gender equality plan 2023
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Overview

Despite progress in recent years, achieving gender equality in academic and research settings remains a challenge. There is, after all, broad empirical evidence of how women are faced with what have been termed glass labyrinths\(^1\): they are more likely than men to drop out of their careers (the leaky pipeline), more likely to achieve tenure later than men (the glass door), less likely to be selected for top positions (the glass ceiling). This is not only detrimental to women. The entire organization of scientific production and progress is undermined as the hybridization of skills, experience and approaches is denied, as is inclusiveness and democratic participation: this negatively affects both organizational efficiency and individual well-being, not to mention creativity and innovation which are the mainstays behind excellence\(^2\). For several years, the European Commission has been pushing for structural and institutional change by designing, implementing, and monitoring a proper Gender Equality Plan (GEP), i.e., a document that draws up a detailed, broad, and intersecting set of actions addressing multiple dimensions and areas to be adopted by top management and integrated into scientific organizations at all levels. As of 2022, having a GEP has become a mandatory requirement for all research organisations and higher education institutions in order to access all European research funds.

The Gender Equality Plan of the University of Turin that we are presenting in this document has the good fortune to have been conceived, negotiated and implemented as part of a Horizon 2020 project entitled MINDtheGEPs (Modifying Institutions by Developing Gender Equality Plans, G.A. 101006543). This project, presented by CIRSDe, the Interdisciplinary Center for Research and Women’s and Gender Studies at the University of Turin, under the scientific direction of Prof. Cristina Solera (sociologist in the Department of Cultures, Politics and Society), funded under the 4-year Science with and for Society action, has fielded a valuable pool of resources and expertise spread across a range of disciplines, countries and academia. In fact, UniTo leads an international consortium involving several countries (Italy, Spain, Ireland, Poland, Serbia, Sweden, and the Netherlands), various disciplines (including sociology, economics, psychology, physics, chemistry, biotechnology, engineering), and various types of organizations (universities, public and private research centers, publishing houses)\(^3\).

As the first part of this GEP, entitled “The Context,” clearly establishes, in accordance with the basic principle of “No data - no policy,” the work on the GEP was preceded by a long phase of data collection and analysis. Working in tandem with another national research project awarded to UniTo (the PRIN GEA - Gendering Academia, headed by prof. Manuela Naldini) and fully aware that the process of constructing and deconstructing gender inequalities is a multifaceted and complex procedure that must involve different kinds of methods and approaches, UniTo collected a broad selection of quantitative and qualitative data, ranging from objective indicators of gender asymmetries to subjective ones based on perceptions and how these are explained, all of which provided plenty of interesting insights for the design of the GEP.

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1 Picardi I., Labirinti di cristallo: strutture di genere nell’accademia e nella ricerca. Franco Angeli, Milano 2020
3 The project has a broad European reach, including in fact: University of Gdańsk (UG), Uppsala University (UPP), School of Electrical Engineering-University of Belgrade (ETF), Jagiellonian University (JU); National Research Council (CNR), Munster Technological University (MTU); Fundación para la Promoción de la Investigación, Innovación y Desarrollo Tecnológico en la Industria de Automoción de Galicia (CTAG); Knowledge and Innovation (K&I); Elsevier (ELSE). More information at the link: www.mindthegeps.eu.
Developing a GEP that might effectively intercept the needs of the academic community could not be achieved without conceiving a democratic, thoughtful and participatory process: a horizontal process promoted by the UniTo research group responsible for MINDtheGEPS, which strongly favoured the involvement of all departments and administrative divisions. In fact, the UniTo GEP was discussed and designed with the Gender Equality Plan Implementing Board (GEPIB) and the network of delegates from departments and administrative directorates (set up by the MINDtheGEPS Project), through highly participatory and “generative” in-person or online meetings. In addition, the plan has been informally addressed in the collective discussions on the gender structures pertaining to science and research between mentors and mentees of the Transformative Mentoring Project launched a year ago alongside RE-Unita. It has been the subject of continuous exchanges with the CUG (Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-discrimination at Work), the Rector, the Inclusion, Equal Opportunity and Gender Policy Delegate, and the General Director, and has ultimately been the subject of formal discussion in the Academic Senate before its approval. In addition, the GEP, as soon as it is approved will be presented and discussed within all departments, and regularly updated every 6 months. We believe this process, which has involved the academic community on many different levels, is the secret to developing a GEP that can truly address gender inequality in a long-lasting way, beyond the life of the MINDtheGEPS project itself. Indeed, as Professor Londa Schiebinger admonishes, Fixing the numbers, i.e. having more women full professors and in decision-making bodies, is certainly essential but won’t go very far without Fixing the institutions and Fixing the knowledge. This primarily involves changing the cultures and practices of how science is embodied and produced, how excellence is defined, how recruitment and career progression are determined, and how universities and science organizations reflect on how they operate.

In accordance with the approach adopted by the European Commission, the GEP UniTo is divided into five key areas: 1) work-life balance and organisational culture; 2) gender balance in top positions and within decision-making bodies; 3) gender equality in recruitment and career advancement; 4) gender mainstreaming in research and teaching programs; and 5) combating gender-based violence, including sexual harassment. In addition, the GEP UniTo includes a sixth area that would impact all the previous five, a series of cross-area-actions, focusing on the development of professional figures that have the tool-kit to implement and monitor gender policies, such as the Gender Equality Manager (GEM) or the Gender Data Analyst (GDA).

The driving force behind the whole process of elaborating our GEP's centres around the concept of gender justice, considered in an intersectional perspective. While it is now well known that on a global level, as well as at European and national levels, women do not occupy more than 30% of the positions available in academies and research centers, with an even lower percentage in top positions and in STEMM (Science, Technology, Engineering, Mathematics, and Medicine) disciplines, it is also common knowledge that gender discrimination never travels alone, but instead tends to be intertwined with issues relating to class, country of origin, age and sexual orientation. And it affects so many stages and areas of the careers and lives of those who “embody” the academy.

4 See the tables on pages 69 and 70 for the composition of GEPIB and delegate networks
5 https://www.unito.it/ricerca-e-innovazione/innovazione-e-progetti-di-ateneo/re-unita-research-unita
6 https://www.ingenere.it/articoli/perche-innovazione-genere-importante
7 https://uis.unesco.org/en/topic/women-science
As there are many different barriers that need to be overcome, a whole range of approaches have to be adopted, comprising a virtuous mix of actions, to overcome the glass ceilings and glass doors. These actions must necessarily be both cultural and structural. A crucial step is to set up situations that provide information, training and discussion on how the predominantly male image of scientists or leaders can be changed, along with ways that make excellence and merit objectively definable and assessable within “neutral” networks.

We also need to eradicate the association that links women to unpaid care work, which overburdens and relegates them in the private life, and which has historically resulted in their exclusion from knowledge production and decision-making positions. At the same time, we need to enhance the value and political impact of care\(^8\), underlining its role within organizations, for example in the form of so-called “academic domestic work": work consisting of formal and informal tutoring of students and doctoral students, or managing graduate courses, which is essential for the smooth operation of a university, but has a low return in terms of recognition and career.

However, cultural actions are unlikely to succeed unless they are accompanied by structural ones. In addition to a heightened awareness and self-assessment, organisation must also find ways to effectively redistribute loads and types of activities, diversify the composition of evaluation committees and decision-making bodies, and provide tools to overcome what is known as the motherhood penalty. Once again, a pendulum approach needs to be adopted: from culture to structure and vice versa. We have, therefore, envisaged structural measures, such as a babysitting bonus and extra research funds or reduced teaching for those returning from maternity leave; the purpose is to provide support for women at a delicate time in their lives and careers, while also considering cultural actions that might revise our understanding of care as a feminine occupation and consider it instead as a right and duty for everyone, men included.

As epistemologist Sandra Harding suggests in her eye-opening essay *The Science Question in Feminism*, care work is not only emotional, it is also intellectual, just as intellectual work has an emotional side to it: care and reproduction must therefore be perceived “as desirable activities to all men”\(^9\). As the shift in the institutional approach embraced by the European Union implies, it is not just about changing the numbers, so that women are no longer a mere thirty percent, it is about changing the way science and academic endeavors are experienced and undertaken. For these reasons, we have tried to build a GEP that instead of fixing women and asking women and marginalized subjects to adapt to the system in order to progress, insists on fixing the system; requiring the institution to adapt to people in order to generate “happy” people and science that are truly inclusive and beneficial for the community. Excellent researchers and scientists are not those who comply with the unconditional worker model\(^10\) and give up their private lives, or are always working under great stress and pressure. By the same token an excellent and innovative institution is not one that publishes streams of research. Genderizing the sciences is not only about broadening and diversifying the spectrum of those who conduct and disseminate research. It also means disseminating alternative models, based on cooperation rather than competition, on coexistence and intersectionality and not on trade-offs between various domains of life. Paraphrasing

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\(^8\) Tronto J., *Confini morali. Un argomento politico per l’etica della cura*, trad. it. di N. Riva, Diabasis, Reggio Emilia 2006


Donna Haraway in *The Promises of Monsters*\textsuperscript{11}, we hope that, as in a virtuous cycle, by differentiating how science is produced, the science itself will change and lead to changes in the universities and in broader political-economic systems.

We are aware that our GEP alone cannot aspire to this, however we hope to achieve such high-flying goals. Continuous exchange and synergy work is needed, first of all with the University Governance, but also with other Italian universities, and with the other partners of the MINDtheGEPs European project. A GEP alone cannot do everything, but the multiplication of efforts to remove inequalities gives us hope, and we, strengthened by the transversal support we have received – from the Rector to the Academic Senate, down to the individual departmental and administrative directorates and the individual researchers, whom we thank – are today happy to share with the entire scientific community this first important step, in the hope of taking many more together.
The data, statistics and graphs included in this paper were developed as part of the MINDtheGEPs and GEA projects. To pin down and address the many causes of inequality, data broad collection of differing data needs to be collected: quantitative and qualitative data on regulations and policies at the macro level; quantitative data at the meso level (indicators related to, for example, the percentage of women in decision-making bodies, and the percentage of women applying for competitive funding); quantitative data at the micro level, collected by asking faculty, research, technical and administrative staff to take part in a web-survey; qualitative data at the micro level, collected during semi-structured interviews with ‘key-informants’ and female researchers at different stages of their careers in both the Social Sciences and Humanities (SSH) and Science, Technology, Engineering, Mathematics, and Medicine (STEMM) fields.

This first section of the GEP, which we have termed “the context,” only presents a small part of all this varied and rich research material collected and analyzed. For a more in-depth discussion, please refer to the documentation produced by the two projects, and especially the deliverable Report on gender imbalances at meso-level and UniTo's Gender Budget (“Bilancio di genere”) 2020.\(^\text{12}\)

\(^{12}\) https://www.mindthegeps.eu/results/deliverables/
I. Students

In 2020, UniTo's student population reached 82,320, up from previous years, with a slightly higher presence, within the overall figure, of the female component (61% in 2020; the overall figure is stable during the years considered). Analysis of the data still points to widespread educational, and subsequently occupational segregation, with more female students taking humanities, law and social science courses, while their presence compared to male students in STEMM area disciplines is significantly lower, albeit with a few exceptions and some indication that change is afoot.

Where bachelor degrees are concerned, it should be noted that UniTo does not provide courses in engineering or technological subjects. The percentages for female and male attendance, shown in Figure 1, do not differ to any great extent between 2016 and 2020, and paint a picture in line with previous research and data: women are more likely to opt for humanities with men turning mainly to natural sciences. Social and agricultural sciences are the areas where the percentages even out the most, with slightly more women applying to social sciences and slightly more men in agricultural sciences. Women are also predominant in medical and health sciences, with equal or higher percentages than humanities.

Where master's degrees are concerned, as detailed once again in Figure 1, the trend seems to match that encountered in bachelor's degrees. The humanities are still predominantly chosen by women and the natural sciences by men. However, in every other area women tend to be in the majority. Note that in master's degrees, the percentage of women opting for the natural sciences is higher than in bachelor's degrees.

Figure 1: Percentages of female and male students divided by subject area for the years 2016 and 2020. Bachelor's degree programs on the left, master's degree programs on the right.

Figure 2: Gender scissor for UniTo teaching and research staff, also including students and PhDs, years 2016 and 2020.
Figure 3: Gender scissor for teaching and research staff in 'Natural Science' departments, including students and PhDs, years 2016 and 2020.

Figure 4: Gender scissor for teaching and research staff in the 'Medical and Health Sciences' departments, also including students and PhDs, years 2016 and 2020.

Figure 5: Gender scissor for teaching and research staff in the 'Agricultural Science' departments, also including students and PhDs, years 2016 and 2020.

Figure 6: Gender scissor for teaching and research staff in the 'Social Science' departments, also including students and PhDs, years 2016 and 2020.
that it is the only area where women are not the largest student component, the gender gap is actually smaller for master’s degree programs than for any other area. However, in terms of absolute numbers, women make up the majority of the entire student population, so both this figure and the consistent percentages of female natural science students over the four years indicate that, relatively speaking, the female presence in the natural sciences has not increased.

As shown in Figures 2 to 7, students and graduates generally follow the same gender distribution as PhD students in each area, and they usually already show the first signs of the leaky pipeline: the most striking cases are to be found in the humanities, where the percentage of women drops from 82% in 2016 and 78% in 2020 for master’s graduates to 51% in 2016 and 54% in 2020 for PhD students. With the exception of the natural sciences, where men are always in the majority, women generally start with higher percentages and are then joined or surpassed by men at the fixed term research fellow or lecturer stages, even when women make up the large majority of all previous positions.

The gender distribution of students and graduates within each degree program is usually stable, with the exception of agricultural sciences in 2016, where women accounted for 46% of the total of students attending bachelor’s degree programs but only 54% of graduate programs; the other exception also involved agricultural sciences, in 2020, where women made up 59% of students but only 44% of graduates. The areas with a significant majority of female students are the humanities for both bachelor’s and master’s degrees, medical and health sciences degree programs, and master’s degree programs in social sciences. The natural sciences are the most male-dominated area overall, and while it is true

![Figure 7: Gender scissor for teaching and research staff in the ‘Humanities’ departments, also including students and PhDs, years 2016 and 2020.](image)
II. Teaching and research staff

In 2020, the total number of staff at the University of Turin amounted to more than 4,400. The gender composition shows a predominance of women (55.2%) over men, on the increase between 2016 and 2020.

As for teaching and research staff, they account for 57.5% of the total, and the majority are male.

Career gap

The career gender scissor, shown in Figure 8, with reference to 2016 and 2020, shows that while there are more women students, graduates and PhDs, men gradually outnumber them from the Researcher stage onwards (which includes RU, Fixed Term Researchers and Lecturers), with the situation being ultimately reversed at the full professor level: 30% women, about 70% men.

Figures 2 to 7 show the percentages of women and men, at each career step, divided by disciplinary areas. The most relevant considerations that one may glean from these graphs, and those of each individual department (not presented here due to space constraints) can be summarized in the following points:

1. Of the 27 departments represented, the percentage of female full professors exceeds the percentage of male full professors only in four of them: in the Department of Economics and Statistics Cognetti de Martiis, where they accounted for 60% in 2020; in the Department of Foreign Languages and Literatures and Modern Cultures, where they stood at 56% in 2016 and 57% in 2020; in the Department of Pharmaceutical Science and Technology, where women occupied 75% of the available chairs in 2020; and in the Department of Public Health and Pediatric Sciences, where they accounted for 53% of positions in 2020.

2. The lowest percentages of female full professors (below 20% in 2020) are to be found in the Departments of Physics, Computer Science, Neuroscience, Oncology, Surgical Sciences, Veterinary Sciences, Medical Sciences, and Historical Studies.

3. A relative worsening of the situation, from 2016 to 2020, is observed in three cases: in the Department of Physics, where female research fellows and RUs increase but the percentages of women in the other academic positions decrease; in the Department of Oncology, where the gap is broader in 2020 than in 2016; and in the Department of Surgical Sciences, where the percentage of women declines in almost all categories.

4. The most anomalous, and least equal, trends are observed in the Department of Physics, the Department of Computer Science, the Department of Surgical Sciences, and the Department of Economic-Social Sciences and Maths-Statistics. In these departments, the two curves do not, in fact, describe a scissor, since the percentages of men are almost always higher than those of women, even in the early stages of their academic careers.

5. Overall, these gaps observed at the faculty level play out when looking at the broader picture: there are more women in the early stages of academic careers that at more advanced stages. In most cases, the most significant reduction in the
percentage of women is encountered at the RU/RTD-A/RTD-B stages, although in some cases it may occur earlier, already at the level of research fellow.

**The time factor**

In Figure 9 one can make out that, on average, it takes less time for men to access the first researcher position and all subsequent tenure-track positions, with the exception of the “Ricercatore Unico” (RU) category, which represents an atypical population, and the Associate Professor role, where there is still a gap but is decidedly smaller.

In STEMM subjects, careers appear to be faster for the lower positions than SSH subjects, especially for men; however, the time required to reach the Full Professor position in STEMM subjects appears to be the same for both men and women. In SSH subjects the opposite is true: it takes men almost three years less than women to reach the full professor position (POs). In general, it seems to take women about a year longer than men to enter all positions.

However, a point has to be made here: owing to the many legislative changes to career advancement in Italy (one such instance being the reorganisation introduced by Law 240/2010, the so-called “Gelmini Reform”, concerning the recruitment of researchers), it is difficult to make comparisons between staff members who began their academic careers at different times, even if only the most recent years are taken into consideration. Moreover, periods where extensive recruitment was undertaken were followed by others where all recruitment was put on hold, fewer teacher recruitment tenders were arranged and thus some careers were also penalized.

To obtain a better picture of the various kinds of academic career, a variable was introduced to divide respondents into “fast” or “slow” careers: people ranked at or below the first quartile considering the number of years required to achieve their current position, based on their academic position, were placed in the “fast” category; everyone else were placed in the “slow” category. (Positions below RTD-A were excluded from the analysis.)

Figure 10 shows that besides the distribution of fast and slow careers within a single position, academic careers are generally a long journey. The first quartile for RTD-A is three years. The first quartile for RTD-B, on the other hand, is eight years, which means that if we consider three years to reach an RTD-A position and the maximum contract length of an RTD-A, which is three years plus two additional years, the breakpoint for a “fast” career still indicates a fairly slow progression. Whether these eight years are spent more in research fellows (short and temporary contracts) or in the full five years of an RTD-A is not known. For PA staff,
the first quartile is ten years, which is in line with the situation presented: two to three years of temporary and short contracts, three to five years as an RTD-A and another three as an RTD-B. Compared to the first quartile for the previous research role, the RU role, which is just two years away from the PhD, the difference is staggering. Finally, the first quartile for full professorships is 15.25 years.

Where “faster” careers are concerned, Figure 10 shows that women still tend to have slower careers than men, especially in STEMM subjects. In general, careers in STEMM seem to be generally faster than in SSH, and what’s more, over 40% of men have fast careers in these subjects. In contrast, women in STEMM who have fast careers are less than a quarter.

Internationalization
Is there a gender difference in “internationalization”? If there is, is it in any way related to career progress?

Although it provides a very rough indicator of internationalization and internal cooperation\(^\text{13}\), the data presented in Figure 11 show that the gender usually less associated with the respective subject area (women in STEMM, men in SSH) seems to collaborate less with colleagues from foreign universities. SSH women collaborate less with colleagues in their own or other departments of their university and are more likely to work with external or foreign colleagues. Men in each group consistently report a high (if not the highest) percentage of collaboration with all types of colleagues. In short, men seem to have access to stronger and more diverse networks than women.

![Figure 10](image10.png)

Figure 10: “Slow” and “fast” careers, divided by gender and subject area.

**Working outside working hours**
The table in Figure 12 only shows percentages for respondents who answered “often” or “very often” to each survey question.

According to this sample, women report higher percentages in each element than men. In SSH, the work rate seems to be higher,
III. Technical and administrative staff

In 2020 Executives, Technical Administrative Staff (PTA) and Collaborators and Language Experts (CELs), accounted for 42.5% of UniTo’s staff, equivalent to just below 1900 people. Of these, approx. 68% were female (close to 67% in 2016).

Looking at the gender gap, in the transition from lower to higher positions, the situation found within PTA is more equal than that which applies to teaching and research staff. As Figure 13 highlights, a higher presence of women in the lower ranks (the B, C categories) is matched by a higher presence in the higher categories (D, EP) as well, and this is also true for 2nd level Executive staff.

However, this does not mean that other forms of discrimination are not present. For example, the data in the Gender Budget (“Bilancio di genere”) highlight how it is predominantly women who use paid leave (including parental leave), although there is evidence of a slight increase among fathers as well. Furthermore, in contrast to what has been observed for research staff, there are still differences in pay between men and women among managerial staff (although this gap has been closing between

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>Men</th>
<th>STEMM</th>
<th>SSH</th>
<th>Women</th>
<th>Men</th>
<th>SSH</th>
</tr>
</thead>
<tbody>
<tr>
<td>At night</td>
<td>41.2%</td>
<td>37.3%</td>
<td>38.5%</td>
<td>41.6%</td>
<td>37.0%</td>
<td>39.7%</td>
<td>45.3%</td>
</tr>
<tr>
<td>On Sundays</td>
<td>79.6%</td>
<td>71.2%</td>
<td>70.7%</td>
<td>82.2%</td>
<td>75.0%</td>
<td>65.1%</td>
<td>84.3%</td>
</tr>
<tr>
<td>On Saturdays</td>
<td>86.6%</td>
<td>85.0%</td>
<td>82.3%</td>
<td>90.0%</td>
<td>83.7%</td>
<td>80.2%</td>
<td>89.5%</td>
</tr>
<tr>
<td>&gt; 10 hours per day</td>
<td>80.1%</td>
<td>76.4%</td>
<td>80.4%</td>
<td>76.9%</td>
<td>81.0%</td>
<td>80.2%</td>
<td>79.1%</td>
</tr>
</tbody>
</table>

Figure 11: Percentage of people who report working “often” and “very often” outside working hours, data divided by gender and subject area.
The strong feminization of technical administrative work itself signals an upstream segregation: for reasons that can be traced to both individual preference and/or external constraints, women are attracted to stable and relatively (or stereotypically) family-friendly jobs more than men. Once hired, their career progression is not hampered by doors and glass ceilings as is the case in the world of research, but salary steps are slow and may be more difficult to pursue when they hinge on participation in external procedures, which require a great deal of study and are therefore less feasible for those who continue to have double loads (work and family).
second part

GEP's actions
GOAL
Promoting work-life balance and well-being in the organization

1. Smart working

The University encourages ordinary and overtime remote working and agile working for technical/administrative staff and linguistic collaborators and experts with special annual calls and a regulation available at the link: https://www.unito.it/ateneo/organizzazione/organi-di-ateneo/comitato-unico-di-garanzia/progetti-e-attivita/telelavoro.

<table>
<thead>
<tr>
<th>Brief description of the action</th>
<th>The University encourages ordinary and overtime remote working and agile working for technical/administrative staff and linguistic collaborators and experts with special annual calls and a regulation available at the link: <a href="https://www.unito.it/ateneo/organizzazione/organi-di-ateneo/comitato-unico-di-garanzia/progetti-e-attivita/telelavoro">https://www.unito.it/ateneo/organizzazione/organi-di-ateneo/comitato-unico-di-garanzia/progetti-e-attivita/telelavoro</a>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>T/A and managerial staff, CEL.</td>
</tr>
<tr>
<td>Responsible</td>
<td>Rector, General Director, Personnel Department, CUG.</td>
</tr>
<tr>
<td>Output</td>
<td>Annual call; regulations.</td>
</tr>
<tr>
<td>Outcome indicators</td>
<td>Existence of regulations for remote working and agile work; existence of annual public calls for applications to access remote work.</td>
</tr>
<tr>
<td>Timing</td>
<td>2023 - 2024 - 2025</td>
</tr>
</tbody>
</table>
2. Care and work-life balance services in Piemonte

<table>
<thead>
<tr>
<th>Brief description of the action</th>
<th>Creation of an online page on the UniTo portal to inform the entire academic community about care and work-life balance services, both towards elderly people and minors, available within the metropolitan (Turin and province) and extra-metropolitan areas (Asti, Biella, Cuneo, etc.).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Teaching and research staff; T/A staff; CELs; students.</td>
</tr>
<tr>
<td>Responsible</td>
<td>Personnel Department, CUG, GDM.</td>
</tr>
<tr>
<td>Output</td>
<td>Web pages dedicated to the topic of care.</td>
</tr>
<tr>
<td>Outcome indicators</td>
<td>Creation of an online page on the UniTo portal about care services in the city of Turin and surrounding areas.</td>
</tr>
<tr>
<td>Timing</td>
<td>2025</td>
</tr>
</tbody>
</table>

3. Agreements for daycare centers

<table>
<thead>
<tr>
<th>Brief description of the action</th>
<th>Renewal or stipulation of new agreements with nurseries for the sons and daughters of UniTo personnel.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Teaching and research staff; T/A staff, CEL.</td>
</tr>
<tr>
<td>Responsible</td>
<td>Rector, General Manager, Personnel Department, CUG.</td>
</tr>
<tr>
<td>Output</td>
<td>Service extension/reorganization; agreements; reports on service access and frequency of use.</td>
</tr>
<tr>
<td>Outcome indicators</td>
<td>Existence of agreements or support for daycare centers.</td>
</tr>
<tr>
<td>Timing</td>
<td>2024 - 2025</td>
</tr>
</tbody>
</table>
4. Agreements for camps and/or summer centers

<table>
<thead>
<tr>
<th>Brief description of the action</th>
<th>Renewal or stipulation of new agreements for camps/summer camps for the daughters and sons of UniTo personnel.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Teaching and research staff; T/A staff; CEL.</td>
</tr>
<tr>
<td>Responsible</td>
<td>Rector, General Manager, Personnel Department, CUG.</td>
</tr>
<tr>
<td>Output</td>
<td>Service extension/reorganization; agreements.</td>
</tr>
<tr>
<td>Outcome indicators</td>
<td>Existence of agreements or support for summer camps for daughters/sons of staff.</td>
</tr>
<tr>
<td>Timing</td>
<td>2023 - 2024 - 2025</td>
</tr>
</tbody>
</table>

5. Consolidating a culture of inclusive language

<table>
<thead>
<tr>
<th>Brief description of the action</th>
<th>Promote the use of inclusive language in online and offline institutional communications, teaching and research; regular monitoring of content published online based on the criteria published in the “Piano di Formazione in ambito cultura della parità e contrasto alle discriminazioni 2021-2026” (“Training programme on equality culture and anti-discrimination strategies 2021-2026”) and the guidelines “Un approccio di genere al linguaggio amministrativo” (“A gender approach to administrative language”).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Teaching and research staff; T/A staff; CELs; students.</td>
</tr>
<tr>
<td>Responsible</td>
<td>CUG, Organizational and Human Resources Development Directorate and Institutional Support for Departments, Personnel Department, Teaching Directorate, CIRSDe.</td>
</tr>
<tr>
<td>Output</td>
<td>Guidelines.</td>
</tr>
<tr>
<td>Outcome indicators</td>
<td>Existence of guidelines and/or programmes on the use of inclusive language.</td>
</tr>
<tr>
<td>Timing</td>
<td>2023 - 2024 - 2025</td>
</tr>
</tbody>
</table>
GOAL
Promoting a family-friendly organization

6. Guidelines for an organization that promotes work-life balance

<table>
<thead>
<tr>
<th>Brief description of the action</th>
<th>Introduction at a University level of best practice guidelines to facilitate work-life balance in the day-to-day management of educational, institutional and administrative activities, including scheduling of meetings and scheduling of days for the right to disconnect.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Teaching and research staff; T/A staff; CEL.</td>
</tr>
<tr>
<td>Responsible</td>
<td>CUG.</td>
</tr>
<tr>
<td>Output</td>
<td>Guidelines.</td>
</tr>
<tr>
<td>Outcome indicators</td>
<td>Existence of guidelines for work-life balance.</td>
</tr>
<tr>
<td>Timing</td>
<td>2024 - 2025</td>
</tr>
</tbody>
</table>

GOAL
Promoting the visibility of fatherhood and men's involvement in family work

7. Promotion of involved fatherhood

<table>
<thead>
<tr>
<th>Brief description of the action</th>
<th>Implementation of an online and offline, University-wide campaign to raise awareness of men's caregiving roles, by promoting images of fathers involved in both caregiving and work, and by disseminating basic knowledge about paternity leave and parental leave options within the University.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Teaching and research staff; T/A staff; CELs; students.</td>
</tr>
<tr>
<td>Responsible</td>
<td>General Management.</td>
</tr>
<tr>
<td>Output</td>
<td>Informational materials; online publications.</td>
</tr>
<tr>
<td>Outcome indicators</td>
<td>Existence of an awareness campaign to encourage greater involvement of fathers in care work.</td>
</tr>
<tr>
<td>Timing</td>
<td>2025</td>
</tr>
</tbody>
</table>
2. Gender balance in top positions and decision-making bodies

GOAL Reducing the glass ceiling

1. Incentives for women career promotions

| Brief description of the action | Given that the percentage of female full professors in the University is less than 40%, departments that appoint a woman as a full professor - both through external and internal tenders and in direct calls - are awarded an end-of-year bonus in terms of organic points. |
| Target | Teaching and research staff, particularly associates and RTD-Bs. |
| Responsible | Rector and Departmental Management. |
| Output | Resolution approved by CDA granting a bonus when new women are hired or promoted as full professors. |
| Outcome indicators | Two-year increase in the University-wide percentage of female full professors during the action implementation period (compared to the percentage recorded during the two years prior to the start of the action). |
| Timing | 2023 - 2024 |
## GOAL
Gender equality in decision-making bodies

### 2. Proposals to amend the Statute to ensure a gender balance in university governance

<table>
<thead>
<tr>
<th>Brief description of the action</th>
<th>Proposals to amend the Statute, with a view to ensuring a gender balance in elected bodies (Rector, Academic Senate, Board of Directors, CUG).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Entire academic community.</td>
</tr>
<tr>
<td>Responsible</td>
<td>Rector, Academic Senate, CDA, General Affairs Office.</td>
</tr>
<tr>
<td>Output</td>
<td>Proposals for amendments to the Statute; Monitoring reports.</td>
</tr>
<tr>
<td>Outcome indicators</td>
<td>Number of feasibility studies to develop proposals to amend the Statute to ensure a gender balance in the access to the Academic Senate.</td>
</tr>
<tr>
<td>Timing</td>
<td>2023</td>
</tr>
</tbody>
</table>

### 3. BREAKTOP-LAB: Training for staff in leadership positions

<table>
<thead>
<tr>
<th>Brief description of the action</th>
<th>Training module for senior positions to help deconstruct the predominantly male image associated with leadership and science and meritocratic careers, highlighting the various mechanisms at work behind dropouts, doors and glass ceilings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Teaching and research staff, T/A staff; CEL.</td>
</tr>
<tr>
<td>Responsible</td>
<td>MINDtheGEPs.</td>
</tr>
<tr>
<td>Output</td>
<td>Training module delivery.</td>
</tr>
<tr>
<td>Outcome indicators</td>
<td>Number of breaktop-labs conducted each year; number of participants broken down by gender.</td>
</tr>
<tr>
<td>Timing</td>
<td>2023 - 2025</td>
</tr>
</tbody>
</table>

## GOAL
Promoting equality and inclusiveness in the decision-making processes

### GOAL
Gender equality in decision-making bodies

### 2. Proposals to amend the Statute to ensure a gender balance in university governance

<table>
<thead>
<tr>
<th>Brief description of the action</th>
<th>Proposals to amend the Statute, with a view to ensuring a gender balance in elected bodies (Rector, Academic Senate, Board of Directors, CUG).</th>
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<tbody>
<tr>
<td>Target</td>
<td>Entire academic community.</td>
</tr>
<tr>
<td>Responsible</td>
<td>Rector, Academic Senate, CDA, General Affairs Office.</td>
</tr>
<tr>
<td>Output</td>
<td>Proposals for amendments to the Statute; Monitoring reports.</td>
</tr>
<tr>
<td>Outcome indicators</td>
<td>Number of feasibility studies to develop proposals to amend the Statute to ensure a gender balance in the access to the Academic Senate.</td>
</tr>
<tr>
<td>Timing</td>
<td>2023</td>
</tr>
</tbody>
</table>

### 3. BREAKTOP-LAB: Training for staff in leadership positions

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Teaching and research staff, T/A staff; CEL.</td>
</tr>
<tr>
<td>Responsible</td>
<td>MINDtheGEPs.</td>
</tr>
<tr>
<td>Output</td>
<td>Training module delivery.</td>
</tr>
<tr>
<td>Outcome indicators</td>
<td>Number of breaktop-labs conducted each year; number of participants broken down by gender.</td>
</tr>
<tr>
<td>Timing</td>
<td>2023 - 2025</td>
</tr>
</tbody>
</table>
4. Regular updates on GEP for the Academic Senate and Departmental Councils

<table>
<thead>
<tr>
<th>Brief description of the action</th>
<th>Every 6 months organize a space for information on the progress of the various GEP actions and discussions/considerations of their implications within the Academic Senate and Department Councils.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Teaching and research staff, T/A staff; CEL.</td>
</tr>
<tr>
<td>Responsible</td>
<td>Rector, GEM, General Manager, Network Delegates.</td>
</tr>
<tr>
<td>Output</td>
<td>Hearings in Senate, Department Councils, CODIR, through the Delegates’ network.</td>
</tr>
<tr>
<td>Outcome indicators</td>
<td>Number of meetings/councils in which GEP was discussed; number of participants.</td>
</tr>
<tr>
<td>Timing</td>
<td>2023 - 2024 - 2025</td>
</tr>
</tbody>
</table>

Palazzo del Rettorato
Ph. Andrea Guermani
3. Gender equality in recruitment and career advancement

GOAL
Gender equality in science events

1. Guidelines for scientific events

University-wide adoption of guidelines regulating gender equality in its educational activities such as conferences, seminars, webinars, scientific events. Without foreshaking professionalism and competence requirements, the University of Turin adopts the guidelines available at the link: https://politichediateneo.unito.it/linee-guida-per-garantire-equilibrio-fra-i-generi/.

Signing the “No Women No Panel” protocol with RAI and other organizations in the area.

Target
Scientific community.

Responsible
CUG, CIRSDe, Confidential Counsellor.

Output
Guidelines for organizing scientific and outreach events; reports and statistics on inclusive events.

Outcome indicators
Existence of guidelines for gender equality in scientific events, signing of protocol.

Timing
2023 - 2024 - 2025
GOAL
Close “the leaky pipeline” and open “the crystal door”

2. Feasibility study on how to reward departments for reducing the glass door by increasing gender symmetry in entry positions

**Brief description of the action**
Data show that women are more likely to leave a university career or take longer to move from temporary to permanent positions than men. This transition, currently from research fellow or RTD-A to RTD-B, is being redefined by an ongoing reform. Once the reform is passed and tested, a bonus in terms of “organic points” could be awarded to those departments that reduce the glass door.

**Target**
Teaching and research staff, particularly researchers with short term contract.

**Responsible**
Chancellor, Heads of Department.

**Output**
Resolution approved by CDA on bonuses for entry positions assigned to underrepresented gender.

**Outcome indicators**
Two-year increase in the University-wide percentage of women who attain tenure-track over the two-year period of implementation of the action (compared with the percentage for the two years prior to the start of the action).

**Timing**
2025

---

GOAL
Counteracting the penalization of motherhood

3. Extra research funds for two years for women returning from maternity leave

**Brief description of the action**
Allocation of extra research funds for women returning from maternity leave, for two years (but accessible until the child is 5 years old) to promote their attendance at conferences, or use of language correction services, etc., at a sensitive time in their careers when care responsibilities are more intense and time for research is greatly curtailed.

**Target**
Teaching and research staff: RTD-A, RTD-B, associate.

**Responsible**
Chancellor, Directorate of Departments.

**Output**
Resolution for allocation of funds.

**Outcome indicators**
Number of women returning from maternity leave who have benefited / are benefitting from the funds.

**Timing**
2024 - 2025
### 4. “Babysitting” bonus for mothers with children 0-3

<table>
<thead>
<tr>
<th>Brief description of the action</th>
<th>Since female researchers or administrative staff cannot benefit from other actions to reduce the penalty of motherhood, allocation of a “babysitting bonus” for three years for mothers in temporary research positions to be used without the need to provide an expense report, as recognition of the cost and value of care.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Female PhD students, research fellows, female RTD-A, RTD-B, administrative staff with temporary contracts, female students.</td>
</tr>
<tr>
<td>Responsible</td>
<td>Personnel Department, Budget Department, Teaching Department.</td>
</tr>
<tr>
<td>Output</td>
<td>Resolution for the allocation of a babysitting bonus.</td>
</tr>
<tr>
<td>Outcome indicators</td>
<td>Number of women with children aged 0-3 years who have benefited / are benefitting from the bonus.</td>
</tr>
<tr>
<td>Timing</td>
<td>2024 - 2025</td>
</tr>
</tbody>
</table>

### 5. Reducing teaching loads for 12 months upon return from maternity leave

<table>
<thead>
<tr>
<th>Brief description of the action</th>
<th>To allow more time for research at a stage when caring responsibilities are intense and time for work is curtailed, approve a policy to reduce teaching loads in the 12 months upon return from maternity leave (teaching sabbatical).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Teaching and research staff.</td>
</tr>
<tr>
<td>Responsible</td>
<td>Chancellor, Departmental Directorate, Personnel Department, Teaching Department.</td>
</tr>
<tr>
<td>Output</td>
<td>Drafting and approval of a policy to reduce teaching loads.</td>
</tr>
<tr>
<td>Outcome indicators</td>
<td>Number of teaching sabbaticals assigned.</td>
</tr>
<tr>
<td>Timing</td>
<td>2025</td>
</tr>
</tbody>
</table>
**GOAL**

Monitoring and redistribution of academic work

---

**6. Monitoring academic work across its various components**

**Brief description of the action**
Universities are complex organisations that can only work if a whole range of activities are performed which necessarily have a hierarchical structure. Some tasks, such as research work, publications, and internationalization, have a high return in terms of recognition and careers. Others, that are equally crucial and in which women tend to be overrepresented, and which are considered supporting and supportive activities - involving “care” or “social reproduction” - such as teaching, tutoring, and the administrative work required to manage graduate programs, enjoy less prestige and recognition. That’s why it is essential to monitor the distribution of the various activities if one intends to promote greater equity in their allocation and broader appreciation.

**Target**
Teaching and research staff.

**Responsible**
GEM, Directorate of Departments, GDM.

**Output**
Tool to track the distribution of various departmental activities.

**Outcome indicators**
Existence of a monitoring report on the distribution of supporting and unrecognised academic work.

**Timing**
2024 - 2025

---

**GOAL**

Reducing the gender gap in recruitment, career progression, and leadership

---

**7. EMPOW-LAB: training for young researchers**

**Brief description of the action**
Training module aimed at providing support for young researchers’ careers by raising awareness of gender assumptions inherent in their preferences and behaviors and in the recruitment and governance practices of their organizations.

**Target**
Teaching and research staff, T/A staff; CEL.

**Responsible**
MINDtheGEPs.

**Output**
Delivery of training module.

**Outcome indicators**
Number of empow-labs implemented by year; number of participants broken down by gender.

**Timing**
2023 - 2024 - 2025
### 8. Online short course on unconscious gender bias in recruitment and promotion processes

<table>
<thead>
<tr>
<th>Brief description of the action</th>
<th>Creation of a short online course on unconscious gender bias in recruitment and promotion processes to be made mandatory for both teaching and research staff, and administrative staff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Teaching and research staff, T/A staff; CEL.</td>
</tr>
<tr>
<td>Responsible</td>
<td>MINDtheGEPs.</td>
</tr>
<tr>
<td>Output</td>
<td>Online course.</td>
</tr>
<tr>
<td>Outcome indicators</td>
<td>Existence of a short online course on gender bias; course viewing figures.</td>
</tr>
<tr>
<td>Timing</td>
<td>2025</td>
</tr>
</tbody>
</table>

### 9. Transformative mentoring

<table>
<thead>
<tr>
<th>Brief description of the action</th>
<th>Transformative mentoring for non-tenure track researchers by senior women with a view to: supporting the socialization of young researchers within academia; supporting the micro-transitions and career choices of mentees; combating the gender imbalance in academia through discussions in informal collective and cross-disciplinary spaces (by disciplines and by roles) on gender cultures and practices in science and academia; networking.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Teaching and research staff.</td>
</tr>
<tr>
<td>Responsible</td>
<td>RE-UNITA.</td>
</tr>
<tr>
<td>Output</td>
<td>Activation of mentoring programs.</td>
</tr>
<tr>
<td>Outcome indicators</td>
<td>Number of participating mentees; number of participating mentors; number of individual and group meetings held.</td>
</tr>
<tr>
<td>Timing</td>
<td>2023 - 2024</td>
</tr>
</tbody>
</table>
GOAL
Gender mainstreaming in research content

1. InOLTRE i CORSI” Guides

<table>
<thead>
<tr>
<th>Brief description of the action</th>
<th>Adoption, updating and dissemination of a guide for students who want to include a gender perspective in their studies. The “InOLTRE i CORSI” guide, designed by CIRSDe and now in its 29th edition, which can also be considered as an excellent search engine for texts on gender issues.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Students.</td>
</tr>
<tr>
<td>Responsible</td>
<td>CIRSDe.</td>
</tr>
<tr>
<td>Output</td>
<td>Reference guide for courses in gender studies.</td>
</tr>
<tr>
<td>Outcome indicators</td>
<td>Number of courses analysed.</td>
</tr>
<tr>
<td>Timing</td>
<td>2023 - 2024 - 2025</td>
</tr>
</tbody>
</table>
### 2. Conferences and seminars on gender issues

<table>
<thead>
<tr>
<th>Brief description of the action</th>
<th>Organization of conferences and seminars on gender issues and perspectives organized by CIRSDe also in collaboration with the CUG, such as the annual appointment on March 8.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Teaching and research staff; T/A staff; CELs; students.</td>
</tr>
<tr>
<td>Responsible</td>
<td>CIRSDe.</td>
</tr>
<tr>
<td>Output</td>
<td>Conferences and seminars for the integration of sex and gender dimensions.</td>
</tr>
<tr>
<td>Outcome indicators</td>
<td>Number of conferences and seminars for the integration of sex and gender dimensions.</td>
</tr>
<tr>
<td>Timing</td>
<td>2023 - 2024 - 2025</td>
</tr>
</tbody>
</table>

### 3. Gender Studies workshops

<table>
<thead>
<tr>
<th>Brief description of the action</th>
<th>CIRSDe organizes methodological and multidisciplinary Gender Studies workshops. These training courses, designed for University of Turin students, provide the key elements for anyone approaching Gender Studies and is interested in learning how the use of a gender perspective can enrich one's educational background. Different workshops are planned for bachelor's and master's students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Students.</td>
</tr>
<tr>
<td>Responsible</td>
<td>CIRSDe.</td>
</tr>
<tr>
<td>Output</td>
<td>At least one workshop per year.</td>
</tr>
<tr>
<td>Outcome indicators</td>
<td>Number of students involved in each workshop.</td>
</tr>
<tr>
<td>Timing</td>
<td>2023 - 2024 - 2025</td>
</tr>
</tbody>
</table>
4. Online courses in gender studies

Brief description of the action
Update of the "Gender Studies: methods and languages" Online Course by CIRSDe, which is designed for:
1) undergraduate students enrolled in the first years of their degree program, as a supplement to the content of their ordinary courses offered by the University of Turin, to provide guidance in tackling the interdisciplinary and multidisciplinary aspects of gender studies;
2) undergraduate/graduate students as a theoretical, methodological and disciplinary approach to thesis work that takes or integrates a gender perspective;
3) those outside the University of Turin who require graduate-level gender-studies training/refresher courses. Links are available for each lecture to view the video recording and download the attached lecture materials.

Target
Students, graduating students, external users.

Responsible
CIRSDe.

Output
Online course.

Outcome indicators
Number of new classes added; number of annual accesses.

Timing
2024 - 2025

5. Awards for the best master's and doctoral theses with a gender perspective

Brief description of the action
Creation of 8 annual awards for excellent master's and doctoral theses in the field of gender studies, two for sciences and two in humanities at each level.

Target
Master’s students and PhDs.

Responsible
MINDtheGEPs, CIRSDe.

Output
Call for master’s thesis contest; call for doctoral thesis contest.

Outcome indicators
Publication of annual calls for master’s and doctoral theses on gender issues or with a gender perspective; number of awards allocated each year; number of theses submitted.

Timing
2025
GOAL
Socialization to feminist debate to interpret contemporary societies

6. Podcast “Femminista si diventa! La morning routine per cambiare il mondo”

**Brief description of the action**
The first edition of the podcast, released in 2022, focused on the new frontiers of the intersectional feminist debate on topics such as ableism, ecological and anti-speciesist feminism, anti-capitalism, and decolonialism. Episodes of the podcast can still be enjoyed online on Spreaker, Spotify and Apple podcasts. Four new thematic episodes are planned to be produced starting in fall 2023.

**Target**
Entire academic community, outside community.

**Responsible**
CIRSDe, FRIDA.

**Output**
Podcast episodes.

**Outcome indicators**
Number of listenings.

**Timing**
2024
### GOAL
Preventing and combating discrimination, harassment, and bullying

#### 1. Code of Ethics and Code of Conduct

<table>
<thead>
<tr>
<th>Brief description of the action</th>
<th>The Code of Ethics and the Code of Conduct formally define the University's reference values by identifying consistent rules of conduct as well as provisions to avoid forms of discrimination and abuse and to regulate cases of conflict of interest or intellectual property rights. They are addressed to all components of the academic life of the universities of Piemonte (University and Polytechnic of Turin, University of Eastern Piemonte), but compliance is also required of external parties with whom the academic community maintains relations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Entire academic community,</td>
</tr>
<tr>
<td>Responsible</td>
<td>Rector, General Director, CUG, Confidential Counsellor.</td>
</tr>
<tr>
<td>Output</td>
<td>Regulations.</td>
</tr>
<tr>
<td>Outcome indicators</td>
<td>Existence of a code of ethics and a code of conduct.</td>
</tr>
<tr>
<td>Timing</td>
<td>2023 - 2024 - 2025</td>
</tr>
</tbody>
</table>
2. Confidential Counsellor

<table>
<thead>
<tr>
<th>Brief description of the action</th>
<th>The Confidential Counsellor is the person institutionally in charge of providing free information, counseling and assistance to members of the university community (employees, students) who experienced a discrimination, harassment and injury to dignity or bullying (Art. 6 of the Code of Conduct of the University of Turin).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Entire academic community.</td>
</tr>
<tr>
<td>Responsible</td>
<td>CUG.</td>
</tr>
<tr>
<td>Output</td>
<td>Annual appointment.</td>
</tr>
<tr>
<td>Outcome indicators</td>
<td>Number of counseling requests; percentage of cases addressed/resolved.</td>
</tr>
<tr>
<td>Timing</td>
<td>2023 - 2024 - 2025</td>
</tr>
</tbody>
</table>

3. Listening Space, counseling service

<table>
<thead>
<tr>
<th>Brief description of the action</th>
<th>The University Listening Space is a psychological consultation service that aims to improve the quality of life within the University of Turin. It involves long-distance interviews with psychologists licensed in psychotherapy, specialists and residents of the Department of Psychology delivered while ensuring maximum protection of privacy and in compliance with the deontological principles of the psychological profession. If deemed necessary, continued support is provided through the Counseling service.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Entire academic community.</td>
</tr>
<tr>
<td>Responsible</td>
<td>Department of Psychology.</td>
</tr>
<tr>
<td>Output</td>
<td>Resolution required to set it up.</td>
</tr>
<tr>
<td>Outcome indicators</td>
<td>Number of accesses to the service; satisfaction with the service; waiting time between request and start of the process; the number of processes actually completed.</td>
</tr>
<tr>
<td>Timing</td>
<td>2023 - 2024 - 2025</td>
</tr>
</tbody>
</table>
4. Anti-violence desk and collaboration with local anti-violence centers

| Brief description of the action |  
|-------------------------------|---------------------------------------------------|
| The service is offered free of charge to all women who find themselves dealing with gender-based violence. Meetings with experienced operators provide a protected place where one can realistically discuss and consider the concrete ways of responding to and protecting oneself from violence. |

<table>
<thead>
<tr>
<th>Target</th>
<th>Entire academic community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible</td>
<td>CUG, CIRSe.</td>
</tr>
<tr>
<td>Output</td>
<td>Convention signed with anti-violence centers.</td>
</tr>
<tr>
<td>Outcome indicators</td>
<td>Number of working hours clocked by the service operators; number of contacts for information, first listening and taking charge.</td>
</tr>
<tr>
<td>Timing</td>
<td>2023 - 2024 - 2025</td>
</tr>
</tbody>
</table>

5. Lessons against violence

| Brief description of the action |  
|-------------------------------|---------------------------------------------------|
| Each year the CUG invites UniTo teaching staff to devote a lecture to the topic of combating violence against women, in the final two weeks of November: the list of lectures is announced on the University website and social media channels. |

<table>
<thead>
<tr>
<th>Target</th>
<th>Entire academic community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible</td>
<td>CUG.</td>
</tr>
<tr>
<td>Output</td>
<td>Lessons against violence.</td>
</tr>
<tr>
<td>Outcome indicators</td>
<td>Number of lessons given by subject area.</td>
</tr>
<tr>
<td>Timing</td>
<td>2023 - 2024 - 2025</td>
</tr>
</tbody>
</table>
6. Conference held on November 25 (International Day against gender-based violence)

<table>
<thead>
<tr>
<th>Brief description of the action</th>
<th>Annual University-wide conference organized for the international day against violence in collaboration with CUG and CIRSDe.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target</strong></td>
<td>Entire academic community.</td>
</tr>
<tr>
<td><strong>Responsible</strong></td>
<td>CUG, CIRSDe.</td>
</tr>
<tr>
<td><strong>Output</strong></td>
<td>Conference to mark the occasion of Nov. 25; informational and promotional materials.</td>
</tr>
<tr>
<td><strong>Outcome indicators</strong></td>
<td>Conference program; number of participants.</td>
</tr>
<tr>
<td><strong>Timing</strong></td>
<td>2023 - 2024 - 2025</td>
</tr>
</tbody>
</table>

7. Alias Regulation

<table>
<thead>
<tr>
<th>Brief description of the action</th>
<th>Regulations for the activation and implementation of alias careers, aimed at ensuring that students in gender transition can live in a peaceful study environment in which interpersonal relationships are marked by fairness, mutual respect for freedoms and the inviolable rights of the person: <a href="https://www.unito.it/sites/default/files/decr_2330_2015_carriera_alias.pdf">https://www.unito.it/sites/default/files/decr_2330_2015_carriera_alias.pdf</a>.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target</strong></td>
<td>Students.</td>
</tr>
<tr>
<td><strong>Responsible</strong></td>
<td>Rector, General Director, CUG, Education Directorate, Personnel Department.</td>
</tr>
<tr>
<td><strong>Output</strong></td>
<td>Regulations.</td>
</tr>
<tr>
<td><strong>Outcome indicators</strong></td>
<td>Number of requests for information/activation.</td>
</tr>
<tr>
<td><strong>Timing</strong></td>
<td>2023 - 2024 - 2025</td>
</tr>
</tbody>
</table>
6. Cross-area actions

GOAL
Designing and monitoring gender equality

1. Gender budgeting

<table>
<thead>
<tr>
<th><strong>Brief description of the action</strong></th>
<th>The CUG with the Budget and Contracts Department prepares and publishes a report on a biennial basis that enables a departmental and institutional overview of gender inequality at the University of Turin in the various key areas, from the students to the faculty-researcher to the technical-administrative staff and CEL.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target</strong></td>
<td>Entire academic community.</td>
</tr>
<tr>
<td><strong>Responsible</strong></td>
<td>CUG.</td>
</tr>
<tr>
<td><strong>Output</strong></td>
<td>Database; biennial reporting.</td>
</tr>
<tr>
<td><strong>Outcome indicators</strong></td>
<td>Approval and online publication of the gender budget every two years.</td>
</tr>
<tr>
<td><strong>Timing</strong></td>
<td>2023 - 2025</td>
</tr>
</tbody>
</table>
### 2. Recruitment of the GDA (Gender Data Analyst).

<table>
<thead>
<tr>
<th>Brief description of the action</th>
<th>Recruitment of one staff member tasked with creating and maintaining an application/portal (with the support of the Portal and E-learning Information Systems staff, SIPE) that will make the organization's gender data available and usable by the academic community, to draft UniTo's Gender Budget. This tool will also interface and coordinate with the CRUI/CINECA gender dashboard.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Entire academic community.</td>
</tr>
<tr>
<td>Responsible</td>
<td>CIRSDe, Personnel Department, SIPE Directorate.</td>
</tr>
<tr>
<td>Output</td>
<td>Recruitment of a Gender Data Analyst.</td>
</tr>
<tr>
<td>Outcome indicators</td>
<td>Existence of the Gender Data Analyst.</td>
</tr>
<tr>
<td>Timing</td>
<td>2023 - 2024 - 2025</td>
</tr>
</tbody>
</table>

### 3. Construction of a web interface for the collection and visualization of gender data

<table>
<thead>
<tr>
<th>Brief description of the action</th>
<th>Construction of a dashboard/portal that organises and makes all data concerning students, research staff, faculty, technical administrative staff, CELs readily available and broken down by gender (see the previous action in this regard).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Entire academic community.</td>
</tr>
<tr>
<td>Responsible</td>
<td>Information Systems Department, GDM.</td>
</tr>
<tr>
<td>Output</td>
<td>Assignment awarded to a computer scientist.</td>
</tr>
<tr>
<td>Outcome indicators</td>
<td>Existence of the web interface for gender data collection and visualization.</td>
</tr>
<tr>
<td>Timing</td>
<td>2024 - 2025</td>
</tr>
</tbody>
</table>
## GOAL
Gendering the governance

### 4. Appointment of the Rector’s delegate for equal opportunity and gender equality

<table>
<thead>
<tr>
<th>Brief description of the action</th>
<th>The Rector appoints an equal opportunities and gender equality delegate who is responsible for acting as a liaison between the petitions, projects and research of the teaching-research staff and the University bodies, particularly in the areas of inclusion, equal opportunities and gender policies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Entire academic community.</td>
</tr>
<tr>
<td>Responsible</td>
<td>Rector.</td>
</tr>
<tr>
<td>Output</td>
<td>Appointment of an equal opportunity and gender equality delegate.</td>
</tr>
<tr>
<td>Outcome indicators</td>
<td>Existence of a delegate for equal opportunities and gender equality.</td>
</tr>
<tr>
<td>Timing</td>
<td>2023 - 2024 - 2025</td>
</tr>
</tbody>
</table>

### 5. Appointment of the Gender Equality Manager (GEM)

<table>
<thead>
<tr>
<th>Brief description of the action</th>
<th>Every two years, the Rector appoints a Gender Equality Manager, a figure responsible for coordinating and monitoring all gender policies that are developed within the organization and also tasked with chairing the GEPIB and acting as a liaison for all the various entities that are called upon to collaborate in the implementation and maintenance of the GEP.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Entire academic community.</td>
</tr>
<tr>
<td>Responsible</td>
<td>Rector, General Directorate.</td>
</tr>
<tr>
<td>Output</td>
<td>Appointment of a Gender Equality Manager.</td>
</tr>
<tr>
<td>Outcome indicators</td>
<td>Existence of the Gender Equality Manager.</td>
</tr>
<tr>
<td>Timing</td>
<td>2023 - 2024 - 2025</td>
</tr>
</tbody>
</table>
### 6. Establishment of a network of gender equality delegates

<table>
<thead>
<tr>
<th>Brief description of the action</th>
<th>Establishment and regular meetings of a network of departmental gender equality delegates, one delegate from each department for faculty-research staff and one delegate from each directorate for technical-administrative staff, with advisory and dissemination functions on GEP implementation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Entire academic community.</td>
</tr>
<tr>
<td>Responsible</td>
<td>GEM, MINDtheGEPs, Departmental Directorate, Administrative Directorate.</td>
</tr>
<tr>
<td>Output</td>
<td>Establishment of network meetings.</td>
</tr>
<tr>
<td>Outcome indicators</td>
<td>Existence of the network of gender equality delegates; percentage of departments that engage with network out of the total; number of annual meetings.</td>
</tr>
<tr>
<td>Timing</td>
<td>2023 - 2024 - 2025</td>
</tr>
</tbody>
</table>

### 7. Creation of an “Equal opportunities and gender equality” section of the UniTo portal.

<table>
<thead>
<tr>
<th>Brief description of the action</th>
<th>Creation of a section on the UniTo website, accessible from the home page, where all materials related to GEP and equality policies implemented by UniTo in consort with territorial, national and European policies are collected.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Entire academic community.</td>
</tr>
<tr>
<td>Responsible</td>
<td>MINDtheGEPs, Web Editors, GDM.</td>
</tr>
<tr>
<td>Output</td>
<td>Web pages dedicated to the GEP.</td>
</tr>
<tr>
<td>Outcome indicators</td>
<td>Existence of the section; section updates; number of views.</td>
</tr>
<tr>
<td>Timing</td>
<td>2023 - 2024 - 2025</td>
</tr>
</tbody>
</table>
The UniTo GEPIB

The MINDtheGEPs project, in line with CRUI and European Commission guidelines, requires each university/research organisation to establish a GEP Implementation Board (GEPIB) responsible for the implementation of equality plans, chaired by the university’s GEM and made up of the local scientific coordinator of the project, faculty members and researchers of the local team, and bodies with expertise in research, gender policy or equal opportunity.

For the University of Turin, the GEPIB comprises the following people:

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Director</td>
<td>Andrea Silvestri</td>
</tr>
<tr>
<td>Vice-rector for research and MINDtheGEPs team member</td>
<td>Cristina Prandi</td>
</tr>
<tr>
<td>Rector's delegate for inclusion, equal opportunity and gender policies</td>
<td>Paola Cassoni</td>
</tr>
<tr>
<td>Senate Research Committee</td>
<td>Angela Nunnari, Ermanno Vercellin</td>
</tr>
<tr>
<td>ICT Directorate</td>
<td>Elisa Maria Bernardi</td>
</tr>
<tr>
<td>Research and Third Mission Directorate</td>
<td>Alessia Dino, Yasmine Ellabban</td>
</tr>
<tr>
<td>Budget and Contracts Department</td>
<td>Angela Mosca</td>
</tr>
<tr>
<td>Education and Student Services Department</td>
<td>Elena Carasso</td>
</tr>
<tr>
<td>Personnel Department</td>
<td>Rosangela Mesiano</td>
</tr>
<tr>
<td>IMO Direction</td>
<td>Sara Cantarutti, Maria Ferraioli</td>
</tr>
<tr>
<td>CUG</td>
<td>Mia Caielli (Presidente)</td>
</tr>
<tr>
<td>CUG</td>
<td>Marianna Filandi (Personale Docente)</td>
</tr>
<tr>
<td>CUG</td>
<td>Letizia Piscuneri (Personale TA)</td>
</tr>
<tr>
<td>MINDtheGEPs Project</td>
<td>Cristina Solera (Coordinatrice Scientifica)</td>
</tr>
<tr>
<td>MINDtheGEPs Project</td>
<td>Marina Della Giusta, Chiara Ghisleri, Vladimiro Cardenia, Manuela Naldini</td>
</tr>
<tr>
<td>GEM UniTo and CIRSDe</td>
<td>Federica Turco</td>
</tr>
</tbody>
</table>
UniTo's mindthegeps network of delegates

<table>
<thead>
<tr>
<th>Department</th>
<th>Research and teaching staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Molecular Biotechnology and Health Sciences</td>
<td>Claudia Voena, Giuseppe Ferrauto</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Silvia Maria Casassa</td>
</tr>
<tr>
<td>Cultures Politics and Society</td>
<td>Elisabetta Pennacini</td>
</tr>
<tr>
<td>Economics and Statistics &quot;Cognetti de Martisi&quot;</td>
<td>Silvia Pasqua</td>
</tr>
<tr>
<td>Philosophy and Educational Science</td>
<td>Elena Casetta</td>
</tr>
<tr>
<td>Physics</td>
<td>Raffaella Bonino</td>
</tr>
<tr>
<td>Law</td>
<td>Mia Callegari</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Viviana Patti</td>
</tr>
<tr>
<td>Foreign Languages, Literatures and Modern Cultures</td>
<td>Anna Specchio</td>
</tr>
<tr>
<td>Management</td>
<td>Luisa Tibiletti</td>
</tr>
<tr>
<td>Mathematics &quot;Giuseppe Peano&quot;</td>
<td>Ornella Robutti</td>
</tr>
<tr>
<td>Neuroscience &quot;Rita Levi Montalcini&quot;</td>
<td>Paola Bozzatello</td>
</tr>
<tr>
<td>Oncology</td>
<td>Chiara Riganti</td>
</tr>
<tr>
<td>Psychology</td>
<td>Mara Martini</td>
</tr>
<tr>
<td>Pharmaceutical Science and Technology</td>
<td>Stefano Sainas</td>
</tr>
<tr>
<td>Agricultural, Forest and Food Sciences</td>
<td>Vladimir Cardenia</td>
</tr>
<tr>
<td>Surgical sciences</td>
<td>Elisabetta Radice</td>
</tr>
<tr>
<td>Department of Clinical and Biological Sciences</td>
<td>Marinella Clerico</td>
</tr>
<tr>
<td>Public Health and Pediatric Sciences</td>
<td>Chiara Montomoli</td>
</tr>
<tr>
<td>Earth Sciences</td>
<td>Alessandro Manello, Elena Grinza</td>
</tr>
<tr>
<td>Life Sciences and Systems Biology</td>
<td>Elena Beltramo</td>
</tr>
<tr>
<td>Economic-social sciences and mathematical-statistical sciences</td>
<td>Giorcelli Silvia, Pierangelo Gentile</td>
</tr>
<tr>
<td>Medical sciences</td>
<td>Frine Eleonora Scaglione</td>
</tr>
<tr>
<td>Veterinary science</td>
<td>Giovanna Maina</td>
</tr>
<tr>
<td>Historical Studies</td>
<td>Jessica Chico</td>
</tr>
<tr>
<td>Humanities</td>
<td>InteruniversityDepartment of Land Science, Planning and Policy</td>
</tr>
</tbody>
</table>

Administrative directorates

<table>
<thead>
<tr>
<th>Administrative directorates</th>
<th>TA and CEL STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Directorate</td>
<td>Marcella Iovino</td>
</tr>
<tr>
<td>General Affairs and Cultural Heritage Directorate</td>
<td>Mauro Alovisio</td>
</tr>
<tr>
<td>Budget and Contracts Department</td>
<td>Angela Mosca</td>
</tr>
<tr>
<td>Directorate of Education and Student Services</td>
<td>Elena Carrasso</td>
</tr>
<tr>
<td>Innovation and Internationalization Directorate</td>
<td>Fernanda Negro</td>
</tr>
<tr>
<td>Personnel Department</td>
<td>Simone Pucillo, Roberta Bono</td>
</tr>
<tr>
<td>Research Directorate</td>
<td>Alessia Dino, Yasmine Ellaban</td>
</tr>
<tr>
<td>Security, Logistics and Maintenance Directorate</td>
<td>Elena Panzarino</td>
</tr>
<tr>
<td>Information Systems Directorate, Portal, E-learning</td>
<td>Francesco Gambino</td>
</tr>
<tr>
<td>Organizational and Human Resources</td>
<td>Maria Ferraioli</td>
</tr>
<tr>
<td>Development Directorate and Institutional Support for Departments</td>
<td>Antonio Fantozzi</td>
</tr>
</tbody>
</table>

University degli Studi di Torino
The list of acronyms

CEL: Language Collaborators and Experts
GDM: Gender Data Manager
GEM: Gender Equality Manager
GEP: Gender Equality Plan
PA: Associate Professor
PO: Full Professor
PTA: Technical Administrative Staff
RTD-A: A type fixed term Research fellow (short term contract)
RTD-B: B type fixed term Research fellow (long term contract)
RU: Ricercatore Unico
SSH: Social Sciences and Humanities
STEMM: Science, Technology, Engineering, Mathematics and Medicine