

# *Towards Diversity*

**Gender Equality Plan**

**2021-2024**

**EXTENDED TO FEBRUARY 2025**



**Politecnico  
di Torino**



# Summary

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# 1. Reference context

## 1.1 The Strategic Plan 2018-2024: PoliTo4Impact

This Gender Equality Plan (GEP) 2021-2024 integrates the gender policies outlined in the Politecnico di Torino Strategic Plan 2018-2024, *PoliTo4Impact*. A number of guidelines have been redefined in this context, starting with an analysis of the context from a gender perspective carried out in the University's 2020 Gender Equality Report, Diversity is Excellence, as well as a continuous comparison with international best practices on the subject.

The GEP was structured to highlight the presence of the characteristics required by the European Commission for participation in all Horizon Europe calls for research and innovation.

The Politecnico di Torino draws up a periodic Strategic Plan, in which it reflects on the path it has taken and outlines the evolution of its vision, outlining the consequent implementation policies. While this vision has always focused on inclusion and integration, the reduction of inequality has become the core value of *PoliTo4Impact*. The role of human capital has become the main line of intervention according to which this vision is interpreted: “**Valuing the centrality of people**” means valuing those who work and study at the Politecnico, enabling them to do their best, by investing in new human capital and diversified skills.

Gender equality is both a reference principle and a strategic tool in this area, for which PoliTo4impact had already identified two goals, as follows:

- Increasing the percentage of women enrolled in the first year of engineering to over 35% on average within the next six years, achieving full gender equality in some of the degrees proposed
- Reducing the gender gap in success rates for competitions at various levels of teaching by 50%

It had also identified the benefits of using the Gender Equality Report to analyse the context of the University's gender characteristics, as a basis for drawing up subsequent equity policies. When fully implemented, the University's GEP, with the additional features identified at European level and specified below, will become an integral part of the University's Strategic Plan.

## 1.2 The Action Plan of the Strategic Plan and integrated planning

The University's Action Plan is the three-year, annually rolling document that governs the implementation of the Strategic Plan and, more generally, the University's strategy. It translates the strategic lines of action into projects, with a focus on first year projects.

Structure:

- **AREAS:** Teaching, Research, Third Mission, Which University (the same as the Strategic Plan).
- **ACTIONS**
- **PROJECTS**

The Action Plan governs the following dimensions:

### KPI (key performance indicators)

- KPI (*target*) of strategic impact, these are indicators that measure the impact of ACTION and therefore express the outcome expected in 2024.
- I KPI OUTPUT (*milestone*) on the other hand, indicate the outcome expected in 2021 for the PROJECT, so the targets expected from the specific project, related to the KPI of strategic impact of the action. The KPI output of the project can be considered as an “annual advancement” of the action. They don't necessarily already have an impact but can be “instrumental” to the final impact expected.

### Budget

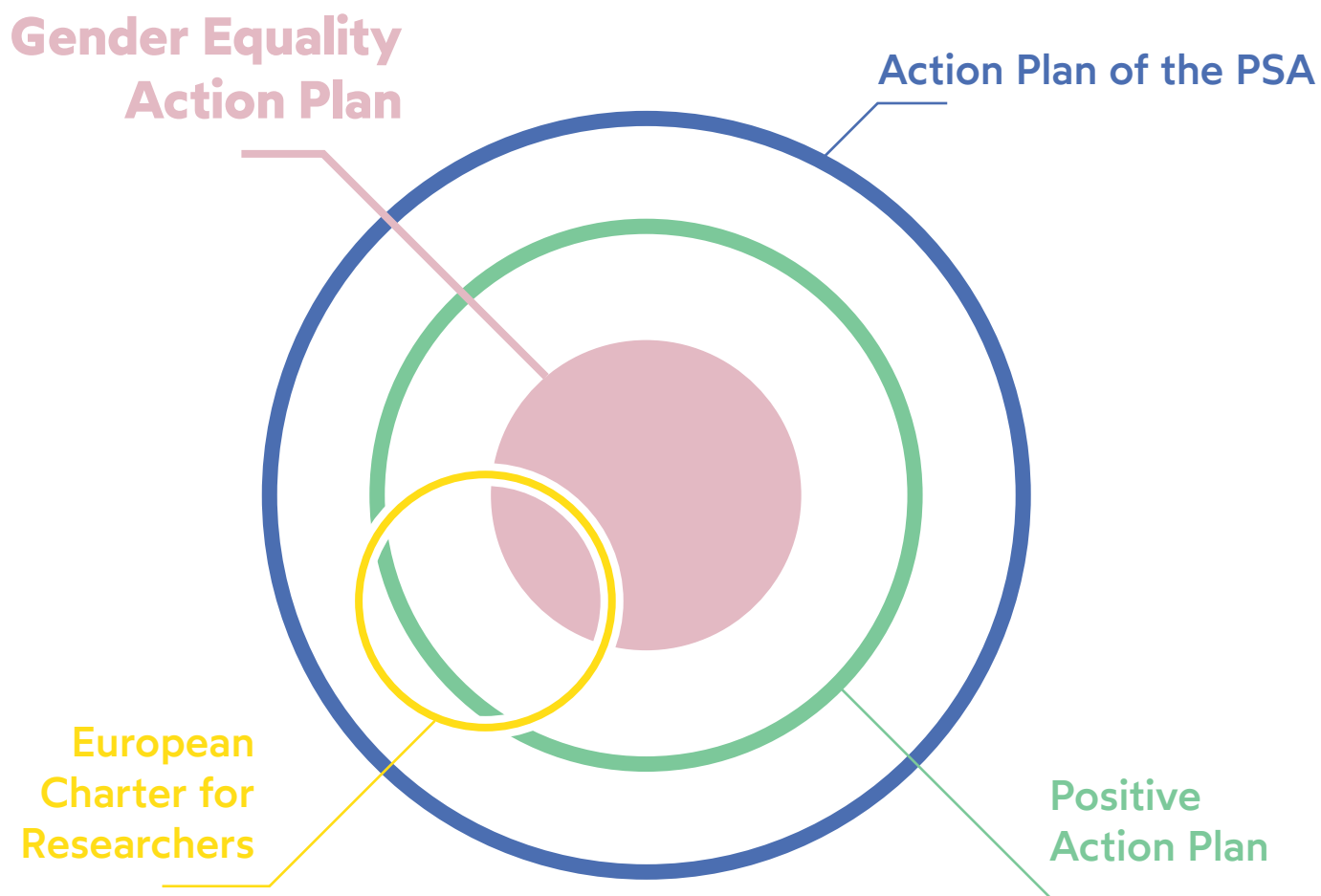
- The Action Plan verifies the link with the forecast budget.

### Priority and feasibility

- The priority of a project indicates the degree of precedence of a project from the strategic point of view and/or in terms of external commitments/obligations (legal, contractual, etc.) and impact.
- The feasibility of a project is established on the basis of the available resources of budget, personnel and/or other possible constraints already known such as: the need for a deliberative passage (e.g.: Government Bodies, Departments, etc.), regulatory obstacles, technical difficulties with implementation, etc. The feasibility study of the projects is carried out by the Area of reference, which can motivate it with a comment that is also “instrumental” to the expected final impact.

Due to its inclusion of all strategic implementation activities, the University's Action Plan incorporates the GEP Action Plan, known as the GEAP – Gender Equality Action Plan – with appropriate evidence. With the same logic, the GEAP will become an integral part of the PAP – Positive Action Plan of equal opportunities in the broadest sense (not only gender actions) – and will be integrated with the actions of the European Charter for Researchers for related lines of activity, all within the scope of the University Action Plan.

The following is a visual representation of this integration of strategic action plans.





## 1.3 European Context: Horizon Europe and Gender Policies

The new Framework Programme for Research and Innovation for 2021-2027, Horizon Europe, has introduced new provisions to strengthen **gender equality** in European organisations at systemic level. For all research organisations and higher education institutions in particular, the adoption of a Gender Equality Plan (GEP) has become a **requirement** for accessing funding from the Horizon Europe research programme.

The European Commission's action is part of the EU strategy for gender equality 2020-2025. The European Commission will ask research organisations and higher education institutions to adopt a Gender Equality Plan to participate in all Horizon Europe calls with a deadline in 2022 and beyond. Once the project proposal has been submitted for funding following evaluations, the consortium partners will have until the Grant Agreement is signed to confirm that they have a GEP in place. The implementation of a GEP does not condition the evaluation of the project but is mandatory at the time of signing the Grant Agreement.

The participation of all stakeholders is recommended in the process of drafting and implementing the GEP. The activation of a **participatory process** for the drafting and implementation of the GEP is crucial to overcoming obstacles and resistance. In particular, the European Commission requires the involvement of the Rector or Head of the institution, the Director General, Heads of Schools, Heads of Departments, teaching and research staff, technical-administrative staff, student body, Human Resources Department.

When proposing projects for Horizon Europe, the European Commission requires a self-declaration in the form of an online questionnaire listing the **four** mandatory GEP **requirements** related to the process, as well as the five recommended thematic areas. The following four requirements are considered to be minimal core elements:

- A. the GEP must be a public document** approved and signed by the heads of the institution and published on its website in compliance with the privacy laws (GDPR);
- B. specific human and financial resources must be dedicated to the GEP** for planning, implementation and monitoring, including funding for specific positions dedicated to equality or gender equality teams;

- C. the GEP must include provisions for collecting and monitoring data**, broken down by gender and covering both the student population and the teaching, research and technical, administrative and library staff; an updated annual report must also be prepared, with indicators available on the website;
- D. the GEP must be supported by training and strengthening of skills**. The training of staff and decision makers on gender-related issues and equal opportunities is required in particular.

The European Commission indicates the following **five minimum priority areas of intervention** to which specific measures should be dedicated:

- 1. work-life balance and organisational culture;**
- 2. gender balance in top positions and decision-making bodies;**
- 3. gender equality in recruitment and career advancement;**
- 4. integration of gender into research and into teaching programmes;**
- 5. countering gender-based violence, including sexual harassment.**

## 1.4 National Context

In July 2021, the CRUI Assembly approved the Guide for the elaboration of the Gender Equality Plan in Italian universities. The Guide identifies the GEP as a reference document that defines the university's strategy for gender equality. The GEP must be drafted by the end of 2021 by a dedicated structure (GEP Team), with the involvement of all stakeholders who can guarantee a broad participatory process. The GEP is part of the University's planning and must be synchronised with the PAP according to the specificities of individual universities. Lastly, it must be drawn up in continuity with the Gender Balance process described by the relative *Guidelines of the CRUI Gender Commission* (2019).

The Guide identifies the context analysis contained in the Gender Balance, where present, as the starting point for the drafting of a GEP. This allows the identification of the thematic areas of intervention, to each of which one or more goals are associated. The Gender Equality Action Plan then allows the goals to be broken down into measures/actions. It is advisable to provide a descriptive sheet for each of them, clearly identifying timeframes and resources – both human and financial – and to allow ongoing monitoring of the KPIs, and of specific action indicators.

The European requirements reiterated by the Guide intersect with Italian legislation

which requires all State Administrations to draw up *Positive Action Plans* aimed at ensuring the removal of obstacles which prevent the full realisation of equal opportunities in work and in employment between men and women. It should be borne in mind that, while subsequent legislative references have expanded the definition of equal opportunities to which the PAP refers, the stringent requirements regarding the characteristics of GEPs specified at European level are not required for PAPs. Therefore, while it is desirable that the PAPs of Italian universities include the GEPs, as outlined above, in the current national regulatory context it is necessary to develop the GEP separately from the PAP.

The *integrated plan of activities and organisation* referred to in the recent legislative measure, which is valid for three years and updated annually, is also expected to contain, among other things, the procedures and actions aimed at fully respecting gender equality, also with regard to the composition of examining boards. In the case of the Politecnico, the Integrated Plan is coordinated with the University Action Plan.

## 2. GEP: gender policies in the University

### 2.1 Stakeholders

The University community has been considering the wide-ranging issue of equal opportunities for several decades. Back in 2000, one of the first Italian University Equal Opportunities Committees was founded at the Politecnico di Torino. It was later transformed into the Comitato Unico di Garanzia (CUG), or Single Guarantee Committee, in order to comply with legislative developments. The University was also one of the first in Italy to introduce the figure of the Confidential Counsellor, an external figure providing advice and assistance in cases of sexual or moral harassment or discriminatory behaviour.

In addition to these institutional references, the University's determination to address the issue of gender equality, but also to make the University more and more inclusive, is expressed through two figures appointed in 2018: the Vice-Rector for Quality, Welfare and Equal Opportunities and the Rector's Contact Person for Gender Equality and Diversity.



At administrative level, the figure of the *Diversity and disability Manager*, established in December 2019, completes the picture.

Since the activation of a participatory process is a priority for the success of gender equity policies, with this intention the Gender Observatory of the Politecnico di Torino was established by Rector's decree in 2019, with representation of all the components of the University. In addition to coordinating the Gender Equality Plan and the Gender Equality Report process in general, the Observatory expresses advisory opinions on the gender-related aspects of University policies, complementing the role of the CUG. In 2019, the Observatory set up the team that coordinated the context analysis from a gender perspective. The work was completed in 2020, with the publication of the first Gender Equality Report of the Politecnico di Torino. At the beginning of 2021, the team<sup>[1]</sup> was set up to prepare this GEP and the relative GEAP, in a participatory process with all the stakeholders in the University.

The **Gender Observatory** consists of:

- Rector's Contact Person for Gender Equality and Diversity – Coordinator
- Vice Rector for Quality, Welfare and Equal Opportunities
- Diversity and Disability Manager
- President of the Single Guarantee Committee
- Head of Programming, Quality, Development and Life Area
- Head of the Teaching Management Area
- Head of the Human Resources Area
- Head of the Culture and Communication Area
- Head of the Research Area
- A student representative among the representatives in the Academic Senate and in the Board of Directors
- A representative of the PhD students
- A representative of the teachers in the Academic Senate
- A pro tempore representative of the Heads of Department
- A representative of the College Coordinators
- A representative of the managers appointed by the Director General.

The composition of the group is such as to include the various skills and components of the Politecnico community: the CUG, in the person of its President, is a permanent member of the Observatory, as is the Diversity and Disability Manager whose job includes, among other things, promoting the implementation of the University's strategic programmes on the recognition of gender differences and their value in terms of employer branding, as a means of increasing the University's social responsibility.

[1] In addition to the Vice-Rector for Quality, Welfare and Equal Opportunities and the Coordinator of the Observatory, the following are part of the team that has drawn up this document: representative of Departmental Directors, representative of College Coordination, representative of CUG, Life Area manager, INTE manager, RUO Area representative

The areas of the University that have an impact on equal opportunities, the student population, the Departments and Colleges, the Senate and the General Directorate are also represented, through their managers.

In addition to the direct involvement of representatives during the drafting process of the GEP and its implementation plan (GEAP), all the political and administrative stakeholders were involved through informal consultation of the University bodies, the Rector's Council, the University Quality Presidium and the University Committees, such as *PoliWo* - Politecnico for Women, the discussion list of teachers on equal opportunities and the Focus Group of the European Researchers Charter, which monitors the implementation of the principles of the European Researchers Charter at the Politecnico di Torino.

The GEP process and the drafting of the GEAP are wide-ranging. Given the transversal nature of the topics of interest and the University's desire for them to reverberate throughout the entire Politecnico community, a large and qualified number of resources are involved, including technical and administrative staff. The area most directly involved is PDQL (Programming, Development, Quality and Life), particularly for the Life and Training, Welfare service, in the persons of the person in charge - who also plays the role of Diversity and Disability Manager - and of an administrative resource, who deals specifically with equal opportunities and welfare at work. Life plays a supporting and coordinating role among the various subjects and services involved in the Gender Equality Plan process.

The PQA (Presidio della qualità di Ateneo - University Quality Presidium) completes the set of players involved and its aim is to ensure Quality at University level: an indispensable process that also involves gender issues. The PQA acts particularly in the definition of quality policies in harmony and synergy with the University's strategic guidelines, with the implementation of activities to ensure the effectiveness and efficiency of all the University's internal processes and, lastly, with the creation of awareness in all those who work in the University in terms of competence and promptness of the tasks to be performed.

## 2.2 Context analysis: the Gender Balance at the Politecnico di Torino

The Directive of the Minister for Reforms and Innovations in the Public Administration and of the Minister for Rights and Equal Opportunities of 23 May 2007 states that Public Administrations must:

- prepare all staff statistics broken down by gender, with reference to all the variables considered, including remuneration and time spent in professional positions;
- promote budget analyses showing “how many and which items address women, men, both”, in order to allocate resources to services according to the different needs of women and men.

Several Italian universities have begun adopting the Gender Balance tool in the last decade. In a logic of context analysis (Gender Auditing), the document collects **data broken down by gender** relating to the entire Politecnico population and is the initial point of a circular process, the qualifying point of which is to move to a logic of Gender Budgeting, through the planning and allocation of resources provided in the Gender Equality Plan and Gender Equality Action Plan respectively. This is a process which, passing through the management phase, ends with the reporting and subsequent budgeting, in order to highlight the impacts of the choices made according to the gender approach (amongst others).

The Politecnico di Torino too has identified in its Polito4Impact strategic plan the usefulness of having a Gender Equality Report. In this context, the University's first Gender Equality Report was prepared, presented and published in 2020. The publication, with the significant title **"Diversity is Excellence"**, analyses the gender aspects of the Politecnico community up to the end of 2019 in over 150 pages. The document reveals lights and shadows in relation to the gender characteristics of our University, which are also reported in the summarised in both English and Italian. The analysis as a whole will be presented every three years and the Gender Equality Report will be made available on the University website every year.

This GEP aims to outline strategic lines of action to help overcome critical issues and exploit the potential that has emerged.

## 2.3 Areas of intervention and goals of PoliTo's Gender Equality Plan

In view of the findings of the Gender Equality Report and in keeping with the goals of the Polito4Impact strategic plan and the priorities identified at European level, this document presents the thematic areas on which the University intends to articulate its policies for the achievement of gender equality. Each area is divided into a number of goals, the achievement of which is detailed in the GEAP – an integral part of this document – through actions, indicators, targets, timelines, division of responsibilities, and dedicated human and financial resources. The indicators allow the ongoing monitoring of the actions, while the ex-post assessment of the effectiveness of the policies identified by this document will take place in the next Gender Balance. Similarly, the GEP is issued every three years. In view of its strategic value, when fully operational it will be an integral part of the University's strategic plan.

**Six areas of attention have been identified:** besides five areas easily identifiable with those suggested also at European level – listed in paragraph 1.3 – it has been considered appropriate to strengthen the interventions to reduce the horizontal segregation among female students in the engineering departments, defining a sixth priority thematic area. They are introduced briefly below, indicating the objectives on which the actions detailed in the GEAP will focus for each one.

### 1. Gender culture in work-life organisation and balance.

The University pursues the development of an organisational culture that makes attention to the dimension of gender and the implementation of related policies structural. In particular, if, as far as work-life balance is concerned, the results of the Gender Equality Report confirm that women end up undertaking most of the burden of care and parental responsibilities, the interest of the University in intervening to reduce the imbalance is accompanied by the conviction that the entire Politecnico community can achieve a satisfactory balance between work and private life, allowing fathers too to be able to live this second dimension of life to the full.

To achieve these results, the following goals have been identified:

- 1.1 Integration of the Gender Equality Report process in the University's organisation
- 1.2 Support with parental responsibilities
- 1.3 Support with the burden of care

## **2. The gender balance in top positions and decision-making bodies.**

The framework proposed by the Gender Equality Report does not yet allow the equality in decision-making positions desired by the University, which has already engaged in achieving some leadership equality goals, both in the strategic plan and by signing the Declaration on Equality Diversity and Inclusion at Universities of Science and Technology adopted by the over 50 member universities of the European association of scientific and technical universities, CESAER. This Declaration included the aim of reaching at least 30% women in decision-making positions by 2023. In order to achieve these results, the University has identified two goals to be pursued synergistically:

- 2.1 Promoting the gender balance in decision-making roles
- 2.2 Increasing gender equality in election bodies

## **3. Gender equality in recruitment and career progression.**

This thematic area offers great opportunities for improvement, starting with the still far from equal situation highlighted in the Gender Equality Report. This is true for the STEM disciplines, with regard to the low rate of feminisation of teaching and research staff, while it is transversal to all staff – especially teaching and research staff – with regard to the greater difficulty of women in moving to non-precarious positions and in advancement, with particular reference to top positions. Consequently, the University considers it strategic to focus on the following goals:

- 3.1 Increasing the percentage of women in the recruitment of teaching and research staff in STEM areas
- 3.2 Reducing the gender gap in the careers of staff
- 3.3 Promoting equal access to non-precarious staff positions

## **4. Gender integration in research and training.**

According to the vision outlined in the strategic plan, the scientific, engineering, architecture, planning and design disciplines offered by the University should be integrated with the human and social sciences. With this in mind, and in the light of international evidence, an effort should be made to increase the awareness and enhance the training of the entire community in relation to both the gender dimension and on such an important issue of inclusion as language. Given the non-generalist nature of the disciplines offered by the University, this effort cannot be kept separate from the strengthening of existing capacities, obtained by integrating and systemising the necessary research skills.

Consequently, the following goals are envisaged:

- 4.1 Awareness and training in the inclusive use of language
- 4.2 Awareness and training in the gender dimension
- 4.3 Integration of the gender dimension into research content

## **5. Fighting gender-based harassment and violence.**

Despite the Trustee's reference, harassment or discriminatory behaviour is still present, albeit to a limited extent. The change in the forms of harassment, such as verbal violence on the Internet and particularly on social media, confirm the importance of maintaining a high level of attention and training, helping the younger generation in particular to recognise, isolate and report harassing behaviour in order to overcome it. The following goals are envisaged:

- 5.1 Awareness and training in gender-based harassment and violence
- 5.2 Initiatives to facilitate the exposure of harassment

## **6. The gender balance in STEM studies.**

The non-generalist nature of the spectrum of studies offered at our university means that the current student population is heavily male-dominated. This phenomenon is attributable entirely to the STEM degree courses present. In keeping with the goal already included in the strategic plan, the University has launched the *WeAreHERE* project in recent years to increase female enrolment in these degree courses. The initial successes achieved – with the highest values ever reached in both the number and percentage of female students enrolled in engineering – do not change the awareness that we are still far from the equality desired. Moreover, the Gender Equality Report indicates an asymmetry in postgraduate courses, the origin and consistency of which need to be further investigated. The above observations lead to the outlining of the following goals:

- 6.1 Increase in female student enrolment in STEM degree courses
- 6.2 Analysis of gender asymmetries in postgraduate studies

## **2.4 Governance**

This GEP has a duration of three years and is approved specifically by the University bodies, supplementing the effects of gender policies incorporated into the University's Strategic Plan, of which it should become an integral part. The GEP is accompanied by the related plan for the implementation of actions, the GEAP, the budget for which is also approved by the University bodies. In addition to the final assessment of the GEP, in the subsequent Gender Equality Report, the ongoing monitoring of the policies' effectiveness is allowed by the specific tools envisaged for the Action Plan of the Strategic Plan, applied



also in the case of the GEAP and outlined in the following section.

The Gender Observatory is the steering committee of the GEP and is therefore responsible for the ongoing assessment and definition of the proposals for intervention and updating of the GEAP that are deemed necessary. It is envisaged that all actions requiring a possible adjustment of the budget allocated will be passed on to the University bodies.

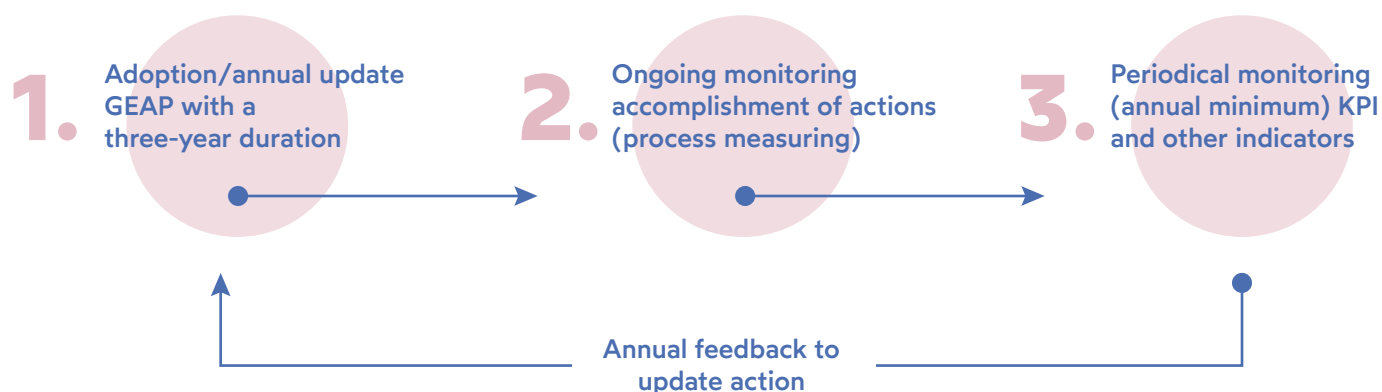
As an integral part of the University Action Plan, the GEAP is ultimately taken care of by the Action Plan Steering Committee, made up of all the heads of the first-level Areas and Services of the University, along with the steering committee for the appropriate allocation of implementation competences, for connection with the Performance Plan as well as for feasibility assessments in a systematic perspective.

## 3. The Gender Equality Action Plan (GEAP)

### 3.1 Lifecycle of the GEAP

The GEAP is the tool through which the University's gender policies described here are translated into actions and programmes, identifying the **responsibilities** and players involved, the **timing** and priority of actions, and the **human and financial resources** devoted to them.

The GEAP is a consequential part of the GEP. It too has a three-year duration and is accompanied, in addition to the **ongoing monitoring** of the actions, by periodic monitoring through specific indicators identified for each action, introduced in the next section. After this periodic monitoring, the GEAP is redefined with the addition of another year and the elimination of the year concluded, according to the sliding flow described in the following figure:



The decision to include the entire GEAP in the University Action Plan is one of the strengths of this GEP – as well as being a guarantee of integration of gender policies into the strategies of the University. For this reason, the timing of approval and redefinition of the GEAP coincides with that of the entire Action Plan.

## 3.2 The indicators

The monitoring of the actions that make up the GEAP consists of two phases, each of which involves the identification of performance indicators as follows:

- output indicators (defined in the GEAP **action measurement indicators**), for the ongoing monitoring of the process for the accomplishment of the individual actions. They represent the expected target of each individual action and are instrumental to the expected final impact.
- impact indicators (**KPIs**), for the ongoing monitoring of the implementation and effectiveness of individual actions in relation to the goals defined in the GEP. To this end, each of the actions of the GEAP is linked to one or more KPIs for the definition of the result goals, which will be measured with one or more analytical indicators. These can be applied, if necessary, both at a central and decentralised level (department or educational area). This makes it possible to assess the achievement of the GEP goals in relation to the implementation and effectiveness of the individual actions included in the GEAP.

Operationally, as far as the first monitoring phase of the process is concerned, each individual action is classified according to one (or more) of the following categories:

- analysis
- communication & awareness
- training
- incentives

Each category has been associated with a measurement indicator that is as standardised as possible. In the case of the actions classified in the “analysis” category, the ongoing monitoring is aimed at verifying the realisation of feasibility studies, analysis and mapping of the phenomena related to the different areas of the GEAP. The ongoing monitoring of the “communication and awareness” and “training” actions is aimed at measuring not only the implementation of each individual action, but also the effectiveness in terms of percentage of users reached. Lastly, as regards the “incentives” category, each action has specific measurement indicators.

In relation to the periodic monitoring phase and in order to measure the effectiveness of individual actions in relation to the goals defined in the GEP, the Gender Equality Action Plan is based on the following five KPIs:

- KPI 1** increase the number of female students enrolled in the first year of engineering degree courses to 35% by 2024
- KPI 2** decrease the gender gap in success in teacher upgrade exams by 50% by 2024
- KPI 3** increase the minority gender in leadership to more than 30% by 2023
- KPI 4** increase the rate of feminisation of teaching staff in the Engineering area to 30% by 2024
- KPI 5** gender-based harassment and violence: raising awareness, increasing training and highlighting related phenomena by 2024

KPI 1 and 2 are taken from the University Strategic Plan while KPI 3 was subscribed to by the Politecnico as a member of the European Association CESAER, as mentioned above. Lastly, KPIs 4 and 5 were defined by the GEP on the basis of the evidence that emerged in the Gender Equality Report and of the indications that emerged from the CUG and the Councillor of Trust. KPI 5 is not expressed here in quantitative terms as data on the extent of harassment at the University is still partial; the surveys on the occupational wellbeing of the entire population of the Politecnico, which are held every two years, have been integrated in order to provide useful information for the future quantification of the indicator.

### 3.3 Provisions for collecting and monitoring data

A dedicated section of the Life website allows the regular monitoring of the University's gender data, both with regard to some of the significant indicators proposed in the Gender Equality Report, and with regard to the value and operational definition of the KPIs described in the previous section. In both cases, the initial value, or **zero value**, was identified. In the case of the indicators of the Gender Equality Report, this corresponds, for staff, to the value measured at 31.12.2019 and, for the student population, to the value measured at the beginning of the 2019/20 academic year. In the case of KPIs, the zero value corresponds for staff to the value as at 31.12.2021 and for the student population to the value at the beginning of the academic year 2021/22. Subsequent updates will be published annually in the dedicated section from February 2021, with the support of the PSQ offices.

## 4. The Gender Equality Action Plan (GEAP) – Activity Sheets



The individual sub-actions of the GEP Action Plan, referred to as the **GEAP – Gender Equality Action Plan**, which is incorporated into the University Action Plan.

The GEAP (Gender Equality Action Plan) – an integral part of the GEP – is the tool through which the **University's gender policies become operational**. It too has a three-year duration and is accompanied, in addition to the ongoing monitoring of the actions, by periodic monitoring through specific indicators identified for each action, introduced in the next section. After this periodic monitoring, the GEAP is redefined with the addition of another year and the elimination of the year concluded. One of the strengths of the GEP – as well as being a guarantee of the integration of gender policies into the University's strategies – is the decision to fully include the GEAP in the University's Action Plan.

With the same logic, the GEAP will become an integral part of the PAP – Positive Action Plan of equal opportunities in the broad sense (not only gender actions) – and will be supplemented with the actions of the European researchers' charter for the relative lines of activity, all within the Action Plan of the University.

## AREA 1 GENDER CULTURES IN THE WORK-LIFE ORGANISATION AND BALANCE

### Goal 1.1: Integration of the Gender Equality Report process in the organisation of the University

<b>Sub action</b>	<b>1.1.1 Gender Equality Report: from the work team to three-yearly publication of the full report</b>
<b>Population/target</b>	Politecnico community
<b>Description/first level actuation</b>	The University's Gender Equality Report (BdG) is prepared every three years by a work team (BdG team), identified by the Gender Observatory at the beginning of the year following the three-year period analysed. The data on the entire Politecnico community, broken down by gender, is collected and analysed in a special publication. providing the context analysis for the subsequent Gender Equality Plan.
<b>Type of action</b>	Analysis, communication & awareness
<b>Indicator</b>	Indicator: YES/NO
<b>PM and structures involved</b>	<b>PSQL</b> VR Quality Welfare and Equal Opportunities Gender Equality and Diversity Officer Gender Observatory CUG BdG Team
<b>Budget in euro and/or remark</b>	YES Layout and publication of BdG part of the communication/promotion campaign (part of current contract 99,000 euro + VAT) + future contract not yet quantifiable
<b>SDGs</b>	 
<b>European researchers' charter</b>	*Action 20 Action Plan 2019–2021: Production of the Gender Equality Report and design and implementation of the Gender Equality Plan
<b>Reference KPIs</b>	All KPIs

Timeline	2022	2023	2024
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## AREA 1 GENDER CULTURES IN THE WORK-LIFE ORGANISATION AND BALANCE

### Goal 1.1: Integration of the Gender Equality Report process in the organisation of the University


Sub action	1.1.2 Gender Equality Report: communication and publicity of report data
Population/target	Politecnico community
Description/first level actuation	The results of the BdG are presented at the same time as its publication in a public event dedicated to the entire Politecnico community and resumed in a series of meetings with the Senate, the BoD and the individual Department Councils. A presentation of the new BdG to the bodies and the University is planned for 2023, while meetings with the Departments are scheduled for 2022 and 2024.
Type of action	communication & awareness
Indicator and target	<p>Indicator:</p> <p>1) N° event participants                      2) N° department meetings</p> <p>Target:</p> <p>1) 200 participants in the event              2) meetings with all departments</p>
PM and structures involved	<p><b>PSQL (Gender Observatory)</b></p> <p>PSQL VR Quality Welfare and Equal Opportunities CC</p> <p>CUG</p> <p>BdG Team</p>
Budget in euro and/or remark	<p>YES</p> <p>Event for presentation of BdG part of the communication/promotion campaign (part of current contract 99,000 euro + VAT)</p> <p>+ future contract not yet quantifiable</p>
SDGs	
European researchers' charter	*Action 20 Action Plan 2019–2021: Production of the Gender Equality Report and design and implementation of the Gender Equality Plan
Reference KPIs	All KPIs

Timeline	2022	2023	2024
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## AREA 1 GENDER CULTURES IN THE WORK-LIFE ORGANISATION AND BALANCE





### Goal 1.1: Integration of the Gender Equality Report process in the organisation of the University

<b>Sub action</b>	<b>1.1.3 Gender Equality Report: annual update and publication of updated indicator subsets on the Politecnico website</b>
<b>Population/target</b>	Politecnico community
<b>Description/first level actuation</b>	The Gender Observatory proposes a subset of indicators for each community (teaching, research and research staff, PTAB, student population) broken down by gender, which are available on a dedicated area of the University website and updated annually by the competent offices.
<b>Type of action</b>	communication & awareness
<b>Indicator</b>	Indicator: YES/NO (every year)
<b>PM and structures involved</b>	<b>PSQ(L)</b> VR Quality Welfare and Equal Opportunities Gender Observatory CUG BdG Team
<b>Budget in euro and/or remark</b>	
<b>SDGs</b>	
<b>European researchers' charter</b>	*Action 20 Action Plan 2019–2021: Production of the Gender Equality Report and design and implementation of the Gender Equality Plan
<b>Reference KPIs</b>	All KPIs

<b>Timeline</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
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## AREA 1 GENDER CULTURES IN THE WORK-LIFE ORGANISATION AND BALANCE

### Goal 1.1: Integration of the Gender Equality Report process in the organisation of the University

<b>Sub action</b>	<b>1.1.4a Gender Equality Plan (GEP) and its integration into the University's strategic plan</b>
<b>Population/target</b>	Politecnico community
<b>Description/first level actuation</b>	Every three years, the Gender Observatory appoints a work team, the GEP Team, which is in charge of drawing up the University's gender policy proposal for the following three years, the Gender Equality Plan (GEP). The GEP is incorporated into the University's Strategic Plan, with a member of the Team being part of the University work team dedicated to the Strategic Plan. The GEP is formulated in the year following the publication of the BdG, and both have a duration of three years. As the Strategic Plan has a six-year duration, an update of the GEP is included in the mid-term update of the Strategic Plan in the same way.
<b>Type of action</b>	analysis
<b>Indicator</b>	Indicator: GEP Team member in the Strategic Plan work team: YES/NO
<b>PM and structures involved</b>	<b>PSQL (Gender Observatory)</b> Rector VR Quality Welfare and Equal Opportunities GEP Team CUG + ALL areas of the University
<b>Budget in euro and/or remark</b>	
<b>SDGs</b>	   
<b>European researchers' charter</b>	*Action 20 Action Plan 2019–2021: Production of the Gender Equality Report and design and implementation of the Gender Equality Plan
<b>Reference KPIs</b>	All KPIs

Timeline

2022

2023

2024

## AREA 1 GENDER CULTURES IN THE WORK-LIFE ORGANISATION AND BALANCE


**Goal 1.1:** Integration of the Gender Equality Report process in the organisation of the University

<b>Sub action</b>	<b>1.1.4b Incorporation of the Gender Equality Action Plan in the University Action Plan</b>
<b>Population/target</b>	Politecnico community
<b>Description/first level actuation</b>	The GEP's gender strategies, set out in the Strategic Plan, are implemented through a specific section of the University's action plan, the Gender equality action plan (GEAP). The GEAP is also revised every three years in spring. It is also updated annually on a rolling basis as part of the action plan, removing the year just ended and adding another year.
<b>Type of action</b>	analysis
<b>Indicator</b>	Indicator: YES/NO
<b>PM and structures involved</b>	<b>PSQL</b> Gender Observatory GEP Team CUG + ALL areas of the University
<b>Budget in euro and/or remark</b>	
<b>SDGs</b>	<div>4 QUALITY EDUCATION</div> <div>5 GENDER EQUALITY</div> <div>8 DECENT WORK AND ECONOMIC GROWTH</div> <div>11 SUSTAINABLE CITIES AND COMMUNITIES</div>
<b>European researchers' charter</b>	
<b>Reference KPIs</b>	All KPIs

<b>Timeline</b>	2022	2023	2024
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## AREA 1 GENDER CULTURES IN THE WORK-LIFE ORGANISATION AND BALANCE


**Goal 1.1:** Integration of the Gender Equality Report process in the organisation of the University

<b>Sub action</b>	<b>1.1.5 Analysis of the University budget and balance sheet from a gender perspective</b>
<b>Population/target</b>	Politecnico community
<b>Description/first level actuation</b>	In order to have an overall picture of the impact of the costs borne by the University in terms of gender, each item of the University budget must be reclassified, specifying whether they are costs related to specific actions for gender equality or more generally gender-sensitive costs (see CRUI Guidelines for the BdG). The first step is a study on the feasibility of said reclassification.
<b>Type of action</b>	analysis
<b>Indicator</b>	Indicator: YES/NO
<b>PM and structures involved</b>	<b>PAF</b> ALL areas of the University
<b>Budget in euro and/or remark</b>	
<b>SDGs</b>	
<b>European researchers' charter</b>	*Action 20 Action Plan 2019-2021: Production of the Gender Equality Report and design and implementation of the Gender Equality Plan
<b>Reference KPIs</b>	All KPIs

Timeline	2022	2023	2024
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## AREA 1 GENDER CULTURES IN THE WORK-LIFE ORGANISATION AND BALANCE

**Goal 1.1:** Integration of the Gender Equality Report process in the organisation of the University

<b>Sub action</b>	<b>1.1.6 Strengthening of the organisational unit dedicated to equal opportunities</b>		
<b>Population/target</b>	PTAB		
<b>Description/first level actuation</b>	The unit is currently set up around the figure of the Diversity and Disability Manager and two other figures dedicated to equal opportunities. Also, in view of dedicated external financial resources (MIUR, European Commission, ...), it could be strengthened with human resources with sociological, statistical and labour law skills suited to dealing with the BdG process and the relative GEAP.		
<b>Type of action</b>	incentives		
<b>Indicator</b>	Indicator: At least two people dedicated full-time to gender equality		
<b>PM and structures involved</b>	<b>PSQL</b> DG RUO		
<b>Budget in euro and/or remark</b>	YES In the case of additional resources		
<b>SDGs</b>			
<b>European researchers' charter</b>			
<b>Reference KPIs</b>	All KPIs		
<b>Timeline</b>	2022	2023	2024

## AREA 1 GENDER CULTURES IN THE WORK-LIFE ORGANISATION AND BALANCE


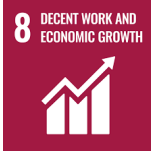
### Goal 1.2: Support with family care

<b>Sub action</b>	<b>1.2.1 Analysis of the phenomenon</b>		
<b>Population/target</b>	Politecnico Staff		
<b>Description/first level actuation</b>	Survey of the current services provided by the Politecnico and their use and analysis of needs by cross-referencing the data available to the offices with the data supplied on a voluntary basis in the survey on organisational wellbeing.		
<b>Type of action</b>	analysis		
<b>Indicator</b>	Indicator: YES/NO		
<b>PM and structures involved</b>	<b>PSQL</b> Trade union welfare work team CUG		
<b>Budget in euro and/or remark</b>			
<b>SDGs</b>	 		
<b>European researchers' charter</b>			
<b>Reference KPIs</b>	KPI 2 – decrease the gender gap in success in teacher upgrade exams by 50% by 2024 KPI 4 – increase the rate of feminisation of teaching staff in the Engineering area to 30%		
<b>Timeline</b>	2022	2023	2024



## AREA 1 GENDER CULTURES IN THE WORK-LIFE ORGANISATION AND BALANCE



### Goal 1.2: Support with family care

<b>Sub action</b>	<b>1.2.2 Study of possible measures to supplement family care at university level</b>
<b>Population/target</b>	Politecnico community
<b>Description/first level actuation</b>	Feasibility study of integrative forms, such as flexibility in working hours and different forms of activities to be recognised in case of motivated requests for family care.
<b>Type of action</b>	analysis
<b>Indicator</b>	Indicator: YES/NO
<b>PM and structures involved</b>	<b>RUO</b> PSQL AFLEG CUG
<b>Budget in euro and/or remark</b>	
<b>SDGs</b>	 
<b>European researchers' charter</b>	
<b>Reference KPIs</b>	<p>KPI 2 – decrease the gender gap in success in teacher upgrade exams by 50% by 2024</p> <p>KPI 4 – increase the rate of feminisation of teaching staff in the Engineering area to 30%</p>

<b>Timeline</b>	2022	2023	2024
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## AREA 1 GENDER CULTURES IN THE WORK-LIFE ORGANISATION AND BALANCE


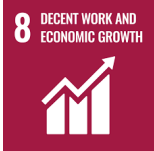
### Goal 1.2: Support with family care

<b>Sub action</b>	<b>1.2.3 Facilitating access to family care support measures</b>
<b>Population/target</b>	Politecnico Staff
<b>Description/first level actuation</b>	Preparation and publication on the website of an informative overview of the benefits provided at national and local level
<b>Type of action</b>	communication & awareness
<b>Indicator and target</b>	Indicator: YES/NO and percentage of users reached in relation to all University staff  Target: Goal 20%
<b>PM and structures involved</b>	<b>PSQL</b> (If at national level, it is necessary to involve <b>AFLEG and/or RUO</b> )  Trade union welfare work team  CC CU G
<b>Budget in euro and/or remark</b>	
<b>SDGs</b>	 
<b>European researchers' charter</b>	
<b>Reference KPIs</b>	KPI 2 – decrease the gender gap in success in teacher upgrade exams by 50% by 2024  KPI 4 – increase the rate of feminisation of teaching staff in the Engineering area to 30%

Timeline	2022	2023	2024
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## AREA 1 GENDER CULTURES IN THE WORK-LIFE ORGANISATION AND BALANCE

### Goal 1.3: Parental support

<b>Sub action</b>	<b>1.3.1 Analysis of the phenomenon</b>		
<b>Population/target</b>	Politecnico community		
<b>Description/first level actuation</b>	Analysis and mapping of maternity and paternity in the University, cross-referencing the data available to the offices with the data indicated on a voluntary basis in the survey on organisational wellbeing.		
<b>Type of action</b>	analysis		
<b>Indicator</b>	Indicator: YES/NO		
<b>PM and structures involved</b>	<b>PSQL</b> RUO CUG		
<b>Budget in euro and/or remark</b>			
<b>SDGs</b>	 		
<b>European researchers' charter</b>			
<b>Reference KPIs</b>	KPI 2 – decrease the gender gap in success in teacher upgrade exams by 50% by 2024  KPI 4 – increase the rate of feminisation of teaching staff in the Engineering area to 30%		
<b>Timeline</b>	2022	2023	2024



## AREA 1 GENDER CULTURES IN THE WORK-LIFE ORGANISATION AND BALANCE

### Goal 1.3: Parental support

<b>Sub action</b>	<b>1.3.2 Facilitate access to parental support measures</b>		
<b>Population/target</b>	Politecnico community		
<b>Description/first level actuation</b>	Preparation and publication on the website of an informative overview of the benefits provided at national and local level		
<b>Type of action</b>	communication & awareness		
<b>Indicator and target</b>	<p>Indicator: YES/NO and percentage of users reached in relation to the whole Politecnico community</p> <p>Target: Goal 10%</p>		
<b>PM and structures involved</b>	<p><b>RUO</b></p> <p>CC</p> <p>PSQL</p>		
<b>Budget in euro and/or remark</b>			
<b>SDGs</b>	 		
<b>European researchers' charter</b>			
<b>Reference KPIs</b>	<p>KPI 2 - decrease the gender gap in success in teacher upgrade exams by 50% by 2024</p> <p>KPI 4 - increase the rate of feminisation of teaching staff in the Engineering area to 30%</p>		
<b>Timeline</b>	2022	2023	2024



## AREA 1 GENDER CULTURES IN THE WORK-LIFE ORGANISATION AND BALANCE

### Goal 1.3: Parental support

<b>Sub action</b>	<b>1.3.3 Study of possible integrative measures at University level for parenthood</b>		
<b>Population/target</b>	Politecnico community		
<b>Description/first level actuation</b>	Feasibility study of supplementary forms, e.g.: forms of flexibility to be recognised in the event of a request for paternity leave (reduction of teaching load, forms of compulsory paternity leave, etc.)		
<b>Type of action</b>	analysis		
<b>Indicator</b>	Indicator: YES/NO		
<b>PM and structures involved</b>	<b>RUO</b> PSQL AFLEG CUG		
<b>Budget in euro and/or remark</b>			
<b>SDGs</b>	 		
<b>European researchers' charter</b>			
<b>Reference KPIs</b>	KPI 2 - decrease the gender gap in success in teacher upgrade exams by 50% by 2024 KPI 4 - increase the rate of feminisation of teaching staff in the Engineering area to 30%		
<b>Timeline</b>	2022	2023	2024

## AREA 1 GENDER CULTURES IN THE WORK-LIFE ORGANISATION AND BALANCE



### Goal 1.3: Parental support

<b>Sub action</b>	<b>1.3.4 Expand support for crèche services</b>		
<b>Population/target</b>	Politecnico community		
<b>Description/first level actuation</b>	Analysis of the needs for crèche and baby-sitting services for early childhood (0-3 years), also through the survey on organisational wellbeing and feasibility study for the expansion of the Micronido POLICINO service and/or other possible equivalent methods of support		
<b>Type of action</b>	analysis		
<b>Indicator</b>	Indicator: YES/NO		
<b>PM and structures involved</b>	<b>PSQL</b> CUG AFLEG		
<b>Budget in euro and/or remark</b>			
<b>SDGs</b>	<div> <div> 5 GENDER EQUALITY  </div> <div> 8 DECENT WORK AND ECONOMIC GROWTH  </div> </div>		
<b>European researchers' charter</b>			
<b>Reference KPIs</b>	KPI 2 – decrease the gender gap in success in teacher upgrade exams by 50% by 2024  KPI 4 – increase the rate of feminisation of teaching staff in the Engineering area to 30%		
<b>Timeline</b>	2022	2023	2024



## AREA 1 GENDER CULTURES IN THE WORK-LIFE ORGANISATION AND BALANCE



### Goal 1.3: Parental support

<b>Sub action</b>	<b>1.3.5 Adaptation of services to the lecture times for academic staff</b>
<b>Population/target</b>	Teaching staff
<b>Description/first level actuation</b>	Overview of the services (baby-sitting, crèche, etc.) available and verification of compatibility with the timetable of lectures for teachers with young children. Definition of mechanisms for adapting available supply where possible or study of possible solutions.
<b>Type of action</b>	analysis
<b>Indicator</b>	Indicator: YES/NO
<b>PM and structures involved</b>	<b>PSQL</b> AQUI (for contractual changes) EDILOG
<b>Budget in euro and/or remark</b>	
<b>SDGs</b>	 
<b>European researchers' charter</b>	
<b>Reference KPIs</b>	<p>KPI 2 - decrease the gender gap in success in teacher upgrade exams by 50% by 2024</p> <p>KPI 4 - increase the rate of feminisation of teaching staff in the Engineering area to 30%</p>

<b>Timeline</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
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## AREA 2 GENDER BALANCE IN TOP POSITIONS AND DECISION-MAKING BODIES

### Goal2.1: Promoting gender balance in decision-making roles

<b>Sub action</b>	<b>2.1.1 Identification and mapping of decision-making roles at Politecnico di Torino</b>		
<b>Population/target</b>	Politecnico Staff		
<b>Description/first level actuation</b>	Complete the mapping of decision-making roles in the University and in the departments, also through a comparison with the focus group of the European researchers' charter, highlighting the gender breakdown. Take national and local specificities into account (e.g.: emeriti, top alumni).		
<b>Type of action</b>	analysis		
<b>Indicator</b>	Indicator: YES/NO		
<b>PM and structures involved</b>	<b>PSQL (Gender Observatory)</b> DG RUO PSQL		
<b>Budget in euro and/or remark</b>			
<b>SDGs</b>	 		
<b>European researchers' charter</b>			
<b>Reference KPIs</b>	KPI 3 - increase the minority gender in leadership to more than 30% by 2023		
<b>Timeline</b>	2022	2023	2024


## AREA 2 GENDER BALANCE IN TOP POSITIONS AND DECISION-MAKING BODIES

### Goal2.1: Promoting gender balance in decision-making roles

<b>Sub action</b>	<b>2.1.2 Training on making the most of diversity for those in leadership roles</b>		
<b>Population/target</b>	Politecnico Staff		
<b>Description/first level actuation</b>	Identification and dissemination (and possible production) of a training module explaining the meaning and the positive effects of diversity in leadership, similar to the module proposed by TUWien. The module, which is also available online for all Politecnico Staff, should become compulsory for those taking on leadership roles.		
<b>Type of action</b>	training		
<b>Indicator and target</b>	<p>Indicator: Percentage of downloads of the training module</p> <p>Target: 100% of those with leadership roles, 20% of staff</p>		
<b>PM and structures involved</b>	<p><b>PSQL</b></p> <p>VR Quality Welfare and Equal Opportunities</p> <p>Gender Observatory</p> <p>Gender Equality and Diversity Officer</p> <p>CUG</p>		
<b>Budget in euro and/or remark</b>	YES. Module cost to be defined		
<b>SDGs</b>			
<b>European researchers' charter</b>			
<b>Reference KPIs</b>	KPI 3 - increase the minority gender in leadership to more than 30% by 2023		
<b>Timeline</b>	2022	2023	2024

## AREA 2 GENDER BALANCE IN TOP POSITIONS AND DECISION-MAKING BODIES



### Goal2.1: Promoting gender balance in decision-making roles

<b>Sub action</b>	<b>2.1.3 Promote gender balance in emeritus professors</b>
<b>Population/target</b>	Teaching staff
<b>Description/first level actuation</b>	Census of emeritus professors at university level, and analysis of the consistency of recent regulatory clarifications with the requirements for emeritus professors in the university regulations. In 2023, adjustment of the regulations also with the introduction of gender balance safeguards on departmental applications.
<b>Type of action</b>	analysis & experimentation
<b>Indicator and target</b>	Indicator: YES/NO and % of emeritus professors  Target: 20% of emeritus professors by 2024
<b>PM and structures involved</b>	<b>PSQL (Gender Observatory)</b>  RUO AFLEG VR Quality Welfare and Equal Opportunities Gender Equality and Diversity Officer CUG
<b>Budget in euro and/or remark</b>	
<b>SDGs</b>	
<b>European researchers' charter</b>	
<b>Reference KPIs</b>	KPI 3 - increase the minority gender in leadership to more than 30% by 2023

<b>Timeline</b>	2022	2023	2024
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## AREA 2 GENDER BALANCE IN TOP POSITIONS AND DECISION-MAKING BODIES

### Goal 2.1: Promoting gender balance in decision-making roles

<b>Sub action</b>	<b>2.1.4 Analyse the pay gap</b>		
<b>Population/target</b>	Politecnico Staff		
<b>Description/first level actuation</b>	Measure and analyse the gender pay gap in the various components of the University's staff, according to seniority, age, role, etc.		
<b>Type of action</b>	analysis		
<b>Indicator</b>	Indicator: YES/NO		
<b>PM and structures involved</b>	<b>PSQ(L)</b> RUO PAF VR Quality Welfare and Equal Opportunities Gender Observatory Gender Equality and Diversity Officer CUG		
<b>Budget in euro and/or remark</b>			
<b>SDGs</b>	 		
<b>European researchers' charter</b>			
<b>Reference KPIs</b>	KPI 3 - increase the minority gender in leadership to more than 30% by 2023		
<b>Timeline</b>	2022	2023	2024



## AREA 2 GENDER BALANCE IN TOP POSITIONS AND DECISION-MAKING BODIES

### Goal2.1: Promoting gender balance in decision-making roles

<b>Sub action</b>	<b>2.1.5 Dedication of spaces on campus to female professors</b>		
<b>Population/target</b>	Politecnico community		
<b>Description/first level actuation</b>	Analysis of current criteria and processes and introduction of experimental corrections from 2023 for greater gender equality in dedication, where this is not adequate.		
<b>Type of action</b>	analysis & experimentation		
<b>Indicator</b>	Indicator: YES/NO		
<b>PM and structures involved</b>	<b>AFLEG</b> EDILOG		
<b>Budget in euro and/or remark</b>			
<b>SDGs</b>	 		
<b>European researchers' charter</b>			
<b>Reference KPIs</b>	KPI 3 - increase the minority gender in leadership to more than 30% by 2023 KPI 4 - increase the rate of feminisation of teaching staff in the Engineering area to 30%		
<b>Timeline</b>	2022	2023	2024

## AREA 2 GENDER BALANCE IN TOP POSITIONS AND DECISION-MAKING BODIES


### Goal2.2: Increase gender equality in decision-making bodies

<b>Sub action</b>	<b>2.2.1 Gender equality in electoral bodies and roles (central and decentralised)</b>		
<b>Population/target</b>	Politecnico Staff		
<b>Description/first level actuation</b>	Verification of the effects of current electoral rules on substantial gender equality in elected bodies and roles, and implementation of possible corrective actions (e.g.: presence of both genders in candidacies for all decision-making roles, extension of eligibility to the second tier, etc.).		
<b>Type of action</b>	analysis & experimentation		
<b>Indicator and target</b>	Indicator: YES/NO and % of women in decision-making bodies  Target: 40%		
<b>PM and structures involved</b>	<b>VR Internal policies</b> VR Quality Welfare and Equal Opportunities RUO PSQL Gender Observatory Gender Equality and Diversity Officer		
<b>Budget in euro and/or remark</b>			
<b>SDGs</b>	 		
<b>European researchers' charter</b>			
<b>Reference KPIs</b>	KPI 3 - increase the minority gender in leadership to more than 30% by 2023		
<b>Timeline</b>	2022	2023	2024




## AREA 2 GENDER BALANCE IN TOP POSITIONS AND DECISION-MAKING BODIES

### Goal2.2: Increase gender equality in decision-making bodies

Sub action	2.2.2 Gender balance in management roles		
Population/target	Politecnico Staff		
Description/first level actuation	Identification of measures for gender balance in management roles (e.g.: alternating directorate-vice directorate) and of corrections to reduce the consequent possible extra workload (e.g.: teaching relief for the vice directorate). Experimentation of the measures identified for certain roles (e.g.: departmental management, college coordination).		
Type of action	analysis & experimentation		
Indicator and target	Indicator: YES/NO and % of women in decision-making bodies		
	Target: at least 30% of women in decision-making roles identified by 2023		
PM and structures involved	<b>VR Internal policies</b> PSQL Gender Observatory Gender Equality and Diversity Officer		
Budget in euro and/or remark			
SDGs			
European researchers' charter			
Reference KPIs	KPI 3 - increase the minority gender in leadership to more than 30% by 2023		
Timeline	2022	2023	2024

## AREA 3 GENDER EQUALITY IN RECRUITMENT AND CAREERS


### Goal3.1: Increase the percentage of women in recruitment in STEM areas

<b>Sub action</b>	<b>3.1.1 Encourage the participation of candidates in teacher recruitment calls</b>
<b>Population/target</b>	Teachers and researchers
<b>Description/first level actuation</b>	Periodic communication plan to publicise the University's policies on the recruitment of female teachers, also by relaunching and promoting the statement approved by the bodies and included in all the University's calls, when calls for proposals are published for example.
<b>Type of action</b>	communication & awareness
<b>Indicator and target</b>	Indicator: YES/NO, how many issues/year, how many views on the website  Target: min. 1 issue/year
<b>PM and structures involved</b>	<b>PSQL</b> RUO VR Quality Welfare and Equal Opportunities Gender Observatory CC
<b>Budget in euro and/or remark</b>	
<b>SDGs</b>	
<b>European researchers' charter</b>	* Action 18 Action Plan 2019–2021: UPDATE TO THE SECTION OF THE UNIVERSITY WEBSITE DEDICATED TO THE CAREERS OF RESEARCHERS  a) The website <a href="https://careers.polito.it/guida.aspx">https://careers.polito.it/guida.aspx</a> has been enriched with information. In particular, the following two sections have been added:
<b>Reference KPIs</b>	KPI 2 – decrease the gender gap in success in teacher upgrade exams by 50% by 2024  KPI 4 – increase the rate of feminisation of teaching staff in the Engineering area to 30%

Timeline	2022	2023	2024
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## AREA 3 GENDER EQUALITY IN RECRUITMENT AND CAREERS

### Goal3.1: Increase the percentage of women in recruitment in STEM areas

<b>Sub action</b>	<b>3.1.2 Training to reduce unconscious bias in selection committees</b>		
<b>Population/target</b>	Teaching staff		
<b>Description/first level actuation</b>	<p>Send video on the topic of unconscious bias in recruitment to members of selection committees (primarily for academic positions) – Before commencing work, the selection committees are asked to watch a video on <i>Recruitment Bias in Research Institutes</i> [8-minute video: <a href="https://www.youtube.com/watch?v=g978T58gELo">https://www.youtube.com/watch?v=g978T58gELo</a>]</p> <p>In the minutes of the preliminary meeting, add a checkbox indicating that the committee members have seen the video.</p>		
<b>Type of action</b>	training		
<b>Indicator and target</b>	<p>Indicator: YES/NO and viewing by commissioners</p> <p>Target: 100% commissioners</p>		
<b>PM and structures involved</b>	<p><b>RUO</b></p> <p>VR Quality Welfare and Equal Opportunities</p> <p>Gender Observatory</p>		
<b>Budget in euro and/or remark</b>			
<b>SDGs</b>			
<b>European researchers' charter</b>			
<b>Reference KPIs</b>	<p>KPI 2 – decrease the gender gap in success in teacher upgrade exams by 50% by 2024</p> <p>KPI 4 – increase the rate of feminisation of teaching staff in the Engineering area to 30%</p>		
<b>Timeline</b>	2022	2023	2024


## AREA 3 GENDER EQUALITY IN RECRUITMENT AND CAREERS

### Goal3.1: Increase the percentage of women in recruitment in STEM areas

<b>Sub action</b>	<b>3.1.3 Direct calls for women to PA-PO positions</b>		
<b>Population/target</b>	Teachers and researchers		
<b>Description/first level actuation</b>	Co-funding by the BoD for direct calls, in accordance with article 1, paragraph 9 of Law 230 of 2005 and subsequent integrations, of female scholars in disciplinary sectors and bands with a low number of women (less than 40%). Interest may be expressed through a dedicated area of the Careers website, similar to the one found at this link: <a href="https://careers.polito.it/submitcv/">https://careers.polito.it/submitcv/</a>		
<b>Type of action</b>	Incentives		
<b>Indicator and target</b>	Indicator: YES/NO and N° of positions co-funded  Target: min. 2 a year		
<b>PM and structures involved</b>	<b>BoD</b>  VR Quality Welfare and Equal Opportunities – VR Research Departments – RUO		
<b>Budget in euro and/or remark</b>	YES		
<b>SDGs</b>	 		
<b>European researchers' charter</b>	yes		
<b>Reference KPIs</b>	KPI 2 – decrease the gender gap in success in teacher upgrade exams by 50% by 2024  KPI 4 – increase the rate of feminisation of teaching staff in the Engineering area to 30%		
<b>Timeline</b>	2022	2023	2024

## AREA 3 GENDER EQUALITY IN RECRUITMENT AND CAREERS


### Goal3.1: Increase the percentage of women in recruitment in STEM areas

<b>Sub action</b>	<b>3.1.4 Communication opportunities and scouting for Expressions of Interest in Careers</b>
<b>Population/target</b>	Teachers and researchers
<b>Description/first level actuation</b>	Scouting actions to attract applications or express interest in direct calls on the dedicated area of the Careers website.
<b>Type of action</b>	communication & awareness
<b>Indicator and target</b>	Indicator: YES/NO and N° of expressions of interest  Target: min 4 a year
<b>PM and structures involved</b>	<b>PSQL</b> <b>(Gender Observatory)</b>  RUO VR Quality Welfare and Equal Opportunities PSQL CC
<b>Budget in euro and/or remark</b>	
<b>SDGs</b>	
<b>European researchers' charter</b>	yes
<b>Reference KPIs</b>	KPI 2 – decrease the gender gap in success in teacher upgrade exams by 50% by 2024  KPI 4 – increase the rate of feminisation of teaching staff in the Engineering area to 30%

<b>Timeline</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
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## AREA 3 GENDER EQUALITY IN RECRUITMENT AND CAREERS


### Goal3.2: Reduce gender gaps in staff careers

<b>Sub action</b>	<b>3.2.1 Training in empowerment</b>
<b>Population/target</b>	Politecnico community
<b>Description/first level actuation</b>	The cultural process of empowerment also concerns the awareness of one's own potential and abilities and the self-esteem that motivates their identification. These capacities will be developed through specific training courses, which will combine theoretical elements, testimonies and practical activities and will be delivered also on-line, diversifying according to the target. E.g.: transformative mentoring paths for young female researchers: <a href="http://www.og.unina.it/aree-di-ricerca/carriere-scientifiche/">http://www.og.unina.it/aree-di-ricerca/carriere-scientifiche/</a>
<b>Type of action</b>	training
<b>Indicator and target</b>	Indicator: 1) N° Courses 2) N° Participants Target: 1) min 1 per population
<b>PM and structures involved</b>	<b>PSQL</b> GESD – VR Quality Welfare and Equal Opportunities – Gender Observatory
<b>Budget in euro and/or remark</b>	YES Budget to be defined
<b>SDGs</b>	
<b>European researchers' charter</b>	
<b>Reference KPIs</b>	KPI 2 – decrease the gender gap in success in teacher upgrade exams by 50% by 2024 KPI 3 – increase the minority gender in leadership to more than 30% by 2023 KPI 4 – increase the rate of feminisation of teaching staff

Timeline	2022	2023	2024
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## AREA 3 GENDER EQUALITY IN RECRUITMENT AND CAREERS


### Goal3.2: Reduce gender gaps in staff careers

<b>Sub action</b>	<b>3.2.2 Annual teaching leave for maternity</b>		
<b>Population/target</b>	Teaching staff		
<b>Description/first level actuation</b>	Analysis, feasibility study (in 2022) and possible experimentation (from 2023) of the extension to one year of teaching leave for maternity leave (now five months) at the request of the teacher concerned, to be devoted exclusively to research with zero teaching load in the presence of proven research activity.		
<b>Type of action</b>	analysis & experimentation		
<b>Indicator</b>	Indicator: YES/NO and N° of requests		
<b>PM and structures involved</b>	<b>RUO</b> GESD – VR Quality Welfare and Equal Opportunities – VR Teaching Gender Observatory		
<b>Budget in euro and/or remark</b>	YES, for experimentation		
<b>SDGs</b>	 		
<b>European researchers' charter</b>			
<b>Reference KPIs</b>	KPI 2 – decrease the gender gap in success in teacher upgrade exams by 50% by 2024 KPI 4 – increase the rate of feminisation of teaching staff in the Engineering area to 30%		
<b>Timeline</b>	2022	2023	2024



## AREA 3 GENDER EQUALITY IN RECRUITMENT AND CAREERS



### Goal3.2: Reduce gender gaps in staff careers

<b>Sub action</b>	<b>3.2.3 Gender aspects in bibliometric evaluation.</b>
<b>Population/target</b>	Teaching staff
<b>Description/first level actuation</b>	Study of gender characteristics in bibliometric evaluation contexts (CBA, ASN, VQR, ...) and possible proposals for change, also in connection with Open Access policies
<b>Type of action</b>	analysis
<b>Indicator</b>	Indicator: YES/NO
<b>PM and structures involved</b>	<b>PSQ(L)</b> VR Quality Welfare and Equal Opportunities Gender Observatory Rector Open Access Contact Gender research group
<b>Budget in euro and/or remark</b>	
<b>SDGs</b>	
<b>European researchers' charter</b>	
<b>Reference KPIs</b>	KPI 2 – decrease the gender gap in success in teacher upgrade exams by 50% by 2024 KPI 4 – increase the rate of feminisation of teaching staff in the Engineering area to 30%

<b>Timeline</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
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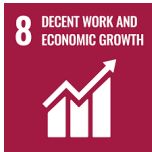
## AREA 3 GENDER EQUALITY IN RECRUITMENT AND CAREERS

### Goal3.2: Reduce gender gaps in staff careers

<b>Sub action</b>	<b>3.2.4 Bonuses in POM for departments that improve gender equity in promotions to PO</b>		
<b>Population/target</b>	Teaching staff		
<b>Description/first level actuation</b>	<p>The Glass Ceiling Index (GCI) is defined as the ratio between the percentage of women on all teaching staff and the percentage of women on the entire PO population. Gender equality in career advancement corresponds to a value of 1. The higher the GCI is above 1, the lower the equality. The 2020 BdG showed a value at university level above the national average. The aim is to activate an experimental bonus for departments based on the value of their glass ceiling index and its temporal derivative in the three years preceding the action. The mechanism will be defined in 2022. The bonus will be experimented from 2023 for those departments which have a lower GCI than the University average over the same period in the three years prior to implementation, and/or below its value at the beginning of the three-year period.</p> <p>Implementation of the relative bonus on BoD resources for promotion to PO (X% of the total POM available to the University) in the 2023-2024 programme.</p>		
<b>Type of action</b>	incentives		
<b>Indicator and target</b>	<p>Indicator: 1) Departmental GCI 2) University GCI</p> <p>Target: 1) Bring them back below the university average for year zero 2) Bring them below the national average</p>		
<b>PM and structures involved</b>	BoD DG VR Quality Welfare and Equal Opportunities – VR Research – VR Internal policies RUO Gender Observatory		
<b>Budget</b>	YES (Budget to be defined)		
<b>SDGs</b>	 		
<b>European researchers' charter</b>			
<b>Reference KPIs</b>	<p>KPI 2 – decrease the gender gap in success in teacher upgrade exams by 50% by 2024</p> <p>KPI 4 – increase the rate of feminisation of teaching staff in the Engineering area to 30%</p>		
<b>Timeline</b>	2022	2023	2024

## AREA 3 GENDER EQUALITY IN RECRUITMENT AND CAREERS



### Goal3.2: Reduce gender gaps in staff careers

<b>Sub action</b>	<b>3.2.5 Study of gender characteristics of career progression from RTI positions</b>		
<b>Population/target</b>	RTI		
<b>Description/first level actuation</b>	Analysis of the gender characteristics of the RTI population, also in relation to the possession of the qualification. Promotion of corrective actions: if the qualification is present, envisage facilitated forms of upgrade; if it is not present, identify possible actions		
<b>Type of action</b>	analysis & experimentation		
<b>Indicator and target</b>	<p>Indicator: YES/NO (analysis)</p> <p>Target: 50% reduction of women in RTI (corrective actions)</p>		
<b>PM and structures involved</b>	<p><b>PSQL (analysis) VR internal policies (experimentation)</b></p> <p>RUO</p> <p>CUG</p> <p>Gender Observatory</p> <p>Gender Research Group</p>		
<b>Budget in euro and/or remark</b>	YES, for upgrade		
<b>SDGs</b>	 		
<b>European researchers' charter</b>			
<b>Reference KPIs</b>	KPI 2 – decrease the gender gap in success in teacher upgrade exams by 50% by 2024		

<b>Timeline</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
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## AREA 3 GENDER EQUALITY IN RECRUITMENT AND CAREERS

### Goal3.2: Reduce gender gaps in staff careers

<b>Sub action</b>	<b>3.2.6 Gender characteristics in PTAB (Technical, Administrative, Library Staff) careers</b>		
<b>Population/target</b>	PTAB		
<b>Description/first level actuation</b>	Collection, analysis and monitoring of gender data broken down by areas and services on PTAB to highlight whether and in which cases gender effects are present in career advancement.		
<b>Type of action</b>	analysis		
<b>Indicator</b>	Indicator: YES/NO		
<b>PM and structures involved</b>	<b>PSQ(L)</b> RUO VR Quality Welfare and Equal Opportunities Gender Observatory CUG Gender Research Group		
<b>Budget in euro and/or remark</b>			
<b>SDGs</b>	 		
<b>European researchers' charter</b>			
<b>Reference KPIs</b>	KPI 3 - increase the minority gender in leadership to more than 30% by 2023		
<b>Timeline</b>	2022	2023	2024

## AREA 3 GENDER EQUALITY IN RECRUITMENT AND CAREERS



### Goal 3.3: Equal access to non-precarious staff positions

<b>Sub action</b>	<b>3.3.1 Gender equality in transition to permanent PTAB positions</b>
<b>Population/target</b>	PTAB
<b>Description/first level actuation</b>	Data from the Gender Equality Report shows that the proportion of women is higher in the 0-5 years of service bracket than in all other brackets. This could indicate greater precariousness of women's positions. In order to study the phenomenon, gender data broken down by areas and services will be analysed, investigating the possible presence of a glass door effect, appropriately defined for the target group.
<b>Type of action</b>	analysis
<b>Indicator</b>	Indicator: YES/NO
<b>PM and structures involved</b>	<b>PSQ(L)</b> RUO VR Quality Welfare and Equal Opportunities Gender Observatory CUG
<b>Budget in euro and/or remark</b>	
<b>SDGs</b>	 
<b>European researchers' charter</b>	
<b>Reference KPIs</b>	KPI 3 increase the minority gender in leadership to more than 30%

<b>Timeline</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
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## AREA 3 GENDER EQUALITY IN RECRUITMENT AND CAREERS


### Goal3.3: Equal access to non-precarious staff positions

<b>Sub action</b>	<b>3.3.2 Bonuses in RTDB positions for departments that improve gender equity in access to RTDB positions</b>		
<b>Population/target</b>	Teaching staff		
<b>Description/ first level actuation</b>	The BdG highlighted the presence of gender disparity in the transition to RTDB positions from precarious positions. An experimental bonus mechanism is to be activated in 2022 for departments based on the glass door index (ratio between the percentage of women in the entire precarious population -assistants + RTDa + RTDb- and the percentage of women in the top precarious position -RTDb-) and/or its derivative in the three years preceding the action. Experimental implementation from 2023 on resources available to the BoD (X% of total university resources) under the extraordinary RTDb plan.		
<b>Type of action</b>	incentives		
<b>Indicator and target</b>	Indicator: 1) Departmental GDI 2) University GDI Target: 1) Reach the value 1 2) Reach the value 1		
<b>PM and structures involved</b>	<b>BoD</b> VR Quality Welfare and Equal Opportunities- VR Research - VR Internal policies RUO/GESD - Gender Observatory - Gender Equality and Diversity Officer - ARI		
<b>Budget</b>	YES - Budget to be defined		
<b>SDGs</b>	 		
<b>European researchers' charter</b>			
<b>Reference KPIs</b>	KPI 2 - decrease the gender gap in success in teacher upgrade exams by 50% by 2024 KPI 4 - increase the rate of feminisation of teaching staff in the Engineering area to 30%		

<b>Timeline</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
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## AREA 4 INTEGRATION OF THE GENDER DIMENSION IN RESEARCH AND TRAINING


### Goal 4.1: Awareness of the inclusive use of language

<b>Sub action</b>	<b>4.1.1 Drafting of a guide for the correct use of inclusive language</b>
<b>Population/target</b>	Politecnico community
<b>Description/first level actuation</b>	In order to disseminate some essential guidelines for the correct use of inclusive language in the Politecnico community, a guide has been drawn up in collaboration with the CIRSDE - Interdisciplinary Centre for Research and Studies on Women and Gender at Turin University. The aim of the guide is to support teaching and administrative staff in drafting communications and documents in inclusive language.
<b>Type of action</b>	training
<b>Indicator</b>	Indicator: 1) Finalisation of the guide: YES/NO
<b>PM and structures involved</b>	<b>PSQL</b> VR Quality Welfare and Equal Opportunities Gender Observatory Gender Equality and Diversity Officer – CUG – CIRSDe
<b>Budget in euro and/or remark</b>	YES Reimbursement of CIRSDE/Unito implementation agreement charges (share of €6,600) Design and layout within the communication/promotion campaign (contract share: €148,500 + VAT)
<b>SDGs</b>	
<b>European researchers' charter</b>	Action 16 - Action Plan of the European Charter 2019-2021: Implementation of initiatives against unconscious bias in the selection process. During the selection process, members of the selection committees are invited to watch a video
<b>Reference KPIs</b>	KPI1 - 35% female students enrolled in engineering degree courses 2024 -> 30% KPI2 - decrease the gender gap in success in teacher upgrade exams by 50% by 2024 KPI4 - increase the rate of feminisation

Timeline	2022	2023	2024
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## AREA 4 INTEGRATION OF THE GENDER DIMENSION IN RESEARCH AND TRAINING


### Goal 4.1: Awareness of the inclusive use of language

<b>Sub action</b>	<b>4.1.2 Targeted moments to raise awareness of the inclusive use of communication in the departments</b>		
<b>Population/target</b>	Teaching staff		
<b>Description/first level actuation</b>	Planning and implementation of targeted moments to raise awareness of the inclusive use of communication in the departments.		
<b>Type of action</b>	communication & awareness		
<b>Indicator</b>	Indicator: 1) YES/NO 2) number of event participants		
<b>PM and structures involved</b>	<b>PSQL</b> VR Quality Welfare and Equal Opportunities Gender Observatory Gender Equality and Diversity Officer CUG		
<b>Budget in euro and/or remark</b>	YES		
<b>SDGs</b>			
<b>European researchers' charter</b>			
<b>Reference KPIs</b>	KPI 1 - 35% female students enrolled in engineering degree courses 2024 -> 30% KPI 2 - decrease the gender gap in success in teacher upgrade exams by 50% by 2024 KPI 4 - increase the rate of feminisation		
<b>Timeline</b>	2022	2023	2024




## AREA 4 INTEGRATION OF THE GENDER DIMENSION IN RESEARCH AND TRAINING

### Goal 4.1: Awareness of the inclusive use of language

<b>Sub action</b>	<b>4.1.3 Training inn inclusive language (basic concepts)</b>		
<b>Population/target</b>	Politecnico community		
<b>Description/first level actuation</b>	Design and delivery of a training course on inclusive language, in collaboration with CIRSDE, for compulsory technical-administrative staff and design of video clips offering training for the whole community.		
<b>Type of action</b>	training		
<b>Indicator</b>	Indicator: 1) YES/NO 2) N° views of video clips		
<b>PM and structures involved</b>	<b>PSQL</b> VR Quality Welfare and Equal Opportunities Gender Observatory CUG		
<b>Budget in euro and/or remark</b>	YES Reimbursement of CIRSDE/Unito implementation agreement charges (share of €6,600)		
<b>SDGs</b>			
<b>European researchers' charter</b>			
<b>Reference KPIs</b>	KPI 1 - 35% female students enrolled in engineering degree courses 2024 -> 30% KPI 2 - decrease the gender gap in success in teacher upgrade exams by 50% by 2024 KPI 4 - increase the rate of feminisation		
<b>Timeline</b>	2022	2023	2024

## AREA 4 INTEGRATION OF THE GENDER DIMENSION IN RESEARCH AND TRAINING


### Goal 4.1: Awareness of the inclusive use of language

<b>Sub action</b>	<b>4.1.4 Identification and training of representatives on gender issues in the administration structures (with hands-on activities)</b>
<b>Population/target</b>	Inclusive language representatives
<b>Description/first level actuation</b>	In every department and area of administration, representatives will be identified and trained to write documents and/or web pages (at least 1 per department and area) who will follow a more in-depth training course on inclusive language designed for this purpose in collaboration with the CIRSDE
<b>Type of action</b>	training
<b>Indicator</b>	Indicator: YES/NO
<b>PM and structures involved</b>	<b>PSQL</b> VR Quality Welfare and Equal Opportunities-Gender Observatory Gender Equality and Diversity Officer CUG
<b>Budget in euro and/or remark</b>	YES Reimbursement of CIRSDE/Unito implementation agreement charges (share of €6,600)
<b>SDGs</b>	
<b>European researchers' charter</b>	
<b>Reference KPIs</b>	KPI 1 - 35% female students enrolled in engineering degree courses 2024 -> 30% KPI 2 - decrease the gender gap in success in teacher upgrade exams by 50% by 2024 KPI 4 - increase the rate of feminisation

<b>Timeline</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
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## AREA 4 INTEGRATION OF THE GENDER DIMENSION IN RESEARCH AND TRAINING

### Goal 4.1: Awareness of the inclusive use of language

<b>Sub action</b>	<b>4.1.5 Updating of the University's directory with a view to inclusive language</b>		
<b>Population/target</b>	Politecnico community		
<b>Description/first level actuation</b>	Include the possibility for every member of the community to choose the gender denomination of their role.		
<b>Type of action</b>	communication & awareness		
<b>Indicator</b>	Indicator: YES/NO		
<b>PM and structures involved</b>	IT CC CUG		
<b>Budget in euro and/or remark</b>			
<b>SDGs</b>			
<b>European researchers' charter</b>			
<b>Reference KPIs</b>	KPI 1 - 35% female students enrolled in engineering degree courses 2024 -> 30% KPI 2 - decrease the gender gap in success in teacher upgrade exams by 50% by 2024 KPI 4 - increase the rate of feminisation		
<b>Timeline</b>	2022	2023	2024

## AREA 4 INTEGRATION OF THE GENDER DIMENSION IN RESEARCH AND TRAINING


### Goal 4.1: Awareness of the inclusive use of language

<b>Sub action</b>	<b>4.1.6 Update of university documents and web pages according to the standards defined in the guide</b>
<b>Population/target</b>	Politecnico Staff
<b>Description/first level actuation</b>	After specific language training, the representatives identified contribute to the definition of an action plan for updating documents using inclusive communication (deeds, letters, forms, etc.) and the University's web pages.
<b>Type of action</b>	communication & awareness
<b>Indicator</b>	Indicator: YES/NO
<b>PM and structures involved</b>	<b>PSQL (Heads of administrative structures and representatives for inclusive language)</b>  Gender Observatory - CUG - CC
<b>Budget</b>	
<b>SDGs</b>	
<b>European researchers' charter</b>	
<b>Reference KPIs</b>	KPI 1 - 35% female students enrolled in engineering degree courses 2024 -> 30% KPI 2 - decrease the gender gap in success in teacher upgrade exams by 50% by 2024 KPI 4 - increase the rate of feminisation

<b>Timeline</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
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## AREA 4 INTEGRATION OF THE GENDER DIMENSION IN RESEARCH AND TRAINING



### Goal 4.2: Gender awareness and training

<b>Sub action</b>	<b>4.2.1 Digital library consisting of different media</b>
<b>Population/target</b>	Politecnico community
<b>Description/first level actuation</b>	Promotion of a culture of equal opportunities, providing videos/books/events/interviews and other possible initiatives on the theme of inclusiveness
<b>Type of action</b>	communication & awareness
<b>Indicator</b>	Indicator: 1) YES/NO 2) number of digital products shared 3) number of accesses to the library
<b>PM and structures involved</b>	<b>CC</b> VR Quality Welfare and Equal Opportunities Gender Equality and Diversity Officer CUG
<b>Budget in euro and/or remark</b>	To be defined
<b>SDGs</b>	
<b>European researchers' charter</b>	
<b>Reference KPIs</b>	KPI 2 - decrease the gender gap in success in teacher upgrade exams by 50% by 2024 KPI 4 - increase the rate of feminisation of teaching staff in the Engineering area to 30%

<b>Timeline</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
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## AREA 4 INTEGRATION OF THE GENDER DIMENSION IN RESEARCH AND TRAINING

### Goal 4.2: Gender awareness and training

Sub action	4.2.2 Guidelines for gender balance in events
Population/target	Politecnico community
Description/first level actuation	Definition and adoption of guidelines for gender balance in all types of events promoted by the University
Type of action	communication & awareness
Indicator	Indicator: YES/NO
PM and structures involved	<b>CC</b> VR Quality Welfare and Equal Opportunities Gender Observatory Gender Equality and Diversity Officer CUG
Budget in euro and/or remark	
SDGs	 
European researchers' charter	
Reference KPIs	KPI 2 – decrease the gender gap in success in teacher upgrade exams by 50% by 2024 KPI 4 – increase the rate of feminisation of teaching staff in the Engineering area to 30%
Timeline	<div>2022</div> <div>2023</div> <div>2024</div>

## AREA 4 INTEGRATION OF THE GENDER DIMENSION IN RESEARCH AND TRAINING


### Goal 4.2: Gender awareness and training

Sub action	<b>4.2.3 Promotion and offering of the Embracing Diversity course on the Training Portal</b>
Population/target	Politecnico community
Description/first level actuation	Promotion and offering of the course to encourage staff awareness of issues of inclusion and the valuing of differences. <i>[This course promotes the inclusion of women and LGBT people to drive innovation in academic, social and corporate environments and considers the effects of discouragement and self-exclusion on female talent in STEMs.]</i>
Type of action	communication & awareness
Indicator	Indicator: 1) YES/NO 2) N° of users reached
PM and structures involved	<b>PSQL</b>
Budget in euro and/or remark	Free mooc
SDGs	
European researchers' charter	
Reference KPIs	KPI 2 – decrease the gender gap in success in teacher upgrade exams by 50% by 2024 KPI 4 – increase the rate of feminisation of teaching staff in the Engineering area to 30%

Timeline	2022	2023	2024
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## AREA 4 INTEGRATION OF THE GENDER DIMENSION IN RESEARCH AND TRAINING



### Goal 4.2: Gender awareness and training

<b>Sub action</b>	<b>4.2.4 Annual event on diversity and inclusiveness</b>		
<b>Population/target</b>	Politecnico community		
<b>Description/first level actuation</b>	Organisation of or participation in a public event on diversity and inclusiveness (one a year)		
<b>Type of action</b>	communication & awareness		
<b>Indicator</b>	Indicator: 1) YES/NO 2) N° of participants		
<b>PM and structures involved</b>	<b>PSQL</b> CC - VR Quality Welfare and Equal Opportunities- Gender Observatory Gender Equality and Diversity Officer - CUG		
<b>Budget in euro and/or remark</b>	YES Event within the communication/promotion campaign (current contract share € 99,000 euro +VAT + future contract: € 148,500 euro + VAT)		
<b>SDGs</b>	 		
<b>European researchers' charter</b>			
<b>Reference KPIs</b>	KPI 2 - decrease the gender gap in success in teacher upgrade exams by 50% by 2024 KPI 4 - increase the rate of feminisation of teaching staff in the Engineering area to 30%		
<b>Timeline</b>	2022	2023	2024





## AREA 4 INTEGRATION OF THE GENDER DIMENSION IN RESEARCH AND TRAINING

### Goal 4.2: Gender awareness and training

<b>Sub action</b>	<b>4.2.5 Alias Careers</b>		
<b>Population/target</b>	Politecnico community		
<b>Description/first level actuation</b>	Promotion and monitoring related to the adoption and implementation of the Alias Career Guidelines of the National Conference of University Equality Bodies		
<b>Type of action</b>	communication & awareness		
<b>Indicator</b>	Indicator: YES/NO		
<b>PM and structures involved</b>	<b>PSQL</b> GESD AFLEG		
<b>Budget in euro and/or remark</b>			
<b>SDGs</b>	 		
<b>European researchers' charter</b>			
<b>Reference KPIs</b>	KPI 2 – decrease the gender gap in success in teacher upgrade exams by 50% by 2024  KPI 4 – increase the rate of feminisation of teaching staff in the Engineering area to 30%		
<b>Timeline</b>	2022	2023	2024

## AREA 4 INTEGRATION OF THE GENDER DIMENSION IN RESEARCH AND TRAINING



### Goal 4.2: Gender awareness and training

<b>Sub action</b>	<b>4.2.6 Integrating gender into the contents of training courses</b>		
<b>Population/target</b>	Politecnico community		
<b>Description/first level actuation</b>	Introduction of tips for training on gender into the contents of training courses (e.g.: intervention by the Councillor of Trust in the security training course)		
<b>Type of action</b>	communication & awareness		
<b>Indicator</b>	Indicator: 1) YES/NO 2) N° of courses involved 3) N° of participants reached		
<b>PM and structures involved</b>	<b>PSQL</b> PREP CUG Councillor of Trust		
<b>Budget in euro and/or remark</b>			
<b>SDGs</b>	 		
<b>European researchers' charter</b>			
<b>Reference KPIs</b>	KPI 2 - decrease the gender gap in success in teacher upgrade exams by 50% by 2024  KPI 4 - increase the rate of feminisation of teaching staff in the Engineering area to 30%		

<b>Timeline</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
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## AREA 4 INTEGRATION OF THE GENDER DIMENSION IN RESEARCH AND TRAINING

### Goal 4.3: Integrating gender into the contents of research

<b>Sub action</b>	<b>4.3.1 Creation of University coordination on gender in research</b>		
<b>Population/target</b>	Teaching staff		
<b>Description/first level actuation</b>	Analysis of research activities by current or potential staff on gender issues. Definition of a dedicated coordination unit at university level.		
<b>Type of action</b>	analysis		
<b>Indicator</b>	Indicator: YES/NO		
<b>PM and structures involved</b>	<b>ARI</b> PSQL VR Research Gender Observatory PoliWo		
<b>Budget in euro and/or remark</b>			
<b>SDGs</b>	 		
<b>European researchers' charter</b>			
<b>Reference KPIs</b>	All KPIs		
<b>Timeline</b>	2022	2023	2024



## AREA 4 INTEGRATION OF THE GENDER DIMENSION IN RESEARCH AND TRAINING

### Goal 4.3: Integrating gender into the contents of research

<b>Sub action</b>	<b>4.3.2 Workshop on data science for equity and inclusion</b>		
<b>Population/target</b>	Teaching staff		
<b>Description/first level actuation</b>	Organise the annual International Workshop with indexed proceedings on the subject " <i>Data science for equality, inclusion and well being</i> " (1 <sup>st</sup> edition December 2021)		
<b>Type of action</b>	communication & awareness		
<b>Indicator</b>	Indicator: YES/NO		
<b>PM and structures involved</b>	<b>CUG President</b> PSQL VR Quality Welfare and Equal Opportunities Gender Equality and Diversity Officer		
<b>Budget in euro and/or remark</b>	YES Budget to be defined		
<b>SDGs</b>			
<b>European researchers' charter</b>			
<b>Reference KPIs</b>	KPI 2 – decrease the gender gap in success in teacher upgrade exams by 50% by 2024 KPI 4 – increase the rate of feminisation of teaching staff in the Engineering area to 30%		
<b>Timeline</b>	2022	2023	2024


## AREA 4 INTEGRATION OF THE GENDER DIMENSION IN RESEARCH AND TRAINING

### Goal 4.3: Integrating gender into the contents of research

<b>Sub action</b>	<b>4.3.3 PhD scholarship on gender issues (Economics of Science)</b>		
<b>Population/target</b>	PhD students		
<b>Description/first level actuation</b>	Envisage a University PhD scholarship to study the effects of gender equality actions on the University's performance from the point of view of research, training and third mission (DIGEP)		
<b>Type of action</b>	incentives		
<b>Indicator</b>	Indicator: YES/NO		
<b>PM and structures involved</b>	<b>Scudo</b> VR Research		
<b>Budget in euro and/or remark</b>	YES Budget to be defined		
<b>SDGs</b>	 		
<b>European researchers' charter</b>			
<b>Reference KPIs</b>	All KPIs		
<b>Timeline</b>	2022	2023	2024



## AREA 4 INTEGRATION OF THE GENDER DIMENSION IN RESEARCH AND TRAINING

### Goal 4.3: Integrating gender into the contents of research

<b>Sub action</b>	<b>4.3.4 Scholarship/annual research grant on gender analysis in preparation for the BdG process</b>		
<b>Population/target</b>	Temporary staff		
<b>Description/first level actuation</b>	Envisage an annual research grant to carry out contextual analyses of gender data for the Gender Equality Report		
<b>Type of action</b>	Incentives		
<b>Indicator</b>	Indicator: YES/NO		
<b>PM and structures involved</b>	<b>GESD</b> DIGEP		
<b>Budget in euro and/or remark</b>	YES		
<b>SDGs</b>			
<b>European researchers' charter</b>			
<b>Reference KPIs</b>	All KPIs		
<b>Timeline</b>	2022	2023	2024


## AREA 4 INTEGRATION OF THE GENDER DIMENSION IN RESEARCH AND TRAINING

### Goal 4.3: Integrating gender into the contents of research

<b>Sub action</b>	<b>4.3.5 Integrating gender into course contents</b>		
<b>Population/target</b>	Student community		
<b>Description/first level actuation</b>	Integration of gender issues into some of the courses of the University's Grand Challenges project "Engineering and Humanism".		
<b>Type of action</b>	training		
<b>Indicator</b>	Indicator: 1) YES/NO 2) N° of courses involved 3) N° reached		
<b>PM and structures involved</b>	<b>Research coordination</b>  GESD  CC		
<b>Budget in euro and/or remark</b>			
<b>SDGs</b>	 		
<b>European researchers' charter</b>			
<b>Reference KPIs</b>	All KPIs		
<b>Timeline</b>	2022	2023	2024

## AREA 5 COMBATING GENDER-BASED HARASSMENT AND VIOLENCE


### Goal 5.1: Awareness and training on gender-based harassment and violence

<b>Sub action</b>	<b>5.1.1 Video 25 November</b>		
<b>Population/target</b>	Politecnico community		
<b>Description/first level actuation</b>	Design, production and dissemination of a video with the Councillor of Trust in connection with the World Day for the Elimination of Violence against Women		
<b>Type of action</b>	communication & awareness		
<b>Indicator and target</b>	<p>Indicator: YES/NO</p> <p>Relative percentage increase compared to the number of views in the previous year</p> <p>Target: 10%/year</p>		
<b>PM and structures involved</b>	<p><b>PSQL</b></p> <p>Councillor of Trust</p> <p>VR Quality Welfare and Equal Opportunities</p> <p>Gender Equality and Diversity Officer</p> <p>CC</p>		
<b>Budget in euro and/or remark</b>	<p>YES</p> <p>Video within the communication/promotion campaign (current contract share € 99,000 euro +VAT + future contract: € 148,500 euro + VAT)</p>		
<b>SDGs</b>			
<b>European researchers' charter</b>			
<b>Reference KPIs</b>	KPI 5 - raising awareness, increasing training and highlighting related phenomena of gender-based harassment and violence		
<b>Timeline</b>	2022	2023	2024



## AREA 5 COMBATING GENDER-BASED HARASSMENT AND VIOLENCE


### Goal 5.1: Awareness and training on gender-based harassment and violence

<b>Sub action</b>	<b>5.1.2.a Promotion of online lectures on Combating Harassment with the Councillor of Trust</b>
<b>Population/target</b>	Student population
<b>Description/first level actuation</b>	Following the provision of online lectures on the subject by the Councillor of Trust in 2021, communicate and promote the lecture recorded on the University's YouTube channel.
<b>Type of action</b>	communication & awareness
<b>Indicator and target</b>	Indicator: YES/NO Relative percentage increase in views of lecture uploaded online, compared to previous year  Target: 5%/ year
<b>PM and structures involved</b>	<b>PSQL</b> Councillor of Trust CUG GESD
<b>Budget in euro and/or remark</b>	
<b>SDGs</b>	
<b>European researchers' charter</b>	
<b>Reference KPIs</b>	KPI 5 - raising awareness, increasing training and highlighting related phenomena of gender-based harassment and violence

<b>Timeline</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
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## AREA 5 COMBATING GENDER-BASED HARASSMENT AND VIOLENCE

### Goal 5.1: Awareness and training on gender-based harassment and violence

<b>Sub action</b>	<b>5.1.2.b Promotion of online lecture for Combating Harassment with the Councillor of Trust</b>		
<b>Population/target</b>	Politecnico Staff		
<b>Description/first level actuation</b>	Following the delivery of one online lecture lasting 1.5 hours by the Councillor of Trust in 2021, communicate and promote the lecture recorded on the University's YouTube channel.		
<b>Type of action</b>	communication & awareness		
<b>Indicator and target</b>	<p>Indicator: YES/NO</p> <p>Relative percentage increase in views of lecture uploaded online, compared to previous year</p> <p>Target: 10%/year</p>		
<b>PM and structures involved</b>	<p><b>PSQL</b></p> <p>Councillor of Trust – VR Quality Welfare and Equal Opportunities – Gender Equality and Diversity Officer – CUG</p>		
<b>Budget</b>			
<b>SDGs</b>			
<b>European researchers' charter</b>			
<b>Reference KPIs</b>	KPI 5 – raising awareness, increasing training and highlighting related phenomena of gender-based harassment and violence		
<b>Timeline</b>	2022	2023	2024

## AREA 5 COMBATING GENDER-BASED HARASSMENT AND VIOLENCE

### Goal 5.1: Awareness and training on gender-based harassment and violence


<b>Sub action</b>	<b>5.1.2.c Awareness video with the Rector</b>		
<b>Population/target</b>	Politecnico community		
<b>Description/first level actuation</b>	Communication and promotion of the Rector's video on the subject available in a dedicated section of the University website. Possible creation of a new video.		
<b>Type of action</b>	communication & awareness		
<b>Indicator and target</b>	Indicator: YES/NO 1) Percentage of users reached by video advertising 2) Increased viewing percentages Target: 1) 100% 2) 5% increase compared to the previous year		
<b>PM and structures involved</b>	<b>PSQL</b> Trust Councillor – Rector – VR Quality Welfare and Equal Opportunities Gender Observatory – Gender Equality and Diversity Officer CUG		
<b>Budget in euro and/or remark</b>	YES Video within the communication/promotion campaign (contract share € 99,000 euro +VAT)		
<b>SDGs</b>			
<b>European researchers' charter</b>			
<b>Reference KPIs</b>	KPI 5 – raising awareness, increasing training and highlighting related phenomena of gender-based harassment and violence		
<b>Timeline</b>	2022	2023	2024

### Goal 5.1: Awareness and training on gender-based harassment and violence

Gender Equality Action Plan 2021

## AREA 5 COMBATING GENDER-BASED HARASSMENT AND VIOLENCE


### Goal 5.2: Initiatives to enable the exposure of harassment

<b>Sub action</b>	<b>5.1.4 Training on psychological aspects of harassment</b>
<b>Population/target</b>	Politecnico community
<b>Description/first level actuation</b>	Train the Politecnico community through video lectures dedicated to the psychological aspects of harassment by professionals in the field and create adequate communication
<b>Type of action</b>	communication & awareness
<b>Indicator and target</b>	Indicator: YES/NO 1) N° of students enrolled and attending online interactive lecture(s) 2) N° of views of lecture uploaded online  Target: Data collection
<b>PM and structures involved</b>	<b>PSQL</b> GESD VR Quality Welfare and Equal Opportunities Gender Observatory Gender Equality and Diversity Officer CUG
<b>Budget in euro and/or remark</b>	YES Budget to be defined, at least partly envisaged in that of the counselling desk
<b>SDGs</b>	
<b>European researchers' charter</b>	
<b>Reference KPIs</b>	KPI 5 – raising awareness, increasing training and highlighting related phenomena of gender-based harassment and violence

Timeline	2022	2023	2024
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## AREA 5 COMBATING GENDER-BASED HARASSMENT AND VIOLENCE

### Goal 5.2: Initiatives to enable the exposure of harassment

<b>Sub action</b>	<b>5.2.1 Collaboration and creation of awareness in representatives of the student population and WAHe buddies and mentors</b>		
<b>Population/target</b>	Student representatives and WAHe buddies and mentors		
<b>Description/first level actuation</b>	Training student representatives, and WAHe buddies and mentors on the topic of harassment with additional specific training and, in the case of buddies and mentors, compulsory training upon acceptance of the grant, so that they can establish a first informal peer contact to deal with the manifestation of harassment behaviour		
<b>Type of action</b>	communication & awareness		
<b>Indicator and target</b>	Indicator: YES/NO N° of students attending specific training  Target: Data collection		
<b>PM and structures involved</b>	<b>PSQL</b> Trust Councillor – VR Quality Welfare and Equal Opportunities Gender Observatory – Gender Equality and Diversity Officer – CUG – AFLEG		
<b>Budget in euro and/or remark</b>			
<b>SDGs</b>			
<b>European researchers' charter</b>			
<b>Reference KPIs</b>	KPI 5 – raising awareness, increasing training and highlighting related phenomena of gender-based harassment and violence		
<b>Timeline</b>	2022	2023	2024

## AREA 5 COMBATING GENDER-BASED HARASSMENT AND VIOLENCE



### Goal 5.2: Initiatives to enable the exposure of harassment

<b>Sub action</b>	<b>5.2.2 Launch a collaboration with the E.M.M.A. association for the anti-violence desk</b>
<b>Population/target</b>	Student population
<b>Description/first level actuation</b>	Publicise the anti-violence desks run by the E.M.M.A. association at the University of Turin and in the city and draw up a feasibility project on the possibility of opening one at the Politecnico di Torino, also on the basis of the number of people at the Politecnico di Torino who have contacted the various desks to date.
<b>Type of action</b>	communication & awareness
<b>Indicator and target</b>	Indicator: YES/NO N° of female students at the Politecnico di Torino who have contacted the anti-violence desks Target: Data collection
<b>PM and structures involved</b>	<b>PSQL</b> Councillor of Trust – VR Quality Welfare and Equal Opportunities Gender Observatory – Gender Equality and Diversity Officer – CUG – AFLEG
<b>Budget in euro and/or remark</b>	Administrative costs at the E.M.M.A. association
<b>SDGs</b>	
<b>European researchers' charter</b>	
<b>Reference KPIs</b>	KPI 5 – raising awareness, increasing training and highlighting related phenomena of gender-based harassment and violence

<b>Timeline</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
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## AREA 6 GENDER BALANCE IN STEM STUDIES

### Goal 6.1: Increase in female student enrolment in engineering degree courses



<b>Sub action</b>	<b>6.1.1 Continuation of the WeAreHERE campaign for female engineering students in the Bachelor's degree programme at High Schools and Lower Secondary Schools</b>
<b>Population/target</b>	Female pre-university student population
<b>Description/first level actuation</b>	Preparation of the awareness campaign through the inclusion of the activity in a specific call (Capitolato Speciale d'Onere, CSO) concerning awareness on the issues of equal opportunities, organisational well-being, special needs.
<b>Type of action</b>	communication & awareness
<b>Indicator</b>	Indicator: YES/NO (according to the specifications of the CSO, including quantitative specifications)
<b>PM and structures involved</b>	<b>PSQL</b> IT - VR Quality Welfare and Equal Opportunities - Gender Equality and Diversity Officer - GESD
<b>Budget in euro and/or remark</b>	YES Activity within the communication/promotion campaign (contract share € 99,000 euro +VAT)
<b>SDGs</b>	 
<b>European researchers' charter</b>	no (check)
<b>Reference KPIs</b>	KPI1 - 35% female students enrolled in engineering degree courses 2024 -> 30%

Timeline	2022	2023	2024
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## AREA 6 GENDER BALANCE IN STEM STUDIES

### Goal 6.1: Increase in female student enrolment in engineering degree courses

<b>Sub action</b>	<b>6.1.2 Summer School proposal for female high school students</b>		
<b>Population/target</b>	Female pre-university student population		
<b>Description/first level actuation</b>	Organisation of Summer Schools to introduce girls to the world of STEM (coding, spatial abilities, etc.), also through alternative teaching methods arranged with the teaching lab. The identification of the specific theme, content and delivery methods will take place through the collection of expressions of interest.		
<b>Type of action</b>	communication & awareness		
<b>Indicator</b>	Indicator: YES/NO		
<b>PM and structures involved</b>	<b>PSQL</b> VR Quality Welfare and Equal Opportunities GESD PSQL		
<b>Budget in euro and/or remark</b>	YES Budget to be defined		
<b>SDGs</b>	 		
<b>European researchers' charter</b>	no (check)		
<b>Reference KPIs</b>	KPI1 – 35% female students enrolled in engineering degree courses 2024 -> 30%		
<b>Timeline</b>	2022	2023	2024

## AREA 6 GENDER BALANCE IN STEM STUDIES



### Goal 6.1: Increase in female student enrolment in engineering degree courses

<b>Sub action</b>	<b>6.1.3 Initiative to overcome period poverty</b>
<b>Population/target</b>	Female student population
<b>Description/first level actuation</b>	Making sanitary towels available in the toilets reserved for women in all the main buildings of the University at reduced prices, with the installation of special dispensers, similar to what has been done in other Italian universities, also publicising the action.
<b>Type of action</b>	communication & awareness and experimentation
<b>Indicator</b>	Indicator: YES/NO
<b>PM and structures involved</b>	<b>PSQL</b> PSQL
<b>Budget in euro and/or remark</b>	YES Budget to be defined
<b>SDGs</b>	<div> <div>4 QUALITY EDUCATION </div> <div>5 GENDER EQUALITY </div> </div>
<b>European researchers' charter</b>	no (check)
<b>Reference KPIs</b>	KPI1 - 35% female students enrolled in engineering degree courses 2024 -> 30%

<b>Timeline</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
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## AREA 6 GENDER BALANCE IN STEM STUDIES

### Goal 6.1: Increase in female student enrolment in engineering degree courses

<b>Sub action</b>	<b>6.1.4 Incoming gender gap analysis (TIL - Entry Test - results)</b>		
<b>Population/target</b>	Student population registered for the TIL		
<b>Description/first level actuation</b>	In view of the gender difference in the TIL results reported in the BdG, analyse and break down the results by TIL sections and by origin (geographical and field of study) of the female candidates.		
<b>Type of action</b>	analysis		
<b>Indicator and target</b>	Indicator: YES/NO  Target: Data collection		
<b>PM and structures involved</b>	<b>PSQ(L)</b> VR Teaching VR Quality Welfare and Equal Opportunities GESD Gender Equality and Diversity Officer		
<b>Budget in euro and/or remark</b>			
<b>SDGs</b>	 		
<b>European researchers' charter</b>	no (check)		
<b>Reference KPIs</b>	KPI 1 - 35% female students enrolled in engineering degree courses 2024 -> 30%		
<b>Timeline</b>	2022	2023	2024



## AREA 6 GENDER BALANCE IN STEM STUDIES

### Goal 6.1: Increase in female student enrolment in engineering degree courses

<b>Sub action</b>	<b>6.1.5 Promote the creation of communities of female students</b>		
<b>Population/target</b>	Student community		
<b>Description/first level actuation</b>	Awareness and accompaniment, also through WeAreHERE grant holders, of the creation of opportunities for informal aggregation (also on social networks), the formation of teams or student associations on gender, diversity and inclusion and the facilitation of their cooperation		
<b>Type of action</b>	communication & awareness		
<b>Indicator and target</b>	Indicator: N° of social channels/teams/associations created  Target: Min. 1		
<b>PM and structures involved</b>	<b>PSQL</b> <b>(Gender Equality and Diversity Officer)</b>  GESD		
<b>Budget in euro and/or remark</b>	YES (included in the WeAreHere project)		
<b>SDGs</b>	 		
<b>European researchers' charter</b>	no (check)		
<b>Reference KPIs</b>	KPI 1 – 35% female students enrolled in engineering degree courses 2024 -> 30%		
<b>Timeline</b>	2022	2023	2024

## AREA 6 GENDER BALANCE IN STEM STUDIES

### Goal 6.1: Increase in female student enrolment in engineering degree courses

<b>Sub action</b>	<b>6.1.6 Introduction of gender quotas on international contingent or mobile student population</b>
<b>Population/target</b>	International student population
<b>Description/first level actuation</b>	Analysis of past data, technical feasibility and opportunity study, and possible experimentation of the introduction of minimum female quotas for the contingent or mobile student population
<b>Type of action</b>	analysis & experimentation
<b>Indicator and target</b>	Indicator: YES/NO  Target: In the case of experimentation, 5% increase in relation to the previous year's percentage, for every year in which the experimentation is implemented
<b>PM and structures involved</b>	<b>INTE</b> AFLEG – PSQI – VR Quality Welfare and Equal Opportunities – VR Internationalisation and Teaching – Gender Equality and Diversity Officer GESD
<b>Budget in euro and/or remark</b>	
<b>SDGs</b>	 
<b>European researchers' charter</b>	no (check)
<b>Reference KPIs</b>	KPI1 – 35% female students enrolled in engineering degree courses 2024 -> 30%

<b>Timeline</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
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### Goal 6.1: Increase in female student enrolment in engineering degree courses

Gender Equality Action Plan 2021

## AREA 6 GENDER BALANCE IN STEM STUDIES



## Goal 6.2: Gender equality in postgraduate studies

<b>Sub action</b>	<b>6.2.1 Mentoring with the involvement of Alumnae and STEM companies</b>
<b>Population/target</b>	Female master's students
<b>Description/first level actuation</b>	1. Creation of a biennial event to establish contact between female students and role models from STEM companies; 2. Mentoring programme with the involvement of alumnae
<b>Type of action</b>	training
<b>Indicator and target</b>	Indicator: 1) YES/NO and N° of companies involved                  2) YES/NO and N° of alumnae involved  Target: 2) at least 10    3) at least 10
<b>PM and structures involved</b>	<b>VR Alumnae delegate</b>  VR Quality Welfare and Equal Opportunities Gender Equality and Diversity Officer  GESD  PSQL
<b>Budget in euro and/or remark</b>	to be defined (tending NOT to be funded by the University)
<b>SDGs</b>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>4 QUALITY EDUCATION</p> </div> <div style="text-align: center;"> <p>5 GENDER EQUALITY</p> </div> </div>
<b>European researchers' charter</b>	no (check)
<b>Reference KPIs</b>	KPI1 – 35% female students enrolled in engineering degree courses 2024 -> 30%

Timeline (1)	2022	2023	2024
Timeline (2)	2022	2023	2024

## AREA 6 GENDER BALANCE IN STEM STUDIES



### Goal 6.2: Gender equality in postgraduate studies

<b>Sub action</b>	<b>6.2.2 Gender-based analysis of data on job placement and postgraduate career opportunities</b>		
<b>Population/target</b>	Student population with an engineering degree		
<b>Description/first level actuation</b>	In view of the gender differences that emerged in the BdG with regard to the percentage of employment five years after graduation, the type of employment and the salary level, perform an analysis of the data by type of degree, grade, etc. using Almalaurea data and the data of the individual study centres/colleges.		
<b>Type of action</b>	analysis		
<b>Indicator and target</b>	Indicator: YES/NO  Target: Data collection		
<b>PM and structures involved</b>	<b>GESD</b> VR Quality Welfare and Equal – Opportunities Gender Equality and Diversity Officer – GESD – PSQL – CUG (dedicated work team) – Gender Research Group		
<b>Budget</b>			
<b>SDGs</b>	 		
<b>European researchers' charter</b>	no (check)		
<b>Reference KPIs</b>	KPI 1 – 35% female students enrolled in engineering degree courses 2024 -> 30%		
<b>Timeline</b>	2022	2023	2024



## AREA 6 GENDER BALANCE IN STEM STUDIES

### Goal 6.2: Gender equality in postgraduate studies

<b>Sub action</b>	<b>6.2.3 Gender equality requirement in the company contexts of reference for the teaching career of female students</b>
<b>Population/target</b>	External partners
<b>Description/first level actuation</b>	After the data analysis carried out in action 6.2.2, study possible ways of intervening to encourage companies that collaborate on teaching with the Politecnico (internship contracts, mobility, orientation presentations, etc.) to respect gender equality.
<b>Type of action</b>	analysis
<b>Indicator</b>	Indicator: YES/NO
<b>PM and structures involved</b>	<b>PSQL</b> <b>(Gender Equality and Diversity Officer)</b> CUG VR Quality Welfare and Equal Opportunities Gender Equality and Diversity Officer PSQL
<b>Budget in euro and/or remark</b>	
<b>SDGs</b>	 
<b>European researchers' charter</b>	no (check)
<b>Reference KPIs</b>	KPI 1 – 35% female students enrolled in engineering degree courses 2024 -> 30%

Timeline	2022	2023	2024
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