



UNIVERSITÀ  
DEGLI STUDI  
DI MILANO

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# GENDER EQUALITY PLAN

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## Equal Opportunity in University Policy-making

The University of Milan has long been committed to fostering a culture that is sensitive to gender issues, and has taken concrete action to safeguard the full breadth of the constitutional right to equal opportunity. Amongst the University's objectives is the goal of creating an inclusive academic environment, one where diversity is celebrated, as established by Art. 8 of the University's Statute, which requires the University to ensure "that in every aspect of campus life, human rights, equal opportunity, and the principle of non-discrimination are championed".

In order to reach such an ambitious goal, the first step (in October 2018) was to appoint a Deputy Rector for Legality, Transparency and Equal Rights.

On the one hand, the appointment of that institutional figure demonstrates the University's recognition of the importance of equal rights within academia. On the other hand, the appointment alone does not discharge the University community's duty to take concrete steps towards equal rights, and to combat discrimination and gender-based violence in all forms.

The need to "build a network" against gender-based discrimination becomes clear when one looks to the recent institution of the "Network of Departmental Delegates for gender policies", tasked with overseeing the concrete implementation of the principle of equal opportunity across all departments.

The need to cultivate a safe environment for all sensibilities and talents on campus has also given rise to a series of working groups formed to generate a set of specific documents, amongst which we cite the Gender Scorecard, the Gender Lexicon, and the Gender Equality Plan, presented below.

Before delving into the Gender Equality Plan, the two above-mentioned documents merit some discussion. Albeit distinct in form and focus, they offer a much-needed overview of the expanded role the principle of equal opportunity, and the policy of inclusion, have been given within the University's trajectory.

In November of 2020, the University of Milan established the 2019 Gender Scorecard, with the 2020 update issued in June of 2021, thereby equipping the University with a tool for both analysis and strategy-setting to work towards complete and substantive equal rights for men and women, and striving toward equal opportunities in the workplace, research, and the classroom, all with a view towards improving wellbeing on the job, and creating an inclusive work environment.

The Gender Scorecard is certainly a feather in the University of Milan's cap: it is the first such document to be generated in Italy according to the Guidelines on gender issues established by CRUI (Conference of Italian University Rectors), of which the University of Milan is a member.

Another proud moment has been the more recent publication of the Gender Lexicon. The Lexicon aims to promote a more informed and more inclusive use of language, free of stereotypes and prejudices, driven by society's new-found awareness that language constitutes a vehicle for discrimination, and for forms of verbal violence.

These are just a few of the many initiatives undertaken by the University over the last few years. Coupled with these are operations in the arenas of academics, research, and third mission, for the purpose of pursuing inclusivity and gender equality, both on and off campus.

The Gender Equality Plan has been ushered in by this vibrant and engaged climate.

## The Gender Equality Plan

Gender equality is a fundamental value for the European Union, and one of the UN's Sustainable Development Goals which, in addition to promoting economic development, contributes to overall wellness, and the creation of a more inclusive and more equitable Europe.

Recent progress and the many regulatory changes notwithstanding, gender-based distinctions persist in most of the Member States, albeit to varying degrees and effects within the different legal systems. Italy has been positioned fairly low on that list. As highlighted in the Gender Equality Index – GEI generated by the European Institute for Gender Equality, Italy ranks, with its 63.8% score, fourteenth out of the twenty-seven EU countries. Although that score reflects a 0.3% increase over 2018, Italy still falls 4.2% short of the EU average (68%).

To combat the persistent imbalance between men and women, and to bolster gender equality with the European organisations, the new Horizon Europe framework programme has introduced a set of criteria including, for all research institutions and higher education, the implementation of a Gender Equality Plan (GEP). That specific measure falls within the European Commission's (EC) policies as set forth in the document entitled “2020-2025 EU Strategies for Gender Equality”, intended to close the gap between the genders in European countries through target policy-making.

Today, the Gender Equality Plan is the principal tool utilised by the European Commission to drive institutional change by identifying strategies for talent development, governance, allocation of research funding, leadership, decision-making, and research.

As both a strategic and operational tool intended to bring about gender mainstreaming, the University of Milan's Gender Equality Plan will work in concert with the University's Gender Scorecard, and the Positive Action Plan.

To institute the process to plan, generate, and implement the GEP, a Work Group made up of persons with specific expertise in gender issues was formed. The Work Group then liaised with University governance and other University departments. The “workshopping” of the GEP made the process more collaborative, so that obstacles and objections could be overcome at each successive phase of the process.

The document is based on the guidelines established by the European Commission, on the advice provided by the European Institute for Gender Equality (EIGE) to identify and implement innovative strategies for sparking cultural change, and fostering equal opportunities in higher education and research, as well as on the “Handbook for Writing a GEP”, generated by the CRUI 2021 Commission on Gender Issues' GEP Work Group.

The document is made up of a series of informational sheets on the objectives for six “Key Areas”. Each sheet identifies the actions, direct and indirect targets, institutional and operational point persons, assigned personnel and allocated funding, outputs, outcomes, timeframes, and assessment criteria. Additionally, each action item notes its relevance to the UN's Sustainable Development Goals (SDGs) on the UN's 2030 Agenda.

The GEP was shared with the Equal Opportunity Committee (CUG) at the time the objectives and joint action items were being discussed and delineated.


# AREA 1

## WORK-LIFE BALANCE AND UNIVERSITY CULTURE


### 1.1. Encouraging inclusive, non-discriminatory administrative language which respects gender identity

Action	Training for Technical, administrative & library staff (PTAB)
Direct target	Technical, administrative & library staff (PTAB)
Indirect target	Academic community
Institutional point persons	Deputy Rector for Legality, Transparency and Equal Rights; Managing Director; Equal Opportunity Committee
Operational point persons	Organisational Development and HR Division (Professional Development and Well-Being Sector - Continuing Education and Professional Development Office)
HR	Continuing Education Office staff; teaching staff engaged in continuing education and professional development
Funding	5,000
Output	Production of a training programme for all University technical, administrative & library staff
Outcome	Combatting language-based gender stereotypes
Timing	2022
Assessment indicators	Course to be offered by the end of 2022
	5.1. Ending discrimination against women and girls in all forms, everywhere
	10.2. By 2030, the social, economic, and political inclusion of all persons, regardless of age, sex, disability status, race, ethnic background, national origin, religion, socio-economic status, etc., will be strengthened

## 1.2. Promoting work-life balance by providing subsidies for children's education, and to cover the expenses to care for elderly or disabled family members


Action	Improving subsidy programmes for all technical, administrative & library staff; academic and research staff; non-employed staff
Direct target	Technical, administrative & library staff; academic and research staff, research fellowships, PhD students and postgraduate students
Indirect target	Nuclear family of the person involved
Institutional point persons	Rector; Managing Director; Equal Opportunity Committee
Operational point persons	Organisational Development and HR Division (Professional Development and Well-Being Sector - Office for Welfare, Equal Opportunity and Trade-Union Relations)
HR	Office for Welfare, Equal Opportunity and Trade-Union Relations staff
Funding	Use of allotted funds: Euro 2,300,000
Output	<ul style="list-style-type: none"> <li>0 Updating the method of disbursement following the annual application-procedure review process</li> <li>0 Monitoring</li> <li>0 Posting of an annual report to the University's website</li> </ul>
Outcome	Improving University subsidies and cultivating better work-life balance
Timing	2024
Assessment indicators	Annual monitoring
	<p>5.4. Recognising and valuing unpaid domestic labour and child care, providing public services, infrastructure and policies for social welfare, and encouraging shared responsibilities within families in a culturally relative manner</p> <p>5.5. Ensuring complete, substantive participation of women in public life, and equal opportunities in leadership and at all decision-making levels in the political and economic arenas</p>

### 1.3. Fostering work-life balance through subsidies and discounts to access community-based services


Action	Reviewing and proposing options for tuition reimbursement for summer camps and academic programmes for the children of University personnel
Direct target	Technical, administrative & library staff, academic and research staff, research fellowships, PhD students, postgraduate students
Indirect target	Nuclear family of the person involved
Institutional point persons	Managing Director
Operational point persons	Organisational Development and HR Division (Professional Development and Well-Being Sector - Employee Benefits Agreements Office)
HR	Employee Benefits Agreements Office staff
Funding	Commitment in terms of months/person for staff involved
Output	<ul style="list-style-type: none"> <li>- Launching and gradually expanding the options</li> <li>- Publication of a yearly scorecard</li> </ul>
Outcome	Improving University subsidies and fostering a work-life balance, including through “zero-cost” initiatives such as encouraging participation in community-based programmes
Timing	2024
Assessment indicators	<ul style="list-style-type: none"> <li>- Increasing offerings by 50% over the 2022-2024 period</li> <li>- Annual monitoring by 31 December of each year</li> </ul>
	<p>5.4. Recognising and valuing unpaid domestic labour and child care, providing public services, infrastructure and policies for social welfare, and encouraging shared responsibilities within families in a culturally relative manner</p> <p>5.5. Ensuring complete, substantive participation of women in public life, and equal opportunities in leadership and at all decision-making levels in the political and economic arenas</p>



## 1.4. Fostering a work-life balance and organisational wellbeing by reviewing and implementing smart-working conditions

Action	Top-down implementation of smart-working options, University-wide
Direct target	Technical, administrative & library staff
Indirect target	Nuclear family of the person involved
Institutional point persons	Managing Director
Operational point persons	Organisational Development and HR Division (Professional Development and Well-Being Sector - Office for Welfare, Equal Opportunity and Trade-Union Relations)
HR	Office for Welfare, Equal Opportunity and Trade-Union Relations staff
Funding	Commitment in terms of months/person for staff involved
Output	<ul style="list-style-type: none"> <li>0 Top-down implementation of a basic smart-work option, available University wide, with no restrictions on participation, by soliciting individualised work plans (PILAs) over the course of 2022</li> <li>0 Monitoring: data collection and analysis on participation, and on the content of the PILAs submitted in 2021, in order to ensure ongoing improvement for the programme</li> </ul>
Outcome	Fostering a work-life balance across-the-board within the University community through the use of smart-work options
Timing	2024
Assessment indicators	Generating and approving the smart work operational plan (POLA) no later than 31 January of each year
	<p>5.4. Recognising and valuing unpaid domestic labour and child care, providing public services, infrastructure and policies for social welfare, and encouraging shared responsibilities within families in a culturally relative manner</p> <p>5.5. Ensuring complete, substantive participation of women in public life, and equal opportunities in leadership and at all decision-making levels in the political and economic arenas</p>

## 1.5. Fostering equal opportunities within the University culture, and in institutional processes and practice



Action	Collection and analysis (on a department level, as well) of quantitative and qualitative data broken down by gender, to create the Gender Scorecard each year
Direct target	Key players and political decision-makers
Indirect target	Academic and research staff, technical, administrative & library staff; students
Institutional point persons	Deputy Rectors; Managing Director; Equal Opportunity Committee; Unit Directors; Department Heads
Operational point persons	ICT Division (Data Analysis Office); Network of departmental delegates for gender policies; Gender Equality Advisor
HR	University personnel
Funding	Commitment in terms of months/person for staff involved
Output	Disaggregated data analysis
Outcome	Strategic gender policies geared towards equity and personal wellbeing
Timeline	2022-2023-2024
Assessment indicators	Gender Scorecard
	<p>5.1. Ending discrimination against women and girls in all forms, everywhere</p> <p>5.b. Increased usage of enabling technologies, especially information and communication technologies, to promote female emancipation</p>

## AREA 2 REPRESENTATION OF ALL GENDERS IN LEADERSHIP AND DECISION-MAKING BODIES



### 2.1 Improve decision-making within the University to develop greater gender equality (greater female representation in leadership and management)

Action	Reviewing and introducing, as needed, anti-discrimination measures in University regulations, on both a central and decentralised basis
Direct target	Academic and research staff, technical, administrative & library staff
Institutional point persons	Rector; Deputy Rector for Legality, Transparency and Equal Rights; Managing Director
Operational point persons	Legal Affairs and Employee Competitive Hiring Division; Institutional Affairs Division
HR	Divisions staff
Funding	Commitment in terms of months/person for staff involved
Output	Report setting forth the representation of genders on personnel-recruitment panels
Outcome	<ul style="list-style-type: none"> <li>0 Improved decision-making processes within the University to increase gender equality</li> <li>0 Raised awareness of the gender dimension of decision-making processes</li> </ul>
Timeline	By 2022
Assessment indicators	Detailed report by December 2022
	5.5. Ensuring complete, substantive participation of women in public life, and equal opportunities in leadership and at all decision-making levels in the political and economic arenas
	10.3. Ensuring equal opportunity, and closing the results gap, through efforts including repealing discriminatory laws, policies, and practices, and promoting appropriate legislation, policies, and actions

## 2.2 Promoting and providing visibility to initiatives that foster gender equality in different arenas, both on and off campus

Action	Identifying ways to promote and provide visibility to initiatives that promote gender equality in different arenas, both on and off campus (actions, services, etc.)
Direct target	Academic and research staff; technical, administrative & library staff, PhD students; postgraduate students; research fellowships; students
Indirect target	The media; society
Institutional point persons	Rector; Deputy Rectors; Managing Director
Operational point persons	Institutional Communication (Internal Communication, Publication and Social Media Planning Office; Web Communication and Graphic Design Office; Press Office)
HR	Institutional Communication staff
Funding	Commitment in terms of months/person for staff involved
Output	<ul style="list-style-type: none"> <li>0 Delineating specific projects based on specific initiatives (actions, services, etc.)</li> <li>0 Utilising social-media platforms, magazines, and the press to promote individual initiatives to be carried out according to established timeframes</li> </ul>
Outcome	Marketing UNIMI as an inclusive campus
Timeline	2022-2023-2024
Assessment indicators	<ul style="list-style-type: none"> <li>0 # posts</li> <li>0 # press releases</li> </ul> for each PR campaign launched
	5.5. Ensuring complete, substantive participation of women in public life, and equal opportunities in leadership and at all decision-making levels in the political and economic arenas
	10.2. By 2030, the social, economic, and political inclusion of all persons, regardless of age, sex, disability status, race, ethnic background, national origin, religion, socio-economic status, etc., will be strengthened


## 2.3 Ensuring that all actions contemplated in the GEP are sustainable over the long term, including action items on gender equality in the University's strategic-planning documents


Action	Supplementing the activities contemplated under the GEP with actions from the University's Positive Action Plan (PAP)
Direct target	Academic staff
Indirect target	Academic community
Institutional point persons	Rector; Deputy Rectors; Managing Director; Equal Opportunity Committee
Operational point persons	Equal Opportunity Committee; Gender Equality Advisor
HR	Equal Opportunity Committee; Gender Equality Advisor
Funding	Commitment in terms of months/person for staff involved
Output	Harmonising planning documents on gender issues
Outcome	Strategic planning on University policies
Timeline	2022-2023-2024
Assessment indicators	Implementing the PAP supplemented with GEP activities
	<p>5.1. Ending discrimination against women and girls in all forms, everywhere</p> <p>5.5. Ensuring complete, substantive participation of women in public life, and equal opportunities in leadership and at all decision-making levels in the political and economic arenas</p>
	<p>10.2. By 2030, the social, economic, and political inclusion of all persons, regardless of age, sex, disability status, race, ethnic background, national origin, religion, socio-economic status, etc., will be strengthened</p> <p>10.3. Ensuring equal opportunity, and closing the results gap, through efforts including repealing discriminatory laws, policies, and practices, and enacting enforceable legislation, policies, and actions</p>

## AREA 3



### EQUAL OPPORTUNITY IN HIRING AND ADVANCEMENT

#### 3.1 Improved decision-making within the University for the purpose of fostering greater gender representation in leadership and senior management

Action	Empowerment courses to showcase talent and potential, as well as to develop leadership and negotiation skills
Direct target	Academic and research staff
Indirect target	Academic community; society
Institutional point persons	Rector; Deputy Rector for Legality, Transparency and Equal Rights; Deputy Deputy Rector for Third Mission, Cultural Events, and Community Impact
Operational point persons	Organisational Development and HR Division; CTU - Teaching and Learning Innovation and Multimedia Technology Centre; Gender Equality Advisor; expert teaching staff
HR	Commitment in terms of months/person for staff involved
Funding	20,000
Output	Courses
Outcome	Greater inclusion of women in decision-making processes (inclusive policies)
Timeline	2023
Assessment indicators	<ul style="list-style-type: none"> <li>0 Quality of course design: participant feedback surveys</li> <li>0 At least 20% of female instructors must have an institutional role</li> </ul>
	<p>5.1. Ending discrimination against women and girls in all forms, everywhere</p> <p>5.5. Ensuring complete, substantive participation of women in public life, and equal opportunities in leadership and at all decision-making levels in the political and economic arenas</p>

Action	Collecting and monitoring gender-disaggregated data on UNIMI personnel
Direct target	Academic and research staff; technical, administrative & library staff; political decision-makers
Indirect target	Academic community; society
Institutional point persons	Rector; Managing Director; Deputy Rectors
Operational point persons	Organisational Development and HR Division (HR Management and Policy Sector – HR Data Management Office); ICT Division; (Data Analysis Office); Gender Equality Advisor
HR	HR Data Management Office; Gender Equality Advisor; Gender Scorecard Work Group
Funding	Commitment in terms of months/person for staff involved
Output	Gender Scorecard
Outcome	Raising awareness regarding gender representation in the University's career pathways
Timeline	2022-2023-2024
Assessment indicators	Gender Scorecard
	<p>5.1. Ending discrimination against women and girls in all forms, everywhere</p> <p>5.5. Ensuring complete, substantive participation of women in public life, and equal opportunities in leadership and at all decision-making levels in the political and economic arenas</p>

### 3.2. Contributing to the reduction of gender prejudices and stereotypes

Action	Generating a “Plan for transferable skills and orientation” (“PCTO”) dedicated to training colleges on gender-gap issues, to launch awareness-raising initiatives for colleges intended to combat gender stereotyping
Direct target	College students and their teachers
Institutional point persons	Deputy Rectors; Managing Director; COSP Director
Operational point persons	COSP (University Study and Career Guidance Service)
HR	COSP Personnel (organisational activities); contract personnel (project execution); graduate assistants (support to participating students)
Funding	Commitment in terms of months/person for staff involved
Output	Work-school programme (PCTO)
Outcome	Critical awareness
Timeline	2022-2023-2024
Assessment indicators	<ul style="list-style-type: none"> <li>- At least 1 PCTO per year</li> <li>- User satisfaction for those participating in the offered activities</li> </ul>
	4. Supplying a high-quality, equitable and inclusive education, with learning opportunities for all
	5.1. Ending discrimination against women and girls in all forms, everywhere





## AREA 4

# INTEGRATING THE GENDER DIMENSION INTO RESEARCH AND TEACHING

### 4.1. RESEARCH - Removing obstacles to pregnant researchers to prevent interruptions to their scientific career, and prevent “brain drain”

Action	Setting a University policy to assist young researchers returning from maternity leave, and designing a pilot programme
Direct target	Research fellowships and RTDA contracted staff (type-A temporary research fellowships) nearing the end of their contract or fellowship
Institutional point persons	Rector; Deputy Rector for Research Coordination and Promotion
Operational point persons	Research Services Division
HR	Participating divisions personnel
Funding	Commitment in terms of months/person for staff involved
Output	University policy
Outcome	Incentivising career advancement for young researchers returning from maternity leave
Timeline	<ul style="list-style-type: none"> <li>- Policy: Approval of the agenda and publication by December 2022</li> <li>- Pilot programme: Beginning in 2023</li> </ul>
Assessment indicators	<ul style="list-style-type: none"> <li>- University policy</li> <li>- Designing the pilot programme</li> </ul>
	<p>5.1. Ending discrimination against women and girls in all forms, everywhere</p> <p>5.c. Implementing and bolstering a healthy internal culture, and laws applicable to the promotion of gender equality, and the emancipation of all women and girls, at all levels</p>
	<p>10.3. Ensuring equal opportunity, and closing the results gap, through efforts including repealing discriminatory laws, policies, and practices, and enacting enforceable legislation, policies, and actions</p>



## 4.2. RESEARCH - Promoting gender equality in all research areas



Action	Launching an investigation into all funded research projects in terms of Principal Investigator representation by gender
Direct target	Academic and research staff; PhD students; postgraduate students; research fellowships
Indirect target	Academic community; society
Institutional point persons	Deputy Rectors
Operational point persons	Research Services Division; Organisational Development and HR Division; Deployment of Intellectual Property and Innovation Division; Departments
HR	Participating divisions and departments personnel
Funding	Commitment in terms of months/person for staff involved
Output	Reports
Outcome	Gender-sensitive scientific culture
Timeline	2023-2024
Assessment indicators	<ul style="list-style-type: none"> <li>- Report by 2023</li> <li>- Report by 2024</li> </ul>
 	5.1. Ending discrimination against women and girls in all forms, everywhere

### 4.3. RESEARCH - Promoting the integration of sex and gender variables into research projects

Action	Designing training and awareness-raising programmes aimed at all teaching and research personnel (the “gender dimension”)
Direct target	Academic and research staff
Indirect target	Academic community; society
Institutional point persons	Deputy Rector for Education, Deputy Rector for Research and Innovation, Training Division
Operational point persons	Research Services Division; Organisational Development and HR Division; Third Mission Division; external experts
HR	External experts
Funding	20,000
Output	Training programmes
Outcome	Critical awareness of the gender dimension of the research process
Timeline	2023
Assessment indicators	# of participants per discipline
	5.1. Ending discrimination against women and girls in all forms, everywhere



#### 4.4. TEACHING - Promoting and integrating equal opportunity and diversity into course design and offerings

Action	Instituting a multi- and inter-disciplinary course available to all degree programmes on equal opportunity, diversity & inclusion (3 CFU)
Direct target	Students
Institutional point persons	Rector; Deputy Rector for Education; Deputy Rector for Legality, Transparency and Equal Rights
Operational point persons	Academics and Training Division (Training Programmes Planning, Governance, and Accreditation Sector)
HR	Academics and Training Division staff; Course Administration staff; Academic offices; Student Registrar and Education Incentive Programmes Division staff; Institutional Communication staff; Teaching and Learning Innovation and Multimedia Technology Centre (CTU) staff
Funding	Commitment in terms of months/person for staff involved
Output	Course
Outcome	Taking a gender-sensitive approach to teaching
Timeline	2022-2023-2024
Assessment indicators	Implementation of the course, and publication to the University website on a dedicated page
	5.1. Ending discrimination against women and girls in all forms, everywhere
	10.3. Ensuring equal opportunity, and closing the results gap, through efforts including repealing discriminatory laws, policies, and practices, and enacting enforceable legislation, policies, and actions

Action	Designing an inter-university Tier II Master's programme on "Gender Equality and Social Inclusion" organised jointly by and within the partner universities of the "Gender Culture" Inter-University Centre
Direct target	Students
Institutional point persons	Rector; Deputy Rector for Education; Deputy Rector for Education; Deputy Rector for Legality, Transparency and Equal Rights
Operational point persons	Academics and Training Division (Post-Graduate and International Relations Sector)
HR	Persons involved in the design
Funding	Commitment in terms of months/person for staff involved
Output	Inter-university Tier II Master's programme
Outcome	Taking a gender-sensitive approach to teaching
Timeline	2023-2024
Assessment indicators	Launching the Master's programme
	5.1. Ending discrimination against women and girls in all forms, everywhere
	10.3. Ensuring equal opportunity, and closing the results gap, through efforts including repealing discriminatory laws, policies, and practices, and enacting enforceable legislation, policies, and actions

## 4.5. TEACHING - Contributing to the reduction of gender prejudices and stereotypes

Action	Inclusion of a module on the gender dimension of teaching activities into instructor training
Direct target	Academic and research staff
Institutional point persons	Rector; Deputy Rector for Education
Operational point persons	Faculty-development work group
HR	Faculty-development work group; Teaching and Learning Innovation and Multimedia Technology Centre (CTU)
Funding	Commitment in terms of months/person for staff involved
Output	0 Designing and planning training programmes 0 Implementing training programmes 0 Monitoring results
Outcome	Inclusive organisational culture
Timeline	2022-2023-2024
Assessment indicators	At least 20% by 2024
	5.1. Ending discrimination against women and girls in all forms, everywhere
	10.3. Ensuring equal opportunity, and closing the results gap, through efforts including repealing discriminatory laws, policies, and practices, and enacting enforceable legislation, policies, and actions

Action	Annual seminars in all departments on gender-equality issues
Direct target	Employed staff, research fellowships, PhD students
Indirect target	Academic community
Institutional point persons	
Operational point persons	Departmental point persons on gender policies
HR	Point persons on gender policies; external experts
Funding	Commitment in terms of months/person for staff involved
Output	Annual seminars
Outcome	Raising awareness on gender prejudices and stereotypes in order to reduce their occurrence
Timeline	2022-2023-2024
Assessment indicators	<ul style="list-style-type: none"> <li>0 Number of meetings organised at the University</li> <li>0 At least 20% of all employed staff, research fellowships, PhD students</li> </ul>
 	5.1. Ending discrimination against women and girls in all forms, everywhere

## AREA 5

### STEPS TO COMBAT GENDER VIOLENCE, INCLUDING SEXUAL HARASSMENT

#### 5.1 Promoting the role of the “Observatory on Violence against Women” in the community to combat violence and sexism


Action	Launching operations aimed at expanding the network of entities and institutions to support the project
Direct target	Students; lawyers; judges and public attorneys/prosecutors; community organisations; anti-violence centres; women who have been victims of violence
Indirect target	Academic community; society; the media; Court of Milan; Domestic Violence Shelter
Institutional point persons	Deputy Rector for Legality, Transparency and Equal Rights; Deputy Rector for Third Mission, Cultural Events, and Community Impact
Operational point persons	Observatory on Violence against Women; Deployment of Intellectual Property and Innovation Division (University Third Mission Assessment and Evaluation Office; Public Engagement and Regional Relations Office); ICT Division; Department of Italian and Supranational Public Law
HR	Observatory staff; Deployment of Intellectual Property and Innovation Division staff
Funding	Commitment in terms of months/person for staff involved
Output	Increase in partnerships with community organisations and entities
Outcome	Combating gender-based violence
Timeline	2022-2023-2024
Assessment indicators	At least five partnerships by the end of 2024
	<p>5.1. Ending discrimination against women and girls in all forms, everywhere</p> <p>5.2. Eliminating violence against women and girls in any form, whether in the private or public sphere, including human trafficking, sexual exploitation, and violence in any other form</p>



## AREA 6

### INCREASING COORDINATION OF GENDER-RELATED ACTIVITIES AND SKILLS

#### 6.1 Implementing a permanent administrative department to support and coordinate University gender policies

Action	Establishing a permanent administrative department to support and coordinate University gender policies
Direct target	Academic community
Institutional point persons	Managing Director; Deputy Rector for Legality, Transparency and Equal Rights
Operational point persons	Organisational Development and HR Division
HR	Participating divisions and departments personnel
Funding	Commitment in terms of months/person for staff involved
Output	Permanent administrative department
Outcome	Improved support and coordination for the University's gender policies
Timeline	By the end of 2022
Assessment indicators	Resolution to create the department by the end of 2022
	5.1. Ending discrimination against women and girls in all forms, everywhere

## 6.2 Improving coordination and networking for all “departmental delegates for gender policies”, increasing the visibility and showcasing the work of the departments through a shared approach

Action	Fostering connections with the departments, and the participation of the point persons from the different work groups within the network in the implementation of actions and process management
Direct target	Departments; network of departmental delegates for gender policies
Indirect target	Academic community
Institutional point persons	Rector; Deputy Rectors; Department Heads
Operational point persons	Network of departmental delegates for gender policies; Gender Equality Advisor
HR	Network of departmental delegates for gender policies; departmental teaching and research staff, departmental technical, administrative & library staff; students; Gender Equality Advisor
Funding	Commitment in terms of months/person for staff involved
Output	<ul style="list-style-type: none"> <li>0 Communicating with the departments and the academic community regarding progress on the GEP</li> <li>0 Collecting data, suggestions, and proposals from the departments</li> <li>0 Presentation Day for activities completed by the network of departmental delegates for gender policies</li> </ul>
Outcome	<p>Raising awareness amongst the departments regarding the importance of implementing the action items of which the GEP is comprised</p> <p>Streamlining implementation of the actions on a department level</p>
Timeline	2022-2023-2024
Assessment indicators	<ul style="list-style-type: none"> <li>- # speeches to the Department Boards</li> <li>- # meetings of the network of departmental delegates</li> <li>- one annual awareness-raising event</li> </ul>
	5.1. Ending discrimination against women and girls in all forms, everywhere