

# Gender Equality Plan (GEP) 2025-2027



UNIVERSITÀ  
DI TRENTO

## Gender Equality Plan (GEP)

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## Introduction

The University of Trento has long identified among its strategic objectives the promotion of gender equality and the inclusion of the gender dimension in research and education, welcoming the indications of the European Union.

The Gender Equality Plan (GEP) of the University, now in its second edition, represents an opportunity to strengthen and further develop the objectives in this area, in accordance with the Strategic Plan 2022-2027, the Gender Budget 2024 and the Plan for Positive Action 2025-2027, which is part of the Integrated Plan of Activities and Organisation (PIAO). The GEP is a Gender Mainstreaming tool, aimed at strengthening and further developing the interventions and tools put in place by the vast network of actors that are involved in this area within the University: the Vice-Rector for equality and diversity policies and the Delegates for equality and diversity at departments and centres, and the Committee for equal opportunities (CUG), the Diversity Management Office, the Human Resources and Organization Directorate, the support services.

In particular, the GEP makes it possible to plan the actions necessary to overcome gender gaps – which represent a limit both individually and collectively – that are still present within a complex organization such as the university. In addition, the plan calls for the integration of the gender dimension in research, where relevant, helping to make its results more accurate and raising awareness of gender bias and its consequences, including in the field of technological innovation.

Through the GEP and in compliance with the other planning tools, the University is committed to implement the UN Sustainable Development Goals (SDGs), not only as regards Goal number 5 (gender equality), but in a transversal way to all the objectives.

## Highlights

- This edition of the Gender Equality Plan is the result of the analyses contained in the Gender Budget 2024, approved by resolution of the Governing Board of 27 March 2025, which also offer a detailed overview of the results achieved with the actions taken by the University to overcome gender asymmetries. Another point of reference is the reflection on the results and actions undertaken with the 2022-2024 GEP, which was subject to annual self-assessment and ended in 2025. Some activities of the previous planning period continued in 2025, together with the recreation of the working group.
- The GEP is also aligned with University's other planning tools, in particular the Strategic Plan, the Plan for Positive Action (PAP), now integrated into the Integrated Plan of Activities and Organisation (PIAO), the three-year Budget and the Personnel Planning, which is updated annually.
- The document takes into account all the 5 areas of intervention suggested by the "Vademecum per l'elaborazione del Gender Equality Plan negli Atenei Italiani", the

Guidelines of the European Commission, the indications from the European Institute for Gender Equality (EIGE) for the implementation of innovative strategies aimed at cultural change, and the promotion of equal opportunities in universities and research centres, as well as the results that emerged from the analyses carried out in the context of a number of research projects (for example the project "Pro-gendering - PROMoting Gender mainstrEaming iN acaDemia through theE enhancement of gender equality and iNclusion in hiGher education"). It also includes a cross-cutting area that requires the self-assessment of the GEP.

- In drafting this document, due consideration was given to the various components of the university community and to organisational and academic structures, reflecting the cross-cutting nature of the objectives.
- For each area, the references to the 2030 Agenda for Sustainable Development are indicated (United Nations, 2015), together with the actions, the action coordinators and the indicators for self-assessment.
- The actions are funded through resources allocated by the University within the Plan for Positive Action (see PIAO) and the Strategic Plan 2022-2027; these are integrated with the resources specifically allocated to initiatives financed within the budget of the University or of Directorates (for example, the costs for the university childcare centre).

## Objectives

As an instrument, the GEP 2025-2027 aims to plan, support and monitor the University's gender equality objectives in a consistent and structured manner, as they are an integral part of the University's Strategic Plan for 2022-2027. The GEP therefore proves to be a transformative and transversal tool for the different areas and functions of the University, favouring the integration of the gender dimension in its various activities.

The GEP is based on the recognition of the central role of the people who make up the academic community, as individuals with different skills, aspirations, identities and backgrounds. The ultimate objective of the Plan is to create the conditions so that each person can be valued for who they are and for the contribution they offer, in a fair and inclusive study and work environment.

In this context, the GEP takes gender as one of the structural dimensions that affect opportunities, participation conditions and academic and professional paths.

The Plan also adopts a perspective that recognises the plurality of identities and experiences, based on the assumption that inequalities can arise from the intersection of multiple dimensions – such as gender, age, origin, disability, sexual orientation and other personal and social characteristics. In this sense, the GEP is inspired by an intersectional approach, aimed at promoting equal opportunities and fair conditions for all people in their complexity.

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

- **Fixing the numbers of women:** become aware of gender asymmetries within institutions and implement actions to increase women's participation and representation;
- **Fixing the institutions:** promoting gender equality through structural changes (in recruitment, career progression, etc.);
- **Fixing the knowledge:** increasing awareness and the ability to recognise gender bias in research and innovation processes, to improve the quality of results and produce more useful and inclusive social and economic impacts.

The plan aims, first of all, to introduce structural changes in the University, understood as an organization, and therefore aimed at the management and development of human resources and the promotion of study and work environments that guarantee people's well-being. Examples include: the identification of measures for a more equal gender representation in governing bodies; interventions to overcome asymmetries between women and men in careers; actions aimed at offering services that promote a balance between life and work; as well as the identification of innovative tools to combat gender stereotypes, which can influence organizational processes and practices and generate discriminatory phenomena.

In line with the institutional missions of the University (teaching, research and third mission), the GEP plays a cross-cutting role that also affects internal and external stakeholders. The Plan aims, in fact, to strengthen the quality and impact of academic activities, fully enhancing people's potential and promoting more inclusive and innovative contexts. In this direction, the expansion and diversification of research groups, the use of more plural analytical categories and the opening to new scientific or administrative networks and collaborations are essential. The GEP facilitates the introduction of gender mainstreaming perspectives in teaching and curricula and promotes more equitable access to higher education by female and male students across all disciplinary areas. Therefore, both actions aimed at increasing the number of women in scientific and technological disciplines (in particular in the stem area) and those aimed at promoting a greater number of male students in the humanities and social sciences, as well as the conscious and systematic integration of the gender dimension in research and education, are equally important. The gender dimension in research and education means the conscious and systematic integration of the gender perspective in contents and methods, where relevant; in research, it includes its impacts and applications; in teaching and learning, the educational contexts and teaching methods, also in view of integrating education with more appropriate interpretative tools for those who in the future will take on professional roles in various areas.

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

- identify gender inequalities and discrimination;
- implement targeted actions and strategies to reduce and prevent them;
- define objectives and monitor their achievement through appropriate indicators, in order to assess the effectiveness and impact of the measures adopted.

Based on the analysis of university data and in line with CRUI guidelines, the GEP of the University of Trento is developed bearing in mind the following objectives and areas of intervention, as suggested by the European Commission:

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 advancement;
4. Integration of the gender dimension in research and education, where relevant.
5. Combating gender-based violence, workplace bullying, harassment and sexual harassment.

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 departments, centres, facilities and organisational structure in its different stages, from planning, to the identification of indicators, the implementation of actions and the self-assessment, 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" by the GEP Working Group of the CRUI Committee on Gender Issues (2021), which was published after 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, to promote a participatory process involving the various components of the University:

- analysis of data, procedures, processes and practices from a gender perspective;
- planning;
- establishment and expansion of the network of stakeholders;
- self-assessment.

In the first phase – data collection and analysis – a wide variety of quantitative and qualitative data<sup>1</sup> are systematically collected and examined, using the analyses conducted by the University over the years.

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 therefore examined gender-sensitive data, the actions taken in recent years, the

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<sup>1</sup> In addition to the annual surveys on organisational well-being, see also the data collected through the Annual report on equal opportunities, the 2024 Gender Budget, the Annual reports of the Committee for equal opportunities.

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 aims to pursue and the indicators it will use in its assessment, in collaboration with other actors. The actions are designed for administrative and technical staff, teaching and research staff, doctoral students, staff holding research contracts 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 "GEP Coordination committee"<sup>2</sup> (hereinafter "Coordination committee"), chaired by the Vice Rector for Equity and Diversity Policies with help from the Equity and Diversity Office.

The results are self-assessed using SMART indicators (Specific, Measurable, Accessible, Relevant and Time-defined). These indicators are relevant to each action and specified in the action information sheet to make the self-assessment of each action objective, quick and usable, to compare (in the future, if that is the case) the results achieved if the action will be implemented again, or to compare similar actions implemented in different areas, at national or local level.

## Background

The objectives of the Gender Equality Plan (GEP) of the University of Trento, and the actions to achieve them, are identified thanks to consolidated experience in the collection and analysis of data in a gender perspective. The data are not published here, for brevity, but they are updated and published periodically online<sup>3</sup>

Another important element in the definition of the context is given by the individuals and bodies that are involved in promoting gender equality in the University, listed below:

### **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 assessment of activities in this area; he or she also promotes collaboration between the various parties involved, taking advantage of the support of the Equity and Diversity Office.

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<sup>2</sup> The Coordination committee is made up of: the Rector, the Vice Rector for Equity and Diversity Policies, the Vice Rector for Planning and Resources, the Vice Rector for Research, 2 Directors and 2 of the Delegates for Equity and Diversity at departments and centres, the Director General, the President of the Committee for Equal Opportunities (CUG), the President of the Student Council, the President of the Council of Doctoral Students and Holders of Research Contracts, the Head of the Equality and Diversity Office.

<sup>3</sup> In particular, see the most recent editions of the Gender Budget and the Equal Opportunities Report at <https://www.unitn.it/it/ateneo/equita-diversita-e-inclusione/pari-opportunita-e-identita>.

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

Each academic unit has an Equity and Diversity Delegate, who collaborates with the Vice Rector for Equity and Diversity Policies in the definition of policies in this area and in the implementation of interventions, with the technical support of the Equity 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.

## **Committee for equal opportunities - CUG**

The Committee for Equal Opportunities (CUG) of the University aims at combating all forms of discrimination and violence, as well as promoting equal opportunities and organizational well-being for all members of the University. It has proactive, advisory and monitoring powers, also using programming and monitoring tools, such as the Plan for Positive Action and the Annual Report. In addition to student representatives for equity and diversity, the representatives of the Council of Doctoral Students and Holders of Research Contracts may also be invited to the meetings of the Committee.

## **Centre for Interdisciplinary Gender Studies**

The Centre for Interdisciplinary Gender Studies (CSG) promotes interdisciplinary research in this area, adopting a gender perspective as a key to understanding and taking action.

## **Confidential Counsellor**

The Confidential Counsellor provides free advice and assistance on a confidential basis to employees and students who are victims of harassment, bullying and discrimination, and intervenes to resolve situations of discomfort and promote a work environment that respects the dignity of each person, in accordance with the Code of Ethics. He or she works in collaboration with the CUG, including to prevent these phenomena and raise awareness about them.

## **Equality and Diversity Office**

The office supports the Rector, Vice Rectors 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 equality 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.

## Areas of intervention

AREA	NUMBER OF OBJECTIVES	NUMBER OF ACTIONS
1. Work-life balance, health, safety, well-being in light of differences; culture and well-being in the organization	5	18
2. Gender balance in senior management positions and decision-making bodies	4	6
3. Gender equality in recruitment and career advancement	4	8
4. Integrating the gender dimension in research and education	2	8
5. Combating gender-based violence, workplace bullying, harassment and sexual harassment	3	11
All areas: self-assessment	1	1
<b>TOTAL</b>	<b>19</b>	<b>52</b>

## Summary Table of Priorities

Area, objective and action	High priority	Medium priority	Low priority
<b>Area 1 - Work-life balance, health, safety, well-being in light of differences; culture and well-being in the organization</b>			
<b>Goal 1.</b> Collection and analysis of data on the university community, with regard to gender and other differences, with the aim of planning the actions to be implemented			
Action a) Optimization of data collection aimed at preparing the Annual Report on Equal Opportunities and the Gender Budget.	x		
<b>Goal 2.</b> Evaluation of interventions to support work/life balance, and verification of feasibility of expanding and strengthening initiatives			
Action a) Administration of the evaluation questionnaire on ongoing interventions;	x		
Action b) Verification of the feasibility of strengthening and expanding services, including the information part, taking into account the different phases of life;	x		
Action c) Interventions to improve protected spaces, with a view to providing information;		x	

Area, objective and action	High priority	Medium priority	Low priority
Action d) Maintaining different flexible working arrangements for administrative and technical staff, also taking into account age-related factors;	x		
Action e) Feasibility checks for the adoption of new measures, the continuation of work/life balance arrangements, the strengthening of information for academic staff, female doctoral students and other fixed-term staff;		x	
Action f) Drafting of recommendations for a family-friendly organisation in defining institutional, educational and professional commitments for administrative and technical staff and academic staff with family responsibilities;		x	
Action g) Reintroduction of the "Buon rientro" project (for staff coming back after long periods of absence, for parental leave or other reasons).		x	
<b>Goal 3:</b> Family Audit and collaboration at the local level			
Action a) Maintaining the Family Audit certification and collaboration initiatives with third parties at the local level	x		
<b>Goal 4.</b> Participation in surveys, projects and initiatives on equal opportunities, work-life balance and organizational well-being at national/international level			
Action a) Participation in educational and scientific initiatives.		x	
<b>Goal 5.</b> Creation of healthy and inclusive work environments, to promote people's well-being in all its dimensions, taking into account their different identities, including in an intersectional perspective			
Action a) Continuation of the discussion table on "Security, differences and inclusion": programming, drafting and dissemination of the five-year report 2020-2025, training and awareness-raising initiatives, strengthening of communication activities;	x		
Action b) Training and awareness-raising initiatives for the university community;		x	
Action c) New edition of the sex education course for students;		x	
Action d) Continuation of the "Distribuire benessere" project, as regards the provision of hygienic-sanitary materials;			x

Area, objective and action	High priority	Medium priority	Low priority
Action e) Promotion of knowledge of bodies and services aimed at well-being and combating discrimination;	x		
Action f) Initiatives to promote the use of gender-friendly language;		x	
Action g) Update and dissemination of the LGBT+ Glossary;		x	
Action h) Adoption of all-gender bathrooms.		x	
<b>Area 2 - Gender balance in senior management positions and decision-making bodies</b>			
<b>Goal 6.</b> Empowerment of women in positions of responsibility; improvement of skills for administrative and technical staff in leading roles in view of Diversity Management			
Action a) Training on female leadership and empowerment;		x	
Action b) Training on organisational skills, evaluation systems and leadership styles based on Diversity Management.			x
<b>Goal 7.</b> Increasing the number of women in leadership roles in academic institutions; improving the skills of faculty members with leadership roles in academic institutions in view of Diversity Management			
Action a) Courses and workshops to develop skills for taking on leadership roles in academic structures, to promote a greater presence of women in top positions;			x
Action b) Training for faculty members leading academic structures on organisational skills, evaluation systems and leadership styles based on Diversity Management.			x
<b>Goal 8.</b> Gender balance in bodies and committees			
Action a) Recommendations to promote gender balance in bodies (where possible), committees, working groups, and more	x		
<b>Goal 9.</b> Data monitoring			
Action a) Continuation of the data collection activity.	x		
<b>Area 3 - Gender equality in recruitment and career advancement</b>			
<b>Goal 10.</b> Supporting the academic and professional development of PhD students and staff with fixed-term contracts			

Area, objective and action	High priority	Medium priority	Low priority
Action a) Verification of feasibility for the implementation of academic mentoring courses;		x	
Action b) Recommendations to increase the visibility of research projects by PhD candidates and other figures in project teams and academic structures.		x	
<b>Goal 11.</b> Initiatives to support the recruitment and career advancement of teaching and research staff for the under-represented gender			
Action a) Maintaining forms of support to encourage the recruitment and career advancement of the underrepresented gender; evaluation and updates, as appropriate;	x		
Action b) Promotion of gender equality in the panels of scientific events organised by the University and in research groups.		x	
<b>Goal 12.</b> Fair composition of the evaluation committees			
Action a) Promotion of an equitable gender composition in the evaluation committees for the recruitment of teaching, research, administrative and technical staff, in application of the reference standard;	x		
Action b) Awareness-raising actions regarding gender bias in evaluation processes.			
<b>Goal 13.</b> Combating gender stereotypes			
Action a) Continuing and expanding training and awareness-raising initiatives for schools on gender stereotypes and the enhancement of positive role models of women in science;			
Action b) Training for staff dealing with institutional communication for non-stereotyped communication (also from an intersectional perspective).		x	
<b>Area 4 - Integrating the gender dimension in research and education</b>			
<b>Goal 14.</b> Promotion and support of educational initiatives focused on gender issues			
Action a) Continuing the offer of courses of academic structures focused on gender issues;	x		
Action b) Launch of the Microcredential Course in Gender Studies;	x		

Area, objective and action	High priority	Medium priority	Low priority
Action c) Continuation in academic year 2026/2027 of the first level master's course 'Diversity Management, Inclusion and Equity - GeDIE' and monitoring of the initiative;		x	
Action d) Continuation of the initiative "Pratiche di cittadinanza".		x	
<b>Goal 15. Integrating the gender dimension in research</b>			
Action a) Awareness-raising and training initiatives aimed at teaching and research staff on the gender dimension in research;		x	
Action b) Support the dissemination of results of research, carried out within the University, that integrate the gender dimension;	x		
Action c) Recommendations for the establishment of gender-balanced research groups and feasibility assessment for supporting such groups;			x
Action d) Continuation of the initiative aimed at awarding prizes for theses on equality, diversity, inclusion.		x	
<b>Area 5 - Combating gender-based violence, workplace bullying, harassment and sexual harassment</b>			
<b>Goal 16. Actions</b>			
Action a) Update of the risk assessment document (DVR) with a view to combating gender-based violence, etc.;	x		
Action b) Adoption of tools to improve the reporting process of incidents related to this area of intervention and cooperation between the different entities and bodies with expertise in the field;		x	
Action c) Continuation of the support service provided by the Anti-violence Centre and evaluation of any areas for improving the service;		x	
Action d) Training for technical and administrative staff on these issues;	x		

Area, objective and action	High priority	Medium priority	Low priority
Action e) Initiatives to identify cases of harassment, sexual harassment and discrimination, particularly in the student community (MUR survey).		x	
<b>Goal 17. Communication</b>			
Action a) Drafting a short guide to recognize these phenomena and identify the tools available;		x	
Action b) Continuation of the Safety tips Project, for the part on harassment and discrimination with the involvement of the student community;	x		
Action c) Continuation and development of activities aimed at increasing the visibility the Confidential Counsellor and other bodies and services in this area.	x		
<b>Goal 18. Dissemination and networking activities</b>			
Action a) Continuation of the "Out of the Shadow: Red Benches" project;	x		
Action b) Various educational and scientific initiatives on gender-based violence, harassment and sexual harassment;		x	
Action c) Maintaining collaborations in the context of networks, projects and surveys to prevent and combat gender-based violence at the local, national and international level.			x
<b>All areas - Self-assessment</b>			
<b>Goal 19. Self-assessment of the actions included in the GEP</b>			
Action a) Periodic self-assessment.	x		
Total by priority	21	25	6

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

The University of Trento, as confirmed by the Family Audit certification, has a consolidated experience in promoting work-life balance and parenthood policies, in particular, for young people and women.

The University undertakes to continue its self-assessment in a gender perspective, to maintain the services to support work-life balance, to carry out feasibility checks to further improve its policies, including in view of the ageing of the staff.

Finally, starting in 2019, various projects have been developed to promote health, safety and well-being in light of differences, also in relation to the proposals of the "Safety, Differences and Inclusion" discussion table.

<b>Reference to Sustainable Development Goals</b>	SDG 3 - Health and Well-being SDG 5 - Gender equality SDG 8 - Decent work and economic growth SDG 10 - Reduced inequalities
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Goals	Actions	Coordinators	Indicators
<b>1. Collection and analysis of data on the university community, with regard to gender and other differences, with the aim of planning the actions to be implemented</b>	a) Optimization of data collection aimed at preparing the Annual Report on Equal Opportunities and the Gender Budget.	CUG President, Vice Rector for Equality and Diversity Policies, Directorate General - Equality and Diversity Office (action a)	Drafting of the Equal Opportunities Report for 2023, 2024, 2025 and new edition of the Gender Budget (2027).
<b>2. Evaluation of interventions to support work-life balance, and verification of feasibility of expanding and strengthening initiatives</b>	a) Administration of the evaluation questionnaire on ongoing interventions; b) Verification of the feasibility of strengthening and expanding services, including the information part, taking into account the different phases of life;	DRUO Head (actions a, b, d, e, g); DCA Head (action b, in collaboration with DRUO); Heads of DCRE/DPI (action c); Directorate General - Equality and	Administration of the questionnaire; Feasibility checks for the strengthening and expansion of services for administrative and technical staff, faculties and researchers and others, even on a temporary basis (e.g. emergency/temporary baby-sitting, agreements for assistance services for people who need home

Goals	Actions	Coordinators	Indicators
	<p>c) Interventions to improve protected spaces, with a view to providing information;</p> <p>d) Maintaining different flexible working arrangements for administrative and technical staff, also taking into account age-related factors;</p> <p>e) Feasibility checks for the adoption of new measures, the continuation of work/life balance arrangements, the strengthening of information for academic staff, female doctoral students and other fixed-term staff;</p> <p>f) Drafting of recommendations for a family-friendly organisation in defining institutional, educational and professional commitments for administrative and technical staff and academic staff with family responsibilities;</p> <p>g) Reintroduction of the "Buon rientro" project (for staff coming back after long periods of absence, for parental leave or other reasons).</p>	<p>Diversity Office (action f)</p>	<p>care, e.g. for research periods abroad, deliveries, etc.); maintaining flexible working arrangements for administrative and technical staff; renewal, integration and monitoring of support systems for staff coming back to work after long periods of absence/parental leaves/childbirth.</p>
<p><b>3. Family Audit and collaboration at the local level</b></p>	<p>a) Maintaining the Family Audit certification and collaboration initiatives with third parties at the local level</p>	<p>DRUO Head (action a)</p>	<p>Maintaining the of Family Audit certification.</p>
<p><b>4. Participation in surveys, projects and initiatives on equal opportunities, work-</b></p>	<p>a) Participation in educational and scientific initiatives.</p>	<p>CUG President, Vice Rector for Equality and</p>	<p>Participation in at least 1 initiative.</p>

Goals	Actions	Coordinators	Indicators
<p><b>life balance and organizational well-being at national/international level</b></p>		<p>Diversity Policies, Directorate General - Equality and Diversity Office (action a)</p>	
<p><b>5. Creation of healthy and inclusive work environments, to promote people's well-being in all its dimensions, taking into account their different identities, including in an intersectional perspective</b></p>	<p>a) Continuation of the discussion table on "Security, differences and inclusion": programming, drafting and dissemination of the five-year report 2020-2025, training and awareness-raising initiatives, strengthening of communication activities;</p> <p>b) Training and awareness-raising initiatives for the university community;</p> <p>c) New edition of the sex education course for students;</p> <p>d) Continuation of the "Distribuire benessere" project, including as regards the provision of hygienic and sanitary materials</p> <p>e) Raise awareness on the existence of bodies and services aimed at promoting well-being and combating discrimination;</p> <p>f) Initiatives to promote the use of gender-friendly language;</p> <p>g) Update and dissemination of the LGBT+ Glossary;</p> <p>h) Adoption of all-gender bathrooms.</p>	<p>Coordinators of the discussion table "Safety, differences and Inclusion" (action a); DRUO Head (actions a, b); DPI Head (actions a, d, h); DG - Equality and Diversity Office (actions e, f, g); Vice Rector for equality and diversity policies (action c).</p>	<p>Drafting and dissemination of the Report of the discussion table on "Safety, differences and inclusion" 2020-2025; new edition of the Sexual Education Course for students; training/awareness-raising initiatives for the use of a gender-friendly language in institutional communication.</p>

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

The most recent edition of the University's Gender Report, which contains 2022 data, shows a significant improvement in the presence of women in the University's governance bodies, which has reached 28.4%, an increase of more than 8 percentage points compared to the previous edition. However, gender asymmetries remain, in particular with regard to leadership positions in academic structures. This is the result of several factors, which require the continuation of actions aimed at gender rebalancing. As regards the management structure, there are two out of eight executive positions are held by women.

The actions identified include support for the individual professional growth of women in technical-administrative, teaching and research staff roles, as well as the strengthening of tools for the evaluation, recognition and enhancement of the skills of those who already hold positions of responsibility. In addition, it may be useful to adopt some structural measures that may facilitate a greater presence of women in decision-making positions.

<b>Reference to Sustainable Development Goals</b>	SDG 5 - Gender equality SDG 10 - Reduced inequalities SDG 16 - Peace, justice and strong institutions
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Goals	Actions	Coordinators	Indicators
<b>6. Empowerment of women in positions of responsibility; improvement of skills for administrative and technical staff in leading roles in view of Diversity Management</b>	a) Training on female leadership and empowerment; b) Training on organisational skills, evaluation systems and leadership styles based on Diversity Management.	DRUO Head (actions a, b).	Implementation of at least 1 training action.
<b>7. Increasing the number of women in leadership roles in academic institutions; improving the skills of faculty members with leadership roles in academic institutions in view of Diversity Management</b>	a) Courses and workshops to develop skills for taking on leadership roles in academic structures, to promote a greater presence of women in top positions; b) Training for faculty members leading academic structures on organisational skills, evaluation systems and	Vice Rector for equality and diversity policies, DRUO.	Implementation of at least 1 training action.

Goals	Actions	Coordinators	Indicators
	leadership styles based on Diversity Management.		
<b>8. Gender balance in bodies and committees</b>	a) Recommendations to promote gender balance in bodies (where possible), committees, working groups, and more.	Vice Rector for equality and diversity policies.	Drafting of recommendations.
<b>9. Data monitoring</b>	a) Continuation of the data collection activity.	Vice Rector for equality and diversity policies, CUG President, DG - Equality and Diversity Office.	Monitoring in the framework of the Equal Opportunities Report and the Gender Budget.

## Area 3: Gender equality in recruitment and career advancement

Gender asymmetries remain, despite the efforts, both in careers and in study and work, with consequences that impact at the individual level and on the entire community.

The actions in this area include continuing with the data collection and analysis, and adopting initiatives, aimed at teachers and students of middle and high schools, to increase awareness of gender stereotypes, which also affect the choices of university courses, in STEM for girls, in HSS for boys. At the same time, measures should be adopted to encourage the career advancement of the under-represented gender (where candidates have the same qualifications), to facilitate recruitment and combat gender stereotypes in evaluations (see also the initiatives described in Areas 1 and 2), and to monitor and, where necessary, urge compliance with the legislation on the composition of the selection committees.

<b>Reference to Sustainable Development Goals</b>	SDG 4 - Quality education SDG 5 - Gender equality SDG 8 - Decent work and economic growth SDG 9 - Business, Innovation and Infrastructure SDG 10 - Reduced inequalities
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Goals	Actions	Coordinators	Indicators
<b>10. Supporting the academic and professional</b>	a) Verification of feasibility for the implementation of	Vice Rector for equality and diversity policies (actions a,	Checking the feasibility of mentoring courses;

Goals	Actions	Coordinators	Indicators
<b>development of PhD students and staff with fixed-term contracts</b>	academic mentoring courses; b) Recommendations to increase the visibility of research projects of PhD candidates and other figures in project teams and academic structures.	b); Rector's Delegate for Doctoral studies (action b)	recommendation to increase the visibility of research projects in the early stages of career.
<b>11. Initiatives to support the recruitment and career advancement of teaching and research staff for the under-represented gender</b>	a) Maintaining forms of support to encourage the recruitment and career advancement of the underrepresented gender; evaluation and updates, as appropriate; b) Promotion of gender equality in the panels of scientific events organised by the University and in research groups.	Vice Rector for equality and diversity policies (actions a, b)	Maintaining incentives and data monitoring within the Gender Budget. Implement an increase compared to the baseline of the previous three-year period.
<b>12. Fair composition of the evaluation committees</b>	a) Promotion of an equitable gender composition in the evaluation committees for the recruitment of teaching, research, administrative and technical staff, in application of the reference standard; b) Awareness-raising actions regarding gender bias in evaluation processes.	DRUO Head (action a); Vice Rector for Equality and Diversity Policies, Directorate General - Equality and Diversity Office (action b)	Annual monitoring.

Goals	Actions	Coordinators	Indicators
<b>13. Combating gender stereotypes</b>	a) Continuing and expanding training and awareness-raising initiatives for schools on gender stereotypes and the enhancement of positive models of women in science; b) Training for staff dealing with institutional communication for non-stereotyped communication (also from an intersectional perspective).	Vice Rector for Equality and Diversity Policies, Directorate General - Equality and Diversity, academic departments and centres (action a); DRUO Head (action b).	Implementation of initiatives in collaboration with schools, aimed at teachers and students.

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

The University of Trento promotes the equal presence of women and men in research groups, enhances the integration of the gender dimension in research and teaching, where relevant, disseminates information on gender issues, promoting gender balance in events and panels. In addition, the University integrates its offer of courses with initiatives, including interdisciplinary ones, focused on gender issues.

<b>Reference to Sustainable Development Goals</b>	SDG 4 - Quality education SDG 5 - Gender equality SDG 9 - Business, Innovation and Infrastructure SDG 10 - Reduced inequalities
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Goals	Actions	Coordinators	Indicators
<b>14. Promotion and support of educational initiatives focused on gender issues</b>	a) Continuing the offer of courses of academic structures focused on gender issues;	Vice Rector for equality and diversity policies, Vice Rector for Teaching, academic	Launch of the Microcredential Course in Gender Studies.

Goals	Actions	Coordinators	Indicators
	<p>b) Launch of the Microcredential Course in Gender Studies;</p> <p>c) Continuation in academic year 2026/2027 of the first level Master's course in "Diversity Management, Inclusion and Equity" - GeDIE and monitoring of the course;</p> <p>d) Continuation of the initiative "Pratiche di cittadinanza".</p>	<p>departments and centres (actions a, b, c, d); DDSS (actions a, b, c); DG - Equality and diversity office (actions b, d).</p>	
<p><b>15. Integrating the gender dimension in research</b></p>	<p>a) Awareness-raising/training initiatives aimed at teaching and research staff on the gender dimension in research;</p> <p>b) Support in the dissemination of results of studies carried out within the University that integrate the gender dimension;</p> <p>c) recommendations for the establishment of gender-balanced research groups and assessment of feasibility in support;</p> <p>d) continuation of the initiative aimed at awarding prizes for theses on equality, diversity, inclusion.</p>	<p>Vice Rector for Equality and Diversity Policies, Vice Rector for Research, departments and centres, DSRV Directorate, DG - Equality and Diversity Office (actions a, b, c); Head of DCRE and DG - Equality and Diversity Office (action d).</p>	<p>Training initiatives for teaching and research staff and dissemination on gender issues. Feasibility study in view of adopting (non-selective) support and monitoring measures that favour, while maintaining merit criteria, the establishment of more gender-balanced research groups and the participation of the less represented gender in research networks. Provision of at least one dissertation/doctoral dissertation award.</p>

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

The University of Trento is committed to preventing and combating all forms of gender-based violence, harassment and sexual harassment, as well as bullying, straining and discrimination. This commitment is established vis-a-vis the university community, as an organisation, through various services and interventions (internal regulations, the Confidential counsellor, awareness-raising campaigns, etc.), and vis-a-vis civil society, through dissemination and awareness-raising activities and the collaboration with networks and institutions.

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).

<b>Reference to Sustainable Development Goals</b>	SDG 3 - Health and Well-being SDG 5 - Gender equality SDG 8 - Decent work and economic growth SDG 16 - Peace, justice and strong institutions.
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Goals	Actions	Coordinators	Indicators
<b>16. Actions</b>	a) Update of the risk assessment document (DVR) with a view to combating gender-based violence, etc.; b) adoption of tools to improve the reporting process of incidents in this area of intervention; c) Continuation of the support service provided by the Anti-violence Centre and evaluation of any areas for improving the service; d) Training for technical and administrative staff on these issues;	RSPP (action a); RSPP and DG - Equality and Diversity Office (action b); Vice Rector for equality and diversity policies, DG - Equality and Diversity Office (action c); Head of DRUO and DG- Equality and Diversity Office (action d); Vice Rector for Equality and Diversity Policies, DDSS Head (action e).	Updating of the DVR; implementation of an experimental training course for second-level managers. Summary data of the annual report of the Confidential counsellor.

Goals	Actions	Coordinators	Indicators
	<p>e) Initiatives to identify cases of harassment, sexual harassment and discrimination, particularly in the student community (MUR survey).</p>		
<p><b>17. Communication</b></p>	<p>a) Creation a short Guide to recognize these phenomena and identify the tools available to combat them;  b) Continuation of the Safety tips Project, for the part on harassment and discrimination with the involvement of the student community;  c) Continuation and development of activities aimed at increasing the visibility of the Confidential counsellor and other bodies and services in this area.</p>	<p>DG - Equality and Diversity Office (action a);  DG - Equality and Diversity Office, DPI Head, DCRE Head (action b);  CUG President, DG - Equality and Diversity Office (action c).</p>	<p>Drafting and dissemination of the guide; publication of 2 safety tips on these themes; initiatives to promote knowledge of the Confidential Counsellor.</p>
<p><b>18. Dissemination and networking activities</b></p>	<p>a) Continuation of the "Fuori dall'ombra - Out of the Shadow" project for red benches;  b) Various educational and scientific initiatives on gender-based violence, harassment and sexual harassment;  c) Maintaining collaborations in the</p>	<p>Coordinator of the "Fuori dall'ombra" Project and DG - Equality and Diversity Office (action a);  Vice Rector for Equality and Diversity Policies, CUG President, academic departments and centres (action b);</p>	<p>Creation of the last red benches and of a publication on the "Out of the Shadow" project; organization of events on these issues, also open to the public.</p>

Goals	Actions	Coordinators	Indicators
	context of networks, projects and surveys to prevent and combat gender-based violence at the local, national and international level.	Vice Rector for equality and diversity policies, CUG President, DG - Equality and Diversity Office (action c).	

## All Areas: Self-Assessment

Goals	Actions	Coordinators	Indicators
<b>19. Self-assessment of the actions included in the GEP</b>	a) Periodic self-assessment.	GEP Working Group.	Self-assessment on the GEP 2022-2024 and following years; sharing of the results with the top management of the University.

## **List of acronyms**

CUG: Committee for equal opportunities

DCA: Purchasing Directorate

DCRE: Directorate of Communication and External Relations

DDSS: Education and Student Services Directorate

DG: Directorate General

DPI: Estates Directorate

DRUO: Human Resources and Organization Directorate

DSRV: Directorate of Research Services and Valorization

FormID: Teaching and Learning Center of UniTrento

GEP: Gender Equality Plan

RSPP: Head of the Prevention and Protection Service

