EQUAL-IST

Gender Equality in Information Sciences and Technology

Updated Gender Equality Plan

WP3– Development and implementation of tailored GEPs

University of Modena and Reggio Emilia (UniMORE)

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1.1   Introduction

This Gender Equality Plan is the result of a long process of discussion, analysis and evaluation carried out at the University of Modena and Reggio Emilia (UniMORE). The initial Gender Equality Plan "D3.2 Initial RPO-specific GEPs" was 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[1] 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 final Gender Equality Plan presented in this document is the revised version of the initial plan based on the results of the first iteration of GEPs implementation (October 2017 – May 2018) and on the recommendation received by the external evaluator Yellow Window, subcontractor responsible for the task 4.3 "External assessment" of the EQUAL-IST project.

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[2] 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 GEP 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

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1 https://www.crowdequality.eu

2 https://www.crowdequality.eu

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.

During the first iteration of GEPs implementation, 14 actions were initiated and implemented. The detailed report of the first iteration phase is described in the deliverable D4.2 "Internal reporting v1". Based on the achieved results and on the recommendations included in the deliverable D4.3 'External Assessment v1", the UniMORE GEP working group, in collaboration with the CUG President and with the approval of the involved stakeholders, re-designed the GEPs to produce the revised and adapted version of UniMORE GEPs presented in this document.

It is important to underline that the National regulation and the current Triennial Positive Actions Plan 2016-18 of UniMORE[3] has been taken into account in designing the actions included in the EQUAL-IST Gender Equality Plan. The EQUAL-IST GEP 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. Moreover, as it will be detailed later, one action (Action 0.1) of the UniMORE EQUAL-IST GEP has been specifically added to ensure the long-term sustainability of the gender equality actions, through the proposal of inclusion of specific actions within the next University Triennial Positive Actions Plan, that will cover the period 2019-2021.

Finally, we highlight that this Gender Equality Plan is aligned with the following principles set out in the European Charter for Researchers[4] and the Code of Conduct for the Recruitment of Researchers[5]:

- 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 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),

3 http://www.cug.unimore.it/site/home/documenti/piano-triennale-azioni-positive.html
4 https://euraxess.ec.europa.eu/jobs/charter/european-charter
5 https://euraxess.ec.europa.eu/jobs/charter/code

- UNIMORE Code of conduct for prevention and fighthing 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

1.2   Selection of Challenges

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. Moreover, after the end of the first iteration of GEPs implementation, one additional challenge was identified, concerning the need of ensuring long-term sustainability to EQUAL-IST Gender Equality Plan actions, and was added to the revised GEP for UniMORE. The final 8 challenges are presented in the following table, indicating the Main and Sub-Area, the challenge Title and the corresponding Goal: the 7 initial challenges are enumerated from 1 to 7, while the new one is named as challenge 0.

Challenge Main Area	Challenge Sub Area	Challenge Title	Goal
HR Management Practices	Gender Equality Policies	Challenge 0 – Lack of long-term sustainability of Gender Equality Plan's actions	Goal 0 - Ensure sustainability of GEP's actions by including gender equality actions in the University strategic documents
	Work-life Balance	Challenge 1 – Both academic and nonacademic 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

2 Current challenges

This section describes the main challenges addressed in the UniMORE Gender Equality Plan

2.1 Main Area: HR Management Practices

2.1.1 Sub-Area: Gender Equality Policies

2.1.1.1 Challenge 0 – Lack of long-term sustainability of Gender Equality Plan's actions

Challenge Source(s): First Iteration of GEPs implementation

Target group affected by the challenge: All University

Challenge Description

During the first iteration of GEPs implementation, it emerged very clearly that one of the main challenging elements to support the process of structural change toward gender equality was about the sustainability of the actions included in the GEPs in the long-term and after the end of the project. To ensure that the most important actions will continue to have the support of the university high level management and of the existing gender equality machineries, there is the need to institutionalize them through the inclusion within the University official documents. Specifically, these actions should be included in the University Triennial Plan of Positive Actions, the official document that each Italian University must release every three years and that includes actions to promote equal opportunities culture and policies. The current plan for UniMORE covers the period 2016-2018, while the next one should be released at the beginning of 2019 to cover the period 2019-2021.

2.1.2 Sub-Area: Work-life Balance

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

Challenge Source(s): Participatory workshops

Target group affected by the challenge: Academic and nonacademic staff

Challenge Description

During the internal gender audit participatory workshops, both the groups of academic and nonacademic 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 nonacademic 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 nonacademic 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 nonacademic 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.

2.1.3   *Sub-Area*: Gender Equality Machineries

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

Challenge Source(s): Individual interviews, Participatory workshops

Target group affected by the challenge: All – nonacademic 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 counselling 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.

2.1.4 *Sub-Area*: Gender Disaggregated Data and Monitoring

2.1.4.1 *Challenge 3 – Absence of long term monitoring for gender equality*

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 the 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.

2.2 *Main Area*: Teaching and Students Services

2.2.1 *Sub-Area*: Contrasting gender segregation in studies choices

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

Challenge Source(s): Quantitative data collection, individual interviews, and 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 these courses, girls typically account for 10% to 20% of students at every level (bachelor, master, doctoral degree). 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 ones) 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%

According to the results of the gender audit in UniMORE and to existing studies, the under-representation of women within the student population of ICT courses appears to be mainly 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. Another issue is represented by the lack of computer science disciplines in the Italian primary and secondary schools: the lack of knowledge of what computer science and ICT actually are tends to reinforce the stereotype about 'male' disciplines among the youngest generations. Indeed, the gap between girls and boys in terms of interest and attraction towards technology fields apparently starts to become evident during the middle schools, then tends to increase with the age.

2.3   *Main Area*: Research Content and Delivery

2.3.1   *Sub-Area*: Lack of women leading research projects

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

Challenge Source(s): Quantitative data collection, individual interviews, and 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.

2.4 *Main Area*: Institutional Communication

2.4.1 *Sub-Area*: Gender stereotypes/bias in institutional communication

2.4.1.1 *Challenge 6 - Lack of Gender Neutral 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.

2.4.2 *Sub-Area*: Lack of awareness about gender equality issues

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

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 nonacademic 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).

3 Gender Equality Strategy: areas of intervention and goals

The Gender Equality Strategy that UniMORE is going to pursue in order to tackle the identified challenges covers the following areas of intervention:

- HR Management Practices
- Teaching and Student Services
- Research Design and Delivery
- Institutional Communications

The actions envisaged in this plan are extended to two levels of intervention:

- Department level (Department of Engineering 'Enzo Ferrari')
- University level

In the rest of this section, the main goals aiming to address each of the identified challenge are presented.

Challenge 0: Lack of long-term sustainability of Gender Equality Plan's actions
Goal 0: Ensure sustainability of GEP's actions by including gender equality actions in the University strategic documents
Challenge 1: Both academic and nonacademic staff struggle to achieve work-life balance, especially with young children – Area of intervention: HR Management Practices
Goal 1: Improve the work-life balance for staff (academic and non-academic) and students

Challenge 2: Scarcity of Resources and Coordination for Committees on Gender Equality - Area of intervention: HR Management Practices
Goal 2: Discover and Promote Collaboration Among Existing Resources for Gender Equality
Challenge 3: Absence of long term monitoring for gender equality - Area of intervention: HR Management Practices
Goal 3: Create a permanent monitoring system about gender equality
Challenge 4: Gender stereotypes about ICT/IST studies and lack of female role models – Area of intervention: Teaching and Students Services
Goal 4: Counteract gender stereotypes and gender segregation in ICT/IST studies
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
Challenge 6: Lack of Gender Neutral Communication – Area of intervention: Institutional Communication
Goal 6: Improve the gender neutrality of the institutional communication
Challenge 7: Awareness about gender equality issues to be raised at all levels within the university – Area of intervention: Institutional Communication
Goal 7: Raise awareness about gender equality among the members of the institutions

4   Action Plan

The approved Gender Equality Plan for UniMORE is here presented and described in details. 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. After the first iteration pf GEPs implementation, the actions have been revised to be adjusted base on achieved results and received recommendations.

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.

4.1.1 Goal 0: Ensure sustainability of GEP's actions by including gender equality actions in the University strategic documents

4.1.1.1 *Action 0.1 – Propose and implement changes to UniMORE Triennal Plan of Positive Actions in order to ensure the GEPs sustainability*

<u>*Description*</u>

This action has been added in the refinement of the 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 is the sustainability of the GEPs actions after the end of the project. This action aims at ensuring that the most important actions 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 gender equality goals 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 comes 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 should be released at the beginning of 2019 to cover the period 2019-2021. The action foresees to propose and implement changes to the UniMORE Triennal Plan in collaboration with the Unified Committee for Guarantees (CUG) and in particular with it's recently created sub-commission on Positive Actions that will be responsible for releasing the Triennal Plan and negotiate it with the high university management. Specific actions, evaluated as most critical in terms of structural change, will be proposed for inclusion in the strategic plan, such as the annual report showing gender disaggregated data about the university and the adoption of the national guidelines on the correct use of gendered language in the public administration.

- **Timeframe: M26-M36**

- Allocated Resources: This action is conducted by the EQUAL-IST team in collaboration with the UniMORE Unified Committee of Guarantees.

- Responsible Units/Stakeholders: EQUAL-IST team

Sustainability: the inclusion in the university strategic Triennial Plan of Positive Actions will ensure the long-term support to important actions of the EQUAL-IST GEPs

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

4.1.2.1 *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 nonacademic 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 or they do not have a clear understanding of the correct procedure required to access it. Hence, within the first iteration period a new section of the public Web site of the UniMORE Unified Committee of Guarantees (CUG) has been created and dedicated to give visibility to the work-life balance opportunities in UniMORE with links to the related regulations and modules. Moreover, a new collective agreement about teleworking and smart working has been approved and signed by the UniMORE CDA (Management Board) on 17th May 2018, increasing the opportunities for tele-working and introducing new rules about smart working. The agreement has been published online, along with the guidelines and indications on how to access to the offered opportunities in terms of work flexibility. A dedicated event has been organized to present the new agreement to UniMORE staff. The event, that is dedicated to all UniMORE staff members and is intended as a dissemination and training event to clarify the procedures to access work flexibility opportunities at UniMORE, will be held during the second iteration. Finally, a sub-commission (working group) specifically dedicated to well-being and work-life balance has been created within the CUG Committee starting from October 2017. The creation of a permanent sub-commission represents an important achievement in terms of structural change and for the sustainability of actions to improve well-being and work-life balance of UniMORE staff members.

- Timeframe: M17-M30

- Allocated Resources: This action is conducted by the UniMORE Unified Committee of Guarantees members with the support of the EQUAL-IST team. External experts and staff members of the UniMORE Office for Human Resources are involved.

- Responsible Units/Stakeholders: UniMORE Unified Committee of Guarantees

Sustainability: the creation of a permanent sub-commission within the CUG Committee dedicated to well-being and work flexibility will ensure the sustainability of this action, through the engagement of the members of the sub-commission

4.1.2.2 *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, a feasibility study is needed. 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.

During the first iteration, the strategy on how to proceed with the feasibility study has been defined. The survey submission and the conclusion of the feasibility study are scheduled for the second iteration period.

Timeframe: M17-M36

Allocated Resources: This action is conducted by the EQUAL-IST team in collaboration with the UniMORE Unified Committee of Guarantees, with the involvement of the office for labour relations and of the Rector Delegate for Equal Opportunities.

Responsible Units/Stakeholders: EQUAL-IST team

Sustainability*:*

The engagement of the CUG President and of the Delegate of Rector to Equal Opportunity and their support to this action should ensure the prosecution of this action according to the agreed strategy.

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

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

Description

Within the university 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, during the internal gender audit many participants evidenced: a scarcity of resources dedicated to the existing committees; a lack of visibility of the machineries that in some cases leads to a scarce knowledge of staff and students about their existence; in

some cases, a lack of coordination among them. This action aims at mapping the internal (and also external) resources and competences about gender equality already existing in the university, give them visibility, and promote collaboration among them. To this purpose, the action includes an internal recognition to map all existing sparse gender competences in the university. The recognition results allow us to create a network of internal gender experts, promoting a collaboration and stimulating an active cooperation among them. During the first iteration period a first recognition has been carried out and the results published on the CUG public Web site to give them visibility inside and outside the organization. During the second iteration another recognition will be performed and the process of mapping competences and clarifying tasks will continue. It is worth to note that the mapping of the existing resources also gives the opportunity to the existing committees for gender equality to discover other useful internal competences they can rely on for collaboration on specific gender issues.

Timeframe: M17-M36

Allocated Resources: This action is 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 and Well-being UniMORE will contribute.

Responsible Units/Stakeholders: EQUAL-IST team

Sustainability:

The publication on the CUG Web site gives long term public visibility to the contacts of the existing services, along with the clear description of their purpose. The continuous update of these information should be guaranteed by the engagement of CUG and of the responsible people of the services, who agreed on the usefulness of this initiatives.

4.1.3.2 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 may 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 is 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. During the first iteration the strategy to identify the reference people has been defined and agreed with high level management and contacts have been taken with 4 Department Heads, while in the second iteration period the identification of the reference people will be completed.

Timeframe: M17-M36

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

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

Sustainability:

The presence of a reference person in each department will increases the possibility to locally monitor the GEPs implementation and their evolution in time. Moreover, it will facilitate the definition and the implementation of gender policies at the department level, as well as the identification of critical situations.

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

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

<u>Description</u>

The internal gender audit revealed the great difficulty to get data disaggregated by gender due to a twofold reason: a) the fragmentation of the information that are managed by different offices and through different information systems; b) the task of extracting and merging the data is usually seen as an additional and useless burden by the staff members of the offices that should provide the data. However, the lack of data makes really hard to have a clear a global vision of the current situation and of its temporal evolution in terms of gender equality. This action aims at collecting and analysing gender disaggregated data in order to realize a monitoring of the current situation and of its evolution over time. The collected data regard female and male presence at different roles / level of staff and students' population. The results of the data analysis will be presented in a report that is published periodically (yearly) on a public Web site of UniMORE. Moreover, the effort of the EQUAL-IST team is toward trying to automatize as much as possible the process of extracting data, analyzing them and producing meaningful statistics and graphs to facilitate the process.

This action was initially planned to focus only on the data of the ICT departments of UniMORE, but we had the opportunity to extend the action to the entire University. A schedule change occurred due to the unexpected possibility, arisen during a first internal meeting with the high management, to extend the data collection and analysis beyond the ICT Departments to the entire university. The actual extension of this action to all the University changed the scheduled planning, slowing down the collection and analysis phase: for that reason, these activities and the consequent definition of the structure of the periodic report on gender statistics and its approval are still in progress.

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.

During the first iteration of GEPs implementation an internal recognition to understand which data are available and which offices are responsible for them, a first exploratory data collection and a first definition of the structure of the periodic report on gender statistics have been carried out. Definitive approval of the report, final data collection and analysis, and publication of the gender statistics are scheduled for the second iteration.

Timeframe: M17-M36

Allocated Resources: This action will be coordinated by the EQUAL-IST team with the collaboration of the UniMORE Unified Committee of Guarantees, the General Director, and the Office for Labour Relations

Responsible Units/Stakeholders: EQUAL-IST team

Sustainability:

The effort to automatize the data analysis and infographic generation processes aims to make sustainable this action, overcoming the resistances of administrative offices to provide the necessary data. Moreover, the presence of a best practice of the University of Bologna that annually publishes the report on Gender Budgeting is an important element to incentivize the UniMORE CUG and management to support this initiative. Even more important, the involvement of UniMORE in the CRUI national working group on Gender Budgeting gives strength to this activity and should make the production and publication of the report sustainable after the end of the project (see Action 3.2).

4.1.5 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 facilitating the monitoring and the evaluation of GEPs implementation and of the evolution of gender policies over time. Exploiting the expertise of UniMORE researchers actively involved in the Interdepartmental Research Center on Discriminations and Vulnerability (CRID) and their external collaborations with external experts, a system of aggregated indicators for gender equality has been studied during the first iteration of GEPs implementation, to be proposed for application to the ICT departments (and eventually to other departments) of UniMORE during the second iteration. Moreover, during the first iteration two new activities not initially planned were carried out. The first activity is related to the involvement of UniMORE into a national CRUI working group on Gender Budgeting that is currently working on defining guidelines on Gender Budgeting with the final aim to define a commonly agreed model to be disseminated and applied within the Italian Universities. The participation to the national CRUI working group could play an important role in enforcing our actions related to the creation of permanent monitoring system about gender equality in UniMORE for a twofold reason: it is likely to facilitate obtaining the support of the UniMORE high management and allows us to be in contact with national experts to take advantage of their skills. The second activity is the creation of a sub-commission (working group) specifically dedicated to Positive Actions within the CUG Committee starting from October 2017. The creation of a permanent sub-commission represents an important achievement in terms of structural change and for the sustainability of the adoption of a permanent monitoring system for gender equality.

Timeframe: M17-M36

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). External experts from the University of Salento are involved.

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

Sustainability:

The participation to the national CRUI working Group could play an important role in enforcing our actions 3.1 and 3.2 related to the creation of permanent monitoring system about Gender Equality in UniMORE. This would indeed facilitate to obtain the support of the UniMORE high management on one side, and on the other side would allow us to be in contact with national experts to take advantage of their skills. Moreover, the creation of the CUG sub-commission on Positive Actions is another important element towards the sustainability of a system for evaluation and monitoring of gender equality after the end of the project.

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

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

<u>Description</u>

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 national practice 'Alternanza Scuola-Lavoro' - http://www.istruzione.it/alternanza - that typically take place in the summer months). The module is aimed at raising awareness about gender equality issues in Research Performing Organizations with specific attention to the ICT field. The Interdepartmental Research Center on Discriminations and Vulnerability (CRID) is willing to act as a central coordinator of the tutoring events including the gender-based educational module and to monitor the participation of students to that specific activity. During the first iteration of GEPs implementation, a first structure of the education module has been defined including the following parts: an introduction on gender-related stereotypes related to STEM disciplines, a presentation of data about the under-representation of women in the ICT fields in Europe and Italy, a presentation of the EQUAL-IST project and the results of the gender audit within UniMORE, a reflection on the gender neutrality of visual and textual language and on terms related to gender equality, and a discussion on possible positive actions to increase gender equality. The module has experimented during a seminar as part of a project 'Alternanza Scuola Lavoro' in a high school: feedbacks were collected to improve the module. Then, during the second iteration of GEPs implementation the module will be shared with the representatives for tutoring events in the UniMORE departments and adopted in different activities with the high schools.

Timeframe: M17-M36

Allocated Resources: This action will be conducted by the Interdepartmental Research Center on Discriminations and Vulnerability (CRID) in collaboration with the EQUAL-IST team and with members of the Commission for Equal Opportunities of the Department of Linguistical and Cultural Studies

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

Sustainability:

The support of the CRID Center, that is willing to act as a reference point for tutoring events to coordinate and monitor the participation of students to activities of Alternanza Scuola Lavoro, should help to guarantee sustainability to this action.

4.1.6.2   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 annually by UniMORE, that in the previous editions involved up to 40-50 girls each year, 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. The approach is based on learn-by-doing and team working. This action aims to extend the summer camp, increasing the number of participants and the number of high schools involved with respect to previous editions. During the first iteration of GEPs implementation, activities were carried out to promote the summer camp in the high schools. In particular, 4 events were organized in Modena and Reggio Emilia. Moreover, the unexpected support of local entities and foundations, and the collaboration with the University of Bologna, allowed to start new, not initially planned, activities related to the extension of the summer camp in other two cities of Emilia Romagna Region: Reggio Emilia and Cesena. During the second iteration, the 3 summer camps will be carried out. Moreover, other contacts have been taken to further extend the summer camp in other Italian Regions.

Timeframe: M17-M36

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

Sustainability:

Thanks to the financial support of the Foundation of Cassa di Risparmio di Modena, the sustainability of the Summer Camp in Modena is ensured for three years. Moreover, we received support from other local institutions (Municipality of Modena and Reggio Emilia, Foundation of Vignola) that showed interest in the initiative. We also point out that the increasing attention to this camp at the national level within CINI and GRIN groups, along with the exhortation of the Ministry to promote actions to increase the number of female students in Computer Science Laurea Degrees, will allow us to export the summer camp Ragazze Digitali as a best practice in other Universities, as already happened with the University of Bologna.

4.1.6.3 *Action 4.3: Coding and ICT activities at primary and secondary schools*

<u>Description</u>

Since cultural issues and stereotypes are generally recognized to be the main causes of gender inequalities, the countermeasures should involve the younger generations, integrating specific contents into the educational programs of the schools, possibly starting at middle and even elementary schools. In particular, introducing ICT and coding at very basic levels (for example, through the Scratch visual programming language) in activities carried out with very young kids has the positive effect, besides increasing their skill and their attitude towards computational thinking, of helping to contrast gender stereotypes, because girls younger than 10 years are still attracted from technology, while the gap seems to start at an age of 10-12 years. This action was not initially planned in the UniMORE GEPs and it was made possible by the unexpected received support of two local entities: Foundation Cassa di Risparmio di Modena for organizing events with kids of age 7-12 and IC7 (Istituto Comprensivo 7) to carry out a training program for teachers and students of three primary schools in Modena. These activities and events have been initiated during the first iteration and will continue during the second iteration.

Timeframe: M17-M36

Allocated Resources: This action will be conducted by the EQUAL-IST team members in collaboration with the DIEF Department and with the involvement of external stakeholders like the Modena Municipality, local Foundations and local schools of different levels (elementary, middle and high schools).

Responsible Units/Stakeholders: EQUAL-IST research team, DIEF Department

Sustainability:

As regards the activities in the primary schools, we designed specific training program dedicated to teachers, and require their presence and collaboration during the activities with the students, to give them the possibility to learn how to carry out coding activities and to replicate them in the next years. Moreover, the Foundation Cassa di Risparmio of Modena is interested in extending and replicating the events that were successful in teaching coding and ICT competences to young kids. Hence, we hope that the collaboration with the Foundation will continue in the future.

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

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

<u>Description</u>

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. This action focuses on the organization of networking events and community building activities, with leadership seminars and dedicated workshops including practical simulation of research team work and project development. This training experience may help female researchers getting confident about project proposal development and management. Moreover, these events facilitate the collaboration among researchers and a multi-disciplinary approach; specific events dedicated to research on gender dimensions were planned 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. During the first iteration of GEPs implementation, one event has been carried out, including a plenary session in the morning with 7 speakers, both internal and external to UniMORE, and a training session in the afternoon focused on project design in the context of Marie Skłodowska-Curie actions (MSCA), led by a representative of the Agency for the Promotion of European Research (APRE). The UniMORE Rector and two Council Members of Modena Municipality and Emilia Romagna region intervened at the event for institutional greetings. The event was an occasion of networking for female researcher, to share experiences and openly discuss about the gender impact on research careers and activities, learn about the funding opportunities about research grants at local, national and European level, and to receive training about project design in the context of Marie Skłodowska-Curie actions. Furthermore, it was an occasion to raise awareness about gender equality within the UniMORE students and staff member attending the event or following it in live streaming. During the second iteration, another event is planned.

Timeframe: M17-M36

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

Sustainability:

The engagement of the UniMORE Research Office and the intention of several speakers to continue to collaborate and give origin to similar initiatives may represent a starting point to institutionalize the practice of organizing a yearly event dedicated to young female researchers.

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

4.1.8.1 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-neutralxaxxax 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. This action aims at defining simple and clear guidelines about gender neutral communication to be shared with all the departments of UniMORE and to be followed in the official and institutional communication. To implement this action, we exploited resources internal to our university, in particular the expertise of Prof. Cecilia Robustelli, an expert researcher of the UniMORE Department of Linguistic and Cultural Studies whi is coordinating a national Working Group involved in the definition of guidelines on the use of gendered language in the public administration. During the first iteration, Prof. Cecilia Robustelli developed a set of guidelines on the use of gender in the language of the public administration. The guidelines, 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 (http://www.accademiadellacrusca.it/en/pagina-d-entrata), have been presented at MIUR (Italian Ministry of Education, Universities and Research), that invited all the universities to adopt them. During the second iteration, the effort will be devoted to the adoption of this guidelines in UniMORE. Moreover, a specific study of the visual and textual language used in the Web sites of the ICT courses in UniMORE will be carried out to understand how to improve the communication in order to attract girls towards these studies.

Timeframe: M17-M36

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

Sustainability:

The official adoption of the MIUR Ministry and its invitation to the Italian Universities to follow the guidelines should ensure the sustainability of the change towards a gender neutral and sensitive language. Moreover, the adoption within UniMORE of these guidelines should be facilitated by the organization of a training course for University staff members on the practical use of the guidelines (see next action 6.2).

4.1.8.2 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. 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). An obstacle to this action could be the lack of available resources, but in this case the training can be performed by resources internal to UniMORE with the required expertise. Indeed, colleagues of the Department of Studies on Language and Culture and of the Department of Communication and Economics have specific competences about gender sensitive language and communication. Taking advantage of internal resources reduces the financial resources needed to implement this solution and makes it affordable for the university. During the first iteration, the structure of the seminar and of the training course was defined. The seminar will be open to all the UniMORE staff members and students. 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 should be mandatory for the UniMORE staff members that are responsible for institutional communication. The seminar and the training course will be carried out during the second iteration.

Timeframe: M17-M36

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

Sustainability:

The availability of internal expertise along with the engagement of the CUG members and of Prof. Cecilia Robustelli should ensure sustainability to this action. Moreover, the mandatory training for the people responsible of institutional communication activities should allow to actually and effectively adopt the guidelines on gender sensitive language and maintaining this good practice in place.

4.1.9 Goal 7: Raise awareness about gender equality needs

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

Description

This action aims at discovering 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 the researchers working on gender related topics existing in the university and the current initiatives towards gender equality, with the final aim to promote them and facilitate forms of collaboration. To improve the visibility of existing initiatives and research on gender dimensions, this action foresees to collect information on gender-related events, publications and projects, and publish them in a dedicated section of the Web site of the CRID Interdepartmental Center. During the first iteration of GEPs implementation, a survey to carry out the internal recognition on existing gender competences has been defined and submitted for a first recognition and data collection. During the second iteration, the collected data will be analysed to be correctly and clearly classified. Then, the results will be published on the CRID Web site to represent a publicly available reference point for discovering existing expertise and initiatives and promoting new forms of collaboration on gender topics.

Timeframe: M17-M36

Allocated Resources: This action will be conducted by the EQUAL-IST team members in collaboration with the members of the CRID research center.

Responsible Units/Stakeholders: EQUAL-IST team

Sustainability:

The involvement of the UniMORE CRID center should ensure sustainability to the prosecution of the action. The CRID members expressed their intention to support a regular (yearly) submission of the cognitive survey to update the data collection on gender expertise within UniMORE to be published on the CRID Web site.

4.1.10 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 a sustainable structural change. 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 are the UniMORE staff, both academic and nonacademic, and the students at all levels. Different stakeholders, internal and external, are 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. During the first iteration of GEPs implementation, 3 events were carried out and the other 2 events will be organized during the second iteration.

Timeframe: M17-M36

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, and UniMORE Students Organizations.

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

Sustainability:

The involvement of colleagues of other UniMORE Departments, who are willing to permanently include as part of their classes a seminar on gender equality issues, and the collaboration of the CUG with the Modena Municipality towards the organization of an annual event during the week of the 8th March to celebrate the international women's day, should ensure the sustainability of the action.

5   Summary table of the Gender Equality Action Plan

The Summary Table describing all Challenges, Goals, Actions and GEP's articulation is presented as Annex A.

6   Monitoring

The Summary Table (Annex A) describes for each challenge the planned time-frame and the specific measurable target indicators. In particular, the column 'Target Indicators' indicates the measurable output during the first iteration (months 17-24) of the GEPs implementation. The monitoring process of the GEPs implementation will be based on this information as a quantitative measure, as well as on the qualitative description of how each action has been implemented.

7 Annex A GEP Summary Table

Main Area	Sub- Area	Challenges and Goals	Action	Target Indicators	Responsible Stakeholders /Units	Timeframe Mx-My	Resources
HR & Management practices	Gender Equality Policies	**Challenge 0**: Lack of long-term sustainability of Gender Equality Plan's actions **Goal 0**: Ensure sustainability of GEP's actions by including gender equality actions in the University strategic documents	**Action 0.1** - Propose and implement changes to UniMORE Triennal Plan of Positive Actions in order to ensure the GEPs sustainability	Inclusion of EQUAL-IST GEP actions in the University Triennial Plan of Positive actions 2019-2021	EQUAL-IST team	M26-M36	UniMORE CUG
	Work Life Balance	**Challenge 1**: Both academic and nonacademic staff struggle to achieve work-life balance, especially with	**Action 1.1** – Increase visibility of all information about leaves and work flexibility regulation (e.g., teleworking)	Regulation about work-life balance opportunities published on the public CUG Web site; sub-commission is created;	UniMORE Unified Committee of Guarantees	M17-M30	UniMORE CUG, EQUAL-IST Team

	young children **Goal 1:** Improve the work-life balance for staff (academic and non-academic) and students		one event on smart working is organized			
		Action 1.2 – Feasibility study about the setting up of a child care service in the university facilities	The feasibility study is concluded; the adoption of child care service is evaluated	EQUAL-IST team	M17-M36	UniMORE CUG, Delegate for Equal Opportunities, office for labour relations
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	**Action 2.1:** Competences and resources on gender equality in different departments are communicated and given visibility	A first recognition of existing gender competences is carried out and a network of experts is created. The results are published on a dedicated public Web site	EQUAL-IST team	M17-M36	UniMORE CUG, Delegate for Equal Opportunities, Committees for Equal Opportunities
		Action 2.2: Identification of a reference person for gender equality in each	A reference person for each department is identified. A network of the	UniMORE Unified Committee of Guarantees,	M17-M36	UniMORE CUG, EQUAL-IST team

			Departme nt	appointed responsibl e people is created.	EQUAL-IST team		
	Gender Disaggrega ted Data and Monitoring	**Challenge 3**: Absence of long term monitorin g for gender equality **Goal 3:** Create a permanen t monitorin g system about gender equality	**Action 3.1** – Collection of gender disaggreg ated data and publicatio n of statistics about the ICT departme nts	Data collected. Report structure on gender statistics on UniMORE is defined, approved and adopted	EQUAL-IST team	M17-M36	UniMOR E high level manage ment, CUG, Labour Relations Office
			Action 3.2: Design of a system of gender indicators for monitorin g and evaluatio n	The system of aggregate d indicators for gender equality is defined and used; sub-commissi on is created; UniMORE is involved in the CRUI working Group	EQUAL-IST team	M17-M36	CRID Research Center
Teaching and students services	Contrastin g gender segregatio n in studies choices	**Challenge 4**: Gender stereotyp es about ICT/IST studies and lack of	**Action 4.1**: Inclusion of an education al module on gender	The education al module is defined and shared	CRID center	M17-M36	CRID Research center, EQUAL-IST team

		female role models **Goal 4**: Counteract gender stereotypes and gender segregation in ICT/IST studies	equality and stereotypes in the activities with the high schools	(first iteration).			
			Action 4.2: Replication and extension of the ICT summer Camp "Digital Girls"	4 events to promote the summer camp. 130 female students enrolled in the camp and 25 origin schools	EQUAL-IST team	M17-M36	Support of Local Foundations, Municipality, ICT companies
			Action 4.3: Coding and ICT activities at primary and secondary schools	Training program for 19 teachers of primary school, training program for kids of 32 classes; 3 primary schools involved; 4 events with kids age 7-12	EQUAL-IST team	M17-M36	Local schools, Foundation Cassa di Risparmio of Modena

Research content & 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	**Action 5.1**: Organization of networking events and workshops for female researchers	Number of organized networking events: 2 Number of participants: 45 female researchers	UniMORE Research Office	M17-M36	EQUAL-IST Team, CRID Research Center staff
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	**Action 6.1**: Guidelines for gender neutral communication at the institutional level	A set of guidelines for a gender-neutral communication is prepared and published	UniMORE Unified Committee of Guarantees	M17-M36	EQUAL-IST team. Experts from Dept. Linguistic and Cultural Studies
			Action 6.2: Seminars on gender neutral communication for UniMORE staff members	Number of organized seminars: 1 Number of participants: 25 people	UniMORE Unified Committee of Guarantees	M17-M36	EQUAL-IST team; experts of Dept. Linguistic and Cultural Studies

| 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 institutions | Action 7.1: Identification and promotion of existing expertise and initiatives about gender dimensions in UniMORE | A first recognition of existing initiatives on gender equality is carried out. The results are published on the public CUG Web site | EQUAL-IST team | M17-M36 | CRID research center staff |
| | | | Action 7.2: Organization of workshops and seminars on gender equality | Number of organized events: 5. Number of participants: 150 people | EQUAL-IST team | M17-M36 | CRID and CUG staff, Students Organizations |