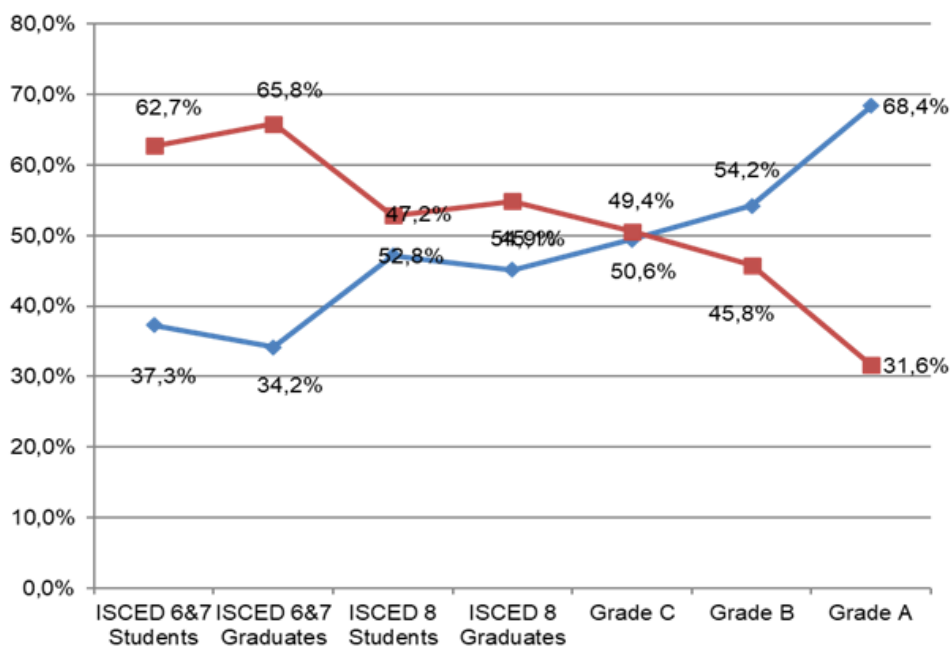
INDEX:	Students enrolled in tertiary education by sex and field of education (2019)								
	M	%M	F	%F	TOT	%TOT	%F/TOT	Country F/TOT	EU F/TOT
Education	88	1%	1.431	10%	1.519	7%	94%	0,044	0,059
Arts and humanities	532	6%	1.617	11%	2.149	10%	75%	0,113	0,076
Social sciences, journalism and information	740	9%	2.209	16%	2.949	13%	75%	0,078	0,062
Business, administration and law	1.522	18%	2.320	16%	3.842	17%	60%	0,094	0,121
Natural sciences, mathematics and statistics	808	10%	1.329	9%	2.137	10%	62%	0,045	0,035
Information and Communication Technologies	348	4%	42	0%	390	2%	11%	0,002	0,009
Engineering, manufacturing and construction	807	10%	245	2%	1.052	5%	23%	0,045	0,042
Agriculture, forestry, fisheries and veterinary	267	3%	394	3%	661	3%	60%	0,013	0,010
Health and welfare	2.094	25%	3.553	25%	5.647	25%	63%	0,091	0,096
Services	1.013	12%	655	5%	1.668	7%	39%	0,011	0,019
Unknown	153	2%	284	2%	437	2%	65%	0,019	0,009
Total	8.372	100%	14.079	100%	22.451	100%	63%	0,555	0,537

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 contracts².

¹ A detailed UNIME context analysis is available at <https://letsgeps.eu/deliverables/> (D2.4)

² USTAT MIUR 2019/2020



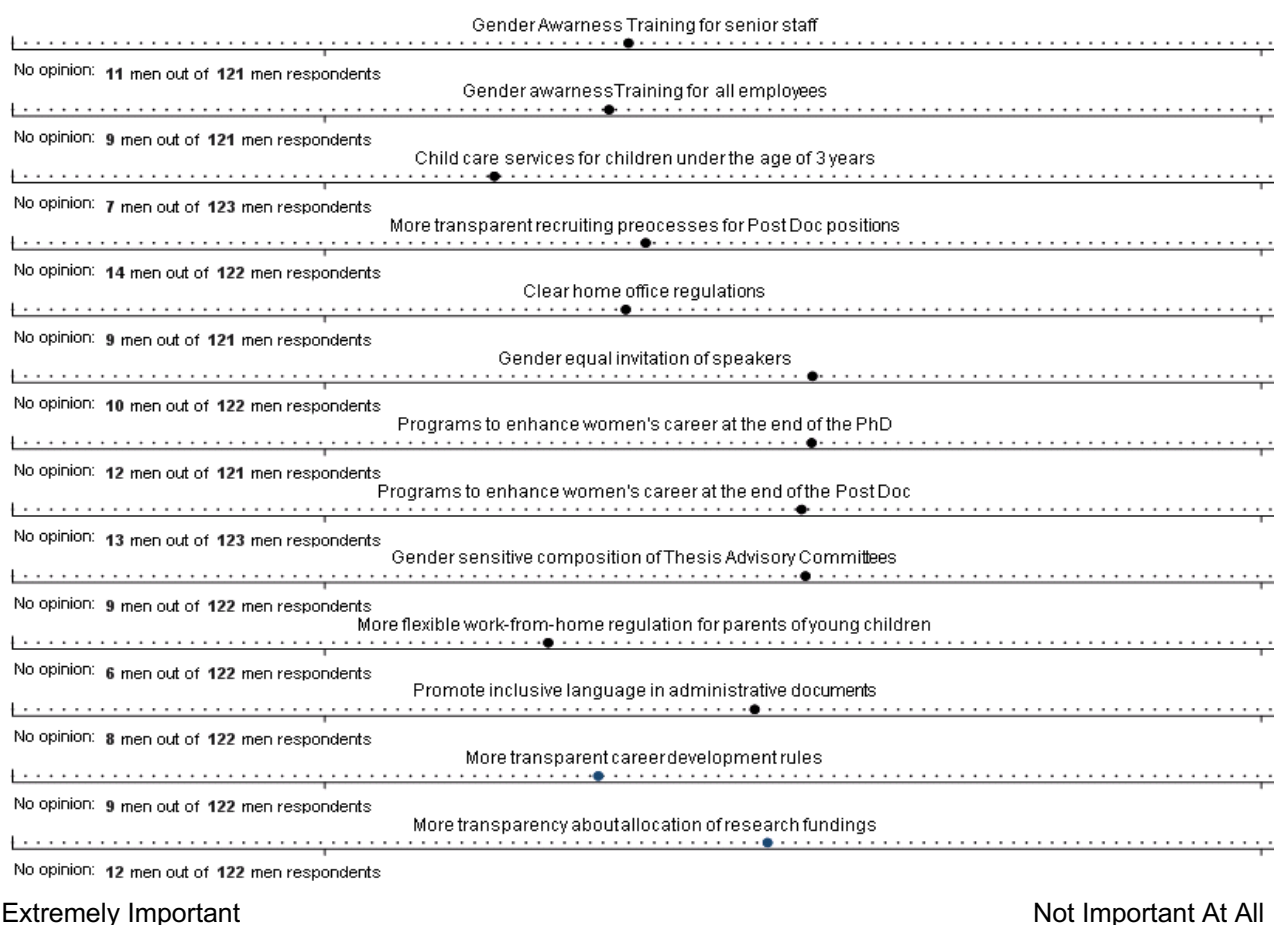
This is even more evident in some disciplines as portaged in the following table.

INDEX: GRADE A:	Proportion (%) of women among grade A staff, by main field of R&D								
	M	%M	F	%F	TOT	%TOT	%F/TOT	Country F/TOT	EU F/TOT
Natural sciences	38	22%	24	30%	62	24%	39%	22,7	18,1
Engineering and technology	16	9%	2	2%	18	7%	11%	12,1	12
Medical and health sciences	50	29%	2	2%	52	20%	4%	14,6	27,5
Agricultural sciences	16	9%	9	11%	25	10%	36%	17,5	25,5
Social sciences	34	19%	27	33%	61	24%	44%	25,7	28,1
Humanities	21	12%	17	21%	38	15%	45%	36,8	32,1
Total	175	100%	81	100%	256	100%	32%	22,20	23,65

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.

INDEX:	Proportion (%) of women on head of institutions and boards (members and leaders)					
	M	F	TOT	%F/TOT	Country F/TOT	EU F/TOT
Members (including leaders)	55	39	94	41%	0,197	0,27
Leaders	29	21	50	42%	0,077	0,20
Head of institutions	1	0	1	0%	24,4	21,7

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.



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 sexism 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 derives 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

Action 1	Promotion of UNIME's mission as gender-inclusive and fair training and work environment		
Short description of the action	To foster a gender-equal culture through training, seminars and events at every organizational level and for incoming students		
Impact area(s) ³	1. Increase in the participation of women in research and innovation and improvement of their career prospects <input checked="" type="checkbox"/> 2. Gender balance in decision-making bodies <input type="checkbox"/> 3. Gender dimension in research content <input type="checkbox"/> 4. Other, please specify:		
Field(s) of action (one action might tackle more than one field of action)	<input type="checkbox"/> Understanding the organization <input type="checkbox"/> Data collection <input checked="" type="checkbox"/> Raising awareness <input checked="" type="checkbox"/> Gender (& Diversity) training <input checked="" type="checkbox"/> Career progression and development <input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Promotion <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Creating a gender-inclusive workplace culture <input type="checkbox"/> Prevention of gender-based violence/sexual harassment <input type="checkbox"/> Institutional Governance <input type="checkbox"/> Gender equality policies <input type="checkbox"/> Gender monitoring <input type="checkbox"/> Gender balanced decision bodies	<input type="checkbox"/> Integration of gender aspects in <input type="checkbox"/> Research <input type="checkbox"/> Teaching <input type="checkbox"/> Internal funding applications <input type="checkbox"/> Work-life-balance aspects <input type="checkbox"/> Flexible working conditions <input type="checkbox"/> Dual Career <input type="checkbox"/> Care & family work <input type="checkbox"/> Other, please specify <input type="checkbox"/> Gender Budgeting, please specify: <input type="checkbox"/> 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	<input type="checkbox"/> Students	<input checked="" type="checkbox"/> Research and teaching staff Please specify who:	<input type="checkbox"/> Administration Please specify who:
Involved actors for the implementation	<input checked="" type="checkbox"/> LeTSGEPs core team <input checked="" type="checkbox"/> LeTSGEPs WG <input checked="" type="checkbox"/> Administration <input type="checkbox"/> Management	Please specify who:	
Responsible for the implementation	Academic Senate; General Manager; Head of Department; CUG		
Action's importance for your institution	<input type="checkbox"/> Very high <input checked="" type="checkbox"/> High	<input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Very low <input type="checkbox"/> Can't decide

³ The first three points reflect the impact areas of GEPs to be compulsory introduced in Horizon Europe.

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)	Academic personnel	
Expected (measurable) output of this action (short-term effects)	Nr of seminars on gender issues in STEM and non-STEM disciplines	
Expected outcome of this action (mid-term effects)	Increased awareness of gender issue in Accademia	
Evaluation procedure (How to determine if goal was reached.)	See Annex 2	

Action 2	Scholarships for advanced training courses on gender culture		
Short description of the action	To devote specific financial resources to students and researchers studying and advancing knowledge on gender equality		
Impact area(s)	1. Increase in the participation of women in research and innovation and improvement of their career prospects <input checked="" type="checkbox"/> 2. Gender balance in decision-making bodies <input type="checkbox"/> 3. Gender dimension in research content <input type="checkbox"/> 4. Other, please specify:		
Field(s) of action (one action might tackle more than one field of action)	<input type="checkbox"/> Understanding the organization <input type="checkbox"/> Data collection <input checked="" type="checkbox"/> Raising awareness <input type="checkbox"/> Gender (& Diversity) training <input checked="" type="checkbox"/> Career progression and development <input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Promotion <input type="checkbox"/> Retention <input type="checkbox"/> Creating a gender-inclusive workplace culture <input type="checkbox"/> Prevention of gender-based violence/sexual harassment <input type="checkbox"/> Institutional Governance <input type="checkbox"/> Gender equality policies <input type="checkbox"/> Gender monitoring <input type="checkbox"/> Gender balanced decision bodies	<input type="checkbox"/> Integration of gender aspects in <input type="checkbox"/> Research <input type="checkbox"/> Teaching <input type="checkbox"/> Internal funding applications <input type="checkbox"/> Work-life-balance aspects <input type="checkbox"/> Flexible working conditions <input type="checkbox"/> Dual Career <input type="checkbox"/> Care & family work <input type="checkbox"/> Other, please specify <input type="checkbox"/> Gender Budgeting, please specify: <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Students Please specify who:	<input type="checkbox"/> Research and teaching staff Please specify who:	<input type="checkbox"/> Administration Please specify who:
Involved actors for the implementation	<input type="checkbox"/> LeTSGEPs core team <input checked="" type="checkbox"/> LeTSGEPs WG <input checked="" type="checkbox"/> Administration <input checked="" type="checkbox"/> Management	Please specify who:	
Responsible for the implementation	CUG; Academic Departments		
Action's importance for your institution	<input type="checkbox"/> Very high <input checked="" type="checkbox"/> High	<input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Very low <input type="checkbox"/> 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	

Resources needed for implementation (personnel, equipment)	€ 5.000 per YR
Expected (measurable) output of this action (short-term effects)	Scholarship
Expected outcome of this action (mid-term effects)	Increased awareness of gender issue
Evaluation procedure (How to determine if goal was reached.)	See Annex 2

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 <input checked="" type="checkbox"/> 2. Gender balance in decision-making bodies <input type="checkbox"/> 3. Gender dimension in research content <input type="checkbox"/> 4. Other, please specify:		
Field(s) of action (one action might tackle more than one field of action)	<input checked="" type="checkbox"/> Understanding the organization <input checked="" type="checkbox"/> Data collection <input type="checkbox"/> Raising awareness <input type="checkbox"/> Gender (& Diversity) training <input checked="" type="checkbox"/> Career progression and development <input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Promotion <input type="checkbox"/> Retention <input type="checkbox"/> Creating a gender-inclusive workplace culture <input type="checkbox"/> Prevention of gender-based violence/sexual harassment <input checked="" type="checkbox"/> Institutional Governance <input type="checkbox"/> Gender equality policies <input checked="" type="checkbox"/> Gender monitoring <input type="checkbox"/> Gender balanced decision bodies	<input type="checkbox"/> Integration of gender aspects in <input type="checkbox"/> Research <input type="checkbox"/> Teaching <input type="checkbox"/> Internal funding applications <input type="checkbox"/> Work-life-balance aspects <input type="checkbox"/> Flexible working conditions <input type="checkbox"/> Dual Career <input type="checkbox"/> Care & family work <input type="checkbox"/> Other, please specify: <input type="checkbox"/> Gender Budgeting, please specify: <input type="checkbox"/> 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	<input type="checkbox"/> Students Please specify who:	<input type="checkbox"/> Research and teaching staff Please specify who:	<input checked="" type="checkbox"/> Administration Please specify who:
Involved actors for the implementation	<input type="checkbox"/> LeTSGEPs core team <input type="checkbox"/> LeTSGEPs WG <input checked="" type="checkbox"/> Administration <input checked="" type="checkbox"/> Management	Please specify who:	
Responsible for the implementation	Academic Senate; General Manager; Head of Department		
Action's importance for your institution	<input type="checkbox"/> Very high <input checked="" type="checkbox"/> High	<input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Very low <input type="checkbox"/> 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		

Expected (measurable) output of this action (short-term effects)	Gender Budget
Expected outcome of this action (mid-term effects)	Planning and monitoring gender equality
Evaluation procedure (How to determine if goal was reached.)	See Annex 2

Action 4	Investigation of decision-making processes		
Short description of the action	To explore gender gaps in decision making bodies (e.g. committees, board of directors, etc.).		
Impact area(s)	1. Increase in the participation of women in research and innovation and improvement of their career prospects <input type="checkbox"/> 2. Gender balance in decision-making bodies <input checked="" type="checkbox"/> 3. Gender dimension in research content <input type="checkbox"/> 4. Other, please specify:		
Field(s) of action (one action might tackle more than one field of action)	<input checked="" type="checkbox"/> Understanding the organization <input checked="" type="checkbox"/> Data collection <input type="checkbox"/> Raising awareness <input type="checkbox"/> Gender (& Diversity) training <input type="checkbox"/> Career progression and development <input type="checkbox"/> Recruitment <input type="checkbox"/> Promotion <input type="checkbox"/> Retention <input type="checkbox"/> Creating a gender-inclusive workplace culture <input type="checkbox"/> Prevention of gender-based violence/sexual harassment <input checked="" type="checkbox"/> Institutional Governance <input type="checkbox"/> Gender equality policies <input checked="" type="checkbox"/> Gender monitoring <input checked="" type="checkbox"/> Gender balanced decision bodies	<input type="checkbox"/> Integration of gender aspects in <input type="checkbox"/> Research <input type="checkbox"/> Teaching <input type="checkbox"/> Internal funding applications <input type="checkbox"/> Work-life-balance aspects <input type="checkbox"/> Flexible working conditions <input type="checkbox"/> Dual Career <input type="checkbox"/> Care & family work <input type="checkbox"/> Other, please specify: <input type="checkbox"/> Gender Budgeting, please specify: <input type="checkbox"/> 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	<input type="checkbox"/> Students Please specify who:	<input type="checkbox"/> Research and teaching staff Please specify who:	<input checked="" type="checkbox"/> Administration Please specify who:
Involved actors for the implementation	<input checked="" type="checkbox"/> LeTSGEPs core team <input type="checkbox"/> LeTSGEPs WG <input checked="" type="checkbox"/> Administration <input checked="" type="checkbox"/> Management	Please specify who:	
Responsible for the implementation	Academic Senate; Rector; Board of Directors; Academic Departments		
Action's importance for your institution	<input type="checkbox"/> Very high <input checked="" type="checkbox"/> High	<input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Very low <input type="checkbox"/> 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	
Resources needed for implementation (personnel, equipment)	Administrative staff and Academic personnel		

Expected (measurable) output of this action (short-term effects)	N.1 Report
Expected outcome of this action (mid-term effects)	Fostering the gender equality at the leadership level
Evaluation procedure (How to determine if goal was reached.)	See Annex 2

Action 5	Survey on research projects in terms of gender		
Short description of the action	To explore gender gaps in research projects (e.g. PI, research project members)		
Impact area(s)	1. Increase in the participation of women in research and innovation and improvement of their career prospects <input checked="" type="checkbox"/> 2. Gender balance in decision-making bodies <input type="checkbox"/> 3. Gender dimension in research content <input checked="" type="checkbox"/> 4. Other, please specify:		
Field(s) of action (one action might tackle more than one field of action)	<input checked="" type="checkbox"/> Understanding the organization <input checked="" type="checkbox"/> Data collection <input type="checkbox"/> Raising awareness <input type="checkbox"/> Gender (& Diversity) training <input type="checkbox"/> Career progression and development <input type="checkbox"/> Recruitment <input type="checkbox"/> Promotion <input type="checkbox"/> Retention <input type="checkbox"/> Creating a gender-inclusive workplace culture <input type="checkbox"/> Prevention of gender-based violence/sexual harassment <input checked="" type="checkbox"/> Institutional Governance <input type="checkbox"/> Gender equality policies <input checked="" type="checkbox"/> Gender monitoring <input type="checkbox"/> Gender balanced decision bodies	<input type="checkbox"/> Integration of gender aspects in <input type="checkbox"/> Research <input type="checkbox"/> Teaching <input checked="" type="checkbox"/> Internal funding applications <input type="checkbox"/> Work-life-balance aspects <input type="checkbox"/> Flexible working conditions <input type="checkbox"/> Dual Career <input type="checkbox"/> Care & family work <input type="checkbox"/> Other, please specify: <input type="checkbox"/> Gender Budgeting, please specify: <input type="checkbox"/> 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	<input type="checkbox"/> Students <input checked="" type="checkbox"/> Research and teaching staff Please specify who:	<input type="checkbox"/> Administration Please specify who:	
Involved actors for the implementation	<input checked="" type="checkbox"/> LeTSGEPs core team <input type="checkbox"/> LeTSGEPs WG <input checked="" type="checkbox"/> Administration <input checked="" type="checkbox"/> Management	Please specify who:	
Responsible for the implementation	LeTSGEPs Research Team: General Manager; Heads of Academic Departments		
Action's importance for your institution	<input type="checkbox"/> Very high <input checked="" type="checkbox"/> High	<input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Very low <input type="checkbox"/> Can't decide
Potential success factors for this action			
Planned implementation period	Start month/year 06/21	End month/year 01/22	
Resources needed for implementation (personnel, equipment)	Administrative staff and Accademic personnel		

Expected (measurable) output of this action (short-term effects)	N.1 report
Expected outcome of this action (mid-term effects)	Fostering the gender equality at the research leadership level
Evaluation procedure (How to determine if goal was reached.)	See Annex 2

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 <input checked="" type="checkbox"/> 2. Gender balance in decision-making bodies <input type="checkbox"/> 3. Gender dimension in research content <input type="checkbox"/> 4. Other, please specify:		
Field(s) of action (one action might tackle more than one field of action)	<input type="checkbox"/> Understanding the organization <input type="checkbox"/> Data collection <input type="checkbox"/> Raising awareness <input type="checkbox"/> Gender (& Diversity) training <input type="checkbox"/> Career progression and development <input type="checkbox"/> Recruitment <input type="checkbox"/> Promotion <input type="checkbox"/> Retention <input type="checkbox"/> Creating a gender-inclusive workplace culture <input type="checkbox"/> Prevention of gender-based violence/sexual harassment <input type="checkbox"/> Institutional Governance <input type="checkbox"/> Gender equality policies <input type="checkbox"/> Gender monitoring <input type="checkbox"/> Gender balanced decision bodies	<input type="checkbox"/> Integration of gender aspects in <input type="checkbox"/> Research <input type="checkbox"/> Teaching <input type="checkbox"/> Internal funding applications <input checked="" type="checkbox"/> Work-life-balance aspects <input type="checkbox"/> Flexible working conditions <input type="checkbox"/> Dual Career <input checked="" type="checkbox"/> Care & family work <input type="checkbox"/> Other, please specify: <input type="checkbox"/> Gender Budgeting, please specify: <input type="checkbox"/> 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	<input type="checkbox"/> Students	<input checked="" type="checkbox"/> Research and teaching staff Please specify who:	<input checked="" type="checkbox"/> Administration Please specify who:
Involved actors for the implementation	<input type="checkbox"/> LeTSGEs core team <input type="checkbox"/> LeTSGEs WG <input checked="" type="checkbox"/> Administration <input checked="" type="checkbox"/> Management	Please specify who:	
Responsible for the implementation	Rector; General Manager; Heads of Departments; Pro rector of welfare		
Action's importance for your institution	<input type="checkbox"/> Very high <input checked="" type="checkbox"/> High	<input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Very low <input type="checkbox"/> 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	

Resources needed for implementation (personnel, equipment)	Financial resources
Expected (measurable) output of this action (short-term effects)	Number of kindergarten places available for employee
Expected outcome of this action (mid-term effects)	Organizational wellbeing
Evaluation procedure (How to determine if goal was reached.)	See Annex 2

Action 7	Development of nursing areas		
Short description of the action	To develop nursing areas in every University facility		
Impact area(s)	1. Increase in the participation of women in research and innovation and improvement of their career prospects <input checked="" type="checkbox"/> 2. Gender balance in decision-making bodies <input type="checkbox"/> 3. Gender dimension in research content <input type="checkbox"/> 4. Other, please specify:		
Field(s) of action (one action might tackle more than one field of action)	<input type="checkbox"/> Understanding the organization <input type="checkbox"/> Data collection <input type="checkbox"/> Raising awareness <input type="checkbox"/> Gender (& Diversity) training <input type="checkbox"/> Career progression and development <input type="checkbox"/> Recruitment <input type="checkbox"/> Promotion <input type="checkbox"/> Retention <input type="checkbox"/> Creating a gender-inclusive workplace culture <input type="checkbox"/> Prevention of gender-based violence/sexual harassment <input type="checkbox"/> Institutional Governance <input type="checkbox"/> Gender equality policies <input type="checkbox"/> Gender monitoring <input type="checkbox"/> Gender balanced decision bodies	<input type="checkbox"/> Integration of gender aspects in <input type="checkbox"/> Research <input type="checkbox"/> Teaching <input type="checkbox"/> Internal funding applications <input checked="" type="checkbox"/> Work-life-balance aspects <input type="checkbox"/> Flexible working conditions <input type="checkbox"/> Dual Career <input checked="" type="checkbox"/> Care & family work <input type="checkbox"/> Other, please specify:	<input type="checkbox"/> Gender Budgeting, please specify: <input type="checkbox"/> 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	<input type="checkbox"/> Students Please specify who:	<input checked="" type="checkbox"/> Research and teaching staff Please specify who:	<input checked="" type="checkbox"/> Administration Please specify who:
Involved actors for the implementation	<input type="checkbox"/> LeTSGEPs core team <input type="checkbox"/> LeTSGEPs WG <input checked="" type="checkbox"/> Administration <input checked="" type="checkbox"/> Management	Please specify who:	
Responsible for the implementation	Pro rector of welfare		
Action's importance for your institution	<input type="checkbox"/> Very high <input checked="" type="checkbox"/> High	<input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Very low <input type="checkbox"/> Can't decide
Potential success factors for this action			
Planned implementation period	Start month/year 06/2021	End month/year 05/2024	
Resources needed for implementation (personnel, equipment)	Physical spaces		

Expected (measurable) output of this action (short-term effects)	Number of nursing areas available for employee
Expected outcome of this action (mid-term effects)	Organizational wellbeing
Evaluation procedure (How to determine if goal was reached.)	See Annex 2

Action 8	Parcel delivery service		
Short description of the action	To allow people receive and send mail and boxes in their workplace		
Impact area(s)	1. Increase in the participation of women in research and innovation and improvement of their career prospects <input checked="" type="checkbox"/> 2. Gender balance in decision-making bodies <input type="checkbox"/> 3. Gender dimension in research content <input type="checkbox"/> 4. Other, please specify:		
Field(s) of action (one action might tackle more than one field of action)	<input type="checkbox"/> Understanding the organization <input type="checkbox"/> Data collection <input type="checkbox"/> Raising awareness <input type="checkbox"/> Gender (& Diversity) training <input type="checkbox"/> Career progression and development <input type="checkbox"/> Recruitment <input type="checkbox"/> Promotion <input type="checkbox"/> Retention <input type="checkbox"/> Creating a gender-inclusive workplace culture <input type="checkbox"/> Prevention of gender-based violence/sexual harassment <input type="checkbox"/> Institutional Governance <input type="checkbox"/> Gender equality policies <input type="checkbox"/> Gender monitoring <input type="checkbox"/> Gender balanced decision bodies	<input type="checkbox"/> Integration of gender aspects in <input type="checkbox"/> Research <input type="checkbox"/> Teaching <input type="checkbox"/> Internal funding applications <input checked="" type="checkbox"/> Work-life-balance aspects <input type="checkbox"/> Flexible working conditions <input type="checkbox"/> Dual Career <input checked="" type="checkbox"/> Care & family work <input type="checkbox"/> Other, please specify: <input type="checkbox"/> Gender Budgeting, please specify: <input type="checkbox"/> 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		
Target group(s) to be addressed by this action	<input type="checkbox"/> Students Please specify who:	<input checked="" type="checkbox"/> Research and teaching staff Please specify who:	<input checked="" type="checkbox"/> Administration Please specify who:
Involved actors for the implementation	<input type="checkbox"/> LeTSGEPs core team <input type="checkbox"/> LeTSGEPs WG <input checked="" type="checkbox"/> Administration <input checked="" type="checkbox"/> Management	Please specify who:	
Responsible for the implementation	General Manager; Specific Appointed Unit		
Action's importance for your institution	<input type="checkbox"/> Very high <input type="checkbox"/> High	<input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Very low <input type="checkbox"/> Can't decide
Potential success factors for this action			
Planned implementation period	Start month/year 06/2022	End month/year 05/2024	
Resources needed for implementation (personnel, equipment)	Administrative staff		

Expected (measurable) output of this action (short-term effects)	Number of facilities providing the parcel delivery services
Expected outcome of this action (mid-term effects)	Organizational wellbeing
Evaluation procedure (How to determine if goal was reached.)	See Annex 2

Action 9	Summer school for children and adolescents		
Short description of the action	To organize summer school for children and adolescents in agreement with the University sport association		
Impact area(s)	1. Increase in the participation of women in research and innovation and improvement of their career prospects <input checked="" type="checkbox"/> 2. Gender balance in decision-making bodies <input type="checkbox"/> 3. Gender dimension in research content <input type="checkbox"/> 4. Other, please specify:		
Field(s) of action (one action might tackle more than one field of action)	<input type="checkbox"/> Understanding the organization <input type="checkbox"/> Data collection <input type="checkbox"/> Raising awareness <input type="checkbox"/> Gender (& Diversity) training <input type="checkbox"/> Career progression and development <input type="checkbox"/> Recruitment <input type="checkbox"/> Promotion <input type="checkbox"/> Retention <input type="checkbox"/> Creating a gender-inclusive workplace culture <input type="checkbox"/> Prevention of gender-based violence/sexual harassment <input type="checkbox"/> Institutional Governance <input type="checkbox"/> Gender equality policies <input type="checkbox"/> Gender monitoring <input type="checkbox"/> Gender balanced decision bodies	<input type="checkbox"/> Integration of gender aspects in <input type="checkbox"/> Research <input type="checkbox"/> Teaching <input type="checkbox"/> Internal funding applications <input checked="" type="checkbox"/> Work-life-balance aspects <input type="checkbox"/> Flexible working conditions <input type="checkbox"/> Dual Career <input checked="" type="checkbox"/> Care & family work <input type="checkbox"/> Other, please specify <input type="checkbox"/> Gender Budgeting, please specify: <input type="checkbox"/> 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 families in the child and adolescent care		
Target group(s) to be addressed by this action	<input type="checkbox"/> Students Please specify who:	<input checked="" type="checkbox"/> Research and teaching staff Please specify who:	<input checked="" type="checkbox"/> Administration Please specify who:
Involved actors for the implementation	<input type="checkbox"/> LeTSGEPs core team <input type="checkbox"/> LeTSGEPs WG <input checked="" type="checkbox"/> Administration <input checked="" type="checkbox"/> Management	Please specify who:	
Responsible for the implementation	General Manager; Rector; Academic Senate; Board of Directors; CUG		
Action's importance for your institution	<input type="checkbox"/> Very high <input type="checkbox"/> High	<input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Very low <input type="checkbox"/> 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	

Resources needed for implementation (personnel, equipment)	
Expected (measurable) output of this action (short-term effects)	N. 1 of summer school for employees' children and adolescents
Expected outcome of this action (mid-term effects)	Organizational wellbeing
Evaluation procedure (How to determine if goal was reached.)	See Annex 2

Action 10		Activation of agreements for sports activities for employees and their families	
Short description of the action	Activation of agreements with the University sport association for sports activities for employees and their families		
Impact area(s)	1. Increase in the participation of women in research and innovation and improvement of their career prospects <input checked="" type="checkbox"/> 2. Gender balance in decision-making bodies <input type="checkbox"/> 3. Gender dimension in research content <input type="checkbox"/> 4. Other, please specify:		
Field(s) of action (one action might tackle more than one field of action)	<input type="checkbox"/> Understanding the organization <input type="checkbox"/> Data collection <input type="checkbox"/> Raising awareness <input type="checkbox"/> Gender (& Diversity) training <input type="checkbox"/> Career progression and development <input type="checkbox"/> Recruitment <input type="checkbox"/> Promotion <input type="checkbox"/> Retention <input type="checkbox"/> Creating a gender-inclusive workplace culture <input type="checkbox"/> Prevention of gender-based violence/sexual harassment <input type="checkbox"/> Institutional Governance <input type="checkbox"/> Gender equality policies <input type="checkbox"/> Gender monitoring <input type="checkbox"/> Gender balanced decision bodies	<input type="checkbox"/> Integration of gender aspects in <input type="checkbox"/> Research <input type="checkbox"/> Teaching <input type="checkbox"/> Internal funding applications <input checked="" type="checkbox"/> Work-life-balance aspects <input type="checkbox"/> Flexible working conditions <input type="checkbox"/> Dual Career <input checked="" type="checkbox"/> Care & family work <input type="checkbox"/> Other, please specify <input type="checkbox"/> Gender Budgeting, please specify: <input type="checkbox"/> 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	<input type="checkbox"/> Students <input type="checkbox"/> Research and teaching staff Please specify who:	<input checked="" type="checkbox"/> Administration Please specify who:	
Involved actors for the implementation	<input type="checkbox"/> LeTSGEPs core team <input type="checkbox"/> LeTSGEPs WG <input checked="" type="checkbox"/> Administration <input checked="" type="checkbox"/> Management	Please specify who:	
Responsible for the implementation	UNIME subsidiary for Sport; General Manager; CUG		
Action's importance for your institution	<input type="checkbox"/> Very high <input type="checkbox"/> High	<input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Very low <input type="checkbox"/> 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	

Resources needed for implementation (personnel, equipment)	
Expected (measurable) output of this action (short-term effects)	Percentage of usage of University sport facilities
Expected outcome of this action (mid-term effects)	Organizational wellbeing
Evaluation procedure (How to determine if goal was reached.)	See Annex 2

Action 11	Smart Working		
Short description of the action	To improve flexible and remote working possibilities		
Impact area(s)	1. Increase in the participation of women in research and innovation and improvement of their career prospects <input checked="" type="checkbox"/> 2. Gender balance in decision-making bodies <input type="checkbox"/> 3. Gender dimension in research content <input type="checkbox"/> 4. Other, please specify:		
Field(s) of action (one action might tackle more than one field of action)	<input type="checkbox"/> Understanding the organization <input type="checkbox"/> Data collection <input type="checkbox"/> Raising awareness <input type="checkbox"/> Gender (& Diversity) training <input type="checkbox"/> Career progression and development <input type="checkbox"/> Recruitment <input type="checkbox"/> Promotion <input type="checkbox"/> Retention <input type="checkbox"/> Creating a gender-inclusive workplace culture <input type="checkbox"/> Prevention of gender-based violence/sexual harassment <input type="checkbox"/> Institutional Governance <input type="checkbox"/> Gender equality policies <input type="checkbox"/> Gender monitoring <input type="checkbox"/> Gender balanced decision bodies	<input type="checkbox"/> Integration of gender aspects in <input type="checkbox"/> Research <input type="checkbox"/> Teaching <input type="checkbox"/> Internal funding applications <input checked="" type="checkbox"/> Work-life-balance aspects <input checked="" type="checkbox"/> Flexible working conditions <input type="checkbox"/> Dual Career <input checked="" type="checkbox"/> Care & family work <input type="checkbox"/> Other, please specify:	<input type="checkbox"/> Gender Budgeting, please specify: <input type="checkbox"/> 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	<input type="checkbox"/> Students Please specify who:	<input type="checkbox"/> Research and teaching staff Please specify who:	<input checked="" type="checkbox"/> Administration Please specify who:
Involved actors for the implementation	<input checked="" type="checkbox"/> LeTSGEPs core team <input checked="" type="checkbox"/> LeTSGEPs WG <input checked="" type="checkbox"/> Administration <input checked="" type="checkbox"/> Management	Please specify who:	
Responsible for the implementation	General Manager; Rector; Academic Senate; Board of Directors		
Action's importance for your institution	<input type="checkbox"/> Very high <input checked="" type="checkbox"/> High	<input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Very low <input type="checkbox"/> Can't decide
Potential success factors for this action	Staff engagement		
Planned implementation period	Start month/year 06/21	End month/year 05/24	
Resources needed for implementation (personnel, equipment)	ICT facilities		

Expected (measurable) output of this action (short-term effects)	Percentage of agile workers >60%
Expected outcome of this action (mid-term effects)	Organizational wellbeing
Evaluation procedure (How to determine if goal was reached.)	See Annex 2

Action 12	Pink (Pregnant) parking spaces		
Short description of the action	To devote parking spots to pregnant womens in every facility		
Impact area(s)	1. Increase in the participation of women in research and innovation and improvement of their career prospects <input checked="" type="checkbox"/> 2. Gender balance in decision-making bodies <input type="checkbox"/> 3. Gender dimension in research content <input type="checkbox"/> 4. Other, please specify:		
Field(s) of action (one action might tackle more than one field of action)	<input type="checkbox"/> Understanding the organization <input type="checkbox"/> Data collection <input type="checkbox"/> Raising awareness <input type="checkbox"/> Gender (& Diversity) training <input type="checkbox"/> Career progression and development <input type="checkbox"/> Recruitment <input type="checkbox"/> Promotion <input type="checkbox"/> Retention <input type="checkbox"/> Creating a gender-inclusive workplace culture <input type="checkbox"/> Prevention of gender-based violence/sexual harassment <input type="checkbox"/> Institutional Governance <input type="checkbox"/> Gender equality policies <input type="checkbox"/> Gender monitoring <input type="checkbox"/> Gender balanced decision bodies	<input type="checkbox"/> Integration of gender aspects in <input type="checkbox"/> Research <input type="checkbox"/> Teaching <input type="checkbox"/> Internal funding applications <input checked="" type="checkbox"/> Work-life-balance aspects <input type="checkbox"/> Flexible working conditions <input type="checkbox"/> Dual Career <input checked="" type="checkbox"/> Care & family work <input type="checkbox"/> Other, please specify <input type="checkbox"/> Gender Budgeting, please specify: <input type="checkbox"/> 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	<input type="checkbox"/> Students Please specify who:	<input checked="" type="checkbox"/> Research and teaching staff Please specify who:	<input checked="" type="checkbox"/> Administration Please specify who:
Involved actors for the implementation	<input type="checkbox"/> LeTSGEPs core team <input type="checkbox"/> LeTSGEPs WG <input checked="" type="checkbox"/> Administration <input checked="" type="checkbox"/> Management	Please specify who:	
Responsible for the implementation	General Manager; Rector's delegates; Municipal subsidiary in charge of transports and parking services.		
Action's importance for your institution	<input type="checkbox"/> Very high <input checked="" type="checkbox"/> High	<input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Very low <input type="checkbox"/> Can't decide
Potential success factors for this action	Stakeholder engagement		
Planned implementation period	Start month/year 06/2021	End month/year 05/2024	

Resources needed for implementation (personnel, equipment)	
Expected (measurable) output of this action (short-term effects)	Percentage of pink parking spot >1%
Expected outcome of this action (mid-term effects)	Organizational wellbeing
Evaluation procedure (How to determine if goal was reached.)	See Annex 2

Action 13	Congresses, round tables, seminars		
Short description of the action	To organize congresses, round tables and seminars on discriminations and sexual harassment prevention		
Impact area(s)	1. Increase in the participation of women in research and innovation and improvement of their career prospects <input checked="" type="checkbox"/> 2. Gender balance in decision-making bodies <input type="checkbox"/> 3. Gender dimension in research content <input checked="" type="checkbox"/> 4. Other, please specify:		
Field(s) of action (one action might tackle more than one field of action)	<input type="checkbox"/> Understanding the organization <input type="checkbox"/> Data collection <input checked="" type="checkbox"/> Raising awareness <input checked="" type="checkbox"/> Gender (& Diversity) training <input type="checkbox"/> Career progression and development <input type="checkbox"/> Recruitment <input type="checkbox"/> Promotion <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Creating a gender-inclusive workplace culture <input checked="" type="checkbox"/> Prevention of gender-based violence/sexual harassment <input type="checkbox"/> Institutional Governance <input type="checkbox"/> Gender equality policies <input type="checkbox"/> Gender monitoring <input type="checkbox"/> Gender balanced decision bodies	<input type="checkbox"/> Integration of gender aspects in <input type="checkbox"/> Research <input type="checkbox"/> Teaching <input type="checkbox"/> Internal funding applications <input type="checkbox"/> Work-life-balance aspects <input type="checkbox"/> Flexible working conditions <input type="checkbox"/> Dual Career <input type="checkbox"/> Care & family work <input type="checkbox"/> Other, please specify <input type="checkbox"/> Gender Budgeting, please specify: <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Students Please specify who:	<input checked="" type="checkbox"/> Research and teaching staff Please specify who:	<input checked="" type="checkbox"/> Administration Please specify who:
Involved actors for the implementation	<input type="checkbox"/> LeTSGEPs core team <input checked="" type="checkbox"/> LeTSGEPs WG <input checked="" type="checkbox"/> Administration <input checked="" type="checkbox"/> Management	Please specify who:	
Responsible for the implementation	Academic Departments; Student Associations; CUG, Pro rector of welfare		
Action's importance for your institution	<input type="checkbox"/> Very high <input checked="" type="checkbox"/> High	<input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Very low <input type="checkbox"/> Can't decide
Potential success factors for this action	Collaboration with stakeholders and existence of events and activities on this topic.		
Planned implementation period	Start month/year 06/2021	End month/year 05/2024	

Resources needed for implementation (personnel, equipment)	Academic personnel
Expected (measurable) output of this action (short-term effects)	Round tables and congress
Expected outcome of this action (mid-term effects)	Increased awareness on gender issue and sexual harassment
Evaluation procedure (How to determine if goal was reached.)	See Annex 2

Action 14	Actions to fight sexism and homophobia		
Short description of the action	To organize events and other actions to fight sexism and homophobia		
Impact area(s)	1. Increase in the participation of women in research and innovation and improvement of their career prospects <input type="checkbox"/> 2. Gender balance in decision-making bodies <input type="checkbox"/> 3. Gender dimension in research content <input checked="" type="checkbox"/> 4. Other, please specify:		
Field(s) of action (one action might tackle more than one field of action)	<input type="checkbox"/> Understanding the organization <input type="checkbox"/> Data collection <input checked="" type="checkbox"/> Raising awareness <input type="checkbox"/> Gender (& Diversity) training <input type="checkbox"/> Career progression and development <input type="checkbox"/> Recruitment <input type="checkbox"/> Promotion <input type="checkbox"/> Retention <input type="checkbox"/> Creating a gender-inclusive workplace culture <input checked="" type="checkbox"/> Prevention of gender-based violence/sexual harassment <input type="checkbox"/> Institutional Governance <input type="checkbox"/> Gender equality policies <input type="checkbox"/> Gender monitoring <input type="checkbox"/> Gender balanced decision bodies	<input type="checkbox"/> Integration of gender aspects in <input type="checkbox"/> Research <input type="checkbox"/> Teaching <input type="checkbox"/> Internal funding applications <input type="checkbox"/> Work-life-balance aspects <input type="checkbox"/> Flexible working conditions <input type="checkbox"/> Dual Career <input type="checkbox"/> Care & family work <input type="checkbox"/> Other, please specify <input type="checkbox"/> Gender Budgeting, please specify: <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Students	<input checked="" type="checkbox"/> Research and teaching staff Please specify who:	<input checked="" type="checkbox"/> Administration Please specify who:
Involved actors for the implementation	<input type="checkbox"/> LeTSGEPs core team <input checked="" type="checkbox"/> LeTSGEPs WG <input checked="" type="checkbox"/> Administration <input checked="" type="checkbox"/> 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	<input type="checkbox"/> Very high <input checked="" type="checkbox"/> High	<input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Very low <input type="checkbox"/> Can't decide
Potential success factors for this action			
Planned implementation period	Start month/year 06/	End month/year	

Resources needed for implementation (personnel, equipment)	Academic personnel
Expected (measurable) output of this action (short-term effects)	Actions and consultations
Expected outcome of this action (mid-term effects)	Increased awareness on gender issue, sexism and homophobia
Evaluation procedure (How to determine if goal was reached.)	See Annex 2

ANNEX 2

TABLE OF MEASURES

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

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

