Luiss Gender Equality Plan

LUISS

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1. Introduction

The Luiss GEP Team is made up of:

Vice President Prof. Paola Severino;

Rector Magnificent Prof. Andrea Prencipe;

General Manager Dr. Giovanni Lo Storto;

Advisor to the Rector for Diversity & Inclusion Professor Emiliana De Blasio;

Director of People & Culture Attorney Francesco Spanò;

Head of Planning and Control, Sustainability Dr. Caterina Sazio.

In support of the GEP Team, a Working Group was set up for the preparation of this document coordinated by Professor Emiliana De Blasio and made up of: Claudia Giommarini, Federica Maranesi, Caterina Sazio, Donatella Selva, Federica Trapani.

Staff, professors, students, doctoral students, post-docs and alumni were involved in the participatory process, as detailed on page 11 of the document.

The administrative support and coordination structure is the Ethics, Responsibility, Sustainability Office.

The GEP was presented to the Academic Senate in the session of April 26, 2022 and approved by the Executive Committee on May 4, 2022.

The Luiss Guido Carli Gender Equality Plan (GEP) is the three-year planning and programmatic document that defines the strategic guidelines, objectives and actions for the reduction of gender asymmetries, and for the inclusive growth of diversity connected to age, culture, physical abilities, sexual orientations and the multicultural dimension. The project also fosters a culture of respect and the promotion of effective equality of gender through a series of internally connected actions which will be pursued in the 2022-2024 three-year period, also by adopting "in itinere" monitoring methods.

At this particular historical juncture – marked by the dramatic emergence of the Covid-19 pandemic – the adoption of a culture of hospitality and inclusive practices also serve as strategic elements in terms of resilience. If, in fact, the pandemic and the social effects it has produced risk reinforcing regressive phenomena that have mainly affected women, this is confirmed by the concept of the pandemic penalty, within which it is possible to underline the inequality between home working and smart working. In this particular historical period, we cannot wait for the publication of data and statistics; action must be taken because waiting would only lead to an increase in the gender gap, supported by the use of technologies. In fact, the latter are only apparently egalitarian as they tend to reinforce and increase pre-existing inequalities, as occurs, for example, with home working. The GEP stands as a support tool for the development of an inclusive community, capable of combining the challenge of plural and open education and the need for innovative and person-centered research.

Generally, the GEP is mandatory in compliance with the Directives of the Presidency of the Council of Ministers n. 2/2019 and in line with Communication COM n. 152 of March 5, 2020 of the European Commission. Luiss, however, has also adopted it given that it is totally consistent with its Strategic Plan and with its tradition of inclusion and propensity for innovation. Furthermore, the GEP falls within the framework of the Positive Action Plan (PAP) and is oriented towards removing obstacles to effective gender equality, favoring the increase of inclusion possibilities.

Through the GEP Luiss seeks to contribute not only to the academic and research world but to society as a whole, emphasizing its commitment to equal rights and opportunities for the world of the future. The strategy underlying the GEP is consistent with Luiss' mission and constitutes the starting point for the education, research and impact divisions. The plan is reflected in the actions of all the University's components: male and female students, managers and employees, professors. The actions proposed in the document are aimed at creating an open and stimulating community where everyone can feel at home, by virtue of the opportunities and the new forms of thinking, learning and working.

Luiss, as part of the Italian educational system with a global reach, intends to foster the development of a culture of inclusion, free from prejudices and stereotypes, and is ready to welcome the freedom, singularity and originality of people as determiners of their own way of being. The Gender Equality Plan is, therefore, a tool for cultural transformation as well as a set of procedures capable of guaranteeing the development of a study and work environment open to dialogue, one that is pluralistic in its cultural dimensions, innovative in its ability to promote skills and knowledge and inclusive in its mode of operation.

Luiss adopts an open didactic approach in which the dimension of learning by doing is combined with that of spreadable knowledge. Given this perspective, the process of defining the GEP guidelines has not been limited to the adoption of best practices but has moved in a broader direction, in which skills, experiences and projects have combined. The preparation of the Gender Equality Plan, therefore, does not solely constitute a response to the obligation stemming from an indication of the European Commission but is rather the engaging and enthusiastic result of cooperation by an entire community.

At the same time, the GEP is an opportunity to strengthen and emphasize the character and widespread culture of Luiss, as well as to confirm the commitment to inclusion and equality that our University has always pursued. In other words, the GEP fits perfectly and coherently into the Luiss ecosystem.

For these reasons, on the one hand, the planning and programmatic actions present in the document confirm and add continuity to inclusive policies already adopted by the community, and on the other hand, provide new points of view, capable of relating to other essential aspects of the organization, from the Gender Report to the adoption of an intersectional perspective on gender issues, to the development of positive actions that define Luiss' perspectives for the upcoming years. Within this framework, the GEP policy process is connected to both the Gender Report and the University's Strategic Plan, following the lines already indicated by the Conference of Italian University Rectors (CRUI).

The process of drafting and writing the GEP started from the programmatic lines proposed by the CRUI and developed along a participatory process that saw the involvement of the various components of the University. Following the indications of the European Union and the CRUI, first, a work plan was created, which can be summarized in 7 points:

1. identification of existing projects, critical issues and areas for improvement related to Gender Equality;
2. identification of existing projects, the uniqueness of Luiss, critical issues and areas for improvement on the subject of diversity and inclusion;
3. implementation of innovative strategies both in teaching and in research and the third mission;
4. definition of the strategy (medium-long term) as a result of points 1, 2 and 3 and in line with the Luiss Strategic Plan;
5. adaptation to the standards of scientific excellence identified by the European Commission and implementation of the actions related to the GEP;
6. monitoring through the definition and adoption of specially constructed indicators consistent with the GEP and with the international lines of action defined by the targets in the context of objective 5 of the 2030 Agenda;
7. increased attention of the Luiss community to issues of diversity, inclusion and equality on the Italian and international scene.

The means of achieving the basic objectives are concentrated around specific project actions:

a. launch of a participatory process [Objectives 1, 2, 3 and 6];
b. drafting of the Gender Equality Plan (GEP) [Objectives 5 and 7];
c. launch of a platform for diversity and inclusion [Diversity and Inclusion Platform]
d. definition of kit content for the third mission [Objectives 3 and 7].

The phases of the innovation actions and procedures can be schematically represented as in the following graph:
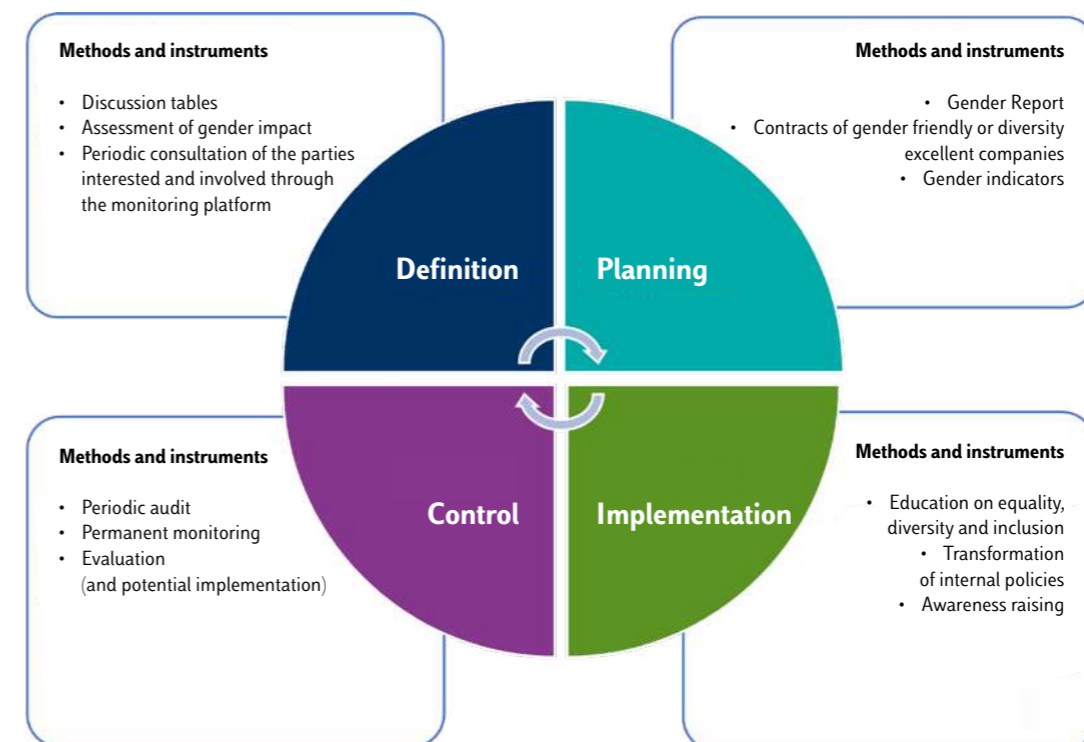
Figure 1:
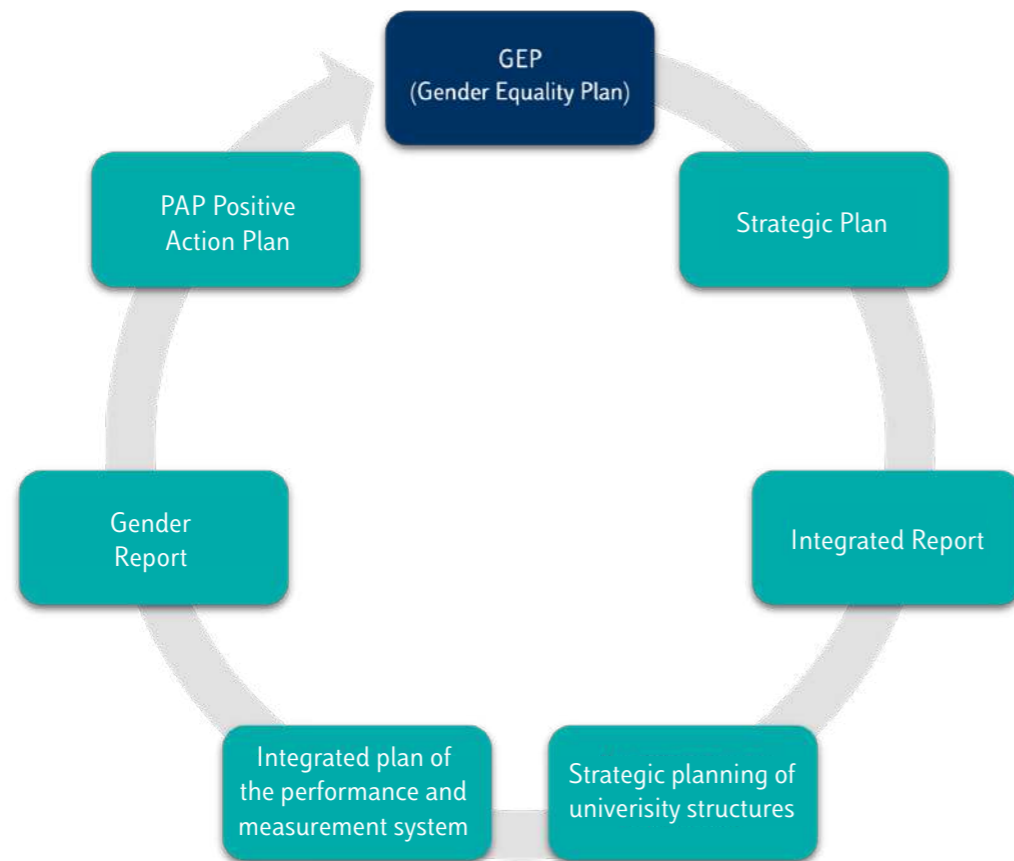Levels of integration of the policy cycle

Figure 2:
Phases of innovation actions and procedures

Briefly, we could say that the GEP aims towards three macro-objectives, represented here in Figure 3.

🔍	Identify possible distortions in recruitment and career opportunities within educational and research institutions
✓	Plan and implement innovative strategies to correct these distortions
🎯	Set objectives and develop indicators to evaluate progress

As mentioned, the construction phase of the GEP saw the involvement of various Luiss components through a participatory and open process. In particular, various methods of active participation were used: a) interviews with the Rector's entire team department directors and alumni, carried out by the Advisor to the Rector for Diversity and Inclusion; b) an extensive audit procedure, which saw the involvement of the directors of study programs and research centers, administrative directors and executives; c) the creation of four focus groups, which saw the involvement of professors and administrative staff; d) an activity group that saw the participation of student associations for sustainability; e) a survey involving male and female students of different levels of education and different educational paths and the staff.

The participatory process is schematically represented in the following table:

Activity	Target
One-to-one interviews	Rector's team Department directors Alumni
Audits	Directors of Research Centers Administrative Directors Managers Directors of Study Programs
Focus group	Administrative staff Professors
Working group	Female and male Students (representatives of student associations for sustainability)
Group interviews	PhD students Postdocs Female and male Students Representatives
Survey	Female and male students Administrative staff

The document originating from the participatory process - which lasted from November 2021 to January 2022 - falls within the five minimum areas indicated by the Commission. However, the need to add a sixth area emerged from the results of the Luiss participatory process relating to measures for gender mainstreaming in external communication and events.
The structure can be schematically represented as follows:

Life-work balance and organizational culture	Gender balance in leadership and decision-making	Gender balance in recruitment and career progression
Gender mainstreaming in research and in teaching content	Measures against gender-based violence, including sexual harassment	Measures for gender mainstreaming in external communication and events

The Luiss Gender Equality Plan is not a document that concerns only women: it is a project that involves all members of our academic and administrative community. The GEP is itself the result of a broad, pluralistic and inclusive process, the result of the diversities that characterize our University. For this reason, it represents an opportunity to concentrate some innovations in specific planning actions, in part already adopted by Luiss and in part the result of the will of the entire University community to continue experimenting. The main innovations brought about by the GEP are of three types, as explained below:

• process innovations: actions that accelerate the University's change process fall within this sphere, stimulating the excellence of management, research and teaching, also from an international perspective. It deals with actions concerning the adoption of guidelines (such as, for example, those on inclusive language or smart working), the establishment of gender quotas (in governing bodies, in the composition of research centers and observatories), the promotion of female empowerment of personnel (through mentoring programs,

continuous education, incentives for shared parenting), the construction of a dashboard for the effective monitoring of gender equality. A further innovation is that, alongside the University's GEP Team, it was decided to introduce GEP Teams in each Department to ensure their deep involvement both in the implementation of and monitoring of the actions. The coordination between the GEP Team and the departmental structures should increase attention to the issues dealt with in the project but also continue the work in a participatory manner that does not end in the plan's drafting phase;

• product or impact innovations: the main product of a university concerns the quality of the research and teaching offered in terms of excellence, impact and sustainability. Innovations of this type relate to actions that aim at the internationalization of research (through support in the organization of events that favor the networking of researchers and professors), at gender mainstreaming in all phases of the research process, at the creation of new educational paths that

enhance the contribution of women and gender studies to social sciences. These are actions that will have an impact in the medium-long term, in line with a Strategic Plan which has adopted the United Nations Sustainable Development Goals (SDGs);

- communication innovations: the area that emerged from the participatory process, aimed at promoting gender mainstreaming in external communication, represents Luiss' vocation towards growth and towards building virtuous partnerships between the academic, institutional and business worlds. For this reason, actions related to external communication reinforce Luiss' commitment as an aggregator of skills and a disseminator of best practices. The actions aimed at promoting female role models among the student body and ensuring greater visibility of research on gender issues and/or conducted by female researchers are placed within this framework.

The Gender Equality Plan that we present here is much more than a policy document. It constitutes a qualifying element of our University and highlights our way of looking at the world and participating in it.

2. Summary of actions of the Gender Equality Plan

Areas	Objectives	Actions
Work-life balance and organizational culture	1. Increase awareness on the influence on gender stereotypes in language, internal communication and daily interaction among colleagues	1a. Adoption of guidelines for inclusive communication 1b. Implementation of educational and awareness-raising courses for employees 1c. Creation and administration of a questionnaire on gender perception
	2. Encourage greater flexibility in work organization	2a. Launch of a feasibility study on the implementation of flexibility mechanisms in the work organization
	3. Support for the work-parenthood balance and for family care work	3a. Mapping of personnel needs 3b. Creation of infrastructure for childcare 3c. Launch of initiatives to support parenting and the sharing of care commitments within families
Gender balance in leadership and in decision-making	4. Promotion of gender balance in decision-making processes related to teaching and research	4a. Establishment of a GEP Team in each Department 4b. Establishment of gender quotas in research and teaching evaluation commissions and in steering committees
	5. Promotion of gender balance and female role models among the student body	5a. Establishment of gender quotas in female and male student representation bodies and in student associations 5b. Planning of activities aimed at promoting female leadership in the work environment
	6. Promotion of gender balance and reduction of horizontal segregation in staff and faculty offices	6a. Introduction of alternative personnel evaluation systems 6b. Review of the regulations on the election of the elected members of the governing bodies

Areas	Objectives	Actions
Gender mainstreaming in research and teaching content	7. Encourage the visibility of good teaching practices related to gender inclusion	7a. Establishment of scholarships/awards for degree and doctoral theses on gender issues (one per Department) 7b. Creation of a dashboard for monitoring data relating to the female student component, the careers and scholarships obtained, to be integrated into the Gender Report
	8. Gender mainstreaming in teaching	8a. Strengthening of the educational offer on gender issues 8b. Introduction of courses and/or seminars on Gender Studies 8c. Feasibility study for the establishment of degree courses and/or postgraduate courses on gender issues 8d. Adoption of alias careers 8e. Orientation meetings in high schools to promote research with a focus on women
	9. Gender mainstreaming in research	9a. Strengthening of support for the activities of female researchers 9b. Internal promotion of research on gender issues 9c. Promotion of the internationalization of research on gender issues 9d. Foundation of an Observatory on the issues of gender equality, the fight against stereotypes, the fight against gender-based violence and violence against gender identity for the enhancement of diversity and inclusion
Gender balance in recruitment and in career progression	10. Promotion of gender balance in recruitment	10a. Adoption of incentive measures to facilitate women's access to the early stages of the academic career 10b. Introduction of a male/female ticket in the direct calls of professors and collaborators 10c. Gender balance of professors in core teaching and co-teaching 10d. Establishment of gender quotas (at least 40% for each gender) in the composition of research centers and observatories
	11. Promotion of gender balance in career progression and reduction of vertical segregation	11a. Establishment of educational and mentoring programs to promote empowerment 11b. Establishment of mechanisms for monitoring the advancement procedures of faculty personnel and staff 11c. Introduction of measures to reduce vertical segregation of faculty personnel
Measures against gender-based violence, including sexual harassment	12. Ensure continuous listening	12a. Strengthening of the listening and reporting service for gender-based violence
	13. Raise awareness of gender-based violence	13a. Establishment of education courses dedicated to gender-based violence

Areas	Objectives	Actions
Measures for gender mainstreaming in external communication and in events (new)	14. Increase in the number of expert women present in external communication, in the media and in events	14a. Adoption of guidelines for the organization of events and conferences from an inclusive point of view
	15. Enhancement of research conducted by women	15a. Increased visibility of research conducted by women
	16. Forming partnerships with companies for sharing best practices	16a. Creation of events and workshops with partner companies on good gender mainstreaming practices
	17. Raising awareness in internal and external stakeholders	17a. Creation of an integrated communication plan 17b. Distribution of sanitary napkin dispensers in toilets

3. Action profiles

1a. Adoption of guidelines for inclusive communication

Subject area	Work-life balance and organizational culture		
Objective 1	Increase of awareness on the influence of gender stereotypes in language, internal communication and daily interaction among colleagues		
Actions	1a. Adoption of guidelines for inclusive communication		
Sub-actions	I Creation of a handbook on language I Communication of the handbook I Verification of the adoption of the guidelines in institutional contexts		
Direct target	Staff; teaching personnel; female and male students		
Indirect target	Potential students; internal and external stakeholders		
Institutional directors	Advisor to the Rector for D&I; Director of External Affairs, Corporate Comm. & Partnerships		
Operational directors	Sustainability Office; People Management Office; Internal Communications & Service Experience Office; Events Office; Digital Marketing & Communication Office		
Output	Publication and dissemination of the handbook		
Outcome	Progressive elimination of gender stereotypes and consequent adoption of an inclusive linguistic style at all levels		
Timeline	2022	2023	2024
	Creation of a handbook on language Communication of the handbook	Verification of the adoption of the guidelines in institutional contexts	
Evaluation indicators	KPI: pluralism educational and information initiatives (E4) (for example: number of views of the handbook; number of events reported on the subject of inclusive language		
Evaluation procedure	Annual monitoring of KPIs; survey analysis; qualitative analysis		
Priority given (Very high – High – Medium – Low)	High		
SDG Agenda 2030	SDG 5 Gender equality SDG 10 Reduce inequalities		

1b. Implementation of educational and awareness-raising courses for employees

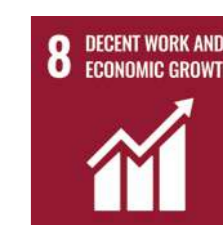| Subject area	Work-life balance and organizational culture		
Objective 1	Dissemination of awareness of the influence of gender stereotypes in language, internal communication and daily interaction among colleagues		
Actions	1b. Implementation of educational and awareness courses for employees		
Sub-actions	I Creation of an online educational module for gender stereotypes I Dissemination of the educational module and verification of its effective use		
Direct target	Staff; teaching personnel		
Indirect target	Students; PhD students; postgraduate students		
Institutional directors	Advisor to the Rector for D&I; Director of People & Culture		
Operational directors	Sustainability Office; People Management Office; Internal Communications & Service Experience Office		
Output	Publication and dissemination of the educational module		
Outcome	Progressive elimination of gender stereotypes; adoption of inclusive ways of working at all levels		
Timeline	2022	2023	2024
	Creation of an online educational module for gender stereotypes	Dissemination of the educational module and verification of its effective use	
Evaluation indicators	KPI: pluralism educational and information initiatives (E4) (for example: number of people who attended the educational module; number of events reported on the subject of inclusive language)		
Evaluation procedure	Annual monitoring of KPIs; survey analysis at the end of the educational module; qualitative analysis		
Priority given (Very high – High – Medium – Low)	High		
SDG Agenda 2030	SDG 5 Gender equality SDG 10 Reduce inequalities		

1c. Creation and administration of a questionnaire on gender perception

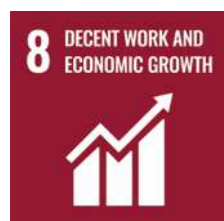| Subject area	Work-life balance and organizational culture		
Objective 1	Dissemination of awareness on the influence of gender stereotypes in language, internal communication and daily interaction among colleagues		
Actions	1c. Creation and administration of a questionnaire on gender perception		
Sub-actions	I Creation and administration of the survey once a year I Publication of results		
Direct target	Staff; teaching personnel; students		
Indirect target	-		
Institutional directors	Advisor to the Rector for D&I; Director of Research & Governance		
Operational directors	Sustainability Office; Studies Office		
Output	Survey results		
Outcome	Annual monitoring of progress related to gender perception		
Timeline	2022	2023	2024
	Rolling activity	Rolling activity	Rolling activity
Evaluation indicators	KPI: pluralism educational and information initiatives (E4) (for example: number of people who attended the educational module; number of views of the handbook; number of survey participants; number of events reported on the subject of inclusive language)		
Evaluation procedure	Annual monitoring of KPIs; survey analysis; qualitative analysis		
Priority given (Very high – High – Medium – Low)	High		
SDG Agenda 2030	SDG 5 Gender equality		

5 GENDER EQUALITY

2a. Launch of a feasibility study on the implementation of flexibility mechanisms in the organization of work

Subject area	Work-life balance and organizational culture		
Objective 2	Promote greater flexibility in the organization of work		
Actions	2a. Launch of a feasibility study on the implementation of flexibility mechanisms in the organization of work		
Sub-actions	I Implementation and monitoring of what is contained in the HR Responsible Management Policy I Redefinition of the activities from a goal-oriented perspective and expansion of the evaluation system by objectives I Feasibility study on the extension of smart working methods I Definition of the IT and logistical needs necessary for the expansion of smart working I Drafting and sharing of guidelines for regulating the right to disconnect for staff and teaching personnel		
Direct target	Staff; teaching personnel		
Indirect target	Community of family members of staff and teaching personnel		
Institutional directors	Director of People & Culture; Vice Rector for Organization and Faculty; Advisor to the Rector for D&I		
Operational directors	People Management Office; Teaching Personnel Office		
Output	Guidelines for regulating the right to disconnect; feasibility study on the extension of smart working methods; decrease in the demand for part-time work		
Outcome	Improving the possibilities of work-life balance; improving career opportunities for women; improvement of satisfaction and consequent performance; increased confidence; decrease in work-related stress levels; cultural change with respect to merit criteria		
Timeline	2022	2023	2024
	Implementation and monitoring of what is contained in the HR Responsible Management Policy Feasibility study on the extension of smart working methods (e.g. through the publication of six-monthly notices for access to temporary smart working projects and to shifts among all colleagues) Definition of the IT and logistical needs necessary for the expansion of smart working	Redefinition of the activities in a goal-oriented perspective and expansion of the evaluation system by objectives Drafting and sharing of guidelines for regulating the right to disconnect for staff and teaching personnel	
Evaluation indicators	KPI: number of average smart working days per year per employee; percentage of women in smart working out of total beneficiaries (enter KPIs linked to the other sub-actions, for example also with respect to climate analysis, employee satisfaction, trust, career opportunities, work-life balance, etc.)		
Evaluation procedure	Climate analysis; check evaluation system for objectives		
Priority given (Very high – High – Medium – Low)	Very high		
SDG Agenda 2030	SDG 5 Gender equality SDG 8 Dignified work and economic growth		

5 GENDER EQUALITY

8 DECENT WORK AND ECONOMIC GROWTH

3a. Mapping of personnel needs

Subject area	Work-life balance and organizational culture		
Objective 3	Support for work-parenthood balance and support for family care work		
Actions	3a. Mapping of personnel needs		
Sub-actions	I Mapping of the needs of caregivers and parents of the university community (e.g. through surveys, audits or focus groups)		
Direct target	Staff; teaching personnel		
Indirect target	Family members		
Institutional directors	Director of People & Culture; Vice Rector of the Faculty; Advisor to the Rector for D&I		
Operational directors	People Management Office; Teaching Personnel Office		
Output	Knowledge of the effective needs of the Luiss community		
Outcome	Adoption of truly useful measures		
Timeline	2022	2023	2024
	Rolling activity	Rolling activity	Rolling activity
Evaluation indicators	KPI: average days of absence by gender and cause of absence (C10); smart working (E3) (for example: percentage of women in smart working out of total beneficiaries; number and percentage of employees with flexible hours)		
Evaluation procedure	Survey; focus group; audits		
Priority given (Very high – High – Medium – Low)	Very high		
SDG Agenda 2030	SDG 5 Gender equality SDG 8 Dignified work and economic growth		

3b. Construction of infrastructure for childcare

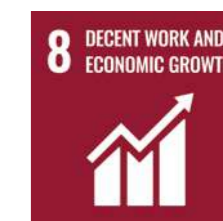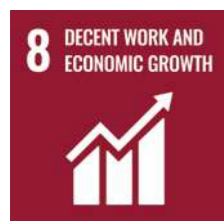| Subject area	Work-life balance and organizational culture		
Objective 3	Support for work-parenthood balance and support for family care work		
Actions	3b. Construction of infrastructure for childcare		
Sub-actions	I Feasibility study on the possible establishment of a University nursery school I Feasibility study on the possible establishment of measures aimed at supporting families in the summer periods in the face of the closure of educational services for early childhood, schools and summer camps, baby-sitting services/bonuses (e.g. a start-up could be launched in partnership with companies) I Feasibility study on the creation and management of ad hoc rooms and workstations reserved for women to be used for personal care and for their children after returning from maternity leave		
Direct target	Staff; teaching personnel		
Indirect target	Family members		
Institutional directors	Director of People & Culture; Vice Rector of the Faculty; Advisor to the Rector for D&I; Chief Financial Officer		
Operational directors	People Management Office; Teaching Personnel Office; Planning and Control Office; Sustainability Office; Asset Management, Procurement & Campus Services Office		
Output	Company daycare or other parenting support services		
Outcome	Improvement of climate analysis; greater return from maternity leave of staff and teaching personnel; decrease in part-time applications; increased sense of belonging to the institution; greater retention of talent		
Timeline	2022	2023	2024
	Feasibility study on the establishment of a University nursery school	Feasibility study on the establishment of ancillary measures and on the creation and management of ad hoc rooms and reserved workstations	Creation (if any) of the University nursery school Creation of additional services
Evaluation indicators	KPI: agreement with nurseries and kindergartens for employees' children and University students (E1); agreement with summer camps (E2) (e.g. number of children enrolled in the Luiss nursery)		
Evaluation procedure	Asylum SAL		
Priority given (Very high – High – Medium – Low)	Very high		
SDG Agenda 2030	SDG 5 Gender equality SDG 8 Dignified work and economic growth SDG 10 Reduce inequality		

3c. Launch of initiatives to support parenting and the sharing of care commitments within families

Subject area	Work-life balance and organizational culture		
Objective 3	Support for work-parenthood balance and support for family care work		
Actions	3c. Launch of initiatives to support parenting and the sharing of care commitments within families		
Sub-actions	▮ Adoption of incentives for parental leave for fathers ▮ Inclusion in the RIA assessment of corrective measures for parental leaves taken (e.g. a sort of start-up fund for returning to work after the birth of a child) ▮ Feasibility study on the possible reduction of the teaching load in excess of what is institutionally foreseen by the role of female researchers/professors in the first year of the children's life		
Direct target	Staff; teaching personnel		
Indirect target	Family members		
Institutional directors	Director of People & Culture; Vice Rector of the Faculty; Pro-Rector for Research; Advisor to the Rector for D&I; Director of Research & Governance		
Operational directors	People Management Office; Teaching Personnel Office; Research Office		
Output	Increase in parental leaves taken by fathers; update of RIA assessments; feasibility study		
Outcome	Improvement of climate analysis; improvement of the RIA performances of female researchers; greater return from maternity leave of staff and teaching personnel; decrease in part-time applications; increased sense of belonging to the institution; greater retention of talent		
Timeline	2022	2023	2024
		Adoption of incentives for parental leave for fathers	Inclusion in the RIA assessment of corrective measures for parental leaves taken (e.g. a sort of start-up fund for returning to work after the birth of a child) Feasibility study on the possible reduction of the teaching load exceeding that foreseen institutionally by the role of researchers/professors in the first year of the children's life
Evaluation indicators	KPI: average days of absence by gender and cause of absence (C10) (for example: difference between the average RIA teacher score before and after the introduction of corrections; number of parental leave taken by fathers); use of sabbatical year (B13)		
Evaluation procedure	Analysis of data on RIA and parental leave		
Priority given (Very high – High – Medium – Low)	Very high		
SDG Agenda 2030	SDG 5 Gender equality SDG 8 Dignified work and economic growth		

4a. Establishment of a GEP Team in each Department

Subject area	Gender balance in leadership and in decision-making		
Objective 4	Promotion of gender balance in decision-making processes related to teaching and research		
Actions	4a. Establishment of a GEP Team in each Department		
Sub-actions	▮ Awareness-raising interviews with all Department Directors for the identification of gender equality ambassadors ▮ Appointment of GEP Teams and their management ▮ Periodic consultation between the Department GEP Team and the University GEP Team		
Direct target	Teaching personnel		
Indirect target	Staff; female and male students		
Institutional directors	Advisor to the Rector for D&I; Department Directors; Vice Rector of the Faculty; Director of People & Culture		
Operational directors	Teaching Personnel Office; Departments and Educational Offer Office		
Output	Establishment of the Department GEP Team; scenario analysis; proposals from each Department		
Outcome	Greater integration of GEP actions within specific contexts		
Timeline	2022	2023	2024
	Awareness-raising interviews with all Department directors for the identification of gender equality ambassadors	Appointment of GEP Teams and their management Periodic consultation between the Department GEP Team and the University GEP Team	Periodic consultation between the Department GEP Team and the University GEP Team
Evaluation indicators	KPI: institutional duties (D) (for example: number of GEP Department teams activated; number of meetings between University and Department GEP teams; number of proposals from the departments implemented in the University GEP)		
Evaluation procedure	Periodic monitoring of the work of the various GEP Teams		
Priority given (Very high – High – Medium – Low)	High		
SDG Agenda 2030	SDG 5 Gender equality		

4b. Establishment of gender quotas in research and teaching evaluation commissions and in steering committees

Subject area	Gender balance in leadership and in decision-making		
Objective 4	Promotion of gender balance in decision-making processes related to teaching and research		
Actions	4b. Establishment of gender quotas in research and teaching evaluation commissions and in steering committees		
Sub-actions	I Establishment of gender quotas in commissions I Establishment of gender quotas in all steering committees		
Direct target	Teaching personnel; stakeholders and business partners		
Indirect target	Teaching personnel; male and female students		
Institutional directors	Advisor to the Rector for D&I; Department Directors; Vice Rector of the Faculty; Pro-Rector for Research; Pro-Rectors for Education; Director of People & Culture; Director of Research & Governance		
Operational directors	Teaching Personnel Office; Departments and Educational Offer Office; Research Office		
Output	More women in steering committees and commissions; emergence of new subjects		
Outcome	Gender-balanced selection of professors; greater balance in decisions; direction of degree courses in a gender-oriented perspective		
Timeline	2022	2023	2024
	Establishment of gender quotas in committees Establishment of gender quotas in all steering committees		
Evaluation indicators	KPI: percentage of dissertation authors by gender (B18); composition by gender of the competition commissions (B14) (for example: percentage of women in research and teaching evaluation commissions)		
Evaluation procedure	Annual analysis of KPIs related to composition of commissions and steering committees		
Priority given (Very high – High – Medium – Low)	High		
SDG Agenda 2030	SDG 5 Gender equality		

5a. Establishment of gender quotas in female and male student representative bodies and student associations

Subject area	Gender balance in leadership and in decision-making		
Objective 5	Promotion of gender balance and female role models among the student body		
Actions	5a. Establishment of gender quotas in female and male student representative bodies and student associations		
Sub-actions	I Updating of the Statute and/regulations by inserting a specification relating to gender quotas in the proposition of the electoral lists I Communication campaigns to encourage the candidacy of female students I Specific support to student associations that promote gender equality issues I Establishment of gender quotas in the governing bodies of each student association		
Direct target	Female and male students		
Indirect target	Entire University community		
Institutional directors	Advisor to the Rector for D&I; Director of Research & Governance, Director General of Counsel & Industrial Relations		
Operational directors	Sustainability Office; Collegiate Bodies Office; Legal and Contracts Office		
Output	Equal gender representation in the Council and in institutional student comparison sites		
Outcome	Dissemination of a culture that is more sensitive to gender issues in the student community		
Timeline	2022	2023	2024
	Updating of the Statute and/regulations by inserting a specification relating to gender quotas in the proposition of the electoral lists	Communication campaigns to encourage the candidacy of female students Specific support to student associations that promote issues of gender equality Establishment of gender quotas in the governing bodies of each student association	
Evaluation indicators	Percentage of female students representing lists; percentage of female student presidents of associations; percentage of female students in the governing bodies of associations		
Evaluation procedure	Verification of composition of student bodies		
Priority given (Very high – High – Medium – Low)	Medium		
SDG Agenda 2030	SDG 5 Gender equality SDG 10 Reduce inequalities		

5 GENDER EQUALITY

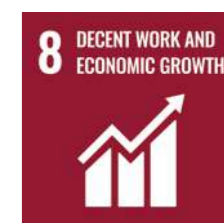5 GENDER EQUALITY

10 REDUCED INEQUALITIES

5b. Planning of activities aimed at promoting female leadership in the world of work

Subject area	Gender balance in leadership and in decision-making		
Objective 5	Promotion of gender balance and female role models among the student body		
Actions	5b. Planning of activities aimed at promoting female leadership in the work environment		
Sub-actions	I Organization, as part of the annual Career Day initiative, of a session (workshop/seminar) on the subject of female leadership with the involvement, as coordinators of the work and speakers, of Luiss graduates, researchers and alumnae I Other initiatives to promote female leadership during Career Day I Launching mentoring programs for female students		
Direct target	Female and male students		
Indirect target	Alumni; teaching personnel; stakeholders and business partners		
Institutional directors	Director of External Affairs, Corporate Comm. & Partnership		
Operational directors	Career Services & Alumni Office; Sustainability Office		
Output	Raising awareness in male and female students of female leadership in working contexts		
Outcome	Dissemination of female role models in the student community; fair distribution of applications for job positions and internships; fair distribution of obtaining job positions and internships		
Timeline	2022	2023	2024
		Organization of a session within Career Day Other initiatives promoting female leadership during Career Day Launching mentoring programs for female students	
Evaluation indicators	KPI: pluralism educational and information initiatives (E4); rate of employment graduates 1 year and 5 years after graduation, by type of course (LT, LS/M, LCU) and gender (A9) (for example: number of events on female leadership; number of male and female students involved in events; relationship between genders in the application for job positions and internships; gender ratio in obtaining job positions and internships); net monthly salary of graduates 1 year and 5 years after graduation by type of course (LT, LS/M, LCU) and gender (A10)		
Evaluation procedure	Verification of KPI achievement		
Priority given (Very high – High – Medium – Low)	Very high		
SDG Agenda 2030	SDG 5 Gender equality SDG 8 Dignified work and economic growth		

6a. Introduction of alternative personnel evaluation systems

Subject area	Gender balance in leadership and in decision-making		
Objective 6	Promotion of gender balance and reduction of horizontal segregation in staff and faculty personnel offices		
Actions	6a. Introduction of alternative personnel evaluation systems		
Sub-actions	I Mapping of administrative-management positions and professors according to gender I Integration of all-round evaluation systems I Planning of team-work education courses to support peer-to-peer evaluation processes I Planning of education courses for professors, directors and first reports on empathy and transformative leadership		
Direct target	Staff; teaching personnel		
Indirect target	Female and male students		
Institutional directors	Director of People & Culture; Advisor to the Rector for D&I; Vice Rector of the Faculty		
Operational directors	People Management Office; Teaching Personnel Office; Sustainability Office		
Output	Internal redeployment of personnel; update of the evaluation system		
Outcome	Improvement of climate; increased motivation; improvement of leadership styles and sense of belonging; increased productivity		
Timeline	2022	2023	2024
		Mapping of administrative-management duties and professors according to gender Planning of team-work education courses to support peer-to-peer evaluation processes	Integration of all-round evaluation systems Planning of education courses for professors, directors and first reports on empathy and transformative leadership
Evaluation indicators	KPI: distribution by gender and role (B1); distribution by gender and contract type (C9) (for example: percentage of women directors; percentage of women managers; percentage of women for each function; percentage of women directors of research centers and observers; percentage of women in scientific committees of research centers and observatories); pluralism educational and information initiatives (E4) (for example: number of hours of education on transversal skills); climate analysis; distribution by gender and liability benefits (B13)		
Evaluation procedure	Achievement of KPIs		
Priority given (Very high – High – Medium – Low)	Very high		
SDG Agenda 2030	SDG 5 Gender equality SDG 8 Dignified work and economic growth		

5 GENDER EQUALITY

8 DECENT WORK AND ECONOMIC GROWTH

6b. Review of the regulations on the election of the elected members of the governing bodies

Subject area	Gender balance in leadership and in decision-making		
Objective 6	Promotion of gender balance and reduction of vertical segregation of faculty personnel		
Actions	6b. Review of the regulations on the election of the elective members of the governing bodies		
Sub-actions	I Study of the possibilities for the revision of the University regulations governing the election of the elective members of collegial bodies (Academic Senate, Board of Directors, Evaluation Unit, etc.) or of monocratic bodies (e.g. Department Directors), to promote gender balance (e.g. double gender preference in the case of procedures involving the expression of preferences) I Feasibility study for the introduction of a gender balance obligation in the short lists in all cases of appointments of director positions		
Direct target	Faculty personnel		
Indirect target	Entire University community		
Institutional directors	Director of People & Culture; Advisor to the Rector for D&I; Director General of Counsel & Industrial Relations; Director of Research & Governance		
Operational directors	People Management Office; Teaching Personnel Office; Legal and Contracts office; Collegiate Bodies Office		
Output	Increased presence of women in decision-making bodies		
Outcome	Progressive reduction of the gender gap in leadership and decision-making		
Timeline	2022	2023	2024
	Additional Organic-Points	Additional Organic-Points	Additional Organic-Points
Evaluation indicators	KPI: femininity ratio (B6); distribution by gender and role (B1); historical series of teaching and research staff by gender and role (B2); distribution by gender and role and age groups (B3a); average age by role and gender (B3b); distribution of first-level teaching personnel among the Fields of Research & Development in She Figures (B5); percentage of first-level teaching personnel out of total teaching and research personnel by gender (B7); range of university careers (B8); Glass Celling Index (B9); percentage of women by area and by role: comparison with the corresponding national figure (B4) (for example: percentage of women directors of research centers and observatories; percentage of women by category and age range)		
Evaluation procedure	Analysis of the KPIs and collection of data relating to the indicators about the relationship between total first-level professors and professors of the less represented gender in the Department		
Priority given (Very high – High – Medium – Low)	Very high		
SDG Agenda 2030	SDG 5 Gender equality SDG 10 Reduce inequalities		

7a. Establishment of scholarships/awards for degree and doctoral theses on gender issues (one per Department)

Subject area	Gender mainstreaming in research and teaching content		
Objective 7	Encourage the visibility of good teaching practices related to gender inclusion		
Actions	7a. Establishment of scholarships/awards for degree and doctoral theses on gender issues (one per Department)		
Sub-actions	I Appointment of thesis evaluation commissions I Launch of fund-raising projects for the sustainability of scholarships I Launch of structured partnerships with companies on gender issues I Launch of internship programs on gender issues I Establishment of modules on gender issues in all PhDs I Communication to professors aimed at promoting research on gender among students		
Direct target	Female and male students		
Indirect target	Teaching personnel; stakeholders and business partners		
Institutional directors	Director of Academic Services & Global Learning; Advisor to the Rector for D&I; Pro-Rectors for Education; Director of External Affairs, Corporate Comm. & Partnerships		
Operational directors	Departments and Educational Offer Office; PhD & Education Funding Office; Partnership Office		
Output	Increased research and teaching on gender issues		
Outcome	Enhancement of research work on gender issues; increased awareness of gender issues; better Luiss positioning on gender issues		
Timeline	2022	2023	2024
		Appointment of thesis evaluation commissions Launch of fund-raising projects for the sustainability of scholarships Launch of structured partnerships with companies on gender issues Launch of internship programs on gender issues Establishment of modules on gender issues in all PhDs Communication to professors aimed at promoting research on gender among students	
Evaluation indicators	KPI: composition by gender of competition commissions (B14) (for example: number of theses on gender; number of doctoral theses on gender)		
Evaluation procedure	Evaluation Commission		
Priority given (Very high – High – Medium – Low)	Medium		
SDG Agenda 2030	SDG 4 Quality education SDG 5 Gender equality		

7b. Creation of a dashboard for monitoring data relating to the student body, careers and scholarships obtained, to be integrated into the Gender Report

Subject area	Gender mainstreaming in research and teaching content		
Objective 7	Encourage the visibility of good teaching practices related to gender inclusion		
Actions	7b. Creation of a dashboard for monitoring data relating to the student body, careers and scholarships obtained, to be integrated into the Gender Report		
Sub-actions	I Study of IT and logistic needs for the creation of the dashboard I Integration of the data flow from the Research Office and the Ministry of University and Research		
Direct target	University community		
Indirect target	Female and male students; external stakeholders		
Institutional directors	Advisor to the Rector for D&I; CIO; Director of Research & Governance		
Operational directors	Studies Office; CIO		
Output	Data monitoring platform		
Outcome	Better Luiss positioning on Gender Report indicators in relation to other Universities; greater data transparency		
Timeline	2022	2023	2024
		Study of the IT and logistical needs for the creation of the dashboard	Integration of the data flow from the Research Office and the Ministry of University and Research
Evaluation indicators	KPI: percentage of students enrolled by type of course and area of study and gender (A1); percentage of segregated (male-dominated, female-dominated, or gender-neutral) courses (A2); percentage of students enrolled by geographical area of origin, type of course (LT, LS/M, LCU) and by gender (A4); percentage of students in incoming and outgoing international exchange programs, by gender (A5); percentage and composition of graduates by degree grade and gender (A6); percentage of graduates in progress by type of course (and possibly area of study) and gender (A7); dropout rate in the first year, by type of course and gender (and possibly area of study) (A8); graduate employment rate 1 year and 5 years after graduation by type of program (LT,LS/M, LCU) and gender (A11); percentage of students enrolled in specialization schools by gender (A12); dropout rate in PhD courses, by area of study and gender (A13) (e.g. number of datasets published on the platform; number of datasets integrated in the interactive dashboard)		
Evaluation procedure	Achievement of KPIs		
Priority given (Very high – High – Medium – Low)	Medium		
SDG Agenda 2030	SDG 5 Gender equality		

8a. Strengthening of the educational offer on gender issues

Subject area	Gender mainstreaming in research and teaching content		
Objective 8	Gender mainstreaming in teaching		
Actions	8a. Strengthening of the educational offer on gender issues		
Sub-actions	I Census of existing courses dealing with content related to gender, diversity and inclusion I Support in the drafting of the syllabi I Uniform coding on Ugov of gender content (in addition to keywords) I Support in the creation of specific modules and content on the gender dimension (e.g. by reviewing the bibliography in a more inclusive key)		
Direct target	Female and male students; teaching personnel		
Indirect target	Staff		
Institutional directors	Director of Academic Services & Global Learning; Advisor to the Rector for D&I; Vice Rectors for Education		
Operational directors	Departments and Educational Offer Office; Orientation, Tutoring & Skills Development Office		
Output	Better awareness of the active offer on gender; enhancement of the offer on gender; increase in female professors		
Outcome	Better positioning of the University on these issues; improvement of internal culture; strengthening the students' sense of belonging		
Timeline	2022	2023	2024
	Analyses	Planning new content and rewriting of syllabi	
Evaluation indicators	KPI: pluralism educational and information initiatives (E4) (for example: number of courses that deal with gender issues in a transversal and/or non-dedicated way; number of courses on gender topics; number of students enrolled in courses on gender issues at various levels)		
Evaluation procedure	KPI analysis		
Priority given (Very high – High – Medium – Low)	Very high		
SDG Agenda 2030	SDG 4 Quality education SDG 5 Gender equality		

8b. Introduction of courses and/or seminars on Gender Studies

Subject area	Gender mainstreaming in research and teaching content		
Objective 8	Gender mainstreaming in teaching		
Actions	8b. Introduction of courses and/or seminars on Gender Studies		
Sub-actions	I Analysis of the demand for courses on gender by the student component (e.g. number of female students enrolled in relation to male students enrolled and conducting of specific surveys) I Support for the planning of seminars and other multidisciplinary initiatives I Establishment of a free course (3 credits, e.g. soft skills) linked to issues of gender, diversity and inclusion in a multidisciplinary key		
Direct target	Female and male students; teaching personnel		
Indirect target	Staff		
Institutional directors	Director of Academic Services & Global Learning; Advisor to the Rector for D&I; Vice Rectors for Education		
Operational directors	Departments and Educational Offer Office; Orientation, Tutoring & Skills Development Office		
Output	Better awareness of the available offer on gender; enhancement of the offer on gender		
Outcome	Better positioning of the University on these issues from a national and international point of view; improvement of internal culture; strengthening the students' sense of belonging		
Timeline	2022	2023	2024
	Analyses Planning new courses and/or seminars	New offer on gender	
Evaluation indicators	KPI: pluralism educational and information initiatives (E4) (for example: number of courses that deal with gender issues in a transversal and/or non-dedicated way; number of courses on gender issues; number of students enrolled in courses on gender issues at various levels)		
Evaluation procedure	KPI analysis		
Priority given (Very high – High – Medium – Low)	Very high		
SDG Agenda 2030	SDG 4 Quality education SDG 5 Gender equality		

8c. Feasibility study for the establishment of degree courses and/or postgraduate courses on gender issues

Subject area	Gender mainstreaming in research and teaching content		
Objective 8	Gender mainstreaming in teaching		
Actions	8c. Feasibility study for the establishment of degree courses and/or postgraduate courses on gender issues		
Sub-actions	I Benchmark analysis of the educational offer on gender issues in other universities I Feasibility study for the establishment of an interdepartmental degree course on gender studies and/or a postgraduate master's degree		
Direct target	Female students, potential students; teaching personnel		
Indirect target	Staff		
Institutional directors	Director of Academic Services & Global Learning; Advisor to the Rector for D&I; Vice Rectors for Education		
Operational directors	Departments and Educational Offer Office; Orientation, Tutoring & Skills Development Office		
Output	Better awareness of the available offer on gender; enhancement of the offer on gender		
Outcome	Better positioning of the University on these issues from a national and international point of view; improvement of internal culture; strengthening the students' sense of belonging		
Timeline	2022	2023	2024
	Benchmark analysis	Feasibility study	New offer on gender
Evaluation indicators	KPI: pluralism educational and information initiatives (E4) (for example: number of courses dealing with gender issues in a transversal way and/or not dedicated; number of courses on gender issues; number of students enrolled in courses on gender issues at various levels)		
Evaluation procedure	KPI analysis		
Priority given (Very high – High – Medium – Low)	Very high		
SDG Agenda 2030	SDG 4 Quality education SDG 5 Gender equality		

8d. Adoption of alias careers

Subject area	Gender mainstreaming in research and teaching content		
Objective 8	Gender mainstreaming in teaching		
Actions	8d. Adoption of the alias careers		
Sub-actions	I Review of the forms used in the University with attention to cases based on gender, with priority given to those aimed at male and female students		
Direct target	Female and male students		
Indirect target	Staff; teaching personnel		
Institutional directors	Director of Academic Services & Global Learning; Advisor to the Rector for D&I; Pro-Rectors for Education; Director General of Counsel & Industrial Relations		
Operational directors	Departments and Educational Offer Office; Student Secretariat Office; Legal Office		
Output	Better sense of inclusion		
Outcome	Better positioning of the University on these issues from a national and international point of view; improvement of internal culture; strengthening the students' sense of belonging		
Timeline	2022	2023	2024
		Review of the forms	
Evaluation indicators	KPI: number of students requesting the alias career		
Evaluation procedure	KPI analysis		
Priority given (Very high – High – Medium – Low)	High		
SDG Agenda 2030	SDG 5 Gender equality		

8e. Orientation meetings in high schools to promote research with a focus on women

Subject area	Gender mainstreaming in research and teaching content		
Objective 8	Gender mainstreaming in teaching		
Actions	8e. Orientation meetings in high schools to promote research with a focus on women		
Sub-actions	I Planning of seminars/meetings in schools		
Direct target	Female and male students; teaching personnel		
Indirect target	High school students		
Institutional directors	Advisor to the Rector for D&I; Vice Rectors for Education		
Operational directors	Departments and Educational Offer Office; Orientation, Tutoring & Skills Development Office		
Output	Improved awareness of the available offer		
Outcome	Better positioning of the University on these issues from a national and international point of view; improvement of internal culture; strengthening the students' sense of belonging		
Timeline	2022	2023	2024
	Seminar planning		
Evaluation indicators	KPI: pluralism educational and information initiatives (E4); number of students enrolled in courses at various levels)		
Evaluation procedure	KPI analysis		
Priority given (Very high – High – Medium – Low)	Medium		
SDG Agenda 2030	SDG 4 SDG quality education SDG 5 Gender equality		

9a. Strengthening of support for the activities of female researchers

Subject area	Gender mainstreaming in research and teaching content		
Objective 9	Gender mainstreaming in research		
Actions	9a. Strengthening of support for the activities of female researchers		
Sub-actions	l Annual awards to promote gender mainstreaming in research l Support for gender mainstreaming in data collection and analysis l Incentives and support for female researchers to support participation in national and international competitions l Collection of data relating to PIs and the composition of research teams participating in competitive calls, national and/or international, and/or obtaining grants l Mapping, within the project database, of competitive research projects funded and in progress presented by Luiss researchers in all disciplinary areas that include the gender and/or diversity dimension in their content		
Direct target	Teaching personnel; female researchers; PhD students		
Indirect target	The entire University community		
Institutional directors	Director of People & Culture; Pro-Rector for Research; Vice Rector of the Faculty; Pro-Rectors for Education; Director of Research & Governance; Advisor to the Rector for D&I		
Operational directors	Research Office; Teaching Personnel Office; PhD & Education Funding Office		
Output	Increased research on gender issues; increase in female researchers; better positioning of female researchers; increase in grants won by women		
Outcome	Better positioning of the University on gender issues; improvement of performance in rankings (also specific to 2030 agenda issues); retention of female talents		
Timeline	2022	2023	2024
		Support for gender mainstreaming in data collection and analysis Collection of data relating to PIs and the composition of research teams participating in competitions and/or obtaining grants Mapping of competitive research projects funded and in progress presented by Luiss researchers that include the gender and/or diversity dimension in their content	Annual awards to promote gender mainstreaming in research Gender shares (at least 40% of each gender) in the composition of research centers and observatories Incentives and support for female researchers to support applications for national and international competitions
Evaluation indicators	KPI: Glass Ceiling Index (B9); PI in PRIN/SIR/ERC/OTHER projects for gender and funding disbursed (B15); funding in PRIN/SIR/ERC/OTHER projects by ERC scientific sector and general PI (B16); per capita average of internal and external research funds (B17) (for example: composition of research centers and observatories by gender; number of research projects on gender issues; number of grants won by women out of the total)		
Evaluation procedure	Analysis of KPIs		
Priority given (Very high – High – Medium – Low)	Very high		
SDG Agenda 2030	SDG 4 Quality education SDG 5 Gender equality SDG 10 Reduce inequalities		

9b. Internal promotion of research on gender issues

Subject area	Gender mainstreaming in research and teaching content		
Objective 9	Gender mainstreaming in research		
Actions	9b. Internal promotion of research on gender issues		
Sub-actions	l Planning and organization of workshops at departmental level which include the gender dimension l Planning and organization of educational activities l Monitoring of the effects produced by workshops and education l Promotion of research on the gender dimension and research by women through the internal newsletter l Awareness raising in professors for the correct inclusion of research products in the IRIS database, indicating if there are gender keywords or the enhancement of other diversities that characterize scientific publications l Sharing SDG keyword coding with the faculty so they can correctly attribute them and make it easier to perform research		
Direct target	Teaching personnel; female researchers; PhD students		
Indirect target	Entire University community		
Institutional directors	Director of People & Culture; Pro-Rector for Research; Vice Rector of the Faculty; Pro-Rectors for Education; Director of Research & Governance; Advisor to the Rector for D&I		
Operational directors	Research Office; Teaching Personnel Office; Phd & Education Funding Office		
Output	Workshops and dissemination events on gender issues		
Outcome	Better positioning of the university on gender issues; improvement of performance in rankings (also specific to 2030 agenda issues); retention of female talents; dissemination of the gender dimension in research		
Timeline	2022	2023	2024
	Raise professors' awareness on the correct uploading of research products on the IRIS database, indicating gender keywords - if existing Sharing keywords' coding for each SDGs with the faculty, to facilitate research extraction and the correct matching between SDG and research product	Planning and organization of workshops and training Monitoring the effects produced by workshops and training Promotion of research on the gender dimension and research by women through the internal newsletter or the enhancement of other diversities that characterize scientific publications	
Evaluation indicators	KPI: pluralism educational and information initiatives (E4) (for example: faculty composition by gender; number of research projects on gender; number of workshops, seminars and dissemination events on gender issues)		
Evaluation procedure	Analysis of KPIs		
Priority given (Very high – High – Medium – Low)	Very high		
SDG Agenda 2030	SDG 4 Quality education SDG 5 Gender equality		

9c. Promotion of the internationalization of research on gender issues

Subject area	Gender mainstreaming in research and teaching content		
Objective 9	Gender mainstreaming in research		
Actions	9c. Promotion of the internationalization of research on gender issues		
Sub-actions	I Support for the establishment of international research networks on gender issues I Planning and organization of international workshops that include the gender dimension I Planning and organization of training activities I Monitoring of the effects produced by workshops and training		
Direct target	Teaching personnel; female researchers; PhD students		
Indirect target	Entire University community		
Institutional directors	Director of People & Culture; Pro-Rector for Research; Vice Rector of the Faculty; Pro-Rectors for Education; Vice Rector for Internationalization; Director of Research & Governance; Advisor to the Rector for D&I		
Operational directors	Research Office; Teaching Personnel Office; PhD & Education Funding Office		
Output	Workshops and dissemination events on gender issues; improvement of the University's positioning in international research networks; increase in applications for international grants		
Outcome	Better positioning of the University on gender issues; improvement of performance in rankings (also specific to 2030 agenda topics); retention of female talents; dissemination of the gender dimension in research		
Timeline	2022	2023	2024
	Support for the establishment of international research networks on gender issues	Planning and organization of international workshops that include the gender dimension Planning and organization of training activities	Monitoring the effects produced by workshops and training
Evaluation indicators	KPI: pluralism educational and information initiatives (E4) (for example: faculty composition by gender; number of research projects on gender; number of workshops; seminars and dissemination events on gender issues)		
Evaluation procedure	Analysis of KPIs		
Priority given (Very high – High – Medium – Low)	Very high		
SDG Agenda 2030	SDG 4 Quality education SDG 5 Gender equality		

9d. Foundation of an Observatory on issues of gender equality, the fight against stereotypes, the fight against gender-based violence and violence against gender identity, for the enhancement of diversity and inclusion

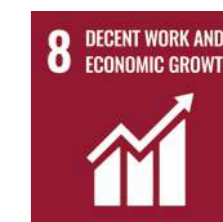| Subject area	Gender mainstreaming in research and teaching content		
Objective 9	Gender mainstreaming in research		
Actions	9d. Foundation of an Observatory on issues of gender equality, the fight against stereotypes, the fight against gender-based violence and violence against gender identity, for the enhancement of diversity and inclusion		
Sub-actions	I Establishment of the Observatory and definition of members I Definition of areas of activity I Establishment of partnerships with stakeholders outside the University community		
Direct target	Teaching personnel; PhD students		
Indirect target	Female and male students; stakeholders and business partners		
Institutional directors	Advisor to the Rector for D&I; Pro-Rector for Research; Director of Research & Governance		
Operational directors	Research Office		
Output	Foundation of the Observatory and establishment of partnerships		
Outcome	Monitoring the GEP implementation; monitoring the implementation of the D&I strategy		
Timeline	2022	2023	2024
		Foundation of the Observatory and definition of the members Definition of the areas of activity	Establishment of partnerships with stakeholders outside the University community
Evaluation indicators	KPI: pluralism educational and information initiatives (E4) (for example: number of projects carried out by the Observatory); number of women in the Observatory		
Evaluation procedure	Analysis of KPIs		
Priority given (Very high – High – Medium – Low)	Very high		
SDG Agenda 2030	SDG 4 Quality education SDG 5 Gender equality SDG 10 Reduce inequalities		

10a. Adoption of incentive measures to facilitate women's access to the early stages of the academic career

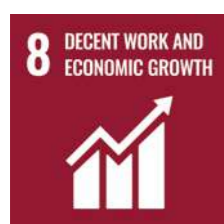| Subject area	Gender balance in recruitment and in career progression		
Objective 10	Promotion of gender balance in recruitment		
Actions	10a. Adoption of incentive measures to facilitate women's access to the early stages of the academic career		
Sub-actions	▌ Feasibility study on measures to fight gender discrimination in the phases of recruitment of teaching personnel ▌ Establishment of gender quotas in evaluation commissions for the ▌ recruitment of research and teaching personnel		
Direct target	Teaching personnel		
Indirect target	Entire University community		
Institutional directors	Director of People & Culture; Vice Rector of the Faculty; Advisor to the Rector for D&I		
Operational directors	Teaching Personnel Office		
Output	Integration of procedures for recruiting teaching personnel		
Outcome	Systematization of gender balance in selection processes		
Timeline	2022	2023	2024
	Feasibility study on measures to fight gender discrimination in the phases of recruitment of teaching personnel	Establishment of gender quotas in evaluation commissions for the recruitment of research and teaching personnel	
Evaluation indicators	KPI: historical series of teaching and research personnel by gender and role (B2); composition of competition commissions by gender (B14); distribution by gender and type of contract (C6); distribution by gender, category and length of service (C9) (for example: percentage of women in calls; percentage of women in new staff recruits; percentage of women in competition commissions)		
Evaluation procedure	KPI analysis; verification of the composition of the recruitment commissions and of the staff recruitment procedures		
Priority given (Very high – High – Medium – Low)	High		
SDG Agenda 2030	SDG 5 Gender equality SDG 8 Dignified work and economic growth SDG 10 Reduce inequality		

10b. Introduction of a male/female ticket in the direct calls of professors and collaborators

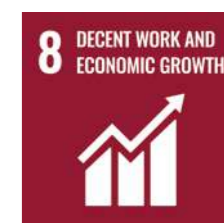| Subject area	Gender balance in recruitment and in career		
Objective 10	Promotion of gender balance in recruitment		
Actions	10b. Introduction of a male/female ticket in the direct calls of professors and collaborators		
Sub-actions	▌ Introduction of a specific regulation which prescribes the obligation of gender equality in direct calls of professors and collaborators, both national and international, particularly in areas where these imbalances are greater and in compliance with scientific merit according to current regulations ▌ Establishment of gender quotas in evaluation commissions for direct calls of professors and collaborators		
Direct target	Teaching personnel		
Indirect target	Entire University community		
Institutional directors	Director of People & Culture; Vice Rector of the Faculty; Advisor to the Rector for D&I		
Operational directors	Teaching Personnel Office		
Output	Integration of procedures for recruiting teaching personnel		
Outcome	Systematization of gender balance in selection processes		
Timeline	2022	2023	2024
	Regulation drafting	Establishment of gender quotas in evaluation commissions for direct calls	
Evaluation indicators	KPI: historical series of teaching and research staff by gender and role (B2); composition of competition commissions by gender (B14); distribution by gender and type of contract (C6); distribution by gender, category and length of service (C9) (for example: percentage of women in calls; percentage of women in new staff recruits; percentage of women in competition commissions)		
Evaluation procedure	KPI analysis; verification of the composition of the recruitment commissions and of the staff recruitment procedures		
Priority given (Very high – High – Medium – Low)	High		
SDG Agenda 2030	SDG 5 Gender equality SDG 8 Dignified work and economic growth SDG 10 Reduce inequality		

10c. Gender balance of professors in core teaching and co-teaching

Subject area	Gender balance in recruitment and in career progression		
Objective 10	Promotion of gender balance in recruitment		
Actions	10c. Gender balance of professors in core teaching and co-teaching		
Sub-actions	I Mapping of situations of imbalance in gender representation in core, elective and co-teaching I Establishment of a regulation for the gender balance of professors in core teaching and co-teaching		
Direct target	Teaching personnel		
Indirect target	Entire University community		
Institutional directors	Director of People & Culture; Vice Rector of the Faculty; Advisor to the Rector for D&I; Director of Academic Services & Global Learning		
Operational directors	Teaching Personnel Office; Departments and Educational Offer Office		
Output	Integration of teaching assignment procedures		
Outcome	Systematization of gender balance in selection processes		
Timeline	2022	2023	2024
	Mapping of teaching positions	Regulation drafting	
Evaluation indicators	KPI: historical series of teaching and research personnel by gender and role (B2); composition of competition commissions by gender (B14); distribution by gender and type of contract (C6); distribution by gender, category and length of service (C9) (for example: percentage of women in calls; percentage of women in new staff recruits; percentage of women in competition commissions)		
Evaluation procedure	KPI analysis; verification of the composition of the recruitment commissions and of the staff recruitment procedures		
Priority given (Very high – High – Medium – Low)	High		
SDG Agenda 2030	SDG 5 Gender equality SDG 8 Dignified work and economic growth SDG 10 Reduce inequality		

10d. Establishment of gender quotas (at least 40% of each gender) in the composition of research centers and observatories

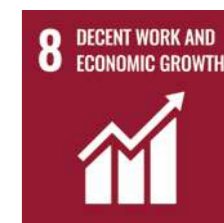| Subject area	Gender balance in recruitment and in career progression		
Objective 10	Promotion of gender balance in recruitment		
Actions	10d. Establishment of gender quotas (at least 40% of each gender) in the composition of research centers and observatories		
Sub-actions	I Mapping of the composition of research centers and observatories I Introduction of a regulation to establish gender quotas (at least 40% of the less represented gender) in the composition of research centers and observatories		
Direct target	Teaching staff		
Indirect target	Entire University community		
Institutional directors	Director of People & Culture; Vice Rector of the Faculty; Pro-Rector for Research; Advisor to the Rector for D&I		
Operational directors	Teaching Personnel Office		
Output	Greater presence of women in research centers and observatories; greater gender balance in faculty staff positions		
Outcome	Systematization of gender balance in selection processes		
Timeline	2022	2023	2024
	Mapping of the composition of research centers and observatories Introduction of gender quotas		
Evaluation indicators	KPI: historical series of teaching and research staff by gender and role (B2); composition of competition commissions by gender (B14); distribution by gender and contract type (C6); distribution by gender, category and length of service (C9) (for example: percentage of women in calls; percentage of women in new staff recruits; percentage of women in competition commissions)		
Evaluation procedure	KPI analysis; verification of the composition of the recruitment commissions and of the staff recruitment procedures		
Priority given (Very high – High – Medium – Low)	Very high		
SDG Agenda 2030	SDG 5 Gender equality SDG 8 Dignified work and economic growth SDG 10 Reduce inequality		

11a. Establishment of educational and mentoring programs to promote empowerment

Subject area	Gender balance in recruitment and in career progression		
Objective 11	Promotion of gender balance in career progression		
Actions	11a. Establishment of educational and mentoring programs to promote empowerment		
Sub-actions	I Establishment of a mentoring program for young female scholars and staff I Promotion of educational courses on leadership, empowerment and self-efficacy for women I Coaching programs for women with roles of responsibility in view of their professional growth I Launch of educational programs (also for men) on gender stereotypes and inclusive leadership I Planning and organization of training activities on female empowerment		
Direct target	Teaching personnel; staff		
Indirect target	Entire University community		
Institutional directors	Director of People & Culture; Vice Rector of the Faculty; Rector's Advisor for D&I		
Operational directors	People Management Office; Teaching Personnel Office; Sustainability Office		
Output	Teaching personnel and researchers trained on the issue of empowerment		
Outcome	Work climate improvement; improvement of leadership style; increased retention of women; progressive demolition of the glass ceiling; reduction in the abandonment of the academic career		
Timeline	2022	2023	2024
		Establishment of a mentoring program for young female scholars and staff Promotion of educational courses on leadership, empowerment and self-efficacy for women Coaching programs for women with roles of responsibility in view of their professional growth Launch of educational programs (also for men) on gender stereotypes and inclusive leadership Planning and organization of training activities on female empowerment	
Evaluation indicators	KPI: pluralism educational and information initiatives (E4) (for example: number of women who have attended educational programs; average number of hours of education for women, number of hours of behavioral education)		
Evaluation procedure	Analysis of KPIs; evaluation analysis of education courses		
Priority given (Very high – High – Medium – Low)	Very high		
SDG Agenda 2030	SDG 5 Gender equality		

11b. Establishment of mechanisms for monitoring the advancement procedures of faculty and staff

Subject area	Gender balance in recruitment and in career progression		
Objective 11	Promotion of gender balance in career progression		
Actions	11b. Establishment of mechanisms for monitoring the advancement procedures of faculty and staff		
Sub-actions	I Establishment of gender quotas in evaluation commissions for career advancement procedures of faculty I Disaggregated analysis of staff composition by gender I Adoption of compensation mechanisms for any situations of imbalance ("glass ceiling") in the various stages of career advancement for faculty and staff I Insertion of gender balance objectives for the Director of People & Culture and the Pro-Rector of the Faculty		
Direct target	Faculty; staff		
Indirect target	-		
Institutional directors	Director of People & Culture; Vice Rector of the Faculty; Rector's Advisor for D&I		
Operational directors	People Management Office; Teaching Personnel Office; Sustainability Office		
Output	Data disaggregated by gender on career progression paths		
Outcome	Transparency in career advancement procedures, increased retention of women; progressive demolition of the glass ceiling; reduction in the abandonment of the academic career		
Timeline	2022	2023	2024
	Disaggregated analysis of staff composition by gender	Establishment of gender quotas in evaluation commissions for career advancement procedures for faculty and staff Adoption of compensation mechanisms for any situations of imbalance ("glass ceiling") in the various stages of career advancement for faculty and staff	Insertion of gender balance objectives for the Director of People & Culture and the Pro-Rector of the Faculty
Evaluation indicators	KPI: distribution by gender and role (B1); distribution by gender and role and age category (B3a); average age by role and gender (B3b); role transfers by gender and CUN area (B10); full-time/definite-term distribution by gender (B12); distribution of first-level teaching personnel among the Fields of Research & Development (B5); percentage of first-level teaching personnel out of total teaching and research personnel (B7); spread of University and Academic careers (B8); Glass Ceiling Index (B9); distribution by gender and educational qualification (C5); career spread (C2); average age by role and gender (C4); distribution by gender, category and length of service (C9); distribution by gender and functional area of employment (C1); distribution by gender and contract type (C6); distribution by gender and tax regime use (C7); overall turnover index by gender and category (C12); career progression by gender (C13); distribution by gender and age group (C3); distribution by gender and length of service (C8); compensation index by gender and category (C11); percentage of applications for gender ratings, percentage of gender ratings (B11); distribution by gender and liability allowance (C14), (for example: percentage of associated and full women professors, percentage of women middle managers, super managers, managers and directors)		
Evaluation procedure	Analysis of KPIs; evaluation analysis of educational courses		
Priority given (Very high – High – Medium – Low)	Very high		
SDG Agenda 2030	SDG 5 Gender equality SDG 8 Dignified work and economic growth SDG 10 Reduce inequality		

5 GENDER EQUALITY

8 DECENT WORK AND ECONOMIC GROWTH

10 REDUCED INEQUALITIES

11c. Introduction of measures to reduce vertical segregation of faculty personnel

Subject area	Gender balance in recruitment and in career progression		
Objective 11	Promotion of gender balance in career progression and reduction of vertical segregation		
Actions	11c. Introduction of measures to reduce vertical segregation of faculty personnel		
Sub-actions	▮ Feasibility study for the introduction of measures aimed at encouraging the direct call of I level teachers of the less represented gender, in compliance with existing regulations and scientific merit in accordance with current laws ▮ Monitoring of female researchers' careers and identification of career obstacles leading to non-advancement situations (glass ceiling)		
Direct target	Faculty personnel		
Indirect target	Entire University community		
Institutional directors	Director of People & Culture; Vice Rector of the Faculty; Advisor to the Rector for D&I; Director of Research & Governance		
Operational directors	People Management Office; Teaching Personnel Office; Sustainability Office; Research Office		
Output	Fair career advancement procedures for teaching and research staff		
Outcome	Work climate improvement; improvement of leadership style; increased retention of women; progressive demolition of the glass ceiling; reduction in the abandonment of the academic career		
Timeline	2022	2023	2024
	Career monitoring	Feasibility study	Introduction of new measures
Evaluation indicators	KPI: distribution by gender and role (B1); distribution by gender and role and age category (B3a); average age by role and gender (B3b); role transfers by gender and CUN area (B10); full-time/definite-term distribution by gender (B12); distribution of first-level teaching staff among the Fields of Research & Development (B5); percentage of first-level teaching staff out of total teaching and research staff (B7); spread of University and Academic careers (B8); Glass Ceiling Index (B9)		
Evaluation procedure	Analysis of KPIs		
Priority given (Very high – High – Medium – Low)	High		
SDG Agenda 2030	SDG 5 Gender equality		

5 GENDER EQUALITY

12a. Strengthening of the listening and reporting service for gender-based violence

Subject area	Measures against gender-based violence, including sexual harassment		
Objective 12	Ensure continuous listening		
Actions	12a. Strengthening of the listening and reporting service for gender-based violence		
Sub-actions	▮ Enhancement of the Luiss listens to you service for staff and faculty ▮ Establishment of a desk with specific support figures (psychological and legal) for harassment and sexual violence ▮ Communication and dissemination of desk and support activities		
Direct target	Teaching personnel, male and female students		
Indirect target	Luiss Community		
Institutional directors	Director of People & Culture; Vice Rector of the Faculty; Advisor to the Rector for D&I; Director of Academic Services & Global Learning		
Operational directors	People Management Office; Teaching Staff Office; Sustainability Office; Orientation, Tutoring & Skills Development Office		
Output	Creation of the desk; receiving and managing alerts; report on gender-based violence		
Outcome	Reduction of gender-based violence; work climate improvement		
Timeline	2022	2023	2024
	Enhancement of the Luiss listens to you service for staff and faculty	Establishment of a desk with specific support figures (psychological and legal) for harassment and sexual violence Communication and dissemination of desk and support activities	
Evaluation indicators	KPI: training and information activities to fight mobbing; sexual harrasment and stalking (E5) (for example: number of gender-based violence events recorded in one year; number of people who used the help desk)		
Evaluation procedure	KPI analysis; qualitative analysis of the service		
Priority given (Very high – High – Medium – Low)	Medium		
SDG Agenda 2030	SDG 5 Gender equality		

5 GENDER EQUALITY

13a. Establishment of educational courses dedicated to gender-based violence

Subject area	Measures against gender-based violence, including sexual harassment
Objective 13	Raise awareness of gender-based violence
Actions	13a. Establishment of educational courses dedicated to gender-based violence
Sub-actions	**I** Repetition, in November of each year, of educational workshops and interdisciplinary training on the subject of gender-based violence for male and female students **I** Creation of an e-learning training module to be disseminated to teaching personnel and staff, to be made mandatory for women and men **I** Organization of events on gender-based violence **I** I Analysis of local realities dealing with the fight against gender-based violence **I** Creation of specific agreements with public and private structures for the establishment of curricular internships for male and female students **I** Creation of specific agreements with public and private structures for the establishment of volunteering courses on issues of diversity, inclusion and the fight against gender-based violence **I** Establishment of educational internships at the Anti-Violence Center and at public or private structures that deal with welcoming/assisting women and minors, victims of gender-based violence
Direct target	Staff; teaching personnel; female and male
Indirect target	External community (structures that work to fight gender-based violence)
Institutional directors	Director of Academic Services & Global Learning; Advisor to the Rector for D&I; Director of External Affairs, Corporate Comm. & Partnerships; Director of People & Culture
Operational directors	Events Office; Orientation, Tutoring & Skills Development Office; Career Services & Alumni Office; Sustainability Office; People Management Office
Output	Training modules and events on gender-based violence; activities to support realities that contrast gender-based violence
Outcome	Increased awareness of gender-based violence; increase in the organization's ability to fight gender-based violence even in its less explicit episodes

Timeline	2022	2023	2024
		Launch of educational initiatives and events on gender-based violence Analysis of local realities dealing with the fight against gender-based violence Creation of agreements for curricular internships for students and volunteering Establishment of educational internships at the Anti-Violence Center and at public or private structures that deal with welcoming/assisting women and minors, victims of gender-based violence	(continues and repeats from previous year) Creation of agreements for curricular internships for students and volunteering Establishment of educational internships at the Anti-Violence Center and at public or private structures that deal with welcoming/assisting women and minors, victims of gender-based violence
Evaluation indicators	KPI: pluralism educational and information initiatives (E4); educational and information activities to fight mobbing, sexual harassment and stalking (E5) (for example: number of gender-based violence events recorded in a year; number of students who attended the training course; number of internships established; number of staff administrators who participated in corporate volunteering)		
Evaluation procedure	Analysis of KPIs; report on gender-based violence		
Priority given **(Very high – High – Medium – Low)**	Medium		
SDG Agenda 2030	SDG 4 Quality education SDG 5 Gender equality		

4 QUALITY EDUCATION

5 GENDER EQUALITY

14a. Adoption of guidelines for the organization of events and conferences from an inclusive perspective

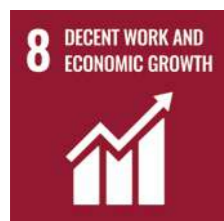| Subject area	Measures for gender mainstreaming in external communication and in events		
Objective 14	Increase the number of expert women present in external communication, media and events		
Actions	14a. Adoption of guidelines for the organization of events and conferences from an inclusive perspective		
Sub-actions	l Adjustment of the Events and Conferences Policy for a better gender balance l Sharing the Policy with the staff – particularly the Events Office l Adjustment of the CRM system for tracking gender balance l Continuous analysis, with corrective actions, of the gender balance in events and conferences		
Direct target	Teaching personnel; staff; female and male students		
Indirect target	External community		
Institutional directors	Advisor to the Rector for D&I; Director of External Affairs, Corporate Comm. & Partnerships; Director of IT		
Operational directors	Sustainability Office; Events Office		
Output	Increase in female research projects; improvement of the gender balance in all the events and conferences organized on site		
Outcome	Cultural change and awareness raising		
Timeline	2022	2023	2024
	Adjustment of the Events and Conferences Policy for a better gender balance Sharing the Policy with the staff – Particularly the Events Office Adjustment of the CRM system for tracking the gender balance	Continuous analysis, with corrective actions, of the gender balance in events and conferences	
Evaluation indicators	KPI: pluralism educational and information initiatives (E4) (for example: percentage of events with female speakers = or > 50%, number of projects by female researchers)		
Evaluation procedure	KPI analysis		
Priority given (Very high – High – Medium – Low)	High		
SDG Agenda 2030	SDG 4 Quality education SDG 5 Gender equality SDG 10 Reduce inequalities		

15a. Increased visibility of research conducted by women

Subject area	Measures for gender mainstreaming in external communication and in events		
Objective 15	Enhancement of research conducted by women		
Actions	15a. Increased visibility of research conducted by women		
Sub-actions	l Monitoring of media reporting on female researchers l Sharing with the Press Office of the list of female researchers divided by subject area l Enhancement of projects by female professors l Analysis of research conducted by women l Creation of a specific section on the Luiss website and in external publicity of the University's activities l Creation of a section in the Research newsletter dedicated to excellent research conducted by women l Establishment of an award for excellent research conducted by women l Establishment of a commission for the evaluation of excellent research conducted by women l Organization of events to reward research conducted by women		
Direct target	Teaching personnel and researchers		
Indirect target	Luiss Community		
Institutional directors	Director of Research & Governance; Advisor to the Rector for D&I; Pro-rector of Faculty; Director of External Affairs, Corporate Comm. & Partnerships		
Operational directors	Research Office; Press Office; Internal Communication & Service Experiences Office; Sustainability Office		
Output	Increased visibility of research conducted by women; creation of dedicated events; newsletter integration		
Outcome	Increase in research conducted by women; increased awareness of the value of research conducted by women; launch of virtuous mechanisms to support women's research; better positioning of the University on issues of gender balance		
Timeline	2022	2023	2024
	Monitoring of media reporting on female researchers Sharing with the Press Office of the list of female researchers divided by subject area Enhancement of projects by female professors Analysis of research conducted by women	Creation of a specific section on the Luiss website Creation of a section in the Research newsletter dedicated to excellent research conducted by women	Establishment of an award for excellent research conducted by women Establishment of a commission for the evaluation of excellent research conducted by women Organization of events to reward research conducted by women
Evaluation indicators	Newsletter views; number of research dissemination/award-giving events		
Evaluation procedure	KPI analysis		
Priority given (Very high – High – Medium – Low)	Medium		
SDG Agenda 2030	SDG 4 Quality education SDG 5 Gender equality SDG 10 Reduce inequalities		

16a. Creation of events and workshops with partner companies on good gender mainstreaming practices

Subject area	Measures for gender mainstreaming in external communication and in events		
Objective 16	Structuring of partnerships with companies for the sharing of best practices		
Actions	16a. Creation of events and workshops with partner companies on good gender mainstreaming practices		
Sub-actions	I Planning of at least one annual initiative intended for doctoral students, research fellows, newly hired staff that have demonstrated to have broken gender stereotypes in the professional field or are working to make professional environments more inclusive and are capable of valuing diversity I Analysis and identification of alumnae with successful experiences both at an entrepreneurial and corporate level I Raising awareness in partners in steering committees to pay specific attention to the gender dimension I Establishment of partnerships and mentoring courses		
Direct target	Female and male students; teaching personnel; staff; partner companies		
Indirect target	Alumni		
Institutional directors	Advisor to the Rector for D&I; Director of External Affairs, Corporate Comm. & Partnerships; Director of People & Culture		
Operational directors	Sustainability Office; People Management Office; Events Office; Career Services and Alumni Office		
Output	Organization of seminars, workshops, mentorship courses		
Outcome	Spreading an inclusive leadership model; cultural change; work climate improvement; greater female empowerment; improvement of Luiss' positioning; increase in the possibility of curricular internships		
Timeline	2022	2023	2024
		Organization of testimonials Analysis and identification of alumnae with successful experiences both at an entrepreneurial and corporate level Raising awareness in partners in steering committees to pay specific attention to the gender dimension	Establishment of partnerships and mentoring courses
Evaluation indicators	KPI: pluralism educational and information initiatives (E4) (for example: number of events organized in partnership, number of partnerships on projects dedicated to the gender balance, number of mentoring programs)		
Evaluation procedure	Analysis of KPIs		
Priority given (Very high – High – Medium – Low)	Medium		
SDG Agenda 2030	SDG 5 Gender equality SDG 8 Dignified work and economic growth		

17a. Creation of an integrated communication plan

Subject area	Measures for gender mainstreaming in external communication and in events		
Objective 17	Raise awareness in internal and external stakeholders		
Actions	17a. Creation of an integrated communication plan		
Sub-actions	I Creation of a University logo to be applied in all initiatives and/or projects on gender issues I Adaptation of the "Sustainability" section of the site with the integration of a subsection dedicated to gender issues I Creation of content for the promotion of initiatives		
Direct target	Staff; teaching personnel; female and male students; community		
Indirect target	Potential students; partner companies		
Institutional directors	Advisor to the Rector for D&I; Director of External Affairs, Corporate Comm. & Partnerships; Chief Financial Officer; Director of IT		
Operational directors	Sustainability Office; Press Office; Events Office; Career Services & Alumni Office; Digital Marketing & Communication Office; Internal Communication & Service Experience Office		
Output	Section of the site dedicated to gender issues; communication dedicated to gender issues		
Outcome	Increased awareness of gender issues; better positioning of the University on gender issues; greater sense of inclusion		
Timeline	2022	2023	2024
	Creation of a University logo to be applied in all initiatives and/or projects on gender issues Adaptation of the "Sustainability" section of the site with the integration of a subsection dedicated to gender issues Creation of content for the promotion of initiatives		
Evaluation indicators	KPI: pluralism educational and information initiatives (E4); views of site's gender equality page		
Evaluation procedure	Qualitative evaluation of the site; KPI analysis		
Priority given (Very high – High – Medium – Low)	High		
SDG Agenda 2030	SDG 5 Gender equality SDG 10 Reduce inequalities		

17b. Distribution of sanitary napkin dispensers in toilets

Subject area	Measures for gender mainstreaming in external communication and in events		
Objective 17	Raise awareness in internal and external stakeholders		
Actions	17b. Distribution of sanitary napkin dispensers in toilets		
Sub-actions	I Identification of partner companies for the distribution of ecological sanitary napkins I Creation and installation of dispensers I Communication campaign to accompany and illustrate the initiative		
Direct target	Staff; teaching personnel; female and male students; community		
Indirect target	Potential students; partner companies		
Institutional directors	Advisor to the Rector for D&I; Director of External Affairs, Corporate Comm. & Partnerships; Chief Financial Officer		
Operational directors	Sustainability Office; Digital Marketing & Communication Office; Internal Communication & Service Experience Office; Asset Management, Procurement & Campus Services Office		
Output	Creation of sanitary napkin dispensers		
Outcome	Increased awareness of gender issues; better positioning of the University on gender issues; greater sense of inclusion		
Timeline	2022	2023	2024
	Identification of partner companies for the distribution of ecological sanitary napkins Creation and installation of dispensers Communication campaign to accompany and illustrate the initiative		
Evaluation indicators	KPI: pluralism educational and information initiatives (E4); data on usage of dispensers; web and social traffic generated by the initiative		
Evaluation procedure	Analysis of KPIs		
Priority given **(Very high – High – Medium – Low)**	High		
SDG Agenda 2030	SDG 3 Health and well-being SDG 5 Gender equality SDG 11 Sustainable cities and communities		

3 GOOD HEALTH AND WELL-BEING

5 GENDER EQUALITY

11 SUSTAINABLE CITIES AND COMMUNITIES

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