

GENDER EQUALITY REPORT 2023



POLITECNICO
MILANO 1863

GENDER EQUALITY REPORT 2023

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PREFACE

Lots of people ask me if, in Italian, I prefer the feminised version 'rettrice' or the more traditional masculine term 'rettore'. It is not a whim. Language reflects our worldview. And in a society that is changing, albeit slowly on the gender equality front, even the small details can make a difference. Even the feminised version of engineer 'ingegnera,' until recently used provocatively, has been embraced by the professional body to imply that the number of females, although small in technical and scientific fields, is growing and beginning to have an impact.

But let's not fool ourselves... this Gender Equality Report like many other studies on the subject, does not offer any surprises. Female presence in the University is increasing each year, but with difficulty and marginally, especially in Engineering. The situation is different in Architecture and Design, with a long-standing overtaking. Certainly, achieving gender equality across all three of these fields at the University will take time, but the signs are encouraging and we strongly believe that no effort in this direction is wasted.

That is why, among the goals of the Strategic Plan 2023-2025, we have made one very clear: to increase the number of gender-balanced programmes to 30%. Therefore, we will continue to invest our financial resources, those made available by the Ministry, those provided by companies to strengthen existing measures, from welfare services to scholarships, and to come up with new ones. It is no coincidence that this year, for the first time, the University has officially appointed a Delegate for Diversity and Inclusion to its governance structure. This is an important sign. And speaking of signs, I would like to highlight one, in particular, that struck me when reading the data from this latest edition: the gradual reduction of the gender pay gap among our graduates over the last three years. This suggests that the actions we are taking are also positively reflected at the end of the study cycle. Directive (EU) No 2023/970, which garnered significant attention in the media in August and which Italy has to transpose into its national legislation by 2026, requires, inter alia, that recruiters ensure that job offers and job titles are gender-neutral and that recruitment procedures are carried out without discrimination. In this regard, we have long been working in direct contact with companies and setting up mentoring schemes.

This demonstrates that achieving true inclusivity in the University requires not only providing guidance in schools beyond mere enrolment but also ensuring the seamless continuation of inclusive practices into the world of work. Think of us as a go-between, a stepping stone between education and employment: we cannot make up for lost time in the past or subsequent compromised efforts. It is therefore crucial that each link in the chain is perfectly welded to the rest. Our success is not an individual accomplishment but rather the result of a collective effort.

Donatella Sciuto

Rector





INTRODUCTION

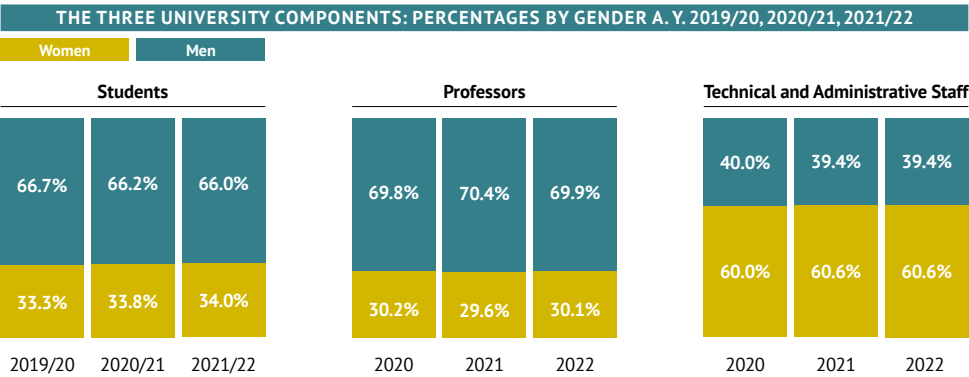
An initial impact assessment

In this fifth edition of the Politecnico di Milano Gender Equality Report (GER), presented in a more concise format from the point of view of statistical analysis and comments, we have chosen to re-propose the general mapping of the gender dimension in our University across the three reference areas – Student Body, Faculty and Technical and Administrative Staff (T&AS) – enriched with new areas of focus and with in-depth analyses of dimensions that have been analysed in previous editions of the report.

In particular, in line with the new University Strategic Plan and with the aim of increasing the number of gender-balanced programmes, the analysis of the student body (**Focus on: gender equality in study programmes**) is re-proposed through their categorisation as male-dominated, female-dominated or gender-balanced programmes. This will be our starting point to initiate new actions and rebalancing strategies, in dialogue with stakeholders most directly involved on this front, such as the programmes themselves and the University Schools.

Similarly, the new results of the employment analysis (**Focus on: Employment Survey**) allow us to return today to the size of the wage gap of our graduates and the different types of employment contracts they secure after graduation, in relation to gender, highlighting some improvements and other critical issues on the employment front.

A third focus is **dedicated to young academics (Focus on: Young male academics and female academics)** it illuminates both positive and negative aspects of the early stages of a University career, considering the gender dimension; this analysis is particularly significant when considered alongside reflections on the life stage typically associated with the beginning of an academic career, often coinciding with significant personal and family choices that can have a profound impact on career trajectories, as well as the trend of females potentially facing obstacles in progressing through subsequent career stages.



The document closes with a two-year report on the actions included in the first **University Gender Equality Plan (2021-23)** and an indication of the financial resources allocated by Politecnico on the Equal Opportunities front. If we look at the diversification of the financial resources and expenditure items in the GER 2023, it becomes apparent that the gender dimension, which this report identifies as one of the main indicators of our University's well-being, is increasingly viewed through an intersectional lens, of which gender is just one element within a broader framework.

Moving therefore **from gender to intersectionality** – i.e., the overlapping (or 'intersection') of different social identities and what may be related discriminations interacting at several, sometimes simultaneous levels – we want to embrace an even deeper vision of third mission, closely linked to the issues of sustainability and social responsibility.







STUDENT BODY

Building an Inclusive University that is an open door to STEM - Science, Technology, Engineering and Mathematics - studies and careers.

At the beginning of this 2023 edition of the Gender Equality Report, we would like to focus on the evolution of our University's **student population** over the last three years, through the lens of gender.

In this regard, we see that in the academic years 2019/20, 2020/21, 2021/22 (figure on p. 5) female students increased from 33.3% of the population to 34%: an increase that, although at first glance appears small, is actually encouraging.

It is no mystery, in fact, that reversing the trend and achieving as equal a participation of men and females as possible in STEM studies takes time and perseverance, especially in the **Engineering disciplines** in which the vast majority of the University's students are enrolled.

In the **Schools of Architecture and Design**, females have long represented the majority of students, while in Engineering, in 2020, females accounted for 23.8% of those enrolled in the 3-year Laura programme (equivalent to Bachelor of Science, hereinafter LT) and 27.9% in the Laurea Magistrale (equivalent to Master of Science, hereinafter LM), up almost 1% in the last three years. We will see in the next section on gender-balanced programmes how their distribution within the different Engineering disciplines is, however, unequal.

Female students demonstrate consistent academic paths, with **fewer drop-outs than their male counterparts**. It is also interesting to note that drop-outs have decreased significantly, for both genders, over the three-year period, proving that all the study support tools put in place by the University – in particular widespread and structured guidance and tutoring courses – produced successful results.

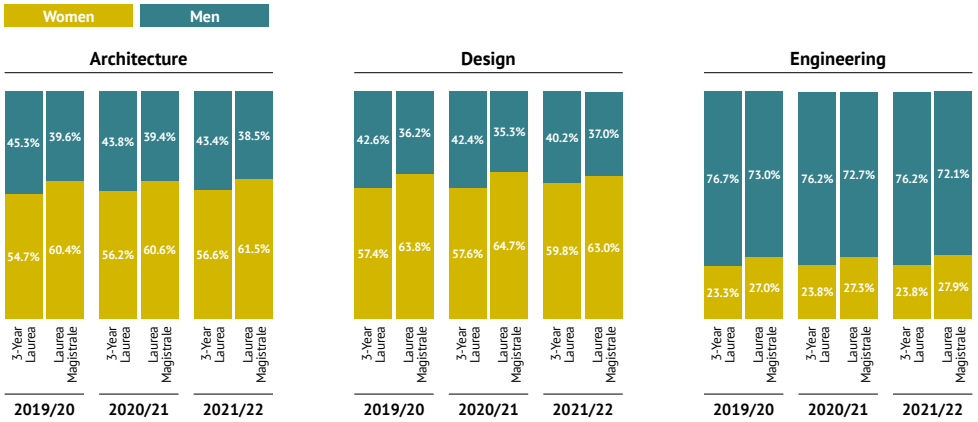
Even from the point of view of academic performance in terms of graduation scores, female students show trajectories in line with, if not slightly better than, their male counterparts, with a **significantly higher female ratio** (% of females for every 100 men) among female **graduates than among male enrolled students**, demonstrating the effectiveness of females in completing their studies. This is also confirmed at national level by AlmaLaurea's '*Focus Gender Gap 2023*¹' and the document drawn up by the Ministry of Universities and Research (MUR), '*Le carriere femminili in ambito accademico*²' (Women's Careers in Academia 2), in March 2023, which reports, in the field of Engineering and Technology, 27.4% females enrolled and 29.9% female graduates and a female ratio of 38% for female enrolled and 43% for female graduates.

The highest level of training is represented by the PhD School: the percentage of PhD students over the three-year period is almost constant at Politecnico di Milano, with a growing trend more evident in the case of Design. In Engineering, this percentage is below the national average (in 2022 27% against 33.9% in Engineering and Technology). However, it is encouraging to see that the percentage of female students in Engineering PhD programmes at Politecnico di Milano closely matches that of female students enrolled in the LM programme, indicating a strong appeal to pursue PhD studies.

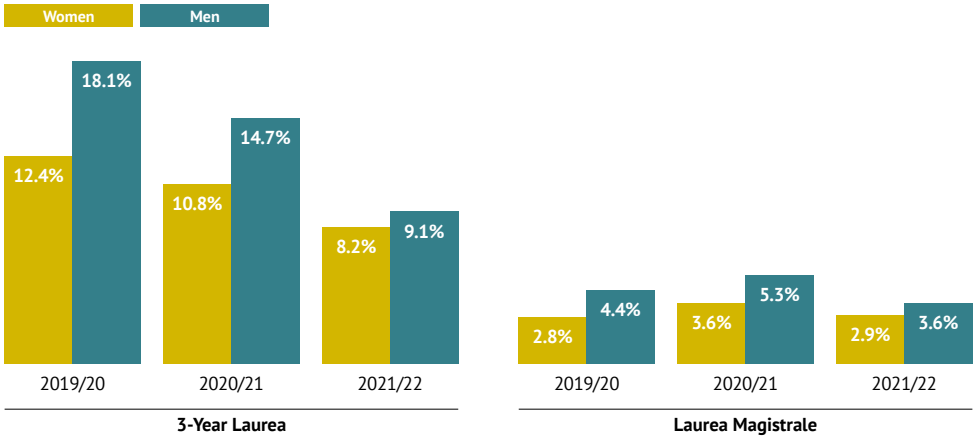
¹ https://www.almalaurea.it/sites/default/files/2023-03/FOCUS-GENDER-GAP_2023.pdf

² https://ustat.mur.gov.it/media/1244/focus_carrierefemminili_universit%C3%A0_marzo2023.pdf

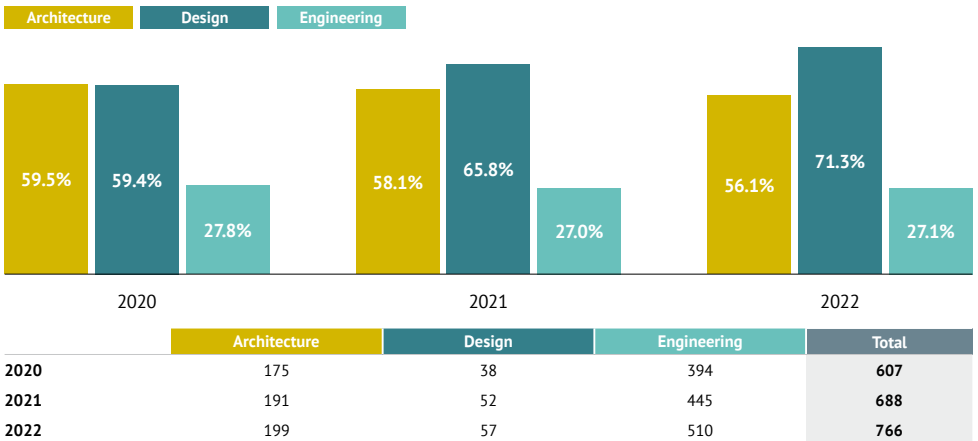
PERCENTAGE OF ENROLLED STUDENTS BY AREA OF STUDY, PROGRAMMES TYPE AND GENDER - A.Y. 2019/20, 2020/21, 2021/22



FIRST-YEAR DROP-OUTS BY GENDER - ENROLLED IN A. Y. 2019/20, 2020/21, 2021/22



PERCENTUALE DI DOTTORANDE NELLE TRE AREE PER GLI ULTIMI 3 ANNI



**AVERAGE GRADUATION SCORES BY TYPE OF DEGREE, AREA OF STUDY,
YEAR OF GRADUATION AND GENDER. GRADUATES IN A. Y. 2019/20, 2020/21, 2021/22**

ARCHITECTURE

A.Y.	3-YEAR LAUREA			LAUREA MAGISTRALE (MSc)		
	WOMEN	MEN	Total	WOMEN	MEN	Total
	Average score	Average score	Average score	Average score	Average score	Average score
2019	104,2	101,9	103,0	107,6	107,2	107,4
2020	104,0	103,2	103,6	107,4	107,9	107,7
2021	104,9	103,5	104,2	108,2	107,9	108,0

DESIGN

A.Y.	3-YEAR LAUREA			LAUREA MAGISTRALE (MSc)		
	WOMEN	MEN	Total	WOMEN	MEN	Total
	Average score	Average score	Average score	Average score	Average score	Average score
2019	104,8	103,3	104,1	107,8	106,8	107,3
2020	105,9	103,0	104,5	107,0	105,7	106,4
2021	106,1	103,3	104,7	107,0	105,2	106,1

ENGINEERING

A.Y.	3-YEAR LAUREA			LAUREA MAGISTRALE (MSc)		
	WOMEN	MEN	Total	WOMEN	MEN	Total
	Average score	Average score	Average score	Average score	Average score	Average score
2019	94,9	93,8	94,4	103,5	102,1	102,8
2020	95,3	94,6	95,0	103,2	102,0	102,6
2021	96,0	95,1	95,5	103,1	102,1	102,6

PERCENTAGE OF FEMALES STUDENTS AND GRADUATES IN THE THREE AREAS OF THE UNIVERSITY, BY PROGRAMME

THREE-YEAR LAUREA, LAUREA MAGISTRALE AND OVERALL DATA - ENROLLED AND GRADUATED IN A. Y. 2019/20, 2020/21, 2021/22

3-YEAR LAUREA

Enrolled	ARCHITECTURE	DESIGN	ENGINEERING	Total
2019/2020	120,7%	135,0%	30,3%	45,2%
2020/2021	128,2%	135,8%	31,3%	46,6%
2021/2022	130,4%	148,9%	31,3%	47,0%
Graduates	ARCHITECTURE	DESIGN	ENGINEERING	Total
2019/2020	126,3%	164,6%	31,1%	50,3%
2020/2021	133,4%	139,2%	36,0%	53,4%
2021/2022	141,8%	147,4%	33,2%	51,4%

LAUREA MAGISTRALE (MSc)

Enrolled	ARCHITECTURE	DESIGN	ENGINEERING	Total
2019/2020	152,8%	176,3%	37,1%	57,9%
2020/2021	153,5%	183,4%	37,5%	58,2%
2021/2022	160,1%	170,3%	38,7%	58,8%
Graduates	ARCHITECTURE	DESIGN	ENGINEERING	Total
2019/2020	174,8%	167,9%	41,2%	65,0%
2020/2021	149,4%	206,7%	38,1%	60,8%
2021/2022	183,1%	172,8%	38,9%	60,2%



GENDER EQUALITY IN STUDY PROGRAMMES

As mentioned in the previous section, **gender equality** in the University's programmes is not uniform, especially among the different Engineering disciplines. *The Guidelines drawn up by the Conference of Italian University Rectors (CRUI) and the Ministry of Universities and Research (MUR)*³ define a programme as male-dominated if the percentage of students enrolled is more than 60%, female-dominated if the percentage of female students enrolled is more than 60%, and gender-neutral if the percentage of neither gender reaches 60% of those enrolled.

Regarding the 3-year Laurea programme (equivalent to Bachelor of Science), we see that in Architecture programmes at Politecnico di Milano, there is a balanced representation of male and female students, Design programmes tend to have a higher female presence and, not surprisingly, the opposite in Engineering.

It should not be overlooked, however, that there is a **wide variability in the presence of females** and males among the different Engineering programmes. In some programmes, such as Biomedical Engineering, female students outnumber male students (who make up 43% of enrolled students), while Engineering programmes with a more pronounced manufacturing and industrial vocation have an imbalance in favour of male students. Of these programmes, Mechanical, Electrical, Electronic, Computer, Automation and Aerospace Engineering have male enrolment percentages of over 80% for both the LT programmes and the LM programmes. Finally, if we exclude from the calculation precisely those programmes that have a male presence of more than 80% (and thus a very marked gender inequality), in Engineering there is an average of around 65% of students in both Laurea Magistrale programmes and Laurea programmes.

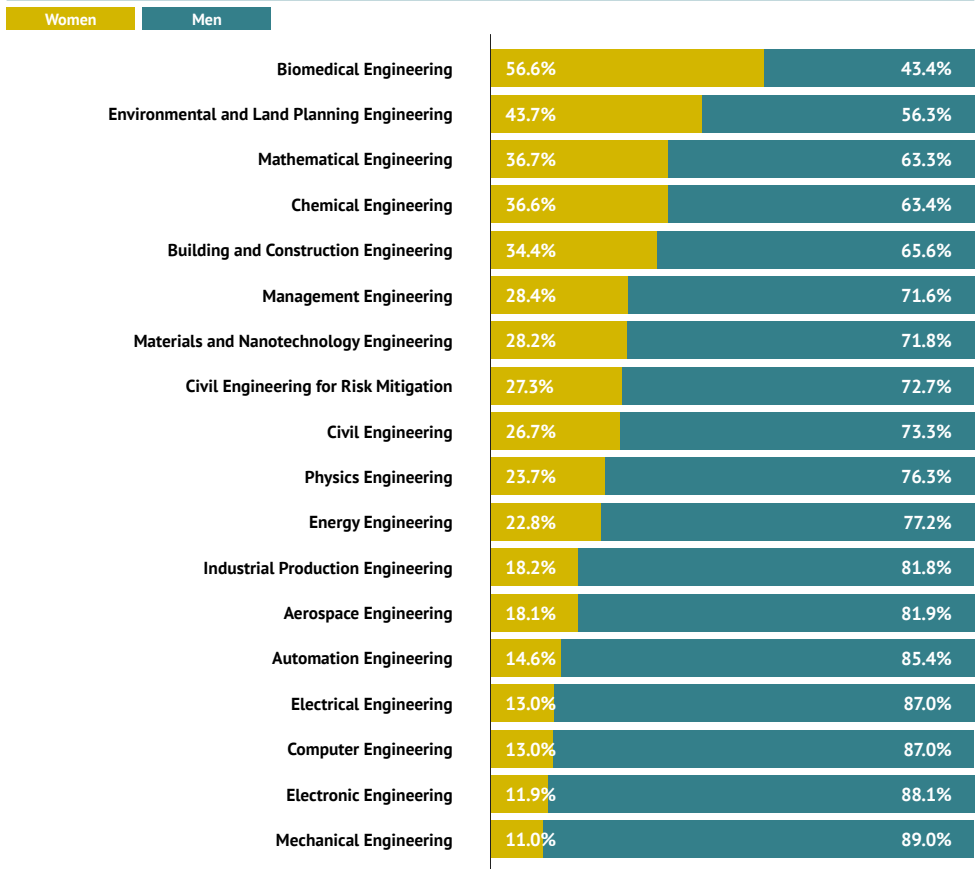
At the Italian level, 73% of Engineering and Technology programmes are male-dominated, 18% neutral, and 9% female-dominated.

Among Politecnico di Milano's objectives declared in the **Strategic Plan** for the 2023-2025 three-year period is that of increasing the number of gender-balanced programmes to 30%; certainly an ambitious goal, aimed at highlighting certain contradictions among Engineering programmes that are the result of deeply ingrained stereotypes. At the two extremes of the distribution we find, in fact, on one side, Biomedical Engineering and, on the other, Mechanical Engineering, whose very names evoke environments and future work contexts historically associated, in the first case, with care – and thus with a strong female presence – and in the second case with an industrial vocation still identified too much with males.

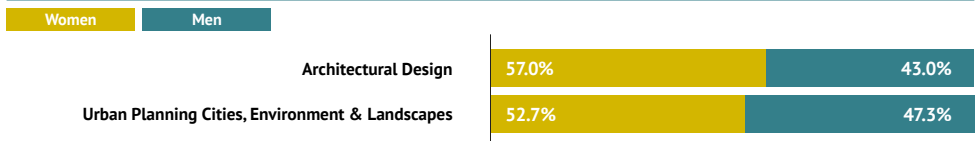
And it is precisely on the rebalancing of these programmes that Politecnico di Milano is focusing significant efforts, including through the **Girls@PoliMI** project, a scholarship programme funded both by the University and by corporate partners, dedicated to female students enrolling in Engineering in programmes with a female presence below 20% in the 3-year Laurea programmes.

³ https://www2.cruil.it/cruil/Linee_Guida_Bilancio_di_Genere_negli_Atenei_italiani.pdf

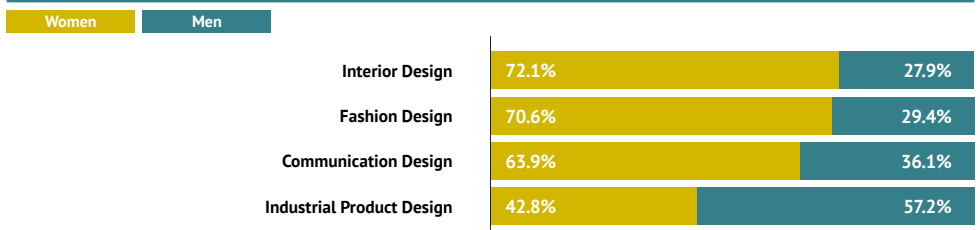
DISTRIBUTION BY GENDER ENGINEERING LT PROGRAMME - YEARS 2021/2022



DISTRIBUTION BY GENDER ARCHITECTURE LT PROGRAMME - YEARS 2021/2022

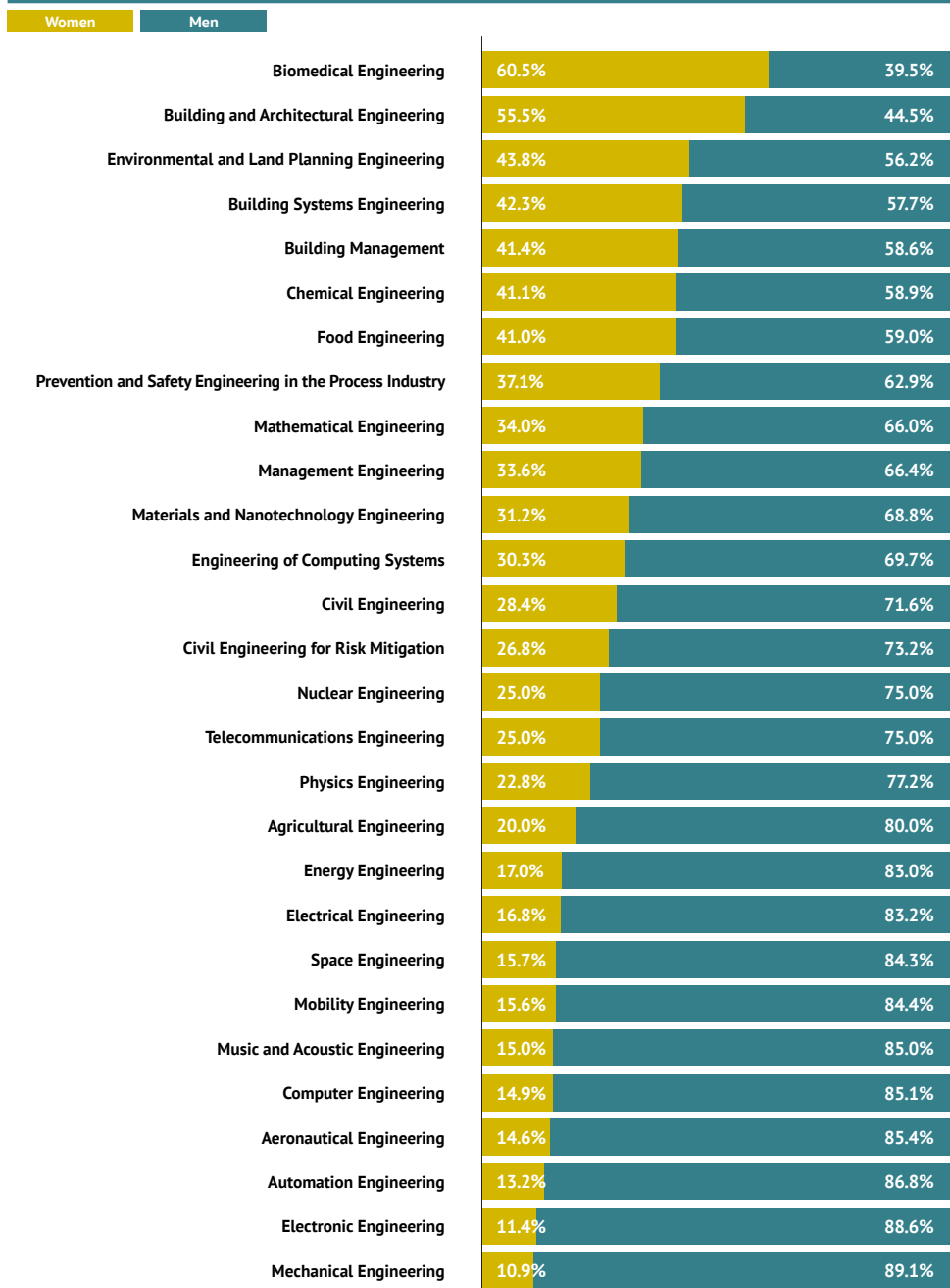


DISTRIBUTION BY GENDER DESIGN LT PROGRAMME - YEARS 2021/2022

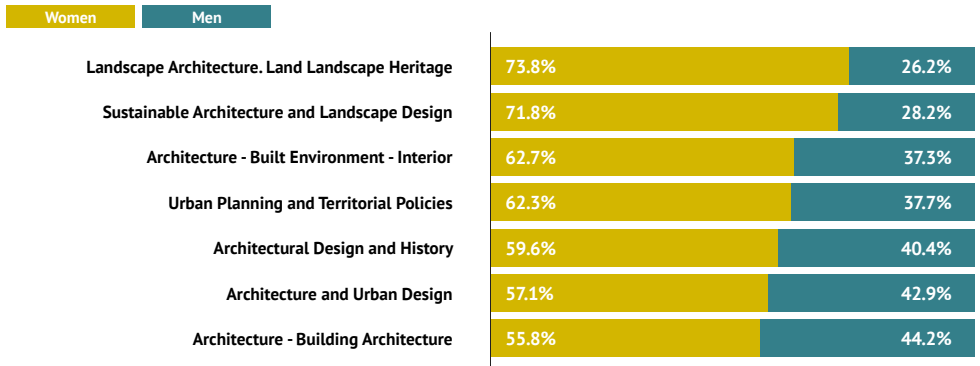




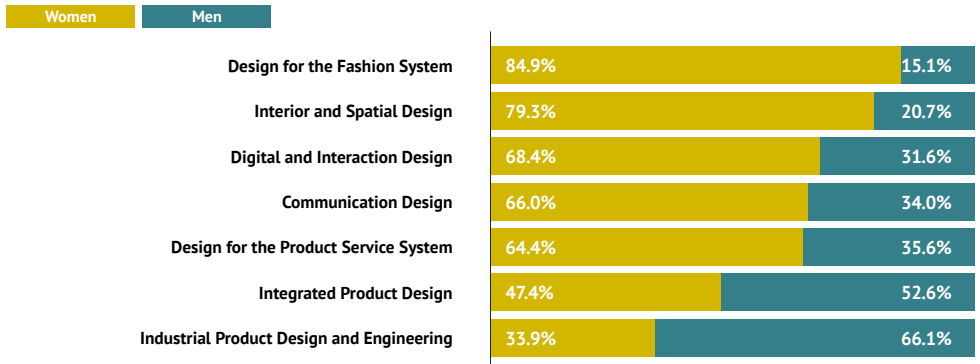
DISTRIBUTION BY GENDER ENGINEERING LM PROGRAMME - YEARS 2021/2022



DISTRIBUTION BY GENDER ARCHITECTURE LM PROGRAMME - YEARS 2021/2022



DISTRIBUTION BY GENDER DESIGN LM PROGRAMME- YEARS 2021/2022





EMPLOYMENT SURVEY

In recent years, it has become evident that despite high performance in education, females face setbacks upon entering the world of work, and encounter challenges in securing permanent employment and receiving equal pay, which fails to acknowledge their academic achievements. To delve deeper into this issue, last year's Gender Equality Report conducted a survey through the University Career Service, examining the early stages of male and female graduates' careers five years after graduation, including those with a PhD qualification. This analysis revealed that while gender-based unequal treatment persists in the workforce, it is somewhat less pronounced compared to one year after graduation.

This year, we are refreshing our understanding with the latest survey, again conducted by the Career Service at the end of the 2021/2022 academic year on LT and LM graduates (Italian and international graduates) from our University.

In terms of **LT graduates**, the employment rates across all three areas are notably high, with Engineering surpassing 90%; however there is a noticeable gender disparity, with fewer female employees observed in graduates in Architecture (-4%), Design (-6%) and Engineering (-3%). Unfortunately, this trend remains consistent even when considering factors such as employment contract type and salary.

If, on the other hand, we look at **LM programmes**, the employment rate of LM graduates in Engineering is essentially identical by gender; there is a slight female predominance (+2%) in the employment report of LM graduates in Design, while for those in Architecture a slight decrease is recorded in female presence (-2%). As a whole, this is a sign of parity, to be analysed in combination with the type of contract and pay.

When examining permanent contracts, there is a clear gender difference: male graduates in Architecture hold 9% more permanent contracts, male graduates in Design hold 4% more and male graduates in Engineering 11% more, despite women being the majority among students in both Design and Engineering. However, the **gender pay gap**, another crucial index of equality, is decreasing compared to previous years' surveys (the same 2020 survey showed a pay gap of 15% for Architecture and Design and 10% for Engineering), reaching around 9% in Architecture, 4% in Design and 3% in Engineering. These figures show a slightly better situation overall for Engineering and similar to Architecture when compared to the average found by Almaurea among second-level graduates in the disciplines considered⁴ for whom a pay gap of 7% is reported for graduates in Industrial and Information Engineering and 9% for graduates in Architecture and Civil Engineering.

The analysis of employment status was also conducted for **PhD holders**. The results from a survey conducted 4-5 years post-graduation (in 2017-2018) indicate that the employment rates are similar between genders across all fields of study. However, a gender pay gap persists, particularly pronounced for PhDs in Engineering compared to LM graduates. However, it must be taken into account that the areas of work for PhD holders span academia, work in other research institutes and work at companies.

⁴ It should be noted that the data collection horizon is not identical, because in the case of Almaurea it is not fixed but is based on those who started their current activity after graduation and are working full-time, whereas Politecnico di Milano's data were collected 12 months after graduation.

This variety, coupled with the low sample size, suggests caution in direct numerical comparisons of the different indicators.

In general, the pay gap data from Politecnico di Milano show a trend in line with the European trend, which, in the latest **SHE Figures** survey⁵, reports an average pay gap in the European Union at 12.7%, down from 14.4% in 2018.

EMPLOYMENT DATA OF ITALIAN AND INTERNATIONAL LT GRADUATES AFTER 1 YEAR						
LT GRADUATES						
	ARCHITECTURE		DESIGN		ENGINEERING	
	Women	Men	Women	Men	Women	Men
Employment rate	85%	89%	81%	87%	91%	94%
Permanent contract	43%	50%	18%	24%	49%	61%
Average net salary	1.306 €	1.337 €	1.155 €	1.257 €	1.592 €	1.645 €

EMPLOYMENT DATA OF ITALIAN AND INTERNATIONAL LM GRADUATES AFTER 1 YEAR						
LM GRADUATES						
	ARCHITECTURE		DESIGN		ENGINEERING	
	Women	Men	Women	Men	Women	Men
Employment rate	92%	94%	93%	91%	97%	97%
Permanent contract	51%	60%	53%	57%	63%	74%
Average net salary	1.432 €	1.557 €	1.541 €	1.608 €	1.777 €	1.834 €

EMPLOYMENT DATA OF PHD HOLDERS 4 - 5 YEARS AFTER GRADUATION (PHD 2017 + 2018) Italian+International						
PHD						
	ARCHITECTURE		DESIGN		ENGINEERING	
	Women	Men	Women	Men	Women	Men
Employment rate	92%	91%	100%	100%	99%	98%
Permanent contract	29%	23%	45%	0% ⁶	58%	53%
Average net salary	2.306 €	2.500 €	2.404 €	3.313 €	2.342 €	2.640 €

⁵ https://commission.europa.eu/system/files/2023-04/annual_report_GE_2023_web_EN.pdf

⁶ In this category, the figure is not highlighted, as the small sample size of the respondents makes it insignificant.





FACULTY

Feeling welcomed and valued, with the opportunity to plan for the future.

The representation of female professors in **teaching staff** at Politecnico di Milano has been relatively stable over the last three years, settling at around 30% of the University's workforce.

Compared to the national situation, we note that the latest report on Women's Careers in Academia reports a percentage of female professors in 2019 of 41% overall, which drops to 37% when looking at STEM fields alone. An other element is added to this scenario: the concept of the **'leaky pipeline'**⁷. This is a bottleneck that gets smaller as females move up to senior positions: women comprise just over a third of researchers, they represent only a quarter of top positions. In addition, females, compared to males, tend to occupy more lower-level career roles, with female full professors accounting for around 22% of all female professors at the University, compared to 30% of men.

There is an encouraging and significant increase in the presence of females among **RTD-As**, i.e., untenured researchers with fixed term contract, the first researcher position in the academic career, in which the percentage of women in 2022 returned to 16.1% (after a decline in 2021). Overall, in 2022, women account for 36.4% of the University's RTD-A. This indicates a promising trend towards achieving greater gender balance in the future: here, too, as for female students, the progress may be gradual, but our University's data over the three-year period show positive outcomes.

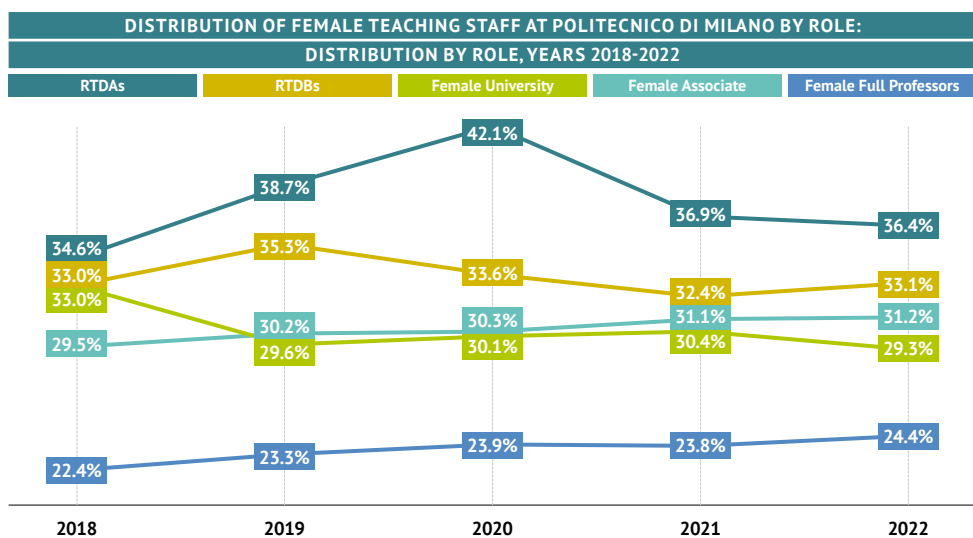
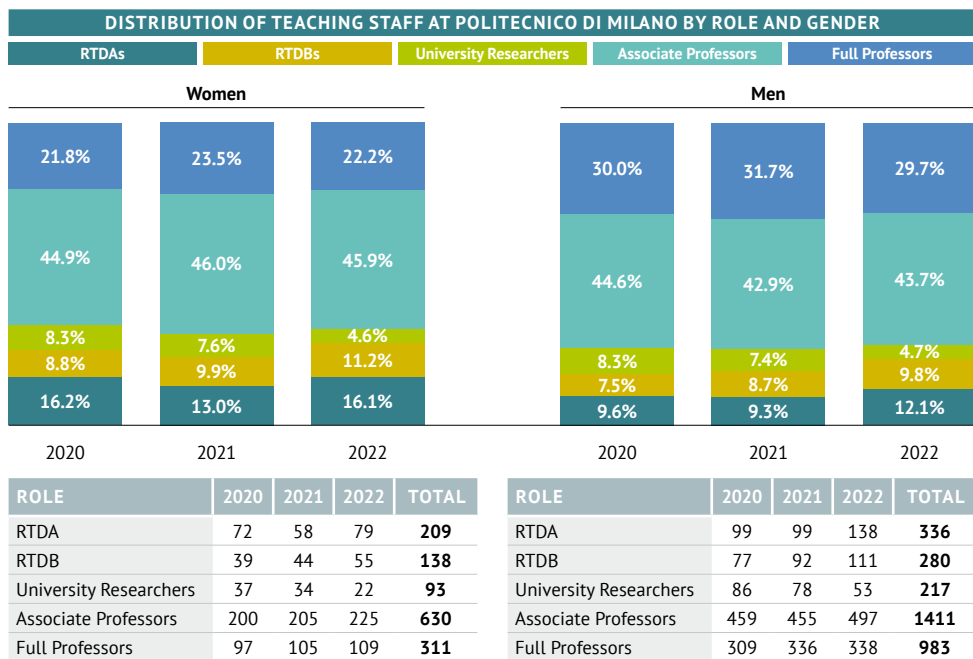
As their careers progress, the discrepancies between males and females also increase, with female associate professors accounting for 31.2% of those in this role at Politecnico di Milano in 2022, and female full professors for 24.4%. At national level, these percentages are 37% and 22% in STEM fields, respectively.

Examining the distribution of age groups by role and gender reveals that 46% of females in the RTD-A role are less than 35 years old, while this percentage increases to 58% among men. In the RTD-B role (untenured researcher with permanent contract), there is a balance between the proportion of females and males under the age of 35 (around 20%), but women are more present in the 45-54 age group (20% compared to 6.3%). In the positions of associate and full professors, there are no significant gender differences, indicating similar career progression in relation to age.

Over the past few years, we have continuously monitored the University's **Glass Ceiling Index**, an indicator that compares the percentage of females within an organisation with the percentage of females in the highest positions (in the University's case, full professors). The greater the deviation from 1, the more evident the gender inequality becomes. In recent years, this indicator has dropped significantly to 1.24 in 2022 (to be compared with a national average figure in STEM fields of 1.5).

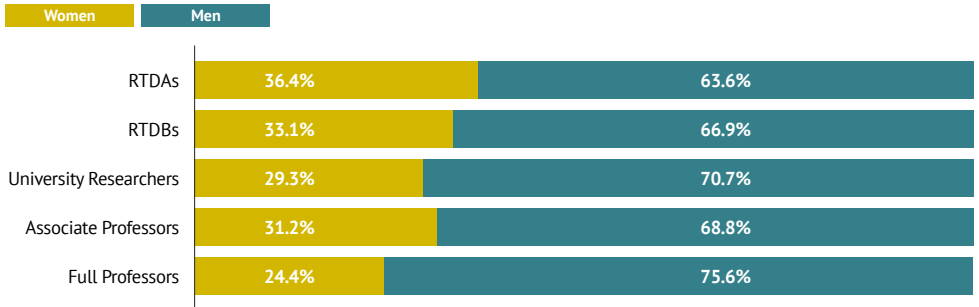
⁷ In recent years, significant new factors have emerged in the discourse surrounding gender equality in academia and research. Primarily, we refer to Picardi I., *Labirinti di Cristallo - Strutture di Genere nell'accademia e nella ricerca*, Franco Angeli, 2020. In particular, the concept of the 'leaky pipeline', long used in literature as a metaphorical and iconographic representation of the diminishing presence of females as they progress in their academic careers, along with the 'glass ceiling' notion (the impregnable professional ceiling beyond which only a few female figures have access, without this representing the start of a female inheritance), which now finds fuller expression in the term 'glass maze'. Today, this interpretation seems more fitting for revealing the "gendered structures that individuals face as they engage in scientific pursuits and navigate their roles as scientists" (Picardi, p. 14) throughout their academic journey.

Lastly, in terms of scientific productivity, we examine the success rate of research funding obtained from European funds (encompassing Horizon 2020 and, as of 2021, Horizon Europe programmes). Over the three-year span, there has been a noticeable uptick in the success rate for both genders at our University, climbing from 15.6% in 2020 to 22.2% in 2022, with a narrowing of gender disparities in recent years. This figure, combined with the fact that gender differences in participation rates in funding calls have also decreased in recent years, underscores the active and effective participation of Politecnico di Milano female professors in research activity and in finding funds to support it.

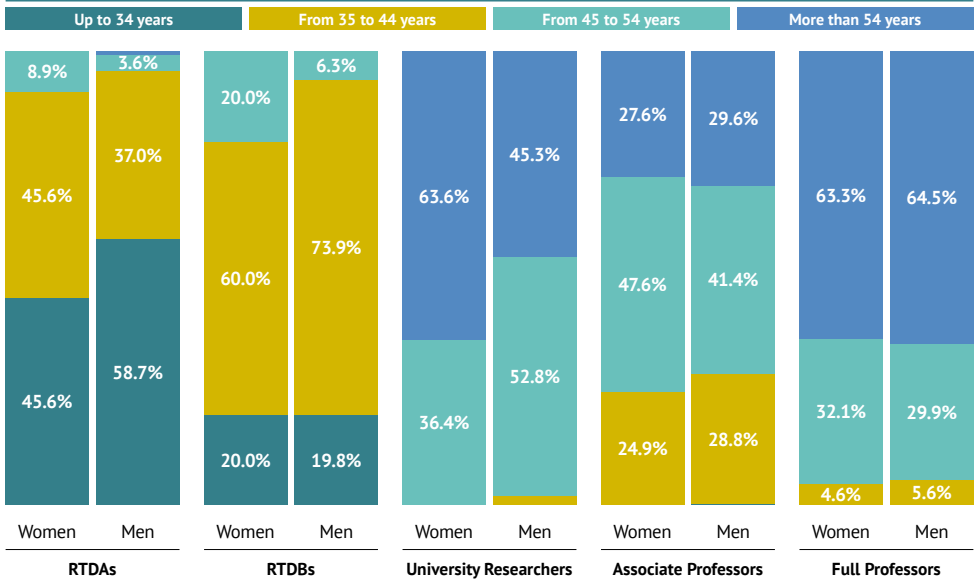


PERCENTAGE OF FEMALES AND MALES IN THE VARIOUS TEACHING STAFF ROLES AT POLITECNICO DI MILANO

BY ROLE - YEAR 2022



DISTRIBUTION OF AGE GROUP, ROLE AND GENDER - YEAR 2022



GLASS CEILING INDEX (GCI) OF POLITECNICO DI MILANO - YEARS 2020, 2021, 2022



PERCENTAGE OF FUNDED PROJECTS OUT OF TOTAL PROPOSALS - YEARS 2020, 2021, 2022*

ROLE	% FUNDED PROPOSALS OUT OF ALL PROPOSALS		
	2020	2021	2022
Women	15,2	21,8	31,0
Men	15,7	21,5	19,2
TOTAL	15,6	21,6	22,2

* HEurope programme



THE EARLY STAGES OF AN ACADEMIC CAREER

Recruiting young academics is crucial for any University striving for excellence across its three missions: **teaching, research and social responsibility**, which is achieved through activities involving the transfer of scientific, technological and cultural knowledge. Additionally, it is during these early stages that students' inclinations towards the profession and the desire to pursue an academic career often take shape.

The first postgraduate roles typically comprise **temporary research fellowships** (pre- or post-doctoral) along with the role of researcher. Under the previous system in place until the start of 2023, this role involved progression from the junior position of **RTD-A** to the senior position of **RTD-B**, marking the beginning of a trajectory aimed at eventual promotion to associate professor. However, Law 79/2022 replaces RTD-A and RTD-B with a single type of researcher, known as tenure track researcher (**RTT**), the first calls for which opened in the second quarter of 2023.

As of today, therefore, our analysis of researcher roles will focus on RTD-A and RTD-B positions. The period spanning 2018 to 2022 has seen varying trends in the proportion of women in these roles, ultimately resulting in a relatively consistent proportion compared to beginning of the period. The 2022 figures for the proportion of female RTD-A and RTD-B positions in Engineering and Technology, which, as also seen in the previous section, is 36.4% and 33.1%, are **significantly higher than the national average**, which is 32.5% and 28.7%, respectively.

Undoubtedly, the presence of young female researchers across departments varies, influenced by the differing representation of women in the University's three areas at the student level and the array of disciplinary scientific fields within each department.

Examining the data regarding new recruits in the RTD-A position at Politecnico di Milano from 2020 to 2022, we find that out of 245 individuals, 84 (34.3%) are females and 161 (65.7%) are males. It is reassuring to observe that the sharp decrease in the **percentage of females** seen in 2021 is **evidently rebounding** in 2022, returning to a level of 35.8%, consistent with the current representation of females in this position at Politecnico.

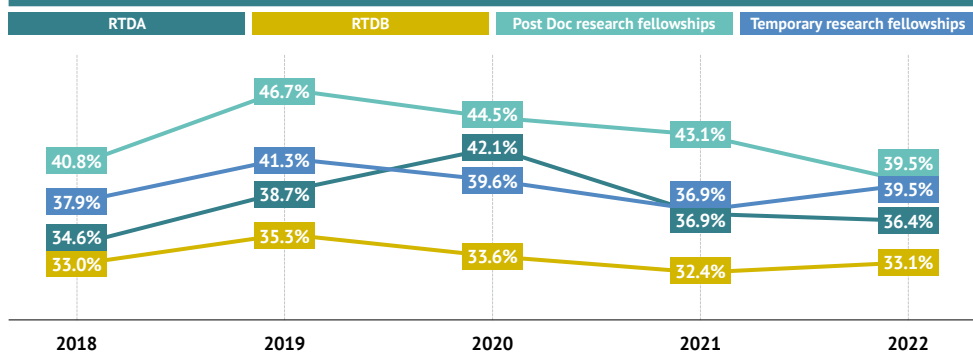
Over the same three-year period, **the presence of females among new RTD-B recruits has increased**: among those who have entered this role at Politecnico di Milano between 2020 and 2022, 33.1% are females, with the highest percentage in 2022 reaching 35.4%, exceeding the 33.1% of current female RTD-Bs in tenure at the University.

Regarding the average age upon entry into researcher positions, gender differences remain consistent across various roles. Over the three-year period, there is a minor macro-trend indicating a slight decrease in the age of males across roles, while the age of females tends to increase.

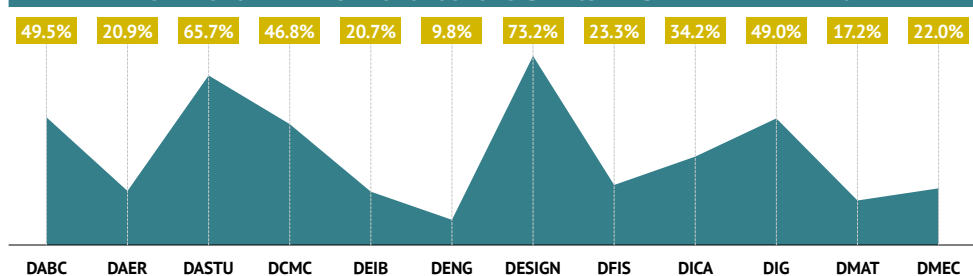
This scenario, which is globally encouraging with respect to the path taken towards gender equality in our University, nevertheless shows signs of the complexity of **interactions between private and professional life**. Indeed, achieving work-life balance is especially challenging during the initial stages of an academic career, which frequently coincide with starting a family and managing caregiving responsibilities, unfortunately still often unevenly distributed between genders.

In this context, monitoring the start of academic careers is imperative to inform the development of policies that foster equal opportunities for both genders, so that they can make informed choices influenced, minimising external constraints, and enabling them to fully realize their potential.

EVOLUTION OF THE PERCENTAGE OF FEMALES BY ROLE AT POLITECNICO DI MILANO - YEARS 2018-2022

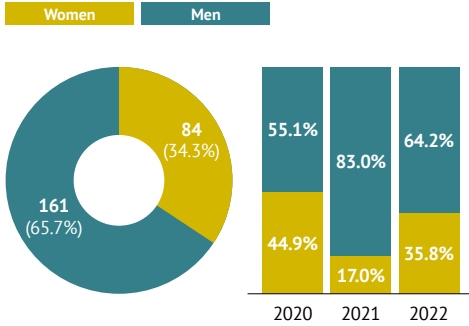


PERCENTAGE OF FEMALES AMONG YOUNG ACADEMICS PER DEPARTMENT - YEAR 2022

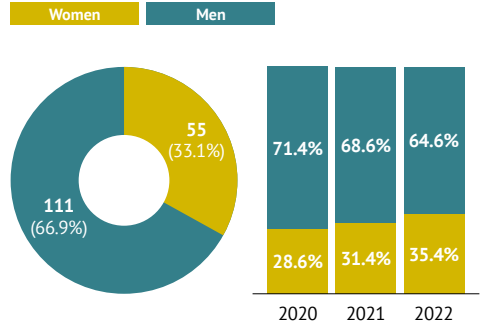


DABC	Department of Architecture, Built Environment and Construction Engineering
DAER	Department of Aerospace Science and Technology
DASTU	Department of Architecture and Urban Studies
DCMC	Department of Chemistry, Materials and Chemical Engineering 'Giulio Natta'
DEIB	Department of Electronics, Information and Bioengineering
DENG	Department of Energy
DESIGN	Department of Design
DFIS	Department of Physics
DICA	Department of Civil and Environmental Engineering
DIG	Department of Management, Economics and Industrial Engineering
DMAT	Department of Mathematics
DMEC	Department of Mechanical Engineering

RTDB RECRUITS BY GENDER -YEARS 2020,2021,2022



RTDB RECRUITS BY GENDER -YEARS 2020,2021,2022



AVERAGE AGE OF NEW RECRUITS BY ROLE AND GENDER - YEARS 2020, 2021 E 2022

Role	2020		2021		2022	
	Women	Men	Women	Men	Women	Men
Temporary research fellowships	30,8	30,0	30,3	30,0	31,2	30,0
Post Doc research fellowships	34,2	33,2	34,2	33,6	34,1	33,0
RTDAs	35,9	35,8	36,4	34,9	36,2	34,6
RTDBs	40,6	39,1	39,5	38,5	38,7	37,9





TECHNICAL AND ADMINISTRATIVE STAFF

Offer the possibility of equal career development, supporting the balance of private, professional and parental life.

In line with the MUR's findings at national level, the overall female presence among Technical and Administrative Staff (TAS) at Politecnico di Milano in 2022 is around 60%⁸. This is not to say, however, that there are no obvious problems on the issue of gender equality: there is, in fact, significant **vertical gender-segregation**, which severely limits the presence of females in senior roles of the administration itself.

Starting at 67% in category C, in fact, the percentage of women progressively decreases, thus giving rise to the typical 'scissor' pattern in the career graph. As individuals progress to higher levels, there is a reversal of the trend, which occurs between the D level, where females still account for 58%, and the EP level (which is equivalent to the cadre level in the private sector), where this percentage drops to 37%. This trend persists even among managers, aligning with the national landscape.

Looking at the evolution of individual roles over time, we see in any case a positive trend of increasing female presence in EP positions, which we hope to consolidate in the coming years.

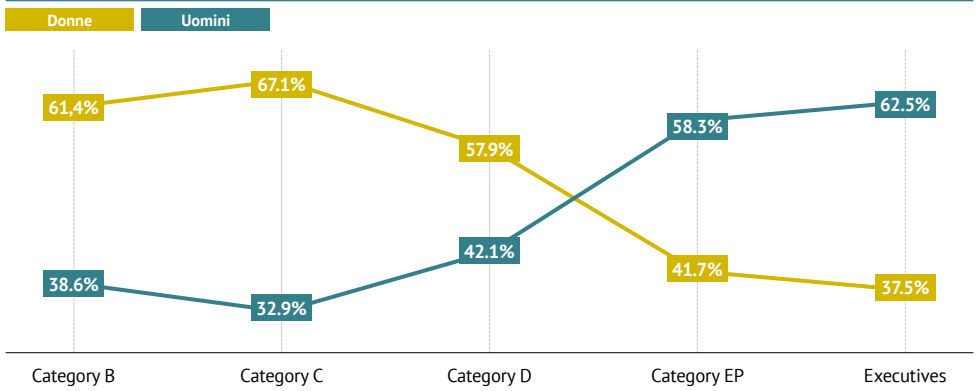
In the post-pandemic era, it is particularly pertinent to investigate whether and how **smart work** arrangements were implemented with gender disparities in mind. The data confirm that teleworking remains the preferred mode of working for females also in 2022: they account for 85% of all teleworkers. This way of working is even more prevalent especially in response to specific personal and familial requirements, often associated with caregiving responsibilities traditionally attributed to females. The percentage, however, is down from 90% in 2020.

Smart working, which is widespread for reasons of effectiveness, sustainability and organisational productivity, is carried out by 69% of females, up from 63% in 2020. The adoption of this method of working, therefore, in addition to being an organisational policy decision, serves as a crucial factor in reshaping work-life balance. It likely facilitates increased sharing of caregiving responsibilities within personal and family life settings.

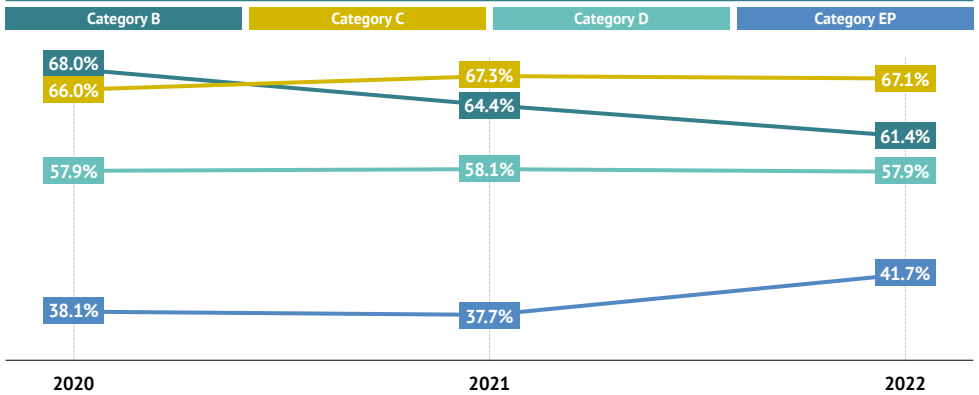
Finally, in 2022, the percentage of those applying for **leave of absence for family reasons** is 20% men, up from 14% in 2020, and we can assume that this may be due to the contextual (regulatory, organisational and cultural) changes that have taken place since 2020.

⁸ Figure on page 5.

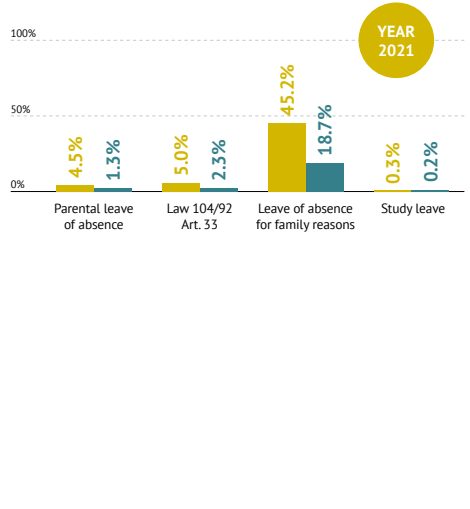
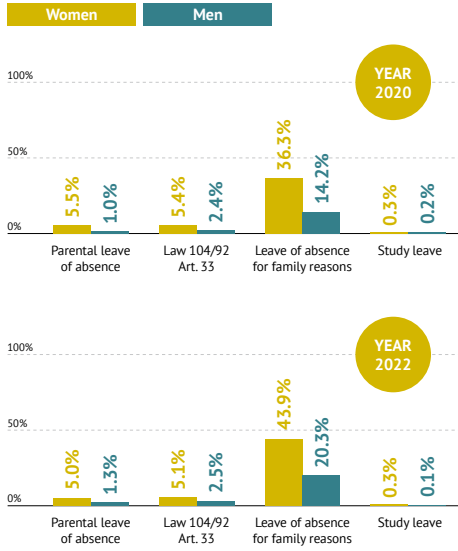
NUMBER OF POLITECNICO DI MILANO TAS BY GENDER BY CATEGORY - YEAR 2022



NUMBERS BY CATEGORY OF POLITECNICO DI MILANO TAS -FEMALE GENDER -YEARS 2020, 2021 E 2022

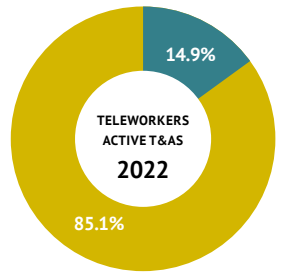
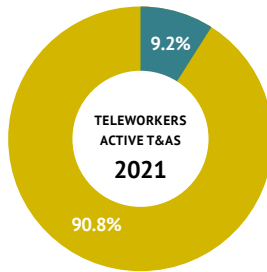
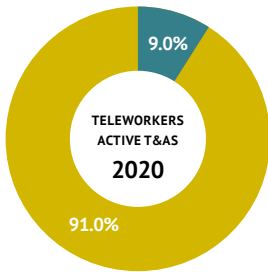


**LEAVE AND WORK-LIFE BALANCE TOOLS: PERCENTAGE OF USE -UP BY T&AS OUT OF THE TOTAL,
BROKEN DOWN BY TYPE OF LEAVE OF ABSENCE - YEARS 2020, 2021 E 2022**

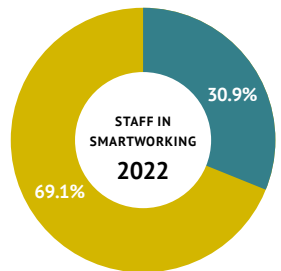
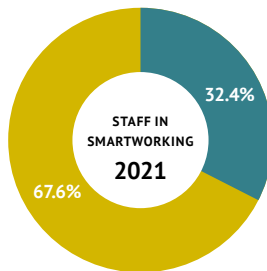
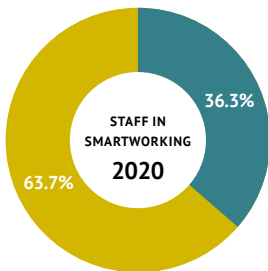


Teleworking

Women Men



Smartworking





GENDER EQUALITY PLAN 2021-2023: MONITORING OF ACTIONS IN SUPPORT OF EQUAL OPPORTUNITIES

In this edition of the Gender Report, we provide a comprehensive analysis of the annual reporting of Politecnico di Milano's annual Gender Equality Plan (GEP) for the period 2021-2023. For the first time in 2022, we introduced monitoring of the actions outlined in the University's initial GEP. This publication aligns with directives from the European Commission and the European Institute for Gender Equality (EIGE), which stipulate the requirement for a gender equality plan to secure funding under the Horizon Europe framework programme (and potentially future ones).

Outlined below is the current status of the planned actions, two years after the introduction of the GEP, across the five designated macro-environments (each represented graphically by distinct colour-coded tables):

- Family/personal and work/study life balance, and organisational culture
- Gender equality in leadership and decision-making processes
- Gender equality in recruitment and career progression
- Gender mainstreaming in research, teaching and technology transfer
- Measures against gender-based violence, including sexual harassment

The two-year reporting shows us a good progress of the projects identified in the different areas, in particular in the areas of balance, leadership and combating gender-based violence, especially in terms of awareness-raising activities, training, etc. More complex is the achievement of other objectives, which we have chosen to include in the GEP, made ambitious by the necessary mixing of processes of change in multiple dimensions (social, cultural, political, economic) in order for them to really move forward. Specifically, we are addressing the rise in female representation within the traditionally gender-segregated fields of engineering and STEM, as highlighted by the surveys featured in this report on the student body. Additionally, we observe an increase in female participation in activities related to technology transfer, entrepreneurship (start-ups), and the research domain, with a focus on the disciplinary nuances of our University.

Alongside the detailed overview of the actions outlined in the Gender Equality Plan, we aim to include two additional dimensions in this chapter. These dimensions serve to complement the systemic and intersectional approach adopted by Politecnico di Milano on the diversity management front. These are in fact the actions related to Agenda 2030 and the achievement of the Sustainable Development Goals (SDGs), and the collaborations that the University has activated on this front.

Sustainability Working Groups

Established in 2022, the Sustainability Working Groups ('Cantieri della Sostenibilità') aim to devise innovative proposals and solutions in specific areas related to Sustainable Development, engaging the entire University community through the intermediary action of the participants in the Sustainability Working Groups. The project was launched with the opening of 5 Working Groups, involving the Departments, the Areas of the University's Central Administration, the Campuses and the student community. Over the course of the year, the Working Groups discussed a wide variety of topics, developing project proposals that were put on the ground starting in the autumn of 2022; the Gender Policy Working Group was one of the priorities identified in 2022, already reconfirmed for 2023.

Collaborations

In the course of 2022, our University renewed its existing collaborations and expanded its scope by entering into new collaboration agreements, which are listed below:

- The partnership with the Women's Forum for the Economy & Society, a leading European association and interpreter of women's voices on major social and economic issues worldwide, was reconfirmed.
- Politecnico di Milano participates, together with five other Universities in Milan, in the Inter-University Research Centre on Gender Cultures, set up with the aim of permanently boosting studies, research and positive actions relating to the issue of gender cultures and thus contributing to the growth and dissemination of respect for women's dignity and skills.
- The University is a partner of ValoreD, an association of companies and institutions that is committed to gender balance and an inclusive culture in organisations, through an integrated approach that provides participants with tools and opportunities for discussion between organisations and with institutions. In addition, the collaboration with Parks - Liberi e Uguali, a non-profit association created to help member companies understand and realise the business potential of developing diversity-friendly strategies and best practices, continues. The association focuses on the dissemination of Diversity Management specifically related to affective and sexual orientation, gender identity and LGBTQIA+ issues. To date, POLIMI is the only Italian University partner of Parks.
- POLIMI participates in the Working Group on Gender Issues of the Conference of Italian University Rectors (CRUI) and in the Working Tables on the guiding topics identified within it (language and gender, female representation in STEM careers, gender equality, gender in education).
- Politecnico is a member of the National Conference of Equality Bodies of Italian Universities, which brings together in a network the (in office) representatives of the Single Guarantee Committees (Comitati Unici di Garanzia, CUG), in order to build inter-university collaborative relationships on areas of competence.



GEP 2021-2023: Degree of Completion of Actions by Macro-Area as at 31 December 2022

Family/personal and work/study life balance, and organisational culture

ACTION	TARGET	THREE-YEAR INDICATOR	DEGREE OF COMPLETION
Post-parental leave of absence research budget	Associate professors, RTDBs	<ul style="list-style-type: none"> • Handling of all incoming applications. • Communication strategy for increased demand from male staff. 	<p>Applications received in 2022 (3) were all managed.</p> <p>The study phase for the extension of the measure to male staff has been activated. The evaluation of extending the measure to same-sex couples has also been completed and will be implemented from 2023.</p>
Nurseries	Politecnico Community	<ul style="list-style-type: none"> • Increased availability of places for children of employees, PhD students and students. • Increased availability of places in approved facilities. 	<p>During 2022-2023, an increase of 7 places was reconfirmed for the children of employees, PhD students and students (5 places through local agreements, 2 places at Lecco and Cremona Campuses); renewed discounts at two facilities located near the Leonardo and Bovisa Campuses.</p>
Summer/Easter camps	Politecnico Community	<ul style="list-style-type: none"> • Increased number for children of employees, PhD students and students attending Summer/Easter camps. 	<p>During 2022, the Easter camp was launched at the Leonardo and Bovisa Campuses, with the total participation of 35 children. During the summer period (June-September), the summer camps at the Leonardo and Bovisa Campuses welcomed a total of 249 children.</p>
On-call babysitting services	Professors, TAS	<ul style="list-style-type: none"> • Number of annual vouchers granted to employees to launch an on-call home babysitting service. • Search and identification of partners and locations for the activation of the daily babysitting service. 	<p>It is currently possible to plan and organise babysitting services on the occasion of University conferences at the University's Milan Campuses.</p>

ACTION	TARGET	THREE-YEAR INDICATOR	DEGREE OF COMPLETION
Smart and remote working	TAS	<ul style="list-style-type: none"> • Definition of policies for smart and remote working. • Formulation and implementation of an Organisational Plan for Smart Working (Piano Organizzativo Lavoro Agile, POLA). • Drafting regulations for smart and remote working. • Definition of agreements for smart and remote working. • Definition of a training programme related to the specificities of smart and remote working. 	<p>The following actions were carried out during 2022.</p> <p>Analysis of activated smart working agreements.</p> <p>Administration of questionnaires and surveys to managers and colleagues.</p> <p>Deeper understanding of the climate (meaning of work).</p> <p>Definition and publication of 'Smart Working' guidelines on the University's website.</p> <p>Revision of the model agreements.</p> <p>Definition of the anchoring model between objectives in the agreements and the performance system.</p> <p>Implementation of management training.</p>
Inclusive language	Politecnico Community	<ul style="list-style-type: none"> • Introduction of guidelines at University level. • Publication on the website. • Distribution to TAS and teaching staff. • Review of documents that do not comply with the guidelines. 	<p>Events were promoted to the Politecnico community on the dissemination and use of a more inclusive language through a series of four seminars focusing on unconscious bias, multiculturalism, intergenerationality and LGBTQI+-sensitive communication.</p> <p>The <i>Manifesto for Gender-Sensitive Communication</i> by the DCxCG research group of the Department of Design was released.</p>
Supporting staff and students in gender transition	Politecnico Community	<ul style="list-style-type: none"> • Formal approval of the new protocols for students, professors and technical and administrative staff. • Implementation of a dedicated operational procedure for the application of protocols. • Follow-up and monitoring of cases. • Communication strategies to publicise the service. 	<p>During 2022, the revision of the protocol for students in gender transition was finalised, with an extended target group (PhD students) and simplification of the activation request procedure.</p> <p>The monitoring of cases is in line with requests and has ensured that all reports are taken care of.</p>

Gender equality in leadership and decision-making processes

ACTION	TARGET	THREE-YEAR INDICATOR	DEGREE OF COMPLETION
Delegate of the Rector for Equal Opportunities, Diversity and Inclusion	Politecnico Community	<ul style="list-style-type: none"> • Appointment of the Rector's Delegate for Equal Opportunities, Diversity and Inclusion (scheduled for 2023). 	With the start of the new Rector's term, the Delegation for Diversity and Inclusion was activated and assigned.
Implicit biases: guidelines and training for recruitment processes	Professors, TAS	<ul style="list-style-type: none"> • Distribution of guidelines to all professors and technical and administrative staff. • Implementation of mandatory training courses on unconscious bias. 	<p>Delivery of a seminar for TAS and professors on unconscious bias.</p> <p>Participation in the drafting of guidelines on unconscious stereotypes (GUIDELINES BIAS-AWARENESS) within the European Enhance project.</p>
Promoting and participating in academic networks to share best practices established with GEPS	Politecnico Community	<ul style="list-style-type: none"> • Number of events to attend. • Number of events organised. • Communication materials. 	<p>Participation in WP6 Diversity and Inclusion within the European Enhance project.</p> <p>Sharing of GEP-related best practices with reference to the Idea League partnership.</p> <p>Involvement in an international inter-alliance panel dedicated to drafting and disseminating GEPS in Universities.</p>



Gender equality in recruitment and career progression

ACTION	TARGET	THREE-YEAR INDICATOR	DEGREE OF COMPLETION
Gender Equality Report	Politecnico Community	<ul style="list-style-type: none"> • Annual publication of the Gender Equality Report. • Review of the Financial Report from a gender perspective. • Annual awareness-raising event for the publication of the Gender Equality Report (internal and external dissemination). 	<p>The Gender Equality Report 2022 was published and disseminated to the Politecnico community; the 2023 edition (2022 data), which also includes GEP monitoring, is being published</p>
Mentoring and training programmes for female students	Female students of all study tracks and levels (Architecture, Engineering and Design; LT, LM, PhD)	<ul style="list-style-type: none"> • Delivery of at least 2 courses per year for female LT programme students of all study programmes (Architecture, Design, Engineering). • Delivery of at least 2 courses per year for female LM and PhD students of all study programmes (Architecture, Design, Engineering). • Number of female students participating in dedicated seminars and mentoring programmes. 	<p>In 2022, the following were promoted and delivered: a cycle of seminars for female LT Architecture students and one for female Design students, a cycle of seminars for the LM Engineering programme and a cycle of seminars for the LM Architecture and Design programme for a total of 49 participants. 3 mentoring sessions organised with corporate partners for female students (49 participants).</p> <p>In addition, a cycle of seminars on self-validation and self-communication for male and female PhD student was launched, involving 31 people.</p>
Mentoring and training programmes for female TAS and professors	Female Professors and Researchers, Female TAS	<ul style="list-style-type: none"> • Delivery of at least 1 course per year for professors. • Delivery of at least 1 course per year for female technical and administrative staff. 	<p>Cycle of 4 seminars on inclusive knowledge:</p> <p>'Unconscious bias' (30 March 2022), 172 people.</p> <p>'Intergenerationality' (3 May 2022), 129 people.</p> <p>'The words to exclude', the words to include (28 June 2022), 52 people.</p> <p>'Multiculturalism' (22 September 2022), 107 people.</p> <p>For a total of 8 hours of training.</p>

ACTION	TARGET	THREE-YEAR INDICATOR	DEGREE OF COMPLETION
Considering the gender dimension during guidance and related events	Students, PhD students	<ul style="list-style-type: none"> • Participation in Polimi events of companies promoting gender equality. 	<p>This is ensured by the Career Service, which in the course of 2022, in conjunction with the companies, carried out engagement actions in events with corporate partners dedicated to the dissemination of best practices concerning the monitoring and reduction of the gender gap. The Career Service with the collaboration of the Equal Opportunities Service at Politecnico di Milano promotes annual mentoring courses with companies for inclusiveness.</p>
Inclusive leadership training for professors and technical and administrative staff	TAS, Professors	<ul style="list-style-type: none"> • A session of courses per year, dedicated to professors and staff. 	<p>A series of seminars was provided for professors and TAS on the topics of unconscious stereotypes and inclusive leadership.</p>
Mitigating the gender gap in study programmes through dedicated scholarships	Female upper secondary school students (4th and 5th year)	<ul style="list-style-type: none"> • Number of scholarships per year exceeding 15. • Number of scholarships offered by partner companies. 	<p>In 2022, the Girls@Polimi project awarded 15 scholarships totalling 24,000 euro to female upper secondary school students enrolled in gender-segregated Engineering programmes, an increase of 6 scholarships compared to the previous edition.</p>
Encouraging female students to pursue STEM areas, particularly Engineering	Female upper secondary school students	<ul style="list-style-type: none"> • Communication strategy planned and implemented. • Monthly guidance events in upper secondary schools. • Annual online courses for upper secondary school students. • Annual summer courses in schools. 	<p>The video series <i>Politecnico delle Donne</i>, video portraits of Politecnico di Milano professors, staff and students, were created and disseminated.</p> <p>In terms of guidance, the event 'IngegnereA? Si al femminile' [Engineer? Yes female] event was organised with the aim of guiding female upper secondary school students towards Engineering.</p> <p>A new edition of Techcamp@PoliMI was delivered.</p> <p>A further guidance project in schools (linked to the NRRP) on the topic of awareness in choosing a University, with a focus on gender stereotypes, was also launched.</p>

Gender mainstreaming in research, teaching and technology transfer

ACTION	TARGET	THREE-YEAR INDICATOR	DEGREE OF COMPLETION
Adding gender and diversity dimensions to academic programmes	LM students, PhD students	<ul style="list-style-type: none"> • Number of programmes. • Number of participants. 	Drawing from the insights of the internal group within the School of Design DCxCG - Communication Design for Gender Cultures, there are plans to advance lines of research at the doctoral level, with a focus on integrating the gender dimension into the research lines. At the University level, systematic mapping on the topic is also being initiated in all subject areas.
Promoting academic courses on the topics of personality, team building and leadership	Students	<ul style="list-style-type: none"> • Number of participants. 	Also in 2022, in connection with the training and awareness actions for female students, empowerment seminar cycles were provided for female LT programme students. In addition, the Polipsi service provided experiential courses on self-knowledge and personality, and workshops on the topics of emotions, relationships, mindfulness.
Supporting the Inter-University Centre for Gender Cultures	Politecnico Community	<ul style="list-style-type: none"> • Increasing the dimension of gender in publications and study programmes. 	With respect to SDG5-related publications, the upward trend is confirmed with 12 publications in the year 2022 (10 in the year 2021). With regard to teaching activities, there are 42 active courses dealing with gender issues.
Considering ethics and gender in research	Students and Professors	<ul style="list-style-type: none"> • Funding projects with ethical and diversity content. • LT and LM theses with ethical and diversity content. • Publication of articles with ethical and diversity content. 	The approach related to this dimension is being studied by the META interdisciplinary group.

ACTION	TARGET	THREE-YEAR INDICATOR	DEGREE OF COMPLETION
Supporting gender-aware technology research	Professors, PhD students	<ul style="list-style-type: none"> • Amount of funding for research centred around gender. • Number of published articles related to gender. • Number of gender-related PhD theses. 	A monitoring and detection tool is being studied of these dimensions, including at the areas activated on the subject.
Considering the dimension of gender in technology transfer activities	Professors, PhD students, Students	<ul style="list-style-type: none"> • Funding entrepreneurial ideas and start-ups oriented towards gender equality and female participation. • Number of start-ups with women in their teams. • Number of spin-offs with women in their teams. • Number of female patent/trademark inventors. 	<p>In 2022, the internal programme Switch2Product awarded 25 entrepreneurial teams with an acceleration path at Polihub. Of these, 11 teams were composed of at least one woman. Six teams with at least one woman were also declared among the winners and awarded grants of €30k each.</p> <p>In addition, seven projects were financed by University venture capital funds in 2022. Of these, four projects had at least one woman, for a total of €3m.</p> <p>In terms of start-ups, of the 15 teams invested by Poli360, to date eight are composed of at least one woman.</p> <p>In 2022, 8 spin-offs were accredited, of which 5 companies have at least one woman in their organisational chart, a total of 9 women.</p> <p>Also in 2022, there were 46 female patent/trademark inventors at Politecnico di Milano.</p>

Measures against gender-based violence, including sexual harassment

ACTION	TARGET	THREE-YEAR INDICATOR	DEGREE OF COMPLETION
Communication strategies and campaigns against gender-based violence	Politecnico Community	<ul style="list-style-type: none"> • Organisation of an 'Awareness Week' to promote the prevention of discriminatory acts. • Annual event (25 November). • Communication plan (designed and implemented) to inform about existing procedures. 	<p>On 25 November, the meeting 'Gender Violence and Web Languages' was proposed, and a video interview with the sister of a female student victim of femicide was created and later disseminated.</p> <p>Existing support measures were further promoted on 25 November and the World Mental Health Day.</p>
Procedures for handling and monitoring cases of gender-based violence	Politecnico Community	<ul style="list-style-type: none"> • Daily monitoring of complaints and reported cases. • Follow-up of reported cases. • Annual data collection. 	<p>Monitoring of cases reported to the stalkingos@polimi.it box, was carried out followed by 14 intakes since the start of the help desk; similar procedure for reports to the Confidential Counsellor</p> <p>Annually, the data are collected in the Single Guarantee Committee's (CUG) report. The launch of a dedicated physical desk is currently under consideration.</p>
Training on discrimination and gender-based violence	Politecnico Community	<ul style="list-style-type: none"> • Training sessions for: technical and administrative staff and professors; students and PhD students. • Online appointments; workshops. 	<p>A course on the subject, to be delivered to the entire community, is being planned</p>
Establishing regional/national partnerships and protocols	Politecnico Community	<ul style="list-style-type: none"> • Preliminary meetings and drafting of the protocol. • Definition and signature. 	<p>In 2022, the willingness to join the UNIRE network was reconfirmed. The protocol is still pending (process leader: Università degli Studi di Milano Bicocca).</p>

FOCUS ON

IL POLITECNICO AND BUSINESSES

Politecnico strongly believes in the importance of continuous and synergetic collaboration with companies and institutions that share a commitment to actively promote inclusion and equal opportunities. In fact, the business world is an indispensable ally for the University to support the path it has taken, not only to consolidate its role as a driving force for research and innovation, but also to affirm its focus on society's needs and the needs of the individual.

The University promotes collaboration with the private sector for equal gender opportunities in four main areas:

- 1. Scholarships:** Politecnico di Milano invites companies to donate scholarships for female students, thus promoting a direct and concrete action to help support equal gender opportunities and the increase of female representation in STEM University programmes. Each year, with the Girls@Polimi project, companies can donate one or more scholarships to female students who choose to enrol for the first time in an Engineering programmes that has a percentage of females enrolled of less than 20%.
- 2. Mentoring:** Politecnico di Milano proposes that companies jointly organise female mentoring projects to accompany young female graduates as they enter the world of work, helping them to develop greater awareness of the challenges ahead and to discover their leadership skills.
- 3. Placement:** Politecnico di Milano aims to support companies in employer branding and recruiting activities, to help them promote their open positions in a clear, fair and transparent manner, and to pay attention to avoiding possible unconscious bias in the selection process.
- 4. Orientation:** Politecnico di Milano invites companies to collaborate in career guidance activities, to present career paths to students, to bring professional role-models to the University, including female ones, and to illustrate the Diversity, Equity & Inclusion policies implemented by companies to promote equal opportunities and all-round inclusion in the world of work.





FINANCIAL RESOURCES

In order to provide effective and concrete support for actions aimed at supporting equal opportunities, Politecnico di Milano annually allocates a budget dedicated to Diversity, Equity & Inclusion measures (POP Project), to which are added items for specific service activities, external funding (Girls@Polimi) and further funds allocated over the last two years by the MUR to support policies dedicated to the psychological and educational support of disadvantaged groups, and for gender rebalancing in STEM subjects (DM 752). In addition, several European projects covering equal opportunities issues are active, as well as the most recent funding under the NRRP.

The tables below list the main expenditure chapters.

TABLE 1: POP, EQUAL OPPORTUNITIES AND CUG

ACTIVITY	2022	2023 (CONSOLIDATED)	2024 (BUDGETED)	FUNDING ENTITY
POP Project	300.000	300.000	300.000	Polimi/MUR
Equal Opportunities - Nurseries	315.000	391.000	391.000	Polimi
Equal Opportunities - Summer/Easter Camps	70.000	100.000	100.00	Polimi
Equal Opportunities - PoliPsi	169.500	298.600	298.600	Polimi/MUR
Equal Opportunities - MultiChancePoliTeam	182.000	234.000	234.000	Polimi/MUR
Equal Opportunities - other measures	30.000	20.000	20.000	Polimi
CUG	15.000	15.000	20.000	Polimi
Listening and Work-related Distress Counselling Desk	11.000	11.000	11.000	Polimi
Confidential Counsellor	35.000	35.000	35.000	Polimi
Accessibility Working Group (SDG10)	---	190.000 (una tantum)	---	Polimi/MUR

TABLE 2: SCHOLARSHIPS

ACTIVITY	2022	2023	2024	FUNDING ENTITY
Girls@Polimi	240.000	360.000	600.000	Polimi e sponsor aziendali

TABLE 3 REMOTE WORKING AND SMART WORKING ACTIONS

ACTIVITY	2022	2023	2024	FUNDING ENTITY
Remote working	200.000	200.000	200.000	Polimi
Smart working	300.000	300.000	300.000	Polimi

The GER 2023 was realised by a dedicated working group, with the involvement of the University's various professions:

- **Mara Tanelli**, Rector's Delegate for Diversity and Inclusion, Professor in the Department of Electronics, Information and Bioengineering
- **Alessandra Moroni**, Head of HR and Organizational Development
- **Paola Carlucci**, Head of Planning and Control Service
- **Silvia Barattieri**, Head of Equal Opportunities Service
- **Luca Vincenzi**, Planning and Control Service
- **Valeria Baudo**, Equal Opportunities Service
- **Paola Barzaghi**, Professional Development and Training Service

The processing and analysis of the data was carried out by the Planning and Control Service, with the supervision of the entire working group.

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