

GENDER EQUALITY PLAN 2021-2023



POLITECNICO
MILANO 1863

GENDER EQUALITY PLAN

POLITECNICO DI MILANO 2021-2023

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PREFACE

The European Institute for Gender Equality (EIGE) defines the Gender Equality Plan as a set of actions aiming at identifying biases, implementing innovative strategies to correct them, setting targets and monitoring indicators. An approach we know quite well at Politecnico di Milano, which has led our gender policies over the last few years.

As a matter of fact, the measures and procedures contained in this document reflect key values that our university has distinctly stated in its Strategic Plan. They show an approach based on different levels of complexity, understanding and determination. They testify the central role of an organization that is not only willing to accept a new paradigm, but works hard to promote it inside and outside its borders. A can-do spirit we are proud of.

Indeed, the way every organization sets out equality objectives defines its knowledge, sensitivity and commitment on the matter. That is why a gender equality plan is a mixture of goals and procedures. It is an idealistic yet concrete document, inspiring and factual at the same time, which brings about a new meaning to what it really is. Not only a mandatory procedure to access funding, as recently established by the European Commission as well as by the National Recovery and Resilience Plan. Not a bureaucratic process, but, easily enough, a mirror reflecting who we are and who we want to be.

A gender equality plan is an account echoing the values guiding our community, with all the pros and the downsides, the benefits and the obstacles of belonging to a large group of people made of 47,000 students, 1,400 professors and researchers, 1,400 employees in a technical university. Where women are less than 30% when it comes to students and teachers alike. A community that looks ahead, that respects and treats everyone equally. That strives to give everyone the same opportunities. A community that has jointly contributed to this document in a shared effort made of various inputs, proposals and comments, for which we are deeply thankful.

With this belief, we have allocated a specific budget to improve a well-defined line of conduct, doing the best we could to recognize the dignity of every person in work and study, to guarantee equal treatment, to promote initiatives aimed at removing discrimination in training, access to work, orientation and career. We are the first technical university in Italy, among the top twenty in the world in our three domains of study and we know it very well that reputation gives rise to responsibility. It is our duty to be up to the gender equality tasks. To address social and cultural issues that are the signs of our intelligence and the bases of our future.

Donatella Sciuto
Executive Vice Rector

Ferruccio Resta
Rector





SECTION 1: INTRODUCTION

In the past few years the topics of gender equality and equal opportunities, together with the promotion of diversity and inclusion, have grown within Politecnico di Milano (PoliMI) as crosscutting issues both at strategic, political and management level, and as key values in the development of research and innovation. In 2018, the actions and testimonies within these areas, which at that point were starting to grow in terms of attention and relevance, led to a first “call to action” with the launch of **POP – Pari Opportunità Politecniche**¹ (*Politecnico’s Equal Opportunities*), a strategic program aimed at providing a study and work environment respectful of all individual diversities. The program was proposed and promoted directly by the Rector and Deputy Rector, and was structured around five strategic lines of action: *gender identity, multiculturalism, sexual orientation, disability and psychological wellbeing*.

Today, for each of the five lines, the university is promoting and organising a range of training initiatives and services aimed at creating an inclusive environment that allows students, faculty members and technical-administrative staff to pursue their careers successfully, both inside and outside the university.

A “Phase 2” was launched in more recent times: at the end of 2019 a significant administrative reorganization came along within our Institution, and, on that occasion, a new unit called *Equal Opportunities* (EO) was established to root the administrative procedures related to diversity and inclusion policies and actions.

The new unit oversees a wide range of activities and services: from the organization of psychological support for students’ mental health and of the services for students with disabilities and learning difficulties to the realization of gender-targeted actions, work-life balance initiatives, and LGBTQ+ activities. Thus, the EO unit’s interests cover all the areas identified in 2018 by POP strategic program. The effort resulted in a structured service, the aim of which is, besides managing activities run directly by it, that of connecting and integrating the different actors working on D&I-related matters at PoliMI. Among these, the Unified Guarantee Committee (CUG), which operates for the promotion of a culture of equality and against discriminations, and is active at PoliMI since 2013². Within its services, it features a Counselling desk for work-related distress providing support on relational and organizational issues to faculty and technical-administrative staff. Furthermore, since 2010 a Confidential Counsellor has been appointed according to Politecnico di Milano’s Code for the Safeguarding of Personal Dignity. The Counsellor offers advice to victims of discrimination, mobbing, sexual, moral, and psychological harassment, as established by the European Parliament Resolution A3-0043/94.

The goals of gender equality and equal opportunities are only achievable with a choral effort from the entire university, bridging the gaps that sometime exist between its different populations, i.e., students, faculty and staff. Following the inputs of the Rectoral agenda, the EO unit is also involved in the redaction of official documents in this field, with its members collaborating to the University Gender Budget (described in Section 2) and to the first edition of the Gender Equality Plan - GEP - of Politecnico di Milano.

¹ <https://www.PoliMi.it/en/the-politecnico/university-projects/polytechnic-equal-opportunities-pop/index.html>

² The CUG, in accordance with national legislation, issues a Positive Action Plan (updated every three years), to suggest positive actions to be implemented by PoliMI with the aim of fostering equity and equal opportunities for all. See <http://www.cug.polimi.it/wp-content/uploads/2019/04/Piano-Azioni-Positive-2019-21-def.pdf>

The GEP that we hereby present responds to a number of solicitations - both internal and external, national and international - and to the need of ensuring a safe, equal, and respectful environment for everyone who is working and studying at PoliMI. The document and its structure closely follow the indications provided by the European Commission³ and by the European Institution for Gender Equality - EIGE⁴, along with the guidelines recently provided at national level by the Commission for gender-related subjects active within the Italian Conference of University Rectors (CRUI)⁵.

Within this framework, PoliMI's first GEP presents, in Section 2, the general context of gender policies and objectives, detailing their implementation strategies in Section 3. Further, Section 4 introduces the budget allocated by the university in the area of POP and Equal Opportunities to support these policies, together with the resources made available within other initiatives. Section 4 will also discuss the Gender Budgeting process at PoliMI: in this respect, reference will be made only to some representative data, as the full document (Gender Budget 2021) is available for general consultation⁶. Actions in the area of training and awareness among the community will be also discussed.

The goals and actions of the Plan are described in Section 5, structured in the following main areas, chosen in line with the available guidelines:

- Work-life balance and organisational culture;
- Gender balance in leadership and decision-making;
- Gender equality in recruitment and career progression;
- Integration of the gender dimension into research, teaching, and technology transfer;
- Measures against gender-based violence including sexual harassment.

For each topic, a series of specific data sheets will point out objectives, target groups, actions, performance indicators and responsible entities.

PoliMI's GEP was realized by a dedicated working group, coordinated by prof. **Donatella Sciuto**, Deputy Rector and head of POP, and composed by prof. **Mara Tanelli**, member of POP Steering Committee, and dr. **Silvia Barattieri**, Head of the Equal Opportunities Unit, who also participate in the Gender Budget working group. The document has been submitted for revision and discussion to Department Chairs, to the Deans of the PoliMI Schools, to the president of the Students' Council, to the CUG, and to the Heads of the administrative units, before being presented and approved by the Senate and the Administrative Board of PoliMI on November 22nd and November 30th 2021, respectively.

The GEP working group owes its gratitude to the whole Gender Budget team; their efforts in these past three years have been the pre-requisite for the publication of PoliMI's first GEP. We acknowledge them all here:

Cristina Masella	<i>Rector's Delegate for Budget and Management Control</i>
Cristina Rossi-Lamastra	<i>Professor at the Department of Management Engineering and member of POP Steering Committee</i>
Alessandra Moroni	<i>Head of HR and Organizational Development</i>
Paola Carlucci	<i>Planning, Control & Analysis Unit</i>
Carlo Lizzari	<i>Planning, Control & Analysis Unit</i>
Paola Barzaghi	<i>Professional Development Unit</i>

³ https://ec.europa.eu/info/research-and-innovation/strategy/strategy-2020-2024/democracy-and-citizens-rights/gender-equality-research-and-innovation_en

⁴ <https://eige.europa.eu/gender-mainstreaming/toolkits/gear/what-gender-equality-plan-gep>

⁵ Addendum: the gender budget process and the EU guidelines on Gender Equality Plans <https://www.crui.it/bilancio-di-genere.html>

⁶ <https://www.polimi.it/il-politecnico/chi-siamo/bilancio-di-genere/>





SECTION 2: GENDER POLICY AND OBJECTIVES

Before detailing the concrete and specific actions that Politecnico di Milano is planning to undertake in the next few years to foster gender equality, it is important to point out its overall view on gender policy and the related main objectives. These, in fact, constitute the ultimate goals that we aim at pursuing over time, by means of the specific actions that will enact the changes needed to reach them.

Individual inclusion, equity and the preservation of the dignity of all individuals are milestones of PoliMI cultural heritage, and find a central place in the University's Statute. In particular, Article 3 of the statute affirms that Politecnico di Milano *"recognizes the dignity of every person in work and study, guaranteeing equal treatment, and promotes initiatives aimed at removing discrimination in training, access to work, orientation and progression of career"*.

Along the same lines, the University Code for Preservation of Individual Dignity states that PoliMI *"intends to prevent and combat any type of discrimination, both direct and indirect, and therefore any provision, criterion, practice, act, pact or behaviour that produces a prejudicial effect by discriminating against people on grounds of gender, ethnic origin, national, sexual orientation, religion or creed, personal or political beliefs, skills, social conditions and age"*.

So, gender-specific measures are to be understood within this realm of broader inclusion objectives, and are considered to strengthen the gender dimension, where it is deemed necessary to accelerate reaching equal participation of men and women in all roles and activities of our university.

We believe, in fact, that notwithstanding the aforementioned attention to all diversity variables in the preservation of rights and in the contrast to any form of discrimination, it is important to recognize to gender equality a predominant role in our society, as it impacts on a strong majority, and as it can be a strong and powerful lever to amplify the fruitfulness of other diversity-sustainment measures.

Moreover, the gender social dimension is of particular relevance in a STEM (Science, Engineering, Technology and Mathematics) university, as increasing female participation to STEM studies and to STEM careers is key for a sustainable development of our society.

Finally, these equality goals are aligned with those of the European Union, whose program Horizon Europe has the following gender-relevant operational objective⁷:

- to strengthen the gender dimension across the Specific Program.

Also, at the level of implementation and programming of Horizon Europe itself, it is noted that "... the implementation of the Specific Program shall be facilitated by a multiannual Strategic Plan of R&I activities, also promoting consistency between the work programs, EU priorities and national priorities... The Commission shall adopt the Strategic Plan by means of an implementing act... This Implementing Act shall contain the following elements, relating to the period covered: ... specific issues, such as ... gender equality, including the integration of gender dimension in the R&I context."⁸

⁷ COUNCIL DECISION (EU) 2021/764 of 10 May 2021 establishing the Specific Programme implementing Horizon Europe – the Framework Programme for Research and Innovation, and repealing Decision 2013/743/EU, Article 2, Pag. 3.

⁸ COUNCIL DECISION (EU) 2021/764 of 10 May 2021 establishing the Specific Programme implementing Horizon Europe – the Framework Programme for Research and Innovation, and repealing Decision 2013/743/EU, Article 6, Pag. 6.

Along these lines, and in accordance also with the aims and purposes of the ERC gender equality plan⁹, Politecnico di Milano will work on the following major objectives:

- **Consider and confront structural gender differences**, both in education and research, so that the University can fulfil its mission to support students, faculty and staff, irrespectively of nationality, gender or age;
- **Raise awareness about the Politecnico di Milano's gender policies** with all types of stakeholders;
- **Combat the negative stereotypes of women & STEM** by promoting communication of achievements of girls and women in STEM areas;
- **Improve the gender balance among students, faculty and staff**, promoting concrete actions to foster it at all levels;
- **Raise awareness about the benefits of gender balance** within and outside the university;
- **Value and reward all diversity dimensions** in students, faculty and staff, promoting the inclusion of the LGBTQ+ community, within and outside the university;
- **Identify and mitigate any potential gender bias**, both conscious and unconscious, in all types of processes and decision paths, promoting gender equality in the review/evaluation bodies, and raising awareness of gender-specific aspects in the performance evaluation stages;
- **Monitor possible gender-specific differences in careers** of students, faculty and staff, along the path initiated with the Gender Budget in 2019;
- **Strive for gender balance in all relevant decision-making bodies**, aiming at a minimum participation of the underrepresented gender in the academic governance. In general, the proportional representation of genders in such bodies should be at least equal to that of the population that forms the body itself at the time of its constitution.

⁹ ERC Scientific Council Gender equality plan 2021-2027.





SECTION 3: IMPLEMENTATION STRATEGIES

In order to meet the aforementioned gender-related objectives, the following implementation strategies will be pursued; they will guide the design of the specific actions that will be described later in the document.

Female students' participation

Enrolment patterns of women and men will be continuously monitored; measures will be taken to increase the awareness on the importance of extending the female participation in STEM studies and careers by reaching girls, while in schools, and encouraging them to discover PoliMI's degrees and the related STEM career paths. PoliMI will also work to reach a wider audience among the public to create a broad awareness about its gender equality work and strategy.

MAIN STEPS TO ACHIEVE SUCH OBJECTIVES:

- **Monitor enrolment enrolment rates** of women and men by country and study course;
- **Take active part in gender equality networks** and activities tailored to promote these values in society at large;
- **Include successful researchers of both genders as role models** in communication activities, such as brochures, posters, videos, etc.;
- **Include gender statistics in PoliMI communication strategies**, in order to mention and consider the gender dimension in all general presentations and official documents of PoliMI;
- **Identify both students and faculty ambassadors** in the different Schools of PoliMI and in different research domains to promote orientation activities for girls and women;
- **Create networking moments** for students and faculty to meet and reflect on their experience at PoliMI;
- **Engage media and stakeholders** to join forces in the promotion of gender equality and in the equal representation of genders in panels, conferences and media presence;
- **Engage companies** on the importance of gender diversity in the recruitment process and of performing assessment and mitigation actions on gender pay-gap.

Faculty and staff career monitoring

A gender-fair career evolution is of the utmost importance for PoliMI, so as to ensure that the best talents are recruited both in faculty and staff irrespective of their gender, and are given all the opportunities to develop successful and rewarding career paths. Any potential sources of gender bias in the evaluation processes involved in the career progression will be challenged together with and at the level of the review/evaluation panels.

MAIN STEPS TO ACHIEVE SUCH OBJECTIVES:

- **Revise evaluation criteria** to ensure they are designed to encompass the paths of both women and men in research;
- **Raise awareness about considering the gender dimension** in the design of research projects;
- **Monitor success rates in the different research areas** for women and men and publish gender statistics through the annual Gender Budget;
- **Sensitise all those involved in evaluation committees** of any sort to gender-related issues;
- **Raise awareness about implicit bias** in evaluation processes and career management;
- **Collect and analyse gender data** on PhD students, post docs and other researchers at the early stage of the career;
- **Commonly address gender-related topics during institutional moments** in the university at all levels;
- **Promote gender equity through testimonies** of both faculty and administrative-staff role models, fostering open discussions within the PoliMI community;
- **Analyse long-term effects of the university gender policies** and practice on gender structures in research careers and female representation in the governing bodies of PoliMI.

Fostering a more effective work/life balance

Today, women are still the main bearers of care duties, which substantially increase when children are present in the household and/or elderly members of the family need assistance. The safety net of social welfare services is most often not sufficient to provide the support that women would need to not be excessively affected by these duties in the work life and career. While strongly supporting and promoting a substantial cultural shift to reach gender parity in family care, PoliMI also aims at concretely contributing to improve the current situation with dedicated actions.

MAIN STEPS TO ACHIEVE SUCH OBJECTIVES:

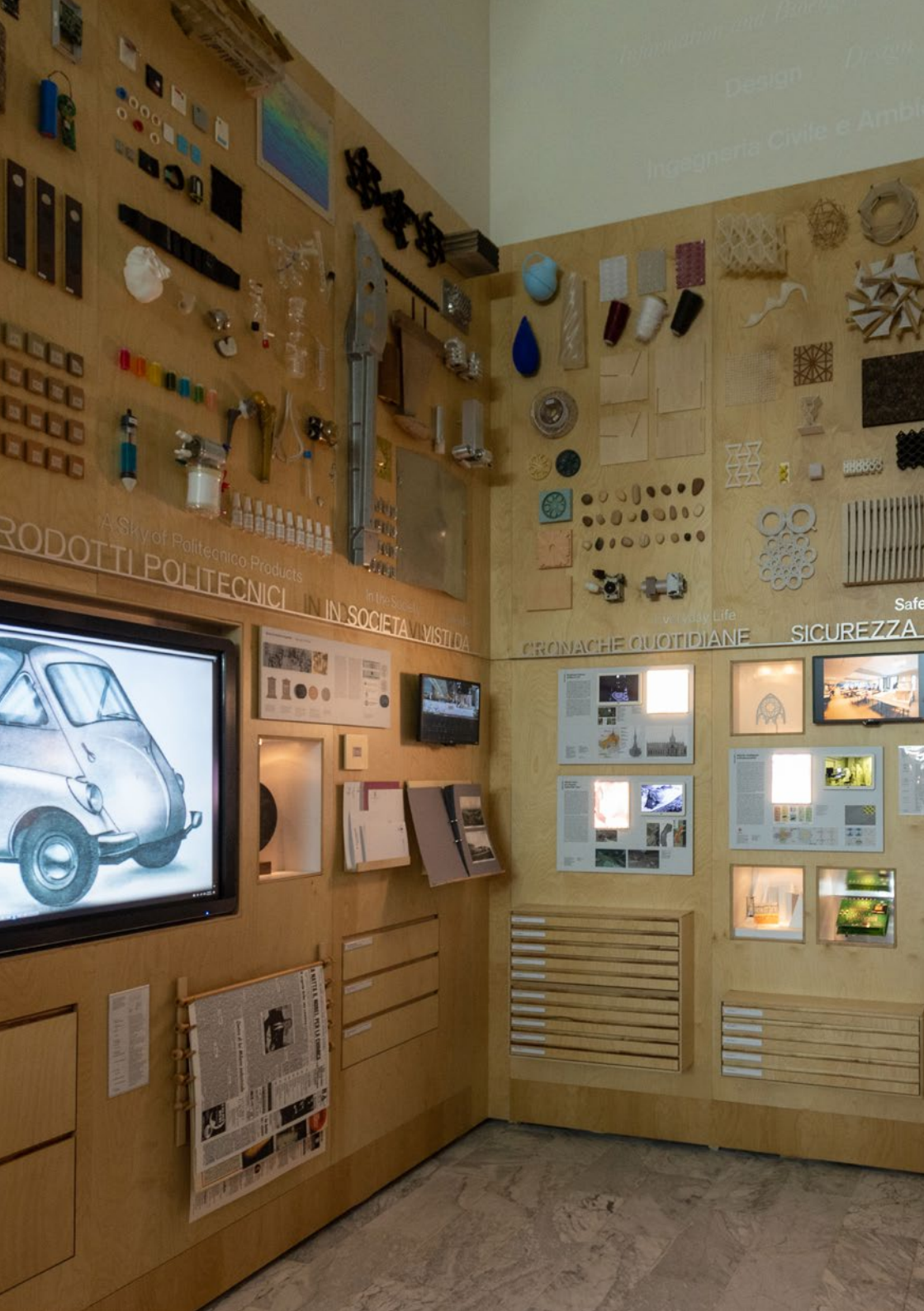
- **Support maternity through financial measures** of child-care services and organization of child-care activities for students, faculty and staff;
- **Support maternity through financial measures for female researchers** in hiring research staff after parental leave, and in strengthening the development of their careers;
- **Expand flexible working paradigms** for staff with care duties and family needs;
- **Promote models of inclusive leadership**, and avoid working schedules that penalize those with care duties.

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SECTION 4: PROCESS AND PRE-REQUISITES

With such significant objectives in mind, in the following pages we detail the budget allowance that PoliMI is devoting to gender policies implementation, the current data collection processes to monitor their progress, and the current actions to raise awareness on biases and prejudices.

Budget and dedicated resources

With the launch of POP in 2018, a dedicated annual budget of 300.000 € was allocated by PoliMI for the implementation of actions and strategies supporting the promotion of gender equality, diversity & inclusion. In addition to this financial chapter, and to the budget managed directly by the Equal Opportunities Unit and by the CUG (see Table 1), there are a number of resources that are sponsored by different areas of the University and that can be referred to, at large, as “gender-sensitive costs” and “costs to reduce the gender gap”¹⁰. This definition was first introduced by the Gender Budget guidelines published by the CRUI dedicated commission in September 2019¹¹. Currently, a thorough analysis of all budget items is being implemented within our Institution, with the aim of specifically classifying them within a gender perspective.¹²

TABLE 1: POP, EO AND CUG				
ACTIVITY	2021	2022	2023	FINANCING BODY
Project POP	300.000	300.000	300.000	PoliMI/Italian Ministry for University and Research
Equal Opportunities Unit - Creches ¹³	315.000	315.000	275.000	PoliMI
Equal Opportunities Unit - Summer/Easter camps	40.000	70.000	70.000	PoliMI
Equal Opportunities Unit - PoliPsi	141.100	169.500	169.500	PoliMI
Equal Opportunities Unit - MultiChancePoliTeam	182.000	182.000	182.000	PoliMI/Italian Ministry for University and Research
Equal Opportunities Unit - other initiatives	30.000	30.000	30.000	PoliMI
Unified Guarantee Committee	15.000	15.000	15.000	PoliMI
Counselling desk for work-related distress	11.000	11.000	11.000	PoliMI
Confidential Counsellor	20.000	20.000	20.000	PoliMI

¹⁰ The document refers to gender sensitive costs when addressing the production of individual services, that is to say used directly by a single person and not by the community at large; costs to reduce the gender gap are, instead, directly connected to or aimed at reducing gender inequality or promote equal opportunities via positive actions.

¹¹ Linee Guida per il Bilancio di Genere negli Atenei Italiani, settembre 2019, Fondazione CRUI – Conferenza dei Rettori delle Università Italiane.

¹² https://www2.cruai.it/cruai/Linee_Guida_Bilancio_di_Genere_negli_Atenei_italiani.pdf; table 2.5 pp. 44-45.

¹³ The budget decrease in 2023 is due to the expectation that the organizational costs of the service will go back to their pre-COVID levels, and not to a contraction of the service itself.

Table 2 shows the budget specifically dedicated to the promotion of STEM studies among girls, detailing the scholarship programs available, while Table 3 indicates the budget devoted to remote-working programs, to foster work-life balance for staff. Finally, Table 4 details the funds related to gender-specific research programs. With reference to the time-frame considered by this GEP, the tables presented herein provide evidence of the comprehensive budget already allocated up to 2023, and the main *una tantum* funding for 2021, for a total sum of **over 5.400.000 €**. This dedicated budget will also **provide the resources for the design, implementation and monitoring phases of PoliMI's GEP** (namely, POP budget).

TABLE 2: GENDER BALANCE SCHOLARSHIPS					
ACTIVITY	2021	2022	2023	UNA TANTUM (2021-2022)	FINANCING BODY
Girls@PoliMi	240.000	240.000	240.000		PoliMI/Corporate sponsors
STEM4Future				140.000	PoliMI/Italian Ministry for University and Research

TABLE 3: SMART AND REMOTE WORKING INITIATIVES					
ACTIVITY	2021	2022	2023	FINANCING BODY	
Remote working	200.000	200.000	200.000	PoliMI	
Smart working	300.000	300.000	300.000	PoliMI	

TABLE 4: EUROPEAN PROJECTS					
ACTIVITY	2021	2022	2023	UNA TANTUM (2020-2022)	FINANCING BODY
Witech Project - Supporting female entrepreneurship in STEM areas				89.657	Erasmus Plus
Fostwom Project - Fostering Women to STEM MOOCs				48.295	Erasmus Plus

In addition to a relevant economic effort in this area, PoliMI is providing dedicated human resources to pursue the goals of equality, inclusion and wellbeing for all. We mentioned in chapter 1 the organizational decision that brought the university to create a new EO unit in 2020, and this Unit comprises today 9 employees, 8 collaborators and over 20 interns (professionals in their final stage of mandatory training, dedicated to the psychological support of students and PhDs)¹⁴.

Finally, while the Career Service of the university is offering to all female students a growing number of women leadership training seminars and women's mentoring programs in collaboration with partner employers, the entire Corporate Relations area, and especially the Fund-Raising Unit, is increasingly engaging external stakeholders to develop university-industry collaborations in the fields of gender equality and STEM degrees attraction¹⁵.

¹⁴ The costs related to human resources directly involved in these areas (i.e., personnel in force within EO Unit), are not displayed.

¹⁵ <https://diversityandinclusion.PoliMi.it/>
<https://www.careerservice.polimi.it/en-US/Home/Index/>

Data collection and monitoring: Politecnico di Milano Gender Budget

First, collect good data: sounds like a PoliMI “motto”, but it could not be truer when it comes to developing actions and strategies in the field of inclusion and equal opportunities.

In 2019, Politecnico di Milano published its first Gender Budget¹⁶, gathering in a single document a wide range of data referred to its community - students, faculty and staff – focusing on the gender distribution among these sets of population. Today, we have just published the third edition of the document (2021): throughout these three years the analysis was enriched, the working group enlarged, and the data collected made it possible to observe the presence (or absence) of females at all levels. “Glass ceilings”¹⁷ and “leaky pipelines”¹⁸ appeared - we discovered where, at what stage, and on whom these phenomena are acting - and the University became progressively engaged in monitoring advancements or backlashes in this area. Furthermore, the Gender Budget has always considered a perspective that pairs the monitoring of numerical proportions between males and females with insights on the performance levels, to fully understand a picture that is for sure more complex than it first appears. In addition to the Gender Budget, the CUG issues a yearly report¹⁹, which details, both qualitatively and quantitatively, the specific measures supporting the implementation of its Positive Action Plan.

The development of a Gender Equality Plan is therefore strictly connected to the publication of the annual Gender Budget of PoliMI. The document actually provided us with the first specific framework for reflecting also on financial measures and budget allocations in the area of equal opportunities and for giving account of the positive actions and measures put in place each year. The Gender Budget also details the actors involved at PoliMI in the implementation of equal opportunities, and provides a brief overview of the most significant steps in national and international legislation towards a gender-equal Europe.

A summary of the key findings of the 2021 edition, referred to the 2020 PoliMI population, is presented here below:

- The data show a proportion of female population in the student component of approximately 1/3, with a larger female share (approximately 37%) in the Master of Science (M.Sc.) Degree. This phenomenon of a higher presence of women at the M.Sc. Degree compared to the Bachelor (B.Sc.) is consistent in the three areas of the University (Architecture, Design, Engineering) confirming a prevalence of women at both levels in Architecture and Design; Engineering comprises approximately 23% of female students enrolled in the B.Sc. and 27% in the M.Sc. Degree (*Figures 1, 2 and 3*).

FIGURE 1: ENROLMENTS BY GENDER AND BY INTAKE – LAUREA TRIENNALE (EQUIVALENT TO B.SC.)

		Men		Women							
		68.7%	68.4%	69.0%	69.0%	69.5%	69.9%	69.9%	69.8%	69.7%	69.1%
		31.3%	31.6%	31.0%	31.0%	30.5%	30.1%	30.1%	30.2%	30.3%	30.9%
2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	

¹⁶ <https://www.PoliMi.it/en/the-politecnico/about-PoliMi/gender-budget/>

¹⁷ With this expression, EIGE refers to “Artificial impediments and invisible barriers that militate against women’s access to top decision-making and managerial positions in an organisation, whether public or private and in whatever domain”.

¹⁸ The leaky pipeline is a metaphor often used to describe the loss of women in STEM areas (Science, Technology, Engineering, and Mathematics) - and arguably in other fields before reaching senior roles (i.e. full professorship in Academia). <https://www.frontiersin.org/articles/10.3389/fpsyg.2019.01297/full>

¹⁹ https://www.cug.polimi.it/wp-content/uploads/2021/04/CUG_PoliMi_Relazione-2020-con-all.pdf

FIGURE 2: ENROLMENTS BY GENDER AND BY INTAKE – LAUREA MAGISTRALE (EQUIVALENT TO M.S.C.)

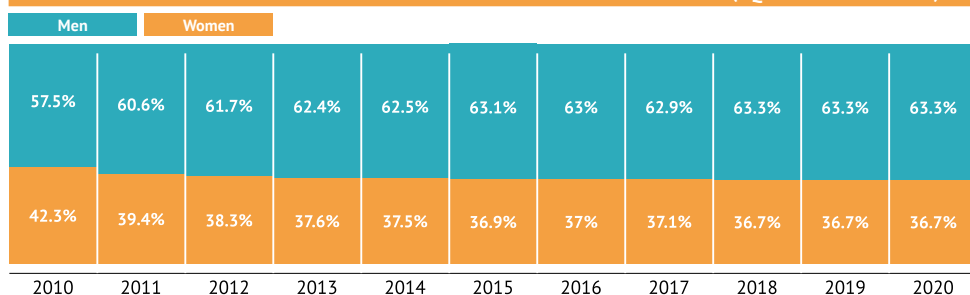
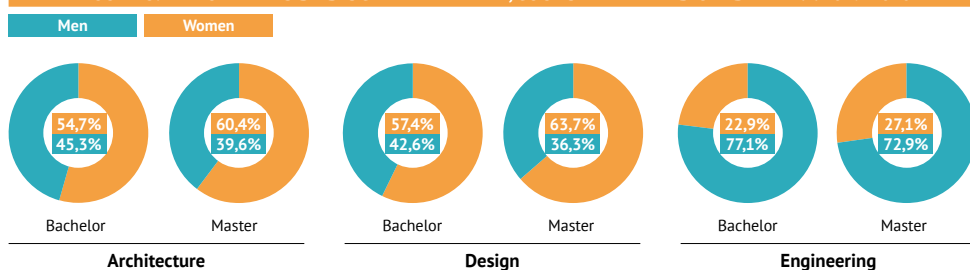


FIGURE 3: ENROLMENTS BY DISCIPLINARY AREA, COURSE LEVEL AND GENDER – A.Y. 2019-2020



- The analyses that monitor the entrance into the workforce, referred to 2015 graduates and collected 5 years after graduation²⁰, unfortunately confirm that the gender pay gap is consistently present in the area of Engineering, at Bachelor, Master and Ph.D. level. Employment rates, on the other hand, are more aligned by gender, while permanent positions tend to go more to men than to women, with the exception of Engineering where the two figures are more aligned (Tables 1, 2 and 3).

TABLE 1: EMPLOYMENT RATE, PERMANENT POSITIONS AND AVERAGE NET SALARY BY GENDER, FOR BACHELOR DEGREE GRADUATES, AT 5 YEARS AFTER GRADUATION.

BACHELOR GRADUATES 2015 (5 YEARS AFTER GRADUATION)						
	ARCHITECTURE		DESIGN		ENGINEERING	
	Women	Men	Women	Men	Women	Men
Occupational rate	94%	96%	94%	96%	100%	99%
% of permanent positions	75%	83%	79%	81%	92%	93%
Average net monthly salary	1.470 €	1.849 €	1.544 €	1.602 €	1.919 €	2.070 €
Sample size	98	141	159	97	74	368

TABLE 2: EMPLOYMENT RATE, PERMANENT POSITIONS AND AVERAGE NET SALARY BY GENDER, FOR MASTER DEGREE GRADUATES, AT 5 YEARS AFTER GRADUATION.

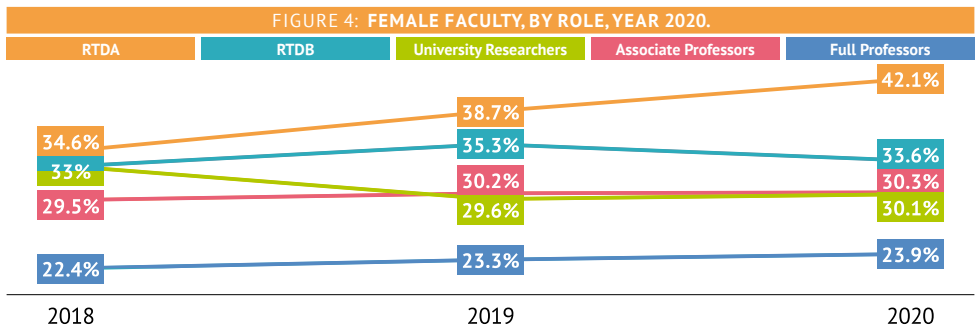
ITALIAN M.S.C. GRADUATES 2015 (5 YEARS AFTER GRADUATION)						
	ARCHITECTURE		DESIGN		ENGINEERING	
	Women	Men	Women	Men	Women	Men
Occupational rate	96%	98%	96%	99%	99%	99%
% of permanent positions	73%	81%	87%	92%	92%	92%
Average net monthly salary	1.652 €	1.883 €	1.754 €	2.020 €	2.037 €	2.237 €
Sample size	277	220	135	77	385	1159

²⁰ Source: 2021 PoliMI Employment Survey of 2015 Graduates. The full report is available online: <https://cm.careerservice.polimi.it/en/employment-statistics/>

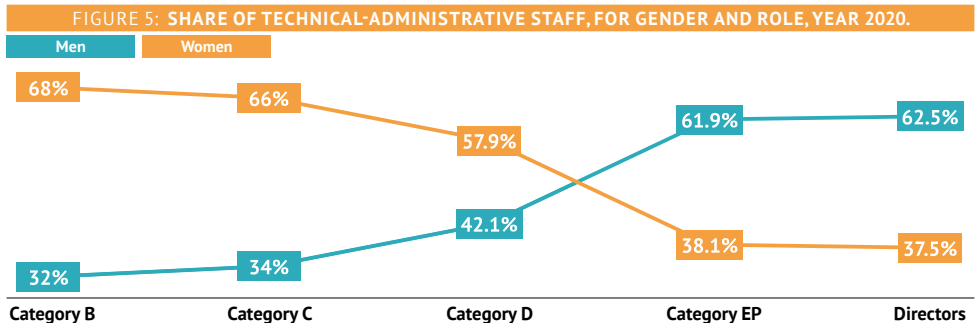
TABLE 3: EMPLOYMENT RATE, PERMANENT POSITIONS AND AVERAGE NET SALARY BY GENDER, FOR PHD GRADUATES, AT 4/5 YEARS AFTER GRADUATION.

Ph.D. GRADUATES 2015-2016 (4/5 YEARS AFTER GRADUATION)						
	ARCHITECTURE		DESIGN		ENGINEERING	
	Women	Men	Women	Men	Women	Men
Occupational rate	89%	94%	100%	100%	93%	96%
% of permanent positions	52%	67%	55%	50%	67%	70%
Average net monthly salary	1.673 €	2.052 €	1.950 €	1.850 €	2.124 €	2.374 €
Sample size	45	35	12	5	85	199

- In the last three years, as can be seen in *Figure 4*, the female representation in all faculty roles has increased (apart from that of permanent researchers, as it is a role no more active in the current legislative framework). The apparent major shift, though, is in the earliest stage of the career, with females in the RTDA position – the most junior and non-tenured faculty role – having moved from 34.6% in 2018 to 42.1% in 2020. Not equally significant is the increase of female representation in the successive role, i.e., that of RTDB – the more advanced assistant professorship role that paves the way to tenure – showing that great attention must be posed to promotions between these roles, which happen in a delicate age-span as far as family creation and maternity is concerned, and sends early warnings of possible leaky-pipeline effects and an incipient glass-ceiling manifestation.



- The population of the technical-administrative staff is confirmed to have a female majority, with over 60% of women. However, the presence of women shrinks when reaching higher levels of career, dropping to 37.5% among executives (*Figure 5*). There was also a slight loss of female representation in the three-year period 2018-2020 at managerial level, where women went from 41% in 2018 to 38% in 2020.



Training and capacity building

Among the pre-requisites that the European Commission presents as mandatory in the process the definition and implementation of a public GEP²¹, training and awareness play a prominent role. As a community of students, staff and faculty members, at PoliMI we bear the responsibility to educate us all on the topics of gender equality and unconscious bias, as the lack of knowledge in these fields, still rather common, could result in unequal treatment and discrimination.

Raising awareness on the importance of equality issues and, furthermore, strengthening a positive attitude towards diversity inside our Institution is therefore a crucial matter, and we do acknowledge this action as a necessary step to be implemented before and during the definition of new strategies for equal opportunities. A significant body of actions has already been launched, as summarized here below, and new activities, currently in the planning phase, will be presented in the next section.

One of the first and most relevant tools implemented by PoliMI in 2017 is the Massive Online Open Course - MOOC ***Embracing Diversity***²² financed by Erasmus+ project IN2IT (*Internationalization by Innovative Technology*). The MOOC was designed with the aim of promoting contents that focus on the negative effects of gender biases (in particular in the STEM areas): by carrying out the activities proposed within the MOOC, participants are invited to reflect on their own biases, and to challenge them more and more as the course moves forward. *Embracing Diversity* was among the three finalists selected for the international competition "Airbus GEDC Diversity Award", for the valorisation of diversity in the engineering fields. As of today, the course, free of charge and open for the general public, has been attended by more than 2500 people.

In 2021 PoliMI's faculty, administrative executives and managers were offered a **comprehensive training on Inclusive Leadership**, provided by external professionals: the training path included two introductory sessions (on uncovering stereotypes, the "alpha" perception of reality, bias and inclusive leadership) and was followed by four thematic labs: inclusive service, inclusive smart working, leadership of change and inclusive language. The female students' community, on the other hand, was offered a **dedicated training on empowerment**, which, in the first lesson, specifically dealt with **gender biases and discrimination**. Such training was developed within the active partnership between PoliMI and ValoreD, the leading corporate association in Italy promoting gender balance and fostering an inclusive culture. As of today, PoliMI is the only academic partner of ValoreD.

²¹ https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/wp-call/2021-2022/wp-13-general-annexes_horizon-2021-2022_en.pdf; p.12.

²² https://www.pok.PoliMi.it/courses/course-v1:PoliMi+ED101+2017_M5/about





SECTION 5: OBJECTIVES AND RELATED ACTIONS

This Section illustrates the actions proposed to enact the gender policies discussed in Section 2, and in turn, enable PoliMI to reach the objectives presented in Section 3.

Strategic Plan 2020-2022: one relevant KPI

“Underscoring excellence also means supporting equal opportunities and actions designed to cultivate and enhance the value of Politecnico di Milano’s community”²³. With these words, our Institution addressed and highlighted the intended purpose of promoting equality and equal opportunities within its political agenda, as it is written in the 2020-2022 Strategic Plan.

The document sets PoliMI’s key goals up to 2022 and the main elements of our program, also outlining the starting points and defining the strong and weak aspects of our university as they appear today in the national and international scene. The plan, in particular, lists a number of key actions in the area of the promotion of equality, as follows:

- Favour and foster equal opportunities (POP Polimi and related strategies), starting from gender policies;
- Underscore the value of diversity and encourage measures that favour inclusion;
- Support financial aid and merit-based scholarships.

These actions are sided by a specifying KPI, which addresses, in particular, the issue of gender gap in PoliMI’s study courses. Namely, the indicator aims at a growth of 20% of the study programs that are gender balanced (defined as courses in which the disparity between male and female students enrolled in the course is not larger than 35%).

The actions described in the Strategic Plan have thus become the basis for drafting a number of actions, within the area of gender gap in study courses and gender equality at large, transversal to the different lines of action identified in this GEP and presented in the following pages.

Increasing gender balance in PoliMI’s courses represents a challenging and long-term goal indeed. We do realize that the three-year timeframe of the Strategic Plan, and of this GEP, will possibly just allow us to start tackling this issue in an integrated manner at different levels and launch a series of new initiatives. Most likely, we will not be seeing a dramatic overturn in quantitative KPIs and in the female participation in such a short period; nonetheless, it will allow us to set the basis for developing a new variety of more targeted actions and, most importantly, to foster a shared cultural shift.

²³ https://www.PoliMi.it/fileadmin/user_upload/il_Politecnico/piano-strategico/2020_piano_strategico_eng.pdf

Action Plan

The five action lines identified in this GEP, and listed in the following pages, have been determined following our policy implementation principles detailed in Section 2 and the general guidelines provided by the European Commission, which highlight relevant areas of action that should be addressed at large by Universities and Public Entities in the pursue of equal opportunities.

In line with this view and with a systematic approach to equality promotion that shall be developed as one of the Institution's main challenges, PoliMI's GEP sets out the measures that we intend to pursue over the coming years in these areas, detailing targets, actions, indicators and responsible entities for each of them. The measures consider the specificities and peculiarities (scientific and academic, institutional, financial, regional and national) of Politecnico di Milano, thus pursuing new goals in synergy and complementarity with existing services and activities.

Work-life balance and organisational culture

- Post-parental leave budget
- University Creches
- Summer/Easter camps
- On-demand babysitting
- Smart and Remote working
- Gender-inclusive language
- Supporting faculty, students and staff undergoing gender transition
- Strengthening the support services for working students and students with children



Gender balance in leadership and decision-making

- Rector's Delegate for Equal Opportunities, Diversity and Inclusion
- Implicit bias: guidelines and training for recruitment processes
- Promoting and participating in academic networks for sharing best practices established with the GEPs

Gender equality in recruitment and career progression

- Gender mainstreaming and budgeting
- Mentoring and training programs for female students
- Mentoring and training programs for female staff and faculty members
- Consider the gender dimension in career guidance and related events
- Inclusive leadership training for faculty and technical-administrative staff
- Mitigating gender-gap in study courses with dedicated scholarships
- Attraction of female students in the STEM areas, particularly in Engineering

Integration of the gender dimension into research, teaching and technology transfer

- Adding gender and diversity-related dimensions in academic courses
- Promote academic courses on Personality, Team Building, Leadership
- Support the Intercultural Centre for Gender Cultures
- Consider ethics and gender in research
- Support research in gender-aware technology
- Consider the gender dimension in technology-transfer activities

Measures against gender-based violence including sexual harassment

- Communication strategies and campaigns against gender-based violence
- Procedures for managing and monitoring of cases of gender-based violence
- Training on discrimination and gender-based violence
- Establishing Regional/National partnership and protocols

OBJECTIVE	Post-parental leave budget.
DESCRIPTION	Dedicated research budget of 15.000 € assigned to parents when re-entering Academia after parental leave (for mothers and fathers).
TARGET GROUPS	Associate professors, tenured-track researchers.
ACTIONS	<p>Allocating a dedicated una-tantum research budget of 15.000€ to female associate professors and tenured-track female researchers (RTDB) when re-entering Academia after maternity leave (as per the Italian national regulations).</p> <p>Allocating a dedicated una-tantum research budget of 15.000 € to male associate professors and tenured-track researchers (RTDB) when re-entering Academia after a minimum period of at least one consecutive month of parental leave (as per the Italian national regulations).</p>
INDICATORS	<p>Fulfilment of all submitted requests;</p> <p>Communication strategy to increase requests of male-dedicated budget.</p>
RESPONSIBLE ENTITY	Academic Staff Career Unit; Equal Opportunities Unit.

OBJECTIVE	University Creches.
DESCRIPTION	<p>University Creches open to daughters and sons (3 to 36 months) of PoliMI employees at favourable rates, established according to family income.</p> <p>Full gratuity granted for students, Ph.D.s, and Research Fellows (male and female).</p>
TARGET GROUPS	Politecnico di Milano Community.
ACTIONS	<p>Extending the offer of the care infrastructure at the University:</p> <ul style="list-style-type: none"> • developing a new facility in Bovisa Campus; • providing an additional offer in Leonardo Area through the acquisition of reserved accesses in private facilities; • introducing a dedicated offer for students; • additional discounts on standard rates for the entire community in facilities located nearby Milano Campuses and Lecco, Mantova and Piacenza Campuses.
INDICATORS	<p>% of increase in the number of children of employees, Ph.D.s and students looked after in care facilities run by PoliMI or partner entities.</p> <p>Number of extra accesses made available in partner facilities.</p>
RESPONSIBLE ENTITY	Rewarding, Performance Management and Welfare Unit; Equal Opportunities Unit.

OBJECTIVE	Summer/Easter camps.
DESCRIPTION	Summer and Easter camps open to daughters and sons (4 to 13 years) of employees, students, Ph.Ds, and Research Fellows at favourable rates.
TARGET GROUPS	Politecnico di Milano Community.
ACTIONS	<p>Extending the offer of the camps infrastructure at the University:</p> <ul style="list-style-type: none"> • identifying a new facility in Bovisa Campus; • introducing sport activities in Bovisa Campus; • increasing sport activities in Leonardo Campus; • providing additional financial support, so as to lower the weekly fee for children of employees, students, researchers and Ph.Ds.
INDICATORS	An increase in the number of children of employees, Ph.Ds and students attending Summer and Easter Camps at Politecnico.
RESPONSIBLE ENTITY	Rewarding, Performance management and Welfare Unit; Equal Opportunities Unit.

OBJECTIVE	On-demand babysitting.
DESCRIPTION	A solution that supports a more favourable combination of study, work and family life, based on on-demand requests and needs, by providing dedicated babysitting/day-care services.
TARGET GROUPS	Technical-administrative staff; faculty.
ACTIONS	<p>Developing a plan to establish an on-demand care points for children:</p> <ul style="list-style-type: none"> • at home, via specific partnerships of PoliMI with private entities; • in surrounding areas of the Bovisa and Leonardo Campuses, open during school hours and upon reservation.
INDICATORS	<p>Number of granted annual vouchers for employees to request an on-demand babysitting service at home.</p> <p>Identification of partners and locations for activating daily care points.</p>
RESPONSIBLE ENTITY	Rewarding, Performance management and Welfare Unit; Equal Opportunities Unit.

OBJECTIVE	Smart and Remote working.
DESCRIPTION	<p>PoliMI promotes constant reflection on its mission, role and contribution to society with the ambition of pursuing social, economic and environmental sustainability.</p> <p>In the general framework of the effectiveness, efficiency and economy of the administrative action, PoliMI will support use of the smart and remote working method with the following purposes:</p> <ul style="list-style-type: none"> • promoting human resource management models aimed at improving results and enhancing individual skills; • spreading the digital culture and developing the skills necessary for a balanced and effective use of new tools; • strengthening welfare measures and attractiveness of talents by promoting balance of life and work times, functional to the improvement of individual and organizational well-being; • remodelling and rationalizing the distribution of work spaces within the structures; • promoting sustainable mobility.
TARGET GROUPS	Technical-administrative staff.
ACTIONS	<p>Defining a policy for smart and remote work.</p> <p>Formulating and implementing a dedicated POLA (Organizational plan of smart and remote work).</p> <p>Formulating regulations for smart and remote work.</p> <p>Establishing smart and remote work agreements.</p> <p>Defining a Learning Plan for smart and remote work.</p>
INDICATORS	<p>Performance monitoring.</p> <p>Organizational climate survey.</p> <p>Introduction of behavioural guidelines for smart and remote work.</p> <p>Revision of related documents (e.g. regulations for agile work).</p>
RESPONSIBLE ENTITY	Rector; Vice-Rector; General Directorate; HR & Organizational Division; Divisions; Departments.

OBJECTIVE

Gender-inclusive language.

DESCRIPTION

The action has the aim of introducing a gender-sensitive perspective in communication tools and university regulations, as to support the use and diffusion of a gender-neutral language in formal and informal documents and communications.

TARGET GROUPS

Politecnico di Milano Community.

ACTIONS

Formulating and implementing guidelines and recommendations concerning non-discriminatory language.

Presenting the results of the analysis of the existing documents to share inclusive language principles for both written and spoken language.

INDICATORS

Introduction of the developed guidelines at university level; publication on the website; distribution to administrative units and faculty at large.

Revision of documents non-compliant with the guidelines.

RESPONSIBLE ENTITY

Rector; Vice-Rector; General Directorate; General Affairs and Institutional Legislation Unit; Equal Opportunities Unit; Tools and Content Management Unit, Schools, Departments, CUG.

OBJECTIVE	Supporting faculty, students and staff undergoing gender transition.
DESCRIPTION	Establish specific protocols to enable the use of an alias for faculty, students and staff undergoing gender transition.
TARGET GROUPS	Politecnico di Milano Community.
ACTIONS	<p>Redaction of the dedicated protocols for enabling the use of alias for faculty and technical-administrative staff undergoing gender transition.</p> <p>Review of the existing protocol that enables the use of alias for students undergoing gender transition.</p>
INDICATORS	<p>Formal approval of the new protocols for students, faculty and technical-administrative staff.</p> <p>Implementing a dedicated operative procedure for the application of the protocols.</p> <p>Follow-up and monitoring of cases.</p> <p>Communication strategies for publicizing the service.</p>
RESPONSIBLE ENTITY	Director General; General Affairs and Institutional Legislation Unit; Rewarding, Performance Management and Welfare Unit; Students Affairs Unit; Identity Management Unit; Equal Opportunities Unit; CUG.

OBJECTIVE Strengthening the support services for working students and students with children.

DESCRIPTION Provide working students and students with children with dedicated support services and study plans to better plan their academic career (leveraging the experience of the dual-career project put in place for students who are professional sport athletes).

TARGET GROUPS Students.

ACTIONS Enable working students and students with children to access dedicated study plans and class/exams organization, also granting them access to ad-hoc tutors.

INDICATORS Redaction and formal approval of the dedicated protocols.
Implementations of a dedicated operative procedure for the application of the protocols.
Follow-up and monitoring of cases.
Communication strategies for publicizing the service.

RESPONSIBLE ENTITY General Affairs and Institutional Legislation Unit;
Students Affairs Unit; Schools.

OBJECTIVE	Rector's delegate for Equal Opportunities, Diversity and Inclusion.
DESCRIPTION	Appoint a dedicated position for strengthening the governance for Equal Opportunities, monitoring the action plan, integrate EO and D&I objectives at strategic and political level and act as both internal and external reference on these matters.
TARGET GROUPS	Politecnico di Milano Community.
ACTIONS	Appoint a Rector's delegate for Equal Opportunities, Diversity and Inclusion.
INDICATORS	Appointment of Rector's Delegate for Equal Opportunities, Diversity and Inclusion (expected in 2023).
RESPONSIBLE ENTITY	Rector; Vice-Rector.

OBJECTIVE	Implicit bias: guidelines and training for recruitment processes.
DESCRIPTION	The aim is to develop a set of guidelines and training sessions dedicated to the topic of implicit bias in the hiring process of students, PhDs, researchers, professors and technical-administrative staff, so as to prevent the diffusion of discriminatory practices in the hiring phase.
TARGET GROUPS	Faculty; technical-administrative staff.
ACTIONS	Developing guidelines to support chairpersons and members of appointed committees for recruitment and examination processes.
INDICATORS	Distribution of guidelines to all faculty and administrative staff members; implementation of dedicated compulsory training courses on unconscious bias.
RESPONSIBLE ENTITY	Rector; Vice-Rector; General Directorate; Academic Staff Career Unit; Equal Opportunities Unit; CUG; Schools, Departments.

OBJECTIVE	Promoting and participating in academic networks for sharing best practices established with the GEPs.
DESCRIPTION	Promote the discussion of the best practices in gender-related activities both within the existing academic networks to which PoliMI belongs at national and international level, and to potential new associations of universities to share the best practices gathered in the redaction and implementation of the GEPs.
TARGET GROUPS	Politecnico di Milano Community.
ACTIONS	<p>Participate in joint meetings to discuss and compare gender policies and best practices.</p> <p>Organize and participate in gender-related events at national and international level.</p> <p>Encourage the sharing of gender-related best practices in the already established academic networks to which PoliMI belongs.</p>
INDICATORS	<p>Number of participated events.</p> <p>Number of organized events.</p> <p>Communication material.</p>
RESPONSIBLE ENTITY	Rector's delegate for Equal Opportunities; Equal Opportunities Unit, CUG.

OBJECTIVE	Gender mainstreaming and budgeting.
DESCRIPTION	<p>Promoting the introduction of a gender perspective in all future policies and strategies of Politecnico di Milano.</p> <p>Gathering annual data and statistics on the share of women and men (students, Ph.D.s, faculty, staff,) and their career paths at PoliMI.</p> <p>Introducing a gender sensitive approach in all financial budgeting actions.</p>
TARGET GROUPS	Politecnico di Milano Community.
ACTIONS	<p>Introducing gender-sensitive relevant KPIs in the strategic planning.</p> <p>Reviewing annually the Gender Budgeting strategy, in order to identify key areas to be addressed.</p> <p>Plan for reviewing and implementing a gender-sensitive financing model.</p>
INDICATORS	<p>Publication of Annual Gender Budgeting.</p> <p>Review of the Financial Budget with a gender sensitive perspective.</p> <p>Annual outreach event on gender budgeting publication (internal + external diffusion).</p>
RESPONSIBLE ENTITY	Rector; Vice-Rector; Rector's Delegate for Budget; General Directorate; Gender Budgeting dedicated work group; Planning, Control and Analysis Unit; Equal Opportunities Unit; Career Service; Professional Development Unit; Schools; Departments.

OBJECTIVE	Mentoring and training programs for female students.
DESCRIPTION	Seminars and training aimed at empowering PoliMI female students through self-awareness tools and competences, communication skills, thus enriching their scientific academic path and supporting their personal growth.
TARGET GROUPS	Female students of all areas and levels (Architecture, Engineering, Design; Bachelor and Master Level, Ph.D.).
ACTIONS	<p>Implementing dedicated sessions of training and mentoring with external partners and experts for female students and doctoral candidates, developing knowledge about unconscious bias, discrimination phenomena, self-awareness and consciousness, negotiation, public speaking.</p> <p>Periodic networking sessions.</p>
INDICATORS	<p>At least 2 courses per year to Bachelor level female students of all areas (Architecture, Design, Engineering).</p> <p>At least 2 courses per year to Master level female students and PhD Candidates of all areas (Architecture, Design, Engineering).</p> <p>Number of female students participating to dedicated seminars and mentoring programs.</p>
RESPONSIBLE ENTITY	Equal Opportunities Unit; Career Service; Community Life and Merchandising Unit.

OBJECTIVE Mentoring and training programs for female staff and faculty members.

DESCRIPTION The activity is aimed at supporting career and personal development, through networking, mentoring, training and coaching programs.

TARGET GROUPS Female professors and researchers; technical-administrative female staff.

ACTIONS Seminars and training sessions aimed at empowering PoliMI female staff and faculty; lunch events.

INDICATORS At least 1 course per year designed for faculty members;
At least 1 course per year designed for technical-administrative staff.

RESPONSIBLE ENTITY Equal Opportunities Unit; Professional Development Unit; METID.

OBJECTIVE	Consider the gender dimension in career guidance and related events.
DESCRIPTION	The activity is aimed at monitoring and ensuring gender balance in events with corporate representatives.
TARGET GROUPS	Students; Ph.D. candidates.
ACTIONS	Monitor and ensure that role-models and external corporate representatives who interact with students for career guidance events are balanced with respect to gender and other diversity-related dimensions.
INDICATORS	Gender balance in corporate representatives participating in PoliMI events.
RESPONSIBLE ENTITY	Career Service; Strategic Research Agreements and Corporate Relations Unit.

OBJECTIVE Inclusive leadership training for faculty and technical-administrative staff.

DESCRIPTION Training sessions designed to provide awareness on equality and diversity issues, inclusiveness, and bias.

TARGET GROUPS Technical-administrative staff; faculty.

ACTIONS Delivering special training courses for administrative staff and faculty, aimed at improving their understanding of diversity and equality issues as well as communication skills within this area of knowledge.

INDICATORS One course session per year, dedicated to faculty and staff.

RESPONSIBLE ENTITY Equal Opportunities Unit; Professional Development Unit; METID.

OBJECTIVE	Mitigating gender-gap in study courses with dedicated scholarships.
DESCRIPTION	Dedicated financial support and additional measures for girls enrolling in male-segregated engineering courses at Bachelor Level.
TARGET GROUPS	High school female students (4 th , 5 th year).
ACTIONS	<p>Planning and implementing annual scholarships dedicated to girls who select specific engineering courses at Bachelor level, based on merit, family income, origin. In addition to an annual scholarship, the measure should also include free accommodation in one of PoliMI residences, and tax exemption.</p> <p>The scholarship will be granted for 3 years, subject to specific credit acquisition.</p> <p>Involvement of partner companies in the promotion of this measure.</p>
INDICATORS	<p>Number of scholarships per year > 15.</p> <p>Number of scholarships offered by partner companies.</p>
RESPONSIBLE ENTITY	Students Recruitment Unit; Financial Aid Unit; Fundraising and Alumni Unit.

OBJECTIVE Attraction of female students in the STEM Area, particularly in Engineering.

DESCRIPTION Orientation strategies aimed specifically at attracting prospective female students in STEM disciplines, in particular the Engineering study courses that have a lower share of female students enrolled.

TARGET GROUPS Secondary-school female students.

ACTIONS

Developing a communication strategy providing a non-stereotyped and positive perception of the Engineering disciplines to young girls and women.

Implementing orientation events and cooperation projects with high schools, middle schools, elementary schools.

Organizing summer schools/other courses on STEM subjects for high school classes supporting female participation.

INDICATORS

Communication strategy planned and implemented;
Monthly orientation events in high schools;
Annual online courses for high-school students;
Annual summer schools on site.

RESPONSIBLE ENTITY Students Recruitment Unit; Equal Opportunities Unit; School of Civil, Environmental and Land Management Engineering, School of Industrial and Information Engineering; Departments.

OBJECTIVE	Adding gender and diversity-related dimensions in academic courses.
DESCRIPTION	Integrating the gender and other diversity-related dimensions in teaching contents, delivered in M.Sc. courses and at Doctoral level, working also in collaboration with META (Interdisciplinary PoliMI network of reserachers for Social Sciences and Humanities for Science and Technology), so as to foster interdisciplinary experiences paring teachers with expertise in technical subjects and humanities and social sciences.
TARGET GROUPS	M.Sc. Students and Ph.D. Candidates.
ACTIONS	Design and offer both at M.Sc. and Ph.D. level courses on transversal skills that present students gender-related issues along with other sensitive diversity dimensions, bridging humanities and technical contents.
INDICATORS	Number of courses. Number of attendees.
RESPONSIBLE ENTITY	Rector's Delegate for Teaching; Ph.D. School; PoliMI Schools, META.

OBJECTIVE	Promote Academic courses on Personality, Team Building, Leadership.
DESCRIPTION	Supporting personal growth by promoting soft skills training in the teaching contents delivered within PoliMI educational offer at extra-curricular level.
TARGET GROUPS	Students.
ACTIONS	Developing and delivering courses, as part of the extra-curricular academic offer, that support individuals in their personal growth and promote equal opportunities by presenting contents on self-awareness, team-building and leadership.
INDICATORS	Number of attendees.
RESPONSIBLE ENTITY	Faculty; Schools and Departments.

OBJECTIVE	Support the Interuniversity Centre for Gender Cultures.
DESCRIPTION	Strengthening the collaboration among Milan-based universities partners of the Centre, focusing on joint actions for addressing the gender dimension into research and teaching content.
TARGET GROUPS	Politecnico di Milano Community.
ACTIONS	The participation of Politecnico to the research and educational activities promoted by the Center is aimed at further integrating the gender dimension in teaching contents delivered within the educational offer of PoliMI, with specific reference to its technical nature.
INDICATORS	Increasing the gender dimension in research publications and courses.
RESPONSIBLE ENTITY	Center's Delegate; Departments; Schools.

OBJECTIVE	Consider ethics and gender in Research.
DESCRIPTION	Fostering a gender-responsive and ethical-aware research, with multidisciplinary collaborations.
TARGET GROUPS	Students and faculty.
ACTIONS	Foster the integration of ethical, gender and diversity-dimensions in the research areas of interest for PoliMI.
INDICATORS	Funded projects with ethical and diversity-oriented contents. B.Sc. and M.Sc. theses with ethical and diversity-oriented contents. Published papers with ethical and diversity-oriented contents.
RESPONSIBLE ENTITY	Rector's delegate for research.

OBJECTIVE	Support research in gender-aware technology.
DESCRIPTION	Encourage and promote the inclusion of the gender dimension in all stages of design and deployment of technology solutions.
TARGET GROUPS	Faculty; Ph.D.s.
ACTIONS	Support of interdisciplinary research activities that have a gender lens in their research. Support of interdisciplinary Ph.D. thesis on gender-related issues in Design, Architecture and Engineering.
INDICATORS	Amount of funding to gender-oriented research. Number of gender-related published papers. Number of gender-related Ph.D. thesis.
RESPONSIBLE ENTITY	Rector; Rector's delegate for research; Department Directors.

OBJECTIVE	Consider the gender dimension in the technology-transfer activities.
DESCRIPTION	Encourage and promote the inclusion of the gender dimension in the technology-transfer activities, also to promote female entrepreneurship.
TARGET GROUPS	Faculty; Ph.D.s; students.
ACTIONS	<p>Include the gender dimension in the evaluation of business ideas for access to internal grants.</p> <p>Include the gender dimension in the evaluation start-ups.</p> <p>Monitor the gender dimension in the creation of IP through trademarks and patents.</p>
INDICATORS	<p>Amount of funding granted to business ideas and start-ups with female-participated teams.</p> <p>Number of start-ups with female-participated teams.</p> <p>Number of spin-offs with female-participated teams.</p> <p>Number of female inventors of patents/trademarks.</p>
RESPONSIBLE ENTITY	Rector's delegate for technology-transfer; Technology Transfer Office.

OBJECTIVE	Communication strategies and campaigns against gender-based violence.
DESCRIPTION	Increasing awareness and developing knowledge about gender-based violence and sexual harassment phenomena.
TARGET GROUPS	Politecnico di Milano Community.
ACTIONS	Promotion of knowledge about gender-based violence; distributing information about existing procedures and PoliMI dedicated services for reporting of cases; connection with local entities (if appropriate).
INDICATORS	Organising a “Week of Awareness” campaign aimed at encouraging prevention of discriminatory acts. Annual Event (November 25th). Communication plan (designed and implemented) for informing about existing procedures.
RESPONSIBLE ENTITY	Rector’s Delegate for Psychological Discomfort; Equal Opportunities Unit; Academic Ombudswoman; CUG, Confidential Counsellor.

OBJECTIVE	Procedures for managing and monitoring of cases of gender-based violence.
DESCRIPTION	Monitoring and managing of on-site discrimination, stalking and harassment cases; providing psychological support and coordination with local entities.
TARGET GROUPS	Politecnico di Milano Community.
ACTIONS	Monitoring and analysis of reported cases via dedicated email address and/or dedicated on-site service/Confidential Counsellor; Carrying out internal proceedings and issuing opinions with respect to the reported cases; Mediation with local entities; Psychological support of victims and perpetrators.
INDICATORS	Daily monitoring of complaints and reported cases; follow-up of reported cases; Annual data collection.
RESPONSIBLE ENTITY	Rector's Delegate for Psychological Discomfort; Equal Opportunities Unit; Academic Ombudswoman, CUG, Confidential Counsellor.

OBJECTIVE	Training on discrimination and gender-based violence.
DESCRIPTION	Ensuring a safe and healthy environment for all by raising awareness and knowledge on gender-based discrimination and violence.
TARGET GROUPS	Politecnico di Milano Community.
ACTIONS	Implementing training sessions and additional tools to raise awareness on discrimination, gender-based violence, harassment and sexual harassment, enhancing skills for the recognition of these phenomena and on how to respond to them.
INDICATORS	Training sessions for target audience: male and female staff and Faculty; students and Ph.Ds. Online tools; workshops.
RESPONSIBLE ENTITY	Rector's Delegate for Psychological Discomfort; Equal Opportunities Unit; Professional Development Unit; METID; CUG, Confidential Counsellor.

OBJECTIVE	Establishing Regional/National partnership and protocols.
DESCRIPTION	Creating a network of universities at regional or national level in order to share best practices and identify new collaborative strategies in the area of gender based- violence.
TARGET GROUPS	Politecnico di Milano Community.
ACTIONS	Establishing a regional/national partnership with other universities and organizations on the topic of gender-based violence in order to identify common strategies and tools.
INDICATORS	Preliminary meetings and drafting of protocol; definition and signature.
RESPONSIBLE ENTITY	Rector; Vice-Rector; General Directorate.

Graphic Project

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