



UNIMORE

UNIVERSITÀ DEGLI STUDI DI
MODENA E REGGIO EMILIA



Gender Equality Plan 2025-2027

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Contents

Foreword	p. 3
Introduction	p. 4
Context	p. 6
Actions	p. 8
Monitoring	p.17
References	p.18
 Appendix 1 - Context analysis	 p.19
 Annexes:	
1. List of Actions by Area	p.26
2. Action Sheets	p.27
SDGs	p.64
3. EU requirement check-list for GEPs	p.65
4. Action monitoring and evaluation grid	p.67
5. Gantt diagram of actions in 2025/2026	p.68

Foreword

Following context analysis and monitoring of the actions set out in UNIMORE's first Gender Equality Plan, the second edition has been approved by our University's governing bodies. This edition is consistent with the European Commission's Guidelines and the CRUI Handbook, and identifies actions for each of the five areas considered priorities by the European Commission. The new edition of the Plan (Gender Equality Plan – GEP) is consistent with the Guidelines for GEPs of the European alliance UNIgreen in a process of focusing on diversity, inclusion and multiculturalism, and with the guidelines for sustainable GEPs proposed within the Horizon 2020 project LeTSGEPs - Leading Towards Sustainable Gender Equality Plans in research, which our University coordinated.

Actions often affect more than one area, strengthening their impact and requiring close interaction between the parties involved.

The action plan highlights the responsibilities of various departments and bodies within the University and, at the same time, the interaction with external stakeholders, with whom UNIMORE continues to collaborate closely with the aim of promoting gender equality in the areas where it operates.

Another aspect that characterises the Second Edition of UNIMORE's Gender Equality Plan is the well-being approach, which identifies the impact of each action on the various dimensions of well-being, in line with the approach adopted in the Gender Budget, which is also shared by the Region's Gender Budget, which focuses on reducing existing gender inequalities in all areas.

The participatory approach is also confirmed, starting with the involvement in its design of the various components of the University brought together in the Joint Committee for Equal Opportunities, the Conference of the Student Representatives, the Technical and Administrative Staff Council, the UNIMORE Panel of LGBTQI+ Associations and the widespread involvement of departments thanks to the establishment of a network of Equal Opportunities Representatives, an innovation implemented in recent years that is proving capable of

providing new impetus towards gender equality.

Furthermore, reading this new edition of the Gender Equality Plan, we find operational figures who have joined the University as the Trusted Advisor, precisely because of actions envisaged in the previous Plan.

This edition of the Plan also includes new structures to reinforce the University's actions and objectives, particularly in the area of preventing and combating gender-based violence, which is enhanced by the presence of two anti-violence helpdesks within the University's two campuses. The importance of establishing these centres and further strengthening UNIMORE's awareness-raising and training activities to prevent and combat gender-based violence is a structural response to the murder of Anna Sviridenko, a doctor specialising in radiology at our university, a response that sees UNIMORE working closely with local institutions and anti-violence centres. With a view to defending rights and combating discrimination, a university help desk will be set up at both campuses to combat all forms of discrimination based on gender identity and sexual orientation, alongside awareness-raising and training initiatives.

With the approval of the Plan, a new project and a new path begins, involving all members of the University.

Carlo Adolfo Porro

Rector of the University of Modena and
Reggio Emilia

Introduction

The second edition of **UNIMORE Gender Equality Plan** follows the European Commission's Guidelines for accessing Horizon Europe funds (EU, 2021), the Gender equality in academia and research (GEAR) action toolbox of the European Institute for Gender Equality,¹ and the Handbook on GEP of the CRUI's Gender Issue Commission (2021).²

Gender equality is one of the University's strategic objectives, as also referred to in the **Three-Year Plan 2023-2025**, which requires, as indicated in **UNIMORE Strategic Plan 2020-2025**, the design and implementation of the Gender Equality Plan together with Positive Action Plans and the inclusion of the Gender Budget in the University's budget and planning cycle. The Gender Equality Plan is part of the **University Policy for Inclusion, Equal Opportunities and Gender Equality** (UNIMORE, 2023). Some of the GEP's actions are referred to in the **Positive Action Plan** (PAP), and the GEP includes actions provided for in the PAP in the Integrated Activity and Organisation Plan of the University of Modena and Reggio Emilia 2025-2027 (UNIMORE, 2025).

UNIMORE contributed, within UNIgreen, a thematic alliance of eight higher education institutions with a specific focus on sustainable agriculture, green biotechnology, and environmental and life sciences, to the WP dedicated to Diversity, Inclusiveness and Multiculturalism, to draw up guidelines on the Gender Equality Plan for institutions belonging to the UNIgreen alliance, as part of UNIgreen Gender Equality Strategy.

The methodology followed for UNIMORE Gender Equality Plan is in line with the well-being approach adopted for

the drafting of the University Gender Budget and identifies, for each action, the dimensions of well-being on which the action can have an impact, in line with the proposals of the Horizon 2020 LeTSGEPs project - Leading Towards Sustainable Gender Equality Plans in research (Grant Agreement No. 873072, www.letsgeps.eu), coordinated by UNIMORE (led by Prof. Tindara Addabbo) and composed of a European and international partnership that has placed gender budget at the centre of the construction of its GEPs.

The proposed action sheets are therefore consistent with the methodology adopted in the implementation of the Unimore gender budget (well-being approach) and in the GEP design of the LeTSGEPs³ project.

Monitoring of the actions planned in the five priority areas indicated in the GEP guidelines has made it possible to identify that not all of the objectives set in the actions have been achieved but also, in some cases, that services or roles that were indicated as objectives of certain actions have been institutionalised. The first part of the GEP 2025-2027 reports some context data on the different components of the University, the second part is dedicated to the Actions 2025-2027 in relation to the Actions foreseen in the GEP 2021-2024 in order to verify the achievement of the objectives, their modification or reconfirmation in the new Plan. The third part of the GEP 2025-2027 contains the planned activities for monitoring the actions of the new Plan.

The actions were developed based on knowledge of the context from a gender perspective contained in the Gender Budget 2023 and updated here with new data. For each action, an implementation plan is proposed that will enable careful

¹ <https://eige.europa.eu/gender-mainstreaming/toolkits/gear/action-toolbox>

² [https://ec.europa.eu/info/sites/default/files/research_and_innovation/strategy_on_research_and_in](https://ec.europa.eu/info/sites/default/files/research_and_innovation/strategy_on_research_and_innovation/documents/ec_rtd_gep-fags.pdf)

[novation/documents/ec_rtd_gep-fags.pdf](https://www.crui.it/tematiche-di-genere.html)
<https://www.crui.it/tematiche-di-genere.html>

³ <https://letsgeps.eu/editorial-materials/>

monitoring and assessment of the impact of the planned actions on the individual objectives. Furthermore, within the University, in the departments responsible for the actions, individuals have been identified who will act as contact persons for the actions of the Plan and will be able to serve as points of reference during the continuous monitoring of the actions themselves.

The impact areas reflect the five recommended content-related (thematic) areas indicated by the European Commission:

- Work-life balance and organisational culture;
- Gender balance in leadership and decision-making;
- Gender equality in recruitment and career progression;
- Integration of the gender dimension into research and teaching content;
- Measures against gender-based violence, including sexual harassment.

In addition to the five areas indicated, there is also the impact on well-being, which, following the capabilities approach that characterises UNIMORE gender budget, is divided into several dimensions. The process that led to the drafting of the new edition of the Gender Equality Plan began with monitoring of the actions set out in the 2021-2024 Gender Equality Plan by the Rector's Delegate for Equal Opportunities, Professor Tindara Addabbo, and the Gender Equality Manager, Benedetta Rossi. The process involved the Rector, the Network of Equal Opportunities Representatives of the UNIMORE departments, the Technical and Administrative Staff Council, the Joint Committee for Equal Opportunities, the Technical and Operative Committee set up for the University Gender Budget, and the Conference of the Student Representatives. The GEP was then approved by the governing bodies at the meetings of the Board of Directors on 13 June 2025 and the Academic Senate on

10 June 2025. The Italian and English GEP editions are available on the University website. Internal communication activities are also planned, both at the University level and in individual departments, with the involvement of the network of the Departments for equal opportunities representatives coordinated by the Rector's Delegate for Equal Opportunities. Internal communication will be followed by external communication, involving civil society, institutions and organisations in the territories where our University is based. The UNIMORE GEP will therefore also be shared with other universities and research bodies both in Italy and abroad, both within the UNIGreen Alliance and with reference to the working groups on GEPs that have been set up in the National Conference of Italian University Equality Bodies, within the CRUI Gender Issue Commission and interacting with the Sisters Projects funded by the European Commission dedicated to the design and implementation of gender equality plans in research institutions and universities and within the UNIGreen alliance.

The Context

In compliance with action 20 of GEP 2022-2024, the context analysis, using administrative data and ad hoc surveys, was carried out annually and its results were published in the various editions of the UNIMORE Gender Budget. The context analysis presented in UNIMORE Gender Budget 2023 makes it possible to identify several areas of concern regarding gender inequalities within the University, which are being addressed through targeted actions. Below are some data on the various components of the University, based on the most recent available figures.

Although women are the majority within the student population and among graduates, a gender gap in academic careers begins to appear at the doctoral level (see Figure A1 in the Appendix), with 55% of PhD candidates being men and 45% women; and 52% of PhD graduates being men versus 48% women. While women represent 53% of research fellows, starting from the position of researcher, men make up the majority (54%). Only 42% of Associate Professors are women, and the career gap widens further at the Full Professor level, where at UNIMORE only 27% were women at the end of 2019— a percentage similar to the average observed in Italian universities (25%). In the academic year 2024/2025, the percentage of women in senior positions will be 30%. The gender gap to the detriment of women at Grade A decreases by 3 percentage points from 2019/2020 to 2024/2025.

From the point of view of access to different subject areas, both as students and as teaching and research staff, there are marked gender inequalities in subject areas where women are traditionally under-represented (e.g. STEM subjects, Figure A2). Men, on the other hand, are underrepresented in the field of Education

and Humanities. The representation of the career gap by department (Fig. A3) provides each department with a graphical overview of gender inequalities in both access to and progression through the academic career.

Studies (Falco, Cuntrera, Attanasio, 2023; Filandri, Pasqua, Ubaldi, 2023) also note slower career advancement for women, leading to a gender gap disadvantaging women in salaries and pension benefits, along with a reduced chance for female academics to obtain emeritus status, which in many Italian universities remains contingent upon twenty years of seniority as full professor.

The lower representation of women in senior academic positions can be measured using the Glass Ceiling Index, which is calculated by comparing the percentage of women among all academic staff—including researchers and research fellows—with the percentage of women in senior faculty roles. A Glass Ceiling Index value above one signals a higher level of difficulty for women in attaining senior academic positions. On average, the GCI for UNIMORE decreased from 1.58 to 1.44 from 2019 to 2024 (Table A1 and Figure A4). There is heterogeneity between the different departments. However, it is important to note that in some instances, a GCI value near one reflects equally low female representation in both senior academic ranks and among the overall teaching, research, and research fellow staff, as evidenced by the comparison between the GCI and career gap in some departments.

Such disparities underscore the need for specific measures to foster gender equality in recruitment and career progression;

In percentage terms, the body with the largest presence of women is the Joint Committee for Equal Opportunities, in which women represent 76% of the components, and the Evaluation Board in

which they represent 67%. The gender composition of the Rector's delegates appears more balanced (40% women) while the male component prevails in the other bodies.

Furthermore, the actions envisaged with regard to organisational culture and work-life balance are expected to have an indirect positive effect on improving gender balance across disciplinary areas and supporting career advancement.

The organisation of equal opportunity bodies and personnel at UNIMORE has changed with the creation of the **Network of Equal Opportunity Representatives in each department**, designating both a staff and a student representative per department. Coordinated by the **Rector's Delegate for Equal Opportunities**, the network has served as a liaison with the departments, facilitating the dissemination of awareness initiatives promoted across the university and within individual departments, as well as collecting feedback on needs. In May 2025, two **permanent representatives** were also appointed to the **Council of Technical Administrative Staff** in the Network of Equal Opportunities Representatives. In accordance with the provisions of the Gender Equality Plan 2022–2024, a dedicated figure has been appointed to support the Equality Bodies within the University, as well as the Technical and Operative Committee for the Drafting of the Gender Budget and Gender Equality Plan responsible for the Gender Budget and the design of the GEP, in carrying out their duties, with a specific focus on Gender Equality. This role, which includes functions equivalent to those of a Gender Equality Manager, took office in December 2024. Benedetta Rossi, part of the Directorate for Organisation, Planning and Human Resources Development, supports the Rector's Delegate for Equal Opportunities, the Chair of the Joint Committee for Equal Opportunities (CUG), and the Equality Bodies within the University. She will facilitate interaction

among the various directorates and bodies involved in implementing the actions, oversees the monitoring and evaluation of these actions, acting as a liaison with the Communications Department to ensure appropriate dissemination of the results achieved, and promoting the involvement of UNIMORE stakeholders through a participatory approach.

From December 2023, in compliance with Action 2 of the GEP 2022/2024, the UNIMORE **Trusted Advisor** was appointed.

The Gender Equality Plan 2025-2027 also entrusts the **Joint Committee for Equal Opportunities** with a fundamental role in various actions. In light of the commitment required of the equality body, it is therefore intended to resolve a critical issue that remains unresolved. In other words, the maximum limit of 20 hours per year during service activities for members of the Joint Committee for Equal Opportunities (CUG) indicated in Article 7 of the Regulations approved on 30 May 2018 with reference to activities related to participation in investigative committees and working groups – Training and updating – must be removed. This limitation, although general in nature, in fact refers exclusively to contractual administrative and technical staff, who is therefore objectively treated in a different way than the other components. The workload itself, within the Joint Committee for Equal Opportunities, would remain unbalanced where the components, to which in fact this limit does not apply, make up for the lack of hourly availability on the part of the other components, generating inequalities in the distribution of workloads within the Joint Committee for Equal Opportunities and loss of efficiency in the performance of its functions. In this regard, it should be noted the important role played by the Equality Bodies of the University also in collaborations with institutions and third parties existing in the area, which contributes positively to the development

of an environment that is sensitive to gender equality and equal opportunities.

Actions

Area 1: Work-life balance and organisational culture

A preliminary action for all areas is **Context Analysis [Action 1]**. The context analysis is based on both administrative data and surveys on the various components of the University. In 2025, a survey will be completed on well-being, perceptions of discrimination, stereotypes and needs of the various components of the University, based on a survey tool co-designed by a working group that will also include representatives of the various components. The working group, coordinated by the Rector's Delegate for Equal Opportunities, will be composed of: Chairperson of the Joint Committee for Equal Opportunities (CUG), expert member of the Network of Equal Opportunities Representatives of the departments, Gender Equality Manager, Contact Person for Administrative, Technical and Library staff; Contact Person for Trade Union Relations Office, Contact Person for Student Component Conference. The microdata collected will be analysed with the aim of designing new actions in different areas. One section of the questionnaire will be dedicated to identifying staff needs in order to reduce work-life conflict and design appropriate work-life balance policies that are mindful of gender equality, such as: agreements for support services (short term), kid-friendly spaces, establishing or strengthening agreements with summer camps, babysitting bonuses, accommodation for researchers with care needs, adoption of a family-friendly calendar and working hours, teaching-free periods upon return from paternity or maternity leave, extension of parental

leave coverage and incentives for fathers to take parental leave, the presence of a figure within the University who can play a role in balancing work and family life with a focus on gender equality (Gender Equality Work-Life Balance Coach). It is also planned to collect the students' workloads of care-giving and information on the possibility to obtain the status of working student if care-giver. The needs of students will also be taken into account with regard to the provision of equipped spaces in university residences and departments to accommodate people requiring care. Information will also be collected for staff and students on attendance at language courses at the Language Centre. The results of the qualitative and quantitative survey and the feasibility study will allow the identification of further actions to be implemented later as well as the system of indicators and targets specific to each action. The identification of needs in terms of work-life balance is one of the actions of the 2022-2024 GEP, Action 17, which was not completed in the previous three-year period and is included in Action 1. A UNIMORE index for the summary measurement of gender equality will also be proposed.

The context analysis will continue, with the collaboration of the National and International Research Office and the activation of the Network of Equal Opportunities Representatives in the departments (coordinated by the Rector's Delegate for Equal Opportunities), the analysis of research projects at the University that have an impact in terms of gender equality and, with the collaboration of the Planning, Evaluation and IT Systems Department and the Statistics Office, the analysis of teaching courses based on their impact on gender equality [sustainable development goal 5].

Gender Budget. A first experimental gender budget in UNIMORE was carried

out with reference to the 2012 budget, adopting the well-being approach and reclassifying budget items in relation to the gender impact of spending programmes on employment and education, compared with a comparative analysis with the Pablo de Olavide University in Seville (Addabbo, Gálvez-Muñoz, Rodríguez-Modroño, 2015).

In 2021, the Technical and Operative Committee for the Drafting of the Gender Budget and Gender Equality Plan produced the Final Gender Budget Report for 2019 in accordance with the CRUI Guidelines for Gender Budget (CRUI, 2019), the guidelines of the National Conference of Italian University Equality Bodies and the capabilities approach. In line with the guidelines on Gender Budget, detailed analyses have been carried out concerning the context of the student body, technical and administrative staff, academic and research staff, and university governance. The gender equality initiatives carried out within the University were analysed, and the income statement for the 2019 financial year was reclassified in terms of operating costs, using both a gender perspective and a well-being approach. Each cost item was attributed to a primary stakeholder category: students, academic and research staff, technical, administrative and library staff, external experts, and supplier companies.

With regard to these categories of stakeholders, costs were then classified according to their gender relevance using the Account Based Approach, grouping expenditure items according to indirect costs (expenditure not specifically related to equal opportunities or women's empowerment, but which can be traced back to women/men as they are intended for individuals, and therefore indirectly assessable in terms of gender impact) and environmental costs (expenditure on the purchase of goods or services relating to supplies from companies, for which the gender dimension falls within the scope of

gender social sustainability for stakeholders outside the University). A cross-cutting reclassification criterion is the Capability Approach, based on the Human Development theory. In line with this approach, specific well-being dimensions were identified to further classify the expenses incurred. Following the same approach and in accordance with the CRUI Gender Budgeting Guidelines (CRUI, 2019), the Technical and Operative Committee for the Drafting of the Gender Budget and Gender Equality Plan has continued to produce the Final Gender Budget Report on a regular basis, with editions released in 2020–2021, 2022, and 2023.

The action planned in the GEP 2022-2024 was thus fully achieved. Starting with the Gender Auditing Budget Report for 2019, the Gender Auditing Budgets for 2020 and 2021 were subsequently analysed (2020–2021 edition of the Gender Auditing Budget), followed by the Gender Auditing Budget Report for 2022, approved by the governing bodies in December 2023. The Gender Auditing Budget Report for 2023 was also drafted and approved by the Academic Senate on 17 December 2024 and by the Board of Governors on 20 December 2024.

With reference to the years 2022, 2023, and 2024, a preliminary note was also drafted, reclassifying projected costs by gender according to the following categories:

- Costs that cannot be quantified from a gender perspective, i.e. not related to gender (code 0),
 - Gender-sensitive costs, relating to measures that have a different impact on men and women (code 1),
 - Costs aimed at reducing gender inequalities, relating to measures directly aimed at promoting equal opportunities and reducing gender inequalities (code 2).
- The GEP 2025-2027 intends to maintain the drafting of the **Gender Budget** following the capability approach and consistent with the criteria followed for the

reclassification of expenditure [Action 2]. The Gender Budget is integrated within a gender-sensitive budget cycle and considers other tools of social accountability adopted by the University, such as the Sustainability Report. The training programme on gender equity [Action 17] includes a module dedicated to Gender Budgeting. It aims to strengthen the training of those responsible for accounting within the various directorates and administrative offices of the departments, focusing on the gender-sensitive classification of expenditures and programmes. This contributes to a broader identification of the gender impact of spending. At this stage, the involvement of the Technical and Operative Committee for the Drafting of the Gender Budget and Gender Equality Plan will be crucial, as will the role of the Gender Equality Manager, who will support the committee in close coordination with the relevant directorates. In 2025, particular attention will be given to the gender impact of expenditures related to personnel, training, business travel, and spending programmes directly linked to gender equality. Departments' directorates and administrative offices will be required, during the expense recording phase, to identify the type of impact in UGOV and to include off-balance sheet note explaining why a certain label has been used to interpret the classification. In the form, which the Finance Directorate sends in advance each July, the directorates will be requested to specify the monitoring they plan to conduct on selected categories of actions. The administrative offices of the departments will be encouraged to pay particular attention to certain types of expenditure in terms of gender impact, collecting data useful for the ex-post reclassification of expenses. To ensure accurate disambiguation by personnel recording the actions, comprehensive training on the gender impact of expenditure programmes will be indispensable. In the following years, focus will be broadened to include

additional items, allowing for a more detailed expenditure reclassification.

With Welfare Action [Action 3], based on the results of the survey on the context and needs of the various components, policies and corrective measures will be designed with respect to the University's internal welfare practices. Action will cover several dimensions of well-being. These include the dimension of sports activities from a gender perspective. The action also aims to provide staff and students with an information system on existing policies.

Awareness raising and training in the use of non-sexist communication [Action 4]

The action, already planned with reference to non-sexist language in the GEP 2022-2024, was not fully achieved. An awareness-raising and training programme on the non-sexist use of language in academic communication in relation to research, teaching, and administrative and institutional activities has been carried out. The planned operational Handbook for non-sexist language use has not been drawn up, although reference is made to the guidelines for a gender sensitive language of the Ministry of Education, Universities and Research (MIUR). The aim is to complete the initiative with the publication of the Handbook and by continuing training activities promoting respectful and inclusive communication in research, teaching, and administrative and institutional activities. The action aims to involve the entire academic community – teaching staff, technical and administrative staff, students, PhD students and research fellows – through a programme of awareness-raising and training.

The need to continue implementing the action as planned is confirmed, with particular attention to the drafting and dissemination of the handbook.

It is also

- intended to extend the analysis to other forms of communication
- and modify the University section and the forms on research activities carried out by teaching/research staff who contribute to the section itself from a gender perspective.
- Particular care will be taken during graduation sessions or doctoral thesis discussions to ensure the degree title is announced using the correct gendered form.

Gender Procurement [Action 5]. An initial feasibility study has already been carried out on the application of gender procurement in the acquisition of goods and services, with the aim of integrating the gender perspective into tendering procedures. The study represents a first concrete step towards the adoption of gender-sensitive procurement practices. However, there is still no full operational application of gender-sensitive criteria in calls for applications or tenders.

The activity will continue with the development of guidelines or operational tools that can translate the study's recommendations into technical criteria to be applied in procurement processes, promoting greater fairness and inclusiveness in the University's spending policies.

The action, which was only partially achieved in the previous three-year period, is therefore confirmed, and a new cycle of training meetings is planned for those responsible for contracts and tenders in which it is possible, in accordance with current legislation, to include gender equality bonuses.

Equality Week [Action 6]. In 2021, the first Unimore Equality Week was held to contribute to the culture of diversity within the University and to show the citizens how Unimore is committed to it. Workshops were organised with students and PhD students, who analysed ethnic, gender, disability and sexual orientation

diversity, also participating in events organised by local associations and institutions coordinated by the UNIMORE interdisciplinary committee. At the European Researchers' Night, the groups showcased their findings, establishing a basis for continuous dialogue on equal opportunities both within the University and in the surrounding local communities. The initiative, thus achieving the objective set in the GEP 2022-2024, was also carried out in all subsequent years (2022 and 2023) over the course of a week, culminating in the European Researchers' Night. In 2024, the period in which groups of students interacted to produce outputs on gender, sexual orientation, disability and origin discrimination was extended. The UNIMORE event was also coordinated with the UNIgreen Alliance (a thematic alliance of eight European universities, supported by the European Union under the Erasmus+ programme), of which UNIMORE is a member. The initiative will be confirmed by dedicating a week to the work of the groups in close collaboration with the Equal Opportunities representatives of the departments. The results of the work will be presented at the end of the week in an event open to all members of UNIMORE and the general public. It will also be an opportunity to promote a creative contest for the student community on the theme of gender equality through photographs aimed at stimulating reflection and awareness on the issue.

Change Name Policy [Action 7].

In line with the provisions of the 2022-2024 GEP, an information campaign was carried out on the implementation of the change name policy with reference to the latest regulations approved by the academic bodies for its implementation, both with regard to UNIMORE students and staff. An information video on the change name policy is now available on the website of the Joint Committee for Equal Opportunities

(<https://www.cug.unimore.it/site/home/articolo350064747.html>).

Members of the Joint Committee for Equal Opportunities (CUG) and representatives for the University Change Name Policy Service took part in training and information sessions organised by the Conference of Italian University Equality Bodies (COUNIPAR) and intend to continue participating in the COUNIPAR Working Group on the Change Name Policy Service. The action will be further strengthened by offering training to the different components of the University and to Change Name Policy Contacts.

It will be important to structure a continuous and accessible training programme in order to consolidate knowledge and the correct use of the change name policy within the University. We also intend to initiate discussions with representatives of the UNIMORE Panel of LGBTQI+ on the implementation of Change Name Policy at the University.

Refugees [Action 8].

The initiative includes UNIMORE's participation in the **Unicore** programme (University Corridors for Refugees), coordinated by UNHCR and aimed at establishing humanitarian corridors for refugee students, which UNIMORE has been part of since 2020. The action was implemented in 2022 and 2023, but was not implemented in 2024 and 2025. The intention is to confirm this action by strengthening the network of local partners and international cooperation in order to attract female candidates. We also aim to train **Buddies** by offering students a training intervention to enable a peer-to-peer mentoring programme to improve the integration of female refugee students in our university. We also intend to join the Scholars at Risk (**SAR**) network, an international network of universities that promotes academic freedom and protects scholars whose lives or work are seriously threatened.

Award for Bachelor's and PhD Theses Addressing Themes of Gender Equality and Equal Opportunities [Action 9]. The degree award on issues related to gender equality and equal opportunities was established and is overseen by the Joint Committee for Equal Opportunities. The intention is to extend the initiative to PhD theses and raise awareness of the action, which could also have a positive impact on gender mainstreaming in research.

Area 2: Gender balance in leadership and decision-making

The context analysis confirms the lower presence of women in the governance of the University and in the top positions. Therefore, the actions to be taken include:

Gender composition of selection panels [Action 10].

Under article 57 of the Consolidated Law on public administration: Title IV - Work relation (Leg. Decree no. 165 of 30/03/2001, Official Gazette 09/05/2001): "1. In order to ensure equal opportunities for men and women for access to employment and treatment at work, public administrations:

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

This action, also included in the Gender Equality Plan (GEP) 2022–2024, led to an amendment of the Regulation for the appointment of selection panels for academic and research staff, which had previously failed to incorporate the provisions set out in Article 57 of the Consolidated Act on Public Employment.

Title 4 – Employment Relationship (Legislative Decree No. 165 of 30 March 2001, Official Gazette No. 108 of 9 May 2001)

However, as can also be seen from the CUG Annual Report 2025 (referring to the year 2024), the gender composition of selection panels confirms a high number of selection panels (27% of the total number of commissions) where women are absent. This figure clashes with the recommendations of Article 57 of the Consolidated Law on Public Employment. Selection panels composed entirely of women account for 8% of the total and do not concern public entrance examinations for senior positions, while they prevail in boards for collaborators and research grants.

Compared to single-genre boards, there is a clear male predominance in Full Professor and Associate Professor public entrance examinations, but also in type B fixed-term researchers, type A fixed-term researchers, and research fellows public entrance examinations. It would be important for teaching and research staff to be able to analyse the areas in which the public entrance examination is being held. In the case of selection panels for technical and administrative staff, single-gender female boards are more common. 30% of selection panels are chaired by women. Equal chairmanship of men and women in administrative staff selection boards.

In selection panels for Full Professor roles, women hold the chair in 35% of cases, representing an improvement on the previous year, when women held the chair in only 20% of cases.

On this point, the data will be analysed in a more disaggregated manner, for example by scientific discipline for teaching and research staff public entrance examinations, in order to verify the extent to which women are represented in selection panels, also in relation to their presence in scientific disciplines and the level of classification

for technical and administrative staff. It should be noted that the regulations governing the composition of selection panels include a reference to the provisions of Article 57 of the Consolidated Law on Public Employment: Title 4 – Employment Relationship (Legislative Decree No. 165 of 30 March 2001, Official Gazette No. 108 of 9 May 2001)

This monitoring is essential to verify, as suggested in the CRUI Guidelines:

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

Incentive for women's progression in careers [Action 11]. The action is aimed at reducing the glass ceiling by allocating a reward percentage of ministerial head counts through an algorithm commensurate with the characteristics of the University to career progressions on the first tier to those departments that have a Glass Ceiling Index close to 1 or in significant decrease in the previous three years. The action, planned in GEP 2022-2024, has not been implemented, it is intended to be confirmed in GEP 2025-2027 by including a reference not only to the GCI but also to the career range.

Area 3: Gender equality in recruitment and career progression

In light of the gender inequalities found in career progression and highlighted in UNIMORE's gender context analysis, it is considered appropriate to define procedures to ensure equal opportunities in recruitment and career processes. In addition to actions 10 and 11 which not only contribute to the increased presence of women in top positions and indirectly in decision-making bodies, but may also have a positive impact on career progressions, the following actions will be implemented:

Orientation and raising awareness activities [Action 12]. The action, planned in the GEP 2022-2024, was implemented in the previous three-year period and is intended to be confirmed and strengthened in the following three-year period. It includes guidance projects for schools aimed at combating gender stereotypes in access to degree programmes, with a particular focus on role models and the production of information material. Elements that can facilitate the implementation of this action are research projects in UNIMORE dedicated to impact assessment and implementation of projects to combat gender stereotypes in schools, the preparation of educational material and its experimentation to fight gender stereotypes. Other factors that may have a positive impact on the implementation of this initiative are the inclusion of UNIMORE in the network of women's associations and the development of a common project for intervention in schools in the territories where the University is based. The aim is to strengthen this initiative by creating a network of teachers in different areas who are willing to act as role models in orientation and awareness-raising activities and who can interact with external stakeholders for interventions in schools. There are also plans to strengthen interaction with external stakeholders such as the Equal Opportunities Commission of the Modena Joint Committee of Professions and European Women's Management Development (EWMD) and equal opportunities representatives from the departments in order to implement career guidance measures within the departments' study programmes.

Awards for female students in STEM subjects and male students in humanities subjects [Action 13]. In terms of the student component, the context analysis

revealed the under-representation of women since the attendance of programmes in the STEM area. The GEP 2022-2024 therefore includes a specific action to encourage their participation, with a positive impact on their access to STEM courses and, in the future, a possible increase in their enrolment in master's or doctoral programmes and a positive impact on the recruitment of research staff in this area and/or female staff in STEM professions.

Starting from the academic year 2022/2023, a structured trial reward scheme has been launched for female students enrolled in STEM courses with a low female attendance rate (less than 30%-25%). The grants provided for the reduction or reimbursement of contributions of up to €5,000, awarded to the best female students in each year. During the A.Y. 2023/2024, 10 scholarships totalling €64,000 were awarded, distributed in cooperation with external parties (companies and foundations), on Master's Degree Programmes such as Advanced Automotive Engineering, Digital Automation Engineering, Mechatronics Engineering, and others. In addition, a dedicated scholarship for female students with disabilities was activated.

This action has had a tangible positive impact on supporting women in STEM courses and represents a significant step towards greater gender balance in subsequent stages of education and professional life.

The intention is to confirm the action and also extend it to degree programmes in which the male component is underrepresented, also establishing contacts with external stakeholders to promote orientation and raising awareness activities in secondary schools.

Transformative mentoring [Action 14]. Transformative mentoring supporting the career development.

The action, provided for in the 2022-2024 GEP, was not launched during the reference period and has therefore not been achieved. The interest and willingness to repeat the initiative in the new edition of the GEP is confirmed, highlighting its potential impact in terms of both individual empowerment and structural rebalancing of academic and administrative careers.

In this regard, it will be essential to plan the intervention carefully, identifying mentors and mentees, matching methods and clear training objectives. Furthermore, we intend to strengthen our interaction with the working group at the University of Naples Federico 2nd on transformative mentoring (Picardi, Agodi, 2020).

Area 4: Integration of the gender dimension into research and teaching content

The focus will be on disseminating the information on the existence of calls for applications relating to research projects on gender equality and equal opportunities. A feasibility study of reward measures aimed at encouraging gender mainstreaming in research and teaching programmes will also be carried out.

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

Scientific Event Panel Monitoring [Action 15]. The action, provided for in the GEP 2022-2027, has not been achieved. It is intended to be incorporated and implemented in 2025-2027. The implementation of the University guidelines for the composition of panels for scientific events will be communicated and monitored. The University has adopted guidelines of the National Conference of Equality Bodies of Italian Universities for the gender balance in scientific event panels. Action 15 aims to monitor implementation with positive effects on the

University's gender equality culture, career opportunities and the possibility that more attention be paid to gender perspective in scientific events. The application of the guidelines to event sponsorship will have an important multiplying effect in the area on the dissemination of this practice already adopted by scientific associations and other universities. A Memorandum of Understanding is currently being finalised between UNIMORE, the Emilia-Romagna Region and the municipalities where UNIMORE is based as part of the 'No Women No Panel – Senza donne non se ne parla' promoted by Rai at the instigation of the EU Commission for the monitoring and impact assessment of balanced and pluralistic participation of women and men in public communication, with the aim of promoting gender balance and enhancing talent and skills, including those of women. The aim is to test and promote the use of forms designed to collect data from those within the various departments or at university level who organise conferences, as requested by No Women No Panel to monitor the impact of the project.

Design and planning of activities aimed at raising awareness on gender issues [Action 16]. To achieve the general objective of the gender Equality Plan it is necessary to promote a culture of gender equality within the University, also focused on intersectionality. Action 16, already included in the Gender Equality Plan (GEP) 2022–2024, aims to organise seminars and awareness-raising events (including games, film screenings, and theatrical performances in collaboration with local associations and institutions), as well as training activities for staff at all organisational levels and for the student population, in order to achieve this objective.

The objective of fostering a culture that is attentive and sensitive to the promotion of gender equality within the university,

through an articulated and growing offer of initiatives aimed at both staff and the student population, can be considered largely achieved.

In 2022, 14 awareness-raising events, including seminars, training activities and cultural events, were realised, as reported in the Gender Budget 2022.

In 2023, as detailed in the 2023 Gender Budget, 22 awareness-raising initiatives were carried out, including seminars, training activities, and cultural events.

In 2024, as documented in the 2024 Performance Plan (PAP), which was incorporated into the 2025–2027 Integrated Plan (PIAO), a further increase was recorded, with 25 events/initiatives carried out, confirming the University's ongoing commitment to promoting these issues.

This data demonstrates the consolidation and strengthening of awareness-raising actions, highlighting not only the full implementation of the action already included in the GEP 2022–2024, but also a positive trend in participation and growing attention to gender-related issues.

The aim is to reaffirm the action through new awareness-raising and training initiatives aimed at the various UNIMORE components, and to strengthen it by establishing an interdisciplinary module worth three ECTS credits on gender equity. It is also intended to offer training on gender mainstreaming in teaching and research and on gender impact analysis of research projects and teaching courses. In collaboration with operators of Anti-Violence Centres in the areas where UNIMORE is based, and with UNIMORE lecturers, activities will be carried out to prevent and combat gender-based violence and sexual harassment. To involve the student component more closely in raising awareness of gender issues, public entrance examinations will be organised on the production of videos and images on gender issues, and theatre

performances and film screenings will be offered as part of film clubs.

Training module on gender equity [Action 17]. The objective of the action is to develop an 8-hour training module (1 credit) on gender equity, which will be mandatory for new staff, department directors, joint committee chairs, members of the Joint Committee for Equal Opportunities, members of academic bodies, the President of the Student Conference, Equal Opportunities representatives of the Departments, Equal Opportunities Delegate, department heads, recommended for students, PhD students, and also providing for the recognition of a training credit and adequate monitoring and impact analysis.

The action, planned in the GEP 2022–2024, was only partially achieved and it is planned to complete the training modules in cooperation with the EDUNOVA Centre in 2025 and then proceed with its delivery.

Area 5: Measures against gender-based violence, including sexual harassment

Psychological Support and Counselling Service for students [Action 18]. UNIMORE has implemented this action set out in the GEP 2022–2024, expanding its psychological wellbeing services offered by the University to all undergraduate and doctoral students. The Psychological Wellbeing project has also benefited from funding through the MUR-PR-BEN call and is part of the Prisma Network, composed of eight Italian universities and one AFAM institution, coordinated by the University of Ferrara. The network promotes and supports the psychological wellbeing of the student population and helps combat the issue of pathological addictions.

To detect signs of distress and to be directed to targeted counselling services, UNIMORE has established a psychological listening and counselling service composed of two main activity areas. The first is psychological counselling, which took concrete form with the creation of psychological desks in both Modena and Reggio Emilia. The second is the Open G help desk, established in collaboration with psychologists from the Local healthcare Unit of Reggio Emilia, which aims to provide support for possible psychological distress caused by severe stress, emotional, relational, or existential difficulties.

The aim is to strengthen coordination among the various services, figures, and bodies responsible for achieving equal opportunities within the University.

Trusted Advisor [Action 19].

The appointment of a trusted advisor was a planned action in the GEP 2022-2024 and was achieved with the appointment of lawyer Elena Bigotti as UNIMORE Trusted Advisor as of 18 December 2023, a lawyer with expertise in gender-based violence in civil and family law, anti-discrimination law and civil contract law.

The Trusted Advisor is responsible for providing advice on acts of discrimination, sexual harassment, psychological harassment and moral harassment within the University of Modena and Reggio Emilia. We intend to confirm the presence of the Trusted Advisor at UNIMORE and her interaction with the Equality Bodies, thanks also to the sharing of the Advisor's reports and her coordination with the Welcome and Listening Desk, the Psychological Counselling Service, the University Help desk for combating forms of discrimination based on gender identity and sexual orientation, and the Anti-Violence Help desks set up at UNIMORE.

Inclusive LGBTQI+ Policies [Action 20].

The action is included in the GEP 2025-2027 and provides for: the confirmation of

the presence of the UNIMORE Panel of LGBTQI+ Associations in the areas where UNIMORE is based, the participation of UNIMORE in the inter-institutional round table with LGBTQI+ associations coordinated by the Municipality of Modena and in the inter-institutional network for combating homotransnegativity and promoting the inclusion of LGBT people coordinated by the Municipality of Reggio Emilia, the establishment of a university help desk to combat forms of discrimination based on gender identity and sexual orientation at UNIMORE locations, and awareness-raising and training activities. In addition, a survey of UNIMORE facilities will be carried out with the aim of identifying at least one All Gender restroom for each facility.

Unimore against gender-based violence [Action 21].

This action, also provided for in the GEP 2022-2024, is confirmed and strengthened. UNIMORE participated in the inter-institutional table on combating gender-based violence, coordinated by the Prefecture of Modena, and carried out awareness-raising activities on the subject aimed both at the University and the local community, in collaboration with the other members of the table. It also provides analysis activities on the costs of violence and policies for its contrast and prevention in collaboration with other institutions in the area. The action envisages the setting up of anti-violence desks in the Modena and Reggio Emilia offices and training interventions in the individual departments.

Monitoring

This GEP has been the subject of a first monitoring regarding its compliance with the European requirements indicated by the European Commission. In September 2021, the guidelines defining the eligibility criteria for GEPs to participate in the Horizon Europe research programme (EU,

2021) were published. The result of this verification, summarised in the attached check list [Annex 3], confirms the compliance of this document with the basic eligibility criteria indicated by the EU Commission. The wide range of suggestions and recommendations contained in the guidelines also offers for future revisions of the GEP important ideas to start a process of continuous improvement that make it increasingly efficient and effective.

A first monitoring report is scheduled at the end of the first year to verify the progress of the actions, identify the problems that have arisen, find the best strategies and solutions to solve them and propose

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changes to the same actions also in relation to changed scenarios detectable through the new context analysis [Action 1]. Special GEP monitoring and management tools, control panels and audit reports will be used on these occasions, while a GANTT sheet [Annex 5] will take into account the timing and any delays in the first year.

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

Attached are models of the monitoring tools that will be used [Annex 4 and 5].

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<https://op.europa.eu/en/publication-detail/-/publication/ffc06c3-200a-11ec-bd8e-01aa75ed71a1/language-en/format-PDF/source-232129669>

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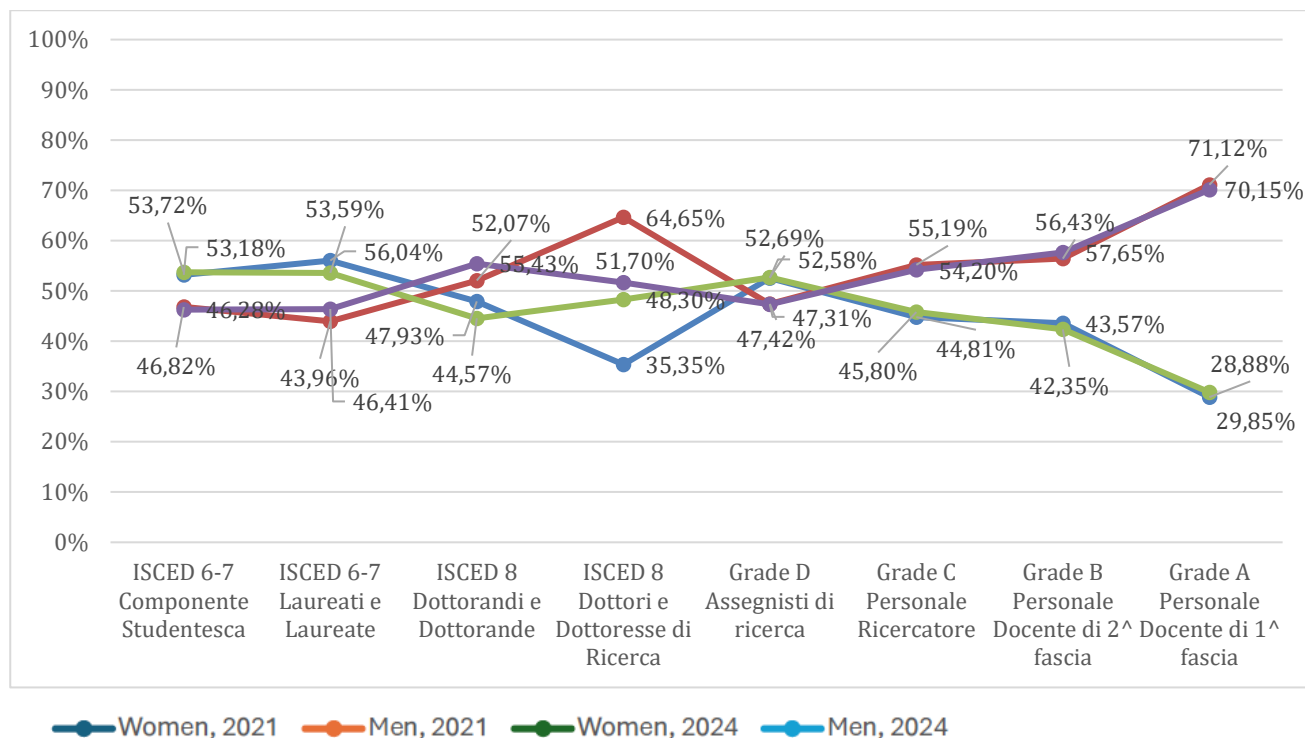
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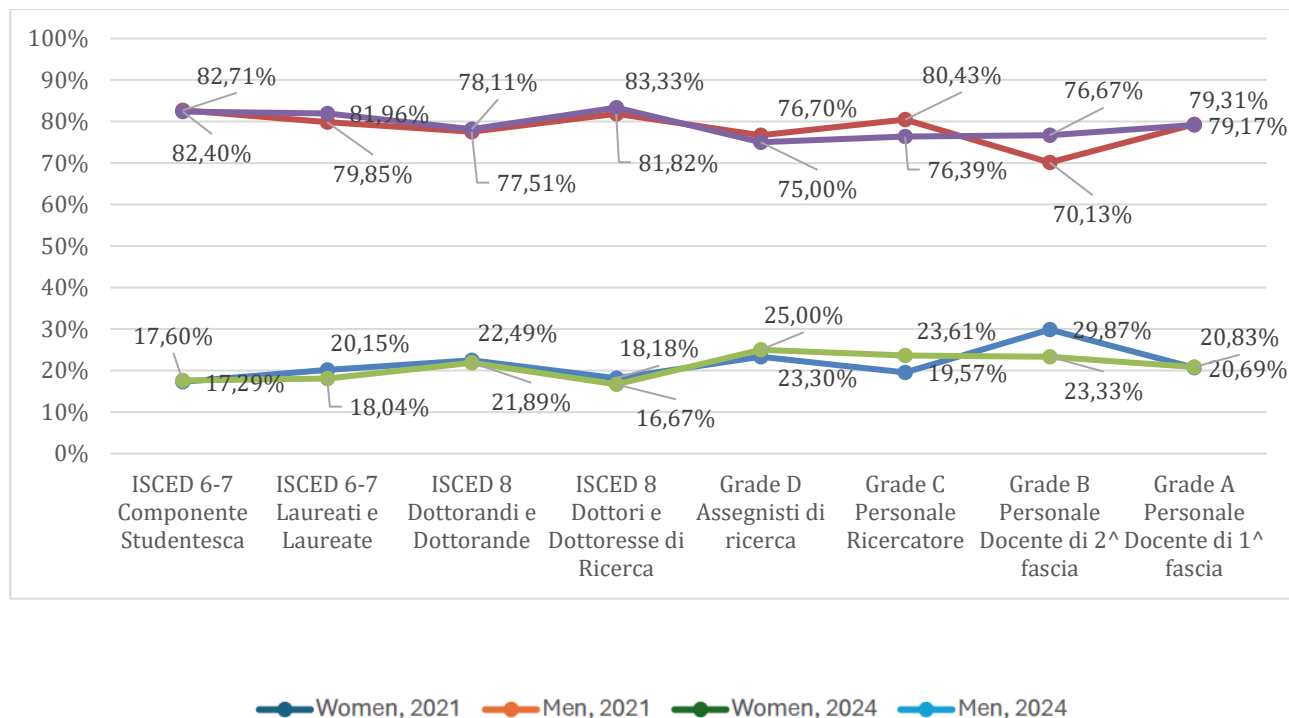
Appendix 1

Context analysis

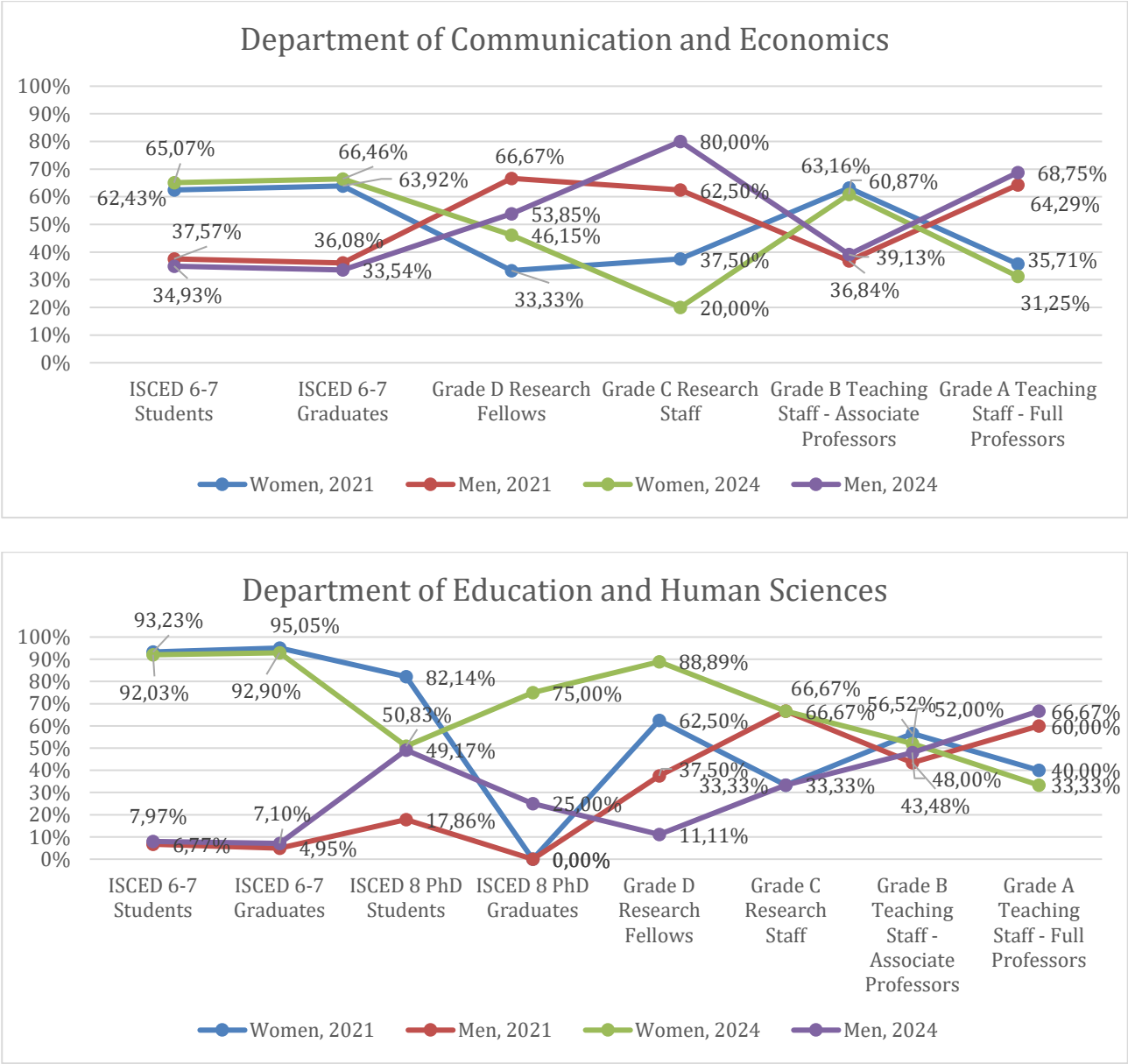
A1 – Proportion of women and men in a typical academic career, students and academic staff across all fields of study – 2021–2024



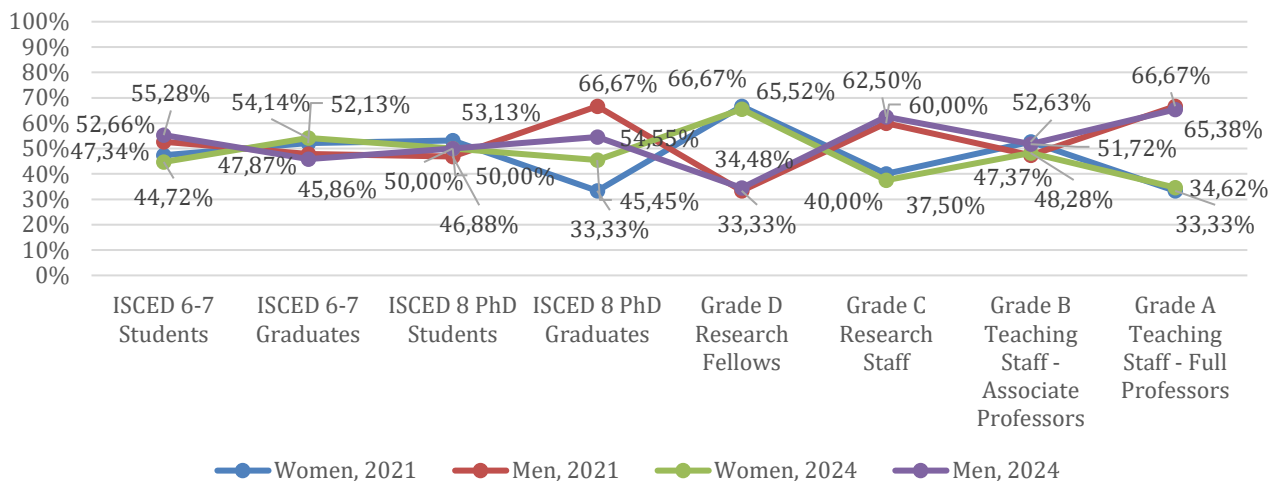
A2 – Proportion of women and men in a typical academic career, students and academic staff in Narrow STEM Areas – 2021–2024



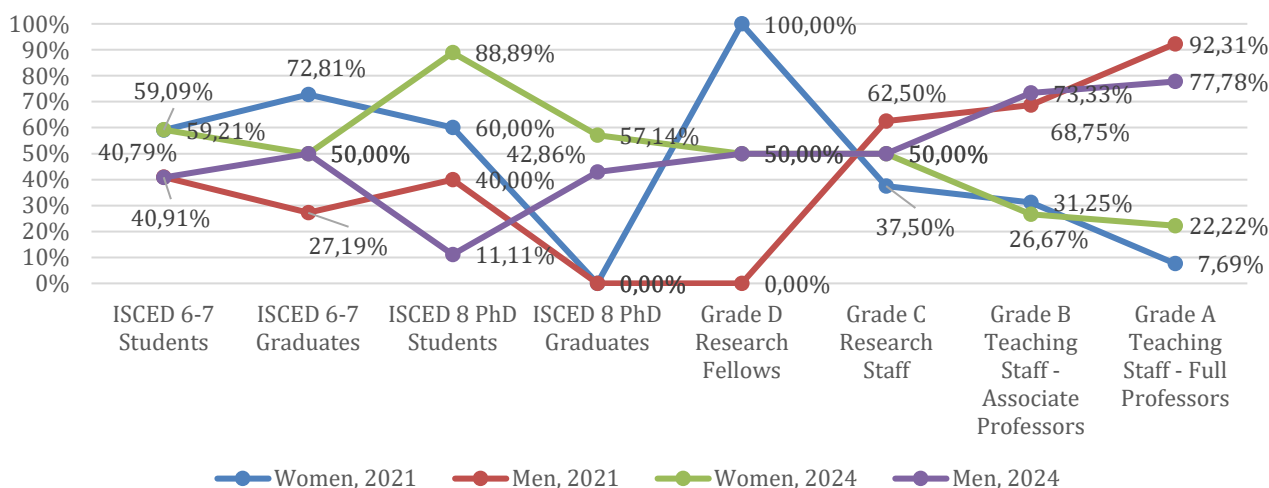
A3 – Proportion of women and men in a typical academic career, students and academic staff by department – 2021–2024



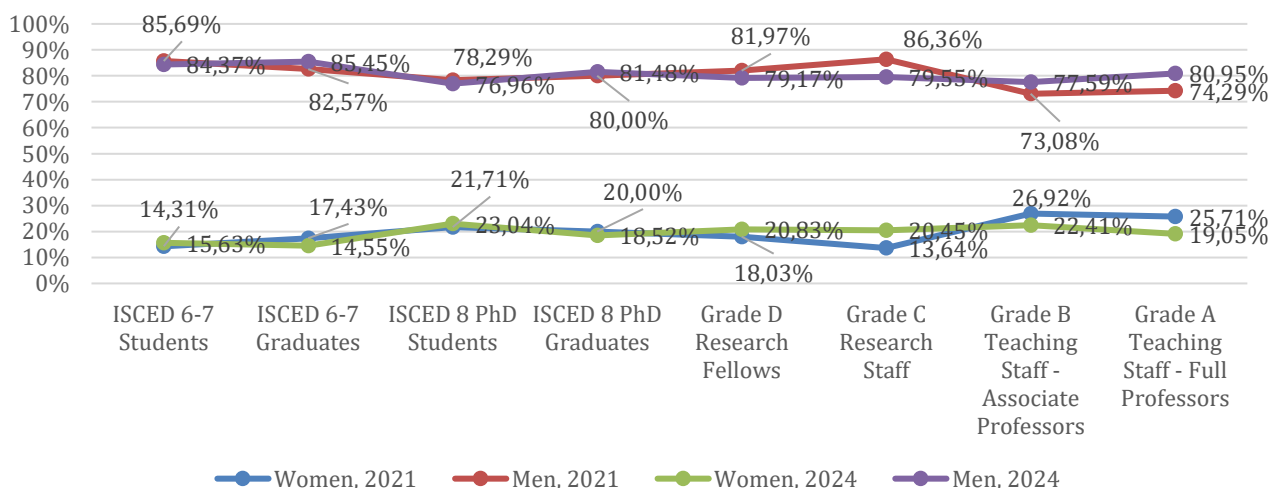
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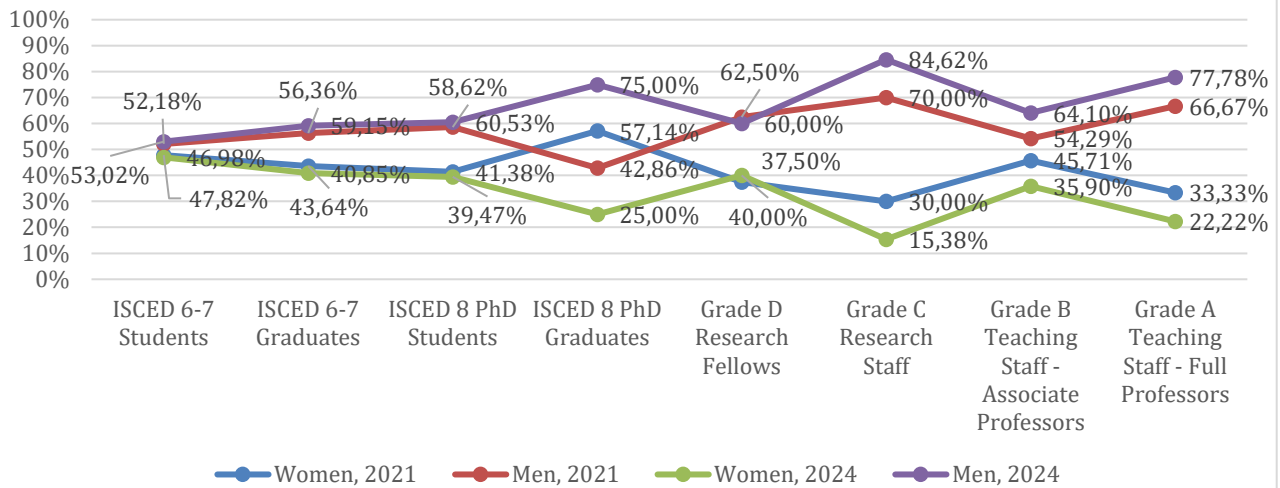
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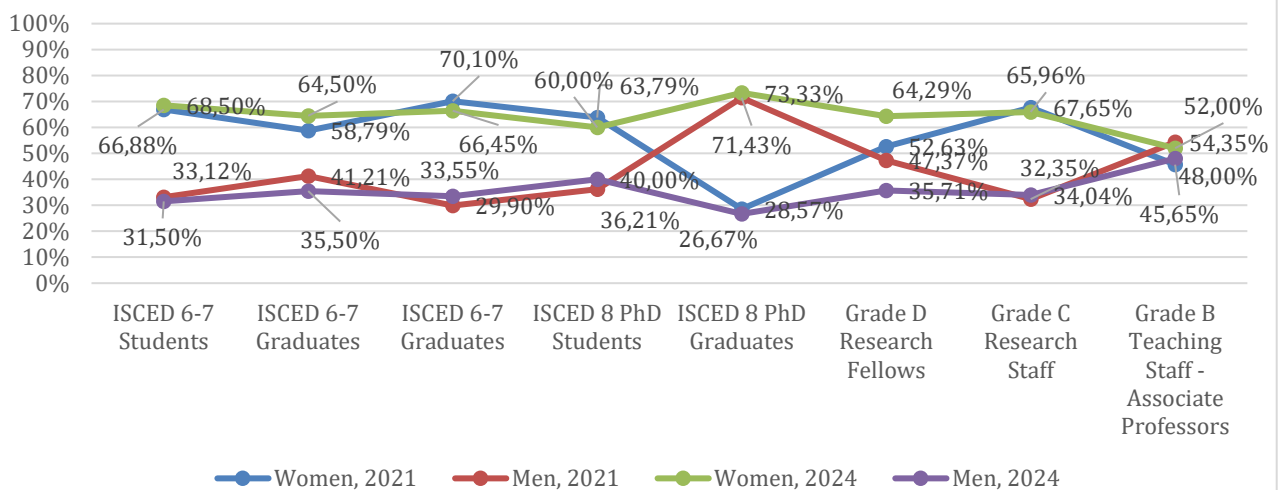
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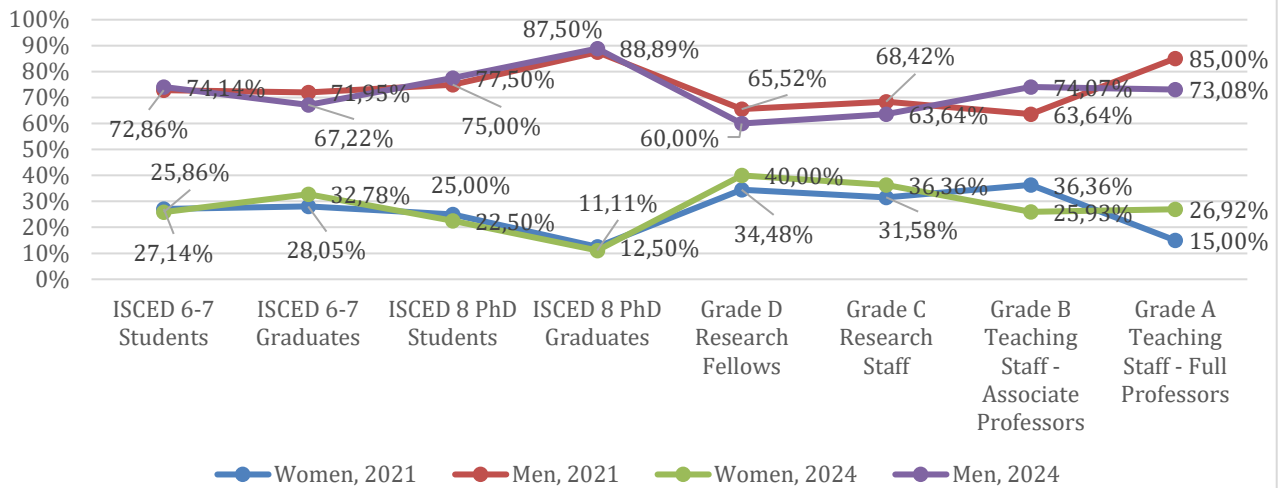
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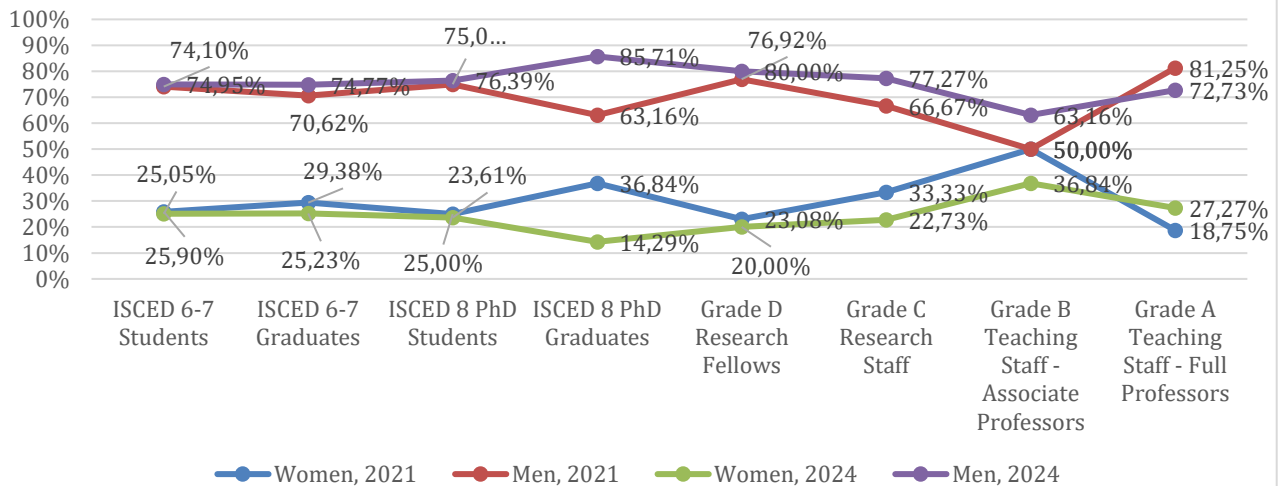
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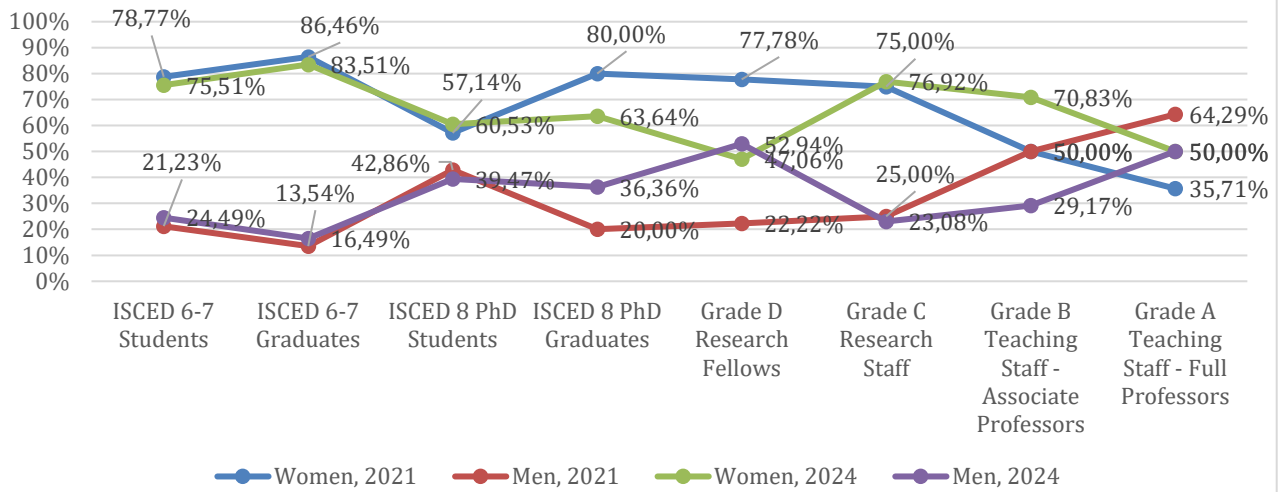
Department of Sciences and Methods for Engineering



Department of Physics, Computer and Mathematical Sciences



Department of Languages and Cultures Studies



Faculty of Medicine

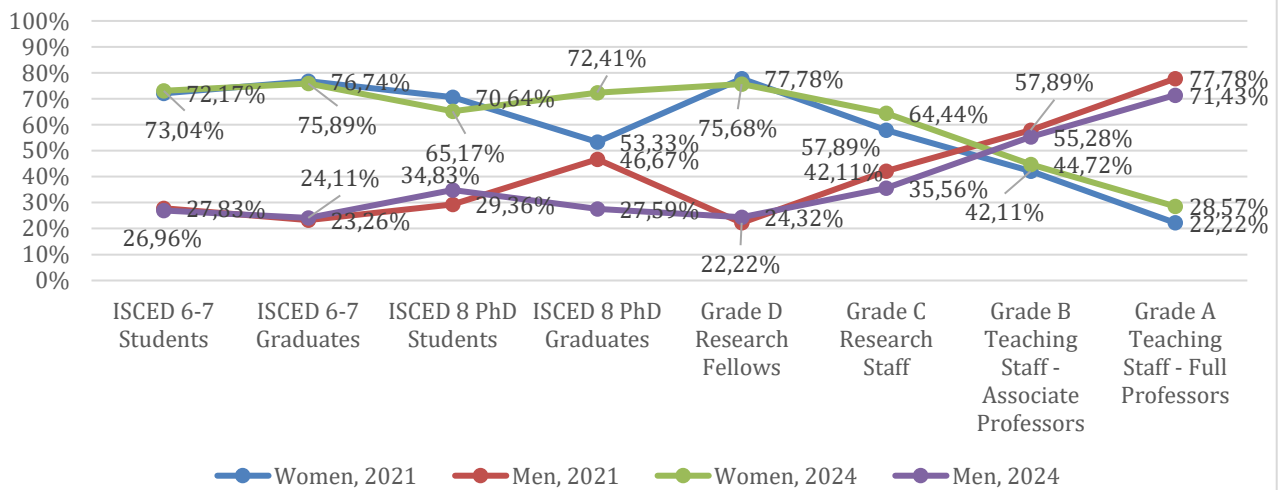


Figure A4 – Glass Ceiling Index by Department – 2024

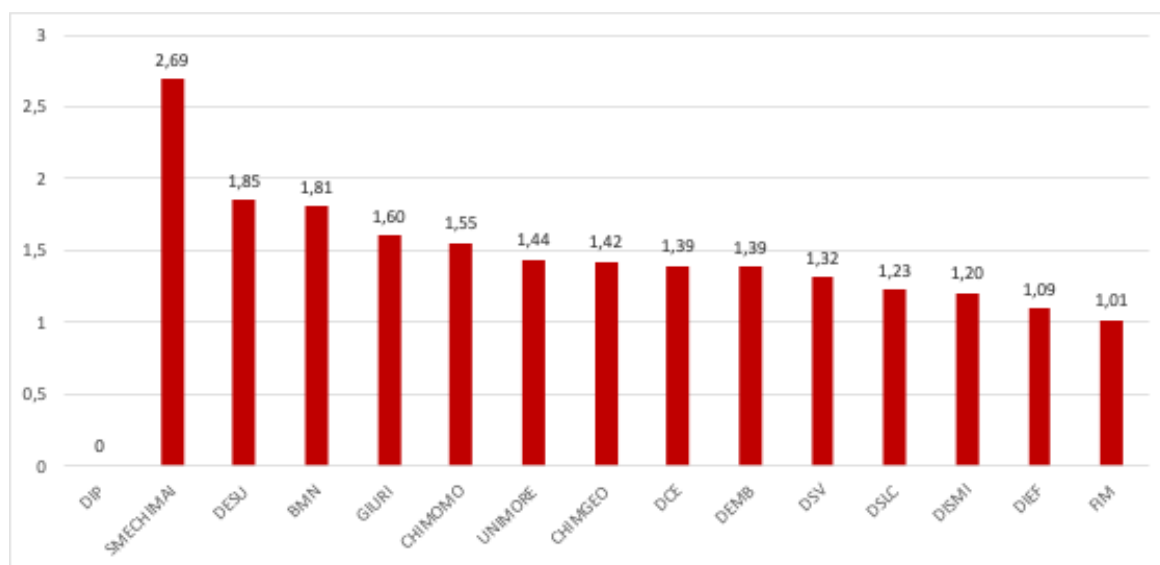


Table A1 – Glass Ceiling Index by Department, University Total, and National Level

DIP	2019	2020	2021	2022	2023	2024
CHIMOMO	1,14	1,57	1,60	1,56	1,35	1,55
DCE	1,11	1,29	1,31	1,17	1,37	1,39
DEMB	1,46	1,30	1,37	1,24	1,40	1,39
DESU	2,43	1,56	1,28	1,50	1,57	1,85
GIURI	4,52	3,67	4,33	4,48	1,57	1,60
DIEF	1,27	0,93	0,85	1,11	1,05	1,09
BMN	1,91	2,01	2,58	1,95	1,95	1,81
CHIMGEO	1,15	1,02	1,21	1,53	1,21	1,42
DSV	1,21	1,08	1,01	1,06	1,23	1,32
DISMI	2,07	1,85	2,00	1,25	1,49	1,20
FIM	1,82	1,63	1,87	1,43	1,12	1,01
SMECHIMAI	6,85	3,44	3,68	3,92	2,84	2,69
DSLC	1,14	1,28	1,53	1,19	1,11	1,23
UNIMORE	1,58	1,45	1,47	1,44	1,46	1,44
Dato Nazionale	1,67	1,60	1,57	1,54	1,51	

Annexes:

1. List of Actions by Area

N o.	Action	Area	No.	Action	Area												
1	Context analysis	1 [2,3,4, 5]	12	Orientation and raising awareness activities	3												
2	Gender Budgeting	1	13	Awards for Female Students in STEM Areas and for Male Students in Humanities Areas	3												
3	Welfare	1	14	Transformative mentoring	3												
4	Awareness raising and training in the use of non-sexist communication	1 [5]	15	Scientific event panel monitoring	4[3-4]												
5	Gender Procurement	1	16	Training and raising awareness	4 [1]												
6	Equality Week	1	17	Training module on gender equality	4[1]												
7	Change Name Policy	1[5]	18	Psychological Counselling Service for Students/Personal Psychological Service	5												
8	Refugees	1	19	Trusted advisor	5												
9	Award for Bachelor's and PhD Theses on Gender Equality and Equal Opportunities	1[4]	20	Inclusive LGBTQI+ Policies	5												
10	For the gender composition of selection panels	2 [3]	21	Unimore against gender-based violence	5												
11	Incentive for women's progression in careers	2 [3]		<table><tr><td>Key</td><td></td></tr><tr><td>1</td><td>Work-life balance and organisational culture</td></tr><tr><td>2</td><td>Gender balance in leadership and decision-making</td></tr><tr><td>3</td><td>Gender equality in recruitment and career progression</td></tr><tr><td>4</td><td>Integration of the gender dimension into research and teaching content</td></tr><tr><td>4</td><td>Measures against gender-based violence, including sexual harassment</td></tr></table>	Key		1	Work-life balance and organisational culture	2	Gender balance in leadership and decision-making	3	Gender equality in recruitment and career progression	4	Integration of the gender dimension into research and teaching content	4	Measures against gender-based violence, including sexual harassment	
Key																	
1	Work-life balance and organisational culture																
2	Gender balance in leadership and decision-making																
3	Gender equality in recruitment and career progression																
4	Integration of the gender dimension into research and teaching content																
4	Measures against gender-based violence, including sexual harassment																

Action sheets

#	Action
1	Context analysis
2	Gender Budgeting
3	Welfare
4	Awareness raising and training in the use of non-sexist communication
5	Gender Procurement
6	Equality Week
7	Change Name Policy
8	Refugees
9	Award for Bachelor's and PhD Theses on Gender Equality and Equal Opportunities
10	For the gender composition of selection panels
11	Incentive for women's progression in careers
12	Orientation and raising awareness activities
13	Awards for Female Students in STEM Areas and for Male Students in Humanities Areas
14	Transformative mentoring
15	Scientific event panel monitoring
16	Training and raising awareness
17	Training module on gender equality
18	Psychological Counselling Service for Students/Personal Psychological Service
19	Trusted advisor
20	Inclusive LGBTQI+ Policies
21	Unimore against gender-based violence

Action 1	Context analysis		
Brief description of the action	Context analysis on the basis of administrative source data and ad hoc surveys conducted on staff and students by disaggregating data by gender and with focus on intersectionality (for example, with regard to disability or the presence of specific learning disorders or to coming from other countries). Survey on well-being, perceptions of discrimination, stereotypes and needs of the various components of the University, including questions on existing care needs (for children, elderly people, disabled people, dependent people) and preferences for possible strategies to be implemented by the University in collaboration with the network of local stakeholders to improve the work-life balance. The aim is to carry out a qualitative and quantitative analysis and process the results in order to inform the University and prepare actions to be implemented, drawing up an impact assessment. UNIMORE's summary measurement of gender equality (IDEM index measurement for universities and research institutions). In the context analysis, the National and International Research Office with the activation of the Network of Equal Opportunities Representatives in the departments coordinated by the Rector's Delegate for Equal Opportunities will continue the analysis of research projects in the University with an impact in terms of gender equity. The focus will be on disseminating the information on the existence of calls for applications relating to research projects on gender equality and equal opportunities. The context analysis on specific indicators identified in the individual actions of the GEP will support the evaluation of GEP actions in the period November/December of each year.		
Impact area(s)	<ol style="list-style-type: none"> 1. Work-life balance and organisational culture <input checked="" type="checkbox"/> 2. Gender balance in leadership and decision-making <input type="checkbox"/> 3. Gender equality in recruitment and career progression <input type="checkbox"/> 4. Integration of the gender dimension into research and teaching content <input type="checkbox"/> 5. Measures against gender-based violence, including sexual harassment <input type="checkbox"/> 6. Wellbeing <input type="checkbox"/> 7. Context analysis <input checked="" type="checkbox"/> 		
Fields of action	<div> <div> <input checked="" type="checkbox"/> Understanding the organisation <input checked="" type="checkbox"/> Collecting data <input type="checkbox"/> Raising awareness <input type="checkbox"/> Gender (and diversity) training <input type="checkbox"/> Career progression and development <input type="checkbox"/> Recruiting <input type="checkbox"/> Promotion <input type="checkbox"/> Retention <input type="checkbox"/> Creating a gender-inclusive work culture <input type="checkbox"/> Combating gender-based violence / sexual harassment <input type="checkbox"/> Institutional governance <input type="checkbox"/> Policies for gender equality <input type="checkbox"/> Gender monitoring <input type="checkbox"/> Gender-balanced decision-making bodies </div> <div> <input type="checkbox"/> Integration of gender aspects in <input type="checkbox"/> Research <input type="checkbox"/> Teaching <input type="checkbox"/> Internal funding requests <input type="checkbox"/> Aspects of work/private life balance <input type="checkbox"/> Flexible work conditions <input type="checkbox"/> Double career <input type="checkbox"/> Family care and work <input type="checkbox"/> Other <input type="checkbox"/> Gender Budgeting <input type="checkbox"/> Other fields, please specify: </div> </div>		
Critical issues addressed	Establish a continuous process for collecting data and measuring indicators set out in the GEPs, in coordination with the various UNIMORE departments responsible for data collection, with a view to gathering information on the well-being, perception of discrimination, stereotypes and needs of the various members of the University community.		
Action recipients	<input checked="" type="checkbox"/> Students	<input checked="" type="checkbox"/> Research and teaching staff More specifically: PA	<input checked="" type="checkbox"/> Technical and Administrative Staff
Involvement in the implementation	<div> <div> <input checked="" type="checkbox"/> Joint Committee for Equal Opportunities <input type="checkbox"/> Mentoring Team <input type="checkbox"/> Conference of the Student Representatives <input type="checkbox"/> Advisory Committee of Technical and Administrative Staff <input checked="" type="checkbox"/> Directorates: Research, Training, Staff </div> <div> <input type="checkbox"/> Teaching Board <input type="checkbox"/> Department Directors Conference <input checked="" type="checkbox"/> Department Representatives for Equal Opportunities <input checked="" type="checkbox"/> Delegate for Equal Opportunities <input type="checkbox"/> Delegate for Research <input checked="" type="checkbox"/> Gender Equality Manager <input checked="" type="checkbox"/> Statistical office/Data processing <input checked="" type="checkbox"/> IDEM </div> </div>		
Responsibility in the implementation	Statistical office/Data processing		
The importance of the action 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"/> Selection not possible
Potential successful factors for this action	Availability of administrative data and microdata necessary to carry out the survey. Availability expressed by IDEM start-up to provide evaluation of the synthetic index for the measurement of gender equity.		
Implementation period envisaged	Starting month / year 1/07/2025	Ending month / year The context analysis will be renewed each year to provide the necessary indicators for the monitoring and planning of new actions.	

Financial resources required for the implementation	2025	2026	2027
Resources in terms of month/man staff required for the implementation	2025 1 internal resource for data processing and administrative data collection for 3 weeks	2026 1 internal resource for data processing and administrative data collection for 3 weeks	2027 1 internal resource for data processing and administrative data collection for 3 weeks
Expected result (measurable) of this action (effects in the short term)	Measure of Unimore context in a gender perspective and attention to intersectionality.		
Expected result for this action (effects in the medium term)	Information sources useful for the design of new GEP actions and the analysis of gender auditing and gender budgeting		
Indicator	Development of the IDEM index for Unimore and summary reports on the results of investigations and the analysis of administrative sources.		
Targets IDEM Index [target may be set for the single areas of the index]	2025 Survey on the well-being, perceptions of discrimination, stereotypes and needs of the different components of the university. Development of survey tool. Connection with UNIME and UNIMC. Field survey. Data cleaning and data processing. Drafting of a context summary report	2026 Drafting summary reports on the context and IDEM index, measurement of specific context indicators for GEP actions to support the monitoring of GEP actions each year.	2027 Drafting of a context summary report

Action 2	Gender Budget		
Brief description of the action	University Gender Budget at final and provisional stage		
Impact area(s)	1. Work-life balance and organisational culture X 2. Gender balance in leadership and decision-making <input type="checkbox"/> 3. Gender equality in recruitment and career progression <input type="checkbox"/> 4. Integration of the gender dimension into research and teaching content <input type="checkbox"/> 5. Measures against gender-based violence, including sexual harassment <input type="checkbox"/> 6. Well-being X 7. Other (specify) <input type="checkbox"/>		
Fields of action	X Understanding the organisation X Collecting data <input type="checkbox"/> Raising awareness <input type="checkbox"/> Gender (and diversity) training <input type="checkbox"/> Career progression and development <input type="checkbox"/> Recruiting <input type="checkbox"/> Promotion <input type="checkbox"/> Reducing turn-over <input type="checkbox"/> Creating a gender-inclusive work culture <input type="checkbox"/> Combating gender-based violence / sexual harassment <input type="checkbox"/> Institutional governance <input type="checkbox"/> Policies for gender equality <input type="checkbox"/> Gender monitoring <input type="checkbox"/> Gender-balanced decision-making bodies	<input type="checkbox"/> Integration of gender aspects in <input type="checkbox"/> Research <input type="checkbox"/> Teaching <input type="checkbox"/> Internal funding requests <input type="checkbox"/> Aspects of work/private life balance <input type="checkbox"/> Flexible work conditions <input type="checkbox"/> Double career <input type="checkbox"/> Family care and work <input type="checkbox"/> Other (please specify) X Gender Budgeting <input type="checkbox"/> Other fields, please specify:	
Well-being spheres	X Knowledge (education, training, information) X Research X Work X Access to resources (services, transfers, scholarships...) <input type="checkbox"/> Living a healthy life <input type="checkbox"/> Studying and working in healthy and safe places and in a sustainable environment <input type="checkbox"/> Mobility within the area X Participating in public life and living together in an equal society <input type="checkbox"/> Taking care <input type="checkbox"/> Enjoying beauty and culture <input type="checkbox"/> Other (please specify)		
SDG	<input type="checkbox"/> SDG1 <input type="checkbox"/> SDG2 <input type="checkbox"/> SDG3 XSDG4 XSDG5 <input type="checkbox"/> SDG6 <input type="checkbox"/> SDG7 XSDG8 <input type="checkbox"/> SDG9 XSDG10 <input type="checkbox"/> SDG11 <input type="checkbox"/> SDG12 <input type="checkbox"/> SDG13 <input type="checkbox"/> SDG14 <input type="checkbox"/> SDG15 <input type="checkbox"/> SDG16 <input type="checkbox"/> SDG17		
Critical issues addressed			
Action recipients	X Students X Research and teaching staff More specifically:		
Internal stakeholders	X Other institutions existing in the Territory (please specify)		
External stakeholders	X Suppliers x Technical and administrative staff More specifically: <input type="checkbox"/> Other (please specify)		
Involvement in the implementation	X Joint Committee for Equal Opportunities <input type="checkbox"/> Conference of the Student Representatives <input type="checkbox"/> Advisory Committee of Technical and Administrative Staff X Directorates X Technical and Operative Committee for the Drafting of the Gender Budget and Gender Equality Plan for Gender Budgeting <input type="checkbox"/> Teaching Board <input type="checkbox"/> Department Directors Conference <input type="checkbox"/> Department Representatives for Equal Opportunities X Delegate for Equal Opportunities <input type="checkbox"/> Delegate for Research X Gender Equality Manager <input type="checkbox"/> Other (please specify)		
Technical responsibility in implementation	Economic and Financial Directorate, Planning and Evaluation Directorate, Research Directorate, Staff Training and Development Office		
The importance of the action for your institution	X Very high <input type="checkbox"/> High	<input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Very Low <input type="checkbox"/> Selection not possible
Potential successful factors for this action	Institution of a dedicated Technical and Operative Committee for the Drafting of the Gender Budget and Gender Equality Plan Coordination of LeTSGEPs European Project and participation of Unimore professors in the drawing up of guidelines on CRUI gender budgeting and National Conference of Equality Bodies of Italian Universities		
Implementation period envisaged	Starting month / year 2/07/2025		Ending month / year continuous
Financial resources required for the implementation	2025	2026	2027
Resources in terms of month/man staff required for the implementation	2025 Hours spent by Technical and Operative Committee for the Drafting of the Gender Budget and Gender Equality Plan members + dedicated resource	2026 Hours spent by Technical and Operative Committee for the Drafting of the Gender Budget and Gender Equality Plan members + dedicated resource	2027 Hours spent by Technical and Operative Committee for the Drafting of the Gender Budget and Gender Equality Plan members + dedicated resource
Expected result (measurable) of this action (effects in the short term)	Gender Budget (under reporting and planning) containing up-to-date context analyses [Action 1]		
Expected result for this action (effects in the medium term)	Inclusion of the gender budget into the budget cycle and its processing by the staff of the different areas involved Management awareness of the situation, based on the evidence		
Indicator	Completion of the Gender Budget		
Targets	2025 Final Gender Budget Report for 2024 (November 2025) and forecast for 2026	2026 Final Gender Budget Report for 2025 and forecast for 2027	2027 Final Gender Budget Report for 2026 and forecast for 2028

Action 3	Welfare					
Brief description of the action	Based on the results of the survey on the context and needs of the various components provided for in Action 1, policies and corrective measures will be drawn up with regard to the University's internal welfare practices. Action will cover several dimensions of well-being. These include the dimension of sports activities from a gender perspective. The action also aims to provide staff and students with an information system on existing policies. A feasibility study will also be carried out on the provision of services and the conclusion of agreements with existing facilities in the area to facilitate the reconciliation of study or work with the burden of care, while promoting gender equality. The possible actions include the conclusion of agreements with the structures existing in the territories for the care of boys and girls in the summer, the installation of changing tables and/or areas for breastfeeding in suitable areas within the departments of the University. The Administration may promote and support initiatives, projects and services to support University staff and students with disabilities, in accordance with the provisions of the national collective agreement (CCNL – Art. 60 c. 5 'Administrations, within the limits of their resources, may implement initiatives in favour of workers, including through their own contributions, to be defined in supplementary agreements, such as agreements on transport, healthcare, childcare facilities and financial assistance'), as well as in decentralised agreements.					
Impact area(s)	1. Work-life balance and organisational culture <input checked="" type="checkbox"/> 2. Gender balance in leadership and decision-making <input type="checkbox"/> 3. Gender equality in recruitment and career progression <input type="checkbox"/> 4. Integration of the gender dimension into research and teaching content <input type="checkbox"/> 5. Measures against gender-based violence, including sexual harassment <input type="checkbox"/> 6. Well-being <input checked="" type="checkbox"/> 7. Other (specify) <input type="checkbox"/>					
Fields of action	<input checked="" type="checkbox"/> Understanding the organisation <input checked="" type="checkbox"/> Collecting data <input type="checkbox"/> Raising awareness <input type="checkbox"/> Gender (and diversity) training <input type="checkbox"/> Career progression and development <input type="checkbox"/> Recruiting <input type="checkbox"/> Promotion <input type="checkbox"/> Reducing turn-over <input checked="" type="checkbox"/> Creating a gender-inclusive work culture <input type="checkbox"/> Combating gender-based violence / sexual harassment <input type="checkbox"/> Institutional governance <input checked="" type="checkbox"/> Policies for gender equality <input type="checkbox"/> Gender monitoring <input type="checkbox"/> Gender-balanced decision-making bodies	<input type="checkbox"/> Integration of gender aspects in <input type="checkbox"/> Research <input type="checkbox"/> Teaching <input type="checkbox"/> Internal funding requests <input type="checkbox"/> Aspects of work/private life balance <input type="checkbox"/> Flexible work conditions <input type="checkbox"/> Double career <input checked="" type="checkbox"/> Family care and work <input type="checkbox"/> Other (please specify) <input type="checkbox"/> Gender Budgeting <input type="checkbox"/> Other fields, please specify:				
Well-being spheres	<input type="checkbox"/> Knowledge (education, training, information) <input type="checkbox"/> Research <input checked="" type="checkbox"/> Work <input checked="" type="checkbox"/> Access to resources (services, transfers, scholarships...) <input checked="" type="checkbox"/> Live a healthy life <input type="checkbox"/> Studying and working in healthy and safe places and in a sustainable environment <input type="checkbox"/> Mobility within the area <input type="checkbox"/> Participating in public life and living together in an equal society <input checked="" type="checkbox"/> Taking care <input type="checkbox"/> Enjoying beauty and culture <input type="checkbox"/> Other (please specify)					
SDG	<input type="checkbox"/> SDG1 <input type="checkbox"/> SDG2 <input type="checkbox"/> SDG3 <input type="checkbox"/> SDG4 <input checked="" type="checkbox"/> XSDG5 <input type="checkbox"/> SDG6 <input type="checkbox"/> SDG7 <input checked="" type="checkbox"/> XSDG8 <input type="checkbox"/> SDG9 <input checked="" type="checkbox"/> XSDG10 <input checked="" type="checkbox"/> XSDG11 <input type="checkbox"/> SDG12 <input type="checkbox"/> SDG13 <input type="checkbox"/> SDG14 <input type="checkbox"/> SDG15 <input type="checkbox"/> SDG16 <input type="checkbox"/> SDG17					
Critical issues addressed	Possible lack of participation in the survey and/or difficulty in the dissemination of information material.					
Action recipients	<table border="1"> <tr> <td> Internal stakeholders <input checked="" type="checkbox"/> Students External stakeholders <input checked="" type="checkbox"/> Other institutions existing in the Territory Municipalities and Third Sector active in healthcare services. </td> <td> <input checked="" type="checkbox"/> Research and teaching staff More specifically: <input type="checkbox"/> Suppliers </td> <td> <input checked="" type="checkbox"/> Technical and administrative staff More specifically: <input type="checkbox"/> Other (please specify) </td> </tr> </table>			Internal stakeholders <input checked="" type="checkbox"/> Students External stakeholders <input checked="" type="checkbox"/> Other institutions existing in the Territory Municipalities and Third Sector active in healthcare services.	<input checked="" type="checkbox"/> Research and teaching staff More specifically: <input type="checkbox"/> Suppliers	<input checked="" type="checkbox"/> Technical and administrative staff More specifically: <input type="checkbox"/> Other (please specify)
Internal stakeholders <input checked="" type="checkbox"/> Students External stakeholders <input checked="" type="checkbox"/> Other institutions existing in the Territory Municipalities and Third Sector active in healthcare services.	<input checked="" type="checkbox"/> Research and teaching staff More specifically: <input type="checkbox"/> Suppliers	<input checked="" type="checkbox"/> Technical and administrative staff More specifically: <input type="checkbox"/> Other (please specify)				
Involvement in the implementation	<table border="1"> <tr> <td> <input checked="" type="checkbox"/> JOINT COMMITTEE FOR EQUAL OPPORTUNITIES <input type="checkbox"/> Conference of the Student Representatives <input type="checkbox"/> Advisory Committee of Technical and Administrative Staff <input checked="" type="checkbox"/> Staff Directorates and Student Service Directorate and Communication Office <input checked="" type="checkbox"/> Technical and Operative Committee for the Drafting of the Gender Budget and Gender Equality Plan for Gender Budgeting </td> <td> <input type="checkbox"/> Teaching Board <input type="checkbox"/> Department Directors Conference <input checked="" type="checkbox"/> Department Representatives for Equal Opportunities <input checked="" type="checkbox"/> Delegate for Equal Opportunities <input checked="" type="checkbox"/> Gender Equality Manager <input type="checkbox"/> Delegate for Research <input type="checkbox"/> Other (please specify) </td> </tr> </table>			<input checked="" type="checkbox"/> JOINT COMMITTEE FOR EQUAL OPPORTUNITIES <input type="checkbox"/> Conference of the Student Representatives <input type="checkbox"/> Advisory Committee of Technical and Administrative Staff <input checked="" type="checkbox"/> Staff Directorates and Student Service Directorate and Communication Office <input checked="" type="checkbox"/> Technical and Operative Committee for the Drafting of the Gender Budget and Gender Equality Plan for Gender Budgeting	<input type="checkbox"/> Teaching Board <input type="checkbox"/> Department Directors Conference <input checked="" type="checkbox"/> Department Representatives for Equal Opportunities <input checked="" type="checkbox"/> Delegate for Equal Opportunities <input checked="" type="checkbox"/> Gender Equality Manager <input type="checkbox"/> Delegate for Research <input type="checkbox"/> Other (please specify)	
<input checked="" type="checkbox"/> JOINT COMMITTEE FOR EQUAL OPPORTUNITIES <input type="checkbox"/> Conference of the Student Representatives <input type="checkbox"/> Advisory Committee of Technical and Administrative Staff <input checked="" type="checkbox"/> Staff Directorates and Student Service Directorate and Communication Office <input checked="" type="checkbox"/> Technical and Operative Committee for the Drafting of the Gender Budget and Gender Equality Plan for Gender Budgeting	<input type="checkbox"/> Teaching Board <input type="checkbox"/> Department Directors Conference <input checked="" type="checkbox"/> Department Representatives for Equal Opportunities <input checked="" type="checkbox"/> Delegate for Equal Opportunities <input checked="" type="checkbox"/> Gender Equality Manager <input type="checkbox"/> Delegate for Research <input type="checkbox"/> Other (please specify)					
Technical responsibility in implementation	Labour Relations Office					
The importance of the action 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"/> Selection not possible			
Potential successful factors for this action	Relations with the territory; presence in the territories where the University is based of services for childcare and an active network for the provision of services and support in the implementation of strategies defined following the feasibility study.					
Implementation period envisaged	Starting month / year December 2025		Ending month / year Continuous: action is multiannual			
Financial resources required for the implementation	2025 Feasibility study, based on the results of the survey carried out in Action 1, regarding the actions to be implemented. Definition of actions and design of an indicator system to study the impact on wellbeing dimensions. Preparation of information material on the ongoing survey and actions already in place.	2026 Implementation of actions	2027 Implementation of actions			

Resources in terms of month/man staff required for the implementation	<p>2025</p> <p>Two units of staff of the Trade Union Relations Office dedicated for about 72 hours of work plus the hours of meeting dedicated to this action by the Technical and Operative Committee for the Drafting of the Gender Budget and Gender Equality Plan</p> <p>100 hours of activity by the working group established in Action 1 for the validation of quantitative survey tools, conducting qualitative research and designing the evaluation of the selected actions.</p> <p>20 hours of activities by the staff of the Communication Office for the preparation of information material.</p>	<p>2026</p> <p>Hours worked by staff in the trade union relations office and by the Gender Equality Manager to monitor the actions implemented.</p> <p>Cost of welfare actions</p>	<p>2027</p> <p>Hours worked by staff in the trade union relations office and by the Gender Equality Manager to monitor the actions implemented.</p> <p>Cost of welfare actions</p>
Expected result (measurable) of this action (effects in the short term)	Implementation of qualitative survey. Proposal and implementation of welfare actions. Improvement of well-being and gender equity in the University. Processing of questionnaire results and qualitative analysis. Drawing the impact and feasibility analysis of the agreements by year 2026.		
Expected result for this action (effects in the medium term)	Implementation of actions 2026-2027		
Indicator	Processing of questionnaire results and analysis of action feasibility. Specific indicators relating to the actions identified and their impact on well-being dimensions.		
Targets	<p>2025</p> <p>Collaboration don working group Action 1 on quantitative survey and qualitative survey and processing of survey results. Action feasibility analysis. System made of indicators for action assessment and monitoring. By the end of December 2025</p>	<p>2026</p> <p>Number of actions carried out. Targets identified in 2025.</p>	<p>2027</p> <p>Number of actions implemented. Targets identified in 2025.</p>

Action 4	Awareness raising and training in the use of non-sexist communication				
Brief description of the action	The action involves the implementation of an awareness-raising and training programme on the non-sexist use of language in academic communication relating to research, teaching and institutional activities, with the aim of promoting gender equality and respect for diversity and extending this to other forms of communication. The action involves training for Technical and Administrative staff and teachers, aimed at revising the language used in forms and official documents, with the goal of promoting the use of non-sexist, inclusive, and accessible language, in line with the provisions of Legislative Decree No. 62/2024. The course will also address the terminological changes required by legislation in relation to persons with disabilities, promoting more respectful and appropriate communication. An internal document/handbook will also be produced containing operational guidelines and a summary of basic terminology for the use of inclusive language, to be distributed to all University departments.				
Impact area(s)	<ol style="list-style-type: none"> 1. Work-life balance and organisational culture X 2. Gender balance in leadership and decision-making 3. Gender equality in recruitment and career progression 4. Integration of the gender dimension into research and teaching content 5. Measures against gender-based violence, including sexual harassment 6. Well-being X 7. Other Specify 				
Objectives (one action may have multiple objectives) that need to be SMART: Specific; Measurable; Attainable; Realistic; Time-Related	x Understanding the organisation <input type="checkbox"/> Collecting data x Raising awareness x Gender (and diversity) training Career progression and development <input type="checkbox"/> Recruiting <input type="checkbox"/> Promotion <input type="checkbox"/> Reducing turn-over x Creating a gender-inclusive work culture x Combating gender-based violence / sexual harassment x Institutional governance <input type="checkbox"/> Policies for gender equality <input type="checkbox"/> Gender monitoring <input type="checkbox"/> Gender-balanced decision-making bodies	Integration of gender aspects in <input type="checkbox"/> Research <input type="checkbox"/> Teaching <input type="checkbox"/> Internal funding requests <input type="checkbox"/> Aspects of work/private life balance <input type="checkbox"/> Flexible work conditions <input type="checkbox"/> Double career <input type="checkbox"/> Family care and work <input type="checkbox"/> Other (please specify) <input type="checkbox"/> Gender Budgeting, please specify: <input type="checkbox"/> Other fields, please specify:			
Well-being spheres	x Knowledge (education, training, information) X Research X Work <input type="checkbox"/> X Access to resources (services, transfers, scholarships..) <input type="checkbox"/> Live a healthy life <input type="checkbox"/> Studying and working in healthy and safe places and in a sustainable environment <input type="checkbox"/> Mobility within the area X Participating in public life and living together in an equal society <input type="checkbox"/> Taking care <input type="checkbox"/> Enjoying beauty and culture <input type="checkbox"/> Other (please specify)				
SDG	<input type="checkbox"/> SDG1 <input type="checkbox"/> SDG2 <input type="checkbox"/> SDG3 <input type="checkbox"/> SDG4 X SDG5 <input type="checkbox"/> SDG6 <input type="checkbox"/> SDG7 <input type="checkbox"/> SDG8 <input type="checkbox"/> SDG9 X SDG10 <input type="checkbox"/> SDG11 <input type="checkbox"/> SDG12 <input type="checkbox"/> SDG13 <input type="checkbox"/> SDG14 <input type="checkbox"/> SDG15 <input type="checkbox"/> SDG16 <input type="checkbox"/> SDG17				
Critical issues addressed	Under-representation of women's presence and roles				
Action recipients Internal stakeholders External stakeholders	x Students <input type="checkbox"/> Other institutions existing in the Territory (please specify) <input type="checkbox"/> Bodies/Associations for Equal Opportunities (please specify)	x Research and teaching staff. In particular: people with governance roles in Departments <input type="checkbox"/> Suppliers	x Technical and Administrative staff More specifically: <input type="checkbox"/> Other (please specify)		
Involvement in the implementation Internal stakeholders External stakeholders	x Joint Committee for Equal Opportunities Conference of the Student Representatives Advisory Committee of Technical and Administrative Staff Directorates x Gender, Language Communication_Digital Lab (GLIC_D) Other institutions existing in the Territory (please specify) Bodies/Associations for Equal Opportunities (please specify) Trade Unions Professional associations Media	Teaching Board Department Directors Conference Department Representatives for Equal Opportunities X Delegate for Equal Opportunities X Delegate for Communication X Gender Equality Manager Other (please specify)			
Technical responsibility in action implementation and monitoring	Technical and Administrative Staff Management Office				
The importance of the action for your institution (Self-assessment of the relevance of the action for organisational change within the institution)	x Very high <input type="checkbox"/> High	<input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Very Low <input type="checkbox"/> Selection not possible		
Potential successful factors for this action	Possibility to use internal skills for training activities.				
Implementation period envisaged	Starting month / year 01/05/2025		Ending month / year 31/12/2027		
Financial resources required for the implementation	2025 Internal Resources + External Resource	2026 Internal Resources + External	2027 Internal Resources + External Resource		

		Resource	
Resources in terms of month/man staff required for the implementation	2025 20 hours experienced teaching staff for drafting the Handbook, 8 hours teaching staff involved in training courses, 8 hours trained staff, and 10 hours for the graphic realisation of the Handbook; 20 hours for the monitoring of texts and visual material produced.	2026 8 hours teaching staff involved in training courses; 8 hours trained staff; 40 hours for the monitoring of texts and visual material produced.	2027 40 hours for the monitoring of texts and visual material produced
Logistic resources Material resources needed for the implementation (spaces, equipment, technological devices, etc.)	2025	2026	2027
Output (tangible products as a result of the implementation)	Handbook containing operating guidelines for a non-sexist use of language in communication Teaching and training material for the application of guidelines Handbook containing guidelines for non-sexist communication (images, website, social)		
Expected result (measurable) of this action (effects in the short term)	Replacement of male professional titles referring to women with female titles in institutional communication Drafting of a handbook on language and a handbook on communication		
Expected result (measurable) for this action (effects in the medium term)	Ending of the training activity programme Percentage of documents, texts and institutional sites consistent with the guidelines		
Indicators (Performance thresholds (KPIs) or trend parameters to measure the outcomes achieved within the times set)	Number of texts undergoing drafting and/or being fully written afresh Number of Technical and Administrative and teaching staff, and students who have completed the training activity		
Targets	2025 Basic training for all the staff (technical and administrative, professors and researchers, students) Drafting of a handbook with operating guidelines	2026 Extensive training with exercises on texts for -20 members of the technical staff operating in Staff Units and Operating Directorates of the University management system 1-2 members of the technical staff operating in University Schools and Departments 1-2 professors belonging to each School and Department of the University 1-2 student representatives in Department Boards, Board of Directors, Senate and other university bodies	2027 Introduction of new drafting modes -in administrative texts of the involved areas of the University -in teaching and scientific material being used by professors and students -in external communication of the University

Action 5	Gender Procurement		
Brief description of the action	Feasibility study and implementation of gender procurement measures In order to achieve the objective of encouraging the process of achieving gender equality even outside the University, after a feasibility study phase, Action 6 is aimed at introducing rewards and/or prerequisites in tenders with respect to the level of suppliers' gender equality. Development of guidelines or operational tools that can translate the recommendations of the feasibility study into technical criteria to be applied in procurement processes, promoting greater fairness and inclusiveness in the University's spending policies.		
Impact area(s)	1. Work-life balance and organisational culture <input checked="" type="checkbox"/> 2. Gender balance in leadership and decision-making <input type="checkbox"/> 3. Gender equality in recruitment and career progression <input type="checkbox"/> 4. Integration of the gender dimension into research and teaching content <input type="checkbox"/> 5. Measures against gender-based violence, including sexual harassment <input type="checkbox"/> 6. Well-being <input checked="" type="checkbox"/> 7. Other (specify) <input type="checkbox"/>		
Fields of action (one action could be addressed to multiple fields of action)	<input checked="" type="checkbox"/> Understanding the organisation <input type="checkbox"/> Collecting data <input type="checkbox"/> Raising awareness <input type="checkbox"/> Gender (and diversity) training <input type="checkbox"/> Career progression and development <ul style="list-style-type: none"> ● Recruiting ● Promotion ● Reducing turn-over <input checked="" type="checkbox"/> Creating a gender-inclusive work culture <input type="checkbox"/> Combating gender-based violence / sexual harassment <input type="checkbox"/> Institutional governance <ul style="list-style-type: none"> <input type="checkbox"/> Policies for gender equality <input type="checkbox"/> Gender monitoring <input type="checkbox"/> Gender-balanced decision-making bodies 	<input type="checkbox"/> Integration of gender aspects in <ul style="list-style-type: none"> <input type="checkbox"/> Research <input type="checkbox"/> Teaching <input type="checkbox"/> Internal funding requests <input type="checkbox"/> Aspects of work/private life balance <ul style="list-style-type: none"> <input type="checkbox"/> Flexible work conditions <input type="checkbox"/> Double career <input type="checkbox"/> Family care and work <input type="checkbox"/> Other (please specify) <input type="checkbox"/> Gender Budgeting, please specify: <input checked="" type="checkbox"/> Other fields, please specify: Impact on the social and economical context in terms of promoting a gender inclusive environment	
Well-being spheres	<input type="checkbox"/> Knowledge (education, training, information) <input type="checkbox"/> Research <input type="checkbox"/> Work <input checked="" type="checkbox"/> Access to resources (services, transfers, scholarships..) <input type="checkbox"/> Living a healthy life <input type="checkbox"/> Studying and working in healthy and safe places and in a sustainable environment <input type="checkbox"/> Mobility within the area <input checked="" type="checkbox"/> Participating in public life and living together in an equal society <input type="checkbox"/> Taking care <input type="checkbox"/> Enjoying beauty and culture <input type="checkbox"/> Other (please specify)		
SDG	<input type="checkbox"/> SDG1 <input type="checkbox"/> SDG2 <input type="checkbox"/> SDG3 <input type="checkbox"/> SDG4 <input checked="" type="checkbox"/> SDG5 <input type="checkbox"/> SDG6 <input type="checkbox"/> SDG7 <input checked="" type="checkbox"/> SDG8 <input type="checkbox"/> SDG9 <input checked="" type="checkbox"/> SDG10 <input type="checkbox"/> SDG11 <input checked="" type="checkbox"/> SDG12 <input type="checkbox"/> SDG13 <input type="checkbox"/> SDG14 <input type="checkbox"/> SDG15 <input type="checkbox"/> SDG16 <input type="checkbox"/> SDG17		
Critical issues addressed			
Action recipients	<input type="checkbox"/> Students <input type="checkbox"/> Research and teaching staff <input type="checkbox"/> Technical and Administrative staff		
Internal stakeholders	More specifically:		
External stakeholders	<input checked="" type="checkbox"/> Other institutions existing in the Territory (please specify)	<input checked="" type="checkbox"/> Suppliers	<input type="checkbox"/> Other (please specify)
Involvement in the implementation	<input type="checkbox"/> Teaching Board <input type="checkbox"/> Department Directors Conference <input type="checkbox"/> Department Representatives for Equal Opportunities <input checked="" type="checkbox"/> Delegate for Equal Opportunities <input checked="" type="checkbox"/> Gender Equality Manager <input type="checkbox"/> Delegate for Research <input checked="" type="checkbox"/> Other (please specify) Institutions in which gender procurement has already been implemented		
Responsibility in the implementation	Institutional Affairs, Contracts and Tenders Directorate; Staff Training and Development Office		
The importance of the action for your institution	<input checked="" type="checkbox"/> Very high <input type="checkbox"/> High	<input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Very Low <input type="checkbox"/> Selection not possible
Potential successful factors for this action	Presence in the University of gender procurement and gender procurement dissemination experts at European level		
Implementation period envisaged	Starting month / year 01/07/2025		Ending month / year continuous
Financial resources required for the implementation	2025 Internal resources		2026 Internal resources
Resources in terms of month/man staff required for the implementation	2025 12 hours by staff involved in the feasibility study and 10 hours for drawing the gender procurement actions to develop by setting up criteria for gender sensitive tenders		2026 2027
Expected result (measurable) of this action (effects in the short term)	Number of gender-sensitive competitions activated, Number of interactive training meetings		
Expected result for this action (effects in the medium term)	Increase in the number of suppliers who meet the gender sensitive criteria indicated in the tenders		
Indicator	gender-sensitive tenders, number of training meetings, gender procurement guidelines		
Targets	2025	2026 Training initiatives and	2027

	Drafting of guidelines, identification of types of tenders for the inclusion of rewards and provision of training measures	implementation of gender procurement	Implementation of gender procurement
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Action 6	Equality Week		
Brief description of the action	Equality Week. The Equality Week has a double objective: to contribute to the culture of diversity within the University and to show the citizens how Unimore is committed to it. The initiative provides for the development during the week - starting with the European Researchers' Night - of laboratories with students and PhD students that analyse a type of diversity: ethnic, gender, disability, sexual orientation, and participate in the events proposed by local associations and institutions coordinated by Unimore interdisciplinary committee. During the final initiative, the groups will present the results of their work, laying the foundations for ongoing reflection on the issue of equal opportunities within the University and in relation to the areas where the University is located. It will also be an opportunity to promote the creation of a creative contest aimed at the student community on the theme of gender equality through the taking of photographs designed to stimulate reflection and awareness on the issue.		
Impact area(s)	1. Work-life balance and organisational culture X 2. Gender balance in leadership and decision-making <input type="checkbox"/> 3. Gender equality in recruitment and career progression <input type="checkbox"/> 4. Integration of the gender dimension into research and teaching content <input type="checkbox"/> 5. Measures against gender-based violence, including sexual harassment <input type="checkbox"/> 6. Raising awareness on topics relating to gender equality and equal opportunities of the area X		
Fields of action	<div> <input type="checkbox"/> Understanding the organisation <input type="checkbox"/> Collecting data X Raising awareness <input type="checkbox"/> Gender (and diversity) training <input type="checkbox"/> Career progression and development <input type="checkbox"/> Recruiting <input type="checkbox"/> Promotion <input type="checkbox"/> Retention X Creating a gender-inclusive work culture <input type="checkbox"/> Combating gender-based violence / sexual harassment <input type="checkbox"/> Institutional governance <input type="checkbox"/> Policies for gender equality <input type="checkbox"/> Gender monitoring <input type="checkbox"/> Gender-balanced decision-making bodies </div> <div> <input type="checkbox"/> Integration of gender aspects in <input type="checkbox"/> Research <input type="checkbox"/> Teaching <input type="checkbox"/> Internal funding requests <input type="checkbox"/> Aspects of work/private life balance <input type="checkbox"/> Flexible work conditions <input type="checkbox"/> Double career <input type="checkbox"/> Family care and work <input type="checkbox"/> Other (please specify) <input type="checkbox"/> Gender Budgeting, please specify: <input type="checkbox"/> Other fields, please specify: </div>		
Critical issues addressed			
Action recipients	X Students	X Research and teaching staff	X Technical and Administrative Staff
Involvement in the implementation	<div> X Joint Committee for Equal Opportunities X Conference of the Student Representatives <input type="checkbox"/> Advisory Committee of Technical and Administrative Staff X Representatives for Equal Opportunities X Gender Equality Manager </div> <div> <input type="checkbox"/> Teaching Board <input type="checkbox"/> Department Directors Conference X Rector's Delegate for Equal Opportunities X Rector's Delegate for Internationalisation X Delegate for Disability and Specific Learning Disorders SLD X Local associations and institutions </div>		
Technical responsibility in implementation	Gender Equality Manager		
The importance of the action for your institution	<input type="checkbox"/> Very high X High	<input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Very Low <input type="checkbox"/> Selection not possible
Potential successful factors for this action	Three-year experience		
Implementation period envisaged	July 2025		continuous
Financial resources required for the implementation	2025	2026	2027
Resources in terms of month/man staff required for the implementation	2025 work hours for people participation in meetings and networking activities and actual event	2026 work hours for people participation in meetings and networking activities and actual event	2027 work hours for people participation in meetings and networking activities and actual event
Expected result (measurable) of this action (effects in the short term)	Equality Week		
Expected result for this action (effects in the medium term)	Unimore Inclusivity Development		
Indicator	Number of students and citizens involved in the action		
Targets	2025 organisation of Equality Week 2025 20 students and PhD students 50 participants in the events scheduled during the week	2026 Equality Week 2026 24 students and PhD students 60 participants in the events scheduled during the week	2027 Equality Week 2027 30 students and PhD students 100 participants in the events scheduled during the week

Action 7	Change Name Policy		
Brief description of the action	Training course for teaching staff and administrative and technical staff on change name policy to improve the well-being of the people involved.		
Impact area(s)	1. Work-life balance and organisational culture X 2. Gender balance in leadership and decision-making <input type="checkbox"/> 3. Gender equality in recruitment and career progression <input type="checkbox"/> 4. Integration of the gender dimension into research and teaching content <input type="checkbox"/> 5. Measures against gender-based violence, including sexual harassment <input type="checkbox"/> 6. Well-being X 7. Other (specify) <input type="checkbox"/>		
Fields of action	<input type="checkbox"/> Understanding the organisation <input type="checkbox"/> Collecting data X Raising awareness <input type="checkbox"/> Gender (and diversity) training <input type="checkbox"/> Career progression and development <input type="radio"/> Recruiting <input type="radio"/> Promotion <input type="radio"/> Reducing turn-over X Creating a gender-inclusive work culture X Combating gender-based violence / sexual harassment <input type="checkbox"/> Institutional governance <input type="checkbox"/> Policies for gender equality <input type="checkbox"/> Gender monitoring <input type="checkbox"/> Gender-balanced decision-making bodies		<input type="checkbox"/> Integration of gender aspects in <input type="checkbox"/> Research <input type="checkbox"/> Teaching <input type="checkbox"/> Internal funding requests <input type="checkbox"/> Aspects of work/private life balance <input type="checkbox"/> Flexible work conditions <input type="checkbox"/> Double career <input type="checkbox"/> Family care and work <input type="checkbox"/> Other (please specify) <input type="checkbox"/> Gender Budgeting, please specify: <input type="checkbox"/> Other fields, please specify:
Well-being spheres	<input type="checkbox"/> Knowledge (education, training, information) <input type="checkbox"/> Research X Work X Access to resources (services, transfers, scholarships..) <input type="checkbox"/> Living a healthy life <input type="checkbox"/> Studying and working in healthy and safe places and in a sustainable environment <input type="checkbox"/> Mobility within the area X Participating in public life and living together in an equal society <input type="checkbox"/> Taking care <input type="checkbox"/> Enjoying beauty and culture <input type="checkbox"/> Other (please specify)		
SDG	<input type="checkbox"/> SDG1 <input type="checkbox"/> SDG2 <input type="checkbox"/> SDG3 XSDG4 XSDG5 <input type="checkbox"/> SDG6 <input type="checkbox"/> SDG7 <input type="checkbox"/> SDG8 <input type="checkbox"/> SDG9 XSDG10 <input type="checkbox"/> SDG11 <input type="checkbox"/> SDG12 <input type="checkbox"/> SDG13 <input type="checkbox"/> SDG14 <input type="checkbox"/> SDG15 <input type="checkbox"/> SDG16 <input type="checkbox"/> SDG17		
Critical issues addressed			
Action recipients			
Internal stakeholders	X students	X Research and teaching staff	X Technical and Administrative Staff
External stakeholders	X Other institutions existing in the Area – LGBTQI+ Associations and Interinstitutional Working Groups coordinated by the Municipalities of Reggio Emilia and Modena, with the participation of UNIMORE.	<input type="checkbox"/> Suppliers	<input type="checkbox"/> Other (please specify)
Involvement in the implementation	X Joint Committee for Equal Opportunities X Conference of the Student Representatives X Advisory Committee of Technical and Administrative Staff X Directorates: Human Resources and Student Service X Unimore LGBTQI+ Associations Table X Gender Equality Manager		X Teaching Board <input type="checkbox"/> Department Directors Conference X Department Representatives for Equal Opportunities X Delegate for Equal Opportunities X Delegate for teaching <input type="checkbox"/> Other (please specify)
Technical responsibility in implementation	Human Resources Directorate and Student Services, Staff Training and Development Office		
The importance of the action for your institution	X Very high <input type="checkbox"/> High	<input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Very Low <input type="checkbox"/> Selection not possible
Potential successful factors for this action			
Implementation period envisaged	Starting month / year October 2025		Ending month / year continuous
Financial resources required for the implementation	2025 Cost of training programme planning	2026	2027
Resources in terms of month/man staff required for the implementation	2025 Monitoring of video usage by the directorates involved Development of training course format [8 hours]	2026 Training activities.	Training activities.
Expected result (measurable) of this action (effects in the short term)	Number of users of the information module		
Expected result for this action (effects in the medium term)	Use of the module extended to entire staff and students. More inclusion of staff and students under gender transition		
Indicator	Users of information module		
Targets	2025 All teaching staff and technical and administrative staff involved in implementing change name policy for students, Department Representatives for Equal Opportunities, Department Directors, President of the Student Conference and President of the Technical and Administrative Staff Council.	2026 Incoming teaching staff and technical and administrative staff	2027 Staff and students coverage

Action 8	Refugees
Brief description of the action	The initiative includes UNIMORE's participation in the Unimore programme (University Corridors for Refugees), coordinated by UNHCR and aimed at establishing humanitarian corridors for refugee students, which UNIMORE has been part of since 2020. Scholarship within the UNICORE programme reserved to a female refugee student with the aim of improving inclusiveness in access to study with particular attention to members of the population who are most likely subject to inequality in access to tertiary education. The intention is to confirm this action by strengthening the network of local partners and international cooperation in order to attract female candidates. We also aim to train Buddies by offering students a training intervention to enable a peer-to-peer mentoring programme to improve the integration of female refugee students in our university. We also intend to join the Scholars at Risk (SAR) network, an international network of universities that promotes academic freedom and protects scholars whose lives or work are seriously threatened.
Impact area(s)	<ol style="list-style-type: none"> 1. Work-life balance and organisational culture X 2. Gender balance in leadership and decision-making <input type="checkbox"/> 3. Gender equality in recruitment and career progression <input type="checkbox"/> 4. Integration of the gender dimension into research and teaching content <input type="checkbox"/> 5. Measures against gender-based violence, including sexual harassment X 6. Other (specify) <input type="checkbox"/>
Fields of action	<div> <input type="checkbox"/> Understanding the organisation <ul style="list-style-type: none"> <input type="checkbox"/> Collecting data <input type="checkbox"/> Raising awareness <ul style="list-style-type: none"> <input type="checkbox"/> Gender (and diversity) training <input type="checkbox"/> Career progression and development <ul style="list-style-type: none"> <input type="checkbox"/> Recruiting <input type="checkbox"/> Promotion <input type="checkbox"/> Retention X Creating a gender-inclusive work culture <input type="checkbox"/> Combating gender-based violence / sexual harassment <input type="checkbox"/> Institutional governance <ul style="list-style-type: none"> <input type="checkbox"/> Policies for gender equality <input type="checkbox"/> Gender monitoring <input type="checkbox"/> Gender-balanced decision-making bodies </div> <div> <input type="checkbox"/> Integration of gender aspects in <ul style="list-style-type: none"> <input type="checkbox"/> Research <input type="checkbox"/> Teaching <input type="checkbox"/> Internal funding requests <input type="checkbox"/> Aspects of work/private life balance <ul style="list-style-type: none"> <input type="checkbox"/> Flexible work conditions <input type="checkbox"/> Double career <input type="checkbox"/> Family care and work <input type="checkbox"/> Other (please specify) <input type="checkbox"/> Gender Budgeting, please specify: <input type="checkbox"/> Other fields, please specify: </div>
Critical issues addressed	Identification of female students in the areas of the project and promotion of the call for applications
Action recipients	X Students <input type="checkbox"/> Research and teaching staff <input type="checkbox"/> Technical and Administrative staff
Involvement in the implementation	<div> <input type="checkbox"/> Joint Committee for Equal Opportunities <input type="checkbox"/> Conference of the Student Representatives <input type="checkbox"/> Advisory Committee of Technical and Administrative Staff X Student Services Office X International Relations Office X Chairperson of the Degree Programme in which a place will be reserved X Teaching office of the Degree Programme in which a place will be reserved </div> <div> <input type="checkbox"/> Teaching Board <input type="checkbox"/> Department Directors Conference X Rector's Delegate for Equal Opportunities X Rector's Delegate for Internationalisation X Local associations and institutions, UNHCR, National Caritas, MAECI X Gender Equality Manager X Staff Training and Development Office </div>
Technical responsibility in implementation	International Relations Office
The importance of the action for your institution	<input type="checkbox"/> Very high <input type="checkbox"/> Medium <input type="checkbox"/> Very Low X High <input type="checkbox"/> Low <input type="checkbox"/> Selection not possible
Potential successful factors for this action	UNIMORE participation in UNICORE 3.0, contacts with international cooperation and international institutions
Implementation period envisaged	October 2025 April 2026 for call for applications, following years for welcoming a female refugee student
Financial resources required for the implementation	2025 SAR membership fee; UNICORE scholarship 2026 SAR membership fee; UNICORE scholarship 2027 SAR membership fee; UNICORE scholarship
Resources in terms of month/man staff required for the implementation	2025 60 hours of work for people to participate in meetings and networking activities 2026 Hours of work of staff to support the programme and keep contacts with the associations and institutions 2027 Hours of work of staff to support the programme and keep contacts with the associations and institutions
Expected result (measurable) of this action (effects in the short term)	Female student admitted in UNIMORE Training meetings for Buddies Number of Buddies
Expected result for this action (effects in the medium term)	Enhancement of the integration process for refugee students and scholars at UNIMORE and in the host city environment.
Indicator	Indicator description: call for applications and female student being assigned the scholarship/call for applications. Call for the training and selection of buddies. Number of buddies trained.
Targets	2025 Meetings to strengthen local partnerships and lay the groundwork for the UNICORE call; contacts with networks for its dissemination and selection process. 2026 Participation in UNICORE Call 8.0 Number of UNIMORE Buddies Number of Scholars accepted 2027 1 female student attending a UNIMORE programme Number of UNIMORE Buddies Number of Scholars accepted by UNIMORE

Action 9	Award for Bachelor's and PhD Theses on Gender Equality and Equal Opportunities		
Brief description of the action	Assignment of an annual degree and/or PhD award on gender equality and equal opportunities		
Impact area(s)	1. Work-life balance and organisational culture X 2. Gender balance in leadership and decision-making <input type="checkbox"/> 3. Gender equality in recruitment and career progression <input type="checkbox"/> 4. Integration of the gender dimension into research and teaching content X 5. Measures against gender-based violence, including sexual harassment <input type="checkbox"/> 6. Well-being X 7. Other Please specify X - creation of a gender equality culture in the organisation		
Objectives	<input type="checkbox"/> Understanding the organisation Collecting data X Raising awareness <input type="checkbox"/> Gender (and diversity) training <input type="checkbox"/> Career progression and development ○ Recruiting ○ Promotion ○ Reducing turn-over X Creating a gender-inclusive work culture <input type="checkbox"/> Combating gender-based violence / sexual harassment <input type="checkbox"/> Institutional governance Policies for gender equality Gender monitoring Gender-balanced decision-making bodies	X Gender mainstreaming in X Research X Teaching <input type="checkbox"/> Aspects of work/private life balance Flexible work conditions Double career Family care and work Other (please specify) <input type="checkbox"/> Gender Budgeting, please specify: <input type="checkbox"/> Other fields, please specify:	
Well-being spheres	X Knowledge (education, training, information) <input type="checkbox"/> Research <input type="checkbox"/> Work <input type="checkbox"/> X Access to resources (services, transfers, scholarships..) <input type="checkbox"/> Living a healthy life <input type="checkbox"/> Studying and working in healthy and safe places and in a sustainable environment <input type="checkbox"/> Mobility within the area <input type="checkbox"/> Participating in public life and living together in an equal society <input type="checkbox"/> Taking care <input type="checkbox"/> Enjoying beauty and culture <input type="checkbox"/> Other (please specify)		
SDG	<input type="checkbox"/> SDG1 <input type="checkbox"/> SDG2 <input type="checkbox"/> SDG3 <input type="checkbox"/> SDG4 X SDG5 <input type="checkbox"/> SDG6 <input type="checkbox"/> SDG7 <input type="checkbox"/> SDG8 <input type="checkbox"/> SDG9 X SDG10 <input type="checkbox"/> SDG11 <input type="checkbox"/> SDG12 <input type="checkbox"/> SDG13 <input type="checkbox"/> SDG14 <input type="checkbox"/> SDG15 <input type="checkbox"/> SDG16 <input type="checkbox"/> SDG17		
Critical issues addressed	- Need for greater gender awareness in university and research - Need to strengthen a gender and equal opportunities culture within the institution		
Action recipients Internal stakeholders External stakeholders	X Students <input type="checkbox"/> Other institutions existing in the Area (please specify) <input type="checkbox"/> Bodies/Associations for Equal Opportunities (please specify)	<input type="checkbox"/> Research and teaching staff. More specifically: <input type="checkbox"/> Suppliers	<input type="checkbox"/> Technical and Administrative staff More specifically: <input type="checkbox"/> Other (please specify)
Involvement in the implementation Internal stakeholders External stakeholders	X JOINT COMMITTEE FOR EQUAL OPPORTUNITIES <input type="checkbox"/> Conference of the Student Representatives <input type="checkbox"/> Advisory Committee of Technical and Administrative Staff X Directorates: Students Services <input type="checkbox"/> Other institutions existing in the Area (please specify) <input type="checkbox"/> Bodies/Associations for Equal Opportunities (please specify) <input type="checkbox"/> Trade Unions <input type="checkbox"/> Professional associations <input type="checkbox"/> Medium		<input type="checkbox"/> Teaching Board <input type="checkbox"/> Department Directors Conference X Department Representatives for Equal Opportunities X Delegate for Equal Opportunities X Gender Equality Manager <input type="checkbox"/> Delegate for Research <input type="checkbox"/> Other (please specify)
Technical responsibility in action implementation and monitoring	Single Guarantee Commission, Student Services Office		
The importance of the action for your institution (Self-assessment of the relevance of the action for organisational change within the institution)	<input type="checkbox"/> Very high X High	<input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Very Low <input type="checkbox"/> Selection not possible
Potential successful factors for this action	Top Management support, involvement of representatives for communication and chairpersons of study programmes		

Implementation period envisaged	Starting month / year September 2021		Ending month / year August 2024
Financial resources required for the implementation	2025 500.00 EUR - Joint Committee for Equal Opportunities fund	2026 500.00 EUR - Joint Committee for Equal Opportunities fund	2027 500.00 EUR - Joint Committee for Equal Opportunities fund
Resources in terms of month/man staff required for the implementation	2025 Commitment of the Board of Examiners	2026 Commitment of the Board of Examiners	2027 Commitment of the Board of Examiners
Logistic resources Material resources needed for the implementation (spaces, equipment, technological devices, etc.)	2025	2026	2027
Output (tangible products as a result of the implementation)	Awarded theses		
Expected result (measurable) of this action (effects in the short term)	Establishment and award of the premium		
Expected result (measurable) for this action (effects in the medium term)	Greater awareness of gender and equal opportunities issue		
Indicators (Performance thresholds (KPIs) or trend parameters to measure the outcomes achieved within the times set)	No. Awards for Bachelor's and PhD Theses No. of applications (theses submitted for evaluation)		
Targets	2025 1 award > 3 applications Award ceremony planned in December 2025	2026 1 award > 5 applications	2027 1 award > 5 applications

Action 10	Composition of selection panels		
Brief description of the action	Monitoring of the gender composition of selection panels and guidelines for their composition		
Impact area(s)	1. Work-life balance and organisational culture <input type="checkbox"/> 2. Gender balance in leadership and decision-making X 3. Gender equality in recruitment and career progression X 4. Integration of the gender dimension into research and teaching content <input type="checkbox"/> 5. Measures against gender-based violence, including sexual harassment <input type="checkbox"/> 6. Other (specify) <input type="checkbox"/>		
Fields of action	<div> <div> X Understanding the organisation X Collecting data <input type="checkbox"/> Raising awareness <input type="checkbox"/> Gender (and diversity) training X Career progression and development <input type="checkbox"/> Recruiting X Promotion <input type="checkbox"/> Retention <input type="checkbox"/> Creating a gender-inclusive work culture <input type="checkbox"/> Combating gender-based violence / sexual harassment X Institutional governance X Policies for gender equality X Gender monitoring X Gender-balanced decision-making bodies </div> <div> <input type="checkbox"/> Integration of gender aspects in <input type="checkbox"/> Research <input type="checkbox"/> Teaching <input type="checkbox"/> Internal funding requests <input type="checkbox"/> Aspects of work/private life balance <input type="checkbox"/> Flexible work conditions <input type="checkbox"/> Double career <input type="checkbox"/> Family care and work <input type="checkbox"/> Other <input type="checkbox"/> Gender Budgeting <input type="checkbox"/> Other fields, please specify: </div> </div>		
Critical issues addressed	Difficulty in finding women in certain scientific disciplinary sectors in which they are strongly unrepresented		
Action recipients	<input type="checkbox"/> Students	X Research and teaching staff	<input type="checkbox"/> Technical and Administrative staff
Involvement in the implementation	<input type="checkbox"/> Joint Committee for Equal Opportunities <input type="checkbox"/> Conference of the Student Representatives <input type="checkbox"/> Advisory Committee of Technical and Administrative Staff X Selection and HR Development Office <input type="checkbox"/> Teaching Board <input type="checkbox"/> Department Directors Conference X Gender Equality Manager X Department Representatives for Equal Opportunities		
Technical responsibility in implementation	HR Selection and Development Office		
The importance of the action for your institution	<input type="checkbox"/> Very high X High	<input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Very Low <input type="checkbox"/> Selection not possible
Potential successful factors for this action	Presence of a first monitoring on gender composition of selection panels		
Implementation period envisaged	April 2025		continuous
Financial resources required for the implementation	2025	2026	2027
Resources in terms of month/man staff required for the implementation	2025 hours of work of administrative staff dedicated to data finding Hours of work of staff dedicated to the preparation of guidelines	2026 hours of work of administrative staff dedicated to monitoring the selection panels	2027 hours of work of administrative staff dedicated to monitoring the selection panels
Expected result (measurable) of this action (effects in the short term)	Gender balanced composition of selection panels		
Expected result for this action (effects in the medium term)	Gender balanced composition of selection panels		
Indicator	Number of selection panels in which at least one third of the members are women Preparation of guidelines		
Targets	2025 Completion of monitoring of gender composition of the selection panels by role and scientific disciplinary sector Preparation of guidelines for a balanced gender composition of selection panels	2026 Implementation of guidelines 100% selection panels in which at least one third of members are women	2027 Implementation of guidelines 100% selection panels in which at least one third of members are women And increase of the number of women in selection panels

Action 11	Incentive for women's progression in careers		
Brief description of the action	Measure to encourage the reduction of the glass ceiling consisting in allocating a reward percentage of ministerial organic points, through an algorithm commensurate with the characteristics of the university, from individual departments to career progressions on the first tier to those departments that have a glass ceiling index close to 1 or in significant decline over the previous three years.		
Impact area(s)	1. Work-life balance and organisational culture <input type="checkbox"/> 2. Gender balance in leadership and decision-making X 3. Gender equality in recruitment and career progression X 4. Integration of the gender dimension into research and teaching content 5. Measures against gender-based violence, including sexual harassment <input type="checkbox"/> 6. Wellbeing <input type="checkbox"/> 7. Other (specify) <input type="checkbox"/>		
Fields of action	X Career progression and development X Promotion		
Critical issues addressed	- Gender asymmetry in top positions		
Action recipients	<input type="checkbox"/> Students	X Research and teaching staff More specifically: PA	<input type="checkbox"/> Technical and Administrative staff
Involvement in the implementation	<input type="checkbox"/> Joint Committee for Equal Opportunities <input type="checkbox"/> Mentoring Team <input type="checkbox"/> Conference of the Student Representatives <input type="checkbox"/> Advisory Committee of Technical and Administrative Staff X Directorates: Research, Training	<input type="checkbox"/> Teaching Board X Department Directors Conference X Department Representatives for Equal Opportunities X Gender Equality Manager X Delegate for Equal Opportunities X Delegate for Research X Statistical office/Data processing	
Responsibility in the implementation	Rector, Department Directorates		
The importance of the action for your institution	X Very high X High	<input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Very Low <input type="checkbox"/> Selection not possible
Potential successful factors for this action	- Reduction of gender asymmetries in university recruiting; - Reduction of gender asymmetries in career progression; - Dissemination of greater gender awareness in university and research;		
Implementation period envisaged	Starting month / year 01/10/2025	Ending month / year 31/12/2027	
Financial resources required for the implementation	2025 10% of ministerial headcount points (POM - Punti Organico Ministeriali) allocated to the progression from Associate Professor to Full Professor	2026 10% of ministerial headcount points (POM - Punti Organico Ministeriali) allocated to the progression from Associate Professor to Full Professor	2027 10% of ministerial headcount points (POM - Punti Organico Ministeriali) allocated to the progression from Associate Professor to Full Professor
Resources in terms of month/man staff required for the implementation	2025 1 organisational resource for 2 weeks	2026 1 organisational resource for 2 weeks	2027 1 organisational resource for 2 weeks
Expected result (measurable) of this action (effects in the short term)	Greater awareness on the issue of gender inequality in career progressions.		
Expected result for this action (effects in the medium term)	Reduction of the Glass Ceiling Index (GCI) values ⁴ at the departmental and university level and improvement in access to academic careers.		
Indicator	Absolute value of the departmental and university GCI in the three-year period before the action started. Reduction of at least 10% in the period of application of the action or GCI value not differing from 1 of more than 10% Reduction of the gender gap to the disadvantage of women in career progression.		
Targets	2025	2026	2027
Glass Ceiling Index	-1%	- 5%	- 10%

⁴ The GCI is calculated by comparing the percentage of women over the total of teaching staff with the percentage of women in the first category. An index higher than one shows that it is more difficult for women to reach the top levels of academic career.

Action 12	Orientation and raising awareness activities		
Brief description of the action	Guidance projects for schools aimed at countering gender stereotypes in the access phase to study programmes, with particular attention to role models and the preparation of information material. The aim is to strengthen this initiative by creating a network of teachers in different areas who are willing to act as role models in orientation and raising awareness activities and who can interact with external stakeholders for interventions in schools. There are also plans to strengthen interaction with external stakeholders such as the Equal Opportunities Commission of the Modena Joint Committee of Professions and European Women's Management Development (EWMD) and equal opportunities representatives from the departments in order to implement career guidance measures within the departments' study programmes.		
Impact area(s)	1. Work-life balance and organisational culture <input type="checkbox"/> 2. Gender balance in leadership and decision-making <input type="checkbox"/> 3. Gender equality in recruitment and career progression X 4. Integration of the gender dimension into research and teaching content 5. Measures against gender-based violence, including sexual harassment <input type="checkbox"/> 6. Well-being X 7. Raising awareness in the area and combating gender stereotypes X		
Fields of action	<input type="checkbox"/> Understanding the organisation <input type="checkbox"/> Collecting data X Raising awareness <input type="checkbox"/> Gender (and diversity) training <input type="checkbox"/> Career progression and development <input type="checkbox"/> Recruiting <input type="checkbox"/> Promotion <input type="checkbox"/> Reducing turn-over X Creating a gender-inclusive work culture <input type="checkbox"/> Combating gender-based violence / sexual harassment <input type="checkbox"/> Institutional governance <input type="checkbox"/> Policies for gender equality <input type="checkbox"/> Gender monitoring <input type="checkbox"/> Gender-balanced decision-making bodies	<input type="checkbox"/> Integration of gender aspects in <input type="checkbox"/> Research <input type="checkbox"/> Teaching <input type="checkbox"/> Internal funding requests <input type="checkbox"/> Aspects of work/private life balance <input type="checkbox"/> Flexible work conditions <input type="checkbox"/> Double career <input type="checkbox"/> Family care and work <input type="checkbox"/> Other (please specify) <input type="checkbox"/> Gender Budgeting, please specify: <input type="checkbox"/> Other fields, please specify:	
Well-being spheres	X Knowledge (education, training, information) <input type="checkbox"/> Research <input type="checkbox"/> Work <input type="checkbox"/> X Access to resources (services, transfers, scholarships...) <input type="checkbox"/> Living a healthy life <input type="checkbox"/> Studying and working in healthy and safe places and in a sustainable environment <input type="checkbox"/> Mobility within the area <input type="checkbox"/> Participating in public life and living together in an equal society <input type="checkbox"/> Taking care <input type="checkbox"/> Enjoying beauty and culture <input type="checkbox"/> Other (please specify)		
SDG	<input type="checkbox"/> SDG1 <input type="checkbox"/> SDG2 <input type="checkbox"/> SDG3 X SDG4 X SDG5 <input type="checkbox"/> SDG6 <input type="checkbox"/> SDG7 <input type="checkbox"/> SDG8 <input type="checkbox"/> SDG9 <input type="checkbox"/> SDG10 <input type="checkbox"/> SDG11 <input type="checkbox"/> SDG12 <input type="checkbox"/> SDG13 <input type="checkbox"/> SDG14 <input type="checkbox"/> SDG15 <input type="checkbox"/> SDG16 <input type="checkbox"/> SDG17		
Critical issues addressed			
Action recipients			
Internal stakeholders	X Students	X Research and teaching staff More specifically: <input type="checkbox"/> Suppliers	X Technical and Administrative Staff More specifically: Student Service Directorate, staff involved in guidance <input type="checkbox"/> Other (please specify)
External stakeholders	X Other institutions existing in the area such as Higher Education Institutions, Provincial and Regional School Offices, Equal Opportunity Departments, Equality Advisors, Equal Opportunity Commissions, the Unified Professions Committee, and the European Women's Management Development network.		
Involvement in the implementation	X Joint Committee for Equal Opportunities <input type="checkbox"/> Conference of the Student Representatives <input type="checkbox"/> Advisory Committee of Technical and Administrative Staff X Directorates: [please specify] Guidance Office; Student Services Office X Research Centre on Play and Playing – MO-RE.PL.A.Y. X Gender Equality Manager	<input type="checkbox"/> Teaching Board <input type="checkbox"/> Department Directors Conference X Department Representatives for Equal Opportunities X Delegate for Equal Opportunities X Delegate for Teaching X Delegate for Guidance X Delegates for Third Mission <input type="checkbox"/> Other (please specify)	
Technical responsibility in implementation	Joint Committee for Equal Opportunities, Third Mission Office		
The importance of the action for your institution	<input type="checkbox"/> Very high X High	<input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Very Low <input type="checkbox"/> Selection not possible
Potential successful factors for this action	Existence of a Guidance Office and staff dedicated to specialised guidance, contacts with High Schools, Experience in Third Mission Activities aimed at combating gender stereotypes, Products and research projects dedicated to combating gender stereotypes, data on male and female student distribution in study programmes, networks with external stakeholders, UNIMORE Play Centre		
Implementation period envisaged	Starting month / year October 2025		Ending month / year continuous
Financial resources required for the implementation	2025	2026	2027
Resources in terms of month/man staff required for the implementation	2025 Hours of activity of the Guidance Office staff for preparing guidance material aimed at combating gender stereotypes Involving professors/researchers and students in guidance meetings	2026 Hours of activity of the Guidance Office for coordinating guidance activities Involving professors/researchers	2027 Hours of activity of the Guidance Office for coordinating and monitoring guidance activities Involving professors/researchers and students in guidance meetings

		and students in guidance meetings	
Expected result (measurable) of this action (effects in the short term)	Implementation of guidance meetings in which focus is placed on combating gender stereotypes when choosing the university programme		
Expected result for this action (effects in the medium term)	Reducing gender prevalence in study programmes		
Indicator	Number of guidance meetings that include contrast to gender stereotypes/role models and gender composition in study programmes/feminisation and masculinisation rate in study programmes		
Targets	<p>2025</p> <p>Creation of UNIMORE teachers' network for gender-sensitive guidance and external stakeholders network. Contacts with schools and departments to plan actions to be implemented in the academic year 2025-2026</p>	<p>2026</p> <p>Number of actions in high schools and activities in guidance events aimed at combating gender stereotypes.</p> <p>1% increase of female students enrolled in programmes that are underrepresented by female gender</p>	<p>2027</p> <p>Number of actions in high schools and activities in guidance events aimed at combating gender stereotypes.</p> <p>3% increase of female students enrolled in programmes that are underrepresented by female gender</p> <p>1% increase of students enrolled in programmes that are underrepresented by male gender</p>

Action 13	Awards for Female Students in STEM Area and for Male Students in Humanities Areas		
Brief description of the action	Implementation of an incentive scheme for female students in STEM area degree programmes		
Impact area(s)	1. Work-life balance and organisational culture <input type="checkbox"/> 2. Gender balance in leadership and decision-making <input type="checkbox"/> 3. Gender equality in recruitment and career progression X 4. Integration of the gender dimension into research and teaching content <input type="checkbox"/> 5. Measures against gender-based violence, including sexual harassment <input type="checkbox"/> 6. Well-being X 7. Other Please specify X – Gender balance in study programmes of the STEM area		
Objectives	<input type="checkbox"/> Understanding the organisation <ul style="list-style-type: none"> ● Collecting data <input type="checkbox"/> Raising awareness <input type="checkbox"/> Gender (and diversity) training <input type="checkbox"/> Career progression and development <ul style="list-style-type: none"> X Recruiting <ul style="list-style-type: none"> ○ Promotion ○ Reducing turn-over <input type="checkbox"/> Creating a gender-inclusive work culture <input type="checkbox"/> Combating gender-based violence / sexual harassment <input type="checkbox"/> Institutional governance <ul style="list-style-type: none"> ● Policies for gender equality ● Gender monitoring ● Gender-balanced decision-making bodies 	<input type="checkbox"/> Integration of gender aspects in <ul style="list-style-type: none"> ● Research ● Teaching ● Internal funding requests <input type="checkbox"/> Aspects of work/private life balance <ul style="list-style-type: none"> ● Flexible work conditions ● Double career ● Family care and work ● Other (please specify) <input type="checkbox"/> Gender Budgeting, please specify: X Other fields, please specify: Recruiting female students in the STEM area	
Well-being spheres	<input type="checkbox"/> Knowledge (education, training, information) <input type="checkbox"/> Research <input type="checkbox"/> Work X Access to resources (services, transfers, scholarships..) <input type="checkbox"/> Living a healthy life <input type="checkbox"/> Studying and working in healthy and safe places and in a sustainable environment <input type="checkbox"/> Mobility within the area <input type="checkbox"/> Participating in public life and living together in an equal society <input type="checkbox"/> Taking care <input type="checkbox"/> Enjoying beauty and culture <input type="checkbox"/> Other (please specify)		
SDG	<input type="checkbox"/> SDG1 <input type="checkbox"/> SDG2 <input type="checkbox"/> SDG3 <input type="checkbox"/> SDG4 X <input type="checkbox"/> SDG5 <input type="checkbox"/> SDG6 <input type="checkbox"/> SDG7 <input type="checkbox"/> SDG8 <input type="checkbox"/> SDG9 X <input type="checkbox"/> SDG10 <input type="checkbox"/> SDG11 <input type="checkbox"/> SDG12 <input type="checkbox"/> SDG13 <input type="checkbox"/> SDG14 <input type="checkbox"/> SDG15 <input type="checkbox"/> SDG16 <input type="checkbox"/> SDG17		
Critical issues addressed			
Action recipients	X Students <input type="checkbox"/> Other institutions existing in the Area (please specify) <input type="checkbox"/> Bodies/Associations for Equal Opportunities (please specify)		
Internal stakeholders		<input type="checkbox"/> Research and teaching staff. More specifically: <input type="checkbox"/> Suppliers	<input type="checkbox"/> Technical and Administrative staff More specifically: <input type="checkbox"/> Other (please specify)
External stakeholders			
Involvement in the implementation	<input type="checkbox"/> Joint Committee for Equal Opportunities <input type="checkbox"/> Conference of the Student Representatives <input type="checkbox"/> Advisory Committee of Technical and Administrative Staff X Directorates: Students Services <input type="checkbox"/> Other institutions existing in the Area (please specify) <input type="checkbox"/> Bodies/Associations for Equal Opportunities (please specify) <input type="checkbox"/> Trade Unions <input type="checkbox"/> Professional associations <input type="checkbox"/> Medium		
Internal stakeholders		X Teaching Board <input type="checkbox"/> Department Directors Conference X Department Representatives for Equal Opportunities X Gender Equality Manager <input type="checkbox"/> Delegate for Equal Opportunities <input type="checkbox"/> Delegate for Research <input type="checkbox"/> Other (please specify)	
External stakeholders			
Responsibility in action implementation and monitoring	Student Services Office, Delegate for Teaching		
The importance of the action for your institution (Self-assessment of the relevance of the action for organisational change within the institution)	<input type="checkbox"/> Very high X High	<input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Very Low <input type="checkbox"/> Selection not possible
Potential successful factors for this action	Top management support, effective communication, implementation of projects with high schools both gender-gap specific in STEM areas and combating gender stereotypes in place in the territories.		
Implementation period envisaged	Starting month / year July 2025		Ending month / year continuous
Financial resources required for the implementation	2025 2,500 EUR (500.00 EUR reduction or reimbursement of contributions, to be awarded to the best student who was eligible in the ranking for each year of the Bachelor's and Master's degree in the	2026 3,000.00 EUR	2027 3,500.00 EUR

	programmes identified as STEM - possibly with gender gap (less than 30% - 25% of women).		
Resources in terms of month/man staff required for the implementation	2025 Hours ** student directorate for drafting the call for applications and monitoring the procedure. Hours ** for communication and organisation of the award ceremony	2026 Hours ** student directorate for drafting the call for applications and monitoring the procedure. Hours ** for communication and organisation of the award ceremony	2027 Hours ** student directorate for drafting the call for applications and monitoring the procedure. Hours ** for communication and organisation of the award ceremony
Logistic resources Material resources needed for the implementation (spaces, equipment, technological devices, etc.)	2025	2026	2027
Output (tangible products as a result of the implementation)	awards assigned		
Expected result (measurable) of this action (effects in the short term)	Use of incentives by students in the STEM area and, starting from the academic year 2025/2026, areas in which the male component is underrepresented, incentives for students.		
Expected result (measurable) for this action (effects in the medium term)	Percentage increase of female students enrolled in degree programmes in the STEM area		
Indicators (Performance thresholds (KPIs) or trend parameters to measure the outcomes achieved within the times set)	No. of female students using the incentive No. of female students enrolled in degree programmes in the STEM area No. of students enrolled in degree programmes in which the male component is underrepresented		
Targets	2025 Percentage increase compared to the average of previous three-year period number of awards assigned Initiative for the assignment of awards for the year 2024-2025 in December 2025	2026 Percentage increase compared to the average of previous three-year period number of awards assigned	2027 Percentage increase compared to the average of previous three-year period number of awards assigned

Action 14	Transformative mentoring		
Brief description of the action	Programme supporting careers and aimed at changing the academic culture		
Impact area(s)	1. Work-life balance and organisational culture X 2. Gender balance in leadership and decision-making <input type="checkbox"/> 3. Gender equality in recruitment and career progression X 4. Integration of the gender dimension into research and teaching content X 5. Measures against gender-based violence, including sexual harassment <input type="checkbox"/> 6. Well-being X 7. Other (specify) <input type="checkbox"/>		
Fields of action (one action could be addressed to multiple fields of action)	<input type="checkbox"/> Understanding the organisation <input type="checkbox"/> Collecting data X Raising awareness X Gender (and diversity) training X Career progression and development X Recruiting X Promotion X Reducing turn-over X Creating a gender-inclusive work culture <input type="checkbox"/> Combating gender-based violence / sexual harassment <input type="checkbox"/> Institutional governance <input type="checkbox"/> Policies for gender equality <input type="checkbox"/> Gender monitoring <input type="checkbox"/> Gender-balanced decision-making bodies	<input type="checkbox"/> Integration of gender aspects in X Research X Teaching <input type="checkbox"/> Internal funding requests <input type="checkbox"/> Aspects of work/private life balance <input type="checkbox"/> Flexible work conditions <input type="checkbox"/> Double career <input type="checkbox"/> Family care and work <input type="checkbox"/> Other (please specify) <input type="checkbox"/> Gender Budgeting, please specify: <input type="checkbox"/> Other fields, please specify:	
Well-being spheres	X Knowledge (education, training, information) X Research X Work X Access to resources (services, transfers, scholarships..) <input type="checkbox"/> Living a healthy life <input type="checkbox"/> Studying and working in healthy and safe places and in a sustainable environment <input type="checkbox"/> Mobility within the area <input type="checkbox"/> Participating in public life and living together in an equal society <input type="checkbox"/> Taking care <input type="checkbox"/> Enjoying beauty and culture <input type="checkbox"/> Other (please specify)		
SDG	<input type="checkbox"/> SDG1 <input type="checkbox"/> SDG2 <input type="checkbox"/> SDG3 XSDG4 XSDG5 <input type="checkbox"/> SDG6 <input type="checkbox"/> SDG7 XSDG8 <input type="checkbox"/> SDG9 XSDG10 <input type="checkbox"/> SDG11 <input type="checkbox"/> SDG12 <input type="checkbox"/> SDG13 <input type="checkbox"/> SDG14 <input type="checkbox"/> SDG15 <input type="checkbox"/> SDG16 <input type="checkbox"/> SDG17		
Critical issues addressed	Limited gender awareness in university and research Barriers to access and progress in the academic career		
Action recipients	<input type="checkbox"/> Students	X Research and teaching staff More specifically: RTDA-Research fellow	<input type="checkbox"/> Technical and Administrative staff
Internal stakeholders	<input type="checkbox"/> Other institutions existing in the area	<input type="checkbox"/> Suppliers	<input type="checkbox"/> Other (specify) X Mentors
External stakeholders	X Joint Committee for Equal Opportunities X Mentoring Team <input type="checkbox"/> Conference of the Student Representatives <input type="checkbox"/> Advisory Committee of Technical and Administrative Staff X Directorates: Research, Training		
Involvement in the implementation	<input type="checkbox"/> Teaching Board <input type="checkbox"/> Department Directors Conference X Department Representatives for Equal Opportunities X Delegate for Equal Opportunities X Delegate for Research X Gender Equality Manager		
Technical responsibility in implementation	Human Resource Directorate (Training Office)/Joint Committee for Equal Opportunities/Delegate for Equal Opportunities		
The importance of the action for your institution	X Very high <input type="checkbox"/> High	<input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Very Low <input type="checkbox"/> Selection not possible
Potential successful factors for this action	Existence of a network for the valorisation of the gender dimension in university and research with which the action may be shared		
Implementation period envisaged	Starting month / year 01/09/2025		Ending month / year 31/12/2027
Financial resources required for the implementation	2025 [TBD within the Entity] For a pilot project, the following is recommended: 6,000 € (organisational resource) 1,000 € (mobility/seminar activities)	2026 [TBD within the Entity] For a pilot project, the following is recommended: 6,000 € (organisational resource) 1,000 € (mobility/seminar activities)	2027 [TBD within the Entity] For a pilot project, the following is recommended: 6,000 € (organisational resource) 1,000 € (mobility/seminar activities)
Resources in terms of month/man staff required for the implementation	2025 [TBD within the Entity] For a pilot project, the following is recommended: 1 organisational resource 5 months 5 months for 10 mentors 5 months for 10 mentees	2026 [TBD within the Entity] For a pilot project, the following is recommended: 1 organisational resource 5 months 7 months for 15 mentors 7 months for 15 mentees	2027 [TBD within the Entity] For a pilot project, the following is recommended: 1 organisational resource 5 months 10 months for 20 mentors 10 months for 20 mentees

Expected result (measurable) of this action (effects in the short term)	Greater awareness of gender dimension in research and university		
Expected result for this action (effects in the medium term)	Reduction of Glass door index values of the University		
Indicator	Index of awareness on gender dimension (indicator under construction) Increase in Glass Door Index value		
Targets	2025	2026	2027
Glass Door Index	0	+0-1%	+ [2%-5%]

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Università di Napoli Federico II - Progetto Mentoring Athena

Action 15	Monitoring the gender balance in scientific events and rewarding the departments who meet the set targets		
Brief description of the action	Monitoring the gender balance in scientific event panels and rewarding the departments who meet or exceed the set targets. Adherence to the RAI Protocol and local institutions' commitment to the "No Women No Panel" initiative.		
Impact area(s)	1. Work-life balance and organisational culture X 2. Gender balance in leadership and decision-making <input type="checkbox"/> 3. Gender equality in recruitment and career progression X 4. Integration of the gender dimension into research and teaching content X 5. Measures against gender-based violence, including sexual harassment <input type="checkbox"/> 6. Well-being X 7. Other (specify) <input type="checkbox"/>		
Fields of action	X Understanding the organisation <input type="checkbox"/> Collecting data <input type="checkbox"/> Raising awareness <input type="checkbox"/> Gender (and diversity) training <input type="checkbox"/> Career progression and development <input type="radio"/> Recruiting <input type="radio"/> Promotion <input type="radio"/> Reducing turn-over X Creating a gender-inclusive work culture <input type="checkbox"/> Combating gender-based violence / sexual harassment <input type="checkbox"/> Institutional governance <input type="checkbox"/> Policies for gender equality <input type="checkbox"/> Gender monitoring <input type="checkbox"/> Gender-balanced decision-making bodies	<input type="checkbox"/> Integration of gender aspects in X Research <input type="checkbox"/> Teaching <input type="checkbox"/> Internal funding requests <input type="checkbox"/> Aspects of work/private life balance <input type="checkbox"/> Flexible work conditions <input type="checkbox"/> Double career <input type="checkbox"/> Family care and work <input type="checkbox"/> Other (please specify) <input type="checkbox"/> Gender Budgeting, please specify: <input type="checkbox"/> Other fields, please specify:	
Well-being spheres	<input type="checkbox"/> Knowledge (education, training, information) X Research <input type="checkbox"/> Work <input type="checkbox"/> X Access to resources (services, transfers, scholarships..) <input type="checkbox"/> Living a healthy life <input type="checkbox"/> Studying and working in healthy and safe places and in a sustainable environment <input type="checkbox"/> Mobility within the area X Participating in public life and living together in an equal society <input type="checkbox"/> Taking care <input type="checkbox"/> Enjoying beauty and culture <input type="checkbox"/> Other (please specify)		
SDG	<input type="checkbox"/> SDG1 <input type="checkbox"/> SDG2 <input type="checkbox"/> SDG3 <input type="checkbox"/> SDG4 XSDG5 <input type="checkbox"/> SDG6 <input type="checkbox"/> SDG7 <input type="checkbox"/> SDG8 <input type="checkbox"/> SDG9 XSDG10 <input type="checkbox"/> SDG11 <input type="checkbox"/> SDG12 <input type="checkbox"/> SDG13 <input type="checkbox"/> SDG14 <input type="checkbox"/> SDG15 <input type="checkbox"/> SDG16 <input type="checkbox"/> SDG17		
Critical issues addressed	Difficulty in covering all monitoring events.		
Action recipients	<div> <div> <input type="checkbox"/> Students X Other institutions existing in the Area (please specify) Entities or associations requiring sponsorship or event co-organisation </div> <div> X Research and teaching staff <input type="checkbox"/> Suppliers </div> <div> <input type="checkbox"/> Technical and Administrative staff More specifically: <input type="checkbox"/> Other (please specify) </div> </div>		
Involvement in the implementation	<div> <div> X Joint Committee for Equal Opportunities <input type="checkbox"/> Conference of the Student Representatives <input type="checkbox"/> Advisory Committee of Technical and Administrative Staff X Communication Area </div> <div> <input type="checkbox"/> Teaching Board X Department Directors Conference X Department Representatives for Equal Opportunities X Delegate for Equal Opportunities X Delegate for Research X Delegate for Communication X Gender Equality Manager X Network of Equal Opportunities Representatives <input type="checkbox"/> Other (please specify) </div> </div>		
Technical responsibility in implementation	Communication Office, GEM		
The importance of the action for your institution	<input type="checkbox"/> Very high X High	<input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Very Low <input type="checkbox"/> Selection not possible
Potential successful factors for this action			

Implementation period envisaged	Starting month / year April 2025		Ending month / year continuous
Financial resources required for the implementation	2025	2026	2027
Resources in terms of month/man staff required for the implementation	2025 Staff hours - Communication and Equal Opportunities Representatives - Departments responsible for monitoring the gender composition of scientific events	2026 Staff hours - Communication and Equal Opportunities Representatives - Departments responsible for monitoring the gender composition of scientific events	2027 Staff hours - Communication and Equal Opportunities Representatives - Departments responsible for monitoring the gender composition of scientific events
Expected result (measurable) of this action (effects in the short term)	Higher gender balance in the composition of expert panel for scientific events No sponsorship provision for events in which guidelines are not observed		
Expected result for this action (effects in the medium term)	Higher gender balance in the composition of expert panel for scientific events No sponsorship provision for events in which guidelines are not observed		
Indicator	Number of events monitored and incidence of gender balance-compliant events		
Targets	2025 No Women No Panel protocol Creation of a data collection FORM to monitor the gender composition of panels Training on filling in the FORM	2026 Monitoring of all Unimore events and their compliance with the minimum 10% presence of the underrepresented gender	2027 Monitoring of all Unimore events and their compliance with the minimum 15% presence of the underrepresented gender

Action 16	Training and raising awareness		
Brief description of the action	To achieve the general objective of the gender Equality Plan it is necessary to promote a culture of gender equality within the University, also focused on intersectionality. Action 16 aims precisely to create seminars and awareness-raising events (also using gaming activities, film screenings and scenic actions in collaboration with associations and institutions present in the area) and training for staff at every organisational level and for the student population to achieve this goal.		
Impact area(s)	1. Work-life balance and organisational culture X 2. Gender balance in leadership and decision-making 3. Gender equality in recruitment and career progression 4. Integration of the gender dimension into research and teaching content <input type="checkbox"/> 5. Measures against gender-based violence, including sexual harassment 6. Well-being X 7. Other Specify		
Objectives	<input type="checkbox"/> Understanding the organisation <ul style="list-style-type: none"> <input type="checkbox"/> Collecting data X Raising awareness X Gender (and diversity) training <input type="checkbox"/> Career progression and development <ul style="list-style-type: none"> <input type="checkbox"/> Recruiting <input type="checkbox"/> Promotion <input type="checkbox"/> Reducing turn-over X Creating a gender-inclusive work culture X Combating gender-based violence / sexual harassment <input type="checkbox"/> Institutional governance <ul style="list-style-type: none"> <input type="checkbox"/> Policies for gender equality <input type="checkbox"/> Gender monitoring <input type="checkbox"/> Gender-balanced decision-making bodies 	<input type="checkbox"/> Integration of gender aspects in <ul style="list-style-type: none"> <input type="checkbox"/> Research <input type="checkbox"/> Teaching <input type="checkbox"/> Internal funding requests <input type="checkbox"/> Aspects of work/private life balance <ul style="list-style-type: none"> <input type="checkbox"/> Flexible work conditions <input type="checkbox"/> Double career <input type="checkbox"/> Family care and work <input type="checkbox"/> Other (please specify) <input type="checkbox"/> Gender Budgeting, please specify: <input type="checkbox"/> Other fields, please specify:	
Well-being spheres	X Knowledge (education, training, information) <input type="checkbox"/> Research <input type="checkbox"/> Work <input type="checkbox"/> X Access to resources (services, transfers, scholarships..) <input type="checkbox"/> Living a healthy life <input type="checkbox"/> Studying and working in healthy and safe places and in a sustainable environment <input type="checkbox"/> Mobility within the area <input type="checkbox"/> Participating in public life and living together in an equal society <input type="checkbox"/> Taking care <input type="checkbox"/> Enjoying beauty and culture <input type="checkbox"/> Other (please specify)		
SDG	<input type="checkbox"/> SDG1 <input type="checkbox"/> SDG2 <input type="checkbox"/> SDG3 <input type="checkbox"/> SDG4 X SDG5 <input type="checkbox"/> SDG6 <input type="checkbox"/> SDG7 <input type="checkbox"/> SDG8 <input type="checkbox"/> SDG9 X SDG10 <input type="checkbox"/> SDG11 <input type="checkbox"/> SDG12 <input type="checkbox"/> SDG13 <input type="checkbox"/> SDG14 <input type="checkbox"/> SDG15 <input type="checkbox"/> SDG16 <input type="checkbox"/> SDG17		
Critical issues addressed	- Need for greater gender awareness in university and research - Need to strengthen a gender and equal opportunities culture within the institution		
Action recipients Internal stakeholders External stakeholders	X Students <input type="checkbox"/> Other institutions existing in the Area (please specify) <input type="checkbox"/> Bodies/Associations for Equal Opportunities (please specify)	X Research and teaching staff. More specifically: <input type="checkbox"/> Suppliers	X Technical and Administrative Staff More specifically: <input type="checkbox"/> Other (please specify)
Involvement in the implementation Internal stakeholders External stakeholders	X JOINT COMMITTEE FOR EQUAL OPPORTUNITIES <input type="checkbox"/> Conference of the Student Representatives X Advisory Committee of Technical and Administrative Staff <input type="checkbox"/> Directorates: [please specify] <input type="checkbox"/> Other institutions existing in the Area (please specify) <input type="checkbox"/> Bodies/Associations for Equal Opportunities (please specify) <input type="checkbox"/> Trade Unions <input type="checkbox"/> Professional associations <input type="checkbox"/> Medium		<input type="checkbox"/> Teaching Board <input type="checkbox"/> Department Directors Conference <input type="checkbox"/> Department Representatives for Equal Opportunities X Delegate for Equal Opportunities <input type="checkbox"/> Delegate for Research X Gender Equality Manager X Other (please specify) Staff Training and Development Office
Technical responsibility in action implementation and monitoring	Joint Committee for Equal Opportunities, Staff Training and Development Office		
The importance of the action for your institution (Self-assessment of the relevance of the action for organisational change within the institution)	<input type="checkbox"/> Very high X High	<input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Very Low <input type="checkbox"/> Selection not possible
Potential successful factors for this action	Top management support, coordination with existing initiatives		
Implementation period envisaged	Starting month / year	Ending month / year	

	January 2025		December 2027
Financial resources required for the implementation	2025 Cost of production of training and information material, event organisation and external speakers	2026 Cost of production of training and information material, event organisation and external speakers	2027 Cost of production of training and information material, event organisation and external speakers
Resources in terms of month/man staff required for the implementation	2025 University staff and Technical and Administrative staff supporting the event	2026 University staff and Technical and Administrative staff supporting the event	2027 University staff and Technical and Administrative staff supporting the event
Logistic resources Material resources needed for the implementation (spaces, equipment, technological devices, etc.)	2025 Spaces for events / recording devices / live streaming / promotional material (brochures, leaflets, etc)	2026 Spaces for events / recording devices / live streaming / promotional material (brochures, leaflets, etc)	2027 Spaces for events / recording devices / live streaming / promotional material (brochures, leaflets, etc)
Output (tangible products as a result of the implementation)	Event recordings available in asynchronous mode		
Expected result (measurable) of this action (effects in the short term)	No. of seminars and events realised / No. of participants, broken down by type and gender		
Expected result (measurable) for this action (effects in the medium term)	Greater awareness of gender and equal opportunities issue		
Indicators (Performance thresholds (KPIs) or trend parameters to measure the outcomes achieved within the times set)	No. of seminars / events per year for staff and students No. of users Improved impact indicators on the awareness of gender and equal opportunities issue		
Targets	2025 4 seminars	2026 6 seminars	2027 8 seminars

Action 17	Gender Equity Training Module		
Brief description of the action	Preparation and activation of a mandatory gender equity training module for incoming staff, departmental directors, chairpersons of joint committees, members of academic bodies, directorate representatives and recommended to students/PhD students. Disseminate and make the form available on the main university platforms in collaboration with the EDUNOVA Centre.		
Impact area(s)	1. Work-life balance and organisational culture <input checked="" type="checkbox"/> 2. Gender balance in leadership and decision-making <input type="checkbox"/> 3. Gender equality in recruitment and career progression <input type="checkbox"/> 4. Integration of the gender dimension into research and teaching content <input checked="" type="checkbox"/> 5. Measures against gender-based violence, including sexual harassment <input type="checkbox"/> 6. Well-being <input checked="" type="checkbox"/> 7. Other (specify) <input type="checkbox"/>		
Fields of action	<input type="checkbox"/> Understanding the organisation <input type="checkbox"/> Collecting data <input checked="" type="checkbox"/> Raising awareness <input type="checkbox"/> Gender (and diversity) training <input type="checkbox"/> Career progression and development <input type="checkbox"/> Recruiting <input type="checkbox"/> Promotion <input type="checkbox"/> Reducing turn-over <input checked="" type="checkbox"/> Creating a gender-inclusive work culture <input type="checkbox"/> Combating gender-based violence / sexual harassment <input type="checkbox"/> Institutional governance <input type="checkbox"/> Policies for gender equality <input type="checkbox"/> Gender monitoring <input type="checkbox"/> Gender-balanced decision-making bodies	<input checked="" type="checkbox"/> Gender mainstreaming in <input checked="" type="checkbox"/> Research <input checked="" type="checkbox"/> Teaching <input type="checkbox"/> Internal funding requests <input type="checkbox"/> Aspects of work/private life balance <input type="checkbox"/> Flexible work conditions <input type="checkbox"/> Double career <input type="checkbox"/> Family care and work <input type="checkbox"/> Other (please specify) <input type="checkbox"/> Gender Budgeting, please specify: <input type="checkbox"/> Other fields, please specify:	
Well-being spheres	<input checked="" type="checkbox"/> Knowledge (education, training, information) <input checked="" type="checkbox"/> Research <input type="checkbox"/> Work <input type="checkbox"/> Access to resources (services, transfers, scholarships...) <input type="checkbox"/> Living a healthy life <input type="checkbox"/> Studying and working in healthy and safe places and in a sustainable environment <input type="checkbox"/> Mobility within the area <input type="checkbox"/> Participating in public life and living together in an equal society <input type="checkbox"/> Taking care <input type="checkbox"/> Enjoying beauty and culture <input type="checkbox"/> Other (please specify)		
SDG	<input type="checkbox"/> SDG1 <input type="checkbox"/> SDG2 <input type="checkbox"/> SDG3 <input checked="" type="checkbox"/> SDG4 <input checked="" type="checkbox"/> SDG5 <input type="checkbox"/> SDG6 <input type="checkbox"/> SDG7 <input type="checkbox"/> SDG8 <input type="checkbox"/> SDG9 <input checked="" type="checkbox"/> SDG10 <input type="checkbox"/> SDG11 <input type="checkbox"/> SDG12 <input type="checkbox"/> SDG13 <input type="checkbox"/> SDG14 <input type="checkbox"/> SDG15 <input type="checkbox"/> SDG16 <input type="checkbox"/> SDG17		
Critical issues addressed			
Action recipients	<div> <div> Internal stakeholders X Students mandatory for members of academic bodies and chairs of the Student Conference, and recommended to students and PhD students </div> <div> X Research and teaching staff [mandatory for incoming staff, departmental directors, chairpersons of joint committees, Delegates for Equal Opportunities, Department Representatives for Equal Opportunities, members of academic bodies, members of the Joint Committee for Equal Opportunities] </div> <div> <input type="checkbox"/> Technical and Administrative staff [Mandatory for members of academic bodies, heads of directorates, members of the Joint Committee for Equal Opportunities] </div> </div>		
Involvement in the implementation	<div> <div> X JOINT COMMITTEE FOR EQUAL OPPORTUNITIES <input type="checkbox"/> Conference of the Student Representatives <input type="checkbox"/> Advisory Committee of Technical and Administrative Staff X Human Resource Directorates, Training </div> <div> X Teaching Board X Department Directors Conference X Department Representatives for Equal Opportunities X Delegate for Equal Opportunities X Delegate for Teaching X Gender Equality Manager X EDUNOVA Centre <input type="checkbox"/> Delegate for Research <input type="checkbox"/> Other (please specify) </div> </div>		
Technical responsibility in implementation	Human Resource Department, Training Office, GEM		
The importance of the action for your institution	<input type="checkbox"/> Very high X High	<input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Very Low <input type="checkbox"/> Selection not possible
Potential successful factors for this action			
Implementation period envisaged	Starting month / year 01/04/2025	Continuous action	
Financial resources required for the implementation	2025 Completion of Training Module Development COST for video recording and MOOC	2026	2027

	production on gender equality and system for participant monitoring and impact assessment		
Resources in terms of month/man staff required for the implementation	<p>2025</p> <p>At least 20 hours by gender equity experts of the University to draw the training module.</p> <p>At least 12 hours for IT staff for support and MOOC production.</p> <p>8 hours in total of video recordings by staff experienced in gender studies</p> <p>A least 10 hours by the Communication Area to prepare bulletins aimed at disseminating the existence of the dedicated training module</p>	<p>2026</p> <p>At least 20 hours by IT staff in charge of supporting/monitoring and providing the course and measuring the assessment indicators</p> <p>At least 20 hours by staff experienced in impact assessment</p>	<p>2027</p> <p>At least 20 hours by IT staff in charge of supporting/monitoring and providing the course and measuring the assessment indicators</p> <p>At least 20 hours by staff experienced in impact assessment</p>
Expected result (measurable) of this action (effects in the short term)	<p>Effects in the short term: Development of an 8-hour training module equivalent to 3 ECTS credits, and creation of short video lessons accessible remotely.</p> <p>Preparation of a system made of indicators for assessing the impact of the training module.</p>		
Expected result for this action (effects in the medium term)	<p>Effects in the medium term: Increased participant awareness to be assessed by means a final questionnaire. Participant measuring to the training module and impact assessment of the course.</p>		
Indicator	<p>Presence of the training module. Number of users, Impact analysis</p>		
Targets	<p>2025: Preparation of the Training Module and impact indicators.</p>	<p>2026: Participation of the categories indicated for mandatory attendance, monitoring and impact assessment.</p>	<p>2027: Participation of the categories indicated for mandatory attendance, monitoring and impact assessment.</p>

Action 18		A psychological support and counselling service for the student body, including a dedicated welcome and listening desk.									
Brief description of the action	<p>Current status of activated services: https://www.unimore.it/it/servizi/servizi-di-ascolto-psicologico-e-consulenza</p> <p>Coordination activities among the various services promoting well-being and providing psychological support to the university community, with the aim of improving the effectiveness and consistency of existing initiatives. The action involves organising regular meetings among the representatives of services addressed to both staff and students, with the aim of promoting an integrated and synergistic approach. Among the parties involved are the Welcome and Listening Desk for staff, listening and support services for students, anti-violence help desks, the University Help desk for Combating Discrimination based on Gender Identity and Sexual Orientation, and the Trusted Advisor. The technical and organisational responsibility for the action lies with the Joint Committee for Equal Opportunities (CUG) and the Student Services Office. The indicator used to monitor the activity is the number of coordination meetings held during the reporting period and the reports submitted to the Joint Committee for Equal Opportunities (CUG) and the Rector's Delegate for Equal Opportunities.</p>										
Impact area(s)	<ol style="list-style-type: none"> 1. Work-life balance and organisational culture <input type="checkbox"/> 2. Gender balance in leadership and decision-making <input type="checkbox"/> 3. Gender equality in recruitment and career progression <input type="checkbox"/> 4. Integration of the gender dimension into research and teaching content <input type="checkbox"/> 5. Measures against gender-based violence, including sexual harassment X 6. Well-being X 7. Other (specify) <input type="checkbox"/> 										
Objectives	<input type="checkbox"/> Understanding the organisation Collecting data X Raising awareness <input type="checkbox"/> Gender (and diversity) training <input type="checkbox"/> Career progression and development <ul style="list-style-type: none"> <input type="checkbox"/> Recruiting <input type="checkbox"/> Promotion <input type="checkbox"/> Reducing turn-over <input type="checkbox"/> Creating a gender-inclusive work culture X Combating gender-based violence / sexual harassment <input type="checkbox"/> Institutional governance <ul style="list-style-type: none"> Policies for gender equality Gender monitoring Gender-balanced decision-making bodies 	<input type="checkbox"/> Integration of gender aspects in <ul style="list-style-type: none"> Research Teaching Internal funding requests <input type="checkbox"/> Aspects of work/private life balance <ul style="list-style-type: none"> Flexible work conditions Double career Family care and work Other (please specify) <input type="checkbox"/> Gender Budgeting, please specify: <input type="checkbox"/> Other fields, please specify:									
Well-being spheres	<input type="checkbox"/> Knowledge (education, training, information) <input type="checkbox"/> Research <input type="checkbox"/> Work X Access to resources (services, transfers, scholarships...) <input type="checkbox"/> Living a healthy life X Study and work in healthy and safe places and in a sustainable environment <input type="checkbox"/> Mobility within the area <input type="checkbox"/> Participating in public life and living together in an equal society <input type="checkbox"/> Taking care <input type="checkbox"/> Enjoying beauty and culture <input type="checkbox"/> Other (please specify)										
SDG	<input type="checkbox"/> SDG1 <input type="checkbox"/> SDG2 <input type="checkbox"/> SDG3 <input type="checkbox"/> SDG4 x <input type="checkbox"/> SDG5 <input type="checkbox"/> SDG6 <input type="checkbox"/> SDG7 <input type="checkbox"/> SDG8 <input type="checkbox"/> SDG9 <input type="checkbox"/> SDG10 <input type="checkbox"/> SDG11 <input type="checkbox"/> SDG12 <input type="checkbox"/> SDG13 <input type="checkbox"/> SDG14 <input type="checkbox"/> SDG15 <input type="checkbox"/> SDG16 <input type="checkbox"/> SDG17										
Critical issues addressed	<p>There is a recognised need for coordination among the various services within UNIMORE, both in relation to listening and support, and to the prevention and response to gender-based discrimination, violence, and harassment.</p>										
Action recipients	<table border="1"> <tr> <td>Internal stakeholders</td><td>X Students</td><td><input type="checkbox"/> Research and teaching staff. More specifically:</td><td><input type="checkbox"/> Technical and Administrative staff. More specifically:</td></tr> <tr> <td>External stakeholders</td><td> X Other institutions existing in the local healthcare unit (AUSL) area <input type="checkbox"/> Bodies/Associations for Equal Opportunities (please specify) </td><td><input type="checkbox"/> Suppliers</td><td><input type="checkbox"/> Other (please specify)</td></tr> </table>			Internal stakeholders	X Students	<input type="checkbox"/> Research and teaching staff. More specifically:	<input type="checkbox"/> Technical and Administrative staff. More specifically:	External stakeholders	X Other institutions existing in the local healthcare unit (AUSL) area <input type="checkbox"/> Bodies/Associations for Equal Opportunities (please specify)	<input type="checkbox"/> Suppliers	<input type="checkbox"/> Other (please specify)
Internal stakeholders	X Students	<input type="checkbox"/> Research and teaching staff. More specifically:	<input type="checkbox"/> Technical and Administrative staff. More specifically:								
External stakeholders	X Other institutions existing in the local healthcare unit (AUSL) area <input type="checkbox"/> Bodies/Associations for Equal Opportunities (please specify)	<input type="checkbox"/> Suppliers	<input type="checkbox"/> Other (please specify)								
Involvement in the implementation	<table border="1"> <tr> <td>Internal stakeholders</td><td> X JOINT COMMITTEE FOR EQUAL OPPORTUNITIES X Conference of the Student Representatives <input type="checkbox"/> Advisory Committee of Technical and Administrative Staff X Student Services Office </td><td colspan="2"> <input type="checkbox"/> Teaching Board <input type="checkbox"/> Department Directors Conference <input type="checkbox"/> Department Representatives for Equal Opportunities X Delegate for Equal Opportunities X Gender Equality Manager <input type="checkbox"/> Delegate for Research X Person in charge of the Support Desk X Delegate for Disability and SLD (Specific Learning Disorders) X Organisational Wellbeing Committee X Representatives of the Psychological Support and Counselling Service for Students X Representative of the Welcome and Listening Desk </td></tr> <tr> <td>External stakeholders</td><td> X Other institutions existing in the Area - Public healthcare units, Local Health Unit </td><td colspan="2"></td></tr> </table>			Internal stakeholders	X JOINT COMMITTEE FOR EQUAL OPPORTUNITIES X Conference of the Student Representatives <input type="checkbox"/> Advisory Committee of Technical and Administrative Staff X Student Services Office	<input type="checkbox"/> Teaching Board <input type="checkbox"/> Department Directors Conference <input type="checkbox"/> Department Representatives for Equal Opportunities X Delegate for Equal Opportunities X Gender Equality Manager <input type="checkbox"/> Delegate for Research X Person in charge of the Support Desk X Delegate for Disability and SLD (Specific Learning Disorders) X Organisational Wellbeing Committee X Representatives of the Psychological Support and Counselling Service for Students X Representative of the Welcome and Listening Desk		External stakeholders	X Other institutions existing in the Area - Public healthcare units, Local Health Unit		
Internal stakeholders	X JOINT COMMITTEE FOR EQUAL OPPORTUNITIES X Conference of the Student Representatives <input type="checkbox"/> Advisory Committee of Technical and Administrative Staff X Student Services Office	<input type="checkbox"/> Teaching Board <input type="checkbox"/> Department Directors Conference <input type="checkbox"/> Department Representatives for Equal Opportunities X Delegate for Equal Opportunities X Gender Equality Manager <input type="checkbox"/> Delegate for Research X Person in charge of the Support Desk X Delegate for Disability and SLD (Specific Learning Disorders) X Organisational Wellbeing Committee X Representatives of the Psychological Support and Counselling Service for Students X Representative of the Welcome and Listening Desk									
External stakeholders	X Other institutions existing in the Area - Public healthcare units, Local Health Unit										

		for Staff X Representative of the University Help desk for Combating Discrimination Based on Gender Identity and Sexual Orientation X No-violence help desk representatives	
Technical responsibility in action implementation and monitoring	Student Services Office, Gender Equality Manager		
The importance of the action for your institution (Self-assessment of the relevance of the action for organisational change within the institution)	X Very high <input type="checkbox"/> High	<input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Very Low <input type="checkbox"/> Selection not possible
Potential successful factors for this action	Top management support, involvement of internal resources (specialised skilled staff in general psychology, clinical psychology, social psychology, etc.), collaboration with Institutions of the Area		
Implementation period envisaged	Starting month / year September 2025		Ending month / year Continuous
Financial resources required for the implementation	2025 Budget allocated to help desks.	2026 Budget allocated to help desks.	2027 Budget allocated to help desks.
Resources in terms of month/man staff required for the implementation	2025 Number of hours allocated by help desk representatives for drafting reports and attending coordination meetings. Hours allocated to the operation of services	2026 Number of hours allocated by help desk representatives for drafting reports and attending coordination meetings. Hours allocated to the operation of help desks	2027 Number of hours allocated by help desk representatives for drafting reports and attending coordination meetings. Hours allocated to the operation of help desks
Logistic resources Material resources needed for the implementation (spaces, equipment, technological devices, etc.)	2025 Adequate spaces to hold meetings with users and for coordination among help desks.	2026 Adequate spaces to hold meetings with users and for coordination among help desks.	2027 Adequate spaces to hold meetings with users and for coordination among help desks.
Output (tangible products as a result of the implementation)	Reports from Help desk Representatives		
Expected result (measurable) of this action (effects in the short term)	Number of coordination meetings among helpdesks, with the Joint Committee for Equal Opportunities (CUG) and Delegates, and production of help desk reports.		
Expected result (measurable) for this action (effects in the medium term)	Coordination between centres and greater knowledge of the context to be able to activate or improve dedicated actions		
Indicators (Performance thresholds (KPIs) or trend parameters to measure the outcomes achieved within the times set)	Number of students assisted by Psychological Support Service Total number of people assisted by the helpdesks, broken down by role and gender Number of sessions held (first introductory session and subsequent sessions) Number of coordination meetings among help desks Report from the entities to the Joint Committee for Equal Opportunities (CUG) and the Delegates for Disability and Equal Opportunities at UNIMORE.		
Targets	2025 Help desk operations (number of people who have contacted the various helpdesks). At least one coordination group meeting.	2026 Help desk operations (number of people who have contacted the various helpdesks). Two co-ordination group meetings.	2027 Help desk operations (number of people who have contacted the various helpdesks). Two co-ordination group meetings.

Action 19	Trusted advisor		
Brief description of the action	The aim of this action is to promote the coordination of the Trust Advisor with the other help desks The action envisages the realisation, by the UNIMORE Trusted Advisor, of a training proposal addressed to PTA, lecturers and the student component on the topics of the Code of Conduct (updated in January 2025), with the aim of promoting responsible and aware behaviour. The courses, already launched in 2024 for staff, will also be extended to the student body during the 2025-2027 period.		
Impact area(s)	1. Work-life balance and organisational culture X 2. Gender balance in leadership and decision-making <input type="checkbox"/> 3. Gender equality in recruitment and career progression <input type="checkbox"/> 4. Integration of the gender dimension into research and teaching content <input type="checkbox"/> 5. Measures against gender-based violence, including sexual harassment X 6. Well-being X 7. Other (specify) <input type="checkbox"/>		
Fields of action	<div> <input type="checkbox"/> Understanding the organisation <input type="checkbox"/> Collecting data <input type="checkbox"/> Raising awareness <input type="checkbox"/> Gender (and diversity) training <input type="checkbox"/> Career progression and development <div> <input type="checkbox"/> Recruiting <input type="checkbox"/> Promotion <input type="checkbox"/> Reducing turn-over </div> <input type="checkbox"/> Creating a gender-inclusive work culture X Combating gender-based violence / sexual harassment <input type="checkbox"/> Institutional governance <div> <input type="checkbox"/> Policies for gender equality <input type="checkbox"/> Gender monitoring <input type="checkbox"/> Gender-balanced decision-making bodies </div> </div> <div> <input type="checkbox"/> Integration of gender aspects in <div> <input type="checkbox"/> Research <input type="checkbox"/> Teaching <input type="checkbox"/> Internal funding requests </div> X Aspects of work/private life balance <div> <input type="checkbox"/> Flexible work conditions <input type="checkbox"/> Double career <input type="checkbox"/> Family care and work <input type="checkbox"/> Other (please specify) </div> <input type="checkbox"/> Gender Budgeting <input type="checkbox"/> Other fields, please specify: </div>		
Well-being spheres	<input type="checkbox"/> Knowledge (education, training, information) <input type="checkbox"/> Research X Work <input type="checkbox"/> X Access to resources (services, transfers, scholarships..) X Live a healthy life <input type="checkbox"/> Studying and working in healthy and safe places and in a sustainable environment <input type="checkbox"/> Mobility within the area X Participating in public life and living together in an equal society <input type="checkbox"/> Taking care <input type="checkbox"/> Enjoying beauty and culture X Other (please specify) Improved work environment		
SDG	<input type="checkbox"/> SDG1 <input type="checkbox"/> SDG2 <input type="checkbox"/> SDG3 <input type="checkbox"/> SDG4 XSDG5 <input type="checkbox"/> SDG6 <input type="checkbox"/> SDG7 XSDG8 <input type="checkbox"/> SDG9 XSDG10 XSDG11 <input type="checkbox"/> SDG12 <input type="checkbox"/> SDG13 <input type="checkbox"/> SDG14 <input type="checkbox"/> SDG15 <input type="checkbox"/> SDG16 <input type="checkbox"/> SDG17		
Critical issues addressed	Possible conflict of competence with the person in charge of the listening desk		
Action recipients	<div> X Students Internal stakeholders </div> <div> X Research and teaching staff </div> <div> X Technical and Administrative Staff More specifically: </div>		
Involvement in the implementation	<div> X Joint Committee for Equal Opportunities <input type="checkbox"/> Conference of the Student Representatives <input type="checkbox"/> Advisory Committee of Technical and Administrative Staff <input type="checkbox"/> Directorates <input type="checkbox"/> Technical and Operative Committee for the Drafting of the Gender Budget and Gender Equality Plan for Gender Budgeting X Trusted Advisor X Gender Equality Manager </div> <div> <input type="checkbox"/> Teaching Board <input type="checkbox"/> Department Directors Conference <input type="checkbox"/> Department Representatives for Equal Opportunities <input type="checkbox"/> Delegate for Equal Opportunities <input type="checkbox"/> Delegate for Research X Other (please specify) Staff Training and Development Office </div>		
Technical responsibility in implementation	Trusted Advisor		
The importance of the action for your institution	<input type="checkbox"/> Very high X High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> Very Low <input type="checkbox"/> Selection not possible		
Potential successful factors for this action	Experimental training initiatives carried out		
Implementation period envisaged	<div>Starting month / year 01/07/2025</div> <div>Ending month / year Continuous, the action is multiannual</div>		
Financial resources required for the implementation	<div>2025</div> <div>2026</div> <div>2027</div> <div>A three-year 30,000 EUR budget is envisaged (first year 2024)</div> <div>same as above</div> <div>same as above</div>		
Resources in terms of month/man staff required for the implementation	<div>2025</div> <div>2026</div> <div>2027</div> <div>Delivery of training activities by the Trusted Advisor, interaction with the Joint Committee for Equal Opportunities (CUG), the Rector's Delegate for Equal Opportunities, the Gender Equality Manager (GEM), and coordination with other services/help desks.</div> <div>Delivery of training activities by the Trusted Advisor, interaction with the Joint Committee for Equal Opportunities (CUG), the Rector's Delegate for Equal Opportunities, the Gender Equality Manager (GEM), and</div> <div>Delivery of training activities by the Trusted Advisor, interaction with the Joint Committee for Equal Opportunities (CUG), the Rector's Delegate for Equal Opportunities, the Gender Equality Manager (GEM), and coordination with other</div>		

		coordination with other services/help desks.	services/help desks.
Expected result (measurable) of this action (effects in the short term)	Training activities by the Trusted Advisor within the University and activity report.		
Expected result for this action (effects in the medium term)	Training activities by the Trusted Advisor within the University and activity report.		
Indicator	Number of training activities. Activity reports. Advisor participation in coordination activities.		
Targets	2025 Training activities. Coordination with the Joint Committee for Equal Opportunities, the Gender Equality Manager (GEM), and the Delegate for Equal Opportunities. Coordination with other help desks.	2026 Training activities. Interaction with the Joint Committee for Equal Opportunities (CUG), the Delegate for Equal Opportunities, the Gender Equality Manager (GEM), and coordination with other services/helpdesks.	2027 Training activities, interaction with the Joint Committee for Equal Opportunities (CUG), the Delegate for Equal Opportunities, the Gender Equality Manager (GEM), and coordination with other services/helpdesks.

Action 20	Inclusive LGBTQI+ Policies		
Brief description of the action	Confirmation of the existence of the UNIMORE Working Group with LGBTQI+ associations present in the areas where UNIMORE is based, UNIMORE's participation in the inter-institutional working group with LGBTQI+ associations coordinated by the Municipality of Modena, and in the Inter-institutional Table for Combating Homotransnegativity and Promoting the Inclusion of LGBT People coordinated by the Municipality of Reggio Emilia. Establishment of a University Helpdesk to combat discrimination based on gender identity and sexual orientation at UNIMORE locations, along with awareness-raising and training activities. In addition, a survey of UNIMORE facilities will be carried out with the aim of identifying at least one All Gender restroom for each facility.		
Impact area(s)	<ol style="list-style-type: none"> 1. Work-life balance and organisational culture X 2. Gender balance in leadership and decision-making <input type="checkbox"/> 3. Gender equality in recruitment and career progression <input type="checkbox"/> 4. Integration of the gender dimension into research and teaching content <input type="checkbox"/> 5. Measures against gender-based violence, including sexual harassment X 6. Other (specify) <input type="checkbox"/> 		
Fields of action	<input type="checkbox"/> Understanding the organisation <input type="checkbox"/> Collecting data <input type="checkbox"/> Raising awareness <input type="checkbox"/> Gender (and diversity) training <input type="checkbox"/> Career progression and development <input type="checkbox"/> Recruiting <input type="checkbox"/> Promotion <input type="checkbox"/> Retention <input type="checkbox"/> Creating a gender-inclusive work culture <input checked="" type="checkbox"/> Combating gender-based violence / sexual harassment <input type="checkbox"/> Institutional governance <input type="checkbox"/> Policies for gender equality <input type="checkbox"/> Gender monitoring <input type="checkbox"/> Gender-balanced decision-making bodies	<input type="checkbox"/> Integration of gender aspects in <input type="checkbox"/> Research <input type="checkbox"/> Teaching <input type="checkbox"/> Internal funding requests <input type="checkbox"/> Aspects of work/private life balance <input type="checkbox"/> Flexible work conditions <input type="checkbox"/> Double career <input type="checkbox"/> Family care and work <input type="checkbox"/> Other (please specify) <input type="checkbox"/> Gender Budgeting, please specify: <input type="checkbox"/> Other fields, please specify:	
Critical issues addressed	Coordination of research activities and interaction with stakeholders		
Action recipients	X Students	X Research and teaching staff	<input type="checkbox"/> Technical and Administrative staff
Involvement in the implementation	X JOINT COMMITTEE FOR EQUAL OPPORTUNITIES X Conference of the Student Representatives <input type="checkbox"/> Advisory Committee of Technical and Administrative Staff X Student Services Office X Trusted Advisor X Representatives of the Listening and Anti-Discrimination Services <input type="checkbox"/> International Relations Office X Technical Management Representatives	<input type="checkbox"/> Teaching Board <input type="checkbox"/> Department Directors Conference X Rector's Delegate for Equal Opportunities X Gender Equality Manager X Department Representatives for Equal Opportunities X Trusted Advisor <input type="checkbox"/> Rector's Delegate for Internationalisation X Institutions and Associations participating in the tables X UNIMORE table and LGBTQI+ associations in the territories where UNIMORE is based	
Technical responsibility in implementation	Rector's Delegate for Equal Opportunities, Joint Committee for Equal Opportunities, Student Services Office, Technical Directorate		
The importance of the action for your institution	<input type="checkbox"/> Very high X High	<input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Very Low <input type="checkbox"/> Selection not possible
Potential successful factors for this action	Presence of the UNIMORE Working Group with LGBTQI+ associations in the areas where UNIMORE is based; participation of UNIMORE in the inter-institutional working group with LGBTQI+ associations coordinated by the Municipality of Modena and in the Inter-institutional Table for Combating Homotransnegativity and Promoting the Inclusion of LGBT People coordinated by the Municipality of Reggio Emilia. Networking with associations and institutions in the area on the issue.		
Implementation period envisaged	July 2025		continuous
Financial resources required for the implementation	2025 Budget for the operation of the help desk, training activities, report drafting, and coordination. Budget allocated for communication regarding the Help desks.	2026 Budget for the operation of the help desk, training activities, report drafting, and coordination.	2027 Budget for the operation of the help desk, training activities, report drafting, and coordination.

Resources in terms of month/man staff required for the implementation	<p>2025</p> <p>30 working hours allocated to participation in meetings and networking activities by the UNIMORE representative in established working groups, as well as by experts, and for communication and coordination activities.</p>	<p>2026</p> <p>60 working hours allocated for participation in meetings and networking activities by the UNIMORE representative in established institutional working groups.</p>	<p>2027</p> <p>60 working hours allocated for participation in meetings and networking activities by the UNIMORE representative in established institutional working groups.</p>
Expected result (measurable) of this action (effects in the short term)	<p>Internal reports on activities, maintaining the anonymity of individuals who use the help desk. Number of cases. Number of all-gender restrooms per facility.</p>		
Expected result for this action (effects in the medium term)	<p>Raising awareness at UNIMORE and in the local community on the prevention of and fight against homo-, bi- and transphobia.</p>		
Indicator	<p>Number of meetings of the UNIMORE LGBTQI+ Associations Roundtable</p> <p>Number of meetings of the interinstitutional committees to which UNIMORE participates in Modena and Reggio Emilia</p> <p>Number of awareness-raising activities on the topic involving UNIMORE staff</p> <p>Report of the University Helpdesk for Combating Discrimination Based on Gender Identity and Sexual Orientation at UNIMORE Campuses.</p> <p>Number of coordination meetings with other Help desks, the Equal Opportunities Delegate, the Joint Committee for Equal Opportunities (CUG), and the Trusted Advisor.</p>		
Targets	<p>2025</p> <p>2 meetings in which UNIMORE staff will participate</p> <p>1 event in which UNIMORE staff will be involved</p> <p>1 coordination meeting.</p> <p>Number of accesses to the help desk.</p> <p>Communication Campaign</p> <p>1 workshop on gender identity and the fight against homo-, bi- and transnegativity aimed at students (one session at the Modena campus and one at the Reggio Emilia campus)</p>	<p>2026</p> <p>4 meetings in which UNIMORE staff will participate</p> <p>2 events in which UNIMORE staff will be involved</p> <p>2 coordination meetings.</p> <p>Number of accesses to the help desk.</p> <p>1 workshop on gender identity and the fight against homo-, bi- and transnegativity aimed at students (one session at the Modena campus and one at the Reggio Emilia campus)</p>	<p>2027</p> <p>4 meetings in which UNIMORE staff will participate</p> <p>2 events in which UNIMORE staff will be involved</p> <p>2 coordination meetings.</p> <p>Number of accesses to the help desk.</p> <p>1 workshop on gender identity and the fight against homo-, bi- and transnegativity aimed at students (one session at the Modena campus and one at the Reggio Emilia campus)</p>

Action 21		UNIMORE against gender-based violence	
Brief description of the action		<p>The University will strengthen its commitment to combating gender-based violence through a variety of initiatives that integrate support services, participation in institutional networks, and both training and symbolic actions aimed at the academic community and the wider territory. Among the main actions, the establishment of anti-violence helpdesks within the University stands out, primarily targeting the student community. The help desks, established in collaboration with territorial services of the Municipalities of Modena and Reggio Emilia, will provide listening, support, and guidance, involving female operators from anti-violence centres who will also play a training role for the various UNIMORE communities. The monitoring indicators will include the number of help desk hours available and the contacts made.</p> <p>UNIMORE will also participate in the interinstitutional committee coordinated by the Prefecture of Modena, contributing to the promotion of joint awareness-raising activities in the area and to the production of analyses on the social and economic costs of gender-based violence, in collaboration with public bodies and local associations. To strengthen the awareness-raising plan, the University will promote the project "Unimore Against Gender-Based Violence," which includes a call for proposals addressed to students for the design of a red bench, symbolising reflection and remembrance regarding violence against women. The selected bench will be installed at the university campuses in Modena and Reggio Emilia, becoming a visible and permanent symbol of commitment against violence. Participation in the call for proposals will be subject to mandatory attendance at training seminar sessions on gender-based violence. Overall, the initiative aims to promote a culture of prevention, shared responsibility, and active solidarity against all forms of gender-based violence, enhancing the interaction between the academic, institutional, and local spheres. The technical and organisational responsibility is entrusted to the CUG, the Delegate for Equal Opportunities, and the Directorate of Student Services, in collaboration with anti-violence centres, the Municipalities of Modena and Reggio Emilia, and other institutional partners in the area.</p>	
Impact area(s)		<ol style="list-style-type: none"> 1. Work-life balance and organisational culture <input type="checkbox"/> 2. Gender balance in leadership and decision-making <input type="checkbox"/> 3. Gender equality in recruitment and career progression <input type="checkbox"/> 4. Integration of the gender dimension into research and teaching content <input type="checkbox"/> 5. Measures against gender-based violence, including sexual harassment X 6. Other (specify) <input type="checkbox"/> 	
Fields of action		<input type="checkbox"/> Understanding the organisation <input type="checkbox"/> Collecting data <input type="checkbox"/> Raising awareness <input type="checkbox"/> Gender (and diversity) training <input type="checkbox"/> Career progression and development <input type="checkbox"/> Recruiting <input type="checkbox"/> Promotion <input type="checkbox"/> Retention <input type="checkbox"/> Creating a gender-inclusive work culture X Combating gender-based violence / sexual harassment <input type="checkbox"/> Institutional governance <input type="checkbox"/> Policies for gender equality <input type="checkbox"/> Gender monitoring <input type="checkbox"/> Gender-balanced decision-making bodies	<input type="checkbox"/> Integration of gender aspects in <input type="checkbox"/> Research <input type="checkbox"/> Teaching <input type="checkbox"/> Internal funding requests <input type="checkbox"/> Aspects of work/private life balance <input type="checkbox"/> Flexible work conditions <input type="checkbox"/> Double career <input type="checkbox"/> Family care and work <input type="checkbox"/> Other (please specify) <input type="checkbox"/> Gender Budgeting, please specify: <input type="checkbox"/> Other fields, please specify:
Critical issues addressed		Coordination of research activities and interaction with stakeholders	
Action recipients		X Students	X Research and teaching staff <input type="checkbox"/> Technical and Administrative staff
Involvement in the implementation		X JOINT COMMITTEE FOR EQUAL OPPORTUNITIES X Conference of the Student Representatives <input type="checkbox"/> Advisory Committee of Technical and Administrative Staff X Student Services Office X Trusted Advisor X Representatives of the Listening and Anti-Discrimination Services <input type="checkbox"/> International Relations Office	<input type="checkbox"/> Teaching Board <input type="checkbox"/> Department Directors Conference X Rector's Delegate for Equal Opportunities X Gender Equality Manager X Department Representatives for Equal Opportunities <input type="checkbox"/> Rector's Delegate for Internationalisation X Local associations and institutions, partners in the institutional table on gender-based violence, Local Health Authority
Technical responsibility in implementation		Rector's Delegate for Equal Opportunities, Joint Committee for Equal Opportunities, Student Services Office	
The importance of the action for your institution		X Very high <input type="checkbox"/> High	<input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> Very Low <input type="checkbox"/> Selection not possible
Potential successful factors for this action		UNIMORE participation in the interinstitutional committee against gender-based violence, established for the first time in Italy in 2007 and coordinated by the Prefecture of Modena, as well as in the Reggio Emilia Committee against Violence towards Women, coordinated by the Municipality of Reggio Emilia. Networking with associations and institutions in the area on the issue. Presence of staff with expertise in gender-based violence at UNIMORE.	

Implementation period envisaged	July 2025		continuous
Financial resources required for the implementation	2025 15,300 EUR for the operation of the help desks, training activities, and tasks related to report drafting and coordination. Additional budget allocated to communication regarding the help desks.	2026 46,000 EUR for the operation of the help desks, training activities, and tasks related to report drafting and coordination.	2027 46,000 EUR for the operation of the help desks, training activities, and tasks related to report drafting and coordination.
Resources in terms of month/man staff required for the implementation	2025 40 hours of work for participation in meetings and networking activities by the UNIMORE representative on the committee, as well as by experts, including communication and coordination tasks.	2026 60 hours of work for a UNIMORE representative in the table and experts to participate in meetings and networking activities	2027 60 hours of work for a UNIMORE representative in the table and experts to participate in meetings and networking activities
Expected result (measurable) of this action (effects in the short term)	Internal reports on activities, maintaining the anonymity of individuals who use the help desks. Number of cases.		
Expected result for this action (effects in the medium term)	Raising awareness in UNIMORE and in the territory on preventing and combating gender-based violence Preventing and combating gender-based violence		
Indicator	Number of meetings of the Table Number of awareness-raising activities on the topic involving UNIMORE staff Anti-Violence Help Desks Report Number of coordination meetings with other Help Desks, the Delegate for Equal Opportunities, the Joint Committee for Equal Opportunities (CUG), and the student component working group		
Targets	2025 While Unimore's involvement in gender-based violence is ongoing in both research and third mission activities, participation at the table will see at least: 2 meetings in which Unimore staff will participate 2 events in which Unimore staff will be involved It is assumed that the table meetings and events will take place in March and November. 1 coordination meeting. Number of accesses to the anti-violence help desks Communication Campaign Number of meetings with departments and one workshop on gender-based violence aimed at students (two sessions: one at the Modena campus and one at the Reggio Emilia campus)	2026 4 meetings in which Unimore staff will participate 4 events in which Unimore staff will be involved Report on violence-related costs 2 coordination meetings. Number of accesses to the anti-violence help desks Number of meetings with departments and 2 editions of workshops on gender-based violence aimed at students (each edition comprising two sessions: one at the Modena campus and one at the Reggio Emilia campus)	2027 4 meetings in which UNIMORE staff will participate 4 events in which Unimore staff will be involved 2 coordination meetings. Number of accesses to the anti-violence help desks Number of meetings with departments and 2 editions of workshops on gender-based violence aimed at students (each edition comprising two sessions: one at the Modena campus and one at the Reggio Emilia campus)

SDG



3. EU requirement check-list for GEPs

MANDATORY PROCESS-BASED ELEMENTS: To comply with the Horizon Europe GEP eligibility criterion, a GEP must meet four mandatory process-related requirements:	1. Public document: The GEP must be:	
	- a formal document published on the institution's website	X
	- signed by the executive head of the organisation with a clearly nominated lead to take the plan forward	X
	- actively communicated within the institution	X
	- It should demonstrate a commitment to gender equality	X
	- set clear goals and detailed actions and measures to achieve them	X
	- compliance with the general data protection regulation (GDPR)	X
	- provide for regular progress reports	in progress
	- more detailed information or internal plans and budgets can be published or can also be internal documents. They should always, however, be available within the organization.	X
	2. Dedicated resources:	
	-Dedicated gender equality function	X
	-Wider staff time	X
	-Gender Budgeting	X
	3. Data collection and monitoring:	
	- Organisations must collect sex/ gender disaggregated data on personnel (and students, for the establishments concerned) with annual reporting based on indicators.	X
	- Organisations should consider how to select the most relevant indicators, how to collect and analyse the data, including resources to do so, and should ensure that data is published and monitored on an annual basis.	X
	-This data should inform the GEP's objectives and targets, indicators, and ongoing evaluation of progress	X
	4. Training:	
	-The GEP must also include awareness-raising and training actions on gender equality.	X
	-These activities should engage the whole organisation and be an evidence-based, ongoing and long-term process.	X
	- Activities should cover unconscious gender biases training aimed at staff and decision-makers and can also include communication activities and gender equality training	X
RECOMMENDED CONTENT-RELATED ELEMENTS: In addition to these four mandatory requirements, there are also five recommended content-related (thematic) areas that organisations may wish to consider in their GEP:	1. Work-life balance and organisational culture:	
	- ensure an open and inclusive working environment,	X
	- ensure the visibility of women in the organisation and externally,	X
	- ensure that the contribution of women is properly valued.	X
	- Inclusive work-life balance policies and practices can also be considered in a GEP, including:	X
	- parental leave policies	X
	- flexible working time arrangements	X
	- support for caring responsibilities	X
	2. Gender balance in leadership and decision-making:	
	- providing decision-makers with targeted gender training	X
	- adapting processes for selection and appointment of staff on committees,	X
	- ensuring gender balance through gender quotas,	X
	- making committee membership more transparent.	X
	3. Gender equality in recruitment and career progression:	
	- establishing recruitment codes of conduct,	X
	- involving gender equality officers in recruitment and promotion committees	X
	- proactively identifying women in underrepresented fields	X
	- considering organisation-wide workload planning models	X
	4. Integration of the gender dimension into research and teaching content:	
	- GEP can set out the organisation's commitment to incorporating sex and gender in its research priorities,	X
	- ensure that the gender dimension is considered in research and teaching,	X
	- provide support and capacity for researchers to develop methodologies for sex and gender analysis.	X
	- Research funding and research performing organisations both have a role to play in ensuring this.	X
	5. Measures against gender-based violence, including sexual harassment:	

	Policies should establish and codify the expected behaviour of employees	X
	outline how members of the organisation can report instances of gender-based violence	X
	how any such instances will be investigated and sanctions applied	X
	They should also consider how information and support is provided to victims or witnesses	X
	how the whole organisation can be mobilised to establish a culture of zero tolerance toward sexual harassment and violence	X

4. Monitoring grid and action assessment

Action	Work progress: December 2027		GEP review 2028 December 2027		
	Problems faced	Strategies adopted to solve them	Confirmed actions: reason	Confirmed actions: changes and improvements	Ideas for measures to be added to GEP
1. Context analysis					
2. Gender Budget					
3. Welfare					
4. Awareness raising and training in the use of non-sexist communication					
5. Gender Procurement					
6. Equality Week					
7. Change Name Policy					
8. Refugees					
9. Award for Bachelor's and PhD Theses on Gender Equality and Equal Opportunities					
10. Composition of selection panels					
11. Incentive for women's progression in careers					
12. Orientation and raising awareness activities					
13. Awards for Female Students in STEM Area and for Male Students in Humanities Areas					
14. Transformative mentoring					
15. Monitoring the gender balance in scientific events and rewarding the departments who meet the set targets					
16. Training and raising awareness					
17. Gender Equity training module					
18. A psychological support and counselling service for the student body, including a dedicated welcome and listening desk.					
19. Trusted Advisor					
20. Inclusive LGBTQI+ Policies					
21. Unimore against gender-based violence					

5. Gantt diagram of actions in 2025

Action/Month		2025					
		7	8	9	10	11	12
1.	Context analysis						
2.	Gender Budgeting						
3.	Welfare						
4.	Awareness raising and training in the use of non-sexist communication						
5.	Gender Procurement						
6.	Equality Week						
7.	Change Name Policy						
8.	Refugees						
9.	Award for Bachelor's and PhD Theses on Gender Equality and Equal Opportunities						
10.	Composition of selection panels						
11.	Incentive for women's progression in careers						
12.	Orientation and raising awareness activities						
13.	Awards for Female Students in STEM Area and for Male Students in Humanities Areas						
14.	Transformative mentoring						
15.	Monitoring the gender balance of panels of scientific events and rewarding the departments who meet the set targets						
16.	Training and raising awareness						
17.	Gender Equity training module						
18.	A psychological support and counselling service for the student body/Welcome and listening desk.						
19.	Trusted Advisor						
20.	Inclusive LGBTQI+ Policies						
21.	Unimore against gender-based violence						
Action Design							
Action Presentation/Realisation							
Action life							

by

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Technical and Operative Committee for the Drafting of the Gender Budget and Gender
Equality Plan and the University Administrative Areas represented in it

University Communication and Press Office

The participatory process for drafting the GEP 2025-2027 involved the active participation
of the following bodies:

Network of Equal Opportunities Representatives of UNIMORE Departments
Advisory Committee of Technical and Administrative Staff
Joint Committee for Equal Opportunities
Conference of the Student Representatives
UNIMORE Panel of LGBTQI+ Associations