

GENERAL INFORMATION	
Title	Tackling gender disparities in Higher Education
Key words	Education, Gender Disparities, Discrimination
Objectives	To promote a greater awareness among students about gender inequity, especially in Higher Education
Phase of studies <i>(Choose all phases it applies)</i>	Access X Retain X Graduation X Transition to work-life X
Type of degree <i>(Choose all degrees it applies)</i>	Bachelor's X Graduate X Master's X
Level <i>(Choose all levels it applies)</i>	International National X Institutional X Faculty Group X Individual X
Name of the institution	University of Trento
Location <i>(City and country)</i>	Trento (Italy)
Target group/s	University students
Stakeholders involved	Equal opportunities representative, Centre for Interdisciplinary Studies on Gender, University Departments

<p>Description of the organisational process <i>Actors, triggering evidence, campaigns, graph... (max. 300 words)</i></p>	<p>At the bachelor level, implementation of basic training on gender issues to provide knowledge of the main elements that characterize contemporary discourses on gender. Launch and/or continuation (if already available) of specific post-graduate education courses on subject areas aiming:</p> <ul style="list-style-type: none"> - To understand cultural paradigms that legitimize or, conversely, help overcome gender inequalities; - To analyse critical issues for a gendered redefinition of the disciplines; - To promote awards and/or scholarships aimed to undertake education and training related to equal opportunities and gender studies.
<p align="center">A. FORMAL EVALUATION CRITERIA</p>	
<p>A1. ACCESS TO INFORMATION <i>Provide sources of information (URL, websites, literature, materials)</i></p>	<p>http://www.unitn.it/ateneo/52060/equitadiversita</p>
<p>A2. TIMEFRAME <i>Since when has it been in use? What is its maturity level (initial, intermediate, advanced)? Describe if there is evidence of its duration in the long run. (max. 70 words)</i></p>	<p>The project has been launched in the 2014/15 academic year and is now in a testing phase.</p>
<p>A3. NUMBER OF STUDENTS <i>How many students are involved? Is the number representative considering the target group?</i></p>	<p>All students of the Bachelor and Master degree from all Departments can include the course among the optional choices available in their academic curriculum.</p>
<p>A4. SCALABILITY ("volume") <i>Describe how it has been or can potentially be scaled up and practiced in a wider scale. Or, has it been or can it potentially be scaled down (e.g., from larger to smaller institutions)? (max. 70 words)</i></p>	<p>Even though the University of Trento broadly adopted this course at the institutional level, it would be possible for other HE institutions to promote similar courses initially at a narrow level (i.e. only at the bachelor or department level).</p>
<p>A5. TRANSFERABILITY (from one context to another) <i>Describe how it has been or can potentially be transferred and applied to different (a) target groups, (b) institutions, and (c) societies. If possible, name also some practices that this initiative was developed from or has inspired to. (max. 70 words)</i></p>	<p>This type of practice could potentially be transferred and applied to other academic environments. Indeed, we can identify similar good practices in other Italian Universities as, for example:</p> <ul style="list-style-type: none"> - University of Bologna - University of Milan - University of Padua - University of Roma 2 - University of Roma 3 - University of Teramo - University of Trieste

A6. ASSESSMENT <i>Describe how it has been evaluated. How has it proved its relevance as the most effective way to achieve the objective? How it was successfully adopted? How it has had a positive impact on people? How the impact has been measured? Shortly describe how various forms of evaluations have been used in the assessment (A6.1 User evaluation, A6.2 Self-evaluation, A6.3 Peer evaluation, A6.4 External expert evaluation). Provide references, if possible. (max. 200 words)</i>	<p>Up to now, the good practice has not been evaluated, as it is still in testing phase.</p>
A7. CONTACT <i>Who can be contacted so as to seek support and networks for implementing the practice (name, position, e-mail)?</i>	<p>Rector's Office – Secretary of the Vice Rectors via Calepina, 14 - 38122 Trento Tel. +39 0461 281281 segreteriaiprorettori@unitn.it</p>

B. CONTENT EVALUATION CRITERIA

B1. SOCIAL JUSTICE PRINCIPLES (see Nelson & Creagh, 2013)				
B1.1 Self-determination <i>Rate and Justify (max. 70 words)</i> <i>(how students have participated to its (a) design, (b) enactment and (c) evaluation and how they can (d) make informed decisions about the participation)</i>	<i>Very weakly</i> <input type="checkbox"/>	<i>Weakly</i> <input type="checkbox"/>	<i>Well</i> X	<i>Very well</i> <input type="checkbox"/>
B1.2 Rights <i>Rate and Justify (max. 70 words)</i> <i>(how it is assured that all participants are treated with dignity and respect. How have their individual cultural, social and knowledge systems been recognised and valued?)</i>	<i>Very weakly</i> <input type="checkbox"/>	<i>Weakly</i> <input type="checkbox"/>	<i>Well</i> X	<i>Very well</i> <input type="checkbox"/>
	<p>Extensive information about the course is available on the website, so that students can decide whether to add it in the curriculum or not.</p> <p>The access to the course is based on the framework of equal opportunities policies.</p>			

B1.3 Access <i>Rate and Justify (max. 70 words)</i> <i>(how it is assured that there is an active and impartial access to the resources (e.g., curriculum, learning, academic, social, cultural, support, and financial resources))</i>	<i>Very weakly</i> <input type="checkbox"/>	<i>Weakly</i> <input type="checkbox"/>	<i>Well</i> <input type="checkbox"/>	<i>Very well</i> <input checked="" type="checkbox"/>
B1.4 Equity <i>Rate and Justify (max. 70 words)</i> <i>(how it openly demystifies and decodes dominant university cultures, processes, expectations and language for differently prepared cohorts)</i>	<i>Very weakly</i> <input type="checkbox"/>	<i>Weakly</i> <input type="checkbox"/>	<i>Well</i> <input type="checkbox"/>	<i>Very well</i> <input checked="" type="checkbox"/>
B1.5 Participation <i>Rate and Justify (max. 70 words)</i> <i>(how it has led to socially inclusive practices. How does it increase students' sense of belonging and connectedness?)</i>	<i>Very weakly</i> <input type="checkbox"/>	<i>Weakly</i> <input type="checkbox"/>	<i>Well</i> <input checked="" type="checkbox"/>	<i>Very well</i> <input type="checkbox"/>
B2. COLLABORATION <i>Describe what kind of collaboration there is between various stakeholders. (max. 70 words)</i> <p>The course optimizes resources within the university, identifying the teaching staff among the interdepartmental group coordinated by the Interdisciplinary Centre for Gender Studies. This way, a team of teachers from different scientific backgrounds (Human, Social, Cognitive, Legal And Economic, Natural, and Computer Sciences, Engineering, Mathematics) can contribute to provide students with high quality education on key issues about gender.</p>				

B3. STUDENT SATISFACTION <i>Describe the student perception of this initiative. Is there evidence of their satisfaction? (see also A6.1) (max. 200 words)</i>	<p>The good practice has not been evaluated as it is still in testing phase.</p>
B4. STUDENT WELLBEING <i>How does it influence on students' (a) psychological, (b) social, (c) academic, and (d) physical wellbeing? What kind of evidence there is? (max. 200 words)</i>	<p>Increasing the awareness about gender as a core question in education and beyond, the course greatly helps to promote students social, psychological, and academic wellbeing both in terms of equal opportunities and gender balance within the campus.</p>
<p style="text-align: center;">C. FINAL REFLECTIONS (based on the previous description of you good practice)</p>	
Success factors <i>What are the factors required for the successful implementation? (max. 200 words)</i>	<p>For a long time the University of Trento has been the leader of research and international collaboration on gender studies. This background greatly helped raise attention to the development of good policies and practices in the academic environment. So far, the course has been attended by 5% of the entire students population.</p>
Sustainability <i>What is needed for the practice to sustain? What resources are required? How it contributes to environmental, economic or social sustainability? (max. 200 words)</i>	<p>The course is based on resources already in place, so it doesn't involve additional costs In terms of teaching. Nevertheless, it requires an amount of coordination work to be managed over the time.</p>
Challenges <i>What are the constraints identified? How easy it is to learn and implement? (max. 200 words)</i>	<p>Major challenges are the commitment and skills required to guarantee the course management on a voluntary basis. On the long term, investments on the course should be modified from voluntary to institutional.</p>

Sources

Kunttu, K. 2005. The study ability model. The Finnish Student Health Service (FSHS). (http://www.yths.fi/filebank/692-ENG_OPIKELUKYKYMALLI_pdf.pdf)

Nelson, K & Creagh T. 2013. A Good Practice Guide: Safeguarding Student Learning Engagement. Queenslad University of Technology. Brisbane, Australia. (http://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_20130320.pdf)