ALMA MATER STUDIORUM – UNIVERSITÀ DI BOLOGNA - Piano d'Eguaglianza di Genere

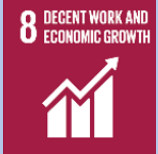| Key areas	Objectives	Measures	Direct Target	Indirect Target	Timeline 2017	Timeline 2018	Timeline 2019	Timeline 2020	Who is in charge of this?	Indicators	Connection with SDGs Agenda 2030
KA1 - The governance bodies, key actors and decision-makers	1.1 Promoting the creation of structures to support gender equality	Appointing delegates (in departments/faculties/schools, with a proactive and consultant role) to be responsible for monitoring and ensuring that workplace procedures and practices respect gender equality	Representatives of researchers/professors and technical and administrative staff, with know-how and interest in gender equality	Researchers and Professors, Technical and Administrative staff of the Departments with delegates		X	X	X	Rector, CUG, PLOTINA Team, Human Resources (HR) Vice-Rector, Director General (DG), Administrative Division Directors Board, APOS.	1.4 Gender equality policy and structures	10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status 10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality

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KA1 - The governance bodies, key actors and decision-makers	1.1. Promoting the creation of structures to support gender equality	Routine revision of any text, communication, images, from a gender equality and diversity standing point	Researchers/professors and technical and administrative staff		X	X	X	X	Rector, HR Vice-Rector, DG, GENDER EQUALITY RECTOR DELEGATE (GERD), Communication Unit (AAGG), CUG	1.3 Gender sensitive language and images in institutional documents	5 GENDER EQUALITY
KA1 - The governance bodies, key actors and decision-makers	1.2. Promoting gender equality in the institutional culture, processes and practice	Gathering of gender disaggregated quantitative and qualitative data routinely, in departments/faculties/schools, if possible, in a digital format. Analysis of these data in a dedicated Report so as to monitor gender and diversity state of art in the organization and allow further data collection	Key actors and decision-makers	Researchers/professors and technical and administrative staff, students	X	X	X	X	Rector, HR Vice Rector (VR), Digital Technologies Vice-Rector (DT VR), GERD, Directors of Departments and Schools, Campus Coordinators, Administrative Divisions (CESIA, APOS, ARAG).	6.4.3 Provision of an annual RPO gender report	5.1 End all forms of discrimination against all women and girls everywhere

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KA1 - The governance bodies, key actors and decision-makers	1.2. Promoting gender equality in the institutional culture, processes and practice	Plan of regular GEP follow-up meetings with governance key actors and senior management (Vice-Rectors and Administrative Divisions Managers) to create ownership of the GEP, to strengthen the potential of the plan and to maximize its impact	Key actors and decision-makers, PLOTINA Team, Departmental delegates	Researchers/professors and technical and administrative staff, students	X	X	X	X	Rector, PLOTINA Team, Vice Rectors and their Delegates, DG, CUG, Directors of Administrative Divisions, Departmental delegates	6.1.3 Meetings for GEPs implementation	5 GENDER EQUALITY 5.1 End all forms of discrimination against all women and girls everywhere
KA1 - The governance bodies, key actors and decision-makers	1.3. Promoting gender equality in the individual culture, processes and practice	Promotion of initiatives to favour a widespread gender competence at all levels of the organization with provision of training to staff, teachers and researchers	Researchers/professors and technical and administrative staff	Students	X	X	X	X	GERD, CUG, AFORM, APOS	6.1.5 Awareness training on gender sensitive issues	

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KA2 - Recruitment, career progression and retention	2.1. Promoting processes to favour and support gender-sensitive recruitment, career and appointments	Carrying out gender awareness initiatives, briefings or creating guidelines to be undersigned by recruitment and appointment Commission Members	Commission Members and administrative staff with supporting roles	Candidates		X	X	X	Rector, HR VR, GERD, CUG, APOS	6.2.4 Positive actions in recruitment processes	5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life
KA2 - Recruitment, career progression and retention	2.1. Promoting processes to favour and support gender-sensitive recruitment, career and appointments	Offer of Mentoring and Empowerment courses to improve visibility, self-confidence, negotiating and leadership skills, particularly dedicated to the underrepresented gender	Newly recruited staff, researchers and professors			X	X	X	GERD, Rector Delegate to Entrepreneurship, PLOTINA Team, APOS, AFORM	6.2.10 Empowerment trainings for career progression 6.2.11 Trainings for leadership	5.1 End all forms of discrimination against all women and girls everywhere

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KA2 - Recruitment, career progression and retention	2.1. Promoting processes to favour and support gender-sensitive recruitment, career and appointments	Sharing career good practices - role models for women (scientists, researchers and academics)	Newly recruited staff, researchers and professors	Students	X	X	X	X	GERD, PLOTINA Team, AAGG, AFORM, CUG	6.2.8 Initiatives for raising awareness on female role models 6.2.9 Initiatives for raising awareness on gender diversity in research teams	8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value
KA2 - Recruitment, career progression and retention	2.1. Promoting processes to favour and support gender-sensitive recruitment, career and appointments	Introduction/retention in the RPO's internal research evaluation procedure of the consideration of maternity and parental leave periods in order to reach a more equal assessment	Researchers and professors		X	X	X	X	Research VR, CUG, GERD, APOS	6.2.6 Positive actions in research evaluation	

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KA2 - Recruitment, career progression and retention	**2.1. Promoting processes to favour and support gender-sensitive recruitment, career and appointments**	Promotion of campaigns within and outside the institution to make women's contribution to research and the gender diversity of research teams more visible	Researchers	Students		X	X	X	Rector, Vice-Rectors, DG, GERD, PLOTINA Team, ARIC, CUG, AAGG	6.2.8 Initiatives for raising awareness on female role models 6.2.9 Initiatives for raising awareness on gender diversity in research teams	5.1 End all forms of discrimination against all women and girls everywhere

Key areas	Objectives	Measures	Direct Target	Indirect Target	Timeline				Who is in charge of this?	Indicators	Connection with SDGs Agenda 2030
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KA3 – Work and personal life integration	3.1. Promoting integration of work with family and personal life	Availability of structured supports inside the organization for child-care, family-members with special needs, elder family-members, etc.	Researchers/professors and technical and administrative staff	Families of researchers/professors and technical and administrative staff	X	X	X	X	Rector, HR VR, DG, CUG, GERD, Rector Delegate to Disability, APOS	3.1 Demand and supply of basic child care 3.3 Provision of services for work and personal life integration	8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value

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KA3 – Work and personal life integration	**3.1. Promoting integration of work with family and personal life**	Feasibility plans for the creation of new welfare services, e.g. contract arrangements with service suppliers from family care duties and house chores to summer camp organization, to child-care in case of conference or congress	Researchers/professors and technical and administrative staff	Families of researchers/professors and technical and administrative staff	X	X	X	X	Rector, Vice-Rectors, DG, GERD, CUG, Delegate to Occupational Well-being, APOS	6.3.1 Policies on work and personal life integration	8 DECENT WORK AND ECONOMIC GROWTH

8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value |
| **KA3 – Work and personal life integration** | **3.1. Promoting integration of work with family and personal life** | Encouragement to men to take parental leaves | Researchers/professors and technical and administrative staff | Families of researchers/professors and technical and administrative staff | | X | X | X | HR VR, GERD, APOS, CUG | 3.4 Standard procedure for parental leave | |

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KA3 – Work and personal life integration	**3.1. Promoting integration of work with family and personal life**	Creation of guidelines to foster a better planning of working meetings accordingly to work life balance needs (e.g. management and communications of the meeting schedule/timing)	Key actors and decision-makers (e.g. Departments Directors), researchers/professors and technical and administrative staff			X	X	X	Rector, DG, Vice-Rectors, CUG, Delegate to Occupational Well-being, PLOTINA Delegates	6.3.1 Policies on work and personal life integration	8 DECENT WORK AND ECONOMIC GROWTH 8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value
KA3 – Work and personal life integration	**3.1. Promoting integration of work with family and personal life**	Implementation of ICT-based systems for enhancing flexibility and improving the staff mobility between the different University sites	Researchers/professors and technical and administrative staff	Students			X	X	Rector, DG, HR VR, DT VR, CESIA, CUG, PLOTINA Team	6.3.1 Policies on work and personal life integration	

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KA3 – Work and personal life integration	**3.1. Promoting integration of work with family and personal life**	Availability of flexible working times arrangements, from part-time to remote working	Researchers/professors and technical and administrative staff	Families of researchers/professors and technical and administrative staff			X	X	Rector, Vice-Rectors, DG, GERD, Delegate to Occupational Well-being, APOS	6.3.1 Policies on work and personal life integration	8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value

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KA4 - Researchers and research: gender equality and sex and gender perspective	4.1. Promoting a gender and sex perspective in Research processes	Monitoring of all data regarding Research disaggregated by gender: funding allocation, publications submission, excellence evaluation, patent applications	Key actors and decision-makers (e.g. Departments Directors	researchers /professors	X	X	X	X	Rectors, DG, Governing Bodies, CUG, DT VR ARIC, CESIA	6.4.3 Provision of an annual RPO gender report	10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard
KA4 - Researchers and research: gender equality and sex and gender perspective	4.1. Promoting a gender and sex perspective in Research processes	Development, communication and implementation of standards for the incorporation of the sex and gender variables into research	Researchers/p rofessors	Students and Scientific Community		X	X	X	Research VR, PLOTINA Team, ARIC, ALMA GENDER IRT	6.4.4 Participation in training seminars on integrating sex/gender analysis methods, by gender and field of research 6.4.11 Perception of the gender/sex variables in research contents, by gender	

Key areas	Objectives	Meseaures	Direct Target	Indirect Target	Timeline				Who is in charge of this?	Indicators	Connection with SDGs Agenda 2030
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KA4 - Researchers and research: gender equality and sex and gender perspective	4.1. Promoting a gender and sex perspective in Research processes	Internal training seminars on the use of sex and gender perspective in research, to foster the acknowledgment of its economic, social and innovation value	Researchers/professors	Students and Scientific Community	X	X	X	X	Research VR, PLOTINA Team, ALMA GENDER IRT, ARIC	6.4.4 Participation in training seminars on integrating sex/gender analysis methods, by gender and field of research	10 REDUCED INEQUALITIES 10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard
KA4 - Researchers and research: gender equality and sex and gender perspective	4.1. Promoting a gender and sex perspective in Research processes	Introduction in the local calls of the integration of 'sex and gender' variables in research as a criterion for evaluation	Researchers/professors	Students and Scientific Community		X	X	X	Research VR, PLOTINA Team, ALMA GENDER IRT, ARIC	6.4.5 Sex and/or gender analysis as requirements in RPO's internal calls	

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KA4 - Researchers and research: gender equality and sex and gender perspective	**4.1. Promoting a gender and sex perspective in Research processes**	Institutional recognition within the RPO of those dissertations that have taken the gender dimension into account. (e.g prizes for MA/Phd Thesis)	Researchers/professors, students		X	X	X	X	CUG, PLOTINA Team, ALMA GENDER IRT, ARIC, AAGG	6.4.10 Application for the international PLOTINA competition and/or awards for integration of sex/gender variables in research	10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard
KA4 - Researchers and research: gender equality and sex and gender perspective	**4.1. Promoting a gender and sex perspective in Research processes**	Promotion of networking of multidisciplinary research groups interested in gender issues and diversity *management*	Researchers/professors	Students and Scientific Community	X	X	X	X	ALMA GENDER IRT, PLOTINA Team, ARIC, GERD, Research VR, CUG	6.4.2 Networks on gender issues research	

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KA5 – Integration of sex and gender dimension in teaching curricula	5.1. Promoting the integration of a sex and gender perspective in teaching curricula	Availability of Guides and/or Workshops on the integration of gender equality and diversity issues in curriculum design, learning activities and/or program of study, as support for teaching staff	Professors and Teaching Staff	Students		X	X	X	Teaching VR, HR VR, GERD, CUG, PLOTINA Team	6.5.3 Training seminars or guidelines on integrating sex/gender in teaching curricula	4 QUALITY EDUCATION

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations |
| KA5 – Integration of sex and gender dimension in teaching curricula | 5.1. Promoting the integration of a sex and gender perspective in teaching curricula | Development of introductory and advanced training tools/courses in all Schools/levels (BA, MA, PhD) on sex and gender variables | Professors and Teaching Staff | Students | | | X | X | Teaching VR, HR VR, GERD, CUG, PLOTINA Team | 6.5.1 Courses on specific gender dimensions, per field of research | |

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KA5 – Integration of sex and gender dimension in teaching curricula	5.1. Promoting the integration of a sex and gender perspective in teaching curricula	Specific courses available for students on gender equality and soft skills in their study curricula	Students			X	X	X	Teaching VR, HR VR, GERD, CUG, PLOTINA Team AFORM, CUG, Third Mission	6.5.2 Sex/ gender variables in teaching modules/cour ses, per field of research	4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations