



### **Three-year Plan for Positive Action 2017-2019**

Whereas:

The University of Trento values among its core objectives the protection of equal opportunities.

The University of Trento, in light of its role in the education of citizens and professionals, is committed to promote, directly and indirectly, in its study courses and in its organization, a culture of tolerance and respect of differences.

The University of Trento is committed to identify and eradicate any discrimination based on gender, racial or ethnic origin, religion, belief, disability, age or sexual orientation.

#### **The Board of Directors**

having regard to

the principles of equality and equal opportunities among men and women enshrined in the Constitution of the Italian Republic, in compliance with law no. 125 of 10 April 1991 “Azioni positive per la realizzazione della parità uomo – donna nel lavoro”, legislative decree no. 151 of 26 March 2001, “Testo unico delle disposizioni in materia di tutela e sostegno della maternità e paternità”, and legislative decree no. 165 of 30 March 2001, “Norme generali sull’ordinamento del lavoro alle dipendenze delle Amministrazioni Pubbliche”, the “Codice di Pari Opportunità tra uomo e donna”, established by legislative decree no. 198 of 11 April 2006, the Italian directive of the minister of the Public function of 24 March 2004 “Misure finalizzate al miglioramento del benessere organizzativo nelle Pubbliche Amministrazioni”, the Italian directive of the minister for Reforms and innovations in the Italian public administration and of the minister for Equal rights and opportunities “Direttiva sulle misure per attuare parità e pari opportunità tra uomini e donne nelle Amministrazioni Pubbliche” of 23 May 2007, law no. 183 of 4 November 2010 and its implementation guidelines, in compliance with the Charter of Fundamental Rights of the European Union and with 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”,

having heard the opinion of the Academic Senate,

#### **has adopted**

the University of Trento Plan for positive action on equal opportunities 2017-19. The plan has been developed by the Comitato Unico di Garanzia per le pari opportunità, la valorizzazione del benessere di chi lavora e contro le discriminazioni (CUG, Committee for Equal Opportunities, Well-being at Work and Against Discriminations).

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.

In the second part, it presents its strategies and objectives on three main work streams.

The third part describes the actions that will be implemented to achieve the objectives.

## **1. The current status of equal opportunities at the University of Trento**

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

In particular, the plan for positive action 2014-2016 identified a number of areas of intervention over different dimensions. The plan and policies specifically addressed gender imbalances and differences, which are still substantial within the University. The University also started the Family Audit certification programme, which aims to strengthen work-life balance policies.

To achieve the equal opportunities objectives included in the plan and to ensure that the actions are actually planned, implemented and monitored, the University appointed a number of individuals who worked together for the same goal.

The Rector appointed, in 2015, a Prorector for equality and diversity policies, and a delegate for organizational well-being.

That same year, in compliance with law 183/2010, the University also established the Comitato Unico di Garanzia per le pari opportunità, la valorizzazione del benessere di chi lavora e contro le discriminazioni (CUG), which took on the tasks previously performed by the Comitato Pari Opportunità (CPO, Committee for equal opportunities) and brought new competencies to work on the prevention of mobbing. The main purpose of the CUG is to promote a working environment that is respectful of the principles of equal opportunities and organizational well-being and that is free of discrimination and harassment.

A few years ago the University also introduced the post of Confidential counsellor, to counter harassment on the workplace in all its forms (mobbing, stalking and violence) and to offer qualified and effective support and advice.

Furthermore, to guarantee a more widespread implementation of the actions envisaged by the plan, starting from 2016 a network of delegates was set up, with a reference person within each University department and centre.

The collaboration with the Center for Interdisciplinary Gender Studies of the University of Trento and the role of coordinator in the GARCIA project (funded by the European Commission under the 7th Framework Programme) made it possible to explore certain issues more in depth and to develop useful knowledge to promote forms of structural change within the University.

### **1.1. Students**

The gender distribution of enrolled students in the academic year 2014-2015 was rather balanced, 51% female and 49% male. As is the case in many other universities, there is however an uneven distribution across different study courses: male students are significantly more numerous in particular in Industrial Engineering (91%), Information Engineering and Computer Science (87%), Physics (78%), while female students are overrepresented in Humanities (71%), Psychology (70%), Sociology and Social Research (69%), International Studies (68%).

The departments and centres with a more balanced gender distribution of enrolled students are the Interdepartmental Centre for Integrative Biology (Cibio, 50% female and 50% male), and the Department of Economics and Management (46% female, 54% male).

In the academic year 2014-2015, 91% of female enrolled students were born in Italy, 2% in Europe (28) and 7% in other countries, while 92% of male enrolled students were born in Italy, 2% in Europe and 6% in other countries. Also, 68% of enrolments in First level master's courses, and 63% of enrolments in Second level master's courses are female. Female students are more represented in specialist training and professional development courses, where they are 72%.

With regard to disability, 126 disabled students were enrolled, of which 36% have a motor disability and 19% are visually impaired. Also, 59 students have specific learning disabilities.

### **1.2. Faculty and Staff**

At the end of 2015 the University of Trento employed 1,241 people, 53% as technicians and administrative staff and 47% in teaching and research positions. Women are 45% of the total, but there are significant distribution differences between faculty (where women are 26%, well below the average of 36% in Italian universities) and technical-administrative staff (where women are over-represented, being 62%).

The surveys conducted in recent years by the CPO have found that the teaching staff and technical-administrative staff share a common point of weakness, and that is the imbalance in the number of women and men holding leadership positions.

If we look at gender distribution according to academic rank, there is a low percentage of women in the highest rank, but the percentage of women in the second rank has increased compared to the previous three-year survey thanks to, among other things, the results of the national examinations giving access to academic careers: 36% of women are researchers, 51% are associate professors, and 13% are first rank professors, while 23% of men are researchers, 41% are associate professors and 36% are first rank professors. Overall, women account for 13% of full professors, well below the national average of 21%. The gender gap is particularly pronounced in scientific departments but women are underrepresented in humanities departments too.

As regards non-tenured research positions, women account for 40% of doctoral students and 40% of research fellows, which is below the percentage of women who graduated from our university (53%).

Here too, there is a significant gender imbalance from one subject area to another. Data show that, in 2015, 46% of research collaborators were female.

The presence of women in the University governance bodies is still limited (22%). The gender distribution in the Board of Directors is rather balanced (4 women, 4 men). The top position of the university is currently held by a man, as well as the top managing position, and there are gender asymmetries in many other bodies: 7 men and 1 woman sit in the Academic Senate; there is only 1 woman in the Council of Directors on a total of 14 members; there are 2 women and 3 men in the Evaluation Group. Of the 23 appointed Prorectors and Rector's delegates, 4 are women and 19 are men.

The age distribution of University staff in 2015 is rather gender-symmetrical with most employees in the 40-50 age group (278 staff members, that is 42% of the total), two almost equivalent groups (the 31-40 group and the 51-60 group, with 27% each), and two smaller “tails” (the under 30 and over 60 groups which each include 2% of staff members).

The female component of University staff is significantly younger than the male one, because more women than men 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 University staff, 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 (37% of the total), while only 15% of the faculty are under 40 and only 17% are over 60, a lower percentage despite the retirements in the 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, highest faculty ranks (full professors) have older members, and there is only one full professor aged under 40, while 36% are in the over 60 age group. Overall, women in the highest rank are slightly older than men (percentages of over 60 faculty members: F=40%; M=35.5%).

In the second rank (associate professors), 46.8% are in the 41-50 age group. The general trend also applies to this group: the over 60s are more represented (11% of the total) than the under 40s (8.7% of the total). Differences in gender distribution per age group in this rank are small. There are some differences in the distribution of researchers (RTI): women are more represented in the under 40 age group (25% vs. 9.8%), while men are more represented in the 41-50 age group (58.8% vs. 35.7%). As expected, the group of “RTD researchers” (fixed-term researchers, which includes research associates and assistant professors) has the youngest members, because new faculty members were almost exclusively recruited through this group in recent years (and note that the number of RTDs (76) on 31/12/2015 almost equals the number of RTIs (79)). There are no significant differences in age distribution among RTDs.

Of all research fellows (306), 25% are in the under 30 age group, 65% in the 31-40 age group and 10% in the 41-50 age group. Women are 41% in the under 30 age group, 38% in the 31-40 age group, and 42% in the 41-50 age group.

As regards the nationality of research fellows, 76% are Italian, 11% were born in Europe, 13% in other countries. About 8% of the women and 15% of the men were not born in Italy.

Based on available data, currently there are 38 disabled staff members who have different impairments (intellectual/cognitive, physical/motor disability, hearing or visual impairment, degenerative disease). It is estimated that there are around 10 disabled faculty members, but there is no way to confirm this information.

## **2. Equality strategies and main 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.

The University's overall objectives for 2017-2019 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 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 to promote, including through prevention measures, well-being at work in all its dimensions;
- to make our University a role model for equal opportunities and substantive equality at the local, national and international level.

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, but 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.

To implement the above strategies and objectives the plan identifies three main work streams:

- data analysis and monitoring of well-being at work, equal opportunities, protection of rights;
- policies that guarantee equal opportunities and value diversity and organizational well-being;
- promotion and dissemination of good practices at local level.

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

Below is a description of the three work streams.

### ***2.1 Work stream 1 – Data analysis and monitoring of well-being at work, equal opportunities, protection of rights***

To expose any inequalities and identify the best instruments to correct them, the first thing to do is to systematically examine data. In the last few years, the CPO and later the CUG have written and published every year a document analysing gender distribution within the University.

However, now it is necessary to continue the work even further by carrying out a more exhaustive "gender assessment" that will examine gender distribution in more detail including also in relation to other aspects, like posts held by men and women, productivity, participation in committees and recruitment procedures, the distribution of family responsibilities, the use of instruments to reconcile work and family life, training opportunities.

The University also intends to enlarge the monitoring beyond the gender dimension to include other variables that can potentially lead to inequalities like age, country of origin, disability<sup>[x1]</sup>.

Actions:

1. The coordination committee on equal opportunities and organizational well-being
2. Countering mobbing and harassment
3. Equal opportunities and organizational well-being monitoring centre
5. Family Audit
8. Organizational well-being and work-related stress: surveys and possible interventions

**2.2 Work stream 2 – Policies that guarantee equal opportunities and value diversity and organizational well-being**

Policies and actions to bring about cultural and structural change aimed at both the student community and university faculty and staff to acknowledge and value diversity and promote organizational well-being are a crucial area of work.

Other areas where strategic action is key for any university institution include reducing career asymmetries in teaching and research positions and ensuring a level playing field to access to the most prestigious positions.

It is also essential to implement well-aimed actions to counter discrimination and promote and strengthen policies for the reconciliation of work and family life. In this sense, the launch of the Family Audit certification procedure serves as an encouragement to adopt new practices.

The University will also encourage new initiatives to become a more welcoming institution for people belonging to various minority groups.

Special attention will be given to non-tenured personnel, who represent a significant part of the academic community and are often in a more vulnerable position.

The University's equal access policy intends to create instruments and actions to ensure transparency and to make information available to the whole community of students, faculty and staff.

Actions:

1. The coordination committee on equal opportunities and organizational well-being
2. Countering mobbing and harassment
4. Reconciliation of work and family life
5. Family Audit
6. Organizational interventions to value diversity (gender, disability, orientations and beliefs)
7. Support to non-tenured research faculty
8. Organizational well-being and work-related stress: surveys and possible interventions
9. A gender perspective within teaching and research
10. Communication

**2.3. Work stream 3 – Promotion and dissemination of good practices at local level**

The third work stream focuses on the cultural change that the university can trigger at local level, through education, advanced training, pilot projects and, in general, through initiatives that raise awareness and disseminate good practices, working side by side with local organizations and policy makers.

In this context, the University will establish collaborations with local institutions to encourage them to pay more attention to diversity and organizational well-being; promote training and dissemination of best practices to raise awareness on diversity and inequalities in different social contexts and on the main problems caused by the existing asymmetries; encourage participation in local, national and international networks to counter discrimination and support equal opportunities and organizational well-being.

Actions:

5. Family Audit
9. A gender perspective within teaching and research
10. Communication
11. Relations with local bodies and network enhancement

### 3. Actions

ACTION 1	<b>Coordination committee on equal opportunities and organizational well-being</b>
<b>Work stream</b>	Data analysis and monitoring; equality, diversity and wellbeing policies.
<b>Justification</b>	Policies aimed at ensuring equal opportunities and organizational well-being within the University must cut across the areas of competence of the different bodies and individuals involved. Some of these participate on a constant basis while others are involved in specific occasions. To raise awareness and disseminate information on equal opportunities and organizational well-being, and to make the most of the participation and contribution of all bodies and individuals involved, the University is planning to set up a coordination committee with representatives from the various areas. In this way it will be possible to ensure that strategies are implemented evenly across the different areas, thus increasing their coherence and efficacy.
<b>Target group</b>	The entire community of the University of Trento
<b>Objectives</b>	Jointly coordinate and promote the activities of all bodies and individuals involved which directly or indirectly deal with equal opportunities and organizational wellbeing within the University.
<b>Tools</b>	The Coordination committee includes: the Rector, a representative of the Committee for equal opportunities, one delegate for organizational well-being. The Committee meets at least once a year. Other parties may be invited to participate based on the items on the agenda: the Director General, other delegates, the Confidential counsellor, the head of the Prevention and Protection Service, and others. Individual members of the Committee can convene meetings with other members to discuss specific questions. The meetings must be minuted to provide an accurate account of the discussed items and to verify if objectives are achieved.
<b>Time frame</b>	January 2017-December 2019
<b>Stakeholders involved</b>	The Rector; the Prorector for equality and diversity policies; the delegate for organizational well-being; the delegate for relations with administrative and technical staff; the delegate for disability; the delegate for equal opportunities; the Confidential counsellor; the Committee for equal opportunities (CUG); the head of the Prevention and Protection Service; the Director General and/or the head of Human Resources and others.
<b>Benchmarks</b>	Organization of at least one meeting of the Committee every year, where common objectives are identified.

ACTION 2	Countering mobbing and harassment
<b>Work stream</b>	Data analysis and monitoring; equality, diversity and wellbeing policies.
<b>Justification</b>	The University of Trento does not tolerate any form of harassment, mobbing and discrimination on the workplace, and is committed to provide a working environment characterized by harmonious relationships and a better quality of life. The above behaviours have serious consequences on the health of the victims, the effectiveness and efficacy of work groups, the motivation of staff and their degree of work satisfaction; they also translate into further costs for the University as they lead to an increase in sick leave and disabled status applications and, finally, can even harm the University's public image.
<b>Target group</b>	The entire community of the University of Trento
<b>Objectives</b>	To prevent and identify mobbing, bullying, harassment, to provide a mediation service and to be able to take action where necessary.
<b>Description</b>	<ul style="list-style-type: none"> <li>• revision and update of internal workplace harassment regulations and performance evaluation manuals in order to harmonize the various provisions (in particular, the “Regolamento per la prevenzione e tutela dei lavoratori nei confronti del fenomeno del mobbing” and the “Codice di condotta contro le molestie sessuali” must be updated and aligned to the “Code of Ethics” and the “Code of Conduct”);</li> <li>• introduction of the Confidential counsellor to the whole university community, in particular to newly-arrived students and staff;</li> <li>• publication of the annual report of the Confidential counsellor and of the data concerning the cases discussed in aggregated form;</li> <li>• once the Confidential counsellor has reported to the Committee for equal opportunities (see above), creation of a document assessing the extent and nature of workplace harassment and describing the actions required to combat it;</li> <li>• re-opening of the procedure for the appointment of the Confidential counsellor (appointment expired in spring 2017) and dissemination of relevant information;</li> <li>• formulation of a proposal to assess staff performance taking into consideration bullying, harassment and discrimination and the failure to contrast such behaviour;</li> <li>• production of information and awareness-raising material on mobbing and workplace harassment (web pages, brochures, etc.);</li> <li>• organization of information and training programmes for various profiles to provide education on these topics;</li> <li>• development of initiatives to identify cases of mobbing, harassment or discrimination, including in the student community.</li> </ul>
<b>Time frame</b>	Appointment of the confidential counsellor by April 2017; other activities will take place between January 2017 and December 2019.
<b>Stakeholders involved</b>	The Prorector for equality and diversity policies; the Confidential counsellor; the Human Resources and Organization Directorate (more specifically, the Training and

	Continuing Professional Development office); the Committee for equal opportunities; the delegate for relations with administrative and technical staff; the Evaluation Group, health and safety representatives.
<b>Reference to good practices</b>	University of Verona, University of Torino, University of Milano Bicocca, University of Padova, Milan Politecnico, University of Parma, University of Ferrara, University of Trieste
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>● revision of regulations on mobbing and harassment</li> <li>● appointment of the Confidential counsellor</li> <li>● publication of the annual report of the Confidential counsellor, creation of a follow-up document describing the proposed actions</li> <li>● creation of educational materials and organization of training and information events</li> <li>● self-defence course organized with the University Sport Centre (CUS)</li> <li>● conference on mobbing and harassment</li> </ul>

ACTION 3	Equal opportunities and organizational well-being monitoring centre
<b>Work stream</b>	Data analysis and monitoring.
<b>Justification</b>	Structural data monitoring is essential to keep an eye on several indicators and to reveal any inequalities. The monitoring phase is therefore very important to identify the most suitable tools to combat inequalities.
<b>Target group</b>	The entire community of the University of Trento
<b>Objectives</b>	<p>To continue, under the supervision of the CUG, the annual collection of data on the gender distribution of faculty, staff and students. Aspects that need to be examined in more detail in order to focus on emerging issues (for example on age gap, disability, ethnic and religious differences) will be decided year by year.</p> <p>Human resources management policies for technical and administrative staff as regards training, performance evaluation and the opportunity to use flexible working arrangements must be studied in greater detail. Through this data monitoring system it will be possible to examine the performance evaluation methods used so far.</p> <p>Data collected through the organizational well-being surveys conducted by the University administration will also be monitored, and will be compared with previous data and with data collected by other universities. In compliance with the new regulation on data collection and performance evaluation in public administrations (Decree of the President of the Republic no. 105/2016), organizational well-being surveys fall within the tasks of the public administration and not, as before (pursuant to article 14 (5) of legislative decree no. 150/2009), of internal evaluation bodies (i.e., for universities, Evaluation Groups).</p> <p>To perform the “gender assessment” that started in the previous three-year term, to examine gender distribution dynamics in more detail including other aspects, like posts held by men and women, productivity, participation in committees and recruitment procedures, distribution of family responsibilities, gender pay gap, use of instrument to reconcile work and family life, training opportunities.</p>
<b>Description</b>	<ul style="list-style-type: none"> <li>• The monitoring centre will provide the framework for the preliminary measures that must be adopted to carry out specific actions that promote equal opportunities and organizational well-being.</li> <li>• Ad hoc surveys will be carried out to explore topics of particular interest in the area of equal opportunities and organizational well-being.</li> <li>• Data collected through the organizational well-being surveys conducted by the University administration will be analysed, and secondary comparative analysis will be carried out.</li> <li>• This will provide suggestions to raise awareness on the topics in question within the University and to identify possible measures to be implemented.</li> </ul> <p>Periodic assessments will make it possible to evaluate the impact of measures put into action.</p> <p>It is necessary to hire a support staff member who will work to carry out the above tasks and to establish the monitoring centre, analyse data, participate in the drafting of reports.</p>

<b>Time frame</b>	2017-2019
<b>Stakeholders involved</b>	The Committee for equal opportunities, the delegate for organizational well-being, the Prorektor for equality and diversity policies, the Statistical analysis and benchmarking office, the Center for Interdisciplinary Gender Studies.
<b>Reference to good practices</b>	University of Padova, University of Milan, University of Ferrara, Progetto Stages (for example, as regards the Fraunhofer Institute)
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>● Creation of the monitoring centre</li> <li>● Analysis of data collected through organizational well-being surveys</li> <li>● Production of an annual report on equal opportunities</li> <li>● Completion of the gender assessment</li> </ul>

<b>ACTION 4</b>	<b>Reconciliation of work and family life</b>
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<b>Work stream</b>	Equality, diversity and well-being policies.
<b>Justification</b>	<p>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.</p> <p>In particular, the University organizes awareness-raising and training programmes to create an organizational culture focused on individual well-being and the reconciliation of work and family life.</p>
<b>Target group</b>	The entire community of the University of Trento
<b>Objectives</b>	Policies for the reconciliation of work and family life are implemented both at organizational level and through support services which are essential not only to increase the number of women in the workforce and to improve their participation in career advancements but also to encourage individual well-being, irrespective of gender.
<b>Description</b>	<p>In the last few years the University has implemented many policies and instruments to support parenthood. In particular, in addition to reconciliation measures included in the legislation in force (law 104/92 on benefits for workers with a severe disability and for family members caring for a relative with a severe disability; part-time working hours), the University has adopted or is about to adopt a wide range of initiatives.</p> <p>The increasing ageing of the active population identified by the surveys conducted so far calls for further actions to support families with elderly members who need special care (home working, flexible working hours, benefits).</p> <p><b>Strengthening parenthood support policies</b></p> <p>Strengthen the measures already in place and promote further improvements:</p> <ul style="list-style-type: none"> <li>• it is advisable that the University start the procedure to seek an agreement with relevant public entities as regards its childcare centre, to save resources that could be used for other equal opportunities policies;</li> <li>• identify parenthood support measures addressed to the 0-3 age group, in addition to the childcare centre, for temporary staff and doctoral students who are the most vulnerable categories with less benefits and support services;</li> <li>• design specific measures to support student-parents with children of preschool age;</li> <li>• find solutions for staff employed in locations that are too far from the Trento childcare centre;</li> <li>• introduce a benefit scheme that takes into account the economic situation of beneficiaries (the opportunity to pay tuition fees in instalments, access to the University's educational services, etc.);</li> <li>• design instruments to provide more information on available opportunities (for example, through the development of an app);</li> <li>• create nursing areas at University buildings;</li> <li>• offer, in addition to services currently available, services like play areas and day-care centres to support parents in exceptional and temporary circumstances (for instance, if they have to attend a conference, give a lecture, perform extra work,</li> </ul>

and so on), making them available also to parents who are not using the childcare centre;

- create reconciliation services that allow parents to care for an ill child under 12 years of age or to work outside of the regular working hours (for example, to attend a meeting in the late afternoon) to reduce the use of sick leave among employees; this could be done through a babysitting service offered by students or qualified third parties.

### **Working hours**

These arrangements are designed in particular for administrative and technical staff. The University currently offers several options to working parents: “Orario genitori” (working hours for parents), “part-time” (part-time work), “Flessibilità dell’articolazione della prestazione” (flexible work). However, more transparency is necessary when it comes to granting benefits because they are not granted equally from one office to the other due to the legitimate needs of the offices involved.

### **Home working**

The University has recently adopted a home working scheme among its flexible working options for staff to optimize the use of human resources while increasing their motivation. After a first pilot phase, the scheme is now in place. Data on home working will be monitored and analysed; the University will consider the opportunity to extend the scheme to more positions; an assessment will follow.

### **Smart working**

This new scheme is an addition to home working. From the point of view of the reconciliation of work and family life, its purpose is mainly to find new organizational solutions to ensure greater flexibility in terms of both work location and working hours. The University will identify the areas of application and draft the relevant regulations, finding a balance between the workers’ needs and those of their offices. The scheme will be implemented as a pilot project at first, with transparent criteria.

### **Summer camps**

Summer camps were launched in 2016 as a pilot project and they succeeded beyond expectations, in particular for the round immediately after the end of the school year. It is proposed to increase the number of camps for different age groups and to make this action structural. Well-established programmes organized by UniSport will continue.

### **Project to support staff coming back to work after maternity leave or other long term leaves**

Given the results achieved in the past with the “Buon rientro” project, the University is now designing a programme to deal with long-term leaves, such as maternity/paternity and sick leave, to support people both before their absence and when they return to work. The purpose of the programme is to minimize the impact of long absences on the

general organization and on the people who continue working 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 cope with workload increases.

The importance of interviews and one-to-one meetings will be enhanced.

It must be underlined that the University's staff is gradually ageing: as the average age increases, maternity leaves are decreasing but there is an increase in the number of sick leaves to treat medical conditions and of leaves of absence for family reasons.

### **New agreements**

The University will:

- seek new agreements, where possible, to provide its permanent and temporary staff with the opportunity to access goods or services
- seek to extend the reach of agreements in place
- ensure that these agreements cover both Trento and Rovereto

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).

### **Opening of a counselling service for parents with children of school age**

A counselling service is planned to offer support to staff who are experiencing challenges in their parent-child relationship. University staff can receive help, in particular, through:

- 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.)
- staff will receive information on this counselling service, including through meetings, before their opening.

### **Monitoring survey on the effects of reconciliation measures**

Prepare a survey that will be repeated at regular intervals to monitor the effects of actions adopted and establish which will be continued and which are not "useful" anymore. The survey will be sent to all permanent and temporary staff of the University.

### **Distretto famiglia – Trento**

The University's participation in this scheme is bound to the "family audit" qualification (see action 5). The purpose of the action is to reorganize services based on the principles

	and goals of “Distretto famiglia” (for a better reconciliation of work/family life). Its implementation is temporarily on hold.
<b>Time frame</b>	January 2017-December 2019
<b>Stakeholders involved</b>	The Rector, Rector’s delegates, in particular the Prorector for equality and diversity policies, the delegate for relations with administrative and technical staff and collective agreements, the delegate for disability in the student community, delegate for organizational well-being, the Committee for recruitment and career advancement, the Directorates (Central Management, Human Resources, etc.), trade unions and union representatives, the directors of departments and research centres
<b>Reference to good practices</b>	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.
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>● measures to support students with children;</li> <li>● measures to support temporary research staff with children;</li> <li>● reconciliation measures to support families with elderly members who need care;</li> <li>● childcare solutions for staff employed in locations that are too far from the Trento childcare centre;</li> <li>● development of an app to disseminate information on reconciliation measures;</li> <li>● assessment of opportunities to extend home working;</li> <li>● opening of the smart working scheme;</li> <li>● organization of summer initiatives for children (summer labs);</li> <li>● project to support return to work after maternity leave;</li> <li>● new agreements;</li> <li>● opening of a counselling service for parents;</li> <li>● survey on reconciliation of work and family life;</li> <li>● participation in “Distretto famiglia”.</li> </ul>

ACTION 5	Family Audit
<b>Work stream</b>	Data analysis and monitoring; equality, diversity and wellbeing policies; promotion and dissemination at local level.
<b>Justification</b>	The implementation of policies that help reconcile professional and private life, and the adoption of instruments that promote the sharing of family roles and responsibilities are crucial for a more inclusive participation in University life, both horizontally and vertically.
<b>Target group</b>	The entire community of the University of Trento
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To adopt policies that help reconcile professional and private life and the sharing of family roles and responsibilities.</li> <li>• To obtain a certification that demonstrates the University’s commitment to help its staff reconcile work and family life and stimulates the adoption of best practices, even if within an experimental setting.</li> <li>• To review staff policies and examine reconciliation needs among students and temporary research staff (PhD students, research fellows, collaborators) in a process that encourages the adoption of innovative actions to generate a positive impact in terms of quality of work and organizational well-being and recognize the commitment of the University as concerns equal opportunities. This will, on one side, facilitate a structured vision and a coherent programme of interventions and, on the other, give the University visibility at the national level as a setter of best practices among Italian universities.</li> </ul>
<b>Description</b>	<p>The Family Audit certification process is a management instrument that allows the University to develop work and family life reconciliation policies through the wide participation and involvement of the entire academic community. It includes 24 actions along different work streams that the University will monitor, in particular:</p> <ul style="list-style-type: none"> <li>• the organization of work: timetables, work procedures, working environments</li> <li>• the culture of reconciliation: staff development</li> <li>• communication: information and communication tools</li> <li>• benefits and services: financial aid, family services</li> <li>• Distretto Famiglia: a re-organization of services based on the guidelines and objectives of “Distretto Famiglia”</li> <li>• new technologies and, specifically, new ICT services.</li> </ul> <p>The certification process of the University of Trento started in 2014. The Committee for Equal Opportunities (CUG) has been appointed as the point of reference to oversee the whole process.</p>
<b>Time frame</b>	January 2017-December 2019
<b>Stakeholders involved</b>	the Human resources and organization directorate; the Committee for equal opportunities; the Prorector for equality and diversity policies; the delegate for educational services and parent support services, the delegate for relations with administrative and technical staff.

<b>Reference to good practices</b>	Other certified institutions in the Province of Trento
<b>Benchmarks</b>	<ul style="list-style-type: none"><li>• Completion of third year</li><li>• Continuation of the certification programme</li></ul>

<b>ACTION 6a</b>	<b>Organizational interventions to value diversity in the area of gender identity – Administrative and technical staff</b>
<b>Work stream</b>	Equality, diversity and well-being policies.
<b>Justification</b>	The adoption of new organizational models that take inspiration from the enhancement 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 up-to-date administration.
<b>Target group</b>	Administrative and Technical Staff
<b>Objectives</b>	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.
<b>Description</b>	<ul style="list-style-type: none"> <li>• ensure equal access 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, training programmes for staff in managing or similar posts and for heads of staff (including academic staff) to introduce a leadership style based on diversity management, which can be useful also in assessment procedures.</li> <li>• to encourage the career advancement of women, programmes will be designed and implemented so that they learn the skills required to take on management positions.</li> <li>• special attention will be given to staff in temporary positions, which is made up of women for about 70%, with actions that will train them to design their personal and professional future.</li> <li>• appropriate solutions must be found, in compliance with regulations in force, to cover for staff on maternity/paternity leave.</li> <li>• encourage solutions that ensure greater flexibility in terms of working hours and work location, for example through ad-hoc or home working arrangements, to reduce part-time work or at least make it a temporary resource for specific moments. Part time working schemes, in fact, offer great advantages as regards reconciliation of work and family life, but also have a negative impact as concerns career advancement and social security contributions.</li> <li>• encourage all administrative and technical staff to participate in training programmes organized by the Committee for equal opportunities and/or by the Center for Interdisciplinary Gender Studies, up to 6 hours of training every year, with accreditation.</li> </ul>
<b>Time frame</b>	January 2017-December 2019
<b>Stakeholders involved</b>	The Rector, the Prorector for equality and diversity policies, the delegate for relations with administrative and technical staff and collective agreements, the Directorates (Central Management, Human Resources, etc.), trade unions and union representatives, the Committee for equal opportunities.
<b>Reference to good practices</b>	University of Verona, Opera Universitaria – Trento, the Provincial Healthcare Services (“PERLA” project), University of Torino, University of Milan, University of Milano Bicocca, Progetto Stages
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• assessment and analysis of recognition schemes</li> </ul>

	<ul style="list-style-type: none"><li>• actions for temporary staff</li><li>• extension of solutions that introduce flexibility in terms of time and location</li><li>• identification of solutions to cover for staff on maternity leave</li><li>• participation of administrative and technical staff in training programmes organized by the Committee for equal opportunities and the Center for Interdisciplinary Gender Studies</li></ul>
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<b>ACTION 6b</b>	<b>Organizational interventions to value diversity in the area of gender identity – Overcoming imbalances in scientific careers</b>
<b>Work stream</b>	Equality, diversity and wellbeing policies; promotion and dissemination at local level
<b>Justification</b>	Despite what has been done in the last three years, there are still significant gender imbalances at the University of Trento both horizontally and vertically. Gender distribution is still uneven across different disciplinary areas and as regards academic careers. These imbalances reflect equality issues but also decrease efficiency and limit opportunities. Based on scientific literature, in organizations where there are equal working conditions and attention to diversity there are more innovation and creativity, a more focused use of available skills and a better organizational well-being.
<b>Target group</b>	Academic staff; temporary research staff; students
<b>Objectives</b>	To reduce career asymmetries in teaching and research positions and increase the number of women in prestigious positions.
<b>Description</b>	<p>This action aims to continue the initiatives included in the plan for positive action 2014-16:</p> <ul style="list-style-type: none"> <li>• ensure transparency and gender balance in the selection of staff who will take on decision-making posts. The selection procedure with which staff is recruited in key positions must be transparent 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 on admissions to doctoral courses and selection procedures);</li> <li>• verify analyses and evaluations compared to excellence evaluation models to identify any weaknesses in current selection and valorisation procedures;</li> <li>• implement incentives to facilitate the recruitment of women in research positions, where candidates have equal qualifications (direct recruitment of well-known researchers); assess the efficacy of incentives that have already been implemented;</li> <li>• increase the visibility of excellent women in science (through the website, the creation of a database to be used for requests of interviews from the media);</li> <li>• acknowledge time spent on maternity leave, sick leave and leaves of absence in assessments for recruitment processes;</li> <li>• adopt initiatives to fix the leaky pipeline, to prevent women from leaving academic positions with actions aimed mostly at non-permanent positions (doctoral students, research fellows, researchers on temporary contracts), through mentoring, benefits to reconcile work and family life and to support parenting, support for international mobility (both incoming and outgoing);</li> <li>• offer orientation to high school students to overcome asymmetries and promote increased gender equality to pursue opportunities at the university.</li> </ul>
<b>Time frame</b>	January 2017-December 2019
<b>Stakeholders involved</b>	The Rector, the Prorector for equality and diversity policies, the Directorates (Central Management, Human Resources, etc.), the directors of departments, the Center for Interdisciplinary Gender Studies.

<b>Reference to good practices</b>	The GARCIA project of the University of Trento, the FESTA project of Fondazione Bruno Kessler, the STAGES project of the University of Milan, the “Donne e Scienza” Network, Progetto Stages
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• incentives to facilitate the recruitment of women in research, where candidates have equal qualifications, and monitoring of results;</li> <li>• analysis of results achieved compared to evaluation models;</li> <li>• acknowledgement of time spent on maternity leave in assessments for recruitment processes;</li> <li>• initiatives to fix the leaky pipeline (mentoring, benefits to reconcile work and family life, parenting support);</li> <li>• initiatives to promote the visibility of excellence women in science including through cultural events;</li> <li>• orientation for high-school students.</li> </ul>

<b>ACTION 6c</b>	<b>Organizational interventions to value diversity in the area of (temporary and permanent) disability</b>
<b>Work stream</b>	Equality, diversity and well-being policies.
<b>Justification</b>	In recent years, the perception of diversity has changed and the notion of diversity has expanded: (temporary and permanent) disability has become more important. 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 or involuntary discrimination. Disability includes a wide and sometimes complex range of conditions that requires a diversified and long-term action plan.
<b>Target group</b>	The entire community of the University of Trento
<b>Objectives</b>	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 to overcome imbalances and prejudice and create a more efficient administration that points to excellence also as regards the valorisation of diversity.
<b>Description</b>	<ul style="list-style-type: none"> <li>• To ensure equal treatment to people with a permanent or temporary disability employed in the academic or research area and in technical or administrative positions it is necessary to adopt policies that increase well-being in the workplace and facilitate their employment and career advancement. This requires an academic and organizational culture based on: <ul style="list-style-type: none"> <li>– the assignment of appropriate tasks to staff, taking into account their limitations;</li> <li>– a review of assessment procedures and practices currently used for both administrative and technical staff and academic/research staff (acknowledgement of time spent on maternity leave in assessments for recruitment processes, for example);</li> <li>– procedures based on criteria of inclusion and on the promotion of individual abilities;</li> <li>– proper training to all managing staff and team leaders, including teaching and research staff, to adopt a management and assessment approach that values diversity;</li> <li>– establishment of a proper support service to collect advice and solve structural and organizational problems, along the lines of the service that is already in place for the community of students with a disability.</li> </ul> </li> <li>• A disability coordinator should be appointed in every department to support students (at the time of writing there is only one).</li> <li>• Implementation of policies included in the regulations in force, as required by the guidelines of the conference of disability coordinators in Italian universities.</li> <li>• Establishment of a position or an office which will supervise diversity management in all of its aspects, to provide support to those that are already in place and their staff and to facilitate the achievement of objectives.</li> </ul>

<b>Time frame</b>	January 2017-December 2019
<b>Stakeholders involved</b>	The Rector, the Prorector for equality and diversity policies, the delegate for relations with administrative and technical staff and collective agreements, the delegate for organizational well-being, the delegate for disability in the student community, the Committee for recruitment and career advancement, the Directorates (Central Management, Human Resources, etc.), trade unions and union representatives, the directors of departments and research centres, the Committee for equal opportunities.
<b>Reference to good practices</b>	Diversity Management Lab SDA Bocconi, Opera Universitaria – Trento, University of Bologna, University of Padova, University of Genova.
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Adoption of policies that facilitate the inclusion of disabled people and eliminate any obstacles to their career advancement.</li> <li>• Training programmes for managing staff and team leaders to adopt an approach that values diversity.</li> <li>• Establishment of a support committee or point of reference to manage diversities.</li> <li>• Establishment of a University office to help students with a disability in cooperation with the office that is responsible for equal opportunities – Disabilities and special educational needs office.</li> </ul>

<b>ACTION 6d</b>	<b>Organizational interventions to fight discrimination based on religion or belief, ethnicity, culture, sexual orientation, and more</b>
<b>Work stream</b>	Data analysis and monitoring; equality, diversity and wellbeing policies; promotion and dissemination at local level
<b>Justification</b>	<p>The perception and management of diversity has changed in recent years, and the notion of diversity itself has become wider: it does not refer only to gender, but also includes (permanent or temporary) disability, sexual orientation, cultural or ethnic belonging, religious beliefs and other aspects.</p> <p>The adoption of new organizational models that take inspiration from the enhancement of human capital in its diversity (and particularly in terms of religion, culture, identity, and so on) is a key instrument to encourage a greater participation of everyone in the life of the University, overcoming marginalization, exclusion and/or discrimination. This challenge requires a series of diversified and long-term actions to create a more efficient organization aiming at excellence in the valorisation of differences.</p>
<b>Target group</b>	The entire community of the University of Trento
<b>Objectives</b>	<p>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.</p> <p>A change of perspective is necessary in all aspects that regulate the life and organization of the University. Policies and procedures are often designed based on a standard reference audience (for example: white able-bodied heterosexual catholic married men with no dietary requirements etc.) and corrected only at a second stage when you realize that there are "exceptions". Adopting from the beginning organizational models and procedures aimed at a diverse community of people will increase participation and inclusion and provide a better study, research and work environment.</p>
<b>Description</b>	<ul style="list-style-type: none"> <li>● introduce vegetarian, lactose-free, gluten-free options for people with special dietary requirements at university restaurants;</li> <li>● give individuals the opportunity to choose a personal email account with name and gender that do not correspond to those reported on their id;</li> <li>● establish cooperation agreements with student associations and other organizations to identify problems and possible solutions;</li> <li>● cooperate with work groups on migrants;</li> <li>● disseminate information on the double "libretto" (student id with academic transcripts) for transgender students;</li> <li>● collaborate with the work group on cultural differences;</li> <li>● conduct focus groups to carry out a needs assessment.</li> </ul> <p>The appointment of an individual or the establishment of an office in charge of diversity management could facilitate the achievement of these objectives.</p>
<b>Time frame</b>	2017-2019

<b>Stakeholders involved</b>	<p>The Rector, the Prorector for equality and diversity policies, the delegate for relations with administrative and technical staff and collective agreements, the delegate for organizational well-being, the Directorates (Central Management, Human Resources, etc.), trade unions and union representatives, the Committee for equal opportunities, student associations.</p>
<b>Reference to good practices</b>	<p>University of Genova, University of Florence, University of Padova.</p>
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>● Review of University restaurants' menus;</li> <li>● Email accounts;</li> <li>● focus groups with students and staff of different nationalities to identify possible actions;</li> <li>● dissemination of information on the double "libretto" for transgender students;</li> <li>● appointment of an individual or establishment of an office in charge of diversity management.</li> </ul>

ACTION 7	Support to non-tenured research staff
<b>Work stream</b>	Data analysis and monitoring; equality, diversity and wellbeing policies.
<b>Justification</b>	Currently, selection procedures in academia lead to recruitment in temporary positions. Yet researchers who are at the beginning of their academic career, at a time when they are making some of the most important decisions for their private and family life, they are not fully included in University policies. It is therefore necessary to support young generations of researchers so that they can build their academic career both at UniTrento and elsewhere while reconciling work and family life.
<b>Target group</b>	Non-tenured research staff (PhD students, research fellows, research collaborators)
<b>Objectives</b>	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.
<b>Description</b>	<ul style="list-style-type: none"> <li>● Establishment of an office for research fellows and collaborators which will provide support to the Committee of PhD candidates and research fellows in its institutional and representation mission.</li> <li>● Continuation of the <a href="http://phd-researchfellow.unitn.it">http://phd-researchfellow.unitn.it</a> website, which makes PhD students and research fellows visible and provides information on their rights and duties and the opportunities offered by the University.</li> <li>● Continuation of the website of the FP7 GARCIA project as an archive with materials and information on gender diversity in the early stages of academic careers with in-depth documents on the University of Trento.</li> <li>● Policies that support the growth of non-tenured research staff (PhD students, research fellows, researchers on temporary contracts) through professional development actions (career planning, mentoring, etc.) and initiatives that match supply and demand in non-academic settings where PhD holders are sought. Promote the mobility of research fellows through funds to support their travels for research purposes.</li> <li>● Conduction of a feasibility study on 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 “gestione separata” to cover 100% of their salary.</li> <li>● Acknowledge time spent on parental leave and sick leave in assessments for recruitment processes.</li> <li>● Where possible, allow temporary research staff to access University policies for the reconciliation of work and family life.</li> <li>● Support and monitor the work of the Confidential counsellor as regards PhD students and research fellows, who are particularly vulnerable in the academic environment.</li> <li>● Facilitate the involvement and increase the visibility of PhD students and research fellows within their departments. (for example, where it is not already the case, ensure that the department/centre informs its members via email of staff members who start a contract (even if temporary) and of those who terminate a contract; invite PhD candidates and research fellows to participate in initiatives promoted by departments; explore the opportunity to appoint research fellows and ‘RTD-a’ researchers as Principal Investigators, not only in individual projects (ERC or Marie Curie) but also in projects carried out by consortia of multiple partners; increase the visibility of PhD candidates and research fellows in project teams and in the drafting of project proposals; acknowledge teaching work to those who do not have a permanent post).</li> </ul>

	<ul style="list-style-type: none"> <li>● Implement a system to collect experience reports of PhD students and research fellows in their departments and at the University in general.</li> <li>● Ensure equal treatment and transparent assessment criteria among the different doctoral schools, and ensure PhD students representation.</li> </ul>
<b>Time frame</b>	January 2017-December 2019
<b>Stakeholders involved</b>	Rector, the Prorector for equality and diversity policies, Rector's delegate for PhD students and research fellows. Directorates (Central Management, Human Resources, etc.), the directors of departments.
<b>Reference to good practices</b>	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.
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>● Establishment of an office for PhD candidates and research fellows;</li> <li>● Continuation of the <a href="http://phd-researchfellow.unitn.it">http://phd-researchfellow.unitn.it</a> website and periodical update;</li> <li>● Continuation of the website of the FP7 GARCIA project as archive;</li> <li>● Initiatives to support the academic and professional growth of non-tenured research staff;</li> <li>● Monitoring of critical cases involving PhD students and research fellows on advice from the Confidential counsellor;</li> <li>● A feasibility study on a University fund to support staff who are not entitled to INPS allowances and to integrate the INPS maternity allowance;</li> <li>● Acknowledgement of time spent on parental leave and sick leave in assessments for recruitment processes;</li> <li>● Possible solutions to allow non-tenured research staff to access University policies for the reconciliation of work and family life;</li> <li>● Implementation of a system to collect experience reports of PhD students and research fellows on their departments and the University in general;</li> <li>● Initiatives aimed at ensuring equal treatment and transparent assessment criteria among the different doctoral schools.</li> </ul>

ACTION 8	Organizational well-being and work-related stress: surveys and possible interventions
<b>Work stream</b>	Data analysis and monitoring; equality, diversity and wellbeing policies.
<b>Justification</b>	Thanks to new legislation and increased awareness of its importance, <i>organizational well-being</i> has become an essential element for many institutions. 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 in 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.
<b>Target group</b>	Administrative and technical staff, academic and research staff
<b>Objectives</b>	<p>Surveys on work-related stress submitted by all administrative and technical staff are an effective instrument to promote dialogue and prevent issues connected with organizational stress (perception of conflicting roles, interpersonal problems, perception of disparities, etc.).</p> <p>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.</p>
<b>Description</b>	<ul style="list-style-type: none"> <li>• conduct periodical surveys to measure the various dimensions of organizational well-being, identify possible stress factors and other elements to estimate the level of well-being/discomfort perceived by each staff member. Surveys on work-related stress could be conducted every three years, therefore the next round could be scheduled for the 2017-2019 term based on the form that have already been used in 2011 and in 2014. The survey must be carried out together with an exhaustive information campaign on the usefulness of this instrument to improve the quality of the working environment. One of the objectives of the initiative is to increase the number of respondents, which now amounts to about 50% of staff. The data will be compared with data collected from previous surveys (2011 and 2014) paying special attention to any changes due to the training programmes, information campaigns and positive actions carried out in recent years;</li> <li>• design of training programmes and other organizational initiatives that are necessary based on collected data and comparison with data from previous surveys;</li> <li>• conduction of focus groups, if required, in all directorates;</li> <li>• continuation and enhancement of initiatives aimed at fighting psychological work-related stress to identify and solve any issues at individual or group level.</li> </ul>
<b>Time frame</b>	2017-2019
<b>Stakeholders involved</b>	The delegate for organizational well-being, the delegate for relations with administrative and technical staff and collective agreements, the Directorates (Central Management, Human Resources, etc.), trade unions and union representatives, the head of the prevention and protection service, the Committee for equal opportunities.

<b>Reference to good practices</b>	University of Milano Bicocca; other universities participating in the “good practices” project.
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• re-conduct a survey on organizational well-being;</li> <li>• identify training programmes and other initiatives based on data extracted from the surveys;</li> <li>• monitor the activity of the Psychological Support Service.</li> </ul>

ACTION 9	A gender perspective within teaching and research
<b>Work stream</b>	Equality, diversity and wellbeing policies; promotion and dissemination at local level
<b>Justification</b>	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 people leave the world of research. In compliance with advice from the European Commission, it is essential to promote a gender mainstreaming strategy which will also value diversity in teaching and research through the adoption of a gender perspective. It is useful here to bear in mind the document adopted by the European Commission <i>Gender Toolkit: Learning how to integrate gender in research</i> , which considers the integration of the gender perspective in research as a distinctive sign of excellence.
<b>Target group</b>	Academic and research staff and students
<b>Objectives</b>	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.
<b>Description</b>	<ul style="list-style-type: none"> <li>• Offer a course on gender issues to undergraduate students aimed at providing knowledge on the main elements that characterize contemporary discourse on gender, held by an interdisciplinary and interdepartmental group coordinated by the Center for Interdisciplinary Gender Studies. The course will be available to all students as an elective course.</li> <li>• Hold specific 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 course will have a positive impact as regards the objectives it aims to achieve and could also give further visibility to the University in this context.</li> <li>• Based on experience in higher education learned from the Master's degrees in gender policies and in management of family policies, the University is planning to establish a training programme on diversity management in the working environment.</li> <li>• 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 on themes that help fight gender discrimination and enhance equal opportunities.</li> <li>• In compliance with the provisions of the EU strategy for Responsible Research and Innovation, initiatives will be launched 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.</li> </ul>
<b>Time frame</b>	January 2017-December 2019
<b>Stakeholders involved</b>	The Prorector for equality and diversity policies, the Center for Interdisciplinary Gender Studies, departments

<b>Reference to good practices</b>	Paris Diderot University, University of Catania, GARCIA project
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• basic training on gender issues;</li> <li>• specific courses on gender issues for various degrees;</li> <li>• creation of a master’s degree on diversity management;</li> <li>• annual event in memory of Valeria Solesin;</li> <li>• other events to promote gender equality in research and innovation.</li> </ul>

ACTION 10	Communication
<b>Work stream</b>	Equality, diversity and wellbeing policies; promotion and dissemination at local level
<b>Justification</b>	To ensure effective equality within the University it is crucial to adopt instruments and actions that ensure transparency and make information available to the whole university community. It is also necessary to use a communication strategy and a language that speak to all and respect differences.
<b>Target group</b>	The entire community of the University of Trento
<b>Objectives</b>	The purpose of this action is to increase the transparency and usability of information on access and development opportunities at the University, and on access to other instruments and services in the area of equality and diversity. It also aims to promote the use of forms of communication and a language that respect differences and represent all the various components of the University.
<b>Description</b>	<ul style="list-style-type: none"> <li>• maximize the usability of the website so that               <ol style="list-style-type: none"> <li>a) career, training and mobility opportunities are clearly visible to all academic and administrative-technical staff;</li> <li>b) information on staff representatives are easily available and up to date.</li> </ol> </li> <li>• create print or online publications gathering the papers submitted at initiatives organized by the University's equal opportunities organizations and other useful information on the subject</li> <li>• promote the University's collection of works on equal opportunities;</li> <li>• provide for the publication of University data on gender, age, nationality and other aspects, and their evolution in time;</li> <li>• adopt University guidelines to promote a language that respects diversity, by reviewing and modifying existing practices (in administrative forms, the University's website, signals, study programmes, the communication in general). The drafting process is ongoing and has been entrusted to a working group appointed by the Academic Senate, which will be informed on the final document once it will be adopted. The guidelines will then be disseminated with cooperation from the University's departments and centres in the framework of all education and training initiatives already in place.</li> </ul>
<b>Time frame</b>	2017-2019
<b>Stakeholders involved</b>	The Prorector for equality and diversity policies, the delegate for communication, the delegate for IT services and technologies, the delegate for buildings and facilities, the Central Management, the directorates.
<b>Reference to good practices</b>	University of Torino, University of Venezia, University of Trieste, University of Udine, Accademia della Crusca.
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Finalization of the equality and diversity website;</li> <li>• Equality and diversity communication plan;</li> </ul>

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|  | <ul style="list-style-type: none"><li>● Print or online publications on initiatives organized by the University's equal opportunities organizations;</li><li>● Promotion of the University's collection of works on equal opportunities;</li><li>● Publication of a University report on equal opportunities;</li><li>● Adoption of University guidelines on the use of a language that respect diversity, and dissemination of the guidelines.</li></ul> |
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ACTION 11	Relations with local organizations and strengthening of networks
<b>Work stream</b>	Equality, diversity and wellbeing policies; promotion and dissemination at local level
<b>Justification</b>	Collaborations between the University of Trento and local organizations to promote diversity management in organizational, educational, political settings, and to adopt organizational models and solutions that take into account diversity, the need to reconcile work and family life and the importance of working environments characterized by organizational well-being.
<b>Target group</b>	The entire community of the University of Trento and third parties
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Encourage the onset of a culture that takes inspiration from principles of respect, inclusion, the value of diversity, through such instruments as teaching, advanced education, pilot projects, awareness-raising and information initiatives, including in cooperation with local organizations.</li> <li>2. 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 sector.</li> </ol>
<b>Description</b>	<ul style="list-style-type: none"> <li>• Training and dissemination initiatives for teachers and education professionals to raise awareness on diversity and inequalities within various social contexts and on the main problems caused by gender asymmetries;</li> <li>• Participation in the provincial network of Committees for equal opportunities, in particular as regards cooperation on sharing experiences and training programmes;</li> <li>• Active participation in the National Conference of Italian Universities' Equal Opportunities Bodies, currently presided by the representative of the University of Trento. This conference serves as a cooperation network among the participating universities and their Equal Opportunities Bodies, where the participants share good practices and experiences, take part in training and research events (e.g. career monitoring, universities' gender monitoring exercises) and, in general, support equal opportunities bodies. The conference is also a point of reference for public institutions at national level, to which it offers advice through proposals encouraging change.</li> <li>• Participation in thematic networks at the local, national and international level to start collaborations, exchange good practices, share knowledge and experiences. In particular: <ol style="list-style-type: none"> <li>a. develop and strengthen relations among teams participating in European projects involving Italian universities focused on fighting gender imbalances in scientific contexts (Garcia, Trigger, GenderTime, Stages and other initiatives in the framework of the EC programme "Responsible Research and Innovation");</li> <li>b. cooperate with other local entities to organize events on equal opportunities and on the fight against violence against women (in sport for example);</li> <li>c. participate actively in the "Gender, religion and gender equality" network, established by a framework agreement among Italian universities promoted by the University of Milano Bicocca.</li> <li>d. participate in local, national and international networks to support and receive refugees and asylum seekers in universities.</li> </ol> </li> </ul>

<b>Time frame</b>	January 2017-December 2019
<b>Stakeholders involved</b>	The Committee for equal opportunities, the Prorector for equality and diversity policies, the Center for Interdisciplinary Gender Studies
<b>Reference to good practices</b>	<ul style="list-style-type: none"> <li>• Training and dissemination initiatives for teachers and education professionals;</li> <li>• the National Conference of Italian Universities' Equal Opportunities Bodies;</li> <li>• Local networks in the area of equal opportunities;</li> <li>• International networks on gender imbalances in scientific contexts;</li> <li>• National network on the fight against violence against women;</li> <li>• National and international Networks for refugees (Refugees welcome map).</li> </ul>
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Organization of educational activities with schools and education professionals;</li> <li>• Participation and organization of at least one annual event with the National Conference of Italian Universities' Equal Opportunities Bodies;</li> <li>• Participation in at least two events/initiatives per year in cooperation with local, national and international networks on themes connected with Equality and Diversity.</li> </ul>

#### 4. Summary table and sheets of the actions proposed

Action		Work stream			Target group			
		Data analysis and monitoring	Policies	Local Organizations and Networks	Administrative and Technical Staff	Teaching and Research Staff	Students	University Governance
1.	Coordination committee on equal opportunities and organizational well-being	X	X		X	X	X	X
2.	Countering mobbing and harassment	X	X		X	X	X	X
3.	Equal opportunities and organizational well-being monitoring centre	X	X		X	X	X	X
4.	Reconciliation of work and family life	X	X		X	X	X	X
5.	Family Audit	X	X	X	X	X	X	X
6a.	Organizational interventions to value diversity in the area of gender identity – Administrative and technical staff		X		X			
6b.	Organizational interventions to value diversity in the area of gender identity – Overcoming imbalances in scientific careers		X	X		X	X	X

6c.	Organizational interventions to value diversity in the area of (temporary and permanent) disability		X		X	X	X	
6d.	Organizational interventions to fight discrimination based on religion or belief, ethnicity, culture, sexual orientation, and more		X	X	X	X	X	
7.	Support to non-tenured research staff		X			X		
8.	Organizational well-being and work-related stress: surveys and possible interventions	X	X		X	X		
9.	A gender perspective within teaching and research		X	X		X	X	
10.	Communication		X	X	X	X	X	X
11.	Relations with local organizations and strengthening of networks			X		X	X	X

## 5. Programme in chronological order

Year		2017				2018				2019			
Quarter		1	2	3	4	1	2	3	4	1	2	3	4
Action													
1.	Coordination committee on equal opportunities and organizational well-being <ul style="list-style-type: none"> <li>to meet at least twice each year</li> </ul>				X				X				X
2.	Countering mobbing and harassment <ul style="list-style-type: none"> <li>revision of regulations on mobbing and harassment</li> <li>appointment of the confidential counsellor</li> <li>publication of the annual reports of the confidential counsellor</li> <li>creation of information materials</li> <li>self-defence course organized by CUS</li> <li>conference on mobbing and harassment</li> </ul>	X	X				X				X		
3.	Equal opportunities and organizational well-being monitoring centre <ul style="list-style-type: none"> <li>Creation of the monitoring centre</li> <li>Report on well-being surveys</li> <li>Annual report on equal opportunities</li> <li>Completion of the gender assessment</li> </ul>	X	X	X			X				X	X	

4.	<p>Reconciliation of work and family life</p> <ul style="list-style-type: none"> <li>measures to support students with children;</li> <li>measures to support temporary research staff with children;</li> <li>childcare solutions for staff employed in locations that are too far from the Trento childcare centre;</li> <li>development of an app to disseminate information on reconciliation measures;</li> <li>assessment of opportunities to extend home working;</li> <li>opening of the smart working scheme;</li> </ul> <ul style="list-style-type: none"> <li>organization of summer initiatives for children (summer labs);</li> <li>project to support return to work after maternity leave;</li> <li>new agreements;</li> <li>opening of a counselling service for parents;</li> <li>survey on reconciliation of work and family life;</li> <li>participation in “Distretto famiglia”.</li> </ul>	X	X	X	X	X	X	X	X	X	X	X	X
5.	<p>Family Audit</p> <ul style="list-style-type: none"> <li>completion of second year</li> <li>achievement of certificate</li> </ul>			X		X							

6a.	<p>Organizational interventions to value diversity in the area of gender identity – Administrative and technical staff</p> <ul style="list-style-type: none"> <li>• assessment of recognition schemes</li> <li>• actions for temporary staff</li> <li>• extension of solutions that introduce flexibility in terms of time and location</li> <li>• identification of solutions to cover for staff on maternity leave</li> <li>• participation of administrative and technical staff in training programmes organized by the Committee for equal opportunities and the Center for interdisciplinary gender studies</li> </ul>	X	X X X	X	X	X	X	X	X	X	X	X
6b.	<p>Organizational interventions to value diversity in the area of gender identity – Overcoming imbalances in scientific careers</p> <ul style="list-style-type: none"> <li>• incentives to facilitate the recruitment of women in research, where candidates have equal qualifications, and monitoring the results;</li> <li>• analysis of results achieved compared to evaluation models;</li> <li>• acknowledgement of time spent on maternity leave in assessments for recruitment processes;</li> <li>• initiatives to fix the leaky pipeline (mentoring, benefits to reconcile work and family life and support to parenting);</li> <li>• initiatives to promote the visibility of excellence women in science including through cultural events;</li> <li>• orientation for high-school students.</li> </ul>	X	X	X	X	X	X	X	X	X	X	X

6c.	<p>Organizational interventions to value diversity in the area of (temporary and permanent) disability</p> <ul style="list-style-type: none"> <li>• adoption of policies that facilitate the inclusion of disabled people</li> <li>• training programmes for managing staff on diversity management</li> <li>• Establishment of a support committee or point of reference to manage diversities</li> <li>• creation of a support office for students and staff with a disability</li> </ul>	X	X	X	X			X					
6d.	<p>Organizational interventions to fight discrimination based on religion or belief, ethnicity, culture, sexual orientation, and more</p> <ul style="list-style-type: none"> <li>• menus for people with special dietary requirements at university restaurants;</li> <li>• email accounts with name and gender that do not correspond to those reported on id;</li> <li>• cooperation with student associations and other organizations to identify problems and possible solutions;</li> <li>• cooperation with work group on migrants;</li> <li>• dissemination of information on the double “libretto” for transgender students;</li> <li>• cooperation with work group on cultural differences;</li> <li>• spaces for spiritual practice;</li> <li>• focus groups to examine requests of people from different cultures.</li> </ul>	X	X	X	X	X	X	X	X	X	X	X	X
7.	Support to non-tenured research staff	X	X										

	<ul style="list-style-type: none"> <li>• Establishment of an office for research fellows and research collaborators</li> <li>• Continuation of the <a href="http://phd-researchfellow.unitn.it">http://phd-researchfellow.unitn.it</a> website and periodical update</li> <li>• Continuation of the website of the FP7 GARCIA project as archive</li> <li>• Initiatives to support the academic and professional growth of non-tenured research staff</li> <li>• Monitoring of critical cases involving non-tenured research staff.</li> <li>• Feasibility study on a University fund to support staff who are not entitled to INPS allowances and to integrate the INPS maternity allowance.</li> <li>• Acknowledgement of time spent on parental leave and sick leave in assessments for recruitment processes.</li> <li>• Identify solutions to allow non-tenured research staff to access University policies for the reconciliation of work and family life.</li> <li>• Implementation of a system to collect experience reports of PhD students and research fellows on their departments and the University in general.</li> <li>• Initiatives aimed at ensuring equal treatment and transparent assessment criteria among the different doctoral schools.</li> </ul>	X	X	X	X	X	X	X	X	X	X	X	X
8.	<p>Organizational well-being and work-related stress: surveys and possible interventions</p> <ul style="list-style-type: none"> <li>• re-conduct a survey on organizational well-being;</li> <li>• identify training programmes and other initiatives based on data extracted from the surveys;</li> <li>• monitor the activity of the psychological Support Service.</li> </ul>	X		X									
		X	X	X	X	X	X	X	X	X	X	X	X

9.	<p>A gender perspective within teaching</p> <ul style="list-style-type: none"> <li>• Basic training on gender issues;</li> <li>• specific courses on gender issues for various degrees;</li> <li>• creation of a master's degree on diversity management;</li> <li>• annual event in memory of Valeria Solesin;</li> <li>• other events to promote gender equality in research and innovation.</li> </ul>	X	X			X				X			
			X	X						X			
					X						X		
					X							X	
10.	<p>Communication</p> <ul style="list-style-type: none"> <li>• Finalization of the equality and diversity website;</li> <li>• Equality and diversity communication plan;</li> <li>• Print or online publications on initiatives organized by the University's equal opportunities organizations;</li> <li>• Promote the University's collection of works on equal opportunities;</li> <li>• Publication of a University report on equal opportunities;</li> <li>• Adoption of University guidelines on the use of a language that respect diversity and dissemination.</li> </ul>	X	X				X						
					X								
			X					X				X	
		X											

11.	<p>Relations with local organizations and strengthening of networks</p> <ul style="list-style-type: none"> <li>• Organization of educational activities with schools and education professionals</li> <li>• Participation and organization of at least one annual event with the National conference of Italian universities' equal opportunities bodies</li> <li>• Participation in at least two events/initiatives per year in cooperation with local, national and international networks on themes connected with Equality and Diversity</li> </ul>	X	X		X	X		X	X	X		X	X
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