UNIVERSITÀ DI TRENTO

Two-Year Affirmative Action Plan
2020-2021

SUMMARY

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PREAMBLE

The University of Trento values among its core objectives the protection of equal opportunities. Aware of its role in the areas of higher education, research and knowledge dissemination, the University undertakes to directly and indirectly promote, in its activities and organizational model, a culture of acceptance and enhancement of differences, using all its abilities to identify, prevent and eliminate any direct and indirect discrimination based on sex, gender, ethnicity, religious belief or personal beliefs, disability, age and sexual orientation, including intersectional discrimination.

The Affirmative Action Plan (PAP) for equal opportunities at the University of Trento was adopted to pursue these objectives in the two-year period 2020-2021.
The Plan was drafted with help from the Committee for equal opportunities, well-being at work and against discrimination (CUG) and the support of the Diversity Management Office.
The Plan follows a previous document that defined the 2017-2019 planning period and which, however, became fully operational in 2018, when human resources and funds were allocated for the purpose as of the relevant Strategic Plan.
At a time of extensive changes (new members in the CUG, proposals to renew CUG rules, new Rector, start of a new strategic planning period, etc.), the University has deemed it necessary to propose a new, two-year Plan for Positive Action, which takes into account the previous planning and the implemented actions and prepares the ground for a more precise planning, inspired by sustainability and which is consistent with the new strategic planning.

The Gender Budgeting exercise and the approval of the Gender Report in 2021 led to the realization that it is necessary to strengthen the connection between the Plan for Positive Action and the strategic documents of the University (planning documents in particular) to implement the objectives and improve the periodic monitoring activities that are already in place.
In the first part, the plan gives an overview of the status of equal opportunities at the University examining its three main components (that is, students, faculty and staff) and all those who work within the University.
The second part lists the strategies and objectives for the two-year plan and includes a methodological note that briefly describes the areas of action and cross-sectoral activities, which are summarized in a final table.
The third part describes the areas of action (the themes) with an in-depth analysis of the actions designed to pursue the objectives.
Relevant legislation is listed in the last part of the document.

1. BACKGROUND

In recent years, the University of Trento has introduced many policies to promote equal opportunities and address existing asymmetries.

In particular, the 2017-2019 Plan for Positive Action identified many areas of intervention and proposed actions to address them in that time frame and beyond it. Specific attention was paid to gender differences and asymmetries, which are still significant within the University, and other measures were taken to address other issues, for example in the area of disability, sexual orientation, organizational well-being, reconciliation of work and family life (see for example the Family Audit certification process), gender equality in caring responsibilities, etc.

New appointments were made and bodies established to achieve the equal opportunities objectives included in the plan and to ensure that the actions are actually planned, implemented and monitored.

These strategic individuals and bodies at the moment are: the Vice Rector for equity and diversity policies, the Vice Rector for organizational well-being and relations with staff, the Rector's Delegate for disability, specific learning disabilities and special needs, the Rector's Delegate for initiatives on linguistic minorities, the Rector's Delegate for academic and international solidarity, the Delegates of departments and centres for equity and diversity policies, the Scientific coordinator for educational and parenting support services, student representatives for diversity management issues, the Committee for equal opportunities, well-being at work and against discrimination (CUG), the Confidential counsellor, the Center for Interdisciplinary Gender Studies, the Psychological counselling service for students, and the Psychological counselling service for staff.

Various working groups have been created to promote collaboration between different actors in specific areas, for example on gender and language, inclusive safety and security, etc.

And specific offices were established (the Diversity Management Office, the Student Inclusion Service and the Staff inclusion service) even though, with time, equity and diversity issues are becoming increasingly transversal to academic and administrative departments, which are becoming more and more involved.

The data on the student community and University staff have been monitored for years and are publicly available. The historical data series can be found on the Equality and Diversity page. The plan was drafted based on:

● staff data collected and processed by the Human Resources and Organization Directorate of the University (updated to 31.12.2020);

● data on the student community collected for the 2020 Gender Budget Report (updated to 31.12.2019);

● data collected for the 2021 Equal Opportunities Report (based on 2020 data) (updated to 30.09.2020).

Data concerning the student community are reported for the academic year 2019/2020 (updated to 30/09/2020), while data on teaching and research staff, administrative and technical staff, postdocs and PhD students, cover the calendar year 2020 (updated to 31/12/2020).

1.1 Students

The gender distribution of enrolled students in the academic year 2019-2020 was rather balanced, with 50.9% of female students vs. 49.1% of males. As is the case in other Italian universities, there is however an uneven distribution across different study courses: male students are significantly more numerous in particular in STEM disciplines (Science, Technology, Engineering and Mathematics), and particularly in Information Engineering and Computer Science (87.9%), Industrial Engineering (87.2%), and Physics (77.8%), while female students are overrepresented in SSH disciplines (Social Sciences and Humanities), and particularly in Humanities and Philosophy (72.6%), Law (65.7%), and Sociology and Social Research (64.8%). In the area of Psychology and Cognitive Science (at the crossroad between STEM and SSH) the female component is 67.8%.
The departments and centres with a more balanced gender distribution of enrolled students are the Interdepartmental Centre for Integrative Biology (Cibio, 53.7% female and 46.3% male students), and the Department of Economics and Management (49.4% female, 50.6% male).
Also, 70.6% of enrolments in First level master's courses, and 75% of enrolments in Second level master's courses are females.
With regard to the country of origin, on the total of students enrolled in the academic year 2019/2020, 92.9% were born in Italy, 1.8% in Europe (EU 28), and 5.4% in other countries. Among the most represented EU and non-EU countries are: Albania, Romania, Moldova, Germany, Ukraine.
With regard to disabilities, in the academic year 2019/2020, there were 280 enrolled disabled students (out of 16,315 enrolments in total): 147 have a disability (of which, 31 have a motor disability, 7 are visually impaired) and 133 have specific learning disabilities (SLD).

1.2 Teaching and Research Staff, and Administrative and Technical Staff

At the end of 2020 the University of Trento employed 1,427 people, 49.96% as administrative and technical staff and 50.03% in teaching and research positions. Women were 46.1% of the total, but there were significant distribution differences between faculty (where women were 28.9%, well below the average of Italian universities[1]) and administrative and technical staff (where women were overrepresented, being 63.4%).
The surveys conducted in recent years have found that the teaching staff and administrative and technical staff share a common point of weakness, and that is the imbalance in the number of women and men holding leadership positions.
In particular, as regards the teaching staff, there is a low percentage of women among full professors where, however, there has been an increase as a result of the actions undertaken in recent years and of the outcome of national scientific qualifications. While remaining below the national average (with about 25% of women in the first rank of professors, with a lower percentage in STEM areas), the percentage of women employed as full professors increased from 11.7% in 2015 to 17.2% in 2019. In 2020, women were 32.3% of temporary research staff (RTDa +

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[1] In 2019, women were almost 41% of the 69.885 Italian professors and researchers (Data source: Ministry of Education, MIUR data bases, DGSIS – Ufficio VI Gestione patrimonio informativo e statistica, Focus "Le carriere femminili in ambito accademico", March 2021).

RTDb), 46.7% of permanent researchers, 31.9% of second rank professors and 20.2% of first rank professors. The gender gap is particularly pronounced in scientific departments but women are underrepresented in humanities departments too.

As regards non-tenured research position, women accounted for 33.3% of doctoral students and 43.3% of research grant holders, that is below the percentage of women who graduated from our university (51,9%). Here too, there is a significant gender imbalance from one subject area to another.

Data show that, in 2020, 48.6% of freelance researchers were females.

The presence of women in the University governance bodies is still limited. While there is a rather balanced gender distribution in the Board of Directors (3 women and 4 men, excluding the Rector), the top academic position is currently held by a man, as is the top management position. In the other bodies there is still a significant asymmetry: the Academic Senate currently has 7 men and 1 woman as members, and a balanced student component (a woman and a man); in the Council of Directors sit 2 women and 13 men; in the Evaluation Committee there are 2 women and 3 men. Finally, of the 32 Vice Rectors and Rector Delegates, 6 are women and 26 are men.

The age distribution of University staff in 2020 has most employees in the 41-50 age group (299 staff members, that is 41.9% of the total), 34.1% in the 51-60 age group, 17.3% in the 31-40 age group and two smaller groups (2.7 of under 30s, and 4.1 of over 60s).

The female component of University staff is significantly younger than the male one, because more women than man participated in the most recent recruitment procedures and were employed in higher number as a consequence.

The age distribution of faculty members shows that they are significantly older than staff and students, a trend that is common to other universities at national level. As with university staff, the most represented age group among teaching and research personnel is that of 41-50 year olds (35.6% of the total), while only 17.2% of the faculty are under 40 and only 17.1% are over 60, a lower percentage despite the retirements of last years. This is obviously due to the fact that there is a later retirement age for academic staff (which, for some ranks, is around 70), and that faculty recruitment has been slow in the last decade because of legal limitations. From the perspective of qualifications, the highest faculty ranks (full professors) have older members, there are only two full professors in the under 40 age group, while 36.8% are in the over 60 age group. Overall, females in the highest rank are slightly older than males (in the over 60 age group 39.1% are women, 36.3% are men).

In the second rank (associate professors), 48.5% are in the 41-50 age group. The general trend also applies to this group: over 60s are more represented (11.0% of the total) compared with under 40s (8.6% of the total). Differences in gender distribution per age group in this rank are small.

Permanent researchers (RTI) are not evenly distributed by age group, with a clear prevalence in the 51-60 group, which includes 68.8% of men and 57.1% of women. As expected, the group of temporary researchers (RTD) has the youngest members, because new faculty members were almost exclusively recruited through this group in recent years (note that the number of RTDs (155) on 31/12/2020 is way bigger than the number of RTIs (30)). As regards gender differences in age distribution among temporary researchers, 65.7% are men in the 31-40 age group, and 44% are women.

Of all postdoc researchers (356), 37.9% are in the under 30 age group, 52% in the 31-40 age group and 9% in the 41-50 age group. Females are 34.3% in the under 30 age group, 49.2% in the 31-40 age group, 43.8% in the 41-50 age group.

As regards their nationality, 75% are Italian, 8.4% were born in Europe, 16.6% in other countries. 56 men and 33 women, out of 356, were not born in Italy.

This group also includes 15 people of foreign nationality, of which 5 are women.

With regard to disability, at the moment data have been collected for administrative and technical staff only, with 35 disadvantaged employees at the time of hiring. There are also 4 individuals, 2 women and 2 men, who were employed under law 104/92 (as individuals with a disability).

There is currently no information available as regards teaching and research staff.

2. OBJECTIVES

The University of Trento aims to serve as a model for good practices in equality and diversity, to set an example for its students, faculty and staff, but also for the local community. To this end, it will implement a series of strategies to resolve the existing imbalances, which represent a structural element of inequality, a waste of resources, and an organizational cost.

Substantive equality is something more than formal equality and it is based on the recognition of diversity as a value and a powerful resource. Given this premise, the promotion of equal opportunities does not imply the elimination of diversity, it rather requires action to eliminate unequal treatment, marginalization and discrimination practices that are sometimes associated with it. Promoting equal opportunities means, where necessary, to adopt corrective measures to remove obstacles and redress disadvantage and inequality.

The University's overall objectives for 2020-2021 will be:

- to promote equal opportunities for employment and professional growth for all University employees, irrespective of gender, religion or belief, ethnic origin, disability, age, sexual orientation, or employment conditions, through specific measures to manage and leverage diversity;
- to resolve the imbalances that exist within the University, in particular in leadership and governance positions, through concrete action aimed at avoiding occupational segregation and the loss of resources and talents;
- to take action to specifically overcome gender asymmetries in the choice of study paths;
- to develop policies that help reconcile professional, private and family life for all members of the university community, improving equality in caring responsibilities;
- to counter discrimination and harassment and gender violence and promote well-being at work in all its dimensions, including through prevention measures;
- to eliminate physical and cultural barriers to ensure that everyone can fully and equally participate in university life and in cultural and social events, join the labour market, and enjoy free time;
- to strengthen the networking activity with individuals, institutions, organizations at local, national and European level on issues of equity and diversity;

- to make the University of Trento an example, at local, national and international level, in the area of equal opportunities and substantial equity and inclusion by promoting the dissemination of good practices.

The implementation of the two-year plan requires an adequate allocation of resources amounting to 50,000 euro per year to perform the various actions.

3. METHODOLOGICAL NOTE

Positive actions, which aim to achieve the general and specific objectives mentioned above, are planned by combining cross-sector activities and areas of intervention.

Cross-sector activities are common to various areas of intervention, and can be implemented in different ways based on needs.

The areas of intervention, on the other hand, define the priorities by topic, and are established by the University based on analysis that take into account the Annual Reports on Equal Opportunities in the University, the Gender Budget Report, the surveys on organizational well-being and work-related stress, and other studies, including those on the Covid-19 pandemic, the findings of various thematic working groups, and reports from other organizations.

Each area of intervention contains the description of the actions that will be implemented.

3.1 Cross-sector activities

Cross-sector activities are a set of tools available to the academic community to plan, manage, promote and monitor the actions aimed at achieving the objectives of the various areas of intervention. In this context, the University can count on support from experienced stakeholders. The term "cross-sector" here refers to the fact that these tools can be used for a wide range of activities and there is now a general understanding that there is a need to involve the entire academic community in certain actions, so that the values of equity, diversity and inclusion are an objective and a priority shared by all.

Cross-sector activities may be associated with:

- coordination activities;
- awareness raising and promotion activities for a culture that is respectful of differences;
- training activities;
- data monitoring and analysis activities, also using outcome and impact indicators;
- dissemination activities;
- networking and communication activities.

Coordination activities

Groups and work tables are created to discuss specific issues, even across different areas of intervention, and to participate in organization, planning and monitoring activities. Coordination activities are necessary to harmonize the actions and to improve communication and collaboration, which are useful for the implementation of actions, an effective and efficient division of tasks and responsibilities, and a better use of the resources and skills.

Awareness raising and promotion activities for a culture that is respectful of differences

The University promotes cultural change, starting from within itself, encouraging training and scientific research methods that consider the differences and identities of people. This is also part of its "third mission". This commitment takes the form of dissemination activities in society and at local level, through awareness-raising and dissemination actions such as training, the organization of events, the creation of information material, the participation or launch of campaigns.

Training activities

Training activities, combined with awareness raising and promotion activities, are essential to the University as an education institution which encourages the growth of its community and of society as a whole through teaching and advanced training. Collaborations with local organizations, schools, professionals, and teachers, is of fundamental importance in this area.

Data monitoring and analysis activities

Actions are planned, at various levels, and objectives are better defined and achieved, based on the systematic monitoring and analysis of data, which is ensured by suitable tools such as questionnaires, data collections, surveys, outcome and impact indicators.

Dissemination activities

The results, best practices and information materials created by the University of Trento are disseminated through various channels and actions to the benefit of the university and local communities. Dissemination activities are essential to ensure that the various components of the University are committed to achieve its objectives.

Networking and communication activities

The University of Trento collaborates with public institutions and participates in local, national and international networks that fight discrimination and promote equal opportunities and organizational well-being, to contribute to mutual growth and to the dissemination of good practices (Commissione Tematiche di genere of the Conference of Italian Universities Rectors-CRUI and its work groups on gender reporting, gender and careers in Italian universities, gender-neutral language; Coordinamento Università del Triveneto per l'Inclusione - UNI3V, Rete delle Università per lo Sviluppo sostenibile- RUS, Rete Università per la Pace - RUNIPACE, Forum Diseguaglianze e Diversità, Rete Genere e religioni, the network of Committees for equal opportunities, and others). In this context, the University also promotes agreements with different entities and organizations (Libera - Nomi e numeri contro le mafie, Casa circondariale di Trento, etc.).

By participating in networks (for example, in the network of Committees for equal opportunities, which promotes collaboration between universities and their equal opportunities bodies), universities share good practices and experiences, take part in common training and research activities and take a common stand to communicate with national institutions, to table proposals and encourage change.

Participation in thematic networks at local, national and international level and in scientific projects funded by the European Union aims to the establishment of collaborations, the exchange of good practices and experiences, joint research activities.

Communication and communication activities are therefore fundamental. For equity to be reached in the University, all university members must have access to information in a transparent manner, thanks to proper tools and actions that must be implemented. It is therefore necessary to adopt a communication plan and communication methods that promote inclusiveness and are respectful of differences, and to use platforms and resources that make it possible to reach the target of the communication campaigns and the community as a whole. This effort includes the commitment to translate into English the main documents on equity, diversity and inclusion, and the activities for the development of communication through the social media pages of the Diversity Management Office and the update and review (underway) of its social profiles and of the pages on the counselling service for students and staff. The website must be fully accessible and constantly updated so that:

a) career, training and mobility opportunities are clearly accessible to all teaching and administrative and technical staff and to the student community, including people with disabilities and SLD;

b) information on equity bodies and other representatives are easily available and up to date.

A better communication also serves to make information available through online or printed publications, promote the books and materials of the University of Trento, disseminate the University data on diversity.

3.2 Areas of intervention and actions

The areas of intervention define the themes where action is more necessary to achieve the objectives and the desired structural and social change.

Given the information illustrated above and today's social scenario, and in view of the University's commitment to constantly improve, this Affirmative Action Plan identifies the following seven priority areas:

1. gender equality;
2. organizational well-being, health and safety;
3. reconciliation of work and family life;
4. inclusion, disability and special needs;
5. ethnic, religious and cultural affiliations and academic freedom;
6. sexual orientation and gender identity;
7. different generations at work.

Each area comprises a number of actions, to take into account the many cross-sector activities mentioned above.

3.3 Areas and actions table

Area	Actions
1. Gender equality	1.a Organizational interventions to value diversity, and gender diversity in particular - Administrative and technical staff

	1.b Organizational interventions to value diversity, and gender diversity in particular - Overcoming imbalances in scientific careers
	1.c A gender perspective in teaching and research
	1.d Gender differences: preventing and combating violence and other actions
2. Organizational well-being, health and safety	2.a Equal opportunities and organizational well-being monitoring centre
	2.b Organizational well-being and work-related stress: surveys and possible interventions
	2.c Preventing and fighting bullying, harassment, sexual harassment, discrimination
	2.d Health and safety in light of diversity
	2.e Support to temporary research staff
3. Reconciliation of work and family life	3.a Reconciliation of work and family life
	3.b Family Audit
4. Inclusion, disability and special needs	4.a Organizational interventions to value diversity, in particular in the area of (temporary and permanent) disability and special needs
5. Ethnic, religious and cultural affiliations and academic freedom	5.a Organizational interventions to fight discrimination based on religion or belief, ethnicity, culture
	5.b Academic freedom
6. Sexual orientation and gender identity	6.a Organizational interventions to fight discrimination based on affective and sexual orientations and gender identity
7. Different generations at work	7.a Organizational interventions for different generations at work

4. AREAS AND ACTIONS

4.1 Area 1: Gender equality

In its Guidelines for positive actions on gender issues in university and research[2], the Italian Ministry of Education, Universities and Research-MIUR underlines that persisting gender inequalities are not only and simply a problem of equity associated with the impossibility for people of a given sex to fully develop their potential, but also a problem of effectiveness and efficiency of research. Gender inequalities in fact "distort the results" of research because unequal research does not adequately take into account the differences that characterize the experiences of women and men (see gender medicine, for example), tends to privilege some topics and areas of research over others, in ways that are not independent of gender, and influences the progress of science excluding a part of human resources that, with their talent, could contribute to its development.

In addition to the above reasons, ensuring gender equality is fundamental also to access European research funds, given the requirements that must be met and the areas that require specific action.

The 2020-2021 Plan therefore proposes to consolidate the efforts for the promotion of equal opportunities between men and women that have been implemented in recent years and to continue to promote women empowerment and gender mainstreaming to integrate a gender perspective in all the activities of the University. Based on this approach, policies and activities are designed, implemented and assessed taking into account gender differences and, to do so, the University adopted a new useful instrument, the Gender Budget, that will be used in the planning and in the evaluation stage.

The commitment to prevent and fight gender-based violence is one of the actions in this area of intervention.

ACTION 1.a	**Organizational interventions to value diversity, and gender diversity in particular - Administrative and technical staff**
Justification	The adoption of new organizational models that take inspiration from the valorization of human capital in its diversity is a key instrument to encourage a greater participation of women in the labour market and to overcome isolation and marginalization. This will require a set of actions that need to be approached in an innovative way in order to create a more efficient and modern administration.
Target group	Administrative and technical staff

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[2]https://www.miur.gov.it/documents/20182/991467/Documento_+Indicati_azioni_positive_MIUR_su_temi_genere.pdf/23e81cb6-f15a-4249-9bd6-cf4fdcd113a8?version=1.0#:~:text=La%20persistance%20d she%20d equality%20d i, contribution% 20allo%20s tangle%20d she% 20research.

Objectives	To adopt administrative and organizational policies that take equal opportunities into account in the management of human resources and are useful to solve current imbalances. The identification of areas of intervention will be preceded by appropriate periodic data monitoring exercises, which are described in detail in the "Organizational wellbeing, health and safety" area.
Description	• Equal access must be ensured through recognition schemes that facilitate career advancement based on results achieved and not on time spent at work. This type of approach calls for an organizational culture based on objectives and the evaluation of results, the adoption of shared and effective evaluation parameters, procedures that rely on transparent and uniform criteria (for a better perception of organizational fairness), training programmes for staff in managing or similar posts (including academic staff) to introduce a leadership style based on diversity management and better assessment procedures. The training course for executives and heads of staff was conceived in 2019 and, after a stop during the pandemic, will be implemented in 2021. • To encourage the career advancement of women, programmes will be designed and implemented to provide women with the necessary skills to take on management positions. • Special attention will be given to staff in temporary positions, which is made up of women for about 70%: appropriate initiatives must be encouraged to help people design their personal and professional future. • The University has adopted various measures to improve flexibility (working environment and working hours), involving a significant part of technical and administrative staff. Based on data updated to 31/1/2020, out of a total of 714 employees, 172 have part-time positions, 40 work from home, 98 have home working arrangements, and 86 have special hours for parents. The Covid-19 health emergency has had a strong impact on flexibility, with a significant increase of work from home thanks to various measures that have been introduced over time. Taking advantage from experience gained both before the pandemic and during the lockdown period, more will be done to identify other solutions to better respond to organizational needs. • Administrative and technical staff will be given the opportunity to participate, for up to 8 hours per year, in training initiatives organized by the Committee for Equal Opportunities and/or by the Center for Interdisciplinary Gender Studies.
Time frame	January 2020 - December 2021
Stakeholders involved	The Rector, the Vice Rector for equity and diversity policies, the Vice Rector for organizational well-being and employee relations, Directorates (Central

	Management, Human Resources and Organization, Planning, and others), the Diversity Management Office, trade unions and union representatives, the Committee for Equal Opportunities (CUG), the Center for Interdisciplinary Gender Studies (CSG).
Reference to good practices	University of Torino, University of Milan, University of Milano Bicocca
Benchmarks	• periodic monitoring of gender data and gender budgeting exercise; • evaluation and analysis of reward systems: training initiatives; • actions for temporary staff; • flexibility at work, based on organizational needs and the reconciliation of work and family life; • monitoring initiatives to facilitate the return to work of staff on maternity or paternity leave or on long sick leaves; • participation of administrative and technical staff in training initiatives organized by the Committee for Equal Opportunities and the Center for Interdisciplinary Gender Studies.

ACTION 1.b	**Organizational interventions to value diversity, and gender diversity in particular - Overcoming imbalances in scientific careers**
Justification	The policies and actions implemented by the University have had a significant impact in reducing gender asymmetries which, however, are still present both horizontally and vertically. Gender distribution is still uneven across different disciplinary areas and in academic careers. These imbalances reflect equality issues but also reduce efficiency and limit opportunities. Based on scientific literature, at organizations that offer equal working conditions and pay attention to diversity, innovation and creativity abound, skills and expertise are considered an asset and employee well-being is higher.
Target group	Academic staff; temporary research staff; students
Objectives	To reduce career asymmetries in teaching and research positions and increase the number of women in decision-making positions.
Description	This action aims to strengthen the actions included in the previous plan: • ensure transparency and gender balance in the selection of staff who will take on decision-making posts. It is important to ensure the transparency of recruitment procedures for key positions in order to minimize the power of informal networks, and more must be done to increase the number of women in

decision-making roles within organizations and in selection bodies (committees, panels for admissions to doctoral courses and selection procedures); at the same time, women must not be overburdened when they are not in great number;

- improve the methods of analysis used in excellence evaluation, to identify any weaknesses in current recruitment and valorization procedures;

- implement incentives to facilitate the recruitment of women in research positions, where the candidates have equal qualifications (i.e. direct recruitment of female scholars of the highest repute); assess the efficacy of incentives that have already been implemented;

- increase the visibility of excellent women in science, in particular in STEM disciplines (through the website, the creation of a database to be used for requests of interviews from the media, the dissemination of biographies of women scientists, other initiatives to advertise the research projects of female researchers);

- acknowledge time spent on maternity leave, sick leave and leaves of absence in assessments for recruitment processes;

- offer orientation, training and work experience schemes for high school students to overcome asymmetries and promote increased gender equality to pursue opportunities at the university.

Time frame	January 2020 - December 2021
Stakeholders involved	The Rector, the Vice Rector for equity and diversity policies, Directorates (Central Management, Human Resources and Organization, and others), the Directors of departments and centres, the Center for Interdisciplinary Gender Studies, the Diversity Management Office.
Reference to good practices	The GARCIA project of the University of Trento, the FESTA project of Fondazione Bruno Kessler, the STAGES project of the University of Milan, other structural change projects funded by the 7FP and H2020, the CASPER Network Donne e Scienza project, Stanford University, AAUP (American Association of University Professors), Commissione Tematiche di genere (CRUI).
Benchmarks	• incentives that help co-fund the career advancements of teaching staff to full professors for members of the less represented gender, where candidates have equal qualifications, and monitoring of results; • analysis of results achieved using evaluation models; • acknowledgement of time spent on maternity leave in assessments for recruitment processes; • assessment of implemented actions and development of proposals for dual careers;

	• initiatives to fix the leaky pipeline (mentoring, benefits to reconcile work and family life, and support to parenting);
	• periodic monitoring of gender data and gender budgeting exercise;
	• actions that promote the visibility of female scientific excellence through exhibitions, events, other initiatives;
	• adoption of guidelines to promote inclusion and ensure gender equality in events organized by the University;
	• participation of a delegation of the University in the Commissione sulle tematiche di genere at CRUI (Committee on gender issues) and in its working groups;
	• guidance and other actions for high school students to overcome gender asymmetries in study paths.

ACTION 1.c	**A gender perspective in teaching and research**
Justification	Gender asymmetries in scientific settings and in science careers in particular are often created by prejudice and stereotypes based on which women and men have different abilities and skills and therefore a different approach to science. This prejudice has a significant impact on the educational and professional choices of women and it is the reason why many talented women leave the world of research. In line with guidelines from the European Union, it is essential to promote a gender mainstreaming strategy that values diversity in teaching and research through the adoption of a gender perspective. It is useful here to bear in mind the European Commission's *Gender Toolkit: Learning how to integrate gender in research*, which considers the integration of the gender perspective in research as a distinctive sign of excellence.
Target group	Teaching and research staff and students
Objectives	Raise awareness among students on the existence of gender imbalances both in society and, more specifically, in research settings, in order to provide the basis for a more equal environment.
Description	• A course for undergraduate students to inform on the main elements that characterize the contemporary discourse on gender. The course will be offered by an interdisciplinary and interdepartmental group coordinated by the Center for Interdisciplinary Gender Studies, and will be available to all students as an elective course;
	• post-graduate courses on gender issues in different disciplinary areas. These courses will explore the cultural paradigms that legitimize or, conversely, help overcome gender inequalities. The courses will have a positive impact in

	terms of the objectives they aim to achieve and could also give further visibility to the University in this context;
	• the first level Master's degree in diversity management: Inclusion and Equality - GeDIE (designed after the experience learned with the Master's degree in gender policies in the labour world and the Master's degree in management of family policies);
	• cooperation with the universities of Verona and Paris Sorbonne to organize an annual event in memory of Valeria Solesin to give visibility to the work of young researchers in the fight against gender discrimination and for equal opportunities;
	• a dissertation award in memory of Valeria Solesin, in collaboration with Forum della Meritocrazia;
	• graduation awards for theses on female entrepreneurship, in collaboration with partner institutions as the Chamber of Commerce (Camera di Commercio, Industria, Artigianato e Agricoltura of Trento), for recent graduates of UniTrento;
	• events on gender issues organized by the student community for students of the University (see also the action Gender Differences: preventing and combating violence and other actions);
	• initiatives to increase gender equality in research by promoting gender balance in research teams and in decision-making processes and integrating a gender dimension in research and innovation in line with the provisions of the *EU strategy for Responsible Research and Innovation*.
Time frame	January 2020 - December 2021
Stakeholders involved	The Vice Rector for equity and diversity policies, the Center for Interdisciplinary Gender Studies, departments and centres, the Diversity Management Office.
Reference to good practices	Paris Diderot University, University of Catania, GARCIA Project
Benchmarks	• basic training on gender issues; • specific courses on gender issues for various post-graduate courses; • first level Master's degree in diversity management: Inclusion and Equality - GeDIE; • partnerships with the universities of Venezia and Paris Sorbonne for initiatives in memory of Valeria Solesin; • events to promote gender equality in research and innovation; • events on gender issues proposed by the student community.

ACTION 1.d	**Gender differences: preventing and combating violence and other actions**
Justification	The issue of gender-based violence in various contexts - in the family, at work, in study settings, public places, on the web and social media - must be effectively addressed, especially by universities, to provide information, to uncover those who legitimize it, and to recognize its cultural roots. Alongside initiatives specifically dedicated to the prevention of gender-based violence, there are also actions that highlight gender differences as a requirement to implement equity and diversity policies.
Target group	The entire community of the University of Trento
Objectives	Recognize the cultural roots of gender-based violence and adopt appropriate means to prevent and combat it (see also the Organizational well-being, health and safety area), paying special attention to dissemination activities at the local level. Design, implement and consolidate actions that take into account the gender perspective in various areas (see for example the use of a language that respects differences).
Description	This action aims to strengthen the actions included in the previous plan: • cultural events, dissemination initiatives and awareness raising campaigns on gender-based violence; • participation in networks, projects and surveys to prevent and combat gender-based violence at the local and national level; • creation of an online training course for staff on the use of a language that respects gender differences; • actions to further disseminate and implement the University Guidelines for respectful language; • dissemination of the University Guidelines for respectful language at the local level; • events on gender issues proposed by the student community for the student community; • collaboration with publishing houses for the organization of online courses on the issue; • feasibility study to install tampon vending machines at university premises.
Time frame	January 2020 - December 2021
Stakeholders involved	The Vice Rector for equity and diversity policies, the Human Resources and Organization Directorate, the Communication and External Relations

	Directorate, Diversity Management Office, the Committee for equal opportunities, the Center for Interdisciplinary Gender Studies.
Reference to good practices	University of Torino, University of Milan, University of Milano Bicocca
Benchmarks	• organization of cultural events, dissemination initiatives and awareness raising campaigns on gender-based violence and gender stereotypes; • design and construction of red benches, involving the entire university community, including students; • participation in networks, projects and surveys to prevent and combat gender-based violence at the local and national level; • creation of an online training course for staff on the use of a language that respects gender differences; • actions to further disseminate and implement the University Guidelines for respectful language; • dissertation awards for works on female entrepreneurship for students of the University, in collaboration with external partners; • events on gender issues proposed by the student community for the student community; • collaboration with publishing houses for the organization of online courses on the issue; • feasibility study to install tampon vending machines at university premises.

4.2 Area 2: Organizational well-being, health and safety

Ensuring a good quality of organizational life in the workplace can foster a sense of belonging among the members of an organization, who become more motivated, committed, encouraged to innovate and more efficient. At the same time, a better organization of the work environment has positive effects on the quality of life in general, health, individual well-being, and the balance between the different domains of life.

The key features of organizational well-being can be summed up as follows:

- a healthy and safe work environment;
- good relationships with colleagues and supervisors;
- clear roles;
- varying, interesting tasks that offer a certain level of independence;
- opportunities for professional growth and personal development;
- involvement of staff in organizational policies;
- equality in awarding prizes and bonuses, and transparency in assessment practices;

- compliance with the requirements of professional codes of conduct, avoiding behaviours that do not respect the dignity of individuals;
- recognition of the skills and qualities of all employees, and no discrimination based on gender, age, ethnicity, capabilities, political orientations and beliefs.

Thanks to new legislation and increased awareness of its importance, organizational well-being has become essential for many institutions. To date, within the University, organizational and individual well-being is promoted through concrete actions aimed at individuals and other actions aimed at the entire academic community. UniTrento tries to pay the utmost attention to the evolving needs of staff and the student community. Special attention is given to temporary staff, who represent a significant part of the academic community and are often in a more vulnerable position.

ACTION 2.a	**Equal opportunities and organizational well-being monitoring centre**
Justification	Data monitoring, preceded by the identification of relevant indicators, represents a fundamental tool, not only for verifying and recognizing any disparities, but also for identifying the most suitable tools to counter them.
Target group	The entire community of the University of Trento
Objectives	Data are collected every year under the supervision of the Committee for equal opportunities on the gender distribution of faculty, staff and students. The aspects that need to be examined in more detail to focus on emerging issues (e.g.: differences by age, disability, ethnic and religious differences) will be decided year by year. In addition, an in-depth study of human resources management policies (technical and administrative staff) will be conducted to examine training activities, evaluation processes and the use of flexible working hours. This study also aims to assess the effectiveness and satisfaction with the innovations that have been introduced. The data collected through organizational well-being surveys conducted by the University administration will be also monitored, and will be compared to previous data and with data collected by other similar universities. The Gender Budgeting process will be followed up, and the Report on equal opportunities in the University will be published.
Description	• The creation of a monitoring centre will provide the framework for measures that must be implemented to carry out specific actions to support equal opportunities and organizational well-being. • Ad hoc surveys will be carried out to explore topics of particular interest in the area of equal opportunities and organizational well-being (including surveys on the experience of working from home during the lockdown period).

	• Data collected through the organizational well-being surveys will be analyzed, and secondary comparative analysis will be carried out. • The Report on equal opportunities in the University will be published every year. • The University's Gender Budget Report will also be published, and the University will collaborate to the elaboration of national guidelines for universities. This will provide useful data and information to raise awareness on these issues within the University and to identify measures that could be implemented. Periodic assessments will make it possible to evaluate the impact of implemented measures. Additional staff will be necessary to carry out these monitoring operations, that will be employed in the collection and analysis of data.
Time frame	January 2020 - December 2021
Stakeholders involved	The Vice Rector for equity and diversity policies, the Vice Rector for organizational well-being and employee relations, the Committee for Equal Opportunities, the Monitoring, Statistics and Policy Development Unit, the Center for Interdisciplinary Gender Studies, the Diversity Management Office.
Reference to good practices	The University of Padova, the University of Milan, the University of Ferrara, the Stages Project (see for example the Fraunhofer Institute)
Benchmarks	• analysis of data collected through organizational well-being surveys and thematic surveys; • publication of the Annual report on equal opportunities in the University; • publication and presentation of the University's Gender Budget Report and participation in the elaboration of national guidelines for universities.

ACTION 2.b	**Organizational well-being and work-related stress: surveys and possible interventions**
Justification	Organizational well-being has become an essential element for many institutions thanks to new legislation and increased awareness of its importance. A better quality of life in the working environment may improve the sense of belonging in an organization among its members and increase their motivation, commitment, drive to innovate. At the same time, a better organization of the work environment has positive effects on the quality of life

	in general, health, individual well-being, and the balance between the different domains of life.
Target group	Administrative and technical staff, academic and research staff
Objectives	Surveys on work-related stress conducted among administrative and technical staff are an effective instrument to promote dialogue and prevent issues caused by organizational stress (perception of conflicting roles, interpersonal problems, perception of disparities, etc.). Periodic surveys to be conducted at regular intervals are an excellent instrument to monitor organizational well-being, the social climate at work and the degree of satisfaction among staff, and must be used to adopt appropriate measures to improve organizational well-being and the quality of human relationships and to design effective reorganization strategies.
Description	• periodic repetition of the survey to identify the different dimensions of organizational well-being based on the national template proposed by the National Anti-Corruption Authority (ANAC). The template is updated every year with specific focuses, including potential work-related stress factors and elements for estimating the degree of individual well-being perceived by workers. The data will be compared with data collected from previous surveys paying special attention to any changes that may have occurred as a result of training courses, information campaigns and positive actions carried out in the previous planning phase; • a survey on the experience of working from home during the health emergency, for administrative and technical staff, in order to collect data on remote work, the relationship between work from home and personal life, work relations when working from home; • participation in the research group that carried out the national survey "*Lavorare in accademia ai tempi del COVID-19*" (working in academia at the time of Covid-19) for teaching and research staff and promoted by Conferenza Nazionale degli Organismi di Parità delle Università italiane (the network of the Committees for Equal Opportunities of Italian Universities), in collaboration with the national research group SAPH2@Work. Dissemination of the survey conducted at UniTrento; • measures to support staff during the lockdown period, providing advice on how to work from home and to deal with stress connected to the health emergency; • re-design of training courses and other organizational initiatives based on survey data and on comparisons with data from previous surveys; • periodic focus groups at all directorates;

	• continuation and enhancement of initiatives aimed at fighting psychological work-related stress to identify and solve any issues at individual or group level.
Time frame	January 2020 - December 2021
Stakeholders involved	The Vice Rector for equity and diversity policies, the Vice Rector for organizational well-being and employee relations, Departments (General Management, Human Resources and Organization, etc.), trade unions and union representatives, the Head of the Prevention and Protection Service, the Staff counselling and psychological support service, the Committee for Equal Opportunities, the Diversity Management Office
Reference to good practices	University of Milano Bicocca; other universities participating in the "Good practices" project.
Benchmarks	• repetition of the survey on organizational well-being; • launch of training programmes and other initiatives based on data obtained from the surveys; • measures to support staff during the lockdown period; • monitoring of the activity of the psychological support service.

ACTION 2.c	**Preventing and fighting bullying, harassment, sexual harassment, discrimination**
Justification	Workplace bullying, harassment and discrimination are not tolerated. UniTrento is committed to provide a safe work environment at all levels and to protect the well-being of all staff. Bullying, harassment and discrimination jeopardize the health of harassed people, undermine the efficiency and effectiveness of work groups, reduce motivation and job satisfaction, increase economic costs, for example in terms of absences and, finally, can seriously damage the image of the University. For these reasons, the University undertakes to actively prevent bullying, harassment and discrimination, to adopt appropriate measures and to provide support to victims.
Target group	The entire community of the University of Trento
Objectives	To prevent bullying, harassment and discrimination, provide support and take action
Description	• review and update the regulations in force on bullying and harassment and of evaluation manuals, to ensure coherence among the various pieces of legislation and inform the university community;

	• public meetings at academic departments and centres, and meetings with the University management, to present and promote the services offered by the Confidential Counsellor, provide information on new regulatory provisions on bullying and harassment, advertise the available services; • inform the University management and the Committee for Equal Opportunities about the results (in aggregate form) of the activity of the Confidential Counsellor, to possibly expand the area of intervention; • prepare a staff evaluation model that considers discrimination and bullying and harassment behaviours and failure to address them; • prepare informative materials on discrimination, bullying and harassment (web pages, brochures, materials for partners that collaborate with the University); • events and training courses for different target audiences to inform on discrimination, bullying and harassment; • actions to combat discrimination, bullying and harassment in the student community.
Time frame	January 2020 - December 2021
Stakeholders involved	The Vice Rector for equity and diversity policies, the Vice Rector for organizational well-being and employee relations, the Human Resources and Organization Directorate (in particular, the Training and Continuing Professional Development Office),the Committee for Equal Opportunities, the Evaluation Group, trade unions and union representatives, the Equity and Diversity Office.
Reference to good practices	University of Verona, University of Torino, University of Milano Bicocca, University of Padova, Milan Politecnico, University of Parma, University of Ferrara, University of Trieste
Benchmarks	• dissemination of information on regulations in force on workplace bullying, harassment, sexual harassment, discrimination; • awareness raising campaigns aimed at the University's partners to prevent inappropriate behaviours, discrimination, harassment and sexual harassment; • initiatives to promote the services offered by the Confidential counsellor and the Staff counselling and psychological support service, in particular at departments and centres and for heads of staff; • transmission of the annual reports of the Confidential Counsellor to the Committee for Equal Opportunities and the University's governance bodies, in order to define possible interventions;

	• creation of information materials and organization of education and information meetings; • organization of events on gender-based violence and gender stereotypes (see actions in the area of Gender equality).

ACTION 2.d	**Health and safety in light of diversity**
Justification	Organizational well-being requires attention for health and safety. In compliance with the provisions of Legislative Decree no. 81 of 9 April 2008, risk assessments must consider all possible risks, including work-related stress and risks associated with pregnancy, gender differences, age, foreign nationality. Public entities must ensure equality and equal opportunities between women and men as regards safety in the workplace and avoid any form of discrimination (article 7 of Legislative Decree no. 165 of 30 March 2001). In particular, employers must ensure working conditions that protect the physical and moral integrity and dignity of workers, in line with the provisions of article 26 of Legislative Decree no. 198 of 11 April. 2006 on harassment and sexual harassment. To encourage reflection on the issue, the University organized a number of events in October 2019 (the conference "La sicurezza inclusiva dal progetto alla pianificazione dell'emergenza" within the fifth edition of "Emergenza e fragilità", on 10/10/2019; and the conference "La sicurezza non è uguale per tutti/e. Il ruolo dei CUG universitari", on 11/10/2019).
Target group	The entire community of the University of Trento
Objectives	Provide a healthy and safe work and study environment, taking into account the diversity of people. Define actions, in collaboration with the Committee for Equal Opportunities, to protect the physical and moral integrity and dignity of all employees, as recently reaffirmed by Directive 2/19 of the Minister for Public Administration and the Deputy Secretary for Equal Opportunities, of 7 August 2019, "Misure per promuovere le pari opportunità e rafforzare il ruolo dei Comitati Unici di Garanzia nelle amministrazioni pubbliche".
Description	• Opening of a discussion table on inclusive safety, to focus on workplace safety and security bearing in mind diversity, as recommended by article 28 of Legislative Decree 81/2008, involving a wide range of relevant individuals and bodies within the University; • implementation of actions aimed at preventing and combating harassment and sexual harassment such as information campaigns and

	initiatives to support the activities of the Confidential Counsellor and of the Psychological counselling service (see actions in the area of Gender equality); • extension of health insurance to teaching and research staff, who will bear the costs.
Time frame	January 2020 - December 2021
Stakeholders involved	The Vice Rector for equity and diversity policies, the Vice Rector for organizational well-being and relations with staff, the Rector's Delegate for safety in the workplace, the Rector's Delegate for disability, the Head of the Prevention and Protection Service, Health and Safety Representatives, the Head of Fire safety, the Staff and Student inclusion services, student representatives, the Diversity Management Office.
Reference to good practices	/
Benchmarks	• opening of a discussion table on inclusive safety and security; • actions aimed at preventing and combating workplace harassment; • creation of protected spaces in the various University locations for breastfeeding and health needs for students, employees and collaborators of the University; • dissemination initiatives on breastfeeding, in collaboration with various institutional partners; • extension of health insurance to teaching and research staff, who will bear the costs.

ACTION 2.e	**Support to temporary research staff**
Justification	Selection procedures in academia currently lead to recruitment in temporary positions. Yet researchers who are at the beginning of their academic career, in a moment of their lives where they make important decisions for their private and family life, are not fully included in University policies. It is therefore necessary to support young researchers so that they can build their academic career both at UniTrento and elsewhere while reconciling work and family life.
Target group	Non-tenured research staff (PhD students, postdocs, research collaborators).
Objectives	Ensure equal employment conditions regardless of the type of contract, support career advancement, and fight the invisibility of researchers in the first stages of their academic career.

Description	• Consolidation of the services provided by the Human Resources Office including to support the Committee of PhD students and research fellows for a stronger institutional activity as a representative body;
	• ensure the website http://phd-researchfellow.unitn.it is maintained, as it gives visibility to PhD students and research fellows and provides useful information on their rights and duties and on the opportunities offered by the University of Trento;
	• ensure the website of the FP7 GARCIA project is maintained as an archive; the website contains materials and information on gender diversity in the early stages of academic careers and in-depth studies focusing on the University of Trento.
	• initiatives to encourage the academic and/or professional growth of non-tenured research staff (PhD students, postdocs, researchers of fixed term contracts) through career support actions (e.g. career planning, mentoring, etc.) and initiatives to match demand and supply of PhD holders out of the academic environment. Promote the mobility of postdocs, who currently do not have a fund to finance missions;
	• a feasibility study to open a University fund to support staff who are not entitled to INPS allowances, and to integrate the INPS maternity allowance for those who contribute to the "gestione separata" up to 100% of their salary;
	• acknowledgement of time spent on parental leave and sick leave in assessments in selection procedures for recruitment;
	• extend University policies for the reconciliation of work and family life, where possible, to non-tenured research staff;
	• support and monitor the work of the Confidential counsellor for PhD students and research fellows, who are particularly vulnerable in the academic environment;
	• encourage the involvement and visibility of PhD students and research fellows within their Departments and Centers. For example, if this does not already happen, provide communication tools for the start and end of such collaborations; invite PhD students and fellows to participate in initiatives organized by the departments and centres; explore the possibility for research fellows and temporary researchers-a to be Principal Investigators not only in individual projects (ERC or Marie Curie), but also in projects carried out by consortia of several partners; make PhD students and research fellows visible in project teams, including when the project proposal is drafted*;* recognize the teaching activity of non-tenured staff;
	• implement a system for evaluating the experience of PhD students and postdocs at their Department or Center and with the University;

	• ensure equal treatment and transparency in the evaluation criteria adopted in the different Doctoral Courses and Schools, and ensure that doctoral students are represented.
Time frame	January 2020 - December 2021
Stakeholders involved	The Rector, the Vice Rector for equity and diversity policies, the Rector's Delegate for Doctoral Programmes, Directorates (General Management, Human Resources and Organization, Student Services, etc.), the Directors of Department and Centres, the Diversity Management Office.
Reference to good practices	The GARCIA project of the University of Trento, the FESTA project of Fondazione Bruno Kessler, the STAGES project of the University of Milan, other structural change projects funded by H2020.
Benchmarks	• consolidation of the services provided to research fellows, PhD students and research collaborators; • ensure the website http://phd-researchfellow.unitn.it is maintained and updated; • ensure the website Progetto FP7 GARCIA is maintained and updated; • initiatives to support the academic and professional growth of non-tenured research staff; • monitor particular situations involving non tenured research staff identified by the Confidential counsellor; • feasibility study on a University fund to support staff who are not entitled to INPS allowances and to integrate the INPS maternity allowance; • Acknowledgement of time spent on parental leave and sick leave in assessments for recruitment processes; • solutions to extend University policies for the reconciliation of work and family life, where possible, to non-tenured research staff in collaboration with the University Recreation Club and other entities; • a system for evaluating the experience of PhD students and postdocs at their Department or Center and with the University; • ensure equal treatment and transparency in the evaluation criteria adopted in the different Doctoral Courses and Schools.

4.3 Area 3: Reconciliation of work and family life

The demographic changes that are underway in Italy, with falling birth rates, increased life expectancy, the modification of family structures, combined with persistent shortcomings in the welfare system, call for a renewed commitment to reconcile work and family life.

The University of Trento, which has a consolidated experience in this area (see for example the Family Audit certification), believes that work-life balance policies are fundamental in terms of

social responsibility but also to support career development, in particular for younger people and women who, as documented by ISTAT (the National Institute of Statistics)[3], often must take on caring responsibilities that influence their employment choices. A better work-life balance however, can contribute to greater well-being for the entire working population. Reconciling work and family life in fact is useful for all workers, with particularly significant differences in terms of gender and age.

University policies therefore seek to support the needs of employees throughout their life and to promote the redistribution of caring responsibilities by implementing both national provisions[4] and the recommendations of the European Union[5] according to which "reconciliation of professional, private and family life needs to be guaranteed as a fundamental right for all people, in the spirit of the Charter of Fundamental Rights of the European Union, with measures being available for everyone, going beyond young mothers, fathers or carers"[6].

ACTION 3.a	**Reconciliation of work and family life**
Justification	The University of Trento adopts policies and instruments that encourage employment and career advancement to correct existing imbalances and promote the sharing of roles and responsibilities. In particular, the University promotes awareness and training interventions to create an organizational culture that has as its characterizing element the well-being of the individual, the reconciliation between personal life and professional commitment, the redistribution of caring responsibilities and the consideration of diversified family models.
Target group	The entire community of the University of Trento
Objectives	Policies for the reconciliation of work and family life are implemented at organizational level through support services which are essential not only to increase the number of women in the workforce and to increase their

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[3]In this regard, see ISTAT (2019), Work and Family Conciliation Report 2018, available at https://www.istat.it/it/files//2019/11/Report-Conciliazione-lavoro-e-famiglia.pdf.

[4]Among the most recent instruments: article 14 of Law no. 124 of 7 August 2015 "Deleghe al Governo in materia di riorganizzazione delle amministrazioni pubbliche" which introduces specific obligations for public organizations to promote the reconciliation of work and family life; the Directive of the President of the Council of Ministers no. 3 of 1 June 2017 containing guidelines for the implementation of paragraphs 1 and 2 of article 14 of the said law and guidelines containing rules on the organization of work to promote the reconciliation of work and family life for employees, considering in particular organizational measures such as working from home and parenting support services.

[5]See in particular Directive (EU) 2019/1158 of the European Parliament and of the Council of 20 June 2019 on work-life balance for parents and carers and repealing Council Directive 2010/18/EU.

[6]European Parliament resolution of 13 September 2016 on creating labour market conditions favourable for work-life balance (2016/2017 (INI)).

	participation in career advancements but also to encourage individual well-being, irrespective of gender, age, caring responsibilities. Particular attention must be paid to changes in family structures, so that the implemented actions take into account different needs and contexts.
Description	In the last few years, the University has implemented many policies and instruments to support parenthood. In particular, in addition to the reconciliation measures already provided for by the legislation (see Law 104/92, which contains measures that aim to help workers with severe disabilities and workers who assist family members with severe conditions or disabilities), the University of Trento aims to consolidate and develop other initiatives undertaken in recent years (flexible working hours, working from home, support for parenting, etc.). Measures to promote the reconciliation of work and family life are all the more necessary in light of the aging of staff, which emerged from several recent studies, to help employees but also to assist families with elderly members who need to be cared for (work from home, flexible working hours, etc). **Strengthening parenthood support policies** The available instruments will be consolidated, and complemented as new needs emerge: • promotion of the University nursery and of the educational pedagogical model which inspires it at the local level, including through agreements with third parties; • creation of a Facebook page of the University nursery to maintain contacts with users during the pandemic and after it; • identification of parenthood support measures designed for the 0-3 age group, in addition to the University nursery, for temporary staff and doctoral students who are the most vulnerable categories with less benefits and support services; • implementation of specific measures to support student-parents with children of preschool age; • solutions for staff employed in locations that are too far from the University nursery in Trento; • a benefit scheme that takes into consideration the economic situation of beneficiaries (the opportunity to pay tuition fees in instalments, access to the University's educational service, etc.); • solutions to provide better information on available opportunities (an app could be developed for this purpose, for example) • in this area and in action 3b below, services and information should be designed to reach different family types, in line with the social changes in place;

• suitable spaces for breastfeeding in the various University locations (see the Organizational well-being, health and safety area);

• provision of additional services on a hourly basis to support parenthood, like play areas and day-care centres (allowing parents to attend a conference, give a lecture, perform extra work, and so on), with support from the University Recreation Club, making them available also to parents who are not using the University nursery.

SummerLab, Easter Camp and similar initiatives
Based on the experience gained in previous years, despite the limitations and changes due to the pandemic, we will continue to propose initiatives to support parenting, offering scientific and cultural workshops, as well as opportunities for play, taking advantage of the expertise of University members. The initiatives are aimed at the children of teaching and research staff, technical and administrative staff, language experts (CEL), research fellows and PhD students, in the 6-13 age group. Initiatives now cover the summer holidays, the Easter holidays and the Christmas period, thanks to the scientific support and collaboration of various facilities, such as the ODFLab of the Department of Psychology and Cognitive Science.

A project to support staff coming back to work after maternity leave or other long leaves
A project to manage long absences, for maternity/paternity or sick leave, to accompany staff in their reintegration into work. The purpose of the programme is to minimize the impact of long absences on the general organization and on staff who continue to work, and to facilitate transitions in and out of work.
The programme will take into account the precious role of staff members who support and bring colleagues up to speed on their return to work. This will be done through retirement gifts and, during the leave, with the adoption of flexible working arrangements and organizational methodologies that allow staff to face an increase in the workload. Interviews will play an important role.

It is important to consider that the University workforce is ageing: as this occurs, maternity leaves are decreasing, but long sick leaves and leaves of absence for family issues are on the increase.

New agreements
With the collaboration of the University Recreation Club (CRU):
• identify opportunities to establish new agreements to provide other goods or services to permanent and temporary staff;
• make sure that the agreements in place apply both in Trento and in Rovereto, as University locations.
Among others, the University would like to establish agreements with:

- a real estate agency, to support guests and collaborators from out of Trento who need to find an accommodation quickly, including for short stays;
- organizations offering community-based services;
- organizations offering care services (for children, the elderly, and others).

A support desk for parents with school-age children

A help desk for parents who are experiencing or going through a difficult phase in the parent-child relationship. The University offers to members of staff:

- a psychological counselling service for mothers and fathers of children in the 0-6 age group;
- an information and psychological counselling service on parenting for mothers and fathers of children in the 6-18 age group.

If good results are achieved, the counselling service could be extended to other areas of interest for staff members (elderly people, work-related stress, etc.).

Working hours

This measure is aimed in particular at administrative and technical staff. There are currently several forms available to support parenting: parents' working hours, part-time, home working and flexible working hours *("smart working"*, see below).

The experience of working from home during the pandemic and the opportunity to adopt Organizational Plans for Agile Work (POLA) can help rethink the models of space and time flexibility, adopting the necessary measures to overcome any difficulties and enhance the positive elements, while ensuring transparency and fairness.

Remote working and flexible working hours

The University has recently adopted a home working scheme *("telelavoro"*) among its flexible working options to optimize the use of human resources while increasing their motivation.

Once the emergency phase connected to the pandemic is over, it is advisable to take stock of the work done to make possible improvements, taking into account not only the reconciliation of work and family life, but also the different needs of employees.

Similar considerations can be made with reference to another home working scheme (*"smart working"*) introduced on an experimental basis years ago and adopted during the pandemic as well.

For monitoring purposes, the data emerging from the surveys carried out may be useful.

Monitoring questionnaire on the effects of reconciliation measures

	A questionnaire, to be administered periodically, to investigate the impact of the implemented actions, and to identify the measures that should be maintained and those that are no longer useful. The survey will be sent to all permanent and temporary staff of the University. **Family Audit** The University has obtained the Family Audit certificate, by virtue of which it is now a member of the Family Audit network. The purpose of the action is to reorganize services based on a better reconciliation of work and family life.
Time frame	January 2020 - December 2021
Stakeholders involved	The Rector, Rector Delegates, in particular the Vice Rector for equity and diversity policies, the Vice Rector for organizational well-being and relations with staff, the Rector's Delegate for disability, Directorates (General Management, Human Resources and Organization, Communication and External Relations, others), trade unions and union representatives, the Directors of departments and centres, the Delegates of departments and centres for equity and diversity policies, the Diversity Management Office, the head of the Scientific project "*Sistema integrato di Servizi a supporto della genitorialità*".
Reference to good practices	University of Torino ("Città universitaria della Conciliazione", Centro Estivo), University of Padova, University of Milan, Milan Politecnico, University of Milano Bicocca, the Autonomous Province of Trento, Fondazione Bruno Kessler.
Benchmarks	• measures to support students with children; • measures to support temporary research staff with children; • reconciliation measures to support families with elderly members who need care; • childcare solutions for staff employed in locations that are too far from the University nursery; • a Facebook page for the University nursery; • dissemination of the educational pedagogical model of the University nursery; • measures to improve information on available opportunities, in particular as regards support services and the help desk, parenting support measures, agreements, the programme to help staff returning to work after long absences, and flexible working schemes; • actions to consolidate the managerial skills of heads of staff, through awareness-raising campaigns and training on the policies of diversity management and work-life balance; • information and services aimed at different family types; • development of an app for the reconciliation of work and family life;

	• assessment of opportunities to extend home working arrangements;
	• flexible working arrangements (*smart working);*
	• summer and holiday activities for children (*SummerLabs, Easter Camp,* and others);
	• a better programme to help staff returning to work from long maternity/paternity leaves or periods of prolonged absence;
	• new agreements via the CRU;
	• parenting desks;
	• survey on reconciliation of work and family life;
	• participation in the Family Audit network of Trento.

ACTION 3.b	**Family Audit**
Justification	The University of Trento has decided to have the work-life reconciliation policies above certified by the Autonomous Province of Trento under the *Family Audit* standard. The University also participates, with its representatives, in the Family Audit Council, which protects the quality of the *Family Audit* process.
Target group	The entire community of the University of Trento
Objectives	• follow a programme that allows the University to obtain and maintain a certification that demonstrates its commitment to work-life balance policies and support for families through the adoption of good practices, even on an experimental basis. The University of Trento has already obtained the *Family Audit Executive* certificate, and now needs to maintain the standards achieved; • rethink human resources policies, assess conciliation needs also for the student component and for temporary research staff (PhD students, postdocs, etc.). The adoption of a full programme of actions, including innovative ones, can generate positive impacts in terms of quality of life and organizational well-being; moreover, it can strongly qualify the University's commitment in terms of equal opportunities, giving the University visibility at national level as a creator of best practices among Italian universities; • collaborate closely with the Agency for the Family of the Autonomous Province of Trento within the Audit Council, in order to share skills and experiences in this area.
Description	The certification process is a management tool that the University can use to develop better work-life balance policies thanks to the involvement of and participation of the University community. The process includes different

	actions along a number of work streams, that the University is committed to implement, in particular:
	• organization of work: working hours, work procedures, work environments
	• the culture of reconciliation: staff development
	• communication: information and communication tools
	• benefits and services: financial aid, family services
	• Family Districts: a re-organization of services based on the guidelines and objectives of Family District (*Distretto Famiglia*)
	• new technologies and, specifically, new ICT services.
	The certification process of the University of Trento started in 2014.
Time frame	January 2020 - December 2021
Stakeholders involved	The Rector, Rector Delegates, in particular the Vice Rector for equity and diversity policies, the Vice Rector for organizational well-being and relations with staff, the Rector's Delegate for disability, Directorates (General Management, Human Resources and Organization), the Diversity Management Office.
Reference to good practices	Other certified organizations in the Province of Trento
Benchmarks	• maintaining the *Family Audit Executive* certification and participating in the Family District, despite the difficulties caused by the pandemic;
	• participating with University representatives in the Family Audit Board;
	• sharing good practices, especially innovative ones, with institutional partners and organizations that are interested in learning about the actions carried out by the University.

4.4 Area 4: Inclusion, disability and special needs

Just over twenty years have passed since the approval of Law no. 17 of 28 January 1999 which, well before the 2006 UN Convention on the Rights of Persons with Disabilities, established the right for students with disabilities to obtain specific educational supports and also introduced the figure of the Rector's Delegate for disabled persons, who is in task of coordinating, monitoring and supporting all integration initiatives in universities.

The University of Trento, in addition to the Rector's Delegate, has created other positions in departments and centres and has adopted organizational measures to offer dedicated services for people with disabilities - in the student population and among the teaching, research and administrative and technical staff - to increase their participation in university life.

Thanks to the broad involvement of the university community, the action of the University has been wide, with proper instruments, events, and initiatives, some of which were part of the

previous Plan for Positive Action and others of the University Strategic Plan (such as the mapping of the accessibility of University premises and the Charter of Services for inclusion).

In the two-year period 2020-2021, the Plan aims to develop strategies to take action on a cultural, scientific, educational, administrative, organizational and structural level that guarantee:

- a dignified life for those who study and work or collaborate in the University, in terms of access to education, social inclusion, work and health;

- equity for people with disabilities, regardless of gender, ethnic origin, migration status, religion, age and sexual orientation;

- full participation in university life in all its aspects, including participation in University bodies, social life, events, mobility opportunities.

The actions of the 2020-2021 Plan have been developed following a twin-track approach which, on the one hand, provides for specific interventions that take into consideration the individual needs of people with disabilities and SLD and, on the other, promotes a process of disability/SLD mainstreaming, which takes into account the needs of people with disabilities/SLD in all interventions even if not explicitly aimed at this.

The inclusion of people with disabilities and SLD, to be effective, requires the involvement of the university community at various levels, through awareness-raising and training initiatives.

Investing in inclusion does not only mean providing services to vulnerable people, but aiming at a better quality of life for all, with positive impacts that go beyond people with disabilities, as they represent an advantage for all, improve collective well-being, make society more cohesive and supportive, enhance different perspectives and points of view.

Furthermore, increased accessibility of the University's facilities, documents, services makes the University more attractive and competitive on the national and international scene.

As regards the mission of universities, this type of approach to disability in its various forms represents an opportunity and a challenge both in terms of teaching and learning and of scientific and technological research, which is based on innovation and multi-interdisciplinarity. The inclusion of people with disabilities and SLD in fact involves education and training (of students but also of staff and heads of staff), research on new technologies and dissemination of good practices, tools, etc. These objectives will be more easily reached through participation in networks, and particularly in inter-university networks (see the National University Conference of Delegates for Disability - CNUDD, Coordinamento Università del Triveneto per l'Inclusione - UNI3V, the National Conference of Equal Opportunities Bodies of Italian Universities, etc.).

With this in mind, the 2020-2021 Plan for Positive Action aims to consolidate the work started in the previous three years and promote new interventions as broad and attentive as possible to the various aspects of disability, in order to make buildings, web pages, documents, teaching materials and events more accessible, but also to promote a culture of inclusion within and outside the University. This approach takes a step back from a logic of pure welfare to promote the well-being of all, the elimination of marginalization and the enhancement of individual identities.

ACTION 4.a	**Organizational interventions to value diversity, in particular in the area of temporary and permanent disability and special needs**

Justification	In recent years, the perception of diversity has changed, and the notion of diversity has expanded: it now includes consideration of temporary and permanent disability and specific learning disorders. The adoption of new organizational models that take inspiration from the enhancement of human capital in its diversity, particularly in the area of disability, is a key instrument to encourage a greater participation of everyone in the life of the University, overcoming marginalization, exclusion and/or voluntary of involuntary discrimination. Disability includes a wide and complex range of conditions and impairments that require diversified and long-term actions to create a more efficient organization aiming at excellence in the valorization of differences. The promotion of inclusion is a dynamic process that requires collaboration and a multidisciplinary approach, where the individual is at the centre but the benefits are for all and for the entire organization.
Target group	The entire community of the University of Trento
Objectives	• adoption of administrative, organizational and structural policies to promote equal opportunities in work and study and well-being among all members of the University community both in practical terms and to overcome imbalances and prejudice; • actions for staff with disabilities and SLD to implement the guidelines of the 2017-2021 Strategic Plan, and consolidation of actions included in the 2017-2019 Plan for Positive Action, after mapping the needs of people who study and collaborate (in various capacities) with the University; • strengthening participation in national and international networks (e.g. collaboration with the Coordinamento Università del Triveneto per l'Inclusione - UNI3V, the National University Conference of Delegates for Disability - CNUDD, the National Conference of Equal Opportunities Bodies) and participation in research projects; • consolidation and monitoring of the activities and services available to staff with disabilities and special needs.
Description	To ensure employment equity to teaching and research staff and technical and administrative staff with permanent or temporary disabilities and SLD, it is necessary to introduce tools and procedures that contribute to well-being at work, facilitate employment, career advancement, participation in University bodies. This requires an academic and organizational culture where: • inclusion policies and strategies are coordinated and consistent, and aligned with the work of the bodies responsible for equal opportunities (Vice Rectors, Rector's Delegates, Delegates of departments and centres, the Head of the Human Resources and Organization Directorate, the Diversity Management Office and the Inclusion Office);

	• tasks are assigned in a reasonable way, taking into account the specific needs of people with permanent or temporary disabilities, SLD and special needs;
	• the procedures and practices currently used for recruitment and assessment for administrative and technical staff and teaching and research staff are reviewed (e.g., to acknowledge time spent on maternity leave in assessments for recruitment processes);
	• the procedures are inspired by criteria that consider inclusion and promote the abilities of everyone;
	• initiatives are adopted to support staff with disabilities and SLD, also taking into account the health emergency caused by Covid-19: creation of specific tools for vulnerable workers, proposals for collaboration with the Department of Psychology and Cognitive Science as regards the diagnostic evaluation of DSA or other disorders, initiatives to support staff returning from long periods of absence, participation in international mobility programmes such as Erasmus+ Staff Training;
	• proper training must be offered to all managing staff and team leaders, including teaching and research staff, to adopt a management and assessment approach that values diversity.
	• training and information courses on inclusive practices are offered to support technical-administrative staff employed in services for staff with disabilities and SLD, e.g. training courses, IT, etc.;
	• the role of the Staff inclusion service is consolidated, to collect reports and solve structural and organizational problems, as it already occurs with the service already available for students with disabilities and SLDs;
	• the policies included in the regulations in force are implemented, as required by the guidelines of the National University Conference of Delegates for Disability. Specifically, it also means to align the policies with the provisions of current legislation on digital accessibility, also thanks to the work of a technical working group that guarantees and monitors the accessibility of documents;
	• data are collected on staff with disabilities, SLD and special needs who collaborate in various capacities with the University and an estimate must be carried out of the resources necessary to make reasonable arrangements (furniture, technologies, etc.). Surveys conducted in 2020 found 35 people with a disability among University staff (data is approximate) (based on certificates submitted in the recruitment phase), and 4 people who were employed under Law 104/1992;
	• activities are designed for the accessibility and usability of the academic, administrative and sports-recreational facilities of the University and of other organizations such as Opera Universitaria, with information sheets for users and

	a form containing data on architectural barriers. An overview of University facilities and premises must be conducted, starting from the recently built Central University Library (BUC) and the Department of Humanities, to obtain the OPEN label;
	• useful tools are prepared for users such as guidelines and questionnaires on the organization of events and barrier-free initiatives;
	• communication and information activities are strengthened to promote the available services (staff inclusion and student community inclusion) by facilitating access and promoting the image of an inclusive and proactive university;
	• a working table must be launched dedicated to inclusive safety ("Safety, differences and inclusion"), to discuss health and safety in the workplace in line with the provisions of article 28 of Legislative Decree 81/2008, with all the stakeholders of the University. Activities include staff training on emergency management; updating emergency plans and evacuation drills.
	A new position must be created (a disability manager) to facilitate the achievement of objectives, and the diversity management office needs strengthening in all of its aspects to provide support the offices that are already in place and their staff.
	Consolidation of the methods to access services dedicated to students with disabilities and SLD, including for example the system for managing the measures and aids they can benefit from during university exams.
Time frame	January 2020 - December 2021
Stakeholders involved	The Rector, the Vice Rector for equity and diversity policies, the Vice Rector for organizational well-being and relations with staff, the Rector's Delegate for disability, the Rector's Delegate for safety in the workplace, the Committee for recruitment and career advancement, Directorates (General Management, Human Resources and Organization, and others), trade unions and union representatives, the Heads of departments and centres, the Committee for Equal Opportunities, the Staff inclusion service, the Student inclusion service, the Diversity Management Office.
Reference to good practices	Diversity Management Lab SDA Bocconi, Opera Universitaria -Trento, University of Bologna, University of Padova, University of Genova.
Benchmarks	• adoption of policies that facilitate the inclusion of disabled people and eliminate any obstacles to their career advancement;

	• training programmes for heads of staff and team leaders to adopt an approach that values diversity; • consolidation of facilities and bodies in the area of diversity management, in particular as regards inclusion; • consolidation of the activities carried out by University services to support the student community and staff with disabilities and SLD, such as: - a communication project on inclusion, and creation of a branded image for "UniTrento for inclusion"; - information and awareness-raising activities on inclusion (review of the structure and contents of web pages, a brochure presenting the Staff inclusion service and other information materials, presentation of the Inclusion Services to Department and Centre Councils, etc.); - creation of promotional materials that are quick and easy to understand (videos, articles on UniTrentoMag); - Service Charter for Staff Inclusion; - Guidelines for an inclusive language (Italian and English version); - organization of initiatives and events, in particular for the International Day of People with Disabilities (on 3 December).

4.5 Area 5: Ethnic, religious and-cultural affiliations and academic freedom

The University of Trento welcomes students of more than 80 nationalities and a growing number of researchers from all over the world, which make it a place of interaction for people from different backgrounds.

To effectively manage diversity, the University has implemented a number of services to welcome and support those coming from other countries, thus also working to achieve inclusion and equal opportunities objectives through scientific, cultural and awareness-raising actions and initiatives that aim to overcome discrimination and promote a culture of equity and justice.

At the same time, the University of Trento is committed to promoting collaboration among its members, so that the University and the local community can make the most of the human and academic contribution brought by people coming from foreign countries, with different ethnic and cultural backgrounds, or religious beliefs.

Furthermore, the University of Trento participates in numerous national or international initiatives to protect people whose well-being and safety are in danger because of their ethnic, religious or cultural identity.

In this context, the University is also a member of the Scholar At Risk (SAR) Network, whose goal is to protect academic freedom at national and international level.

ACTION 5.a	**Organizational interventions to fight discrimination based on religion or belief, ethnicity, culture**
Justification	As organizations, Universities have an increasingly diversified population, especially among the student and research communities, and it is important to take this aspect into account to provide an inclusive environment. The adoption of new organizational models that take inspiration from the enhancement of human capital in its diversity (and particularly as regards diversity in terms of religion, culture, sexual identity, and so on), is a key instrument to encourage greater participation in the life of the University, overcoming marginalization, exclusion and discrimination. The University is made up of a diversified and at times complex set of situations which therefore requires a wide and forward looking action plan.
Target group	The entire community of the University of Trento
Objectives	• Encourage the establishment of a culture that takes inspiration from respectful behaviour, inclusion, the value of diversity, through instruments such as education, advanced training, hands-on experiences, awareness-raising and information initiatives, including in cooperation with local organizations. • Adopt administrative, organizational and structural policies to promote equal opportunities in work and study and well-being among all members of the University community, overcoming imbalances and prejudice and creating a more efficient and innovative organization that values diversity. A change of perspective is necessary in all aspects that regulate University life and organization. Policies and procedures are often designed based on a standard reference audience (for example: white able-bodied heterosexual catholic men with no dietary requirements etc.) and corrected only in a second stage when you realize that there are "exceptions". The adoption, from the beginning, of organizational models and procedures designed for a diverse community of people will increase participation and inclusion and provide a better study, research and work environment. • Promote and increase relations with entities that work in the area of equal opportunities at the local, national and international level by actively participating in networks, in particular in the academic environment. The University of Trento, in collaboration with various local entities (Autonomous Province of Trento, Opera Universitaria, charity organizations, etc.) has followed up on the actions aimed at welcoming young asylum seekers and holders of international protection to Trentino. As the Memorandum of Understanding for the experimental implementation of the "Refugee Project", agreed with the Autonomous Province of Trento in the academic year

	2016/2017, is about to expire, the University is convinced that it must launch a new structured programme to open higher education to young refugees and asylum seekers (the University Training Project for Refugees and Asylum Seekers - FUTURA).

To support the new FUTURA project, the University developed the SuXr project (University Students for Refugees), launched in the academic year 2015/2016 to raise awareness on the issue of forced migration and disseminate information on the subject of migration, and to promote volunteerism in the student community through a learning by doing approach. |
| **Description** | • prepare a five-year report for the University's governing bodies and relevant stakeholders to: a) share the results achieved, the strengths and possible areas for improvement of the completed projects, considering the perspective of scholars and that of the students (Refugee Project, Scholars At Risk - SAR, University Students for Refugees - SuXr), and the difficulties encountered because of the pandemic; b) identify new lines of action for these projects, given that the Memorandum of Understanding agreed with the Autonomous Province of Trento for the "Refugee project" is coming to an end and some changes must be made in the light of experience gained and the increased number of initiatives;

• present and launch a new University training project for Refugees and Asylum Seekers - FUTURA (2021-2026);

• continue with activities and services, including complementary services, aimed at students of the Refugee Project (experimental phase started in academic year 2016/2017), in collaboration with the Education and Student Services Directorate;

• relaunch the "Adopt a student" fundraising campaign to finance (at least in part) scholarships for refugee students (amounts intended to cover small daily expenses);

• continue and consolidate the University Student Project for Refugees - SuXr, to promote a discussion on issues relating to migration from a historical, sociological, legal, linguistic, geographical and psychological point of view. Students attending the program and performing 75 hours of volunteer work (even remotely) in organizations and associations in Trentino that work with migrants receive 3 training credits (for curricular or extra-curricular work);

• create a coordination table for refugee projects (FUTURA, SAR, SuXr) to ensure a cross-sector action and a broad involvement of all the University's components;

• consolidate networking activities on refugees, ethnic, cultural and religious identities;

• draft documents, materials, communications, presentations prepared by |

	the Equity and Diversity Office in English;
	• consider that the Language policy project is under review;
	• prepare signs and directional signs in the languages spoken by the language minorities of Trentino, with symbolic value;
	• ensure a diverse offer of food products in university restaurants and vending machines, also in view of religious beliefs;
	• organize awareness raising and training events;
	• ensure that safety and security measures take into account differences (including ethnic and cultural differences).
Time frame	January 2020 - December 2021
Stakeholders involved	The Rector, the Vice Rector for equity and diversity policies, the Vice Rector for Teaching and learning, the Vice Rector for the Development of International Relations, the Vice Rector for organizational well-being and employee relations, the Rector's Delegate for Academic and International Solidarity, the Delegate for safety in the workplace, Departments (General Management, Human Resources and Organization, Education and Student Services, Communication and External Relations, etc.), the Committee for Equal Opportunities, trade unions and union representatives, Workers' Safety Representatives, the Head of Prevention and Protection Services, student associations, the Diversity Management Office.
Reference to good practices	University of Genova, University of Firenze, University of Padova
Benchmarks	• project monitoring and five-year report (2016-2021) on the various projects in this area;
	• a proposal for a new training project for Refugees and Asylum Seekers - FUTURA (2021-2026) and start of activities;
	• continuation of activities and services, including complementary services, for the students of the Refugees Project (experimental phase), in collaboration with Education and Student Services;
	• continuation and relaunch of the "Adopt a student" fundraising campaign providing scholarships for student refugees;
	• continuation and consolidation of the University Student Project for Refugees - SuXr;
	• creation of a coordination table for the projects focusing on refugees (FUTURA, SAR, SuXr);
	• strengthening the collaboration with the UNHCR, including to comply with the Manifesto for an Inclusive University, signed by University at the end of 2019;

	• participation in local, national and international networks to support and receive refugees and asylum seekers in universities; • participation in the Gender and Religions network through a framework agreement between various Italian universities promoted by the University of Milano Bicocca; • actions aimed at paying greater attention to linguistic differences, to encourage better inclusion and guarantee health and safety in the University; • review of the products offered at University restaurants and vending machines; • preparation of multilingual signs in the languages of local minorities, with symbolic value; • organization of awareness raising and training events.

ACTION 5.b	**Academic Freedom**
Justification	Academic freedom is a right enshrined in the Italian Constitution, which recognizes that "art and science are free and the teaching thereof shall be free" (article 33, paragraph 1), in the Charter of Fundamental Rights of the European Union: "The arts and scientific research shall be free of constraint. Academic freedom shall be respected" (article 13), and in the International Covenant on Economic, Social and Cultural Rights (1966), whose parties "undertake to respect the freedom indispensable for scientific research and creative activity" (article 15, paragraph 3). Academic freedom "lies at the very heart of the scientific process, and provides the strongest guarantee of accuracy and objectivity of scientific results" (from the 2017 UNESCO Recommendation on Science and Scientific Researchers). The University of Trento, together with other universities, is committed to promoting academic freedom and supporting those who cannot study, do research and teach in the world because of threats, intimidation, arrest and violations of fundamental rights. For this reason, in 2017 the University joined Scholars At Risk (SAR), an international network that brings together 550 universities in 42 countries and aims to promote and implement academic freedom through: a) the protection of scholars in danger; b) advocacy activities in support of persecuted scholars and students; (c) education and awareness-raising initiatives on the three key principles of academic freedom: freedom of research, freedom of teaching and study, and institutional autonomy. The University's SAR projects are developed in collaboration with the wider national SAR network in Italy, established in 2019 on the initiative of the

	University of Trento and the University of Padua, and which currently includes 30 universities and research institutes coordinated by the University of Trento, through the Rector's Delegate for Academic and International Solidarity, and the University of Padova. SAR therefore promotes solidarity with scholars in exile or who are victims of persecution and recognizes the contribution that they can bring to host universities in terms of research and education. SAR projects have helped strengthen collaboration and exchange between numerous Italian and foreign universities. They also provided an important third mission opportunity thanks to the collaboration between the University and the networks of organizations and associations operating at local, national and international level (UNHCR, UNESCO, International Federation of Journalists- IFJ, Amnesty International, the "In Difesa Di" network, Forum Trentino per la Pace, the Center for International Cooperation).
Target group	The entire community of the University of Trento
Objectives	Defend and promote academic freedom at the University of Trento through: • projects that provide protection to scholars at risk; • advocacy activities to support persecuted scholars and students; • training and awareness raising campaigns on academic freedom and aspects that put it at risk in the world; • collaboration with SAR Italy, SAR International, the Autonomous Province of Trento and other entities and organization to promote academic freedom, involving the Rector's Office, departments and centres, the Equity and Diversity team.
Description	The University of Trento, in collaboration with various organizations at national and international level (SAR Italy, Italian universities, SAR International, private organizations), has implemented actions and initiatives that aim to respond to attacks to academic freedom and to protect scholars at risk. Listed below are some of the planned actions: • monitoring activities as part of the SAR Project, to identify critical issues and areas for improvement, in conjunction with the drafting of a five-year Report on the Refugee, SAR and SuXr Projects; • strengthening collaboration with the Autonomous Province of Trento for the promotion of academic freedom; • strengthening collaboration with various organizations that could provide funds to support the University's SAR reception projects;

	• welcoming scholars at departments and centres of the University; • review and re-organization of the project processes to facilitate the continuation of activities and improve collaboration among the participants; • updating the web pages of SAR UniTrento (in Italian and English); • organization of events and use of the Equity and Diversity social media to raise awareness on the issues of academic freedom; • advocacy activities.
Time frame	January 2020 - December 2021
Stakeholders involved	The Rector, the Vice Rector for equity and diversity policies, the Vice Rector for academic and international solidarity, departments and centres, Directorates (General Management, Human Resources and Organization, etc.), the Committee for Equal Opportunities, student organizations, the Human Resources Services, the Diversity Management Office.
Reference to good practices	University of Padova and other universities in Italy and abroad
Benchmarks	• a five-year report including a section dedicated to the SAR Project (2016-2021); • implementation of a two-year plan for the SAR project at UniTrento; • strengthening relations at provincial, national and international level; • drafting and publication of the second call for the award of 2 Doctoral positions (academic years 2022/2023 and 2023/2024); • creation of information materials (guidelines for internal use for prospect scholars and SAR scholars); • updating web pages and use of Equity and Diversity social networks.

4.6 Area 6: Sexual orientation and gender identity

In a time in which gender identity and sexual orientation issues are widely discussed, sometimes questioning the rights of LGBTQ people, the University plays a crucial role not only for education and research, but also in the dissemination of knowledge, helping to make people and institutions aware of the discrimination and stereotypes that LGBTQ people have to face.

In this context, the University has a duty to review its organizational models, procedures and services in view of diversity management, adopting the necessary measures to create an inclusive, innovative and open environment, in which people can express, recognize and make known (if they so wish) their own identity in its various aspects.

That is why training and awareness-raising initiatives, more services, new procedures to encompass different points of view are fundamental steps to achieve change.

This process of change, which is not always easy, has begun at the University also thanks to the input of the student community, but more needs to be done to strengthen the actions taken and improve collaboration, to consider measures that were once considered not applicable.

ACTION 6.a	**Organizational interventions to fight discrimination based on affective and sexual orientations and gender identity**
Justification	As organizations, Universities have an increasingly diversified population, especially among the student and research communities, and it is important to take this aspect into account to provide an inclusive environment. The adoption of new organizational models that take inspiration from the enhancement of human capital in its diversity (and particularly as regards diversity in terms of religion, culture, sexual identity, and so on), is a key instrument to encourage greater participation in the life of the University, overcoming marginalization, exclusion and discrimination. The University is made up of a diversified and at times complex set of situations which therefore requires a wide and forward looking action plan.
Recipients	The entire community of the University of Trento
Objectives	Adoption of administrative, organizational and structural policies to promote equal opportunities in work and study and well-being among all members of the University community both in practical terms and to overcome imbalances and prejudice. Adopting organizational models and procedures that have been conceived and designed to welcome a diverse community of people will increase participation and inclusion and provide a better study, research and work environment.
Description	• adoption of a Regulation to provide and manage alias identities for transgender individuals. Consolidation of relevant procedures and training; • training courses for all staff to provide them with knowledge and awareness on gender identity issues and discrimination based on sexual orientation; • actions to promote a culture of respect for different affective, sexual and identity orientations; • actions to support individuals in the construction of identity in its various aspects; • collaboration with the student community and the world of associations to identify possible initiatives and areas of intervention; • sharing the implemented actions and projects within networks.
Time frame	January 2020 - December 2021

Stakeholders involved	The Rector, the Vice Rector for equity and diversity policies, the Vice Rector for organizational well-being and relations with staff, the Rector's Delegate for Teaching and Learning, departments and centres, Directorates (General Management, Human Resources and Organization, Education and Student Services, Communication and External Relations, etc.), the Committee for Equal Opportunities, the Interdisciplinary center for gender studies, health and safety representatives, trade unions and union representatives, student organizations, the Diversity Management Office.
Reference to good practices	University of Genova, University of Firenze, University of Padova
Benchmarks	• adoption of a Regulation to provide and manage alias identities for transgender individuals, consolidation of procedures, training of staff and students involved; • specific interventions to apply the above regulations to gender fluid people; • launch of a training project for administrative and technical staff on the subject of sexual orientation and gender identity. The project, which involves a number of Italian universities, is part of an interdisciplinary research work conducted by a group of professors from different Italian universities; • with the involvement of the Department of Psychology and Cognitive Science, a help desk within the University's Psychological Counselling Service to provide support to the student community regarding the process of building identity in its various facets, in particular in the area of sexual orientation and gender identity; • training courses for teaching staff on the subject of differences, as part of the meetings organized by FORMID for teaching innovation; • organization of scientific events and awareness raising campaigns on issues of sexual orientation and gender identity; • creation of a training and information programme on the issues of sexual education and gender identity, for the student community, in collaboration with local bodies and associations; • creation and dissemination of an LGBTQ Glossary, in collaboration with the Centre for Interdisciplinary Gender Studies and the Equity and Diversity Office; • sharing of good practices with other universities and within networks, such as the National Conference of Equal Opportunities Bodies of Italian Universities; • participation in initiatives organized by national networks such as the

	National Conference of Equal opportunities Bodies of Italian Universities, to raise awareness on the issue and make suitable tools available to manage alias identities from an IT point of view; • communication campaigns, in particular through the Equity and Diversity social networks.

4.7 Area 7: Different generations at work

This area represents an increasingly topical issue both within the academic community and in society. It is an area that must be considered by the University of Trento, in light of the data that have been collected so far that have identified a number of needs.

The demographic changes underway - with people working longer because of pension reforms, while organizations are rapidly transforming thanks to technological innovation - call for attention for the needs of older people and require a better relationship between generations.

The creation of age diverse teams represents an added value for the mutual transfer of knowledge and for personal and professional enrichment. At the same time, however, these teams may also be a source of potential discrimination that must be monitored by human resources (in terms of work performance, reconciliation needs, health and safety) because it has an impact on interpersonal relationships among office staff and within the academic community.

People with greater seniority have skills and experiences to be valued and that must be transferred to younger generations to facilitate their integration in the administrative and technical workforce and in research groups.

On the other hand, organizations are now aware of the potential of mutual enrichment, as younger staff too have skills to share, for example in the field of information technology, communication, data management, computerization of procedures, which also come with preferences for new, less formal, leadership and relational styles, based on mutual trust.

ACTION 7.a	**Organizational interventions for different generations at work**
Justification	Longer life expectancy and longer working life as a consequence of social security reforms are some of the factors that have led to a progressive and constant increase in the average age of employees. At the same time, the increase in the age of the working population explains the presence of different generations in the work environment. These different generations express different skills, needs, values, approaches, experiences and different phases of personal and professional existence. The University of Trento, strongly believing in the need to manage age-related diversities as a positive value, will adopt a structured system of actions to accompany the aging of the working population and to promote inter-generational dialogue, guaranteeing equal opportunities to people of different age groups and with different needs based on dialogue, team building, the exchange of experiences and skills, lifelong learning.

Target group	Teaching and research staff; non-tenured research staff; administrative and technical staff
Objectives	• increase and develop monitoring activities: staff age and work seniority must be monitored to plan targeted interventions in response to specific needs and to support constructive mutual collaboration. To this end, periodic surveys must be conducted to monitor staff age, the position and seniority level, the age of team members, the motivation, sense of belonging, expectations, training needs, difficulties, reconciliation needs, disability, even temporary, etc.; • increase training for the university community on age management, professional aging and safety in the workplace, also in light of the provisions of Legislative Decree 81/2008; • prepare reconciliation measures that respond to specific age-related needs or time of life of the employees; • prepare actions to support teaching, research, administrative and technical staff in relation to changes in work following the Covid-19 pandemic; • prepare actions that facilitate the sharing of skills and for a positive transfer of know-how including in the case of executive positions; • support research projects on age management in the workplace (see for example the project "RARE - Reversing Age and Resilience in the ElderlyNet", which aims to provide multidisciplinary tools in response to the phenomenon of population aging in places of work).
Description	• monitoring of quantitative and qualitative data to identify possible areas of intervention and design programmes for all members of the University community; • training courses to provide instruments for the management of different generations at work and for the valorization of different skills and experiences; • programmes to facilitate the exit from work, including through better communication; • support the acquisition of specific skills for remote work, which was experienced during the Covid-19 lockdown period; • promote better and more widespread information, including among employees, on safety requirements, taking into account age-related differences.
Time frame	January 2020 - December 2021
Stakeholders involved	The Rector, the Vice Rector for organizational well-being and relations with staff, the Vice Rector for equity and diversity policies, the Rector's delegate for safety in the workplace, Directorates (Central Management, Human Resources and Organization, etc.), trade unions and union representatives, Workers' Safety

	Representatives, the Heads of departments and centres, the Diversity Management Office.
Reference to good practices	/
Benchmarks	• Inclusion of monitoring data in the Gender Budget, in the Report of the Evaluation Group and in other University research projects; • definition of a training proposal for administrative and technical staff and staff with leadership roles on age management; • ad hoc surveys to identify diversified needs in relation to age; • long-life training initiatives and innovation in teaching and learning.

RELEVANT LEGISLATION

• Law no. 125 of 10 April 1991 "Azioni positive per la realizzazione della parità uomo – donna nel lavoro";

• The Directive of the President of the Council of Ministers of 7 March 1997 "Azioni volte a promuovere l'attribuzione di poteri e responsabilità alle donne, a riconoscere e garantire libertà di scelta e qualità sociale a donne e uomini";

• Legislative decree no. 196 of 23 May 2000 "Disciplina dell'attività delle consigliere e dei consiglieri di parità e disposizioni in materia di azioni positive, a norma dell'articolo 47 della legge 17 maggio 1999, n. 144";

• Legislative decree no. 151 of 26 March 2001, "Testo unico delle disposizioni in materia di tutela e sostegno della maternità e paternità";

• Legislative decree no. 165 of 30 March 2001 "Norme generali sull'ordinamento del lavoro alle dipendenze delle Amministrazioni Pubbliche" (general labour regulations for the employees of public administrations);

• The Directive of the Minister of Civil service of 24 March 2004 "Misure finalizzate al miglioramento del benessere organizzativo nelle Pubbliche Amministrazioni";

• Legislative decree no. 198 of 11 April 2006 "Codice delle Pari Opportunità tra uomo e donna" (the Code for equal opportunities between men and women);

• The Directive of the ministers for Reforms and innovations in the Italian Civil service and for Equal rights and opportunities, of 23 May 2007, "Misure per attuare parità e pari opportunità tra uomini e donne nelle Amministrazioni Pubbliche";

• Legislative decree no. 150 of 27 October 2009 "Attuazione della legge 4 marzo 2009, n. 15, in materia di ottimizzazione della produttività del lavoro pubblico e di efficienza e trasparenza delle pubbliche amministrazioni";

• Law no. 183 of 4 November 2010: "Deleghe al Governo in materia di lavori usuranti, di riorganizzazione di enti, di congedi, aspettative e permessi, di ammortizzatori sociali, di servizi per l'impiego, di incentivi all'occupazione, di apprendistato, di occupazione femminile, nonché misure

contro il lavoro sommerso e disposizioni in tema di lavoro pubblico e di controversie di lavoro" and implementation document;

- The Directive of the President of the Council of Ministers of 4 March 2011 "Linee guida sulle modalità di funzionamento dei "Comitati Unici di Garanzia" per le pari opportunità, la valorizzazione del benessere di chi lavora e contro le discriminazioni" (guidelines on the functioning of Committees for Equal Opportunities, Well-being at Work and Against Discriminations) (article 21 of law no. 183 of 4 November 2010);

- Legislative decree no. 80 of 15 June 2015 "Misure per la conciliazione delle esigenze di cura, di vita e di lavoro in attuazione dell'art. 1, commi 8 e 9, della legge 10 dicembre 2014, n. 183";

- Law no. 124 of 7 August 2015 "Deleghe al Governo in materia di riorganizzazione delle amministrazioni pubbliche";

- Legislative decree no. 90 of 12 May 2016 "Completamento della riforma della struttura del bilancio dello Stato, in attuazione dell'articolo 40, comma 1, della legge 31 dicembre 2009, n. 196";

- European Parliament resolution of 13 September 2016 on creating labour market conditions favourable for work-life balance;

- Directive of the President of the Council of Ministers no. 3 of 1 June 2017: "Direttiva del Presidente del Consiglio dei Ministri recante indirizzi per l'attuazione dei commi 1 e 2 dell'articolo 14 della legge 7 agosto 2015, n. 124 e linee guida contenenti regole inerenti all'organizzazione del lavoro finalizzate a promuovere la conciliazione dei tempi di vita e di lavoro dei dipendenti";

- Directive of the Minister of Civil service no. 2 of 26 June 2019: "Misure per promuovere le pari opportunità e rafforzare il ruolo dei Comitati Unici di Garanzia nelle amministrazioni pubbliche";

- The Charter of Fundamental Rights of the European Union;

- Directive (EU) 2019/1158 of the European Parliament and of the Council, of 20 June 2019, on work-life balance for parents and carers and repealing Council Directive 2010/18/EU.