



UNIVERSITY  
OF TRENTO

# Gender Equality Plan (GEP)

2022-2024



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## Introduction

The European Union reaffirmed long ago the need to define political objectives and implement actions to make gender equality a reality and not just a statement of principle. The Communication from the Commission "A Union of equality: gender equality strategy 2020-2025" (EU, 2020a) highlights that, despite progress made, a lot remains to be done to achieve full gender equality, as there are still many obstacles to overcome for the full participation of women in economic, social and political life because of discrimination and multiple discrimination, prejudice, sexism. Intersectional discrimination, violence and harassment suffered by women in various contexts make the situation worse. A situation that is summarized in the gender equality index, published by the European Institute for Gender Equality - EIGE in which, in 2021, the EU scored 68 points out of 100, only 6 points up compared to 2005, making it clear that change occurs at a slow pace.

To achieve the gender equality objectives, the aforementioned "gender equality strategy 2020-2025" points to the need to introduce new measures to strengthen gender equality and to enhance gender mainstreaming at all levels of EU policy making, and presents in detail the different sectors involved.

More specifically, in the area of Research and Innovation, the European Union underlined the need to take action at different levels, increasing the number of women in top positions<sup>1</sup>, supporting scientific careers through the creation of family-friendly work environments<sup>2</sup>, and integrating the gender dimension in research<sup>3</sup>. In particular, gender equality and gender mainstreaming in research have been the subject of specific guidelines for the Member States and research institutions through the Communication from the Commission "A Reinforced European Research Area Partnership for Excellence and Growth" (2012), which invites them to implement institutional change relating to HR management, funding, decision-making and research programmes through Gender Equality Plans (GEPs) which aim to: a) conduct impact assessment/audits of procedures and practices to identify gender bias, b) implement innovative strategies to correct any

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<sup>1</sup> See the Conclusions of the Council of the European Union of 18 April 2005, in particular the part concerning the European Research Area.

<sup>2</sup> See the Conclusions of the Council of the European Union of 30 May 2008.

<sup>3</sup> See the Conclusions of the Council of the European Union of 26 May 2010.



bias, and c) set targets and monitor progress via indicators. In 2015 then, the Council of the European Union<sup>4</sup> recognized the need to foster sustainable cultural and institutional changes in the European Research Area (ERA), in order to achieve gender equality and include the gender dimension in R&I content and programmes, urging the Member States to provide incentives so that universities revise or develop gender mainstreaming strategies, adopt gender equality plans including the gender dimension in R&I content and programmes, and mobilise adequate resources to ensure their implementation.

The GEP therefore is a fundamental instrument that, together and combined with the Gender Budget and the Plan for Positive Action, identifies the actions that must be implemented to promote gender equality through cultural and institutional change within organizations, in particular in the area of research and innovation<sup>5</sup>.

The CRUI Committee on Gender Issues<sup>6</sup> described the GEP as "a document that defines the university's strategy for gender equality and, in line with gender mainstreaming guidelines, must be understood as the inclusion of a gender perspective in the University Strategic Plan".

Over the years, the University of Trento has adopted a wide range of measures to support gender equality, and in particular a Plan for Positive Action, explicitly mentioned in the 2017-2021 Strategic Plan, a Gender Budget (2021), Annual Reports on Equal Opportunities (since 2006), and has established a network of bodies and individuals (the Committee for equal opportunities-CUG, the Equality and diversity office, the Confidential Counsellor) which, at various levels, pursue gender equality. This process led to the adoption of the Gender equality plan - GEP.

On a broader level, the adoption of a Gender Equality Plan that strongly promotes gender mainstreaming in research benefits most of all the research activity itself, contributes to the

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<sup>4</sup> See the Conclusions of the Council of the European Union of 1 December 2015.

<sup>5</sup> See EU (2021a), *Horizon Europe. Gender equality. A strengthened commitment*, and EU (2021b), *Horizon Europe Guidance on Gender Equality Plans (GEPs)*. See also the description provided by EIGE (2016), in the *Toolkit, Gender Equality in Academia and Research, What is a Gender Equality Plan (GEP), which follows the definition provided in 2012 by the European Commission (COM (2012), 392 final)*.

<sup>6</sup> See the "Vademecum per l'elaborazione del Gender Equality Plan negli Atenei Italiani", adopted by the Conference of Italian University Rectors in 2021 (CRUI, 2021).



work of researchers by raising awareness on gender bias, facilitates the availability of goods and services that better meet the needs of a market that is made up of different individuals<sup>7</sup>. Furthermore, the adoption of a gender perspective in R&I contributes to the implementation of the UN Sustainable Development Goals, not only of the fifth goal, gender equality, but in a general way across all areas<sup>8</sup>.

In academic environments in particular, the GEP undoubtedly represents an opportunity to define, through a collaborative approach, a strategy that also focuses on policies to achieve gender equality, taking on a key role among the University's fundamental documents, to overcome the existing asymmetries.

At the University level, the adoption of a GEP is also essential to access research funding: research and higher education institutions must have a GEP to participate in "Horizon Europe" calls expiring in 2022 and beyond. The GEP is also necessary to obtain funding from the programmes included in the National Recovery and Resilience Plan ("PNRR"), in compliance with the guidelines adopted in 2021 by the Ministry of University and Research.

This GEP takes these considerations into account together with the awareness of the need to continue on the path undertaken by the University, which has led to improvements but not yet to a full implementation of the principles of equality and equal opportunities. We are taking on new challenges and, by winning them, we will achieve those objectives that today are more relevant than ever, and which had already been formulated by the "Gender and Research" working group coordinated by professor Elisabetta Addis as part of the "*MIUR Guidelines for positive actions on gender issues in university and research*" (MIUR, 2018).

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<sup>7</sup> In this regard, see European Commission (EU, 2020b), *Horizon 2020 online Manual, Gender equality*

<sup>8</sup> See EU (2021a), *Horizon Europe. Gender equality. A strengthened commitment*.



## Highlights

- **About the GEP**

Based on the definition provided by the CRUI Committee on Gender Issues, the GEP is "a document that defines the university's strategy for gender equality and, in line with gender mainstreaming guidelines, must be understood as the inclusion of a gender perspective in the University Strategic Plan".

- **The reasons behind the GEP**

As an instrument, the GEP 2022-2024 aims to plan, support and monitor the University's gender equality objectives in a coherent and structured manner, as they will form an integral part of the University's Strategic Plan for 2022-2027. Furthermore, starting from January 2022, the GEP is a requirement to apply for funding opportunities at European and national level.

- **How the GEP works**

The GEP defines the strategies that must be implemented through a series of actions, within a given time frame, to achieve the objectives identified by the analysis of context data.

The GEP is in line with the strategies identified by the European Union to overcome gender asymmetries in science:

- a) *Fixing the numbers of women*: become aware of gender asymmetries within institutions and implement actions to increase women's participation and representation;
- b) *Fixing the institutions*: promoting gender equality through structural changes (in recruitment, career progression, etc.);
- c) *Fixing the knowledge*: raising awareness on how understanding the 'gender dimension' in innovation can help achieve excellence in science and technology - and eventually better economical returns with products and services that better satisfy the needs of people and companies.

The objectives that the GEP of the University of Trento aims to achieve, based on the examined data and in line with CRUI guidelines, are the following:

1. Work-life balance, health, safety, well-being in light of differences; culture and well-being in the organization.
2. Gender balance in senior management positions and decision-making bodies.
3. Gender equality in recruitment and career progression.
4. Integrating the gender dimension in research and education.
5. Combating gender-based violence, workplace bullying, harassment and sexual harassment.

The actions of the plan are presented in detailed information sheets.

- **Authors and purpose of the GEP**

The GEP is the result of a collaborative process that actively involved the entire University community. Its actions are designed for administrative and technical staff, teaching and research staff, PhD students and postdocs and the student community. Some actions are transversal to different University areas, others are specific for a department, centre, directorate, a University body or a University community (teaching staff, students, etc.).

The drafting of the plan is supervised by a special Coordination committee, chaired by the Vice Rector for Equity and Diversity Policies with help from the Equality and diversity office.

- **Implementation of the GEP**

The GEP has a three-year duration (2022-2024) and is connected with the University's Strategic Plans and other strategic and planning documents, in particular:

- the University's Strategic Plan 2022-2027;
- the Plan for Positive Action 2022-2024 (to be approved in 2022);
- the Gender Budget 2021.

## **Objectives**

As an instrument, the GEP 2022-2024 aims to plan, support and monitor the University's gender equality objectives in a coherent and structured manner, as they will form an





integral part of the University's Strategic Plan for 2022-2027. The GEP therefore strengthens the adoption of a gender perspective in the documents that define strategic planning and is closely linked with the other programming and monitoring tools already adopted by the University, such as the 2021 Gender Budget, the Plans for Positive Action, and others.

In line with guidelines by European and national institutions, the GEP aims to bring about change on a wide scale.

It aims, first of all, to introduce structural changes in the University as an organization which, therefore, are focused on the management and development of human resources and the promotion of study and work environments that guarantee people's well-being: for example, measures that ensure a more equal gender representation in governing bodies, measures to overcome gender differences for career advancement, services for a better work-life balance, but also innovative tools to combat gender stereotypes, which can have an impact on organizational processes and practices and lead to discrimination.

Given the purpose of academic institutions, the GEP also has goals that involve its internal and external stakeholders. One of these goals is to improve and increase productivity through the valorization of the full potential of people and the development of innovation capacities resulting from wider and more diverse research groups, scientific analysis based on different categories, the possibility of identifying new scientific collaboration opportunities; besides, the GEP facilitates gender mainstreaming in teaching and learning, and promotes access to higher education by female students in all disciplinary areas. In this perspective, therefore, it is of fundamental importance to implement actions that aim to increase the number of women in science, and in particular in STEM disciplines and in top positions, and to promote gender mainstreaming in research and education. This will have a twofold effect: on one hand, it will improve the quality of services offered, as they better respond to market needs, and on the other, it will provide better tools for future professionals.

With the adoption of the GEP, the University therefore aims to:

- identify gender inequalities and discrimination, where they exist;
- implement innovative strategies to overcome them;



- define objectives and monitor their achievement through appropriate indicators, in order to conduct impact assessments on the results achieved.

In summary, the GEP enriches the strategies of the University with a new and diversified perspective that involves, in a broad and transversal way, the University staff and students and its facilities (departments and management) in its different stages, from planning, to the identification of indicators, the implementation of actions and their monitoring, as described in the following paragraph.

## Methodology and indicators

This Gender Equality Plan (GEP) has been drafted following the guidelines included in the *Vademecum per l'elaborazione del Gender Equality Plan negli Atenei Italiani*, prepared by the GEP Working Group of the CRUI Committee on Gender Issues (2021), and published in line with the recommendations of the European Union and the European Institute for Gender Equality (EIGE) for "Horizon Europe" projects.

The GEP is adopted in four steps:

- 1) analysis of data, procedures, processes and practices from a gender perspective;
- 2) planning;
- 3) creation and expansion of the network of stakeholders;
- 4) monitoring.

Adopting a participatory approach is important, at European and national level, to improve and speed up the process of gathering information on the needs of all the communities that make up the University, and to ensure that the planned actions satisfy these needs.

The entire University community was involved in the adoption of the GEP, and will continue to be involved in the subsequent phases, when the actions will be planned and implemented, and then monitored and evaluated.

The first phase, data collection and analysis, was facilitated by the good work of the University of Trento, which has collected and examined a wide variety of quantitative and



qualitative data<sup>9</sup>. The University has always collected data by gender, and this makes it possible to analyze them in a diachronic perspective. In addition to quantitative data, the University obtained other information from questionnaires that were administered in the framework of national surveys and to explore topics of particular interest (for example: on working from home during the pandemic in 2020, the reconciliation of work and family life in 2019, the evaluation system in 2018).

The drafting of this document therefore started with a preliminary analysis of the available materials to identify the strengths and weaknesses of the University in a gender perspective: this analysis examined gender specific data, the actions taken in recent years, the individuals with expertise in this field in the University, and the services offered by the University.

After this preliminary analysis and context mapping, the University defined the objectives it aimed to pursue and the indicators it will use, in collaboration with other actors.

The actions that will lead to achieving the objectives, which, as mentioned earlier, are organized in line with the CRUI guidelines detailed in the Vademecum, can be grouped in five areas:

1. Work-life balance, health, safety, well-being in light of differences; culture and well-being in the organization;
2. Gender balance in senior management positions and decision-making bodies;
3. Gender equality in recruitment and career progression;
4. Integrating the gender dimension in research and education.
5. Combating gender-based violence, workplace bullying, harassment and sexual harassment.

The collaborative approach adopted to create this document started with a "GEP Coordination Committee" that involved many actors: the Rector, the Vice Rector for Equity and Diversity Policies, the Vice Rector for Planning and Resources, the Vice Rector for Research, the Director General, the delegates of departments and centres for Equity and

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<sup>9</sup>In addition to the annual surveys on organizational well-being, see also the data collected through the Annual report on equal opportunities, the 2021 Gender Budget, the Annual reports of the Committee for equal opportunities, the data collected through the analyses carried out within the European GARCIA Project, etc.

Diversity, the Chair of the Committee for Equal Opportunities, the Head of the Equality and diversity office. The task of the Coordination Committee is to oversee the drafting of the document with the support of the Equality and diversity office. It has also formulated a number of recommendations on the drafting process and the content of the document.

In particular, on advice from the Committee, the authors of the GEP met with the Directors of departments and centres, student representatives for equality and diversity issues, the Committee of doctoral students and postdocs, and with the Director of the Human Resources and Organization Directorate: the purpose of these meetings was to provide information on the launch of the GEP drafting process, its origin and purposes, but also to gather suggestions and to invite them to participate in the process and in the efforts to achieve its objectives.

Once approved, in fact, the GEP will be widely shared in the university community, and departments, centres, directorates will be involved in the achievement of the objectives and in the monitoring of results, to consolidate them or propose corrective actions.

The results will be monitored using SMART indicators (Specific, Measurable, Accessible, Relevant and Time-defined). They are relevant to each action and specified in the action information sheet to make monitoring objective, quick and usable, to compare the results (in case an action is implemented again in the future), or to compare similar actions implemented in different areas, at national or local level. Where possible, to allow for comparisons with past actions, the indicators will be the same that have been used for other strategic documents such as the Plan for Positive Action and the Strategic Plan.

## **Background**

The objectives of Gender Equality Plan (GEP) and the actions to achieve them have been identified thanks to the analysis of the data that the University of Trento, for many years, has also been collecting in a gender perspective. The annual report on equal opportunities in the university has been published since 2007<sup>10</sup>, and now it is complemented by the 2021 Gender Budget<sup>11</sup>.

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<sup>10</sup>See the latest edition of the Report at <https://www.unitn.it/equitadiversita/52060/equitadiversita>

<sup>11</sup>Visit: <https://www.unitn.it/equitadiversita/52060/equitadiversita>



Building on the data included in these documents, the next section will provide a description of the main actors of gender equality in the university, and provide an overview of the different academic components: the student community, teaching and research staff, technical and administrative staff and University bodies.

## **The actors of gender equality in the University**

### **The Vice Rector for Equity and Diversity Policies**

The Vice Rector for Equity and Diversity policies, appointed by the Rector to promote equal opportunities, plays a fundamental role in the definition of policies and the monitoring of activities in this area; he or she also promotes a collaboration between the various actors involved, taking advantage of the support of the Equality and diversity office.

### **Department and Centre Delegates for Equity and Diversity**

To improve collaboration with departments and centres, Equity and Diversity Delegates have been appointed who work with the Vice Rector for Equity and Diversity policies in the definition of policies and their implementation, and collaborate with other entities with the support of the Equality and diversity office.

### **Student representatives for Equity and Diversity policies**

As representatives of the student community, they submit proposals and report on the impact of initiatives and projects launched in the area of Equity and Diversity.

### **The Committee for Equal Opportunities - CUG**

The Committee for equal opportunities (CUG) promotes equal opportunities and organizational well-being for all members of the University, in the work and study environment. It helps improve the overall quality of the university environment, including its performance in terms of effectiveness and efficiency, through measures and actions that seek to prevent and combat all forms of discrimination and violence based on sex, sexual orientation, ethnic origin, religion, personal and political beliefs, disability, age. To this end, the Committee can propose regulations, provide advice and conduct monitoring activities, using programming tools such as the University's Plan for Positive Action.



## **The Centre for Interdisciplinary Gender Studies**

The Centre for Interdisciplinary Gender Studies (CSG) is based at the Department of Sociology and Social Research of the University but its members belong to the different departments and also to external organizations. The Centre promotes interdisciplinary and intersectional studies, adopting the gender perspective as a key to interpret events and take action.

## **The Confidential Counsellor**

The Confidential counsellor is appointed to assist people who experience mobbing, harassment, discrimination and other inappropriate behaviour in the University environment. He or she also offers advice to prevent and raise awareness on such behaviour.

## **The Equality and Diversity Office**

As part of the Rectorate, the office supports the Rector, Vice-Rector and Rector's Delegates in defining equity, diversity and inclusion policies, as well as in their implementation and monitoring. The office collaborates with the University's departments, centres and administrative services as well as with the entire university community of staff and students and with external organizations. It participates in various technical discussions on equity and diversity matters, and collaborates with entities that have expertise in this field. It provides support to the GEP Coordination committee, in all its activities.

## **The academic community: an overview**

The community of the University of Trento consists of 18,884 individuals, including students, administrative and technical staff, academic and research staff, PhD students and research fellows. The University has fifteen departments, centres and schools.

## **The Student community**

The student population consists of 16,569 students, 50.6% of which are women. Women are slightly more numerous both among students (50.6%) and graduates (51.9%). The data reveal an imbalance in the gender distribution of students among disciplinary areas: men are less numerous (36.7%) in the humanities and social sciences areas (HSS), and



women (25.6%) are under-represented in science and technology areas (STEM disciplines).

On average, female students graduate with better marks than male students, but there is a significant difference: in STEM departments, where female students are a minority, they on average have higher graduation marks compared to male students, while in HSS departments, where male students are under-represented, the latter tend to have better graduation marks. This may suggest that there is a motivational factor involved: the students, who are interested and motivated, tend to do better in courses where their gender is less represented.

The employment status of UniTrento Master's graduates at five years from graduation is 91.3% for women and 92.5% for men<sup>12</sup>, thus with a small gender imbalance. Of the students who have obtained a single-cycle Master's degree, 87.8% of women are employed, compared to 93.1% of men, at five years from graduation. There are multiple explanations for this gap, one of which is the following: women are over-represented in programmes where there is an excessive supply of graduates, men are over-represented in programmes of study where there is a shortage of graduates. This results in different employment conditions on different markets (and, as a consequence, in differences in wage levels and unemployment rates): individuals who graduated in STEM disciplines are more sought after by companies, which are also more likely to hire through permanent contracts. Gender differences however remain, even among graduates of the same discipline, in terms of both the employment rate and the net monthly salary. There is a wage gap between male and female graduates of the University of Trento<sup>13</sup>: five years after their Master's degree from UniTrento, male graduates earn a monthly wage of 1,854 euro, female graduates 1,454 euro. In order to understand this wage gap, it should be pointed out that on average men work 41 hours per week, women 35.5. And only 7% of men, against 20.3% of the women that we interviewed, work on a part time basis, which affects salaries<sup>14</sup>. In addition, as expected, individuals employed in STEM areas are better

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<sup>12</sup> Source: AlmaLaurea Report (2020), <https://www.almaurea.it/universita/indagini/rapporti-almaurea-2020>

<sup>13</sup> It should be remembered that the AlmaLaurea survey considers as employed all those who are employed in part-time or full-time paid positions. This affects the income gap, which can thus depend on the different number of working hours as well as on lower paying jobs.

<sup>14</sup> Source: AlmaLaurea Report (2020) <https://www.almaurea.it/universita/indagini/rapporti-almaurea-2020>



paid: at five years from graduation, they on average receive a net monthly salary of 1,595 euro (about 16% more than non-STEM graduates). There is however a considerable gender gap in this area too: at five years from graduation, men receive on average a salary of 1,716 euro, compared to 1,412 euro for women. In part, this gap is explained by the different number of hours worked (and therefore by a more widespread use of part time work among female workers), but in part it is the result of lower salary levels for women, even in the STEM area.

In postgraduate studies (doctoral schools and specialisation courses) there is a different gender distribution of the student population: PhD students are 62.3% male and 37.8% female. The analysis of the gender distribution per discipline area reveals that women are the majority of students in two areas only: "Humanities and art" (62,3%) and "Social sciences, journalism, communication" (54.3%). The gender distribution is different in specialization schools, where female students are 76% of the total, increasing from last academic year.

## **Teaching and Research Staff**

Women were 27.5% of the University's teaching and research staff in 2019, concentrated mainly in certain academic positions and departments and centres. Two phenomena can be observed at the University of Trento: i) vertical segregation (see the glass ceiling metaphor), where it is very difficult for most women to reach top positions in their career; ii) horizontal segregation, that is, uneven gender distribution in STEM and HSS areas.

The analysis of the evolution of gender distribution in academic positions shows that women are many in early career positions but their number gradually decreases from doctoral studies onwards. The number becomes even smaller at the rank of associate professors. Women, as we have already seen, are 50.6% of the student population, 51.9% of graduates and 37.8% of doctoral students, 45.2% of grant holders, 27.5% of researchers (RTDb), 31.5% of associate professors and 17.1% of full professors.

Vertical segregation can be symbolically represented with the scissor diagram. In Figure 1, the gap between women and men is clearly visible, with a progressive decrease of the proportion of women as you move towards the top positions.



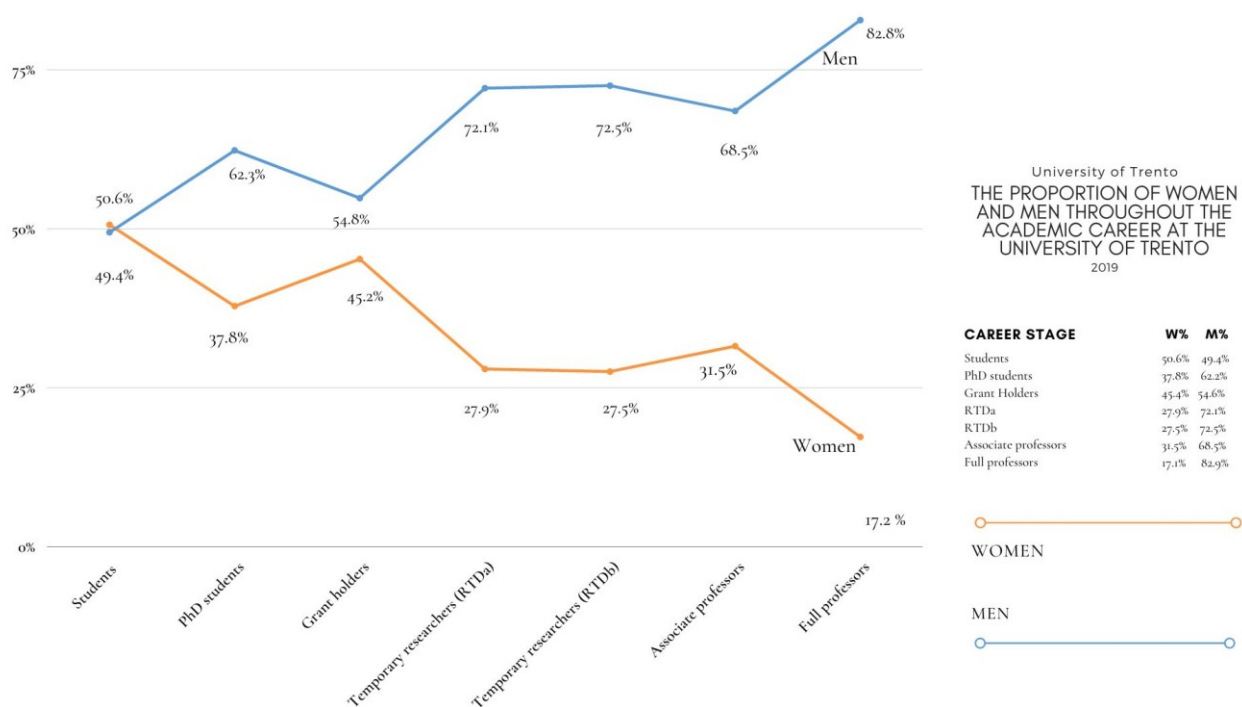


Figure 1. The proportion of women and men throughout the academic career at the University of Trento, 2019

There has been however, in recent years, a gradual overall increase in the number of women full professors: from 11.7% in 2015 to 17.1% in 2019, that is, from 20 (out of a total of 175 professors) to 35 (out of 199) women full professors. Although the presence of women in this specific rank is still limited and below the national average (25.3%), the increase is a first positive step. It is important to underline that this increase can also be seen as the result of the policies implemented by the University (through economic incentives for the recruitment of women as full professors), which were aimed specifically at resolving the imbalances in the proportion of women in the highest academic positions.

If we consider the presence of women across all academic ranks over time (2012-2019), their number increased in the first rank (in the table, called Grade A), was relatively stable for the second rank (Grade B) and decreased for female researchers (RTDa and RTDb, Grade C) (Figure 2).

*The evolution of the female presence by position in the University, 2012- 2019 (%)*

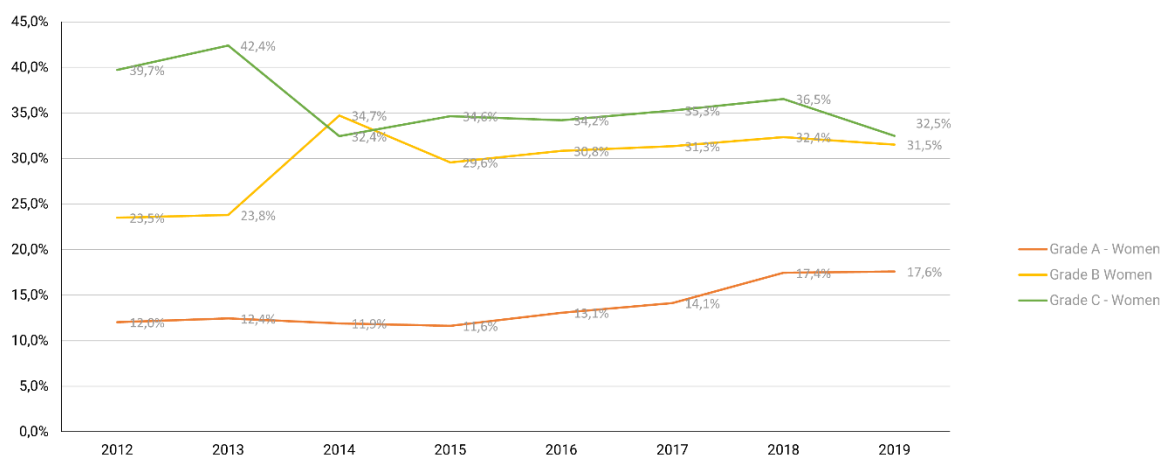


Figure 2. The evolution of the female presence by position in the University, 2012- 2019 (%).

Overall, the gap between the number of men and women remains significant in all academic ranks, although the percentage of women, over time, has slightly increased (Figure 3).

*Teaching and research staff of the University of Trento over time 2012-2019*

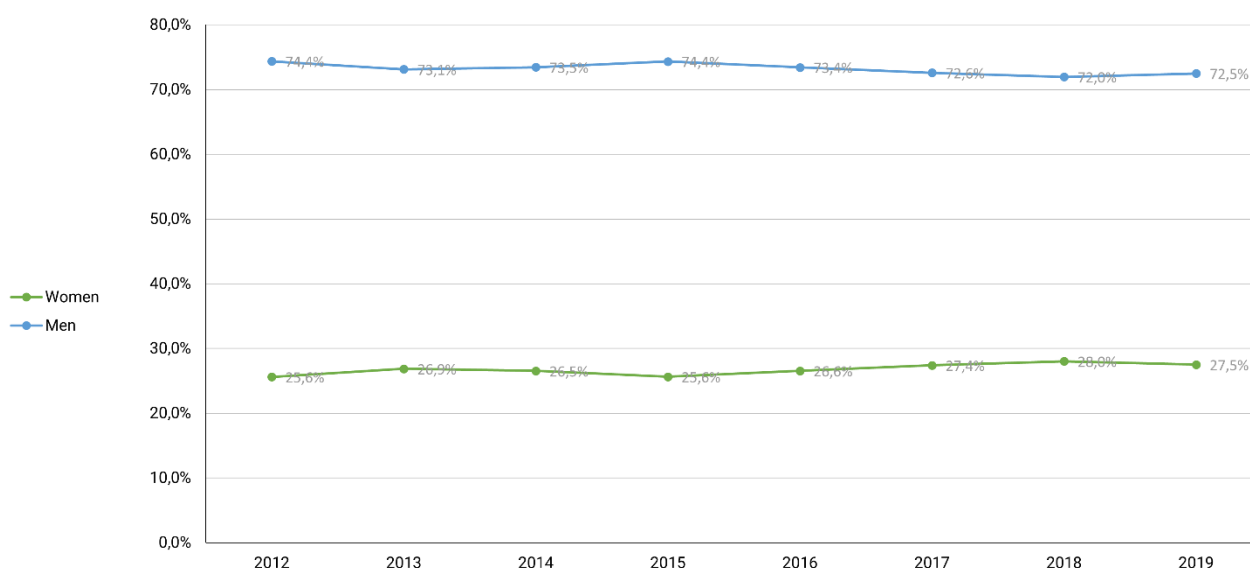


Figure 3. Teaching and research staff of the University of Trento over time 2012-2019

Finally, as regards career progression, there have been more advancements for male staff overall (from RTDa to RTDb; from researcher to associate professor; from associate professor to full professor), with a remarkable gap in the progression from associate professor to full professor: at UniTrento, in 2019, 2 women and 10 men became full professors.

Figures 4 and 5 show, respectively, the distribution of women and men by age group and position: it can clearly be seen that women are concentrated in the early and more precarious stages of the academic career, while the percentage of men increases, together with their age, in the more stable roles. There are several temporary and precarious roles in the academic career path, in particular for research grants holders and RTDa researchers. Career prospects are limited for these researchers and, as data show, this occurs at a time when people make important decisions for their private and family life. These decisions are often complicated by job insecurity and evaluation and selection mechanisms that place a lot of consideration on the productivity of research.

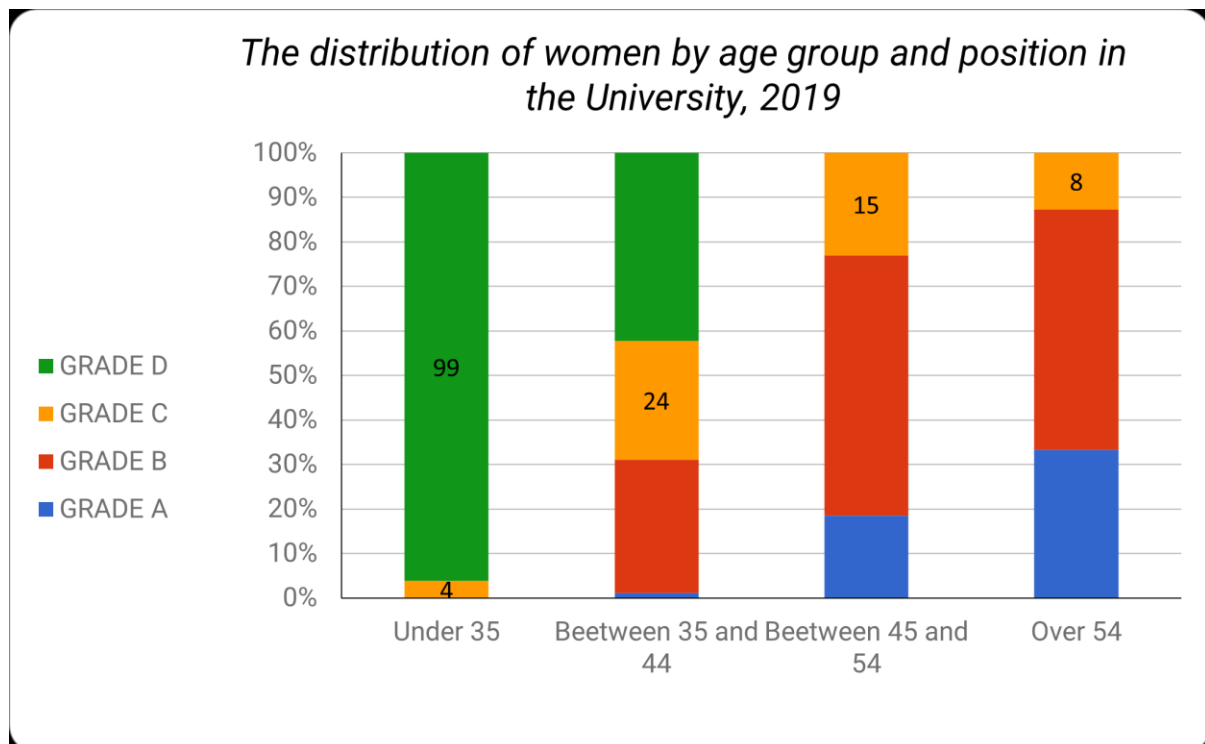


Figure 4. The distribution of women by age group and position in the University, 2019.

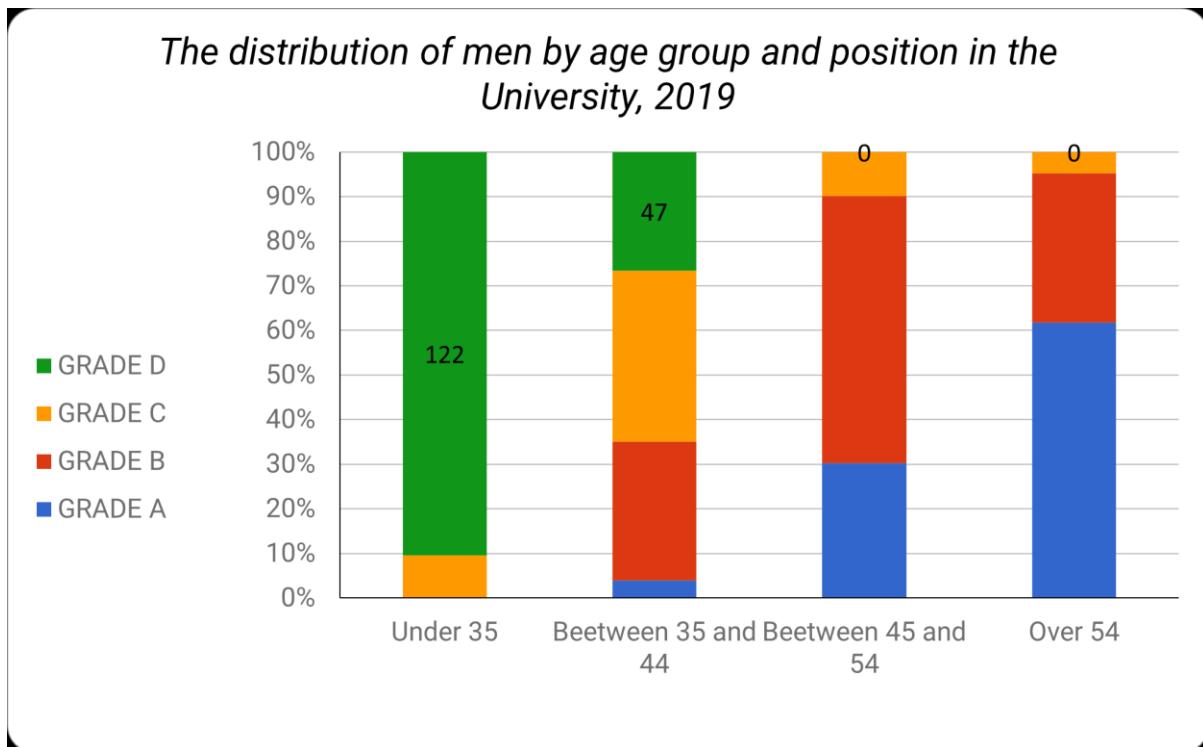


Figure 5. The distribution of men by age group and position in the University, 2019

As regards horizontal segregation, that is the uneven gender distribution across different disciplinary areas, it can be observed that in STEM areas female students are 25.6% of the total number of students, 38.5% of PhD students and 10% of full professors (Figure 6). This gap is well represented, again, by the scissors diagram, which shows how the careers of men and women in STEM departments have significantly different trends, below the national average.

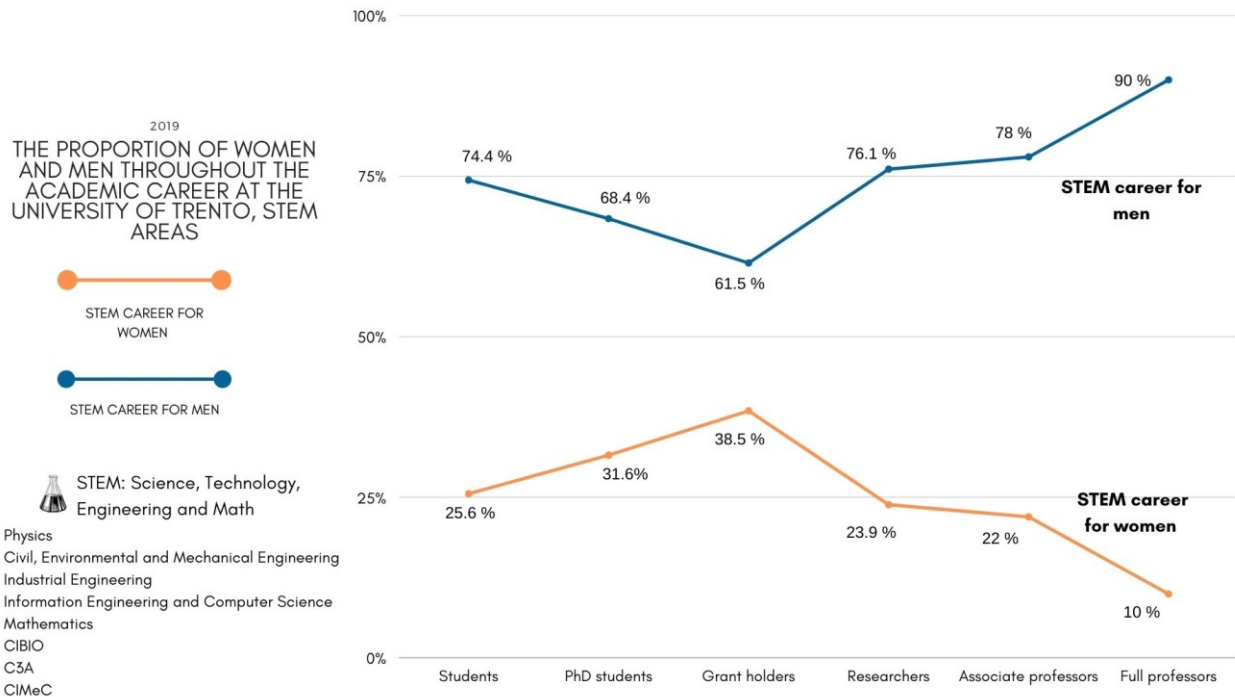


Figure 6. The proportion of women and men throughout the academic career at the University of Trento, STEM areas

The situation is very different in the University's HSS area, where female students are 63.3% of the total number of students (Figure 7). The number of women, however, decreases by more than 10 percentage points for PhD students, and then grows again for postdoc researchers. In the entry positions for academic careers women are less than men, and are 22.7% of full professors. Even in HSS areas, therefore, despite the considerable proportion of women in the student population, there is a clear difficulty for women to reach top positions.

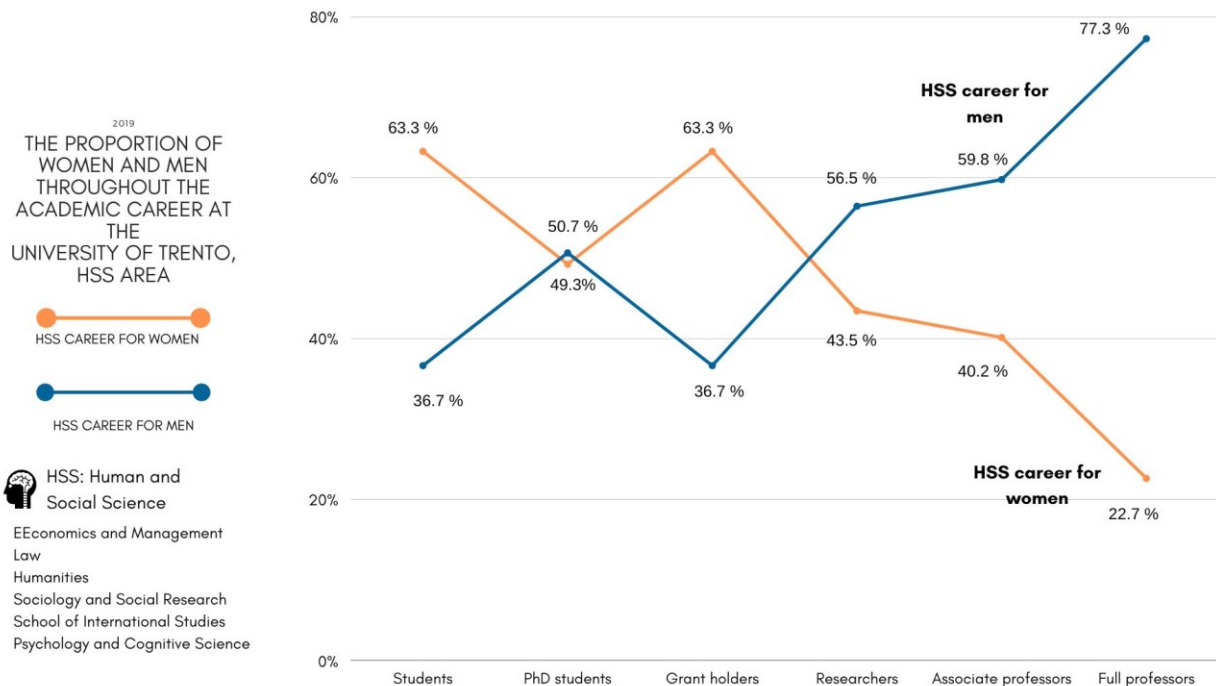


Figure 7. The proportion of women and men throughout the academic career at the University of Trento, HSS area, 2019.

Finally, given that pursuant to Legislative Decree no. 165/2001 "at least one third of places in selection committees must be reserved for women, unless it is reasonably impossible" (article 57, paragraph 1), point a)), an assessment of compliance with the requirement should be conducted. At the University of Trento, out of 73 selection committees, 62 are chaired by men and 9 by women, while women committee members are 25% of the total.

In conclusion, an analysis has been carried out on the gender distribution of male and female research coordinators within the University which<sup>15</sup> revealed a gender asymmetry in relation to access to funds, which is connected with the different gender composition among faculty in STEM and HSS areas.

### Administrative and technical staff (PTA)

This section presents an overview of the University's administrative and technical staff (PTA) in terms of gender distribution, career, age, education, position (type of contract and other aspects), utilization of continuing education, and salary.

<sup>15</sup>See the University Gender Budget, 2021.

The University's administrative and technical staff has a degree of feminization around 63%, with 709 employees who are, in fact, women. CEL staff (Language Expert) also are for the most part women, 78.4% of the total.

The phenomenon of horizontal segregation can be seen for administrative and technical staff too, as women are concentrated in a number of functional areas: health and social areas, library and administration. Men, on the other hand, are mostly found in technical-scientific and data-processing areas, in general services and in part in executive posts in the administration (Figure 8).

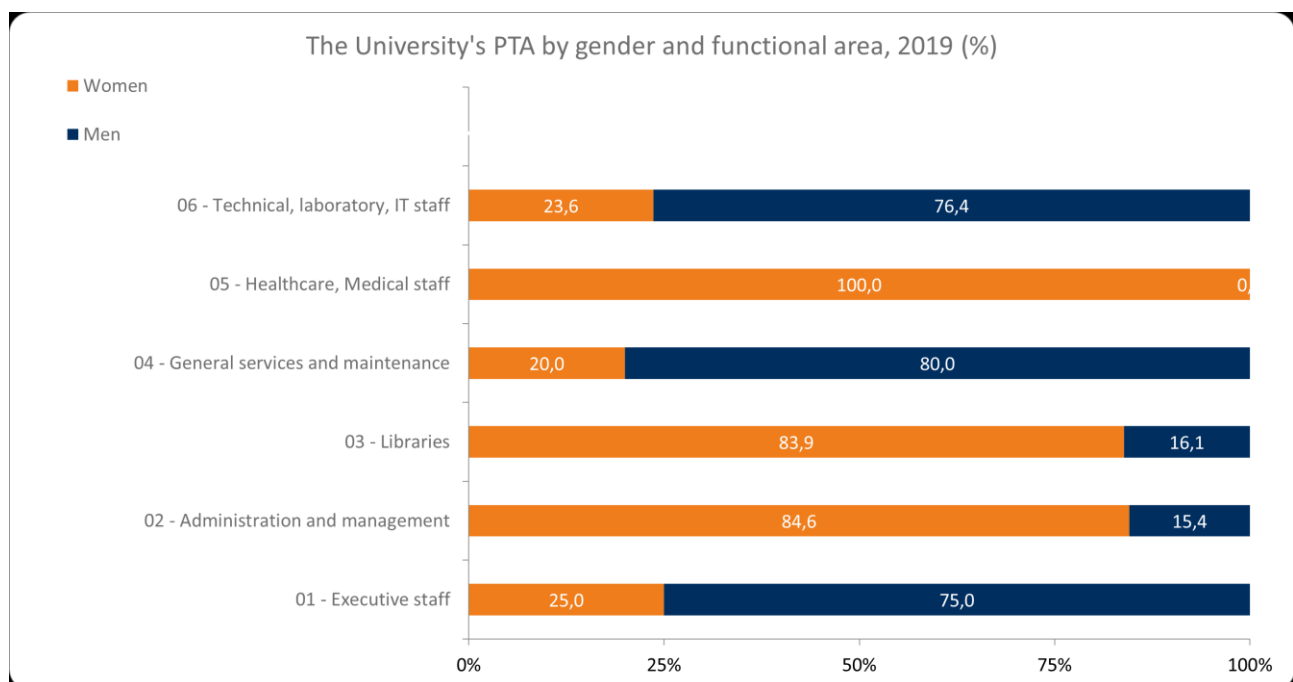


Figure 8. The University's PTA by gender and functional area, 2019 (%)

There is also an asymmetrical vertical distribution, as illustrated by the career scissors diagram (Figure 9). Women are for the most part in intermediate level positions: 72.3% in category C and 63.2% in category D. The number of women decreases in the EP category (highly trained staff) (41%), falling to 25% in management posts (only 2 out of 8 executives are women).

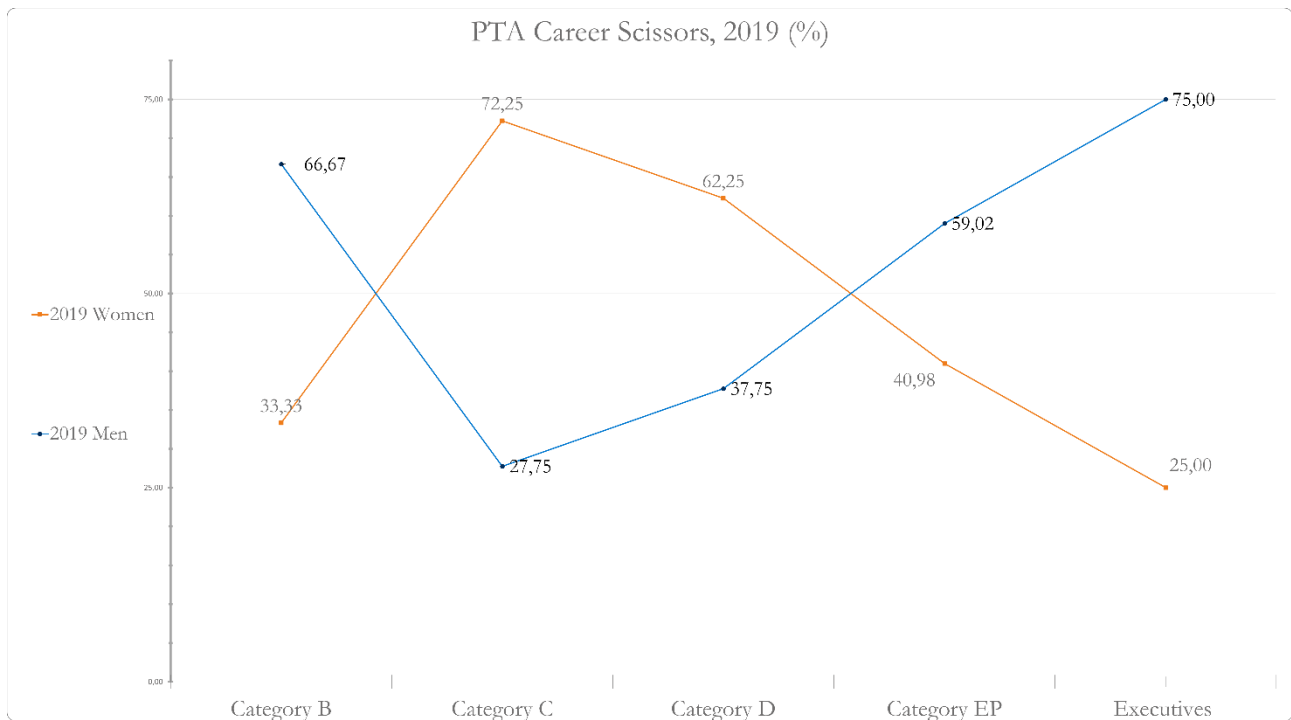


Figure 9. PTA Career Scissors, 2019 (%)

With respect to age, there are no significant gender differences, with the exception of mid-level managers ("dirigenti di seconda fascia"), where women have an average age of 48 years, while that of men is 54.

As regards qualifications, for the most part (58.9%) female employees have obtained a degree, while male employees have obtained, in greater numbers, a PhD or other postgraduate qualification (8.4%), which is generally required for access to higher positions.

As concerns on the job professional training, female employees benefit from a greater number of hours of training (of the total hours scheduled for PTA, 72% were used by female employees) compared to their male colleagues. The degree of feminization of the University PTA certainly influences the overall count, but it is interesting to note that the presence of women increases exponentially if we consider elective training courses. In particular in the area of continuing education and equality, discrimination, equal opportunities issues, female employees received 81% and 85% respectively of the total number of hours provided. Women also tend to be more present for updates on managerial and relational skills: 78% of hours devoted to this type of training have been used by female employees.



As concerns employment conditions, women are 70% of staff on temporary contracts and 62.3% of staff with permanent contracts. (Figure 10).

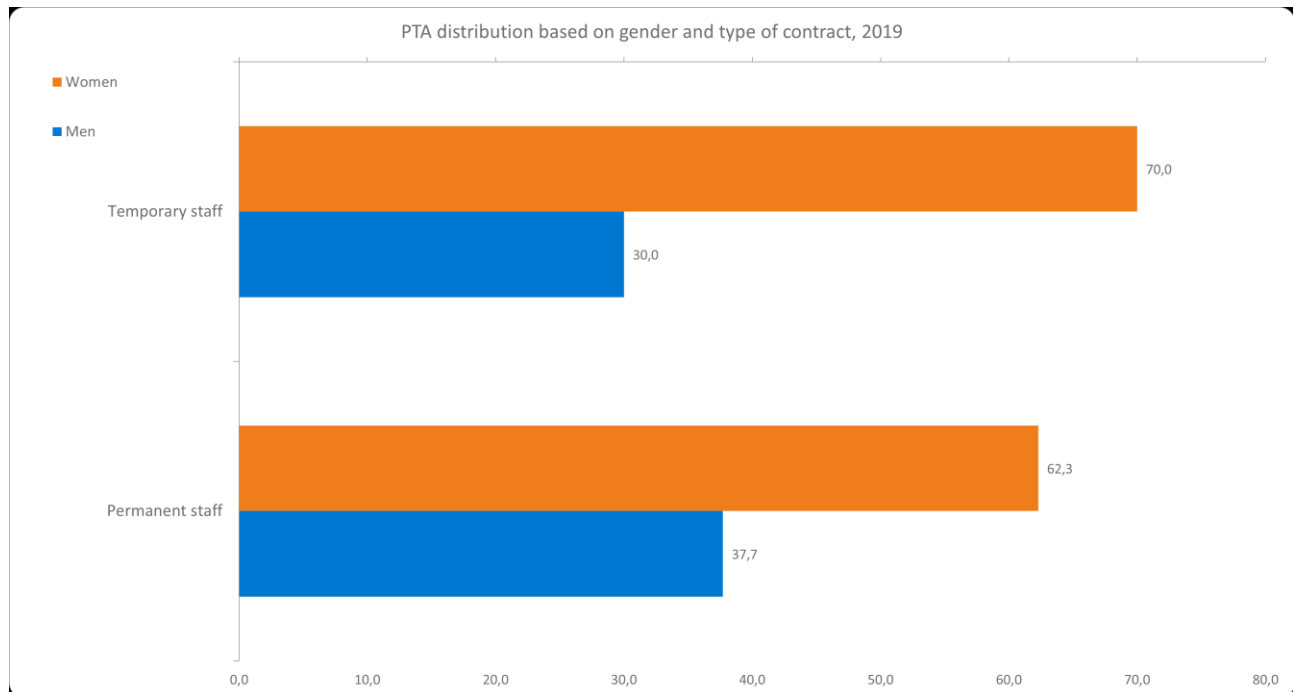


Figure 10. PTA distribution based on gender and type of contract, 2019

With regard to working hours, 84.6% of female staff in the EP category work full-time and 15.4% part-time (>50%); even in categories C and D the majority of female employees have a full-time employment contract (70.5% and 59.8% respectively), while for category B there is a fair distribution between the different working hours arrangements. Full time work for male employees is at 97% among EP staff, 94.2% for category D staff, and 88.7% for category C.

Further important information on the distribution of care loads and its impact on staff can be derived from the data on the average number of days of absence by gender and the justification provided (the data are reported in absolute values). We considered the different types of leave regulated by the National Collective Agreement (CCNL) for universities: parental leave, leaves of absence under Law 104/1992 (to assist disabled family members, and for parents of children with severe disabilities), leave for family reasons, sick leave, paid and unpaid leaves for other reasons. On average, women take more leaves than men (all types considered), except for "other unpaid leave". There is in particular a significant difference in the number of days of parental leave taken by female employees compared to male employees (3.1 days compared to 0.69 days, on average).



On average, women take more days of leave granted by Law 104/1992, as well as for sick leave (7.59 days for women; 6.44 days for men).

Based on this information, it can be said that the percentage of women working part-time and taking leaves of absence is generally higher than that of men. This may be the result of an asymmetrical division of domestic and care work, which results in a lower work commitment in terms of paid working hours, which has an impact on the career and the organization of work and family life.

Further insights into the working dimension of the University's PTA are provided by the analysis of the length of service. We considered five lengths of service, in which the difference between women and men narrows as the years of service increase. 63.5% of women have 0-5 years of service and just a little less have been working in the University for 6-10 years. The presence of female employees tends to decrease, reaching 56.2% in the last group (31 years of service and above). In light of the results, it seems that the University hired many female employees in the last five years. At the same time, it should also be considered that women, as we have seen, are 70% of staff employed on a fixed-term contract, therefore their decrease in the highest ranks of the University can depend on this contractual aspect, as well as on the selection process in use in previous years, that we have already mentioned.

Finally, as concerns the average annual net salary of administrative and technical staff, there is a significant gender pay gap among second-tier executives (106,672.08 euro per year for males and 91,321.86 euro for females) and also in categories D, C and B (the difference is less pronounced, with 32,296.06 euro for men and 31,025.01 euro for women). For non-executive staff in the EP category, on the other hand, salaries are slightly higher for female employees, with 44,852.67 euro per year compared with 44,405.64 euro for male employees. Several aspects determine the amount of the salary: the level of responsibility, the type of contract, the working hours (we have already seen that women make more use of part-time working arrangements).

## **Bodies of the University**

The data concerning the membership of the University's governing bodies confirm that it is more difficult for women to reach the highest academic posts. There is a significant gender



disparity: women are only 21.1% of the total number of members (19 out of 90)<sup>16</sup>. In particular, there is a remarkable gender disparity in the Committee of Department Directors, with only 2 women out of 15. It is important to remember that some individuals hold certain positions (such as that of Senator or Department Director) as a result of an election. The fact that there are not many women among eligible candidates, combined with other dynamics that can influence gender relations in academic contexts, implies that not many women are elected in these posts, sometimes they do not even run for the post.

The post of Rector was held by men in the last four terms, from 2004 to 2027, and, for the first time in the history of our University (with 13 Rectors), only one woman held it, who however was in office for one year only (the mandate is 6 years) because she was appointed as a member of the Constitutional Court of the Italian Republic. Finally, the University's Board of Directors in 2019 had 2 female members out of 8.

More details can be found in the University's Gender Budget 2021.

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<sup>16</sup>2020 data.

## Area 1: Work-life balance, health, safety, well-being in light of differences; culture and well-being in the organization

The demographic changes underway, in particular the declining birth rates, increased life expectancy, changes in family structures, combined with welfare shortcomings in our country, call for a renewed commitment to a better work-life balance.

The University of Trento, with a consolidated experience in this area which has also been recognized by the Family Audit certification, believes that work-life balance policies are essential in terms of social responsibility and necessary to support the career development, in particular, of young people and women who, as documented by ISTAT<sup>17</sup>, are often more affected by caring responsibilities. Moreover, irrespective of caring responsibilities, measures to promote a better work-life balance contribute to people well-being, since they have to address different priorities throughout life. The need to reconcile work and family life, in fact, is common to all working people, with particularly significant differences based on gender and age. Therefore through its policies, the University seeks to support the needs of people throughout their life and to spread a culture of equality in caring responsibilities, implementing, among other things, both national provisions<sup>18</sup> and recommendations from the European Union<sup>19</sup> 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"<sup>20</sup>.

The University of Trento has taken multiple actions to promote the reconciliation of work and family life: a childcare centre, quiet spaces (for breastfeeding and health needs),

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<sup>17</sup> See ISTAT (2019), Report Conciliazione lavoro e famiglia 2018, available at <https://www.istat.it/it/files//2019/11/Report-Conciliazione-lavoro-e-famiglia.pdf>.

<sup>18</sup> Among the most recent measures, see the provisions of Law no. 124 of 7 August 2015, "Deleghe al Governo in materia di riorganizzazione delle amministrazioni pubbliche", which introduces in article 14 specific obligations on public administrations for the promotion of the reconciliation of work and family life and the related Directive of the President of the Council of Ministers no. 3/2017 of 1 June 2017, containing guidelines for the implementation of paragraphs 1 and 2 of article 14 of Law no. 124 of 7 August 2015, and guidelines relating to the organization of work to promote a better work-life balance for all employees, specifically through organizational measures such as working from home, *flexible working* arrangements and parenting support services.

<sup>19</sup> In particular, see 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.

<sup>20</sup> European Parliament resolution of 13 September 2016 on creating labour market conditions favourable to work-life balance (2016/2017(INI)).



summer camps with scientific and cultural activities for the children of employees (Holiday camp, etc.), a help desk for parents of school-age children, psychological counselling for administrative and technical staff, flexible working arrangements (work from home, flexible working hours, part-time work, and others).

These actions, which were implemented to respond to the needs of the University community, will be maintained and, where possible, improved or adapted to new needs (see the arrangements adopted to face the Covid-19 pandemic, but also the issues related to staff ageing).

The University has also opened a discussion table that will continue beyond the period considered by the GEP on the theme of health and safety in light of differences.

In addition, the University collaborates with other organizations, including at international level, to share good practices, collect data and participate in joint actions, for example, in European projects such as GARCIA (the important results achieved by<sup>21</sup> the project can be found on the website, in the form of an archive, which aims to make available materials and information on gender differences in the early stages of academic career).

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<sup>21</sup><http://garciaproject.eu/>

**Action 1.1. Monitoring and collection of data in a gender perspective; design of actions and publication of results on equal opportunities, organizational well-being and work-related stress**

<b>AREA</b>	1. Work-life balance, health, safety, well-being in light of differences; culture and well-being in the organization.
<b>Brief description</b>	The University is committed to continue to collect, monitor and analyse the data over time to identify and address any disparities (including gender disparities), write periodic reports, identify the most suitable tools to take action to address issues of equal opportunities, organizational well-being and work-related stress. These analyses will include specific items to identify aspects that are important in a gender perspective. Dissemination and awareness raising events for data restitution will be organized for the university community.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>a. Collection, organization and dissemination of data on equal opportunities, organizational well-being and work-related stress to create and maintain a database.</li> <li>b. Design of actions based on the analysis of data.</li> <li>c. Dissemination of results among the academic community.</li> </ul>
<b>Sub-Actions</b>	<p>1.1.1. Organization, management and supervision of data collection activities at national level;</p> <p>1.1.2. organization of specific surveys to investigate issues of particular interest in the area of equal opportunities, work-life balance and organizational well-being (see in particular the PRIN-GEA project Gendering Academia and the University's strategic project Parenting Academia);</p> <p>1.1.3. a monitoring questionnaire on the impact of reconciliation measures;</p> <p>1.1.4. participation in the national survey "Lavorare/studiare in Accademia ai tempi del Covid-19" by the National Conference of the Committees for Equal Opportunities of Italian Universities (in case it is conducted again);</p>



	<p>1.1.5. publication of the annual Report on equal opportunities in the University, in collaboration with the Centre for Interdisciplinary Gender Studies;</p> <p>1.1.6. publication of the University's Gender Budget in collaboration with the Centre for Interdisciplinary Gender Studies;</p> <p>1.1.7. participation in national events, training courses or seminars in the areas at issue;</p> <p>1.1.8. periodic data collection survey (ANAC) among university staff;</p> <p>1.1.9. dissemination of data to the surveyed sample and the entire university community;</p> <p>1.1.10. design of new actions and continuation of existing ones (for example, quiet spaces);</p> <p>1.1.11. an evaluation questionnaire on ongoing actions (for example, quiet spaces).</p>
<b>Direct target</b>	The entire community of the University of Trento
<b>Indirect target</b>	The entire community of the University of Trento
<b>Action coordinators</b>	The Committee for equal opportunities (CUG), the Equality and Diversity Office
<b>Outputs</b>	<ul style="list-style-type: none"> <li>• a database, with items disaggregated by gender;</li> <li>• reports and documents on the relevant topics (Gender Budget, Report on Equal Opportunities and others);</li> <li>• information and dissemination events;</li> <li>• reports on the evaluation questionnaires;</li> <li>• planning documents.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Increased knowledge of the topics at issue;</li> <li>• increased availability of data;</li> <li>• increased number of feasibility studies and proposals for action.</li> </ul>
<b>Human resources</b>	The Vice Rector for Equity and diversity policies, the Vice-Rector for Organizational well-being and employee relations, the



	Committee for equal opportunities, the Center for interdisciplinary gender studies, the Equality and diversity office.
<b>KPI SUPERA</b>	<ul style="list-style-type: none"><li>• Reports and documents: the Annual Report on Equal Opportunities, the Gender Budget.</li><li>• Gender budget (every three years);</li><li>• Equal Opportunities Report (every year);</li><li>• dissemination and awareness-raising events;</li><li>• evaluation of "quiet spaces";</li><li>• reports on the planning of other actions.</li></ul>
<b>Priority level</b>	High



## **Action 1.2. Health and safety in light of differences**

<b>AREA</b>	1. Work-life balance, health, safety, well-being in light of differences; culture and well-being in the organization
<b>Brief description</b>	<p>Health and safety must be ensured in the study and work environment, taking into account the differences among people. To examine workers and students' needs, plan actions in this area, promote a healthy and respectful environment for all, and finally to ensure continuous monitoring, a round table discussion on "Safety, differences and inclusion" was launched.</p> <p>Every year, the round table examines all possible risks, in compliance with legislation in force: risks from work-related stress, risks for pregnant women, risks related to gender differences, age, and foreign origin.</p> <p>The University aims to create healthy and inclusive work environments, to promote well-being in the workplace at all levels, taking into account the different needs of people.</p> <p>The action of the University will include dissemination activities on health and safety from a gender perspective, the development of innovative tools, the valorization of research activities in light of differences.</p> <p>"Distribuire benessere" is one of the initiatives that the University has launched and aims to further develop. The project includes a series of actions for people's well-being in various areas: from nutrition (taking into account different needs, as far as possible) to personal hygiene (in this case, through the installation of period products dispensers at the university facilities).</p>
<b>Objectives</b>	<p>a. To collect data and coordinate the planning and implementation of actions in particular as regards the dissemination of information materials (through reports,</p>

	<p>planning documents and events) and the provision of education in the area of gender health.</p> <p>b. To promote the health and well-being of the University community.</p>
<b>Sub-Actions</b>	<p>1.2.1. Continuation of the round table discussion on "Safety, differences and inclusion";</p> <p>1.2.2. awareness-raising actions on the topics of safety, health and well-being in light of differences, particularly gender differences;</p> <p>1.2.3. continuation of the health insurance coverage (Sanifonds) for teaching and research staff (at their expenses);</p> <p>1.2.4. feasibility study of the "Distribuire benessere" project;</p> <p>1.2.5. installation of period products dispensers, as part of the "Distribuire benessere" project;</p> <p>1.2.6. training activities for students and teachers of local schools on health education and healthy lifestyles, including from a gender perspective (organized by CISMed with the collaboration of CIBIO, CIMeC, DiPSCo, the Faculty of Law);</p> <p>1.2.7. sex education course (second edition) for the student community.</p>
<b>Direct target</b>	Administrative and technical staff, academic and research staff, student community
<b>Indirect target</b>	The entire community of the University of Trento and the regional community.
<b>Action coordinators</b>	The Committee for equal opportunities (CUG), the Equality and diversity office, the Human Resources and Organization Directorate-DRUO, CISMed, the Centre for Interdisciplinary Gender Studies.
<b>Outputs</b>	<ul style="list-style-type: none"> <li>• Periodic meetings of the round table on "Safety, differences and inclusion";</li> <li>• staff training on safety and differences;</li> <li>• events open to the public;</li> </ul>

	<ul style="list-style-type: none"> <li>• events at local schools;</li> <li>• sex education course;</li> <li>• extension of insurance coverage to teaching and research staff;</li> <li>• improvement of evacuation procedures in case of emergency, in view of differences.</li> </ul> <p>For the "Distribuire benessere" project:</p> <ul style="list-style-type: none"> <li>• installation of period products vending machines and organization of a free distribution scheme of such products;</li> <li>• feasibility study on the other objectives of the project (creation of microwave areas to heat up meals, diversification of products available in vending machines, drinking water dispensers, etc.).</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Increased knowledge of the subject, which has an impact at the local level;</li> <li>• increased number of people with insurance coverage;</li> <li>• increased well-being due to the availability of hygienic products.</li> </ul>
<b>Human resources</b>	<p>the Vice Rector for Equity and diversity policies, the Vice-Rector for Organizational well-being and employee relations, the Rector's Delegate for safety in the workplace, the Rector's Delegate for disability support, the Head of the prevention and protection service, Health and Safety Representatives, the Head of fire safety, the Inclusion service, the Inclusion office for the student community, a representative of the student community, the Equality and diversity office.</p>
<b>KPI SUPERA</b>	<ul style="list-style-type: none"> <li>• number of periodic meetings of the round table on "Safety, differences and inclusion";</li> <li>• number of people involved in training on safety and differences;</li> <li>• number of events open to the public;</li> </ul>



	<ul style="list-style-type: none"><li>• number of awareness-raising and dissemination events organized in collaboration with local organizations;</li><li>• number of insurance policies signed by teaching and research staff;</li><li>• number of period products ordered or purchased.</li></ul>
<b>Priority level</b>	High

### **Action 1.3. Actions to support non-tenured research staff**

<b>AREA</b>	1. Work-life balance, health, safety, well-being in light of differences; culture and well-being in the organization
<b>Brief description</b>	As the University continues to collect data on staff needs and demands, it is committed to offer the same work-life balance measures and services to all its staff, regardless of contract arrangements, in particular to reduce inequalities in access to services for temporary female staff.
<b>Objective</b>	To ensure equal access to services (particularly in a gender perspective) and fair working conditions, regardless of the contractual arrangements.
<b>Sub-Actions</b>	<p>1.3.1. Strengthening the services offered by the Staff Services Office to research staff and collaborators;</p> <p>1.3.2. organization of meetings between the Committee of PhD Candidates and Research Fellowship Holders and other offices and committees in the area of work-life balance and well-being at work;</p> <p>1.3.3. maintenance of the website <a href="http://phd-researchfellow.unitn.it">http://phd-researchfellow.unitn.it</a>, which gives visibility to PhD students and research fellows and provides useful information on their rights and duties and opportunities offered by the University of Trento;</p> <p>1.3.4 a feasibility study on the possibility of establishing 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;</p> <p>1.3.5. access to the University's work-life measures for research staff on temporary contracts;</p> <p>1.3.6 supporting and monitoring the work of the Confidential counsellor as regards PhD students and researchers, who are</p>



	<p>particularly vulnerable in the academic environment, and specifically as regards the impact of the gender gap on well-being at work;</p> <p>1.3.7. inclusion of representatives of temporary research staff in the Committee for equal opportunities.</p>
<b>Direct target</b>	Research fellows, PhD students of the University of Trento, temporary staff.
<b>Indirect target</b>	The entire community of the University of Trento
<b>Action coordinators</b>	The Committee for equal opportunities (CUG), the Equality and Diversity Office.
<b>Outputs</b>	<ul style="list-style-type: none"> <li>• Meetings between the Committee of PhD Candidates and Research Fellowship Holders and other bodies;</li> <li>• requests from non-tenured staff to apply for or obtain work-life balance measures.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Increased use of services by non-tenured staff;</li> <li>• increased knowledge of the characteristics and needs of non-tenured staff.</li> </ul>
<b>Human resources</b>	The Rector, the Vice-Rector for equality and diversity policies, the Rector's Delegate for doctoral programmes, Directorates (Central Management, the Human resources and organization Directorate, Education and Student Services, etc.), the directors of departments and centres, the Equality and Diversity Office, the Committee of PhD Candidates and Research Fellowship Holders.
<b>KPI SUPERA</b>	<ul style="list-style-type: none"> <li>• Number of meetings held;</li> <li>• Number of applications from non-tenured staff for work-life balance measures.</li> </ul>



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<b>Priority level</b>	High
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### **Action 1.4. Training, awareness-raising and discussion groups on work-life balance issues**

<b>AREA</b>	1. Work-life balance, health, safety, well-being in light of differences; culture and well-being in the organization
<b>Brief description</b>	Training and awareness-raising events will be organized for UniTrento staff and the general public on work-life balance issues, organizational well-being, the sharing of caring and parenting responsibilities, and in general on parenting. The University also aims to promote discussion groups on gender issues within Departments and Centres to collect materials and ideas and to coordinate the participation in national and international networks, where these issues can be discussed and good practices collected.
<b>Objectives</b>	<p>a. To organize training and awareness-raising events to create an organizational culture founded on individual well-being, the reconciliation of work and family life, the sharing of caring responsibilities and diverse family models.</p> <p>b. To promote discussion groups at departments and centres on gender and work-life balance issues.</p>
<b>Sub-Actions</b>	<p>1.4.1. Collection of materials and analysis of data obtained from the questionnaire on work-life balance and other sources;</p> <p>1.4.2 result dissemination events, in particular as regards the evaluation questionnaire on measures already in place;</p> <p>1.4.3. organization of training events and seminar cycles with experts;</p> <p>1.4.4. organization of discussion groups at departments and centres on gender and work-life balance issues;</p> <p>1.4.5. organization of training events on measures to improve flexibility in terms of working environment and working hours in the academic context;</p> <p>1.4.6. continuation and evaluation of implemented actions (e.g. quiet spaces);</p>



	1.4.7. awareness-raising and information activities on gender and sports issues.
<b>Direct target</b>	The entire community of the University of Trento
<b>Indirect target</b>	The entire community of the University of Trento and the regional community
<b>Action coordinators</b>	The Committee for equal opportunities (CUG), the Equality and diversity office, the Human Resources and Organization Directorate - DRUO, the Rector's Delegate for Sport.
<b>Outputs</b>	<ul style="list-style-type: none"> <li>• Training and awareness-raising events;</li> <li>• Information and dissemination actions;</li> <li>• creation of discussion groups at departments and centres.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Increased knowledge of the meaning, implications and importance of the sharing of caring responsibilities and of the impact of an unequal distribution of responsibilities;</li> <li>• increased knowledge of the issues related to the reconciliation of work and family life;</li> <li>• greater understanding among all staff of the importance of data collection and use;</li> <li>• greater involvement at the international level.</li> </ul>
<b>Human resources</b>	The Rector, Rector's delegates, in particular the Vice Rector for Equity and diversity policies, the Vice-Rector for Organizational well-being and employee relations, the directors of departments and centres, the delegates of departments and centres for equity and diversity, the Equality and diversity office
<b>KPI SUPERA</b>	<ul style="list-style-type: none"> <li>• questionnaires administered after meetings and events;</li> <li>• number of meetings held.</li> </ul>
<b>Priority level</b>	Medium

### **Action 1.5. Services for a better work-life balance**

<b>AREA</b>	1. Work-life balance, health, safety, well-being in light of differences; culture and well-being in the organization
<b>Brief description</b>	The University promotes work-life balance, including for a better sharing of parenting and caring responsibilities, through organizational measures and support services. The University of Trento aims to consolidate existing initiatives and develop new ones (flexibility in terms of working environment and working hours, parenting support) in addition to the reconciliation measures already provided for by Law 104/92 (on the benefits for workers with a severe disability and for family members caring for a relative with a severe disability).
<b>Objectives</b>	<ul style="list-style-type: none"> <li>a. To promote a better work-life balance, not only for people with caring responsibilities.</li> <li>b. To encourage the presence of women in the world of work and their career advancement through adequate support services for work-life balance for all staff irrespective of gender.</li> </ul>
<b>Sub-Actions</b>	<p>1.5.1. Creation of an instalment plan to pay taxes (based on the payer's economic condition);</p> <p>1.5.2. a feasibility study on temporary childcare services, including through external providers, for University staff and guests, to satisfy occasional care needs (in the case of conferences, events, transfers);</p> <p>1.5.3. strengthening, repetition and integration of activities and workshops for children between 6 and 13 whose parents are administrative and technical staff, temporary staff, grant holders and PhD students, teaching and research staff;</p> <p>1.5.4. renewal, integration and monitoring of measures adopted to support staff coming back to work after maternity and paternity leaves;</p>

	<p>1.5.5. exploration of the possibility of supporting parenting and care through agreements with external childcare services and homes for the elderly, while considering a collaboration with the University Recreation Club (CRU);</p> <p>1.5.6. consolidation of flexible working arrangements (remote work, part-time work, flexible working hours, etc.) bearing in mind the evolution of the pandemic and the results of surveys;</p> <p>1.5.7. development of an app (the work-life balance app) that summarises the services offered by the University and the agreements in place;</p> <p>1.5.8. exploration of the possibility of signing agreements (with real estate agencies, healthcare services) to provide other services and training courses, including in collaboration with the University Recreation Club (CRU);</p> <p>1.5.9. guidelines for administrative and technical staff and teaching staff, for a planning and scheduling of meetings that ensures a better work-life balance;</p> <p>1.5.10. encouragement to plan courses' timetables in consideration of the needs of teaching and research staff in terms of work-life balance;</p> <p>1.5.11. preparation and administration of a questionnaire (for administrative and technical staff, teaching and research staff) to assess the need and use of the University's reception services for personal needs (deliveries, etc.).</p>
<b>Direct target</b>	The entire community of the University of Trento
<b>Indirect target</b>	The entire community of the University of Trento and their families
<b>Action coordinators</b>	The Equality and diversity office, the Human Resources and Organization Directorate - DRUO.
<b>Outputs</b>	<ul style="list-style-type: none"> <li>• Increase in the number of applications to the company childcare centre and external childcare services;</li> <li>• increased access to parenting support services;</li> </ul>

	<ul style="list-style-type: none"> <li>• increase in the number of agreements in place thanks to the CRU;</li> <li>• expansion of the types of services offered, with and without agreements;</li> <li>• feasibility study on the use of the University's reception services for personal needs;</li> <li>• extending access to the work-life balance app to all University staff.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Greater flexibility for University staff;</li> <li>• better working conditions for University staff.</li> </ul>
<b>Human resources</b>	<p>The Rector, Rector's delegates, in particular the Vice Rector for Equity and diversity policies, the Vice-Rector for Organizational well-being and employee relations, the Rector's delegate for disability, the directorates (Central Management, Human Resources, Communication and External Relations, etc.), the directors of departments and centres, the delegates of departments and centres for equity and diversity policies, the Equality and diversity office, the coordinator of the project "Sistema integrato di Servizi a supporto della genitorialità".</p>
<b>KPI SUPERA</b>	<ul style="list-style-type: none"> <li>• Number of places available at the University childcare centre; number of successful applications compared with the total number of applications;</li> <li>• number of applications for participation in events, <i>camps</i> and other initiatives for children;</li> <li>• number of requests for access to parenting support services;</li> <li>• number of internal and external requests for on demand reconciliation services.</li> </ul>
<b>Priority level</b>	High

### Action 1.6. *Family Audit and Family District*

<b>AREA</b>	1. Work-life balance, health, safety, well-being in light of differences; culture and well-being in the organization
<b>Brief description</b>	The University of Trento has obtained the <i>Family Audit</i> certificate, issued by the Autonomous Province of Trento, and is committed to implement all the procedures and actions necessary for its renewal. As a member of the <i>Family District</i> , it promotes its qualitative and quantitative development to strengthen collaboration and communication between its members and increase the number of joint actions.
<b>Objective</b>	To maintain the certification and implement concrete actions to further develop the <i>Family District</i> .
<b>Sub-Actions</b>	<p>1.6.1. Collaborate with the Family Agency of the Autonomous Province of Trento in the framework of the <i>Family audit</i> committee;</p> <p>1.6.2. Increase contacts with the other members of the <i>Family District</i>, promoting the exchange of practices and the organization of meetings for lifelong learning and planning.</p>
<b>Direct target</b>	The entire community of the University of Trento
<b>Indirect target</b>	The entire community of the University of Trento and the regional community.
<b>Action coordinators</b>	The Committee for equal opportunities (CUG), the Equality and diversity office, the Human Resources and Organization Directorate
<b>Outputs</b>	<ul style="list-style-type: none"> <li>• Maintaining the certification;</li> <li>• participation in the meetings of the <i>Family District</i> network;</li> <li>• creation of new projects in collaboration with the organizations participating in the network.</li> </ul>



<b>Outcomes</b>	<ul style="list-style-type: none"><li>• Recognition of the quality of University services at the provincial level;</li><li>• increased awareness of the University's role as a model for civil society;</li><li>• dissemination of the Family Audit project among university members.</li></ul>
<b>Human resources</b>	The Rector, Rector's delegates, in particular the Vice-Rector for equality and diversity policies, Directorates (Central Management, Human Resources and Organization, etc.), the Equality and Diversity Office.
<b>KPI SUPERA</b>	<ul style="list-style-type: none"><li>• Renewal of the certification;</li><li>• participation in the provincial meetings of the network with one representative.</li></ul>
<b>Priority level</b>	Medium



### Summary Table of Priorities

Action	High priority	Medium priority	Low priority
Action 1.1. Monitoring and collection of data in a gender perspective; design of actions and publication of results on equal opportunities, organizational well-being and work-related stress	x		
Action 1.2. Health and safety in light of differences	x		
Action 1.3. Support to non-tenured research staff	x		
Action 1.4. Training, awareness-raising and discussion groups on work-life balance issues		x	
Action 1.5. Services for a better work-life balance	x		
Action 1.6. <i>Family Audit</i> and <i>Family District</i>		x	
Total	4	2	0



## **Area 2: Gender balance in senior management positions and decision-making bodies**

The number of women in positions of responsibility in the academic community and in decision-making bodies is still significantly lower than the number of men. The reasons for this asymmetry are many and intertwined. The University therefore deems it appropriate to implement measures aimed at gender rebalancing, that include support for the individual professional growth of women in administrative and technical staff, teaching and research, and the strengthening of tools for the evaluation, recognition and valorization of the skills of those who already hold positions of responsibility, so that they can contribute to overcoming the current imbalances. In addition, it may be useful to adopt some structural measures that may facilitate a greater presence of women in decision-making positions.



## **Action 2.1. Mentoring courses and courses preparing for leadership positions**

<b>AREA</b>	Area 2: Gender balance in senior management positions and decision-making bodies
<b>Brief description</b>	<p>Mentoring and empowerment courses will be offered to the under-represented gender to develop leadership and negotiation skills. The courses will include group training and individual training with an expert. The courses will be organized taking into account the needs (time, place, attendance) of those who have caring responsibilities.</p> <p>The University will also provide training in economics, management, law and technical-administrative aspects to provide staff with the competencies necessary to take on leadership roles. The courses will consist of a number of modules and will be organized (for time, place and attendance) taking into account the needs of the participants with caring responsibilities. For maximum dissemination, the classes will be recorded and made available through an online platform. The administration is considering the opportunity to award training hours to staff to encourage participation.</p>
<b>Objective</b>	To provide specific training to administrative, teaching and research staff (developing soft skills and improving knowledge in the technical-legal-economic area), to prepare them to apply for top positions.
<b>Sub-Actions</b>	<p>2.1.1. Evaluation of the feasibility of offering group mentoring courses;</p> <p>2.1.2. one-to-one meetings with experts;</p> <p>2.1.3. preparation of a report on the professional skills acquired;</p> <p>2.1.4. organization of training modules on technical, economic or legal matters;</p> <p>2.1.5. dissemination of contents through an online platform available to University staff.</p>
<b>Direct target</b>	Administrative and technical staff, academic and research staff



<b>Indirect target</b>	The entire community of the University of Trento
<b>Action coordinators</b>	The Equality and diversity office, the Human Resources and Organization Directorate - DRUO.
<b>Outputs</b>	<ul style="list-style-type: none"> <li>• Organization of mentoring courses;</li> <li>• organization of courses on technical, economic, legal matters.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• A better trained staff, capable of taking on roles of responsibility.</li> </ul>
<b>Human resources</b>	The Rector, Rector's delegates, in particular the Vice rector for equity and diversity policies, the Vice Rector for organizational well-being and relations with staff, Directorates (Central Management, Human Resources and Organization Directorate, and others), the Equality and Diversity Office.
<b>KPI SUPERA</b>	<ul style="list-style-type: none"> <li>• Number of courses delivered;</li> <li>• number of participants.</li> </ul>
<b>Priority level</b>	High

**Action 2.2. Awareness-raising and training activities for heads of staff and executives to develop their ability to recognize and enhance staff skills**

<b>AREA</b>	Area 2: Gender balance in senior management positions and decision-making bodies
<b>Brief description</b>	The University is committed to strengthen the ability of heads of staff and executives to recognize, enhance and develop the professional skills of their staff and collaborators. The purpose of the action is to provide training and information and raise awareness among heads of staff and executives on the professional expertise and soft skills of others, and to promote the professional growth of technical and administrative staff.
<b>Objective</b>	<ul style="list-style-type: none"> <li>a. To help heads of staff and executives develop their ability to recognize and develop the professional skills of staff and collaborators.</li> <li>b. To indirectly encourage staff to apply for positions of responsibility.</li> </ul>
<b>Sub-Actions</b>	2.2.1. To get in touch with heads of staff and executives; 2.2.2. to organize training initiatives; 2.2.3. to deliver training.
<b>Direct target</b>	Heads of staff and executives
<b>Indirect target</b>	Administrative and technical staff
<b>Action coordinators</b>	The Equality and Diversity Office
<b>Outputs</b>	<ul style="list-style-type: none"> <li>• Training initiatives to raise awareness and strengthen skills.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Heads of staff and executives will be better prepared to recognise and develop the skills of potential candidates to top positions.</li> </ul>



<b>Human resources</b>	The Rector, Rector's 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 (Central Management, Human Resources and Organization Directorate), the Equality and Diversity Office.
<b>KPI SUPERA</b>	<ul style="list-style-type: none"><li>• number of meetings held;</li><li>• number of participants.</li></ul>

### **Action 2.3. Adoption of internal rules for equality in decision-making bodies**

<b>AREA</b>	2. Gender balance in senior management positions and decision-making bodies
<b>Brief description</b>	The action aims to amend the University Charter to ensure, where possible, gender balance in decision-making and supervisory bodies, and to monitor the impact of the amendment on the composition of the bodies in the short, medium and long term.
<b>Objective</b>	To amend the University Charter to promote gender equality.
<b>Sub-Actions</b>	2.3.1. Opening of the charter amending process; 2.3.2. monitoring the impact of the amendment when new appointments are made in decision-making and supervisory bodies; 2.3.3. drafting reports on the analysis of monitoring data.
<b>Direct target</b>	The University's decision-making bodies
<b>Indirect target</b>	The entire community of the University of Trento
<b>Action coordinators</b>	The Equality and Diversity Office, the Training and Continuing Professional Development Office
<b>Outputs</b>	<ul style="list-style-type: none"> <li>Increased number of women in decision-making and supervisory bodies</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Greater gender balance in decision-making and supervisory bodies.</li> </ul>
<b>Human resources</b>	The Rector, Rector's delegates, in particular the Vice-Rector for equality and diversity policies, the Central Management, the Equality and Diversity Office.
<b>KPI SUPERA</b>	<ul style="list-style-type: none"> <li>Amendment to the University Charter;</li> <li>number of women in decision-making bodies.</li> </ul>
<b>Priority level</b>	High

**Action 2.4. Training for individuals in roles of responsibility (heads of staff, directors, executives) to provide the skills required for evaluating staff and developing a leadership style that includes diversity management**

<b>AREA</b>	Area 2: Gender balance in senior management positions and decision-making bodies
<b>Brief description</b>	The action aims primarily to achieve the objective that had been set before the pandemic to provide individuals holding positions of responsibility with diversity management skills. It also aims to provide information and training to improve knowledge in the area of staff evaluation and awareness of biases and stereotypes.
<b>Objective</b>	Increase the skills of individuals in roles of responsibility for better inclusion.
<b>Sub-Actions</b>	<ul style="list-style-type: none"> <li>• Organization of information and training events.</li> </ul>
<b>Direct target</b>	Heads of staff, directors, executives
<b>Indirect target</b>	The entire community of the University of Trento.
<b>Action coordinator</b>	The Equality and Diversity Office
<b>Outputs</b>	<ul style="list-style-type: none"> <li>• Information and training events</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Better knowledge of diversity management issues;</li> <li>• better inclusion and staff well-being, in particular for female staff;</li> <li>• better knowledge of biases and stereotypes at play in the evaluation process.</li> </ul>
<b>Human resources</b>	The Rector, Rector's delegates, in particular the Vice-Rector for equality and diversity policies, Directorates (Central Management, Human Resources and Organization, etc.), the Equality and Diversity Office.
<b>KPI SUPERA</b>	<ul style="list-style-type: none"> <li>• Number of meetings held;</li> <li>• number of participants.</li> </ul>
<b>Priority level</b>	Medium



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## **Action 2.5. Initiatives for gender rebalancing in leadership positions**

<b>AREA</b>	2. Gender balance in senior management positions and decision-making bodies
<b>Brief description</b>	The University undertakes to carry out a feasibility study to explore the possibility of increasing the transparency in the appointment of decision makers and prepare an analysis on the effectiveness of evaluation models.
<b>Objective</b>	To consolidate the presence of women in decision-making and leadership positions and overcome gender asymmetries in academic careers.
<b>Sub-Actions</b>	2.5.1. Consider implementing actions that aim to improve the transparency of methods used for the appointment of decision-makers and reduce the power of informal networks; 2.5.2. devise a method to analyze the effectiveness of models for assessing excellence.
<b>Direct target</b>	Administrative and technical staff, academic and research staff
<b>Indirect target</b>	The entire community of the University of Trento.
<b>Action coordinators</b>	The Rector, the Equality and Diversity Office, the Vice rector for equity and diversity policies
<b>Outputs</b>	<ul style="list-style-type: none"> <li>• A feasibility study;</li> <li>• a report on the analysis of the effectiveness of the evaluation models.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Increased number of women in leadership positions</li> <li>• increased awareness of the existence of gender asymmetries in leadership positions and decision-making bodies;</li> <li>• increased awareness of the issue.</li> </ul>
<b>Human resources</b>	The Rector, Rector's delegates, in particular the Vice-Rector for equity and diversity policies, directorates, the Equality and Diversity Office.
<b>KPI SUPERA</b>	<ul style="list-style-type: none"> <li>• Feasibility study;</li> <li>• report.</li> </ul>
<b>Priority level</b>	High





### Summary Table of Priorities

Action	High priority	Medium priority	Low priority
Action 2.1. Mentoring courses and courses preparing for leadership positions	<b>X</b>		
Action 2.2. Awareness-raising and training activities for heads of staff and executives to develop their ability to recognize and enhance staff skills		<b>x</b>	
Action 2.3. Adoption of internal rules for equality in decision-making bodies	<b>X</b>		
Action 2.4. Training for individuals in roles of responsibility (heads of staff, directors, executives) to provide the skills required for evaluating staff and developing a leadership style that includes diversity management		<b>x</b>	
Action 2.5. Initiatives for gender rebalancing in leadership positions			
<b>Total</b>	<b>2</b>	<b>2</b>	<b>0</b>



### **Area 3: Gender equality in recruitment and career progression**

Based on the data illustrated above, there are still significant gender differences at the University of Trento in the choice of studies, and the number of women decreases constantly as they progress in their career. This is particularly the case for PhD students and temporary research staff, such as postdocs and researchers (RTD-a), with significant differences in different disciplinary areas. To reduce these imbalances, action must be taken at various levels: first, we must continue to collect data through the instruments already in place (the Annual Report on Equal Opportunities and the Gender Budget). Secondly, we should encourage collaboration with educators to overcome gender stereotypes, which affect the choices of university studies and, in particular, limit the access of female students to STEM disciplines. At the same time, measures should be adopted to encourage the career progression of the under-represented gender (where candidates have the same qualifications), to facilitate recruitment and combat gender stereotypes in evaluations. In compliance with current legislation on the membership of evaluation committees for the recruitment of research, teaching and administrative and technical staff, and for the selection of PhD students and the award of research grants, the University also has to monitor data from a gender perspective, and to take action where necessary.

These actions and objectives are connected with those of Area 2: Gender balance in senior management positions and decision-making bodies.

### **Action 3.1. Initiatives to help the academic and professional growth of temporary research staff, including in a gender perspective**

<b>AREA</b>	3: Gender equality in recruitment and career progression
<b>Brief description</b>	The University is committed to encourage the academic and professional growth of temporary research staff through a number of actions, events and organizational measures, and by giving them greater visibility, particularly for female staff and in STEM areas.
<b>Objectives</b>	<p>a. To support the academic and/or professional growth of temporary research staff (PhD students, grant holders, temporary researchers) through career support activities (e.g. career planning, mentoring, etc.).</p> <p>b. To promote mobility for grant holders through a proper fund.</p> <p>c. To give more visibility to PhD candidates and grant holders and increase their involvement within their departments and centres.</p>
<b>Sub-Actions</b>	<p>3.1.1. Adoption of communication tools to inform the department or centre community of the beginning and the end of collaborations of temporary staff;</p> <p>3.1.2. inclusion of PhD candidates and postdocs in initiatives organized by departments and centres;</p> <p>3.1.3. exploring the opportunity of adopting a strategy to increase the visibility of PhD candidates and postdocs in project teams, including at the stage of writing the project proposal;</p> <p>3.1.4. exploring the opportunity of adopting reward systems that facilitate career progression based on results rather than hours worked;</p> <p>3.1.5. initiatives to support the matching of supply and demand in non-academic sectors.</p>
<b>Direct target</b>	Temporary research staff (PhD students, grant holders, temporary researchers)
<b>Indirect target</b>	The entire community of the University of Trento.



<b>Action coordinators</b>	The Rector, the Equality and Diversity Office, departments and centres
<b>Outputs</b>	<ul style="list-style-type: none"> <li>• Visibility and communication tools;</li> <li>• feasibility studies for the planned actions;</li> <li>• events.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Increased visibility of temporary staff inside and outside their department or centre.</li> </ul>
<b>Human resources</b>	The Rector, Rector's delegates, in particular the Vice-Rector for equality and diversity policies, Directorates (Central Management, the Human Resources and Organization Directorate, etc.), the Equality and Diversity Office.
<b>KPI SUPERA</b>	<ul style="list-style-type: none"> <li>• Number of events organized;</li> <li>• number of actions taken to provide and disseminate information.</li> </ul>
<b>Priority level</b>	High

### **Action 3.2. Initiatives to support the recruitment and career progression of individuals of the under-represented gender**

<b>AREA</b>	3: Gender equality in recruitment and career progression
<b>Brief description</b>	The University is committed to implement a series of actions, in education and in recruitment and career progression procedures, that aim to encourage and support access to academic careers in a gender perspective.
<b>Objective</b>	<ul style="list-style-type: none"> <li>a. Encourage access to academic careers in all disciplinary areas;</li> <li>b. support career progression in a gender perspective.</li> </ul>
<b>Sub-Actions</b>	<p>3.2.1. Feasibility study on the reduction of tuition fees or the provision of other types of support to students enrolled in degree programmes where their gender is under-represented;</p> <p>3.2.2. maintaining and increasing education in schools to address gender stereotypes and provide female role models in science;</p> <p>3.2.3. introducing procedures to ensure equal opportunities in recruitment and career progression procedures: measures to encourage calls for research staff belonging to the least represented gender, by co-funding the cost expressed in POEs;</p> <p>3.2.4 acknowledgement of time spent on parental leave and sick leave in assessments for recruitment processes;</p> <p>3.3.5. establishment of mentoring programmes to support career advancement.</p>
<b>Direct target</b>	The entire University community
<b>Indirect target</b>	The entire University community and the local community
<b>Action coordinators</b>	The Rector, the Equality and Diversity Office, departments and centres
<b>Outputs</b>	<ul style="list-style-type: none"> <li>• education in schools;</li> <li>• feasibility study on tuition fees;</li> <li>• mentoring;</li> <li>• recognition of paternity and maternity leaves in selection procedures.</li> </ul>

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• A more informed student community on university education;</li> <li>• increased empowerment in career advancement.</li> </ul>
<b>Human resources</b>	The Rector, Rector's delegates, in particular the Vice-Rector for equality and diversity policies, Directorates (Central Management, the Human Resources and Organization Directorate, etc.), the Equality and Diversity Office.
<b>KPI SUPERA</b>	<ul style="list-style-type: none"> <li>• Number of courses delivered in schools;</li> <li>• feasibility study;</li> <li>• number of mentoring meetings;</li> <li>• number of persons who will have time spent on parental leave recognized in selection procedures.</li> </ul>
<b>Priority level</b>	High

### Summary Table of Priorities

<b>Action</b>	<b>High priority</b>	<b>Medium priority</b>	<b>Low priority</b>
Action 3.1. Initiatives to help the academic and professional growth of temporary research staff, including in a gender perspective	X		
Action 3.2. Initiatives to support the recruitment and career progression of individuals of the under-represented gender		x	
<b>Total</b>	<b>1</b>	<b>1</b>	<b>0</b>

## **Area 4: Integrating the gender dimension in research and education**

Gender disparity in research is determined by demand and supply factors and by organizational and institutional functioning<sup>22</sup>. The willingness and readiness of research institutions to recruit and promote female researchers (demand) can be distorted by beliefs and gender stereotypes based on which women and men have different skills and abilities, by unconscious, implicit bias, and statistical selection (saving on the costs of collecting information, which leads to consider someone more or less productive than someone else based on gender). Other factors include the difficulty of reconciling work and family life (supply) and the functioning of institutions.

As MIUR<sup>23</sup> highlighted, the persistence of gender inequalities is also a problem of effectiveness and efficiency of research. Gender inequalities in fact introduce discrimination based on gender; lead to privilege some topics and areas of research over others, in ways that are not independent of gender, and influence the progress of science, excluding a part of human resources that, with their talent, could contribute to its development. To counter these effects, the University is committed to promote gender balance in research groups, to recognize the scientific dignity of gender studies wherever possible, to provide information on gender issues, promoting gender balance in events, committees and panels. The University will also offer students interdisciplinary education and training, and encourage the training of qualified personnel through a second-level Master's Degree, introducing reward measures for a more equal gender balance.

### **Action 4.1. Organization of scientific events, training and information sessions on gender issues**

<b>AREA</b>	4: Integrating the gender dimension in research and education
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<sup>22</sup>Ministry of Education, University and Research (MIUR), Indicazioni per azioni positive del MIUR sui temi di genere nell'università e nella ricerca, [https://www.miur.gov.it/documents/20182/991467/Documento\\_+Indicazioni\\_azioni\\_positive\\_MIUR\\_su\\_temi\\_gener e.pdf/23e81cb6-f15a-4249-9bd6-cf4fdcd113a8?version=1.0](https://www.miur.gov.it/documents/20182/991467/Documento_+Indicazioni_azioni_positive_MIUR_su_temi_gener e.pdf/23e81cb6-f15a-4249-9bd6-cf4fdcd113a8?version=1.0)

<sup>23</sup>Ministry of Education, University and Research (MIUR), Indicazioni per azioni positive del MIUR sui temi di genere nell'università e nella ricerca, [https://www.miur.gov.it/documents/20182/991467/Documento\\_+Indicazioni\\_azioni\\_positive\\_MIUR\\_su\\_temi\\_gener e.pdf/23e81cb6-f15a-4249-9bd6-cf4fdcd113a8?version=1.0](https://www.miur.gov.it/documents/20182/991467/Documento_+Indicazioni_azioni_positive_MIUR_su_temi_gener e.pdf/23e81cb6-f15a-4249-9bd6-cf4fdcd113a8?version=1.0)

<b>Brief description</b>	The action aims to promote the organization or re-organization of scientific events and training on gender issues for the entire university community and/or for the general public, highlighting in particular the work of female researchers. A specific event is organized in memory of Valeria Solesin, to give visibility to the works of young researchers on the fight against gender discrimination and the promotion of equal opportunities.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>a. Promote education on gender issues and in all areas of study and research, in particular where discussion and in-depth study on the subject are less frequent, if not absent;</li> <li>b. provide for the training of all members of the University community on the distortion factors that cause the under-representation of women in research teams;</li> <li>c. promote gender mainstreaming and a strategy that values difference;</li> <li>d. promote equality among men and women in panels.</li> </ul>
<b>Sub-Actions</b>	<ul style="list-style-type: none"> <li>4.1.1. Organization of scientific, cultural and dissemination events and awareness-raising campaigns on gender issues;</li> <li>4.1.2. a training course (including online) for staff and teaching and research staff on gender issues;</li> <li>4.1.3 a training course (including online) for the student community on gender issues, taught by an interdisciplinary and interdepartmental group of teachers coordinated by the Centre for Interdisciplinary Gender Studies;</li> <li>4.1.4 an in-depth course on inclusive teaching (also in a gender perspective) in courses for the university's teaching staff;</li> <li>4.1.5. participation in initiatives on gender equality to commemorate Valeria Solesin, in collaboration with other universities;</li> <li>4.1.6. a feasibility study on the creation of specific information materials;</li> </ul>





	4.1.7 monitoring the composition of panels and identify a body that could collect reports on cases of asymmetry.
<b>Direct target</b>	The entire community of the University of Trento
<b>Indirect target</b>	The entire community of the University of Trento
<b>Action coordinators</b>	The Committee for equal opportunities (CUG), the Vice rector for equity and diversity policies, the Equality and Diversity Office
<b>Outputs</b>	<ul style="list-style-type: none"> <li>• Training events;</li> <li>• training courses.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Increased knowledge of the issue in the academic community;</li> <li>• increased visibility of the University's gender equality policies.</li> </ul>
<b>Human resources</b>	Human resources: the Vice-Rector for equity and diversity policies, the Human Resources and Organization Directorate, the Equality and diversity office, the Committee for equal opportunities, the Center for Interdisciplinary Gender Studies.
<b>KPI SUPERA</b>	<ul style="list-style-type: none"> <li>• number of training courses and awareness-raising initiatives;</li> <li>• number of events organized;</li> </ul>
<b>Priority level</b>	High

## **Action 4.2. Advanced education: first level Master's Degree in Diversity Management: Inclusion and Equity - GeDIE**

<b>AREA</b>	4: Integrating the gender dimension in research and education
<b>Brief description</b>	Based on experience learned in advanced education, the University launches another edition of the first level Master's degree in diversity management: Inclusion and Equality - GeDIE.
<b>Objective</b>	To promote the training of experts in the Master's topics.
<b>Sub-Actions</b>	4.2.1. Organization and management of the third edition of the Master.
<b>Direct target</b>	The entire community of the University of Trento and society
<b>Indirect target</b>	The entire community of the University of Trento and society
<b>Action coordinators</b>	The Centre for Interdisciplinary Gender Studies, the Vice rector for equity and diversity policies
<b>Outputs</b>	<ul style="list-style-type: none"> <li>• Third edition of the Master's</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Increased knowledge of the Master's topics within the academic community and civil society.</li> </ul>
<b>Human resources</b>	The Vice Rector for Equity and Diversity Policies, the Center for Interdisciplinary Gender Studies, the teaching staff of Departments and Centers, the Equality and diversity office, the Committee for equal opportunities.
<b>KPI SUPERA</b>	<ul style="list-style-type: none"> <li>• Launch of the third edition of the GeDIE Master</li> </ul>
<b>Priority level</b>	High

### **Action 4.3. Degree awards for final papers on gender issues and financial aid for gender research**

<b>AREA</b>	4: Integrating the gender dimension in research and education
<b>Brief description</b>	Degree awards for works on gender issues. A feasibility study on the allocation of financial aid to researchers submitting research proposals on gender issues.
<b>Objective</b>	To encourage dissertations and papers on gender issues and give visibility to such works.
<b>Sub-Actions</b>	4.3.1. Award of the prizes.
<b>Direct <i>target</i></b>	The student community of the University of Trento
<b>Indirect <i>target</i></b>	The entire community of the University of Trento and society
<b>Action coordinators</b>	Equality and Diversity Office
<b>Outputs</b>	<ul style="list-style-type: none"> <li>• Monetary prizes;</li> <li>• financial support.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Valorization and dissemination of academic works including a gender perspective;</li> <li>• increased visibility of gender issues.</li> </ul>
<b>Human resources</b>	The Vice-Rector for equality and diversity policies, directorates, the Equality and Diversity Office.
<b>KPI SUPERA</b>	<ul style="list-style-type: none"> <li>• Number of projects that received assistance.</li> </ul>
<b>Priority level</b>	Low

#### **Action 4.4. Integration of the gender dimension in courses of different disciplinary areas**

<b>AREA</b>	4: Integrating the gender dimension in research and education
<b>Brief description</b>	This action aims to consolidate the actions that have already been implemented to raise awareness on gender differences in different disciplinary areas and courses. Further actions will promote greater knowledge and awareness of gender issues from an interdisciplinary perspective (for example through courses made available across multiple departments or centres).
<b>Objective</b>	To make these issues known and raise awareness, to reach a wider audience who is less familiar with the subject, to make the subject part of the programme of study.
<b>Sub-Actions</b>	<p>4.4.1. evaluation of results achieved to date through previous actions;</p> <p>4.4.2. re-run of courses that have already been offered;</p> <p>4.4.3. feasibility studies on any new actions, in particular in the STEM area;</p> <p>4.4.4. feasibility assessment of a course that could be provided across different departments and centres on gender issues;</p> <p>4.4.5. monitoring, in all University departments and centres, of the current availability of courses on gender issues.</p>
<b>Direct target</b>	The student community of the University of Trento.
<b>Indirect target</b>	The entire community of the University of Trento and civil society
<b>Action coordinators</b>	The Equality and Diversity Office
<b>Outputs</b>	<ul style="list-style-type: none"> <li>• Mandatory training and courses in various disciplinary areas.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Increased knowledge of the issue;</li> <li>• increased encouragement to discuss the subject.</li> </ul>
<b>Human resources</b>	The Vice Rector for Equity and Diversity Policies, the Vice Rector for Teaching and Learning, the Center for Interdisciplinary Gender Studies, the Equality and diversity office.
<b>KPI SUPERA</b>	<ul style="list-style-type: none"> <li>• Number of courses provided.</li> </ul>

Priority level	Medium
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#### Action 4.5. Integrating the gender dimension in research

AREA	4: Integrating the gender dimension in research and education
Brief description	In line with the provisions of the EU strategy for <i>Responsible Research and Innovation</i> , initiatives will be launched to increase gender equality in research by promoting gender balance in research teams and integrating a gender dimension in research and innovation.
Objective	Improve the quality and the social importance of the knowledge produced, and reduce gender imbalances present in academic contexts and in society more generally.
Sub-Actions	<p>4.5.1. Training for researchers, in particular with a view to participating in European calls for proposals, providing specific examples for the various disciplines;</p> <p>4.5.2. support in the planning phase;</p> <p>4.5.2. promotion of gender equity in research groups (value mixed groups or gender balance in decision-making positions);</p> <p>4.5.3. consideration, where possible, of the different gender aspects and implications of research content;</p> <p>4.5.4. initiatives for gender mainstreaming in research (e.g. in the field of telemedicine or the construction of digital interfaces);</p> <p>4.5.5. funding for women researchers to participate in international scientific groups, conferences, etc.</p>
Direct Target	Teaching and Research Staff
Indirect target	The entire community of the University of Trento and civil society
Action coordinators	Equality and Diversity Office
Outputs	<ul style="list-style-type: none"> <li>• Introduction of gender mainstreaming in research projects</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>• Greater awareness of the issue.</li> </ul>



<b>Human resources</b>	The Vice Rector for Equity and Diversity Policies, the Vice Rector for research, the Center for Interdisciplinary Gender Studies, the Equality and Diversity Office.
<b>KPI SUPERA</b>	<ul style="list-style-type: none"> <li>• Number of training initiatives carried out;</li> <li>• number of participants in training initiatives or number of people who have received advice.</li> </ul>
<b>Priority level</b>	Medium

### Summary Table of Priorities

<b>Action</b>	<b>High priority</b>	<b>Medium priority</b>	<b>Low priority</b>
Action 4.1. Organization of scientific events, training and information sessions	x		
Action 4.2. Advanced education: first level Master's Degree in Diversity Management: Inclusion and Equity - GeDIE		x	
Action 4.3. Degree awards for final papers on gender issues and financial aid for gender research			x
Action 4.4. Integration of the gender dimension in courses of different disciplinary areas	x		
Action 4.5. Integrating the gender dimension in research		x	
<b>Total</b>	<b>2</b>	<b>2</b>	<b>1</b>



## **Area 5: Combating gender-based violence, workplace bullying, harassment and sexual harassment**

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 by institutions, and by universities, to provide information, recognize its cultural roots and uncover those who legitimize it. This will also be helpful for the victims of this violence. The University of Trento is committed to prevent and combat gender-based violence, harassment and sexual harassment, bullying, and discrimination.

The University will continue past actions and adopt new ones aimed at the university community, as an organization that is already offering various services to tackle the issue (internal regulations, the confidential counsellor, awareness-raising campaigns, etc.), and at civil society in general, through dissemination and awareness-raising events and collaborations with other organizations.

The actions included in this area therefore integrate and complement those included in Area 1 (work-life balance, culture and well-being in the organization).

**Action 5.1. Prevention and fight against mobbing, harassment, sexual harassment, discrimination: training and awareness raising tools**

<b>AREA</b>	5. Combating gender-based violence and sexual harassment
<b>Brief description</b>	The action has two goals. On the one hand, it provides support to the victims of gender-based violence through the instruments and regulations in place, which are maintained and updated, and new ones that can be adopted where necessary. At the same time, it aims to make the available instruments known and to raise awareness on the issue.
<b>Objectives</b>	<p>Develop a prevention, diagnosis, mediation and action strategy for cases of discrimination, harassment, bullying and similar situations.</p> <p>Organize dissemination events to help identify the cultural roots of discrimination, bullying and gender-based violence in the University and at the local level.</p>
<b>Sub-Actions</b>	<p>5.1.1. Review and update of the relevant internal regulations and of evaluation manuals, to ensure coherence among the different instruments and facilitate their dissemination in the university community and civil society;</p> <p>5.1.2. continuation of the series of meetings to present and promote the services offered by the Confidential counsellor, provide information on new regulations on workplace bullying and harassment, and advertise the services made available by the University;</p> <p>5.1.3. analysis and dissemination (with the University management and the Committee for equal opportunities) of the report of the Confidential Counsellor, and identification of areas of improvement;</p> <p>5.1.4 formulation of a proposal to assess staff performance that takes into consideration bullying, harassment and discrimination and the failure to address such behaviour;</p>



	<p>5.1.5. creation and dissemination of information and awareness-raising materials (web pages, brochures, materials for partners of the University);</p> <p>5.1.6. events and information and training courses for different target groups;</p> <p>5.1.7. initiatives to identify cases of harassment, sexual harassment and discrimination including among the student community (through questionnaires).</p>
<b>Direct target</b>	The entire community of the University of Trento
<b>Indirect target</b>	The entire community of the University of Trento
<b>Action coordinators</b>	Equality and Diversity Office
<b>Outputs</b>	<ul style="list-style-type: none"> <li>• Creation of up-to-date information materials and regulations;</li> <li>• organization of meetings;</li> <li>• publication and dissemination of one or more questionnaires to assess the impact of actions and gather information;</li> <li>• appointment of trained staff who can provide support to victims.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Increased support for the victims of discrimination, bullying, or other situations;</li> <li>• increased knowledge of the issue;</li> <li>• increased availability of data;</li> <li>• increased willingness among entities and organization that collaborate with the University to prevent inappropriate behaviour, discrimination, harassment and sexual harassment.</li> </ul>
<b>Human resources</b>	The Vice Rector for Equity and diversity policies, the Vice-Rector for Organizational well-being and employee relations, the Confidential counsellor, the Human resources and organization directorate, the Committee for equal opportunities, the Evaluation



	group, Health and Safety Representatives, the Equality and diversity office.
<b>KPI SUPERA</b>	<ul style="list-style-type: none"><li>• published information material (online/paper);</li><li>• number of meetings organized (at the University and elsewhere);</li><li>• number of surveys conducted;</li><li>• annual report of the Confidential counsellor;</li><li>• reports and documents generated by data processing.</li></ul>
<b>Priority level</b>	High



## Action 5.2. Preventing and combating violence

<b>AREA</b>	5. Combating gender-based violence and sexual harassment
<b>Brief description</b>	Awareness-raising initiatives and information and training courses for the university community as a whole and/or for the public at large. Strengthening of existing instruments to support the victims of violence and direct them to services that can be of help, including thanks to the local, national and international networks of which the University is part.
<b>Objective</b>	To raise awareness and disseminate information on gender violence and how to fight it; to support the victims of violence and direct them to services that can be of help.
<b>Sub-Actions</b>	<p>5.2.1 Promotion of annual initiatives on the occasion of the International Day for the Elimination of Violence against Women, on 25 November;</p> <p>5.2.2 organization of cultural events, dissemination initiatives and awareness raising campaigns on gender-based violence;</p> <p>5.2.3 participation in networks, projects and surveys to prevent and combat gender-based violence at the local, national and international level;</p> <p>5.2.4. a training course (including online) for staff on gender-based violence;</p> <p>5.2.4 a training course (also online) for the student community on gender-based violence;</p> <p>5.2.7. continuation of the Fuori dall'Ombra - Out of the Shadow project: design and construction of other red benches, involving the entire university community, including students, and dissemination of knowledge about women scientists and their role in history;</p> <p>5.2.8. participation in the Memorandum of Understanding to prevent and combat gender-based violence in the province of Trento;</p>

	<p>5.2.9. an awareness campaign against harassment and sexual harassment;</p> <p>5.2.10. a feasibility study to create an interdepartmental course on gender-based violence</p>
<b>Direct target</b>	The entire community of the University of Trento
<b>Indirect target</b>	The entire community of the University of Trento and civil society
<b>Action coordinators</b>	The Committee for equal opportunities (CUG), the Equality and Diversity Office
<b>Outputs</b>	<ul style="list-style-type: none"> <li>• Awareness-raising events;</li> <li>• information and training courses</li> <li>• an assessment of the opportunity of continuing the Fuori dall'Ombra - Out of the Shadow project.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Increased knowledge of the issue within the academic community and civil society.</li> </ul>
<b>Human resources</b>	The Vice-Rector for equity and diversity policies, the Human Resources and Organization Directorate, the Communication and External Relations Directorate, the Equality and diversity office, the Committee for equal opportunities, the Center for Interdisciplinary Gender Studies.
<b>KPI SUPERA</b>	<ul style="list-style-type: none"> <li>• number of information and training courses and awareness-raising initiatives;</li> <li>• continuation and development of the Fuori dall'Ombra - Out of the Shadow project;</li> <li>• participation in networks, at provincial and national level;</li> <li>• number of events organized.</li> </ul>
<b>Priority level</b>	High

### **Action 5.3. Awareness raising for prevention purposes**

<b>AREA</b>	5. Combating gender-based violence and sexual harassment
<b>Brief description</b>	Stereotypes, including gender stereotypes, can lead to violence and discrimination but they can be overcome through the valorization of differences, including gender differences. Action will be taken to enhance differences (through scientific events, dissemination events and information campaigns) and encourage inclusion.
<b>Objective</b>	Launch information, training and awareness-raising initiatives on differences for the university and city community, including through the dissemination of existing tools (e.g. the Guidelines for respectful language).
<b>Sub-Actions</b>	<p>5.3.1. Organization of a series of theatre performances (in collaboration with CUG, Opera Universitaria and Circoscrizione Oltrefersina);</p> <p>5.3.2 organization of cultural events, dissemination initiatives and awareness raising campaigns on the value of differences, including gender differences;</p> <p>5.3.3 actions to further disseminate and implement the University Guidelines for respectful language;</p> <p>5.3.4 dissemination of the Guidelines at the local level;</p> <p>5.3.5 creation of an online training course for staff on the use of a language that respects gender differences;</p> <p>5.3.6. training on the Guidelines for new members of staff.</p>
<b>Direct target</b>	The entire community of the University of Trento
<b>Indirect target</b>	The entire community of the University of Trento and civil society
<b>Action coordinators</b>	The Committee for equal opportunities (CUG), the Equality and Diversity Office
<b>Outputs</b>	<ul style="list-style-type: none"> <li>• Training events and meetings;</li> <li>• dissemination of the Guidelines in print form.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Increased knowledge of the topics at issue.</li> </ul>

<b>Human resources</b>	The Vice-Rector for equity and diversity policies, the Human Resources and Organization Directorate, the Communication and External Relations Directorate, the Equality and diversity office, the Committee for equal opportunities, the Center for Interdisciplinary Gender Studies.
<b>KPI SUPERA</b>	<ul style="list-style-type: none"> <li>• Number of copies of the Guidelines printed or consulted online;</li> <li>• number of events organized.</li> </ul>
<b>Priority level</b>	High

### Summary Table of Priorities

Action	High priority	Medium priority	Low priority
Action 5.1. Prevention and fight against mobbing, harassment, sexual harassment, discrimination: training and awareness raising tools	x		
Action 5.2. Preventing and combating violence		x	
Action 5.3. Awareness raising for prevention purposes	x		
Total	2	1	0

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