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UNIVERSITÀ DI MACERATA

GEP | **gender
equality
plan**

**gender
equality
plan**
2025 / 2028

GEP TEAM

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Introduction

The second Gender Equality Plan (GEP) of the University of Macerata is part of a consolidated cycle of closely interconnected plans and policies: the University Strategic Plan, the Performance Plan, the Integrated Activity and Organization Plan (PIAO), the Excellence in Research Strategy, and the Gender Balance Report. Within the framework of the structural planning of a university's activities, the first GEP represented a strategy of transformative policies that made it possible to highlight issues, discontent, and discomfort and to adopt measures to combat and reduce forms of inequality. The tools for diagnosing and predicting stereotypes, biases, and discrimination gain greater depth and precision through the knowledge and practices offered by gender and intersectional studies. The transformative effect of a gender equality plan aims to improve the quality of life and the organizational environment of a place of study and work inhabited by a diverse plurality of individuals. These changes have an impact on satisfaction, health, and the balance between different areas of people's lives.

Following the introduction of the first GEP, the experience of the last few years at the University of Macerata has been structured on three levels in terms of gender equality, welfare, and well-being policies:

1. Structural policies and planning (**what**)
 2. Creation of institutional figures/roles (**who**)
 3. Implementation and acceptance of good practices (**how**)
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1. University welfare was one of the six pillars of the Strategic Plan for 2023-2025. The plan was designed by a university that considers the safeguarding of dignity, respect for the individual, the promotion of diversity, the guarantee of gender equality, and an inclusive culture, to be indispensable objectives for the promotion of the psychological and physical well-being of individuals and of the community as a whole. In line with this, the university has implemented a series of initiatives and activities through the adoption of gender equality policy planning documents (GEP and First Gender Budget). These planning documents are closely integrated and similarly structured. In addition to them, there is a section in the PIAO (Integrated Activity and Organization Plan 2025-2027) dedicated to gender equality and equal opportunities, as well as actions regarding gender and well-being carried out within the Excellence in Research strategy.
 2. Over time, various roles have been established and promoted within the organization to protect and promote gender policies, specifically:
 - The Single Guarantee Committee for Equal Opportunities, the Promotion of Employee Well-being, and Anti-Discrimination at the University of Macerata (CUG) is a body established to guarantee, evaluate, and monitor in compliance with Law No. 183/2010 and in accordance with the provisions of Article 17 of the University Statute and Article 30 of the General Organization Regulations; it performs proactive, advisory, and verification tasks for the development of a

culture of equal opportunities, the promotion of well-being at work, and anti-discrimination;

- The Pro-Rector for Welfare and Gender Equality Policies is responsible for guidance and monitoring within this framework, coordinating the policies on gender and equal opportunities adopted by the University, also in the capacity as chair of the CUG;
 - Delegates and representatives appointed by the rector oversee specific projects and objectives assigned to them in the areas of anti-racism, mental and physical health, sports, and cultural activities;
 - Departmental delegates for welfare and gender issues have been established with the aim of promoting greater coordination in gender policies between the departments and the University's Single Guarantee Committee.
 - Establishment of a confidential advisor to prevent, manage, and help resolve cases of mobbing, sexual harassment, discrimination, and workplace discomfort that occur in the study, research, and work environment, contributing to the promotion of equal opportunities in academia and administration while combating gender bias.
3. The final crucial step for the University's gender policies was the establishment of a dedicated administrative area called Well-being and Welfare, supporting the Vice-Rectorate for Welfare with responsibility for gender equality policies. Its functions are organized into various offices: right to education, counseling services, sports, health, services for the inclusion of students with disabilities and SLDs, and gender equality policies. This administrative area is the translation of an integrated vision of social policies promoting gender equality, accessibility, and health protection. It is the first example in Italy of university social policies structured to promote well-being where individuals study and work.

In this regard, some objectives aimed at tackling the root causes of inequality have been achieved over the last three years:

- Approval of a Charter of Rights and Responsibilities for the student community;
- Establishment of career aliases for gender self-determination for male and female students;
- Creation of a communication workshop on combating gender-based violence held by doctoral students for all students;
- Approval of guidelines for gender equality in institutional communication; ■ Approval of the university's first gender report;
- Setting up a workshop in the form of a permanent seminar on racism and anti-racism;
- Financing of the training course "Gender, Politics, Institutions" with university funds;
- Strengthened initiatives on inclusion with a greater focus on gender perspective.

It should also be emphasized, as specified in the “Manual for the Implementation of Gender Equality Plans in Higher Education Institutions,” that GEPs are not tools for promoting equal and inclusive access for only one gender, but rather transformative political strategies for the entire community in all its diversity. Hence their systematic role in establishing concrete priorities and objectives is based on a careful analysis of the initial context in order to achieve substantive equality in higher education institutions. It should be noted that the introduction of GEPs as an eligibility criterion for access to European funding under the Horizon Programme is a direct consequence of the identification of gender equality as a cross-cutting priority of European policy.

It should be noted that the Horizon Europe program requires the GEP to contain the following elements:

FOUR MANDATORY REQUIREMENTS RELATING TO THE PROCESS	FIVE RECOMMENDED THEMATIC AREAS RELATED TO CONTENT
Public document The GEP is an official document published on the institution's website, approved by its decision-making bodies, and actively communicated within the institution. Dedicated Resources The GEP should include a commitment by the institution to provide adequate resources and expertise on gender equality for its implementation. Data Collection and Monitoring The GEP should be based on the collection and analysis of gender-disaggregated data on staff (and students, if present in the institution). Institutions should report annually on progress made based on specific indicators. Training and Skills Development The GEP should include awareness-raising and training activities on gender equality for the entire institution and training on unconscious gender bias for staff and decision-makers.	1. Work-life balance and institutional culture. 2. Gender balance in leadership and decision-making bodies. 3. Gender equality in recruitment and career progression. 4. Integrating gender into research and teaching. 5. Measures to prevent gender-based violence, including sexual harassment.

Finally, it is necessary to indicate the perspective adopted in this plan with regard to the relationship between language and gender. This issue is becoming increasingly central to the debate on gender policies in academia, as emerged in the dedicated panel within the General Assembly on Gender Policies) organized by the Conference of Italian University Rectors (CRUI) at the University of Messina on July 7-8, 2025. During this panel, the University of Macerata presented the guidelines adopted with

the first GEP and the focus on visibility in the communication of gender policies, as shown in the relevant sections on the Unimc home page. It also highlighted the experimentation of a communication workshop to combat abuse and violence, which was created by doctoral students with the help of undergraduate students. The University of Macerata has adopted guidelines for the use of gender in academic and administrative language. They outline a handbook for promoting gender-neutral language that respects differences in awareness of the ongoing debate on discursive injustice and self-representation. These guidelines will be explored in this document, using abbreviations where possible for reasons of textual economy.

Context Analysis

1. GEP monitoring 2021-2024

The state of the art of the 2021-24 GEP, extended until June 30, 2025, has been monitored over the years through two reports. The first was published in November 2023, and the second, in March 2025. Both were drafted by a working group appointed through a rectoral decree that was tasked with verifying the implementation of the gender equality plan. These reports provide useful elements for conducting a SWOT analysis¹, highlighting both the positive aspects and the challenges regarding the achievement of the objectives and actions set out in the GEP.

STRENGTHS	WEAKNESSES
Promotion of an inclusive, equitable, and gender-sensitive organizational culture	The absence of periodic and comparative data analysis
Promotion of gender equality in institutions and bodies	Few kid-friendly spaces within the university
Communication and dissemination of the University's GEP	Promotion of work-life balance
The adoption of a gender approach in research and teaching	Promotion of gender equality in recruitment and careers
Promotion of a non-discriminatory environment for study, research, and teaching	Poor publicity for initiatives
Raising awareness of gender-based violence, prevention, and how to combat it	
OPPORTUNITIES	THREATS
Adoption of a gender budget	Resistance to cultural change
Adoption of guidelines on gender equality in academic and administrative language	Lack of sufficient funds to carry out the actions
Creation of the Well-Being and Welfare Area	Difficulties in monitoring indicators
Career Alias	Difficulties in performing quantitative data analysis
Confidential advisor	Training of personnel
Pro-Gendering Project	

The analysis of the two monitoring reports provides some useful suggestions for preparing the second Unimc Gender Equality Plan:

AREA I – INCLUSIVE ORGANIZATIONAL CULTURE AND WORK-LIFE BALANCE

- For data analysis, we suggest a comparison with national data by preparing biennial reports.
- It should be noted that in the future, specific expenditure reclassification will be necessary, with a focus on expenditure that affects gender equality (with the support of the Financial Resources Department).
- It is suggested that spaces and services for parenting be strengthened and promoted: among the proposals are scholarships for new parents.
- It is recommended that a handbook for meetings be adopted, also in accordance with the right to disconnect as provided for in the regulations on flexible working.
- For the next GEP, it is recommended that a section on the progress of the plan be created and that a GEP Unimc logo be designed to highlight activities and initiatives.

With a view to achieving work-life balance, we suggest preparing an ad hoc internal data analysis to support the good practices questionnaire on organizational well-being.

AREA II – GENDER BALANCE IN GOVERNANCE: DECISION-MAKING PROCESSES AND SENIOR POSITIONS

- When appointing departmental delegates, it is recommended that expressions such as “gender equality” or “equal opportunities” not be obscured by including them under “welfare” or similar terms;
- It is suggested that the establishment of an interdepartmental research center on gender equality be considered;
- For the next GEP, it is recommended that opportunities be arranged to present the plan to the governing bodies.

AREA III – GENDER EQUALITY IN RECRUITMENT AND CAREERS

- In adopting the second university gender budget, it is recommended that the university introduce an analysis of data obtained from the distribution of annual research funds via the Evaluation of Research Quality for faculty and the distribution of salary increments for technical, administrative and library staff, taking into account differences in gender, role and, age groups.

AREA IV – GENDER APPROACH IN RESEARCH AND TEACHING

- To implement a gender approach in research, internal competitive calls for proposals could be promoted with a specific focus on the topic;
- In addition to the course “Gender, Politics, Institutions,” other educational activities could be promoted, such as an ad hoc master's degree program;
- It is recommended that teacher training activities on this topic also be included in the objectives of the Strategic Plan (see Teaching & Learning Labs for teachers).

AREA V - MEASURES TO COMBAT STEREOTYPES, HARASSMENT, AND GENDER-BASED VIOLENCE

- Following the introduction of the alias career, a training activity is proposed for the Student Community Services Area to clarify certain expressions, differences, and the use of terms;
- It is recommended that a separate page be created for the trusted advisor, distinct from that of the CUG;
- It is recommended that an experimental workshop “Let's Make a Mark Against Violence” be implemented;
- It is suggested that a university day be introduced to promote gender equality.

2. Data analysis

The final monitoring report (2025) highlights differences compared to the analysis of the data from the initial context (2021). The tables below show the breakdown of teaching staff by role (full professors, associate professors, fixed-term researchers under Law 240/210, and tenure track and permanent researchers) and by department. Compared to the 2021 data, there has been an increase in the number of full professors (2021 data: 28.36% women and 71.64% men) and associate professors (2021 data: 58.47% women and 41.53% men) and a substantive balance between women and men in terms of the number of permanent and fixed-term researchers. Overall, there has been a significant increase of approximately 12 percentage points in the presence of women in top positions (full professors).

University professors divided by role, department, and gender

DEPARTMENT	Full Professors				
	WOMEN	MEN	TOTAL	% WOMEN	% MEN
Economics and law	5	7	12	41,7%	58,3%
Law	6	16	22	27,3%	72,7%
Education, cultural heritage, and tourism sciences	9	9	18	50,0%	50,0%
Political science, communication, and international relations	3	4	7	42,9%	57,1%
Humanities - languages, mediation, history, literature, philosophy	9	10	19	47,4%	52,6%
UNIVERSITY	32	46	78	41,0%	59,0%

Source: Prepared by the Planning, Control, and Performance Office based on data provided by the Recruitment and Legal Management Office for Professors and Researchers on March 20, 2025.

University professors divided by role, department, and gender

DEPARTMENT	Associate Professors				
	WOMEN	MEN	TOTAL	% WOMEN	% MEN
Economics and law	11	7	18	61,1%	38,9%
Law	9	9	18	50,0%	50,0%
Education, cultural heritage, and tourism sciences	19	12	31	61,3%	38,7%
Political science, communication, and international relations	11	12	23	47,8%	52,2%

Humanities - languages, mediation, history, literature, philosophy

	33	11	44	75,0%	25,0%
UNIVERSITY	83	51	134	61,9%	38,1%

Source: Prepared by the Planning, Control, and Performance Office based on data provided by the Recruitment and Legal Management Office for Professors and Researchers on March 20, 2025.

University professors divided by role, department, and gender

Researchers L. 240/10 Fixed Term and Tenure Track

DEPARTMENT	WOMEN	MEN	TOTAL	% WOMEN	% MEN
Economics and law	1	9	10	10,0%	90,0%
Law	6	6	12	50,0%	50,0%
Education, cultural heritage, and tourism sciences	8	3	11	72,7%	27,3%
Political science, communication, and international relations	3	2	5	60,0%	40,0%
Humanities - languages, mediation, history, literature, philosophy	7	5	12	58,3%	41,7%
UNIVERSITY	25	25	50	50,0%	50,0%

Source: Prepared by the Planning, Control, and Performance Office based on data provided by the Recruitment and Legal Management Office for Professors and Researchers on March 20, 2025.

University professors divided by role, department, and gender

Permanent Researchers

DEPARTMENT	WOMEN	MEN	TOTAL	% WOMEN	% MEN
Economics and law	2	3	5	40,0%	60,0%
Law	5	3	8	62,5%	37,5%
Education, cultural heritage, and tourism sciences	5	2	7	71,4%	28,6%
Political science, communication, and international relations	1	3	4	25,0%	75,0%
Humanities - languages, mediation, history, literature, philosophy	3	3	6	50,0%	50,0%
UNIVERSITY	16	14	30	53,3%	46,7%

Source: Prepared by the Planning, Control, and Performance Office based on data provided by the Recruitment and Legal Management Office for Professors and Researchers on March 20, 2025.

As regards technical, administrative and library staff, women continue to predominate overall, in line with the 2021 data. However, there has been a significant increase in the number of women in senior positions, such as executive and highly qualified professional roles, highlighting a gradual evolution in the distribution of positions of greater responsibility. In summary, the gender gap in senior positions has narrowed considerably.

Administrative Staff (TAB) and Native Language Teachers (CEL) on Permanent and Fixed-Term Contracts

CATEGORY	WOMEN	MEN	TOTAL	% WOMEN	% MEN
General Director fixed-term contract	0	1	1	-	100,00
Second-level managers	1	2	3	33,33	66,67
Executives	6	8	14	42,86	57,14
Functionaries	53	25	78	67,95	32,05
Administrative staf	136	46	182	74,73	25,27
Operators	5	4	9	55,56	44,44
Administrative staff (fixed term)	7	9	16	43,75	56,25
CEL	11	4	15	73,33	26,67
UNIVERSITY	219	99	318	68,87	31,13

Source: Prepared by the TAB and CEL Recruitment and Legal Personnel Management Office on March 20, 2025

With regard to university governance, there is a substantial overall balance, with an increase in the number of women on the Board of Directors compared to 2021. However, there is a significant imbalance in favor of men in the Academic Senate. On the other hand, there continues to be strong female representation among the rector's delegates:

University Governance

CATEGORY	WOMEN	MEN	TOTAL	% WOMEN	% MEN
Rector	0	1	1	-	100,00
Vice-Rector	1	0	1	100,00	-
General Director	0	1	1	-	100,00
Board of Directors	4	5	9	44,44	55,56
Academic Senate	5	13	18	27,78	72,22
Department Chairs	2	3	5	40,00	60,00
Pro-rectors	26	8	34	76,47	23,53

Source: Prepared by the Administrative Support Office on March 21, 2025

3. Projects Related to the GEP

The Gender Equality Plan (GEP) 2025-2028 is part of a broader initiative by the University of Macerata that includes training and research activities, projects, and organizational structures that demonstrate the transformative value of gender equality policies. Below is an overview of the context in which the second GEP is being implemented.

3.1. Creation of a Well-Being and Welfare Area

At the end of 2024, Unimc committed to creating the Well-Being and Welfare Area, with the aim of promoting an organizational culture of diversity and inclusion management through an administrative structure that would bring together the promotion of gender equality, psychological support services, mindfulness and life coaching, the right to study and accessibility (inclusion for students with disabilities and SLDs), health, and

sports. This area is the first example of a broad organization of services and activities for respecting differences, protecting health, and addressing difficulties in places of study and work.

3.2. Me.Mo – Minds in Motion (PROBEN)

Since 2024, Unimc has been a partner in a project network called Me.Mo – Menti in Movimento, or Minds in Motion, (PROBEN), funded by the Ministry of University and Research (MUR) to respond to the growing need for psychological support and the promotion of well-being among university students, combining research, prevention, and innovative technologies. The project aims to improve the psychological and physical well-being of the university student community and combat emotional and psychological distress through an integrated approach that combines epidemiological research, targeted actions, and the conscious and healthy use of technology, with a focus on gender. The project involved the student community in a wide-ranging survey on distress, promoted the development of interdisciplinary research, as well as seminar/training activities on well-being from an intersectional perspective.

3.3. Gender Politics and Institutions

For more than ten years, the training course titled Gender, Politics, and Institutions has been offering a renewed and completely free set of theoretical and practical knowledge and skills in the following areas: politics, institutions and society; law (with a focus on anti-discrimination); history and philosophy; literature, and economics. The overarching goal of the course is to work towards reducing the gender gap in a broad sense by identifying its roots and supporting the formation of a non-discriminatory organizational culture in the public and private spheres with a focus on the well-being of individuals. In particular, the course aims to encourage general reflection on the adoption of a gender awareness approach to improve working relationships, institutional and non-institutional environments, and public arenas with a focus on digital interaction spaces. This is a course with a strong social impact, sponsored by the CUG and the National Conference of University Equality Bodies, which over the years has involved an increasingly large audience with significant impact in terms of professionalism.

3.4. PRO-GENDERING and the "Promoting Gender Equality in Universities" Workshop

For the period between 1 September 2023 and 31 August 2026, the University of Macerata is leading a project funded by the European Commission, called "PRO-GENDERING - PROMoting Gender mainstrEaming iN acaDemia through thE enhancement of gender equality and iNclusion in hiGher education" (No. 2023-1-IT02-KA220-HED-000154344) <https://www.unimc.it/it/ricerca/aree-strategiche-di-ricerca-1/progetti/progendering>).

Among the main objectives of the project are strengthening the capacity of universities to build inclusive educational communities through know-how for the implementation of GEPs and raising awareness among the student community concerning issues related to gender equality plans. One of the

initiatives within the project was the workshop “Promoting Gender Equality in Universities” aimed at students at the University of Macerata for the purpose of analyzing gender equality through participatory approaches based on the implementation of small-scale projects (<https://www.unimc.it/it/unimc-comunica/news/workshop-promuovere-la-gender-equality- nell2019universita>).

3.5. Workshops for Secondary Schools

Unimc has created workshops specifically for high school students with the aim of promoting the fight against gender stereotypes through classroom games, measuring gender identity, and reflective exercises focused on cognitive patterns. In particular, the following workshops were held during the 2024 Humanities Festival:

- *Gender stereotypes, work, and inequality: a toolbox;*
- *When does representation become violence;*
- *Stereotypes are harmful to your health.*

In addition, as part of the guidance activities of the Giacomo Leopardi School of Higher Education, a workshop titled Free Generations: Recognizing, deconstructing, and transforming gender stereotypes was promoted. (<https://scuolastudisuperiori.unimc.it/it/laboratorio-generazioni-libere/>)

3.6. Report on Violence in the Marche Region

The University has begun collaborating with the Marche Region in drafting reports on gender-based violence, putting the knowledge acquired to good use in order to promote a link between knowledge and regional policies. In particular, the following documents are worth noting:

- Report on gender-based violence in the Marche region – Year 2022, edited by the Marche Region, Social Policies Department – Social Inclusion Sector, RUNTS and Information System, approved by Regional Council Resolution No. 1580 of November 6, 2023;
- Report on gender-based violence in the Marche region – Year 2021, edited by the Marche Region, Social Policies Department – Social Inclusion Sector, RUNTS and Information System, approved by Regional Council Resolution No. 1428 of November 7, 2022.

3.7. Participation in the Presidency of the National Conference of Equality Bodies of Italian Universities (COUNIPAR)

The University of Macerata is a member of the National Conference of Italian University Equality Bodies with significant representation on the executive committee. The conference brings together the representatives of university committees working on equal opportunities issues to form a network with the aim of building inter-university collaboration in areas of CUG competence.

3.8 Workshop: Let's Make Our Mark Against Violence Against Women

The workshop Let's Make Our Mark Against Violence Against Women was launched in November 2024 by doctoral students under the supervision of expert teachers. The doctoral students worked together with other students on a number of information campaigns against violence against women. The workshop had the dual objective of training participants and producing outputs published on all the university's media platforms.

4. For a qualitative context analysis: focus groups as a listening laboratory

This last section saw the introduction of listening sessions with certain members of the university in the form of focus groups in light of possible objectives and actions to be included in the GEP 25-28. The focus group reports were made available as part of the working materials used to structure the plan. The meetings were held in June 2025 in the presence of the GEP working group coordinator and members of the working group from the Well-Being and Welfare Area, which is responsible for gender equality policies. The purpose is to gain a deeper understanding of the issues that the second GEP can address with targeted actions and dedicated resources based on the focus groups and some of the analytical elements that emerged in the annual reports by the university psychological counseling service and by the trusted advisor.

Focus group proposals: Association of Italian Doctoral Students

- We propose an ad hoc questionnaire to be carried out every 2-3 years with the support of representatives and, if necessary, consultation with the national association. The questionnaire will include sections on: stress, loneliness, experiences with tutors/teachers, perception of job insecurity, and the academic environment. Questions should also be included on any inappropriate behavior, incidents of bullying or discrimination, and a few questions on work-life balance.
- We propose including accredited training activities in the doctoral program on: time and thesis management, relations with tutors, criticism, anxiety, academic rejection, mental health, burnout, technostress. We also propose evaluating the introduction of mindfulness and life coaching modules with experts (project to be integrated with PROBEN 2026). Among the figures to consult is also the trusted advisor.
- We suggest setting up a training module on gender awareness and implicit bias in real estate as a workshop valid as elective credits.
- We suggest extending measures to protect parenthood for doctoral students and other pre-tenure figures (research fellows, scholarship holders, etc.).
- We suggest focusing more attention on ensuring space for doctoral students to conduct research and meet at their respective departments.

Focus group proposals: Student Council

- Meetings and activities on the stigmas associated with mental illness with a focus on gender differences (students + doctoral students) with the support of specialists and local services.
- Support measures for students who are new parents and pregnant students: senior tutors for new parents and facilitated distance learning with significant discounts. Clear procedures for educational and organizational support in the event of pregnancy/maternity/paternity; evaluate experiences at other universities and adapt best practices (e.g., special exams, flexible teaching, welfare measures). Proposal for breastfeeding facilities on campus (e.g., Education and Law). Evaluate the use of 5 per thousand to support distance learning for parents.
- Gender-based teaching: it is recommended that course titles explicitly refer to gender equality issues and approaches, that ad hoc and explicit bibliographies featuring female authors be included, that workshops on gender issues be proposed, and that discussions be held on how to integrate studies on masculinity and intersectional approaches.

Points common to both focus groups:

- Initiatives on sexual and reproductive health from a gender medicine perspective (screening for sexually transmitted diseases), training related to gender health—men and women, but also age-related (prevention and screening);
- Initiatives on work-life balance: specific actions for monitoring, critical reflection, and possible revision of agile working from an intersectional and gender perspective by 2026;
- Identify an effective tool for measuring well-being, given certain limitations arising out of good practices – (COUNIPAR raises concerns about the exclusive use of this tool). Need to conduct a more qualitative biennial analysis of organizational well-being and the reduction of the gender gap.
- Within the framework of the 40 hours of mandatory training for technical and administrative staff, consider dedicating a number of hours to training on gender issues and issue a certificate at the end of the training. The certificate could be an open badge or safe zone stickers (e.g., Sapienza University of Rome).
- Film forums and cultural initiatives on anti-discrimination, equal opportunities, and gender equality.
- Wide-ranging promotion of health protection with a focus on gender issues: initiatives or guidelines on disconnecting (technostress), initiatives and campaigns on healthy lifestyles and sports activities (in collaboration with the PROBEN project), and initiatives on pathological addictions.

Annual Report on Psychological Counseling

The most recent reports from the university psychological counseling service indicate an increase in cases of verbal, psychological, and physical abuse. This trend can be attributed in part to greater awareness thanks to university awareness campaigns, which have encouraged people to speak out and share their stories in a safe space such as therapy. However, clinical experience shows that, although these listening sessions have helped to bring the problem to light, they are sometimes insufficient to accompany the person on a path to complete recovery.

The following is suggested:

- Strengthen listening and support pathways with an integrated network between internal psychological services and specialized external services;
- Organize seminars, workshops, and discussion groups on gender, inclusion, and self-determination, actively involving students in the co-design of educational and cultural initiatives;
- Internal activation of an anti-violence help desk.

Annual Report by the Confidential Advisor

Co-design initiatives to combat microaggressions, abuse, discrimination, and harassment with the involvement of the trusted advisor.

AREA I

Organizational Well-Being and Work-Life Balance

Objective	Promoting health protection in university study, teaching, research, and work spaces.
Action	Conduct a biennial quantitative and qualitative analysis to supplement the Good Practices project on well-being/ill-being divided based on the role within the university (doctoral students, scholarship holders and fixed-term researchers, faculty, and technical, administrative and library staff).
Subactions	– Training initiative on different models of well-being analysis in academia; – Preparation of a questionnaire differentiated based on the group; – Administration of questionnaires divided based on role; – Focus group implementation.
Areas/Offices in Charge	Well-Being and Welfare Area – Statistics and Databases Office – Human Resources Area.
Direct Target	Students, doctoral students, scholarship holders, faculty, and technical, administrative and library staff.
Indirect Target	CUG – COUnipar – MarCUG Network – CRUI Gender Group
Output	Biennial report on Well-being in academia (BIA)
Outcome	Increase the detail of information on well-being/ill-being from a gender and intersectional perspective.
Timeline	2025 2026 2027 2028
KPI	1-2

Objective	Promoting the psychological and physical well-being of the academic community from a gender and intersectional perspective.
Action	Implement health promotion campaigns with prevention and screening measures, focusing on the contributions offered by gender medicine. The action aims to emphasize the importance of individual specificities, including factors such as gender, age, nationality, and socioeconomic conditions, to ensure equity and appropriateness in health protection.
Subactions	– Training initiative on menstrual well-being and provision of dispensers with specific hygiene products for menstrual health; – Initiatives on sexual and reproductive health from a gender medicine perspective (screening for sexually transmitted diseases); – Training initiative/screening for cardiovascular diseases and/or osteoporosis.
Areas/Offices in Charge	Well-Being and Welfare Area – Knowledge Enhancement and Social Impact Area
Direct Target	Students, doctoral students, scholarship holders, faculty, and technical, administrative, and library staff
Indirect Target	The community of the city
Output	– Installation of tampon dispensers at the university; – Training initiative on gender medicine; – Screening campaign for cardiovascular risk.
Outcome	Make information more detailed and raise awareness about mental and physical well-being from an intersectional perspective
Timeline	2025 2026 2027 2028
KPI	3-4

Objective	Promote a fair and gender-sensitive organizational culture through multi-year planning tools.
Action	Adoption of the second University Gender Report.
Subactions	– Project launch and establishment of the working group; – Data collection, with particular reference to gender-based reclassification of expenditures and to the analysis of data obtained from the distribution of teachers' VTRs (annual research funds) and the distribution of salary increments (technical and administrative staff), taking into account differences in gender, role, and age groups; – Approval, publication, and disclosure; – Gender budget cycle: strategic university planning, monitoring, and dissemination of the policies adopted.
Areas/Offices in Charge	Governing Bodies – Office of Statistics and Databases
Direct Target	All components of the university.
Indirect Target	The Italian university system and society.
Output	– Establishment of a working group (WG) on gender budgeting; – Drafting of the Gender Report (GR); – Synchronization of GR with reporting and planning documents.
Outcome	Accreditation of Unimc as an organization promoting gender equality.
Timeline	2025 2026 2027 2028
KPI	5

Objective	Supporting parenthood and promoting a better work-life balance.
Action	Promotion of dedicated services for the children of faculty, staff and students with a focus on flexible hours and affordability.
Subactions	– Mapping needs through internal surveys of faculty, staff and students; – Definition of the organizational model (internal or in agreement with local services/companies); – Preparation of facilities and verification of safety and regulatory compliance; – Dissemination of information and launch of the service with a specific plan.
Areas/Offices in Charge	CUG – Welfare and Well-Being Area – Technical Office
Direct Target	Students, doctoral students, scholarship holders, faculty, technical, administrative, and library staff.
Indirect Target	– Partners/spouses of members of the academic community; – Local stakeholders (local government, associations, other universities).
Output	– Activation of childcare service at a minimum of one university location; – Multi-channel communication plan for promoting the service; – Report on the degree of service utilization.
Outcome	– Better work/study-life balance for people with care responsibilities; – Greater well-being in the university community; – Greater attractiveness of the university for new parents.
Timeline	2025 2026 2027 2028
KPI	6

Objective	Remove obstacles that affect the full participation of new parents in academic life through organizational and/or financial support measures.
Action	Development and implementation of a package of welfare measures dedicated to new parents in the university community, aimed at ensuring inclusivity, equity, and continuity in professional and educational paths.
Subactions	– Priority access (skip the line) to service points and offices for new parents with children in tow; – Exam facilitation: priority access for students with newborns to exam sessions; – Information campaign and production of materials for the visibility and social legitimization of the parental role; – Definition of possible special financial contributions for university students who are new parents to reduce dropouts/delays in their careers (e.g., vouchers for childcare, transportation, and materials).
Areas/Offices in Charge	Communications Office – CUG – Well-Being and Welfare Area
Direct Target	Students, doctoral students.
Indirect Target	– Families; – Teaching and administrative staff involved in the management of teaching and services; – Entire academic community (for awareness-raising activities).
Output	– Strategies for facilitation measures; – Affordable vouchers issued; – Informational materials produced.
Outcome	– Reduced risk of dropping out or slowing down university studies in the event of maternity/paternity; – Greater equity in access to and participation in academic life; – Strengthening the culture of inclusion and recognition of care work.
Timeline	2025 2026 2027 2028
KPI	7-8

AREA II
**Gender Balance and Transformational Leadership
in Institutions**

Objective	Responsible leadership and sustainable time management.
Action	Definition and dissemination of recommendations for effective meeting management. In the case of remote meetings, particular attention should be paid to protecting the right to disconnect as provided for in the regulation on agile working.
Subactions	– Collect existing best practices within and outside the organization; – Monitoring of agile working trends and analysis by the CUG; – Collaborative drafting of recommendations involving a representative selection of staff with different types of positions; – Distribution of the handbook through official channels and informational meetings; – Monitoring of the guidelines introduced
Areas/Offices in Charge	General Management, Department Directors, Highly Qualified Personnel, and Human Resources
Direct Target	Teaching, technical, administrative, and library staff.
Indirect Target	Society and family networks of Unimc personnel.
Output	– Agile work monitoring report; – Handbook drafted, approved, and distributed; – Presentation/training meetings held
Outcome	– Greater awareness of time usage in meetings; – Strengthening the culture of the right to disconnect and reducing technostress.
Timeline	2025 2026 2027 2028
KPI	9

Objective	Promoting an inclusive and collaborative organizational culture through the development of transformational leadership skills among faculty and technical, administrative and library staff.
Action	Launch of a training workshop on transformational leadership aimed at senior figures within the organization.
Subactions	– Training needs analysis; – Training course design; – Activation of the workshop; – Monitoring participation and impact, with self-assessment and observation assessment tools.
Areas/Offices in Charge	Human Resources/Training Office - CUG.
Direct Target	– Faculty (senior and coordinating roles); – Executives, highly qualified professionals (EP), managers; – Technical, administrative and library staff with managerial or organizational responsibilities.
Indirect Target	– Coordinated teams and work groups; – The entire academic and administrative community.
Output	– Workshop launched at least once a year; – Informational materials and toolkits on transformational leadership.
Outcome	– Greater dissemination of inclusive and collaborative leadership styles; – Strengthening of interpersonal and change management skills; – Support for professional growth and staff motivation.
Timeline	2025 2026 2027 2028
KPI	8-10

Objective	Promoting effective communication of gender equality policies at the highest level.
Action	Adopt a communication road map for the implementation of the GEP.
Subactions	– Create a section on the Unimc home page for the progress status of the plan; – Create a GEP Unimc logo to promote activities and initiatives; – Organize presentations of the GEP to the governance; – In departmental mandates relating to gender policies, it is recommended that expressions such as “gender equality” or “equal opportunities” should not be omitted.
Areas/Offices in Charge	General Management – Departments – Well-Being and Welfare Area – Communications Office
Direct Target	Senior figures at the university for among the faculty and technical, administrative and library staff.
Indirect Target	The entire academic and administrative community.
Output	– GEP progress section created (infographic); – GEP presentations made; – GEP logo created.
Outcome	Raise awareness among university leadership of the gender equality policies that have been put in place.
Timeline	2025 2026 2027 2028
KPI	8-11

AREA III

**Gender Equality in Recruitment: Access and
Careers**

Objective	Systematically monitor psychological well-being, relational quality, and perceived fairness in doctoral programs in order to prevent situations of isolation, discrimination, abuse of power, and gender inequality.
Action	Promotion and periodic administration of an anonymous questionnaire intended for doctoral students which is created with the involvement of student representatives and, where possible, in collaboration with the National Association of Doctoral Students. The tool will include aspects related to psychological well-being, relationships with tutors, perceived precariousness, academic climate, and inappropriate behavior.
Subactions	– Establishment of a joint work group (doctoral students and GEP representatives); – Definition and validation of the questionnaire in collaboration with experts and, if possible, with the Italian Association of Doctoral Students or representative associations; – Two-year online administration with an information campaign to encourage participation and trust; – Data analysis, drafting of public reports, and sharing with the departments responsible for doctoral programs; – Possible activation of corrective or preventive actions based on the results.
Areas/Offices in Charge	Research Office - Well-Being and Welfare Area - Doctoral School
Direct Target	– Doctoral students from all doctoral programs; – Doctoral program directors.
Indirect Target	– Tutors and academic supervisors; – University governance (Rector's Office, Departments, CUG, Doctoral Office); – Entire academic community.
Output	– Questionnaire created and published; – Satisfactory and representative response rate; – Public report with aggregated data and recommendations; – Structured sharing of results with academic bodies
Outcome	– Greater visibility of difficulties and critical issues in doctoral programs; – Strengthening protection and welfare measures for doctoral students; – Prevention of isolation or discrimination; – Organizational culture focused on listening and caring.
Timeline	2025 2026 2027 2028
KPI	12-13

Objective	Promote a culture of gender awareness in research, encouraging the systematic integration of gender issues into research content and evaluation processes, including through training courses on implicit bias and unconscious discrimination.
Action	Implementation of joint action aimed at: – Training academic staff (faculty, researchers, doctoral students) on implicit biases in research evaluation, selection, and guidance processes; – Promoting the design and evaluation of gender-sensitive research.
Subactions	– Development of courses and workshops on implicit bias applied to: peer review, grant writing, fund allocation, research group management; – Mapping and promoting guidelines for integrating gender mainstreaming into research design; – Incentives for gender awareness design in internal calls for proposals and university research programs; – Creation of an online training module (also in short format) for new teachers and committee members; – Awareness-raising activities using case studies and international best practices.
Areas/Offices in Charge	Research Office
Direct Target	– Faculty and researchers; – Doctoral students from all doctoral programs; – Doctoral program directors.
Indirect Target	– University governance; – Entire academic community.
Output	– Activation of training courses on implicit biases; – Operational toolkit for gender-sensitive design; – Number of internal/external projects with gender mainstreaming; – Inclusion of gender criteria in at least one internal call for applications.
Outcome	– Increased awareness of implicit biases in academic processes; – Improving fairness in research evaluation and selection; – Greater quality and gender relevance of research content in terms of social impact; – Promoting fairer and more equal access to careers.
Timeline	2025 2026 2027 2028
KPI	14-15

AREA IV
**Gender Equality: Research, Teaching, and Social
Impact on Knowledge**

Objective	Support the gender approach in research.
Action	Promotion of internal competitive calls for proposals that enhance the gender approach in research projects.
Subactions	– Designing evaluation criteria that reward gender analysis; – Publication of calls for proposals with specific themes; – Awareness-raising and support activities for inclusive design; – Monitoring and evaluation of the impact of funded projects.
Areas/Offices in Charge	Research Office
Direct Target	Teaching and research staff at Unimc.
Indirect Target	Student body, scientific community, stakeholders in research projects.
Output	– Number of calls for proposals published with a gender focus; – Training/information events held.
Outcome	– Greater awareness and expertise on gender approaches in research; – Increase in research projects that integrate the gender dimension; – Strengthening the institution's position on inclusive research issues.
Timeline	2025 2026 2027 2028
KPI	8-16

Objective	Strengthen training on gender and equality policies in educational programs.
Action	Promotion of new ad hoc educational initiatives on gender studies, in addition to the courses already in place.
Subactions	– Support and reinforcement of existing courses (Gender, Politics, Institutions and the Seminar on Racism and Anti-Racism in Italy); – Mandatory training modules on equality for technical/administrative staff involved in research and teaching; – Activation of abbreviated and/or full courses that integrate the gender perspective; – Specific seminars on gender within workshops for university teachers (see Teaching & Learning Labs, for example).
Areas/Offices in Charge	CUG - Human Resources Office – Teaching, Guidance, and Student Services Area
Direct Target	Students, PhD students, Research fellows, Technical and Administrative Staff
Indirect Target	University community
Output	– Training program supplemented with modules on gender issues; – Training modules for technical/administrative staff; – Educational materials and communication campaigns.
Outcome	– Increased knowledge and awareness of gender issues; – Greater attractiveness of the institution's educational offering; – Promoting an informed student body and technical/administrative staff.
Timeline	2025 2026 2027 2028
KPI	8-17

Objective	Identify European funding opportunities (direct and indirect funds) for projects related to mental health and gender equality, strengthening the university's planning capabilities on intersectional issues that are priorities for the well-being of the university community.
Action	Activation of systematic scouting, analysis, and dissemination of European calls for proposals (Horizon Europe, CERV – Citizens, Equality, Rights and Values, Erasmus+, etc.) that promote joint actions on mental health and gender equality.
Subactions	– Monitoring of open and coming calls (internal dashboard, periodic alerts); – Training and project design support for research groups with a focus on an intersectional approach; – Promoting the development of projects on mental health and gender within specialized courses (e.g., European Project Design Workshop); – Establishment of an internal interest group (task force) on mental health and gender with a view to national and/or European partnerships (e.g., PROBEN).
Areas/Offices in Charge	Research Office – Welfare and Well-being Area – Internationalization and Erua Area
Direct Target	– Researchers; – University design and research offices.
Indirect Target	– Students and staff; – European and local partners; – University policy makers and institutional stakeholders.
Output	– Periodic report on identified financing opportunities; – Updated dashboard and thematic mailing list; – Specific training activities (labs, webinars, workshops); – Project proposals submitted and/or being designed.
Outcome	– Strengthening the university's competitive capacity in the areas of mental health and equality; – Launch of innovative pilot projects financed by European funds; – Structural integration of the intersectional dimension in university projects and policies.
Timeline	2025 2026 2027 2028
KPI	8-18

AREA V

Prevention of and Combating Gender Bias and Stereotypes, Harassment, and Gender-Based Violence

Objective	Combating gender-based violence and deconstructing sexist stereotypes by promoting a culture of respect, equality, and consent through educational activities for male and female students.
Action	Implementation of basic training for the entire student body on the topics of gender-based violence, sexist stereotypes, consent, and harassment in academic and everyday contexts, using accessible, multidisciplinary, and inclusive language.
Subactions	Workshop: Let's Make Our Mark Against Violence Against Women.
Areas/Offices in Charge	Experienced teachers/promoters - Program directors
Direct Target	Students and doctoral students.
Indirect Target	The entire university community as a context for prevention and widespread responsibility.
Output	Communication campaigns on measures to combat gender-based violence.
Outcome	– Gender-sensitive training approach; – Raising awareness among students about stereotypes and gender-based violence; – Reduction of discriminatory or harassing behavior in university settings; – Strengthening individual and collective responsibility in prevention.
Timeline	2025 2026 2027 2028
KPI	8-19

Objective	Consolidate a culture of inclusion and prevent harassment and gender discrimination through a structured and participatory communication initiative.
Action	Adapt and implement the “#finiscequi” campaign internally, with customized graphics and content for the Unimc community.
Subactions	– Revision and contextualization of original materials – posters, bookmarks, flyers, social media posts – to adapt them to the Unimc context; – Active involvement of internal stakeholders; – Production of customized materials and definition of the distribution plan with synchronized launch on symbolic dates.
Areas/Offices in Charge	Communications Office – CUG
Direct Target	– Staff (faculty and technical, administrative, and library staff); – Students; – Internal service users.
Indirect Target	Institutional partners, local networks, social communities.
Output	– Set of localized posters, flyers, bookmarks, digital formats; – Defined communication plan (calendar, channels and formats); – Webinars/awareness workshops; – Updated informational materials at listening points.
Outcome	– Improved perception of safe, inclusive, and respectful spaces; – Improved usability of support services and awareness of their role.
Timeline	2025 2026 2027 2028
KPI	8

Objective	Enhance the role of the trusted advisor and promote awareness of this role within the university community, strengthening training in combating microaggressions, abuse, and disrespectful behavior.
Action	Launch of a training program for faculty, technical and administrative staff, and students to raise awareness of the role of the trusted advisor, clarifying their role and function; promotion of a culture of prevention and combating microaggressions and abuse in university settings.
Subactions	– Co-design of a training cycle with the involvement of the trusted advisor, experts, and relevant associations; – Creation of specific training modules on: recognizing microaggressions, the difference between conflict and abuse, reporting and support tools; – Awareness-raising initiatives (events, video clips, posters) to promote the role, visibility, and accessibility of the advisor; – Production of a clear, multi-channel handbook on listening and reporting procedures, in agreement with the CRUI Gender Group.
Areas/Offices in Charge	Communications Office – CUG – Human Resources Department
Direct Target	– Faculty; – Technical and administrative staff; – Students.
Indirect Target	– Contact persons and area managers; – Office managers and academic tutors; – Extended university community.
Output	– Training course activated with schedule and teaching materials; – Communication campaign on the role of the trusted advisor; – Report on training activities carried out.
Outcome	– Increased awareness of and access to the services of the trusted advisor; – Improvement in interpersonal relations and in the ability to recognize and manage inappropriate behavior; – Strengthening trust in university institutions as a safe and welcoming environment.
Timeline	2025 2026 2027 2028
KPI	8-20

Objective	Promote awareness and interdisciplinary skills on gender-based violence through an intensive training course aimed at students, doctoral students, faculty, and service providers.
Action	Launch of a Summer/Winter School on gender-based violence, intended as an advanced, interdisciplinary, and dialogic training space to explore the causes, forms, and strategies for combating gender-based violence in academic, social, and professional contexts.
Subactions	– Establishment of a scientific and organizational committee; – Definition of content and program; – Selection of speakers; – Call for participants; – Establishment of the school (approximately 15 hours in total); – Assessment of the training impact and collection of materials for publication/final report.
Areas/Offices in Charge	Promoting Department – CUG
Direct Target	– Students; – Social, health, and legal service providers; – Educational staff.
Indirect Target	– Local educational and cultural institutions; – Networks to combat violence.
Output	– An active edition of the summer/winter school; – Comprehensive training program and teaching materials; – Expansion of inter-institutional and inter-university networks.
Outcome	– Greater awareness of gender-based violence and discrimination; – Awareness raising and advanced training for future educational, legal, and social professions; – Strengthening the role of the institution in promoting cultural equality; – Stimulus for new research, theses, participatory projects.
Timeline	2025 2026 2027 2028
KPI	8-21

Objective	Ensuring a safe and qualified space for the prevention and combating of gender-based violence while strengthening support networks and care within the university.
Action	Activation of anti-violence help desk in collaboration with the local Anti-Violence Center (CAV).
Subactions	– Definition of the collaboration agreement with the local Anti-Violence Center; – Identification and preparation of the physical and/or virtual space for the help desk; – Training activities for the personnel involved; – Communication and promotion of the service within the university.
Areas/Offices in Charge	Well-Being and Welfare Area
Direct Target	– Students; – Faculty and technical, administrative, and library staff; – Doctoral students and research fellows; – Users of university services
Indirect Target	Local communities and networks.
Output	– Operating protocol and procedure for accessing the service; – Activation of the help desk and schedule for opening hours; – Informational materials about the service and dissemination; – Monitoring report.
Outcome	– Enhancing the capacity of the university system to deal with situations of violence; – Increased confidence among individuals in their ability to seek support to initiate legal proceedings; – Reducing underreporting of incidents of violence and harassment; – Strengthening the network between universities and local services.
Timeline	2025 2026 2027 2028
KPI	8-22

Objective	Improving knowledge about and awareness of harassment in university settings through the systematic and comparative collection of data in order to guide effective prevention and countermeasure policies at the university and university system level.
Action	Participation in the national campaign to administer the questionnaire on harassment in academic contexts, promoted by CRUI (Conference of Italian University Rectors).
Subactions	– Participation in the national initiative promoted by the CRUI – Gender Group; – Local operational planning: definition of the communication plan for dissemination; – Administration of the questionnaire to the academic community with guaranteed anonymity and data protection; – Collaboration in analyzing results with CRUI and other participating universities; – Reporting results within the university and identifying priority lines of action.
Areas/Offices in Charge	CUG – Communications Office
Direct Target	– Students; – Doctoral students.
Indirect Target	– Governance and strategic planning bodies; – Entire academic community (for future actions based on results).
Output	– Questionnaire administered anonymously; – Data collected and analyzed (local and national level); – Official report highlighting issues and making recommendations; – Events or moments of feedback and debate; – Potential update of internal policies or protocols.
Outcome	– Greater institutional awareness of the phenomenon of harassment and discrimination; – Availability of comparative data between universities for more effective interventions; – Strengthening the university's commitment to a safe, fair, and respectful environment; – Integration of the evidence-based approach into the GEP strategy.
Timeline	2025 2026 2027 2028
KPI	8-23

Objective	Integrate the promotion of gender equality and the fight against discrimination into cultural activities and third mission activities through initiatives with educational value, social impact, and the ability to generate critical awareness both within and outside the university
Action	Launch of an anti-discrimination film forum promoted by the CUG, integrating it into a plan of initiatives with educational benefits, scientific and informative value, and a strong impact on the university and local community.
Subactions	- Periodic planning of a thematic review; - Events accompanied by interdisciplinary discussions with scholars, activists, and cultural operators; - Co-design with faculty, librarians, and students in cases related to teaching;
Areas/Offices in Charge	CUG - Communications Office - Well-Being and Welfare Area
Direct Target	– Students; – Faculty and technical, administrative and library staff.
Indirect Target	Local community.
Output	– Structured cultural review; – Active educational collaborations; – Documented participation and content produced (videos, podcasts, booklets); – Open access materials (web pages, toolkits).
Outcome	– Strengthening the social impact of cultural activities on gender and inclusion; – Integration between culture, teaching, and the third mission; – Expanding student participation in non-formal educational programs; – Development of critical, accessible, and interdisciplinary knowledge; – Recognition of the role of the university as a public cultural space.
Timeline	2025 2026 2027 2028
KPI	8-24

Monitoring

The Unimc GEP monitoring indicators, referred to as KPIs (key performance indicators), are tools that allow the implementation of the gender equality plan to be assessed over its three-year period of validity, while also introducing an annual follow-up according to the timeline indicated for each of the planned actions. The indicators show the progress of the plan, allowing for a certain degree of flexibility in this process to consider changes that might possibly occur with respect to the initial context. In some cases, these indicators may be associated with precise quantitative thresholds, while in others they will indicate trends for improvement with respect to a baseline, where available or obtainable.

The annual reports will be produced by a specially appointed Work Group (WG) supported by the Well-Being and Welfare Area. The data will be analyzed by the CUG and the university's governing bodies.

Monitoring involves:

- By September 1 of each year, starting from September 1, 2026, and until September 1, 2028 (the final date for the implementation of this GEP), the Work Group will verify the implementation of the Unimc GEP by sending a report to (CUG, Academic Senate, Board of Directors).
- Verification of the achievement of objectives and actions based on:
 1. the timeline indicated for each action;
 2. the person responsible for each action/subaction;
 3. the key performance indicators (KPIs) set for each action.

AREA OF MONITORING	Organizational Well-Being and Work-Life Balance	
Indicator	Description	Expected output
KPI 1	Biennial Academic Well-Being Report (BIA) with data broken down by role and gender.	Publication of 1 BIA report by the end of the GEP cycle.
KPI 2	Involvement of target groups in participatory activities (questionnaires and focus groups).	Creation of the questionnaire and at least one focus group per role.
KPI 3	Installation of dispensers for menstrual health on university campuses.	Installation of at least 3 dispensers in the University.
KPI 4	Implementation of training initiatives and screening in the field of gender medicine.	Organization of at least 2 initiatives within the GEP target timeline.
KPI 5	Increase in analysis and planning tools for inclusive policies.	Preparation of the second Gender Equality Report within the GEP target timeline.
KPI 6	Activation of reception areas for children.	Implementation of the service and final report on its use by target groups.
KPI 7	Activation of welfare measures for students who are new parents.	At least 3 welfare measures activated within the GEP target timeline
KPI 8	Production and dissemination of information materials to support the planned actions.	Implementation of at least one multi-channel information campaign for each action involving awareness-raising activities.

AREA OF MONITORING	Gender Balance and Transformational Leadership in Institutions	
Indicator	Description	Expected output
KPI 9	Drafting of a handbook on managing meeting time and the right to disconnect.	Handbook adopted and distributed to all departments and offices. Drafting of a monitoring report by the end of the GEP cycle.
KPI 10	Implementation of the workshop on transformational leadership.	Organization of at least one workshop cycle starting in 2027 and participation of at least 50% of senior figures.
KPI 11	Communication on the progress of the GEP.	At least one annual update, creation, and systematic use of the GEP logo in all activities.

AREA OF MONITORING		
Gender equality in recruitment: access and career progression		
Indicator	Description	Expected output
KPI 12	Questionnaire for monitoring well-being and fair conditions in doctoral programs.	At least one administration every two years and participation of at least 40% of doctoral students enrolled in each cycle.
KPI 13	Aggregate reports and feedback to the departments/offices involved in doctoral programs.	Drafting of at least one report by the end of the GEP cycle.
KPI 14	Activation of annual training courses on implicit biases and gender-sensitive design.	Completion of at least two training courses within the GEP cycle.
KPI 15	Inclusion of gender-related criteria in internal calls for applications.	At least one internal call for proposals that includes gender criteria or themes.

AREA OF MONITORING	Gender equality: research, teaching, and social impact in knowledge production	
Indicator	Description	Expected output
KPI 16	Internal calls for proposals published with reward criteria for integrating gender mainstreaming into research.	Publication of at least one call for proposals with a gender focus by the end of the GEP cycle.
KPI 17	Activation of new courses, training modules, and dedicated or integrated programs with content addressing gender gaps.	Organization of at least 3 courses/pathways activated by the end of the GEP cycle.
KPI 18	Monitoring and presentation of European project proposals with a focus on gender issues.	Launch and/or presentation of at least one project proposal.

AREA OF MONITORING	Preventing and combating gender bias and stereotypes, harassment, and gender-based violence	
Indicator	Description	Expected output
KPI 19	Annual activation of training courses on gender-based violence and sexist stereotypes.	At least one training course activated each year.
KPI 20	Launch of a training course on the role of the trusted advisor.	At least one training cycle activated and production of a report on the activities carried out.
KPI 21	Organization of Summer/Winter School on gender-based violence.	At least one edition of the school launched by 2027, with at least 25 participants enrolled.
KPI 22	Activation of anti-violence help desk in collaboration with CAV.	Help desk operational by 2027 and annual monitoring report.
KPI 23	Participation in the CRUI questionnaire—gender group on the phenomenon of harassment in university contexts.	Administration of the questionnaire to the target audience within the GEP objective timeline.
KPI 24	Annual or biennial organization of an anti-discrimination film forum as a structured third mission initiative.	At least one biennial review starting in 2026 and production of at least two open access content items by the end of the GEP cycle.

Resources

Human, financial, and infrastructure resources will be allocated for the implementation of the GEP. Many of the planned actions involve a combination of these three resources, while a smaller number involve only human resources.

Human and Infrastructure Resources

General Decree no. 153 of October 28, 2024 provided for a reorganization of the administrative, technical, and library services of the University of Macerata. In accordance with the importance of the strategic line for University welfare outlined in the 2023-25 Strategic Plan, an area dedicated to well-being and welfare has been created, with particular attention to gender equality policies.

The Well-Being and Welfare Area was created to respond to a growing need across the entire academic and social community: to take conscious and concrete action on the culture of equal opportunities, accessibility, and anti-discrimination in order to promote widespread organizational well-being through targeted and structured actions. The university aims to consolidate a welcoming, high-quality environment, supported by welfare policies and tools such as the Gender Equality Plan and the Inclusion 3.0 Project. To this end, a Vice-Rectorate dedicated to welfare and gender equality policies was established in 2022, which coordinates actions in areas such as equality, inclusion, sport, interculturalism, and prison education. The area is divided into two offices: the Office for the Right to Education and Inclusion Services and the Office for Sport, Health, and Associative Networks. The area includes a Simple Operational Unit (UOS) for Sustainability and Gender Equality Policies.

Financial Resources

The financial plan provides for the allocation of dedicated resources for gender-specific training, work-life balance measures, raising gender awareness in research, and combating gender-based violence and abuse. The budget for each action area draws on:

- Well-being and welfare resources dedicated to the GEP;
- Some resources provided for in the PROBEN Memo I and II mental and physical well-being project;
- Dedicated resources to promote gender-sensitive teaching.

The details of the financial plan will be attached to the GEP approval resolution.

