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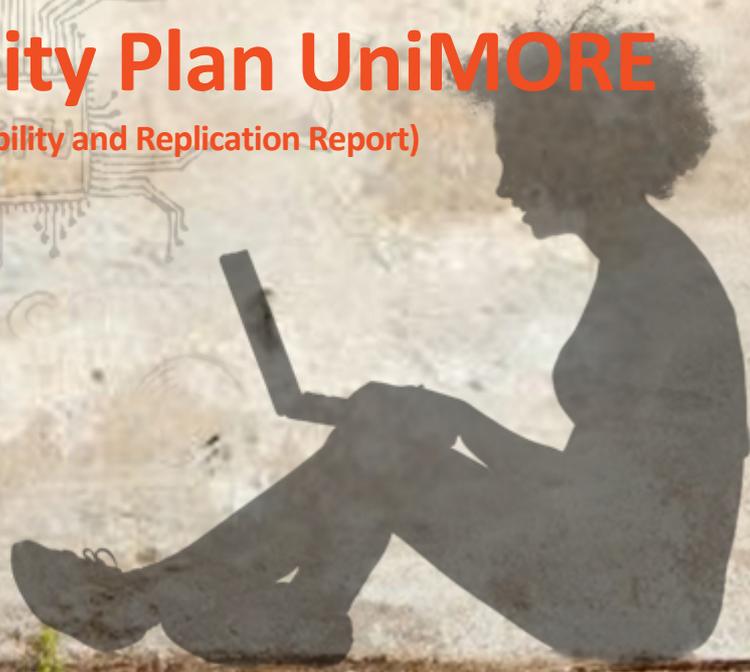
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# EQUALIST

Gender Equality in Information Sciences and Technology

## GEPs Sustainability Plan UniMORE

(Annex to D 5.4 Sustainability and Replication Report)



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# 1 Overall strategy of the Sustainability Plan

## 1.1 Sustainability objectives

During the first phases of GEPs implementation many activities were aimed at raising awareness about the gender equality issues through the organization of seminars and workshops for university staff members and students, or to discover existing competences and experiences about gender dimensions and studies in order to give them visibility. However, after the first iteration of GEPs implementation, it emerged clearly that the most challenging element to support the process of structural change toward gender equality was the sustainability of the GEPs actions after the end of the project. For this reason, in a long-term vision the goal of raising awareness has become less relevant, while other goals were prioritized with the purpose of ensuring sustainability to actions capable of leading towards structural changes for gender equality in UniMORE. Specifically, among the goals included in the first GEPs design, we prioritize the following ones in terms of GEPs sustainability over a timeframe of three years:

- Ensure sustainability of GEP's actions by including gender equality actions in University strategic documents
- Improve the work-life balance of staff and students
- Support a permanent monitoring system about gender equality
- improve the gender neutrality of the language used in the university official communication
- Counteract gender stereotypes and gender segregation in ICT/IST studies

Moreover, we set a new goal under the Area of Intervention of Research Content and Delivery, which was the least covered within the EQUAL-IST implementation. Specifically, the new goal is about promoting research on gender dimensions through the creation of a permanent working group on Gender and Research to facilitate collaboration among researchers on gender related dimensions.

Finally, it is worth to note that we also prioritize the inclusion of gender in teaching courses with the activation of a new course in Language and Gender, which was not envisaged in the EQUAL-IST GEPs design.

## 1.2 Design process of the sustainability plan

*Please describe how your institution has come to identify such sustainability goals, and how this Sustainability Plan has been designed: what (internal and external) actors/stakeholders have been involved, what was role for the GEP Working Group, what type of (formal/informal) management approval*

The process of design and development of the sustainability plan for UniMORE included different steps. First of all, project members as well as members of the working group had meetings aimed at identifying the actions that could be potentially included in the sustainability plan. The selection was done mainly based on the nature of the action, trying to include in the plan the actions that actually lead to structural changes towards gender equality in our institution.

Then, individual meetings with the main stakeholders involved in the implementation of the specific actions in order to determine the degree of interest and availability in the further continuation of these actions, the availability of resources and the correct and unambiguous understanding of their tasks, with the final aim to define an effective strategy to give sustainability to the actions.

It is important to note that, in order to give sustainability to some actions for structural change at the university level, we also seized the opportunity to include EQUAL-IST GEPs actions in a strategic document at the university level, namely Triennial Plan of Positive Actions, that had to be renewed to cover the next three years period (2019-2021). Hence, a further step regarded meetings with the CUG President and the members of the recently created CUG working group on Positive Actions, that was in charge for drawing up the Triennial Plan proposal for 2019-2021. Furthermore, a meeting with the Head of Department of Engineering 'Enzo Ferrari' was carried out to have his support and approval for the sustainable actions to implement at the department level.

As a last step, the final version of the sustainability plan was presented to the Head of Department of Engineering 'Enzo Ferrari' and to the Rector.

### 1.3 Plan to sustain outcomes beyond the project end

The results achieved during the GEPs implementation phases during the EQUAL-IST project poses the basis for the sustainable development of the gender policies at UniMORE thanks to the increased awareness and knowledge about gender issues and about the main criticalities emerged in our university. A key factor to sustain GEPs implementation during and after the duration of the EQUAL-IST project is the involvement and support of the main internal stakeholders, including the Rector, the Delegate of the Rector for Equal Opportunities and the CUG President, of internal experts about gender dimensions as well as external organizations such as the Municipalities of Modena and Reggio Emilia, the foundation of Cassa di Risparmio of Modena, the female association EWMD (European Women Management Development), and local IT enterprises. Moreover, an agreement was signed with the University of Bologna to extend the summer camp Digital Girls (Ragazze Digitali) in Cesena, and other initiatives for attracting girls towards ICT studies.

Changes made during the project period in the policies, internal documents of the University as well as the activation of a new teaching course in gender language are in themselves a guarantee of further sustainable development of the gender mainstream at the University.

Specifically, the sustainability goals set for in the area of intervention of 'HR & Management practices' are the following:

- Ensure sustainability of GEP's actions by including gender equality actions in University strategic documents
- Improve the work-life balance of staff and students
- Support a permanent monitoring system about gender equality

The key results achieved during the GEPs implementation that will allow to achieve these goals are: the creation of new dedicated structures such as the two working groups created within the CUG Committee on Positive Actions and on Work-life Balance and Well Being; the inclusion of important actions in the university strategic document Triennial Plan of Positive Actions; the involvement of UniMORE in the national CRUI (Conference of Italian University Rectors) working group on Gender Budgeting.

As regards the area of Institutional Communication, the sustainability goal is to improve the gender neutrality of the language used in the university official communication. The achieved results related to the definition of guidelines approved by the Italian Ministry on the use of gender in the public administration and the presence of internal resources with a well-recognized expertise on gendered language will help to sustain the actions to reach this goal.

The sustainability goals set for the area 'Teaching and students service' include:

- Counteract gender stereotypes and gender segregation in ICT/IST studies
- Include gender in teaching courses

To reach these goals, the collaboration and the support (including financial one) of external stakeholders such as local foundation, entities, enterprises and associations has been and will be fundamental to extend and maintain the Summer Camp 'Ragazze Digitali'. On the other hand, the internal awareness raised during the GEPs implementation about the importance of a gender-neutral language to counteract stereotypes posed the basis for the activation of a new course on 'Language and Gender' at UniMORE.

Finally, the sustainability goals set for the area 'Research Design and Delivery' include the promotion of research on gender dimensions. The sustainable action identified to reach this goal became possible thanks to the results achieved during the GEPs implementation, and specifically to the collaboration and support of the UniMORE Research Office and to the interest raised for starting new collaborations among researchers on gender related dimensions.

## 2 Sustainability Plan for the HR & Management Area

Action Title	Description	Links with 2 <sup>nd</sup> iteration of the GEP implementation (October 2017 – February)	Timeframe	Level of Implementation	Tentative targets
A1 Inclusion of EQUAL-IST GEPs actions in UniMORE Triennial Plan of Positive Actions in order to ensure their sustainability	Goal: ensure sustainability of GEP's actions by including gender equality actions in University strategic documents Target: University staff and students	Action 0.1 Propose and implement changes to UniMORE Triennial Plan of Positive Actions in order to ensure the GEPs sustainability	Year 1	University level	Approval and publication of the Triennial Plan for Positive Actions proposed by the CUG Committee
A2 Transparency and Training about work-life balance and work flexibility opportunities	Goal: Improve the work-life balance of staff Target: University staff members	Action 1.1 Increase visibility of all information about leaves and work flexibility regulation (e.g., teleworking)	Year 1- 3	University level	Online updated information on work flexibility regulation Yearly training event organized on Work-life balance and flexible work opportunities dedicated to staff members
A3 Improve child care services in the university facilities	Goal: Improve the work-life balance of staff (academic and non-academic) and students Target: University staff members and students	Action 1.2 Feasibility study about the setting up of a child care service in the university facilities	Year 1-2	University level	Feasibility study completed and actions taken based on the results Babies changing tables installed
A4 Collection of gender disaggregated data and publication of statistics	Goal: Support a permanent monitoring system about gender equality Target: University staff members and students	Action 3.1 Collection of gender disaggregated data and publication of statistics about the ICT Department	Year 1-3	Department level, University level	Periodic collection, analysis and publication of gender disaggregated data about the University
A5 Adoption of guidelines for gender neutral	Goal: Improve the gender neutrality of the institutional communication	Action 6.1 Guidelines for gender neutral communication at the	Year 1-2	University level	Guidelines adopted in all the new documents

communication at the institutional level	Target: University staff members and students	institutional level			
A6 Training on gender neutral communication for UniMORE staff members	Goal: Improve the gender neutrality of the institutional communication Target: University staff members	Action 6.2 Seminars on gender neutral communication for UniMORE staff members	Year 1-2	University level	4 training events organized for university staff
A7 Inclusion of information on gender equality and stereotypes in ICT courses presentation materials	Goal: Counteract gender stereotypes and gender segregation in ICT/IST studies Target: potential students	Action 4.1 Inclusion of an educational module on gender equality and stereotypes in the activities within the high schools	Year 1-3	Department level	Maintain information on gender equality and stereotypes in the materials used to present ICT courses
A8 Replication and extension of the ICT Summer Camp 'Digital Girls'	Goal: Counteract gender stereotypes and gender segregation in ICT/IST studies Target: potential students	Action 4.2 Replication and extension of the ICT Summer Camp 'Digital Girls'	Year 1-3	Department level	Maintain the yearly summer camp in Modena, Reggio Emilia and Cesena
A9 Activation of a new teaching course "Language and Gender"	Goal: include gender in teaching courses Target: UniMORE students	NEW ACTION	Year 1-3	University level	The course is maintained in the educational program of the Bachelor degree course of "European Languages and Cultures"
A10 Creation and maintenance of working group on Gender and Research	Goal: promote research on gender dimensions Target: UniMORE researchers	Action 5.1 Organization of networking events and workshops for female researchers	Year 1-2	University level	Periodic meetings of the working group Development of new collaborations on gender dimensions

Figure 1, Summary Table of Sustainable Actions on HR & Management

## **2.1 Action 1 Inclusion of EQUAL-IST GEPs actions in UniMORE Triennial Plan of Positive Actions in order to ensure their sustainability (Action 0.1 of the UniMORE Revised GEPs)**

### **Action's description**

This action has been added in the Revised UniMORE GEPs after the first iteration of GEPs implementation, when it emerged clearly that one of the most challenging elements to support the process of structural change toward gender equality was the sustainability of the actions after the end of the project. This action aims at ensuring that the most important activities toward structural changes will continue to have the support of the university high level management and of the existing gender equality machineries. Specifically, the action aims at institutionalizing some EQUAL-IST gender equality actions by including them within the University Triennial Plan of Positive Actions, which is the official document released by each Italian University every three years and including actions to promote equal opportunities culture and policies. The opportunity to include EQUAL-IST GEPs actions in this document came from the scheduled deadline for the replacement of the current plan for UniMORE. Indeed, the current Triennial Plan of Positive Actions covers the period 2016-2018, while the next one has to be released at the beginning of 2019 to cover the period 2019-2021. In collaboration with the Unified Committee for Guarantees (CUG), that is responsible for releasing the Triennial Plan and negotiate it with the high university management, and with its recently created Working Group on Positive Actions, specific EQUAL-IST GEPs actions, that were evaluated as most critical in terms of structural change, have been selected and included in the strategic document. These included actions are the following: action 1.1 "Increase visibility of all information about leaves and work flexibility regulation (e.g., teleworking)"; action 1.2 "Feasibility study about the setting up of a child care service in the university facilities"; action 3.1 "Collection of gender disaggregated data and publication of statistics"; action 6.1 "Guidelines for gender neutral communication at the institutional level"; action 6.2 "Seminars on gender neutral communication for UniMORE staff members". The official proposal of the Triennial Plan 2019-2021 has been approved by the Unified Committee for Guarantees (CUG) on 25<sup>th</sup> February 2019.

### **Sustainability dimensions**

- **Rules and procedures**

Important EQUAL-IST GEPs actions towards structural change have been included in the Triennial Plan of Positive Actions for the period 2019-2021, which is the official document released by each Italian University every three years and including actions to promote equal opportunities culture and policies.

- **Structures**

The Unified Committee for Guarantees and the Central Management of the University are in charge of monitoring and evaluating the implementation of the activities included in the Triennial Plan. For each action, the Plan explicitly indicates the required resources (both human and financial).

Moreover, a dedicated Working Group on Positive Actions has been constituted within the CUG Committee during the EQUAL-IST GEPs implementation in October 2017 with the specific purpose to design and propose positive actions for UniMORE, supporting and monitoring their implementation.

- **Resources or Financial Planning?**

For each action, the Plan explicitly indicates the required resources (both human and financial). (See the detailed description of the individual EQUAL-IST actions included in the Plan)

- **Knowledge and expertise**

The involvement of internal experts with specific Gender Knowledge is required for some actions as specified in the Triennial Plan (See the detailed description of the individual EQUAL-IST actions included in the Plan)

- **Consensus & Visibility**

The Triennial Plan of Positive Actions 2019-2021 proposed by the CUG Committee has to be approved by the University Administrative Board and accepted by the involved Trade Unions organizations. Once approved, the Triennial Plan of Positive Actions will be published on the university Web site.

## **2.2 Action 2 Transparency and Training about work-life balance and work flexibility opportunities (*Action 1.1 of the UniMORE Revised GEPs*)**

### **Action's description**

During the focus group carried out in the EQUAL-IST gender audit phase, we noted that the university staff members complained about a scarce knowledge of rules and procedures regulating the opportunities to access work-life balance and flexible working opportunities in our institution, both in terms of visibility of the procedures and comprehension, because procedures were very complex and it was not clear who was eligible for that service and which steps were required to access the offered services.

Within this action, we implemented the following activities:

- 1) First of all, within the existing CUG committee (Committee for Unified Guarantees), we created a dedicated working group named "Work-life Balance and Well-being" with the specific goal to improve flexible working opportunities and raise awareness and increase visibility of the related procedures.
- 2) The group collected and published on the university Web site all the regulation and information about flexible working opportunities (e.g., tele-working and smart-working) to increase their visibility.
- 3) The group is in charge of organizing each year a training event on topics related to Work-life Balance and Well-being. The events are dedicated to university staff members and foresee the presence of external experts at the national level raising awareness on the topic and internal experts explaining the procedures and rules to follow to access the service and clarifying doubts about that. The events are also video-recorded so they can be also accessed online at the university Web site. Two events have been already organized: the workshop "Lavoro agile e telelavoro in Unimore" (Agile and tele-working in UniMORE) on 13rd June 2018; the workshop "Le Novità del CCLN Istruzione e Ricerca" (Changes in the collective labour agreement for Education and Research) on 11st December 2018.

The action is sustainable because the dedicated working group will continue to stay in place and operate also after the end of the EQUAL-IST project. Hence, it will remain in charge of organizing each year a training event about work-life balance topics, and it will also of course continue to update regularly the information about existing flexible working opportunities on the University Web site.

### **Sustainability dimensions**

- **Structures**

A dedicated Working Group on Well-being and Work-life Balance has been constituted within the CUG Committee during the EQUAL-IST GEPs implementation in October 2017 with the specific purpose to with the specific goal to improve flexible working opportunities and raise awareness and increase visibility of the related procedures.

- **Resources or Financial Planning**

The dedicated Working Group is in charge of organizing the yearly events. Mainly internal resources are exploited as experts during these events; external experts typically participate pro-bono to these events.

- **Knowledge and expertise**

No specific Gender Knowledge is required for this action

- **Consensus & Visibility**

The yearly events are promoted on the CUG Web site. Moreover, they are video-recorded and made available on the university Web site dedicated to staff members: <http://formazione.unimore.it>.

## **2.3 Action 3 Improve child care services in the university facilities (Action 1.2 of the UniMORE Revised GEPs)**

### **Action's description**

During the gender audit workshops the idea emerged as a solution to support parents that struggle to provide adequate care for their children while working or studying at the universities through a dedicated area at disposal for all the staff and the students' children in the university facilities. The setting up of such a facility represent a very complex task and an ambitious goal, and many concerns have emerged during the meetings with the stakeholders about the organization of an area for children within the university premises, even because the University of Modena and Reggio Emilia includes departments and offices located in two different cities, and in several building / areas within each city. Hence, an accurate feasibility study is needed that involves all the university components. Due to the complexity of the task we could not carry out within the duration of the project. However, we included it as an action in the University Triennial Plan of Positive Action 2019-2021. Specifically, the Triennial Plan includes a feasibility study focused on:

- the financial sustainability of the initiative;
- the possibility to involve internal resources of the Department of Education and Social Science (following the successful experience of other Italian Universities.
- an internal analysis to understand the best location for the child care area. The location(s) of the area should be carefully chosen depending on the geographical distribution of the potential users of the facility, considering also the possibility of exploiting a shuttle service to make the service available also for people working in other university buildings.

The Triennial Plan specifies that in case the feasibility study's outcome reveals that setting up a child care service in the university premises is not feasible, the university will have to identify existing external structures able to offer a service that satisfy the needs of UniMORE staff and students. The identified service has to guarantee: a) advantageous prices for the UniMORE users; b) opening hours equal or longer than public child care services offered by the Municipalities of Modena and Reggio Emilia; c) a non-discriminatory service and an educational program coherent with the UniMORE CUG vision.

Finally, we include in the Triennial Plan to install babies changing tables in each UniMORE Department.

### **Sustainability dimensions**

- **Rules and procedures**

The feasibility study and the above requests have been included in the Triennial Plan of Positive Actions for the period 2019-2021.

- **Structures**

The CUG Committee and the EQUAL-IST team are in charge of carrying out the study, in collaboration with the involved stakeholders.

- **Resources or Financial Planning**

Internal resources will be involved to carry out the feasibility study.

- **Knowledge and expertise**

No Gender Knowledge is required. Internal expertise of colleagues of the Department of Education and Social Studies are available. Contacts have been made with other Italian universities having an internal child care service.

- **Consensus & Visibility**

The CUG committee is supporting this action. The survey foreseen in the feasibility study will help to build internal consensus around it.

## **2.4 Action 4 Collection of gender disaggregated data and publication of statistics (*Action 3.1 of the UniMORE Revised GEPs*)**

### **Action's description**

The availability of gender disaggregated data is a basic requirement to have a clear a global vision of the current situation of an institution and of its temporal evolution in terms of gender equality. The presence of a regular and periodic publication of the statistics on gender disaggregated data about the UniMORE departments will bring several advantages: make the decision-making bodies informed of the actual current situation in terms of gender equality; facilitate the commitment of high level management towards the principles of gender equality; observe the effectiveness and long term effects of choice over years.

This action aimed at collecting and analysing gender disaggregated data in order to carry out a monitoring of the current situation and of its evolution over time. The collected data regard, for example, female and male presence at different roles / level of staff and student population. The EQUAL-IST action was limited to the data of the DIEF department of UniMORE, but during the GEPs implementation we envisioned the opportunity to extend the action and plan the collection and analysis of data regarding the entire University for the next years. Indeed, UniMORE was involved into a national CRUI (Conference of Italian University Rectors) working group on Gender Budgeting, that defined guidelines on Gender Budgeting that will be released in April 2019 to be disseminated and applied within the Italian Universities. To exploit this opportunity, we included in the University Triennial Plan of Positive Actions for the next three years (2019-2021) the periodic collection and analysis of gender disaggregated data at the university level and the publication of the results on a public Web site of UniMORE. The inclusion of the action in the University Triennial Plan of Positive Actions gives sustainability for the next three years to the data collection and monitoring not only at the level of the Department but at the university level.

### **Sustainability dimensions**

- **Rules and procedures**

The periodic collection and analysis of the gender disaggregated data at the level of the university as well as the publication of the results have been included in the Triennial Plan of Positive Actions for the period 2019-2021.

- **Structures**

The Central Direction of the University is in charge of carrying out this activity, with the collaboration of the CUG Committee.

- **Resources or Financial Planning**

Internal resources will be involved in the action.

- **Knowledge and expertise**

Internal expertise on Gender Budgeting are available with the UniMORE Department of Economics. However, the guidelines prepared by the CRUI national working group on Gender Budgeting aim at providing clear and simple indication that could be applied even by universities that do not have any internal expertise on Gender Budget.

- **Consensus & Visibility**

The participation to the national CRUI working group and the CRUI call to apply the guidelines to produce a public report on the university gender-based analysis play an important role in obtaining the consensus for this action.

## 3 Sustainability Plan for the Institutional Communication Area

### 3.1 Action 5 Adoption of guidelines for gender neutral communication at the institutional level (*Action 6.1 of the UniMORE Revised GEPs*)

#### Action's description

Having clear and shared guidelines for a gender neutral communication that can be applied by all the different actors involved in the institutional communication services, at all levels and in all the departments/units of the university is the only way to achieve a gender neutral at the institutional level. In visual communication, the simple indication to use a balanced number of women and men in the pictures of the brochures promoting the academic degree courses, avoiding to show a majority of boys in ICT or Engineering pictures, and a majority of women in Economics images, helps to fight the existing cultural stereotypes. However, the non-discriminatory use of gender in the institutional textual language, especially in a complex language as the Italian one, needs specific guidelines to be correctly applied.

This action was carried out in collaboration with Prof. Cecilia Robustelli, a gender expert of the UniMORE Department of Linguistic and Cultural Studies who is coordinating a national Working Group on the use of gendered language at the institutional level. Within the Working Group, Prof. Cecilia Robustelli developed a set of guidelines on the non-discriminatory use of gender in the language of the public administration. The guidelines (<http://www.miur.gov.it/-/linee-guida-per-l-uso-del-genere-nel-linguaggio-amministrativo-del-miur>) were developed in collaboration with the Italian Accademia della Crusca, the most important research institution on the Italian Language as well as the oldest linguistic academy in the world, and were presented in March 2018 at MIUR (Italian *Ministry* of Education, Universities and Research). The adoption of the guidelines in the institutional communication of UniMORE has been included in the Triennial Plan of Positive Actions for the period 2019-2021. The concrete adoption of these rules in all the university documents and communication channels will take, indeed, a long process to be correctly implemented. For this reason, we secured the adoption by including it in the strategic Triennial Plan covering the next years. Moreover, the guidelines adoption will need an appropriate training of the university staff, and this aspect is covered in action 6.2 (see detailed description).

#### Sustainability dimensions

- **Rules and procedures**

The adoption of the guidelines for non-discriminatory language at the institutional level has been included in the Triennial Plan of Positive Actions for the period 2019-2021.

- **Resources or Financial Planning?**

The main cost is related to the training of the staff for adopting the guidelines, and this is covered in the next action 6.2

- **Knowledge and expertise**

The Gender Knowledge to apply a non-discriminatory language to the institutional communication needs to be created internally through training of the university staff members: this is covered within action 6.1.

- **Consensus & Visibility**

The Consensus about the need to adopt a gender-sensitive language in the university communication was build starting from both the internal side (EQUAL-IST gender audit focus groups, seminars on gender equality) and the external side (call of the MIUR to adopt the guidelines in official communication of the Italian universities). The guidelines are published online.

### **3.2 Action 6: Training on gender neutral communication for UniMORE staff members (*Action 6.2 of the UniMORE Revised GEPs*)**

#### **Action's description**

The adoption of the guidelines for the non-discriminatory use of gender in the institutional language and communication requires specific actions and training involving the staff members in charge of defining the contents included in the official university documents and communication channels.

To this purpose, a seminar and a training course on gender neutral communication for UniMORE staff members will be carried out with a threefold objective: first, raising awareness about the importance of using a gender neutral communication, that is an important and necessary starting point; second, facilitating an analysis from a gender point of view of all the internal and external communication, by any means; third, training the staff responsible for institutional communication on how to apply the guidelines for the use of gender in the institutional language of the public administration developed by the MIUR Working Group coordinated by Prof. Cecilia Robustelli (see action 6.1). The training will be carried out by resources internal to UniMORE with the required expertise, specifically by colleagues of the Department of Studies on Language and Culture and of the Department of Communication and Economics with specific competences about gender sensitive language and communication. The structure of the seminar and of the training course were defined and planned, with the first two events scheduled for April 2019 and July 2019. The training course will be organized in 4 meeting characterized by practical exercises on how to write textual documents that are gender sensitive according to the guidelines. The training course will be mandatory for the UniMORE staff members that are responsible for institutional communication.

#### **Sustainability dimensions**

- **Rules and procedures**

The training course mandatory for the university staff members has been included in the Triennial Plan of Positive Actions for the period 2019-2021.

- **Resources or Financial Planning**

Taking advantage of internal resources of the Department of Linguistic and Cultural Studies reduces the financial resources needed to implement this solution and makes it affordable for the university.

- **Knowledge and expertise**

The Gender Knowledge is needed to carry out seminars and the training on gendered language. Internal expertise is guaranteed by the colleagues of the Department of Linguistic and Cultural Studies.

- **Consensus & Visibility**

The seminar and the training course will be promoted through the university online channels, including the official Web site. The single events will be video-recorded to be available and accessible also online.

## 4 Sustainability Plan for the Teaching and (potential) students' services Area

### 4.1 Action 7 Inclusion of information on gender equality and stereotypes in ICT courses presentation materials (*Action 4.1 of the UniMORE Revised GEPs*)

#### Action's description

During the GEPs implementation we envisaged that the more sustainable strategy to support this action beyond the duration of the EQUAL-IST project was to include information about the gender gap and stereotypes directly in the official guides and presentation documents of ICT courses of UniMORE. Hence, data about the gap in the student population of ICT courses and considerations against the gender stereotypes about Computer Science as a male discipline were included in the official brochures of the courses that are published online. Moreover, we included in the presentation slides also information about initiatives like the summer camp "Ragazze Digitali" encouraging female students to enrol in ICT courses to give them maximum visibility.

#### Sustainability dimensions

- **Rules and procedures**

The action has produced changes in the official guides of the UNIMORE ICT courses. The guides are available online at the link <https://www.unimore.it/didattica/guidaunimore.html>, in particular the guide of the Department of Engineering 'Enzo Ferrari' (<https://www.unimore.it/didattica/guide/GuidaDIN-2018.pdf>) and of the Department of Physics, Informatics and Mathematics (<https://www.unimore.it/didattica/guide/GuidaDMF-2018.pdf>). Moreover, the official slides used during the events to present the ICT courses to the high school students were changed as well, including also information on the initiatives to attract female students to enrol in ICT courses (e.g., the summer camp "Ragazze Digitali").

- **Structures**

The Faculty Boards of the ICT courses support this action. The current Presidents of the ICT courses of UniMORE (Computer Engineering in Modena and Mantova, Computer Science in Modena) will stay in place for the next 3 years.

- **Resource Planning**

No specific resources are needed to sustain this activity.

- **Knowledge and expertise**

No Gender Knowledge is necessary to sustain this activity.

- **Consensus & Visibility**

The integration of information about gender gap and initiatives to attract girls towards ICT courses has been decided in collaboration with the Presidents of the ICT courses of UniMORE. The brochures of the ICT courses are available online.

## **4.2 Action 8 Replication and extension of the ICT Summer Camp 'Digital Girls' (Action 4.2 of the UniMORE Revised GEPs)**

### **Action's description**

The presence of summer camps organized by the university and dedicated to female students from high schools help to promote the participation of women in Information and Communications Technologies (ICT) studies. The Summer Camp "Ragazze Digitali" ("Digital Girls") organized annually by UniMORE represents a positive best practice to promote female participation in ICT studies. The summer camp is dedicated to girls of third and fourth grade of the high schools and it is free for them to participate. No previous competences are required in terms of coding or ICT skills. During the summer camp, which lasts for 4 entire weeks between June and July, the girls learn how to program video-games in Python or working on Arduino-based projects, following an approach based on learn-by-doing and team working. The camp also includes dedicated seminars and speeches of women have reached leadership positions in the ICT field with the aim to promote existing female models that are disruptive with respect to the well-known social gender stereotypes. The EQUAL-IST action aimed at extending the summer camp, increasing the number of participants and replicating the Summer Camp in other cities. Thanks to the support of local entities and foundations, and the collaboration with the University of Bologna, the summer camp was extended in Modena, with two camps running in parallel and working on different activities related to coding and ICT (videogames in Python and Arduino-based projects). Moreover, the summer camp was successfully replicated in the nearby city of Reggio Emilia with a camp based on Arduino projects: in 2018 a pilot experience of two weeks was organized, while a complete edition of 4 entire weeks will be held in 2019. Finally, Ragazze Digitali has been extended also to the city of Cesena (organized by the University of Bologna), with a summer camp of three weeks that, after the first edition in 2018, will be replicated in 2019.

### **Sustainability dimensions**

- **Structures**

The Department of Engineering 'Enzo Ferrari' supports the organization of the Summer Camp, in collaboration with internal stakeholders (CRID members, Department of Law) and external stakeholders, such as the association EWMD, the Foundation Cassa di Risparmio di Modena and the Municipalities of Modena and Reggio Emilia. Moreover, the University of Bologna has started in 2018 the first edition of the Ragazze Digitali Summer Camp that will be replicated in 2019, with the intention to support the Cesena edition in the next years.

- **Resource Planning**

A financial support was obtained by the Foundation Cassa di Risparmio di Modena to replicate and extend the summer camp in Modena for the next three years, supporting the two parallel camps working on videogames in Python and Arduino-based projects. This will ensure financial sustainability to the initiative and will allow us

to involve up to 100 girls for the next three years in Modena. On the other hand, the association EWMD and the Municipality of Reggio Emilia are supporting the camp in Reggio Emilia, while the University of Bologna with the collaboration of the Ser.In.Ar. association is supporting the Cesena edition.

- **Knowledge and expertise**

No specific Gender Knowledge is necessary to support the summer camp, but we collaborate with internal UniMORE experts to organize team building activities to facilitate the collaboration among the girls during the camp, and we rely on external female experts and ICT representatives to provide the girls with female role models (such experts collaborate pro-bono to the camp's activities).

- **Consensus & Visibility**

The summer camp received a large consensus from local entities and associations, as well as ICT local enterprises. The summer camp is promoted through the Web site [www.ragazzedigitali.it](http://www.ragazzedigitali.it) and dedicated pages/channels on the main social networks (Facebook, Twitter, Instagram, YouTube).

### **4.3 Action 9 Activation of a new teaching course “Language and Gender” (NEW Action)**

#### **Action's description**

As a consequence of the activities carried out by the EQUAL-IST Working Group during the GEPs implementation phases, especially regarding the promotion of a gender neutral language at the institutional level in UniMORE, and thanks to the involvement of the gender expert Cecilia Robustelli, who is Professor at our University, we obtained the activation of a new teaching course “Language and Gender”. The course (36 hours) will be activate starting from the next academic year (A.A. 2019-2020) within the Bachelor degree course of “European Languages and Cultures” at the Department of Linguistic and Cultural Studies. Furthermore, it would be available as an optional course to any student of UniMORE. It is worth to note that this course is the only teaching course activated at UniMORE on gender-related topics.

#### **Sustainability dimensions**

- **Rules and procedures**

The new teaching course “Language and Gender” is officially integrated as part of the Bachelor degree course in “European Languages and Cultures” at the Department of Linguistic and Cultural Studies.

- **Structures**

The Department of Linguistic and Cultural Studies will offer the new course as part of the educational program of the Bachelor degree course of “European Languages and Cultures”. The Department will offer it at least for the next 3 years.

- **Resource Planning**

No resources are needed because the professor teaching the course is an internal resource at UniMORE.

- **Knowledge and expertise**

A Gender Knowledge is necessary to teach the course: the teacher will be Prof. Cecilia Robustelli, of the Department of Linguistic and Cultural Studies, who is a gender expert recognized at the national level.

- **Consensus & Visibility**

The course has been approved by the Faculty Board of the Department of Linguistic and Cultural Studies. The course and its details will be published on the Web site of the Department of Linguistic and Cultural Studies and on the Brochure of the Bachelor degree course in “European Languages and Cultures”

## 1 Sustainability Plan for the Research Design and Delivery Area

### 4.4 Action 10 Creation and maintenance of working group on Gender and Research (*Action 5.1 of the UniMORE Revised GEPs*)

#### **Action’s description**

In consequence of a first event ‘Women and Research’ organized on 29 March 2018, several requests arrived to the EQUAL-IST team and to the UniMORE research office from female researchers interested in a continuation of the activity and of the discussion on the topic, asking for the creation of a permanent group promoting future collaborations on gender topics across different disciplines. Hence, we seize the opportunity to constitute a worktable on Gender and Research as a starting point to promote initiatives and collaborations on gender-related dimensions. The group will be maintained and supported by the UniMORE research office. A sort of kick-off event was held on 17 December 2018 and saw the participation of 19 researchers. The meeting started with a presentation of the current situation in terms of gender policies and existing initiatives, including a dedicated presentation of the results so far achieved and the ongoing GEPs implementation in the context of the EQUAL-IST project, to continue with the presentation of existing opportunities for grants and incoming calls for research projects on gender topics. Then, the place was given to an open discussion and brainstorming, for the participants to present their main research interest and to propose and design possible collaboration with other participants. All the participants were positive about the initiative and confirmed their interest in being part of the working group to start new research collaborations with other group members.

The creation of a permanent working group addresses the initial requests of female researchers on gender dimensions that felt isolated and complained about lack of visibility and networking opportunities. Furthermore, it will contribute to increase the number of collaborations and consequently of research projects having as main topic gender related dimensions or taking into account gender dimensions.

#### **Sustainability dimensions**

- **Structures**

The Research Office is in charge of carrying out this action, supporting and keeping alive the worktable. The Research Office has a direct interest in promoting the collaboration between researchers on multi-disciplinary topics as gender dimensions because it is likely to increase the number of research project proposed by our institution and the opportunities to get projects funded.

- **Knowledge and expertise**

A Gender Knowledge is not strictly necessary to sustain this activity, however it can help to better coordinate the worktable and support the design of high quality projects. We can rely on an internal research office member that has specific expertise on gender dimensions.

- **Consensus & Visibility**

The Research Office is supporting this activity. Communication happens through emails directed to researchers.

## List of Involved Stakeholders

Position / Role	Name (gender) <sup>1</sup>
- Rector	Angelo Oreste Andrisano (M)
- Head of Dief Department	Massimo Borghi (M)
- Responsible for International Research Office	Donata Franzi (F)
- Presidents of ICT degree courses	Costantino Grana (M) Giacomo Cabri (M)
<b>Working Group members of the EQUAL-IST project</b>	
- Leader of EQUAL-IST research team	<b>Claudia Canali (F)</b>
- Associate Professor	Riccardo Lancellotti (M)
- Associate Professor	Thomas Casadei (M)
- Associate Professor	Tindara Addabbo (F)
- Associate Professor	Fabiola Bertolotti (F)
- Research office member	Federica Manzoli (F)
<b>Students representatives</b>	
- PhD student	Micaela Verrucchi (F)
- PHD Student	Roberta De Michele (F)
<b>Equal Opportunities Bodies</b>	
CUG President	Alberto Tampieri (M)
Delegate of Rector to Equal Opportunities	France Poppi (F)

## Abbreviations

CEO Chief Executive Officer

CRID Interdepartmental Research Center on Discrimination and Vulnerability

CRUI Conference of Italian University Rectors

CUG Unified Committee for Guarantees

EQUAL-IST Gender Equality Plans for Information Sciences and Technology Research Institutions

EWMD European Women Development Management

<sup>1</sup> The information in the brackets represents the stakeholder gender, where “m” stands for “man”, “w” stands for “woman”.

GEP	Gender Equality Plan
HR	Human Resources
ICT	Information and Communication Technologies
IST	Information Sciences and Technology
IS	Information Systems
IT	Information Technology
RPO	Research Performing Organisation
STEM	Science, Technology, Engineering, and Mathematics

## Links to Detailed Descriptions and Further Materials

- 1) News about the periodic events on the CUG Web site (Action 1.1)
  - the workshop “Lavoro agile e telelavoro in Unimore” (Agile and tele-working in UniMORE) on 13rd June 2018 - <http://www.cug.unimore.it/site/home/articolo350043697.html>
  - the workshop “Le Novità del CCLN Istruzione e Ricerca” (Changes in the collective labour agreement for Education and Research) on 11st December 2018 - <http://www.cug.unimore.it/site/home/articolo350046182.html>
- 2) Web page on tele-working procedures
  - <https://www.unimore.it/trasparenza/ContrattiArg.html?ar=27>
- 3) Online guides of ICT degree courses (action 4.1)
  - Guide of the Department of Engineering ‘Enzo Ferrari’ (<https://www.unimore.it/didattica/guide/GuidaDIN-2018.pdf>)
  - Guide of the Department of Physics, Informatics and Mathematics (<https://www.unimore.it/didattica/guide/GuidaDMF-2018.pdf>)
- 4) Summer Camp “Ragazze Digitali” extended (action 4.2)
  - <https://www.ragazzedigitali.it/>