GENDER EQUALITY

EQUALIST

PLAN

UNIMORE

UNIVERSITÀ DEGLI STUDI DI
MODENA E REGGIO EMILIA

UNIVERSITAS STUDIORUM MUTINENSIS ET REGIENSIS

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4 UniMORE Gender Equality Plan

4.1 Introduction

This Gender Equality Plan is the result of a long process of discussion and analysis internal at the University of Modena and Reggio Emilia (UniMORE). The proposed plan is based on the results of the internal Gender Equality Audit (details in the deliverable D2.5 "Gender Equality Assessment Report"), the crowdsourcing process carried out on the online CrowdEquality[38] platform, the analysis of the resulting data and the discussions among the members of the UniMORE EQUAL-IST Research Unit and Working Group, and meetings with the main stakeholders that will be involved in the GEPs implementation.

The main challenges related to gender equality (described in detail in Section 2 "Current Challenges" of this document) were identified during the internal gender audit at UniMORE, that took place between December 2016 and April 2017. The internal gender audit included different activities, such as a quantitative data collection of gender disaggregated data, individual semi-structured interviews with key people and decision makers, and participatory workshops, as described in D2.5 "Gender Equality Assessment Report". As a result of the audit, several challenges were identified and some solution proposed to address them. These challenges and solutions were uploaded as an initial input onto the CrowdEquality online platform[39] to trigger a collaborative crowdsourcing process leading to the proposal of additional solutions aimed at addressing the identified challenges, according to the bottom-up ideation approach envisaged by the EQUAL-IST project.

After having analyzed and internally discussed the results of gender audit and crowdsourcing exercise, the UniMORE working group organized online and face-to-face meetings with the main stakeholders involved in the GEPs implementation, namely the Rector of the University, the Head of the Department, the President of the CUG (Unified Committee for Guarantees, the Responsible of the Research Office, the members of the Interdepartmental Center CRID (Research Center on discriminations and vulnerability). The meetings had a twofold objective: on one hand, to discuss with the stakeholders how to translate the solution, emerged on the crowdsourcing process and formulated in general terms, into concrete actions that are feasible and effective at the same time to address the specific challenges within the UniMORE institution; on the other hand, the involvement of the stakeholders in the design phase of GEPs was aimed at engaging them to have their support in the following implementation phase.

It is important to underline that the National regulation and the current Triennial Positive Actions Plan 2016-18 of UniMORE[40] has been considered. The EQUAL-IST Gender Equality Plan will not replace the UniMORE Triennial Positive Action Plan, but will integrate it to reinforce or add new actions in order to achieve the goal of gender equality within our institution.

Finally, we highlight that this Gender Equality Plan is aligned with the following principles set out in the European Charter for Researchers[41] and the Code of Conduct for the Recruitment of Researchers[42]:

- Non-discrimination against researchers in any way on the basis of gender, age, ethnic, national or social origin, religion or belief, sexual orientation, language, disability, political opinion, social or economic condition.

  o Italian organizations, such as UNIMORE, refer to norms defined at Constitutional level mainly. Nonetheless, other relevant aspects highlighted in the European Charter and Code

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38   https://www.crowdequality.eu
39   https://www.crowdequality.eu
40   http://www.cug.unimore.it/site/home/documenti/piano-triennale-azioni-positive.html
41   https://euraxess.ec.europa.eu/jobs/charter/european-charter
42   https://euraxess.ec.europa.eu/jobs/charter/code

of Conduct for the selection of Researchers, the Magna Charta Universitatum and the Statute of rights and duties of University students have been transferred within the following:

- UNIMORE Statute,
- Code of conduct of Public Administration Employee (D.M. 28 novembre 2000),
- Code of equal opportunities (D.Lgs. 11 aprile 2006 n° 198),
- UNIMORE Ethic Code (Senato Accademico 31 marzo 2009 - and CHANGES adopted on 14 settembre 2011, and 17 aprile 2012 – art. 4
- UNIMORE Code of conduct for prevention and fighting against mobbing.

- Ensuring that the working conditions for researchers, including for disabled researchers, provide where appropriate the flexibility deemed essential for successful research performance. Provision of working conditions which allow both women and men researchers to combine family and work, children and career. Paying attention, inter alia, to flexible working hours, part-time working, tele-working and sabbatical leave, as well as to the necessary financial and administrative provisions governing such arrangements.

  - UNIMORE established a Unified Committee of Guarantees (Comitato unico di Garanzia – CUG) with competences on equal opportunities and mobbing. The CUG Committee:

    - defines action plans implementing European directives on equal treatment at the workplace; .
    - favors initiatives aimed at implementing actions on private/working life conditions
    - Promotes studies and surveys useful to the prevention, preparedness and eradication of discrepancies;
    - facilitates training and social awareness;
    - promotes actions in favor of wellbeing at work and in the University environment widely speaking;

- Ensuring that the entry and admission standards for researchers, particularly at the beginning at their careers, are clearly specified and should also facilitate access for disadvantaged groups or for researchers returning to a research career, including teachers (of any level) returning to a research career.

  - With this regard, UNIMORE accepted those principles codified within the European Charter for Researchers.
  - Moreover, UNIMORE PhD Regulation established that

    - Accession is open to researchers of any nationality, having concluded their degree course at master; selection of PhD candidates is by open and public procedure (UNIMORE website, EURAXESS as well as other relevant sources of information are usually used by UNIMORE offices when publishing a PhD call)
    - http://www.unimore.it/hreg/Dottorati_XXIX_ciclo_regolamento_02.12.2016.pdf

4.2   Identified Challenges Related to Gender Equality and Diversity

At the end of the gender audit process, 10 challenges about gender equality were identified and uploaded on the CrowdEquality platform for UniMORE. The crowdsourcing exercise provided solution(s), formulated in general terms, for 7 of the 10 challenges. After having analyzed the results of the crowdsourcing exercise and discussed internally the proposed solutions, the EQUAL-IST research unit and working group members decided to include in the Gender Equality Plan actions to address all the 7 challenges with associated solutions. The 7 challenges are presented in the following table, indicating the Main and Sub-Area, the challenge Title and the corresponding Goal.

Challenge Main Area	Challenge Sub Area	Challenge Title	Goal
HR Management Practices	Work-life Balance	Challenge 1 – Both academic and non-academic staff struggle to achieve work-life balance, especially with young children	Goal 1 - Improve the work-life balance for staff (academic and non-academic) and students
	Gender Equality Machineries	Challenge 2 – Scarcity of resources and coordination for committees on gender equality	Goal 2 – Discover and Promote Collaboration Among Existing Resources for Gender Equality
	Gender Disaggregated Data and Monitoring	Challenge 3 – Absence of long term monitoring for gender equality	Goal 3 – Create a permanent monitoring system about gender equality
Teaching and Students Services	Contrasting gender segregation in studies choices	Challenge 4 – Gender stereotypes about ICT/IST studies and lack of female role models	Goal 4 - Counteract gender stereotypes and gender segregation in ICT/IST studies
Research Content and Delivery	Lack of women leading research projects	Challenge 5 – Low Presence of Women as Leaders of Research Groups and Project Principal Investigators	Goal 5 – Support female researchers with dedicated networking and training activities
Institutional Communication	Gender stereotypes/bias in institutional communication	Challenge 6 - Lack of Gender Neutral Communication	Goal 6 - Improve the gender neutrality of the institutional communication
	Lack of awareness about gender equality issues	Challenge 7 - Awareness about gender equality issues to be raised at all levels within the university	Goal 7 – Raise awareness about gender equality among the members of the institution

This section describes the main challenges emerged in UniMORE during the internal gender audit phases of quantitative data collection, semi-structured interviews, and participatory workshops

4.2.1   Challenge 1 – Both academic and non-academic staff struggle to achieve work-life balance, especially with young children

Main Area: HR Management Practices
Sub-Area: Work-life Balance
Challenge Source(s): Participatory workshops
Target group affected by the challenge: Academic and non-academic staff

Challenge Description

During the internal gender audit participatory workshops, both the groups of academic and non-academic staff members pointed out the difficulty of balancing work and private life. This balance is especially hard to achieve for parents of young children, and in particular for women who usually have to shoulder most of the family care burden. This difficulty in balancing work and private life may represent a serious obstacle for women who become mothers in advancing in their careers, and a critical issue for the institution as well, because its employees are likely to experience potential detrimental effects of work related stress due to the effort to balance their daily life and working routine. The main highlighted issues that emerged during the internal gender audit are the following: the limited flexibility of the working hours (for the non-academic staff), the scheduling of meetings at times that are not compatible with childcare, and the lack of supporting structures for young parents (e.g., kindergarten and areas for children within the university/department). As regards the possibility to exploit flexible work arrangements, UniMORE actually offers the opportunity of teleworking for non-academic staff members (technical and administrative staff), who are working under fixed hours scheduling with the requirement of physical presence at the office. The teleworking regulations are published on the Unimore Web site in the Intranet area. However, during the workshop with non-academic staff members an issue emerged about the fact that many staff members are not aware of this possibility, hence more visibility to the information about the teleworking regulation would be helpful.

4.2.2 Challenge 2 – Scarcity of resources and coordination for committees on gender equality

Main Area: HR Management Practices
Sub-Area: Gender Equality Machineries
Challenge Source(s): Individual interviews, Participatory workshops
Target group affected by the challenge: All – non-academic staff, academic staff, students

Challenge Description
In many cases, dedicated committees on Gender Equality or Equal Opportunities exist at research institutions and universities. However, sometimes these committees do not have enough available resources in terms of time, human and financial availability. The scarcity of resources may cause that positive action plans (PAPs) formulated by academic institutions, where actions to promote gender equality are formulated and planned for the following years, just remain a dead letter without concrete opportunities of being implemented. For example, since 2006 the Italian government required public organizations (thus state universities) to formulate PAPs through dedicated committees called CUG (Unified Committee of Guarantee); however, the law does not provide any guideline to evaluate the contents of the PAPs or the level of the actual implementation of the planned actions. Within the UniMORE university, several dedicated machineries usually already exist, like the Unified Committee for Guarantees (CUG), the Committee for Equal Opportunities, the Committee for Well-being, the university ombudsman, the counseling service. However, their existence is not always known by everybody within the institution as it should be, and not always these committees / resources act in a commonly agreed and coordinated way to improve and promote gender equality.

4.2.3 Challenge 3 – Absence of long term monitoring for gender equality

Main Area: HR Management Practices
Sub-Area: Gender Disaggregated Data and Monitoring
Challenge Source(s): Quantitative data collection, Participatory workshops
Target group affected by the challenge: Members of committees and decision-making bodies

Challenge Description

The quantitative data collection and analysis conducted during the project internal gender audit revealed that it is quite hard to get a comprehensive vision of our institution in terms of gender equality due to the difficulty to retrieve and compare data disaggregated by gender. Such data, indeed, are scattered over different responsible offices, with each office storing and managing data through different information systems and different procedures, making it hard to integrate the data and make deeper analysis and trend evaluation. This situation hinders the possibility to conduct quantitative analysis on data disaggregated by gender and to detect critical conditions and weak points, as well as to evaluate the effectiveness of gender-related measures. The discussions conducted during the participatory workshops stressed the importance of having a system collecting and monitoring data about gender equality. The participants pointed out that structural changes in terms of gender equality typically take time to show their effects (i.e. gender composition at apical positions changes very slowly). The current situation is the effect of choices made long time ago and seeing the effect of the choices we make today will take some years. The absence of a permanent (quantitative and qualitative) monitoring system for gender equality may bring institution to miss the effect of the long-term effects of the current choices. Analysis about the current situation in terms of gender dimensions should be repeated periodically to check the evolving scenario and eventually correct the direction of the steps taken to achieve gender equality.

4.2.4 Challenge 4 – Gender stereotypes about ICT/IST studies and lack of female role models

Main Area: Teaching and Students Services
Sub-Area: Contrasting gender segregation in studies choices
Challenge Source(s): Quantitative data collection, individual interviews, participatory workshops
Target group affected by the challenge: Students (Bachelor or Master), Prospective students (schoolchildren)

Challenge Description
While graduate enrollments in UniMORE generally evidence a substantial balance or even a female predominance, girls are definitely reluctant to pursue ICT academic studies: in this course, girls typically account for 10% to 20% of students at every level (bachelor, master, doctoral degree). The consequent under-representation of females in ICT studies and careers results not only in a massive loss of talent for companies and economies, but also in a technology divide that perpetuates disadvantage among women. The under-representation of women within the student population of ICT courses appears to be caused by cultural issues, including gender stereotypes and lack of female role models in ICT fields. These disciplines are perceived as "male" courses by the students, differently from many other academic disciplines and even from some STEM discipline, like mathematics. Programming is mostly seen as a male activity, only attracting nerds and geeks.

The following table shows the percentage of female and male students enrolled in the Bachelor, Master and PhD ICT courses at the Department of Engineering 'Enzo Ferrari' during the period 2013-2015. On the other hand, the percentage of women overall enrolled in the UniMORE courses (considering all courses, not only the ICT one) is between 51,30% and 56,04% for the same period, showing a prevalence of female students.

	2015		2014		2013	
	Men	Women	Men	Women	Men	Women
Bachelor	93,62%	6,38%	86,67%	13,33%	90,00%	10,00%

| Master | 77,78% | 22,22% | 90,63% | 9,38% | 93,48% | 6,52% |
| PhD | 100,00% | 0,00% | 72,73% | 27,27% | 90,91% | 9,09% |

4.2.5   Challenge 5 - Low Presence of Women as Leaders of Research Groups and Project Principal Investigators

Main Area: Research Content and Delivery
Sub-Area: Lack of women leading research projects
Challenge Source(s): Quantitative data collection, individual interviews, participatory workshops
Target group affected by the challenge: Academic staff members, (Junior) Professors, Postdoctoral researchers, Doctoral researchers (PhD candidates)

Challenge Description
The gender assessment internal to UniMORE revealed that female researchers more frequently apply for individual grants, like Marie Curie Individual Fellowships or ERC programs, but few of them apply as Principal Investigators of collaborative projects with a consortium or a research group to manage and coordinate. This challenge emerged by the individual interview with the responsible of the UniMORE research office and was confirmed during the workshop with the academic staff. The quantitative data collection evidenced a percentage of women acting as Principal Investigator or as Responsible of Project Research Units under the 20% during the last two years. This effect is probably the consequence of the low presence of women as full professors and leaders of research groups within academic institutions and departments. Another factor could be the difficulty to balance life and work, that prevents women from applying for research projects requiring a significant overhead in terms of coordination and management.

4.2.6   Challenge 6 - Lack of Gender Neutral Communication

Main Area: Institutional Communication
Sub-Area: Gender stereotypes/bias in institutional communication
Challenge Source(s): Individual interviews, participatory workshops
Target group affected by the challenge: All - Academic staff members, non-academic staff members, students

Challenge Description
A gender-neutral communication is a basic requirement for a system where there are no discriminations and inequalities among genders. The use of gender neutral expressions and visual contents may greatly help in fighting the cultural gender stereotypes existing in our society. However, the institutional communication of the university does not consistently use gender sensitive forms of textual and visual communication. As the Italian language commonly makes use of masculine nouns and pronouns (e.g. "he") when referring to two or more genders or to a person or people of an unknown gender, most people do not even notice the lack of gender neutrality in our language. Even the visual communication (e.g., use of video and images) often transmits gender stereotypes: for example, it is not rare to see pictures of ICT students showing a large majority of men. Even here, the pictures reflect the actual under representation of women in ICT field, hence the communication tends to be perceived as correct and normal, but in reality, is likely to reinforce gender stereotypes.

4.2.7   Challenge 7 - Awareness about gender equality needs to be raised at all levels within the university

Main Area: Institutional Communication
Sub-Area: Lack of awareness about gender equality issues
Challenge Source(s): Participatory workshops

Target group affected by the challenge: All - Academic staff members, non-academic staff members, students

Challenge Description

All the workshops carried out during the internal gender audit revealed a low level of awareness and understanding about gender equality dimensions among the main components of the university (student population, academic and non-academic staff). Many people are not aware of what gender equality and gender mainstreaming concepts are about, or of existing gender unbalanced situations within the university: for example, students of other faculties did not imagine the significant under-representation of girls in ICT courses. Moreover, there is a scarce knowledge of existing initiatives/events about gender equality and of existing dedicated resources and committees within the university, partially due to a not sufficiently effective communication at the institutional level. For example, several people, especially between students and academic staff, do not know about the existence of the university ombudsman or counseling service (few of them are not even aware of the existence of the Unified Committee for Guarantees).

4.3   Action Plan to Address the Identified Challenges

The approved Gender Equality Plan for UniMORE is here presented and described in detail. For each of the goals identified in the previous section, one or more actions is planned and described along with its time-frame, allocated resources and responsible units/stakeholders. The proposed actions translate in concrete initiatives the ideas emerged during the gender audit process and the crowdsourcing exercise carried out within UniMORE, that were formulated in generic terms as solutions to the identified challenges.

In the rest of this document, we will use the term *EQUAL-IST team* to refer to the UniMORE EQUAL-IST Research Unit and Working Group staff.

4.3.1   Goal 1: Improve the work-life balance of staff (academic and non-academic) and students

4.3.1.1   *Action 1.1 – Increase visibility of all information about leaves and work flexibility regulation (e.g., teleworking)*

Description: UniMORE currently offers the possibility to exploit flexible work arrangements in the form of teleworking to the non-academic staff members (technical and administrative staff). Despite the teleworking regulations are published on the Unimore Web site in the Intranet area, from the gender audit workshops and from a meeting with the office of labour relations in UniMORE the issue emerged that many staff members are not aware of this possibility. Hence, within the framework of this action a section of the public Web site of the UniMORE Unified Committee of Guarantees (CUG) will be dedicated to the work-life balance opportunities in UniMORE with links to the related regulations and modules.

Timeframe: M17-M24 (first iteration)

Allocated Resources: This action will be conducted by the UniMORE Unified Committee of Guarantees members with the support of the EQUAL-IST team

Responsible Units/Stakeholders: UniMORE Unified Committee of Guarantees

4.3.1.2   *Action 1.2 – Feasibility study about the setting up of a child care service in the university facilities*

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. As some concerns have emerged during the gender audit process and the meetings with the stakeholders about the organization of an area for children within the university premises, the action foreseen for the first iteration of the GEPs implementation is a feasibility study. Specifically, the feasibility study will be about:

- the financial sustainability of the initiative;
- the best location for the child care area: the University of Modena and Reggio Emilia includes departments and offices located in two different cities, and in several building / areas within each city. 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 feasibility study will include a survey extended to all the university staff and students aimed at understanding who could be interested in using this facility and where the potential users are located to identify the best location. Moreover, it will include an analysis of similar initiatives existing at other universities in Italy.

Timeframe: M17-M24 (first iteration)

Allocated Resources: This action will be conducted by the EQUAL-IST team in collaboration with the UniMORE Unified Committee of Guarantees and the involvement of the office for labor relations

Responsible Units/Stakeholders: EQUAL-IST team

4.3.2 Goal 2: Discover and Promote Collaboration Among Existing Resources for Gender Equality

4.3.2.1 Action 2.1: Competences and resources on gender equality in different departments are communicated and given visibility

Description: Within the university, indeed, several dedicated machineries already exist, like the Unified Committee for Guarantees (CUG), the Committee for Equal Opportunities, the Committee for Well-being, the university ombudsman, the counseling service. However, the internal gender audit evidenced a scarcity of resources dedicated to the existing committees for gender equality, and in some cases a lack of coordination among them. This action aims at discovering resources and competences about gender equality already existing in the university departments and promote collaboration among them. An internal recognition will be carried out to map all existing sparse gender competences at the university, that will be published on a dedicated public Web site to give them visibility inside and outside the organization. This activity will promote a collaboration among the existing resources, stimulating an active cooperate among them. Moreover, the mapping of the existing resources will give the opportunity to the existing committees for gender equality to discover useful internal competences they will rely on for collaboration on specific gender issues.

Timeframe: M17-M36 (first and second iteration)

Allocated Resources: This action will be conducted by the EQUAL-IST team in collaboration with the UniMORE Unified Committee of Guarantees. The Rector Delegate for Equal Opportunities and the existing Committees for Equal Opportunities in the UniMORE Departments will contribute.

Responsible Units/Stakeholders: EQUAL-IST team

4.3.2.2 *Action 2.2: Identification of a reference person for gender equality in each Department*

Description: The identification of a Gender Equality contact person within each Department of the university will help to have a direct feedback on gender equality at the local level and to coordinate efforts and initiatives towards gender equality achievements. The appointed responsible will be selected in collaboration with the Head of the Department as a suitable person to cover this role for specific competences, experiences or interest in gender equality. He/she will collaborate with the UniMORE Unified Committee of Guarantees and the EQUAL-IST team to locally monitor the GEPs implementation and the evolution of the situation in terms of gender equality at the department level. Finally, he/she will be responsible to communicate and discuss the gender equality policies and issues with the head of Department.

Timeframe: M17-M24 (first iteration)

Allocated Resources: This action will be conducted by the UniMORE Unified Committee of Guarantees members with the support of the EQUAL-IST team

Responsible Units/Stakeholders: UniMORE Unified Committee of Guarantees, EQUAL-IST team

4.3.3 Goal 3: Create a permanent monitoring system about gender equality

4.3.3.1 *Action 3.1 – Collection of gender disaggregated data and publication of statistics about the ICT departments*

Description: The internal gender audit revealed the difficulty to get data disaggregated by gender due to the fragmentation of the information managed by different offices, that makes hard to have a clear a global vision of the current situation and of its evolution in terms of gender equality. This action aims to put in place a permanent monitoring system about gender equality in the ICT departments of UniMORE including the following activities: quantitative data gathering and comparisons with past situations, outlining the evolution of data disaggregated by gender, and providing a periodic (yearly) report. The collected data will regard female and male presence at different roles / level of the ICT departments staff and students' population. A permanent monitoring system will also help to verify GEPs implementation and the evolution of situations that were affected by gender-related problems. Moreover, the presence of a permanent monitoring system on gender equality and the regular and periodic publication of the statistics on gender disaggregated data about the ICT departments will bring several advantages: make the decision-making bodies informed of the 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. During the first iteration of GEPs implementation, an internal recognition will be carried out to understand which data are available and which office is responsible for them. Moreover, the structure of the periodic report on gender statistics will be defined and discussed with the departments and university high level management for approval. During the second iteration, the collection, analysis and publication of the gender statistics will actually start.

Timeframe: M17-M36 (first and second iterations)

Allocated Resources: This action will be coordinated by the EQUAL-IST team with the collaboration of the departments and university high level general management, the UniMORE Unified Committee of Guarantees, the Rector Delegate for Equal Opportunities.

Responsible Units/Stakeholders: EQUAL-IST team

4.3.3.2 *Action 3.2: Design of a system of gender indicators for monitoring and evaluation*

Description: The presence of a system of aggregated indicators for gender equality allows to facilitate the monitoring and the evaluation of GEPs implementation and of the evolution of gender policies over time. Exploiting the expertise of researchers actively involved in the Interdepartmental Research Center on Discriminations and Vulnerability (CRID), and starting from the quantitative indicators defined in the EQUAL-IST gender audit methodology (Deliverable D2.4 "EQUAL-IST Gender Audit Methodology for ICT Research Institutions v2"), a system of aggregated indicators for gender equality will be studied during the first iteration of GEPs implementation to be applied to the ICT departments of UniMORE during the second iteration.

Timeframe: M17-M36 (first and second iteration)

Allocated Resources: This action will be conducted by the EQUAL-IST team in collaboration with the UniMORE Interdepartmental Research Center on Discriminations and Vulnerability (CRID)

Responsible Units/Stakeholders: EQUAL-IST team, CRID members

4.3.4 Goal 4: Counteract gender stereotypes and gender segregation in ICT/IST studies

4.3.4.1 *Action 4.1: Inclusion of an educational module on gender equality and stereotypes in the activities with the high schools*

Description: Since gender stereotypes about ICT/IST studies have been identified as the main responsible of the low enrollment of women in ICT related courses, the solution emerged during the gender audit phase is to include specific activities aimed at fighting these stereotypes in the tutoring events that the university organizes with the high school students. This action aims to create an educational module about gender equality and gender stereotypes that should be integrated in the tutoring activities carried out by different departments of UniMORE (e.g., activities related to the 'Alternanza Scuola-Lavoro'[43] that typically take place in the summer months). The module will include the results of the EQUAL-IST project, in particular those regarding the distribution of male and female students in ICT/IST studies at the local, national and European level, and will be aimed at raising awareness about gender equality issues in this field. The Interdepartmental Research Center on Discriminations and Vulnerability (CRID) will act as a central coordinator of the tutoring events actually including the gender-based educational module and will monitor the participation of students to that specific activity.

During the first iteration of GEPs implementation, the education module will be defined and shared with the representatives for tutoring events in the UniMORE departments. Then, the module will be included in the activities with the high schools during the second iteration.

Timeframe: M17-M36 (first and second iteration)

Allocated Resources: This action will be conducted by the Interdepartmental Research Center on Discriminations and Vulnerability (CRID) in collaboration with the EQUAL-IST team

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43   http://www.istruzione.it/alternanza

Responsible Units/Stakeholders: Interdepartmental Research Center on Discriminations and Vulnerability (CRID)

4.3.4.2 Action 4.2: Replication and extension of the ICT summer Camp "Digital Girls"

The presence of summer camps organized by the university and dedicated to female students from high schools may help to promote the participation of women in Information and Communications Technologies (ICT) studies. Laboratory activities focused on a learning-by-doing approach are likely to have a two-fold positive effect: 1) smoothly and nicely introduce girls to computer science and to a "smart" technological world; 2) give girls a better understanding of what ICT actually is and how it can be applied to different and multidisciplinary fields. Moreover, dedicated seminars and speeches of external experts and women who have reached leadership positions because of scientific studies will help to promote existing female models, that are disruptive with respect to the well-known social gender stereotypes, and to present the concrete opportunities that ICT-related competences may offer in terms of studies and careers. The Summer Camp "Ragazze Digitali" ("Digital Girls") organized by UniMORE, that in the previous editions involved up to 50 girls each year, has been recognized as a positive best practice to promote female participation in ICT studies. This action aims to extend the summer camp, increasing the number of participants and the number of high schools involved. The summer camp will take place in the period of June-July 2018, hence during the second iteration of GEPs implementation. During the first iteration, activities will be carried out to promote the summer camp in the high schools and attract girls to enrolled in the camp.

Timeframe: M17-M36 (first and second iteration)

Allocated Resources: This action will be conducted by the EQUAL-IST team with the support of the Department of Engineering 'Enzo Ferrari'. External stakeholders, like the Modena Municipality, local Foundations, and ICT companies will be also involved in this activity.

Responsible Units/Stakeholders: EQUAL-IST team

4.3.5 Goal 5: Empower young female researchers with dedicated networking and training activities

4.3.5.1 Action 5.1: Organization of networking events and workshops for female researchers

Description: A solution to empower young female researchers and stimulate them to become leaders of research groups or to candidate themselves as principal investigators of collaborative research projects with a consortium or a research group to manage and coordinate is to organize dedicated networking events and workshops. Networking events and community building activities will be organized by the UniMORE Research Office with leadership seminars and dedicated workshops including practical simulation of research team work and project development. This training experience will help female researchers getting confident about project proposal development and management. Moreover, these events will facilitate the collaboration among researchers and a multi-disciplinary approach; specific events dedicated to research on gender dimensions will be organized too. Finally, these activities should create a context where it is possible to discuss all daily aspects of research career development as well as personal aspects of job situations. Learning from experiences of seniors is the best and quickest way to do.

Timeframe: M17-M36 (first and second iteration)

Allocated Resources: This action will be conducted by the UniMORE Research Office that will organize the events with the support and collaboration of the EQUAL-IST team members.

Responsible Units/Stakeholders: UniMORE Research Office, EQUAL-IST team

4.3.6 Goal 6: Improve the gender neutrality of the institutional communication

4.3.6.1 Action 6.1: Guidelines for gender neutral communication at the institutional level

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 would help to achieve a gender-neutral communication without requiring much effort in terms of economic resources. For example, the simple indication to use a balanced number of women and men in the pictures of the brochures promoting the academic degree courses, avoiding showing a majority of boys in ICT or Engineering pictures, and a majority of women in Economics images, would help to fight the existing cultural stereotypes. Clear and simple guidelines about gender neutral communication, both textual and visual, will be defined and send to all the departments of UniMORE to be followed in the official and institutional communication. Expert researchers of the UniMORE Department of Linguistic and Cultural Studies will contribute to the definition of the guidelines: taking advantage of resources internal to the university reduces the financial resources needed to implement this action and makes it affordable for the institution.

Timeframe: M17-M36 (first and second iteration)

Allocated Resources: This action will be conducted by the UniMORE Unified Committee of Guarantees in collaboration with the EQUAL-IST team members. Experts from the UniMORE Department of Linguistic and Cultural Studies will contribute to the creation of the guidelines.

Responsible Units/Stakeholders: UniMORE Unified Committee of Guarantees

4.3.6.2 Action 6.2: Seminars on gender neutral communication for UniMORE staff members

Description: The need for specific training of the staff members in charge of defining the contents and the style of the institutional communication clearly emerged from the internal gender audit and the crowdsourcing exercise. Seminars 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 use gender sensitive expressions in textual messages and a balanced representation of genders in visual contents (images and video). An obstacle to this solution is usually found in the lack of available resources, but in this case the training can be performed by internal resources. Within the university, indeed, there are specific competencies about gender sensitive language and communication in the Department of Studies on Language and Culture and in the Department of Communication and Economics. Taking advantage of internal resources reduces the financial resources needed to implement this solution and makes it affordable for the university.

Timeframe: M17-M36 (first and second iteration)

Allocated Resources: This action will be conducted by the UniMORE Unified Committee of Guarantees in collaboration with the EQUAL-IST team members and with the support of experts from the UniMORE Department of Linguistic and Cultural Studies.

Responsible Units/Stakeholders: UniMORE Unified Committee of Guarantees

4.3.7 Goal 7: Raise awareness about gender equality needs

4.3.7.1 *Action 7.1: Identification and promotion of existing expertise and initiatives about gender dimensions in UniMORE*

Description: This action aims to discover existing gender experts within the university and facilitate their collaboration in order to promote synergies between existing initiatives on gender equality. The internal gender audit evidenced the presence of several initiatives on gender-related dimensions within our university. However, being gender equality a multi-disciplinary and transversal topic crossing different academic fields (e.g., psychology, education, economy, communication, 'jurisprudence, ...), the effect is often a fragmentation and a difficult collaboration among different research groups working on gender dimensions. A solution emerged during the crowdsourcing exercise is to carry out an internal recognition aimed at identifying all the expertise existing in the university and the current initiatives towards gender equality, and promote them to facilitate forms of collaboration. This action will improve the visibility of existing initiatives and research on gender dimensions, by collecting and publishing gender-related events, publications and projects in a dedicated section of the official Web site of the UniMORE Unified Committee of Guarantees (CUG).

Timeframe: M17-M24 (first iteration) Allocated Resources: This action will be conducted by the EQUAL-IST team members in collaboration with the UniMORE Unified Committee of Guarantees. The Rector Delegate for Equal Opportunities and the existing Committees for Equal Opportunities in each UniMORE Department will be involved in this activity.

Responsible Units/Stakeholders: UniMORE Unified Committee of Guarantees, EQUAL-IST team

4.3.7.2 *Action 7.2: Organization of workshops and seminars on gender equality*

Description: From all the participants to the workshops carried out during the internal gender audit, form students to all the university staff, the need emerged to raise awareness about gender equality issues. Sensitize students and staff members about gender topics, make them aware of the potential issues, and discuss about best practices and solutions is the best way to create the conditions for some sustainable structural changes. This action consists in organizing workshops and seminars on topics related to gender dimensions at all levels, including the gender stereotypes related to the IST/ICT studies and careers. The targets of the workshops will be the UniMORE staff, both academic and non-academic, and the students at all levels. Different stakeholders, internal and external, will be involved to contribute with their expertise on gender equality and to promote the events among the UniMORE population, such as the Unified Committee of Guarantees and the UniMORE Students Organizations.

Timeframe: M17-M36 (first and second iteration)

Allocated Resources: This action will be conducted by the Interdepartmental Research Center on Discriminations and Vulnerability (CRID), in collaboration with the UniMORE Unified Committee of Guarantees (CUG), the EQUAL-IST team, the Rector Delegate for Equal Opportunities and the UniMORE Students Organizations.

Responsible Units/Stakeholders: CRID, CUG, EQUAL-IST team