

PIAO 2026-2028  
Allegato D - Gender Equality Plan 2026-2028

LINES OF ACTION	OBJECTIVES	MEASURES	TARGETS		TIME PLAN			RESPONSIBLE BODY/POSITION	SOURCES AND MEANS OF EVALUATION	NOTES
			INDIRECT	DIRECT	2026	2027	2028			
LINE OF ACTION 1: GOVERNANCE BODIES AND KEY ACTORS	1.A. Promoting the creation of formal structures and institutional practices to support gender equality and equity	1.A.I. Appointing a Delegate for Gender Equity	IMT Community	CUG; Rector; School Governing Boards; Ph.D. Students				CUG; Rector; General Director; Boards of the IMT School	- Appointment of the Vice-Rector for Gender Policies, Equal Opportunities and Communication - Establishment of the Gender Policies and Equal Opportunities Committee	Completed (before 2026)
		1.A.II. Fostering communication between the IMT Community and all delegates in the School who deal with gender equality and equity (e.g. CUG) through meetings and initiatives	IMT Community	CUG; Governance; Boards and Committees of the School	P-I	I	I	CUG; Vice-Rector for Gender Policies, Equal Opportunities and Communication; Rector; General Director	- Meeting calendar and minutes (including action points) - Attendance records and number of initiatives delivered	
		1.A.III. Appointing delegates among faculty members and Ph.D. students to be responsible for monitoring that the workplace respects gender equality and equity, as well as to organize meetings and initiatives to develop it, in coordination with the School Governance and Boards	IMT Community	Ph.D. Students; Governance; Boards and Committees of the School	E	E	E	CUG; Vice-Rector for Gender Policies, Equal Opportunities and Communication	- Appointment of the Vice-Rector for Gender Policies, Equal Opportunities and Communication - Appointment of the Gender Policies and Equal Opportunities Committee and evidence of its operational activity (minutes/meetings/outputs) - CUG mandate - Publicly available points of contact and reporting channels (webpage/email address), including procedures for handling reports and requests - Evidence of coordination with Governance/ School Boards and relevant offices	Merged into 1.A.II and 1.A.III. Due to IMT School's size, additional Faculty/Ph.D. delegates would be redundant; monitoring and initiatives are ensured by the Pro-Rector, the Gender Policies and Equal Opportunities Committee and the CUG, in coordination with the Rector, the Governance, the School Boards and the relevant offices
		1.A.IV. Drafting of guidelines for inclusive diversity language in official documents and communication material (written and visual) of the School	IMT Community	CUG; Governance; Boards and Committees of the School; Administrative staff	P	P-I	P-I	Vice-Rector for Gender Policies, Equal Opportunities and Communication; Gender Policies and Equal Opportunities Committee; Communication Office; Rector; General Director	- Approval and publication of the inclusive language guidelines (with versioning) - Dissemination and update of institutional templates/toolkits - Periodic sample-based review of official documents/communication materials and brief monitoring note	
		1.A.V. Increasing gender diversity in decision-making processes	IMT Community	Boards and Committees of the School; Evaluation Committees	A-P	P-I	I-E	CUG; Vice-Rector for Gender Policies, Equal Opportunities and Communication; Gender Equality and Equal Opportunities Committee; Rector; General Director	- Gender-disaggregated composition of Governing Bodies, Committees, Boards and key decision-making roles (GB) - Annual monitoring note (dashboard) on representation across decision-making bodies, with identified gaps (GB) - Records of appointments and renewals, including rationale when gender balance cannot be achieved - Minutes/deliberations of the competent Bodies concerning measures to promote balanced representation (including the assessment/proposal of "double gender preference")	
		1.A.VI. Guidelines for <i>Carriera Alias</i> activation	IMT Community	IMT Community	I-E	I-E	I-E	CUG; Vice-Rector for Gender Policies, Equal Opportunities and Communication; Rector; General Director; Ph.D. and Higher Education Office; Human Resources and Organization Office; General Affairs Office; IT Services Office	- Guidelines (possible update) - Number of accesses - Monitoring the accesses	
		1.A.VII. Gathering of gender disaggregated quantitative and qualitative data routinely concerning faculty members, Students and Administrative staff. Analysis of these data in a dedicated report so as to monitor gender and diversity state of art in the organization and allow further data collection	IMT Community	CUG; Governance; Boards and Committees of the School	I-E	I-E	I-E	CUG; Vice-Rector for Gender Policies, Equal Opportunities and Communication; relevant offices; Rector; General Director	- Gender budgeting document - Approval of gender budgeting document - Presentation of the gender budgeting - Communicating gender budgeting - Discussion of measures to implement the gender budgeting (measures to contrast horizontal and vertical segregation)	This measure contributes to the objectives set out in the School's 3-year Plan 2026-2028
		1.A.VIII. Ensuring the operationalization of gender equality governance (Pro-Rector and Committee) and periodic monitoring/reporting	IMT Community	CUG; Rector; School Governing Boards; Ph.D. Students	E	E	E	Vice-Rector for Gender Policies, Equal Opportunities and Communication; Gender Policies and Equal Opportunities Committee	- Evidence of the ongoing mandate and activities of the Vice-Rector for Gender Policies, Equal Opportunities and Communication (e.g., annual work plan / annual report) - Evidence of the operational activity of the Gender Policies and Equal Opportunities Committee (e.g., number of meetings, minutes, key outputs/recommendations) - References to gender equality objectives/actions in institutional planning and monitoring documents (e.g., PIAO / 3-year plan)	
	1.B. Promoting gender equality and equity in the individual culture, processes and practice within the IMT School	1.B.I. Communication and promotion of initiatives to foster and widespread awareness and knowledge of issues relevant to gender equality and equity at all levels of the School (e.g. surveys, training courses, educational events, communication campaign)	IMT Community	IMT Community	A-P	P-I	I-E	CUG; relevant offices; Boards and Committees of the School; Ph.D. Program Coordinators; Ph.D. Track Directors	- Number of initiatives and events - Numbers of participants	This measure contributes to the objectives set out in the School's 3-year Plan 2026-2028

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			INDIRECT	DIRECT	2026	2027	2028			
LINE OF ACTION 2: RECRUITMENT AND CAREER BUILDING	2.A. Preventing sexual and gender-based violence in the workplace and providing support for the survivors	2.A.I. Creating a mechanism and designating a procedural roadmap for sexual violence and mobbing survivors (Confidential Counsellor)	IMT Community	IMT Community	I-E	I-E	I-E	CUG; General Affairs Office; Vice-Rector for Gender Policies, Equal Opportunities and Communication	- Formal appointment act and mandate/terms of reference of the Confidential Counsellor (including confidentiality rules and reporting lines) - Approved procedural roadmap/internal protocol for handling reports of sexual harassment/violence and mobbing (including intake, referral pathways, escalation criteria, and timelines) - Annual anonymised activity report by the Confidential Counsellor (aggregated data only, privacy-compliant), including response times, referrals, and recommendations for prevention	
		2.A.II. Spreading information about the mechanism among the IMT Community	IMT Community	IMT Community; CUG	I-E	I-E	I-E	CUG; Vice-Rector for Gender Policies, Equal Opportunities and Communication; Confidential Counsellor; Communication Office; Events Office	- Emails informing the IMT Community about Confidential Counsellor's role and functions - Amount of information shared on the events - Dedicated information on the School website	
		2.A.III. Providing the infrastructure for the psychological support to the IMT Community	IMT Community	IMT Community	I-E	I-E	I-E	CUG; Vice-Rector for Gender Policies, Equal Opportunities and Communication; General Affairs Office; Campus Management and Front Office; Academic Senate; Board of Governors	- Formal activation of the psychological support service (agreement/contract or internal act), including scope of service and access modalities - Evidence of allocated resources and infrastructure (dedicated space/room, booking system, service hours; accessibility arrangements where applicable) - Internal operational guidelines/procedures (privacy/GDPR compliance, referral pathways, emergency protocols) - Anonymised service usage data (aggregated only: number of requests/appointments, waiting time, user categories if available) - User satisfaction/feedback collection (anonymous surveys) and periodic service review report with improvement actions	
		2.A.IV. Spreading information about the psychological support system among the IMT Community	IMT Community	IMT Community	I	I-E	I-E	CUG; Vice-Rector for Gender Policies, Equal Opportunities and Communication; Confidential Counsellor; Ph.D. Students Delegates; JSTB; Press Officer	- Emails informing the IMT Community about the psychological support service - Information shared on the events - Dedicated information on the School website	
	2.B. Developing support systems acknowledging and intending to take part in transformation of unequally divided and unpaid care labor	2.B.I. Conducting a survey to collect information on the needs of specific sectors of the IMT Community	IMT Community	IMT Community	E	-	-	CUG; Vice-Rector for Gender Policies, Equal Opportunities and Communication, Rector, relevant offices	- Meetings with community members	Discontinued and replaced. Due to IMT's size, no dedicated survey was run. Key needs were identified through targeted consultations led by the CUG (based on the Gender Budget) and the Rector, with the Pro-Rector and relevant offices, and are reflected in the updated GEP measures
		2.B.II. Presenting and implementing a set of measures based on the needs collected, including (i) the introduction of a supplementary financial contribution to support parenting for staff and students according to defined criteria; (ii) the activation of a systematic and periodic monitoring of care-related support measures and services, aimed at identifying margins for improvement and expansion	IMT Community	IMT Community	A-P	P-I	I	CUG; Vice-Rector for Gender Policies, Equal Opportunities and Communication; Gender Equality and Equal Opportunities Committee	- Policy document and criteria for the supplementary parenting contribution - Monitoring report on existing agreements with nurseries, kindergartens and summer camps (periodic) - Meetings with Community members and, where relevant, union representatives	New measure introduced for the 3-year period 2026-2028
		2.B.III. Taking initiatives about flexible working hours, remote working, and balancing the multiple aspects of existence (care/leaves for care; new infrastructures).	IMT Community; Families	IMT Community	A-P	P-I	P-I	CUG; Vice-Rector for Gender Policies, Equal Opportunities and Communication; Gender Equality and Equal Opportunities Committee; Union Representatives; Administrative staff; General Director; Governing Boards of the School	- Number of initiatives - Typologies of initiatives	
	2.C. Monitoring barriers to recruitment and career advancement of women/under-represented genders	2.C.I Monitoring the number of women/under-representated genders project proponents	IMT Community	IMT Community	P	I	I-E	CUG; Vice-Rector for Gender Policies, Equal Opportunities and Communication; General Affairs Office; Research and Knowledge Transfer Office	- Number of women/under-representated genders projects proponents by research sectors (monitoring the increase)	
		2.C.II Monitoring the number of women/under-representated genders principal investigators by research sectors	IMT Community	IMT Community	P	P-I	I-E	CUG; Vice-Rector for Gender Policies, Equal Opportunities and Communication; General Affairs Office; Research and Knowledge Transfer Office	- Number of women/under-representated genders principal investigators by research sectors (monitoring the increase)	
		2.C.III Provide incentive mechanisms to support the recruitment and career progression of the underrepresented gender (e.g., an official policy document such as "Guidelines for Gender Equity in Academic Careers")	IMT Community	IMT Community	P-I	I	I-E	Vice-Rector for Gender Policies, Equal Opportunities and Communication; Gender Equality and Equal Opportunities Committee; Rector; General Director; Academic Senate; Board of Governors	- Approved policy document (e.g., Guidelines for Gender Equity in Academic Careers) and related implementing acts (Rectoral decrees / HR procedures) - Records of incentive mechanisms applied (e.g., number of procedures where incentives were activated; type of incentives used), in aggregated form - Gender-disaggregated outcomes of recruitment and career progression (annual snapshot and trend by role/grade), compared with baseline - Periodic monitoring note/report to School Governing Boards, including corrective actions where targets are not met	New measure introduced for the 3-year period 2026-2028. This measure contributes to the objectives set out in the School's 3-year Plan 2026-2028

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LINE OF ACTION 3: RESEARCH	3.A. Enlarging the resources on feminist, queer, and gender studies in the library collection	3.A.I. Preparing a list of acquisitions (books and journal subscriptions) for the library collection	IMT Community; local community (users of the library outside IMT)	IMT Community	I-E	I-E	I-E	CUG; Vice-Rector for Gender Policies, Equal Opportunities and Communication; Delegates of the Ph.D. Students; Library and Research Evaluation Support Office; Open Science, Artificial Intelligence, Research, Library and Student Guidance Committee	- Policy document for the growth of a thematic shelf with a dedicated budget - Number of the resources added to the collections - Number of loans (considering both internal and external users)		
	3.B. Providing an encouraging and collaborative environment for researchers working on topics falling within feminist, queer, and gender studies	3.B.I. Analyzing the needs for a feminist, queer, and gender studies group among the IMT Community		IMT Community	IMT Community	E	-	-	CUG; Vice-Rector for Gender Policies, Equal Opportunities and Communication; Delegates of the Ph.D. Students; relevant offices	- Notes from targeted consultations and meetings (aggregated) - Resulting updates to measures/priorities in the GEP	Concluded. The working group already exists as a student-led initiative. Any needs are captured through targeted consultations and feedback channels as needed
		3.B.II. Initiating a feminist, queer, and gender studies working group to act as a hub for interested researchers among the IMT Community	IMT Community (faculty and staff, through dissemination and dialogue); School Governance and relevant offices (better awareness of emerging themes and needs); external academic networks/partners (through collaborations/ events)	Ph.D. students (in particular those interested in feminist, queer, and gender studies)		I-E	I-E	I-E	- Ph.D student representatives of the working group (lead) - Vice-Rector for Gender Policies, Equal Opportunities and Communication (liaison/facilitation) - Ph.D. and Higher Education Office and Event Office (administrative support, if needed)	- Annual activity summary and calendar of the student-led working group - Evidence of facilitation/visibility support provided by the School upon request (logistics, rooms, communication) - Participant feedback (where collected)	This action has been discontinued as "initiated by the School" and reframed. The feminist, queer, and gender studies working group was established autonomously by IMT Ph.D. students several years ago (Gruppo Strega). Given IMT School's size and the value of bottom-up initiatives, the School does not act as the initiator of this activity. The existence of the group is acknowledged as evidence of the community's interest in these topics; institutional support, where needed, is limited to facilitation (e.g., visibility, logistical support) upon request
		3.B.III. Promoting the constitution of a mentoring program to foster the careers of women and under-represented genders		IMT Community	IMT Community	A	P	P	CUG; Vice-Rector for Gender Policies, Equal Opportunities and Communication; General Affairs Office; Ph.D. and Higher Education Office; Ph.D. Program Coordinators; Ph.D. Track Directors	- Needs assessment/baseline analysis and draft programme design - Feasibility and resource plan + governance endorsement - Roadmap for pilot implementation and evaluation framework	
		3.B.IV. Encouraging the applications for research projects that fall within feminist, queer, and gender studies (e.g. through specific fund raising activities)		IMT Community	IMT Community	A	A	P	CUG; Vice-Rector for Gender Policies, Equal Opportunities and Communication; Gender Equality and Equal Opportunities Committee; Delegates of the Ph.D. Students; Multidisciplinary Scientific Area and Research Unit Directors; Research and Knowledge Transfer Office; Library and Research Evaluation Support Office	- Mapping of funding opportunities + baseline analysis of internal pipeline and needs - Consultation/feasibility note with relevant offices and researchers - 2028 grant-support/fundraising plan and applicant support toolkit (guidance/templates/procedure) - Number of articles/publications on feminist, queer, and gender topics - Number of conference/seminar papers on feminist, queer, and gender topics	
	3.C. Encouraging, enhancing, and promoting researches that fall within feminist, queer, and gender studies	3.C.I. Creating a database with the former and ongoing researches at IMT falling within feminist, queer, and gender studies		IMT Community	IMT Community	A	A	A-P	CUG; Vice-Rector for Gender Policies, Equal Opportunities and Communication; Delegates of the Ph.D. Students; Ph.D. Program Coordinators; Ph.D. Track Directors; Research Unit Directors; Ph.D. and Higher Education Office; Library and Research Evaluation Support Office	- Institutional repositories: IRIS; E-Theses - Study tag possibilities for export and report - List of keywords: gender, genere, feminis*, femminis*, queer	
		3.C.II. Co-organize/Support research award(s) for Ph.D. theses falling within feminist, queer, and gender studies		IMT Community	Ph.D. Students	I-E	I-E	I-E	CUG; Vice-Rector for Gender Policies, Equal Opportunities and Communication; Communication Office; Events Office	- Official calls/notices and rules for the two awards (annual editions) - Evidence of IMT co-funding (budget allocations for "Premio Paola Bora". No co-funding requested for the other award) - Annual outcomes: dissemination (web/news items) - Short annual monitoring note summarising outcomes and adjustments for the next editions - Social media posts - Media coverage - Enhancement of the researchers network	Completed: two research awards have been established and launched ("Premio Paola Bora" and "Premio Ingenio al Femminile"). The awards are designed as annual initiatives, co-organised and co-funded by the IMT School on a recurring basis
	LINE OF ACTION 4: TEACHING	4.A. Providing a stimulating environment to enhance the interest in and exchange of knowledge on gender equality and equity	4.A.I. Initiating a working group	IMT Community	IMT Community (staff, faculty, students, Ph.D. students) School Governance and relevant offices (clearer coordination and accountability)	E	-	-	CUG; Vice-Rector for Gender Policies, Equal Opportunities and Communication; Strega Group members		Discontinued/reframed: due to IMT School's size, separate working groups would be redundant. Coordination is ensured through the Pro-Rector, the Gender Policies and Equal Opportunities Committee and the CUG, acting as an integrated hub
			4.A.II. Promoting gender balance in programs of School events	IMT Community	IMT Community	I-E	I-E	I-E	CUG; Vice-Rector for Gender Policies, Equal Opportunities and Communication; Communication Office; Events Office	- Balanced panels composition	
			4.A.III. Organizing events about gender equality and equity	IMT Community	IMT Community; local community	I-E	I-E	I-E	CUG; Vice-Rector for Gender Policies, Equal Opportunities and Communication; Strega Group members; Communication Office; Events Office	- Number of events organized - Number of participants - Emails informing about the events - Social media posts - Media coverage	
4.A.IV. Organizing teaching activities about gender equality and equity			IMT Community (improved awareness and shared vocabulary); School Governance and offices (better-informed implementation of equality policies); external stakeholders/partners (where applicable, through dissemination and collaborations)	IMT students and Ph.D. students (primary target); early-career researchers (postdocs, research fellows) where applicable; faculty members and staff participating in training/teaching initiatives (where applicable)	I	I	E	Vice-Rector for Gender Policies, Equal Opportunities and Communication; relevant offices (planning and implementation support); Faculty members/course conveners involved in the delivery (content); CUG (advisory role; coherence with GEP/BdG)	- Teaching/training offer documented (course catalogue, syllabus, seminars/workshops calendar; learning materials) - Participation data (attendance lists; number of activities delivered; audience breakdown where feasible) - Student/participant feedback (course evaluations; short anonymous surveys after sessions) - Learning outcomes evidence where applicable (e.g., reflection assignments, short assessment, or qualitative feedback summary) - Annual monitoring note summarising activities delivered, participation, feedback, and proposed improvements for the following year		
4.B. Integrating gender equality and equity perspectives into the curricula of Ph.D. Programs		4.B.I. Developing reading lists for tracks		Course Lecturers	Ph.D. Students; IMT Community	A	A	P	CUG; Vice-Rector for Gender Policies, Equal Opportunities and Communication; Ph.D. Program Coordinators; Ph.D. Track Directors; Delegates of the Ph.D. Students; relevant offices	- Mapping report of existing syllabi/reading materials per track (baseline) - Gap analysis note and criteria for inclusion (framework/standards) - Minutes/records of consultations with Ph.D. Program Coordinators/Track Directors and library staff - Draft structure/template for reading lists (even if not finalised)	
		4.B.II. Disseminating the reading lists		Course Lecturers; IMT Community	Ph.D. Students; IMT Community	-	-	P	CUG; Vice-Rector for Gender Policies, Equal Opportunities and Communication; Ph.D. Program Coordinators; Ph.D. Track Directors; Delegates of the Ph.D. Students; relevant offices	- Dissemination and maintenance plan (channels, responsibilities, timeline, update cycle) - Draft dissemination materials and channel set-up (e.g., intranet/webpage draft; guidance note/templates for course conveners) - Pilot sharing with Ph.D. Program Coordinators/Track Directors/Course Lecturers and brief feedback note	

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			INDIRECT	DIRECT	2026	2027	2028			
LINE OF ACTION 5: PUBLIC ENGAGEMENT	5.A. Developing connections with the local communities and institutions	5.A.I. Listing possible local institutions and initiatives to contact	IMT Community; local community	IMT Community	A-P	A-P-I	I-E	CUG; Vice-Rector for Gender Policies, Equal Opportunities and Communication; Delegates of the Ph.D. Students; Communication Office; Events Office	- List of the institutions and initiatives	
		5.A.II. Getting in touch with the institutions and initiatives for the case of possible collaborations	IMT Community; local community	IMT Community	A-P	P-I	P-I	CUG; Vice-Rector for Gender Policies, Equal Opportunities and Communication; Delegates of the Ph.D. Students; Strega Group members; Communication Office; Events Office	- Number of institutions contacted - Number of initiatives	
	5.B. Participating in rights-based networks in academia on different levels	5.B.I. Listing possible rights-based academic networks to participate	IMT Community	IMT Community	A	A	A-P	CUG; Vice-Rector for Gender Policies, Equal Opportunities and Communication; Gender Equality and Equal Opportunities Committee; Delegates of the Ph.D. Students	- List of the networks	
		5.B.II. Getting in touch with the networks for the case of possible collaborations	IMT Community	IMT Community	-	-	P	CUG; Vice-Rector for Gender Policies, Equal Opportunities and Communication; Gender Equality and Equal Opportunities Committee; General Affairs Office; Communication Office; Events Office	- Number of networks contacted	
		5.B.III. Participating in the activities and events of the networks	IMT Community	IMT Community	-	-	I	CUG; Vice-Rector for Gender Policies, Equal Opportunities and Communication; Gender Equality and Equal Opportunities Committee; Delegates of the Ph.D. Students; Strega Group members	- Number of networks associated - Number of meetings attended	

**KEY**  
A: Analysis  
P: Planning  
I: Implementation  
E: Evaluation