



UNIVERSITETI BUJQËSOR I TIRANËS / AGRICULTURAL UNIVERSITY OF TIRANA

Rr. Pajsi Vodica, Kodër-Kamëz, Tiranë, Albania. / T: +35547200874 / E: info@ubt.edu.al / W: www.ubt.edu.al

Approved

The Rector

Prof. Dr. Fatbardh SALLAKU

GENDER EQUALITY PLAN

2023-2025

Grupi i punës:

Ilir Kapaj

Erinda Lika

Romina Koto

Tirana March, 2023

Introduction

Agricultural University of Tirana (AUT) is the most important higher education institution in Albania that provides the future generations with relevant knowledge, sound expertise, and appropriate skills to address this perspective and accompany the agricultural transformation.

AUT comprises thousands of enrolled students and several hundred staff members who teach students and also conduct research on a wider range of topics in areas such as Agricultural Science, Agricultural Economics, Agribusiness, Food and Nutrition, Forestry, Veterinary Science, etc.

The mission of the AUT is focused on the need for the change and transformation and the creation of real capacities worth to society. AUT is one of the most complete educational centers in the country in terms of infrastructure and logistics capacity.

Considering the essential position that agriculture and rural development play in the Albanian society – 50 percent of the 2.8 million inhabitants of the country live in rural areas and almost 20 percent of the country's GDP¹, as well as more than 40 percent of overall employment relate to the agricultural and food sector – the AUT can thus also be defined as a very crucial actor for creating the model and transferring it to the society, in the center of which lies the promotion of equality values, as well.

AUT complies with the principles of the European Charter for Higher Education based on the European Credits Transfer System (ECTS) and the American Credit System (USCs). This has enabled graduating students to obtain a diploma which is recognized worldwide, facilitating this way study advancement and employability. Agricultural University of Tirana is committed to remove all of the institutional, structural and individual discrimination that may contribute to inequalities. AUT aims to create a more diverse and inclusive university environment and through this document, intends to implement standards of individual rights and gender equality.

Our commitment

The University is committed to embedding Gender Equality across all units and this plan reflects its commitment and contribution toward the gender equality in higher education. Agricultural University of Tirana (AUT), founded in 1951 is a public university composed of 565 staff out of which 57.8% are female and the rest male. Additionally, AUT has 301 academic staff where 53% are female and 47% male. There are approximately 6500 enrolled in AUT, out of which 55.4% are female and 44.6% are male. AUT consist of 5 faculties, structured in 21 constituent units.

The Law on Gender Equality (2008) in Albania has brought together and harmonized equality legislation. Regarding AUT, the legislation reflects anti-discrimination in students and staff related to age, disability, gender, marriage, pregnancy and maternity, race, sexual orientation, religion and belief.

Gender inequalities situation in higher education in Albania can be measured by examining indicators such as higher education students' gender, degrees awarded and promotion to women

¹ Gross Domestic Production

each year, the levels of education attained by men and women and, lastly, the differences between the subjects studied by men and women. This document drafted as an action plan, aims to serve to this purpose. In addition, this plan seeks to promote academic progress through development of university equality policies combatting evident and hinted forms of discrimination.

Through its objectives and specific actions, The Gender Equality Plan (GEP) of AUT aims to overcome gender gaps and structural barriers in, learning, research and innovation and to create a safe and inclusive environment for the university community.

This plan describes AUT approach and commitment to equal opportunities, encompasses the grounds of gender discrimination and the social background. This document is based on three main pillars:

1. Resources for implementing gender equality plan;
2. Monitoring and evaluation of gender equality dimension;
3. Training and awareness - raising actions on gender equality dimension.

The plan comprises objectives, activities and measurable indicators that the university will implement during 2023-2025, the responsible bodies and persons for each activity, as well as indicators and targets for each goal. The plan also addresses coherent measures aligned with the Council of Europe Gender Equality Strategy [2018-2023] and the United Nations 2030 Sustainable Development Goals, as an instrument to help reverse social economic and cultural inequalities and promote gender equality.

AUT gender Equality Plan composition and strategic goals

The core benefits of equality and diversity in higher education include, positive changes in the quality of research and teaching, the improvement of the research and scientific performance of the institution in a competitive environment, improved dialogue and exchange of ideas to greater inclusiveness and a sense of community. Equality and diversity in the sciences and higher education also reflect on people's feelings of well-being at work and during their academic path. Equality policies support the development of sound procedures and help create a better working environment while also attracting and retaining academic talent.

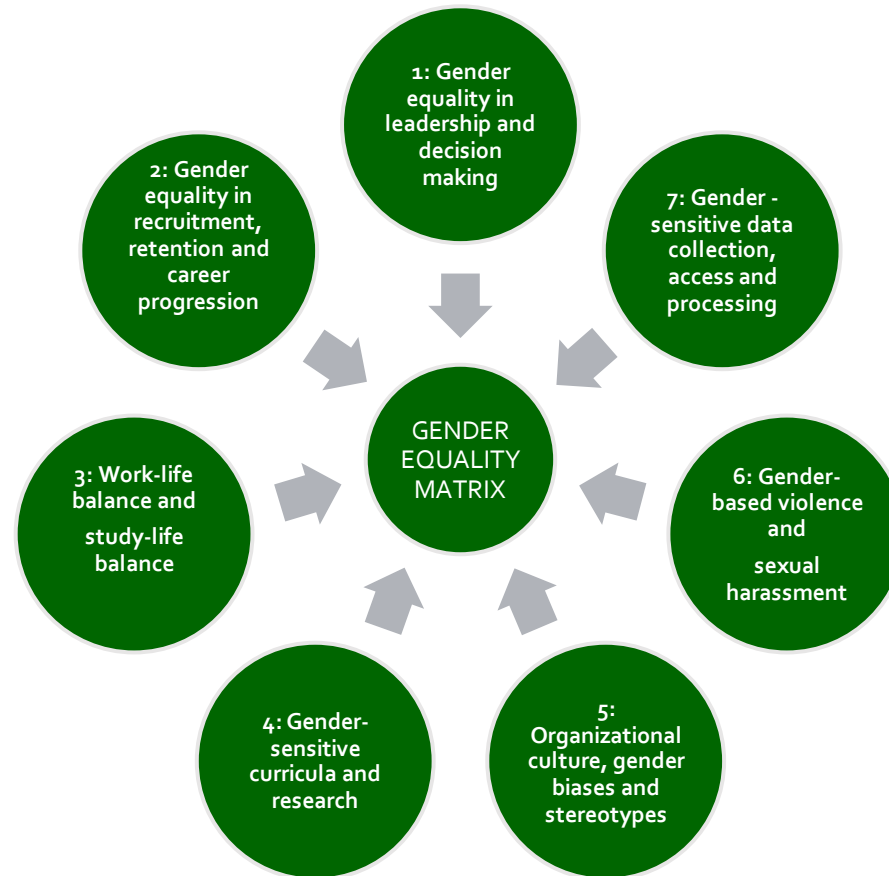
The AUT focus of the Gender Equality Plan 2023-2025 is based on seven key priority areas:

- 1: Gender equality in leadership and decision making
- 2: Gender equality in recruitment, retention and career progression
- 3: Work-Life balance and study-life balance
- 4: Gender sensitive curricula and research
- 5: Organizational culture, gender biases and stereotypes
- 6: Gender based violence and sexual harassment
- 7: Gender - sensitive data collection, access and processing

AUT GENDER EQUALITY PLAN (2023-2025)

The AUT Gender Equality Plan 2023-2025 is valid for AUT from 1st of January 2023 until the 31st of December of 2025, or until approval of the next Gender Equality Plan in the Academic Year 2025/26, whatever happens the latest. The Senate approves the academic components of the Gender Equality Plan, while Senior Leadership Team approves the administrative components.

Key Priority Areas



Area 1. Gender equality in leadership and decision making

Objective	Actions	Timeline Academic Years			Indicator of progress	Working with
		22/23	23/24	24/25		
1.1 Achieve and secure gender balance in AUT leadership	<ul style="list-style-type: none"> Conduct a consultation with relevant stakeholders to decide whether gender balance in AUT's governing bodies is a goal we want to achieve. If so, design and formalize a long-term strategy for achieving and sustaining gender balance in AUT's decision-making bodies. 	x	x	x	<ul style="list-style-type: none"> Discussions on the importance of gender balance in governing bodies held and decision on the desirability of achieving gender balance in governing bodies made. Policy or similar institutionalized regulations adopted, if appropriate. 	<ul style="list-style-type: none"> Senior Leadership Team (SLT) AUT Senate Academic Forum
	<ul style="list-style-type: none"> Conduct a consultation with relevant stakeholders to decide whether gender balance in AUT's mid-level management (Heads of Units) shall be taken into account in the recruitment of Heads of Units. If so, design and formalize a strategy. 			x	<ul style="list-style-type: none"> Discussions about the importance of gender balance in mid-level management held and decision on the desirability of achieving gender balance at this level made. Policy or similar institutionalized regulations adopted, if appropriate. 	<ul style="list-style-type: none"> SLT HRO leadership
	<ul style="list-style-type: none"> Develop and support leadership capacity for women and members of the trans and gender non-conforming community in the student body. 			x	<ul style="list-style-type: none"> Informal network of peer support created. Best practices in mentorship mapped. 	<ul style="list-style-type: none"> Student Union SLT

¹ The Senate, in all constituencies; Senior Leadership Team: Rector, Vice Rector for Teaching and Academic affairs (deputy Rector), Vice Rector for Research, Vice Rector for External Relations, and all Faculties; The Administrator, Directors in administrative levels and the Administrative Board of AUT.

Objective	Actions	Timeline Academic			Indicator of progress with	Working with
		22/23	23/24			
1.2 Mainstream gender in decision-making processes	<ul style="list-style-type: none"> Run Gender Impact Assessments of AUT's existing policies and regulations. Make Gender Impact Assessments a regular part of the approval process of new or amended Policies and other relevant institutional regulations. 		X	X	<ul style="list-style-type: none"> Policies and regulations currently in force assessed and recommendations delivered to SLT for consideration. The HR office regularly consulted during the design of new policies and regulations. Gender Impact Assessments are incorporated as a required step in the official document describing the approval process of Policies and regulations at AUT. 	<ul style="list-style-type: none"> Academic Secretary SLT Senate HRO
1.3 Mainstream gender competence in recruitment for open positions	<ul style="list-style-type: none"> Systematize the use of the following boilerplate in all job ads: <i>AUT is strongly committed to the promotion of gender equality and equal opportunities within our institution. Previous training, work experience and/or engagement with matters of equality, diversity and inclusion at the organizational level will be an asset.</i> Include gender equality and diversity-related questions when interviewing candidates. 		X		<ul style="list-style-type: none"> Boilerplate systematically included in all job ads. Questions on equality and diversity made a regular part of job interviews. Attitude towards, and previous training or experience in promoting (gender) equality and diversity on the side of the candidate taken into account when evaluating their application package. 	<ul style="list-style-type: none"> HRO Recruitment Commission
1.4 Make Gender Equality, Diversity and Inclusion an explicit and visible element of AUT's mission	<ul style="list-style-type: none"> Include explicit reference to Gender Equality, Diversity and Inclusion as part of AUT's mission, vision and values in the new Strategic Plan document. Join other universities and institutions in Tirana in showing support to the LGBTQIA2S+ community by displaying the Pride Flag at the entrance of QS campus. 	X			<ul style="list-style-type: none"> Gender Equality, Diversity and Inclusion are explicitly mentioned in the new Strategic Plan. Pride flag displayed at the entrance of QS campus. 	<ul style="list-style-type: none"> Vice Rector for Foreign relations SLT Facilities Services

Objective	Actions	Timeline Academic Years			Indicator of progress	Working with
		22/23	23/24	24/25		
1.5 Institutionalize the GEP cycle.	<ul style="list-style-type: none"> Design and adopt Gender Equality Plans every three years, starting in January and ending in December. 			X	<ul style="list-style-type: none"> GEP design, approval and implementation embedded in institutional processes regularly every 3 years. 	<ul style="list-style-type: none"> SLT Senate Academic Secretary

Area 2. Gender equality in recruitment, retention and career progression

For the administrative staff

Objective	Actions	Timeline Academic Years			Indicator of progress	Working with
		22/23	23/24	24/25		
2.1 Create a proper structure with ranks for AUT (mostly feminized) administrative sector	<ul style="list-style-type: none"> Finalize the process of writing and approving Job Descriptions for all administrative positions at AUT. 	X			<ul style="list-style-type: none"> All Job Descriptions uploaded and approved. 	<ul style="list-style-type: none"> Administrator HRO
	<ul style="list-style-type: none"> Define transparent and meaningful administrative ranks. 	X			<ul style="list-style-type: none"> Proper ranks defined. 	
	<ul style="list-style-type: none"> Define transparent pay bands for each rank with an adequate width between maximum and minimum 		X		<ul style="list-style-type: none"> Pay bands designed. 	
	<ul style="list-style-type: none"> Clearly communicate those to employees in all relevant communication platforms. 		X		<ul style="list-style-type: none"> Ranks and pay bands shared with all employees and incorporated in the employee manual. 	
	<ul style="list-style-type: none"> Rank and pay band of new recruitments decided upon during the drafting of the profile and job 		X	X	<ul style="list-style-type: none"> All new administrative hires coherently integrated in the new grading structure. 	
2.2 Mainstream gender in the upcoming system of Performance Evaluations	<ul style="list-style-type: none"> Design a gender-sensitive Performance Evaluation system. Monitor results of Performance Evaluations in a gender-disaggregated manner. 		X	X	<ul style="list-style-type: none"> Gender Equality and Diversity Officer -GEDO (part of HR office) involved in the design and implementation of the Performance Evaluation system. First gender-disaggregated monitoring exercise conducted. 	<ul style="list-style-type: none"> HRO

For the academic staff

Objective	Actions	Timeline Academic Years			Indicator of progress	Working with	
		22/23	23/24	24/25			
2.3 Achieve gender balance across academic ranks	Recruitment	<ul style="list-style-type: none"> Implement, enforce and monitor the AUT Policy on Increasing the Representation of Women at Faculty level. Design and discuss appropriate measures if monitoring shows no progress. 	X	X	X	<ul style="list-style-type: none"> Policy and template for Policy implementation consistently circulated among Recruitment Committee members when a vacancy gets approved. GEDO informed when a faculty vacancy opens. Recruitment Committee reports driven by Policy systematically delivered to GEDO. 	<ul style="list-style-type: none"> Vice Rector for Teaching and Academic Affairs HRO
		<ul style="list-style-type: none"> Collect and monitor the gender of applicants for faculty positions in a digitalized manner. 	X	X	X	<ul style="list-style-type: none"> Form created to collect gender of applicants incorporated in the application process. 	<ul style="list-style-type: none"> HRO
		<ul style="list-style-type: none"> Finalize and distribute Gender-Sensitive Recruitment Guidelines for Recruitment Committee. 	X			<ul style="list-style-type: none"> Guidelines endorsed, adopted and circulated. 	<ul style="list-style-type: none"> Vice Rector for Teaching and Academic Affairs Vice Rector foreign relations

Objective	Actions	Timeline Academic Years			Indicator of progress	Working with	
		22/23	23/24	24/25			
	Promotion	<ul style="list-style-type: none"> Improve the quality of HRO data to be able to calculate gender disaggregated time to promotion, broken down by ranks and departments. When quality of data allows, run calculations. Make clear information on promotion criteria part of the annual mentoring consultations of Heads of Departments with their junior faculty. Incorporate a maximum of 50% teaching waiver for new parents who had taken at least 6 months and no more than a year of parental leave, when they return to work. 	X	X	X	<ul style="list-style-type: none"> GEDO involved in the discussions on reporting needs of the new HR integrated system. HRO data on faculty promotions is accurate, reliable, digitalized and accessible for monitoring. Clear information on promotion criteria made part of mentoring consultations. Teaching waiver for new parents returning to work adopted. 	<ul style="list-style-type: none"> HRO Vice Rector for Teaching and Academic Affairs Senate
	Retention	<ul style="list-style-type: none"> Improve the quality of HRO data to be able to calculate gender disaggregated faculty turnover. Systematically distribute the Gender Sensitive Exit Questionnaire to employees who voluntarily leave the institution. Analyze the questionnaire regularly in a gender-disaggregated manner. 	X	X	X	<ul style="list-style-type: none"> GEDO involved in the discussions on reporting needs of the new HR integrated system. HRO data on voluntary resignations is accurate, reliable, digitalized and accessible for monitoring. Gender-Sensitive Exit Questionnaire systematically distributed and regularly analyzed. 	<ul style="list-style-type: none"> HRO

2.4 Ensure equal pay for equal work	<ul style="list-style-type: none"> Continue monitoring salaries adjusted by ranks. 	X	X	X	<ul style="list-style-type: none"> Reports on gender pay gap adjusted by rank published yearly. 	<ul style="list-style-type: none"> Human Resource Office (HRO)
	<ul style="list-style-type: none"> Continue monitoring yearly teaching load for gender differences in academic workload (if any) 	X	X	X	<ul style="list-style-type: none"> Gender-sensitive teaching load report published annually (Oct-Dec) and recommendations delivered. 	<ul style="list-style-type: none"> HRO DVBSC (IEQAD)
	<ul style="list-style-type: none"> Take appropriate measures to correct the gender imbalances when detected in supervision of MA thesis and service to community. 	X			<ul style="list-style-type: none"> Conversations with departments on gender imbalance in academic workload started. Best practices from inside of AUT community shared and discussed. Fair and gender-equal system of allocation of MA and BA thesis supervision designed and implemented. 	<ul style="list-style-type: none"> Vice Rector for Research and Faculty. Heads of departments Heads of BA Programs IRO IEQAD
	<ul style="list-style-type: none"> Ensure gender equality in the distribution of BA thesis supervision starting in academic year 2022/23 	X	X	X		
	<ul style="list-style-type: none"> Discuss and design a more refined mechanism to track service to community and administrative departmental duties. 	X				

For the entire employee body

Objective	Actions	Timeline Academic Years			Indicator of progress	Working with
		22/23	23/24	24/25		
2.5 Increase salary transparency	<ul style="list-style-type: none"> Deliver academic salary bands by rank to HRO 	X			<ul style="list-style-type: none"> Academic salary bands delivered to HRO 	<ul style="list-style-type: none"> Administrator HRO
	<ul style="list-style-type: none"> After the completion of the Job Evaluation and salary benchmarking process, deliver administrative salary bands by rank to HRO and SLT 		X		<ul style="list-style-type: none"> Administrative salary bands delivered to HRO and SLT 	
2.6 Develop a gender-sensitive application portal for job openings	<ul style="list-style-type: none"> Provide applicants with the option of informing AUT the name they want to be addressed by. 	X			<ul style="list-style-type: none"> Field for preferred name offered in the new application platform. 	<ul style="list-style-type: none"> Ethical Commission (EC) HRO

Objective	Actions	Timeline Academic Years			Indicator of progress	Working with
		22/23	23/24	24/25		
2.7 Mainstream gender in the upcoming HR integrated system (web-based)	<ul style="list-style-type: none"> Incorporate all data needs for high- quality gender equality institutional analysis and monitoring into the design and implementation phases of the new HR integrated system. Discuss gender equality reporting needs with EC and with team implementing the project. Ensure General Data Protection regulation (GDPR) compliance for data collection, storage, access and processing. 	X			<ul style="list-style-type: none"> Gender-sensitive HR data needed for diagnosis and monitoring reviewed according to GDPR and incorporated in the web. 	<ul style="list-style-type: none"> IT office HRO EC

For the student body

Objective	Actions	Timeline Academic Years			Indicator of progress	Working with
		22/23	23/24	24/25		
2.8 Achieve equal rates of BA, MA and PhD completion for all genders.	<ul style="list-style-type: none"> Continue to monitor gender-disaggregated rates of BA, MA and PhD completion, drop-out rates and length of time required for graduation. Conduct gender-sensitive exit interviews with PhDs who voluntarily drop out 	X	X	X	<ul style="list-style-type: none"> Calculation of completion rates disaggregated by gender and degree level annually systematically conducted. Gender-sensitive exit questionnaires for PhDs drop-out designed. 	<ul style="list-style-type: none"> Faculties Head of departments HRO

2.9 Promote gender equality in paid students assistantship	<ul style="list-style-type: none"> • Make the new HR integrated system sensitive to the different student's assistantship levels. • Perform gender-disaggregated diagnosis of paid student's assistantship, broken down by nationality. 	X	X		<ul style="list-style-type: none"> • Student's assistantship data collected in the new HR system in a way that allows for gender-disaggregated calculations. 	<ul style="list-style-type: none"> • HRO
---	---	----------	----------	--	---	---

Objective	Actions	Timeline Academic Years			Indicator of progress	Working with
		22/23	23/24	24/25		
	<ul style="list-style-type: none"> • Increase transparency and standardization of advertising of positions, job descriptions, workload, pay, and office hours (with care responsibilities considerations). 	X	X		<ul style="list-style-type: none"> • Calculations run and report with analysis of the results delivered. • Agreement on clear expectations on the responsibilities of student's assistantship on the side of Faculty reached. • Regulations for advertising positions, job descriptions, workload, pay and office hours revisited and amended 	<ul style="list-style-type: none"> • Vice Rector for Teaching and Academic Affairs
	<ul style="list-style-type: none"> • Incorporate Inclusion, Diversity and Equality training for student's assistantship as mandatory credit. 	X	X	X	<ul style="list-style-type: none"> • Inclusion, Diversity and Equality training for student's assistantship discussed with Student Economic Forum • Training designed and ready for launch. 	<ul style="list-style-type: none"> • Student Economic Forum • Vice Rector for Teaching and Academic Affairs

Area 3. Reconciliation of work and study with care duties (work and study-life balance).

Objective	Actions	Timeline Academic Years			Indicator of progress	Working with
		22/23	23/24	24/25		
3.1 Accommodate and support employees with care-related responsibilities.	<ul style="list-style-type: none"> Finalize the AUT Comprehensive Employee Care Policy. Equip child-friendly office space in AUT campus for students and employees with childcare responsibilities. 	x			<ul style="list-style-type: none"> Employee Care Policy approved and implemented. Child-friendly office space made available. 	<ul style="list-style-type: none"> Administrator HRO Facilities Services
	<ul style="list-style-type: none"> Reach an institutional agreement on gender-sensitive timetables for scheduling events and work-related meetings, both formal and informal, and make them part of regular Unit operations. Design a proper Absence Management Plan to cover for employees with care-related emergencies. 			x	<ul style="list-style-type: none"> Gender-sensitive meeting hours Policy presented to AUT leadership. Absence Management Plan for different types of responsibilities across the University drafted and presented to SLT. 	<ul style="list-style-type: none"> SLT HRO Department Heads

Objective	Actions	Timeline Academic Years			Indicator of progress	Working with
		22/23	23/24	24/25		
3.2 Accommodate and support students with care-related responsibilities.	<ul style="list-style-type: none"> Review the Student <i>Pregnancy and Parent Policy</i> in light of Albanian regulations. Monitor Policy take-up, disaggregated by gender and department. Monitor the granting of financial support to students with children by the Albanian government. Draft potential funding scheme for Master and Doctoral programs with a focus on maternity, paternity and parental leave provisions Find a way to support students who, due to care responsibilities, incur in higher expenses when performing academic activities (travel for conferences, field research, etc). 	X	X	X	<ul style="list-style-type: none"> Alternatives for reactivating financial provisions of the Student Pregnancy and Parent Policy fully explored. Yearly monitoring of Policy take-up and of Albanian government support for students with children implemented. Clear understanding on regulation provisions in terms of parental leave reached. Gender-sensitive guidelines for departments on allocation of funds for conferences and travel designed, implemented and allocation of funds monitored. 	<ul style="list-style-type: none"> Vice Dean for teaching Vice Rector for Teaching Vice Rector for research and projects Department Heads

Area 4. Gender dimension in curricula and research

Objective	Actions	Timeline Academic Years			Indicator of progress	Working with
		22/23	23/24	24/25		
<p>4.1 Improve the presence of gender components in curricula</p>	<ul style="list-style-type: none"> Adapt existing guidelines created by other H2020 projects on improving gender diversity in curricula and research by tailoring them to AUT's programs and areas of research and incorporating best practice examples from our own academic community. Create synergy with already existing initiatives on decolonizing the curriculum at AUT, building on the experience of students and academic staff who have engaged in these efforts. Collaboratively design and make widely available a toolkit with methodological guidance for those members of our academic community who wish to critically review their syllabi from a gender-sensitive and decolonizing approach. Set up a network of peer support with the same purpose. Include gender-sensitivity and global scope of syllabi as a question for students in the course evaluation. 		X	X	<ul style="list-style-type: none"> Guidelines and AUT's best practices incorporated in a toolkit. Toolkit designed, endorsed and made available in online format. Network of peer support set up. Questions on gender sensitivity and global scope of syllabi in course evaluations presented to Quality Assurance Committee. 	<ul style="list-style-type: none"> EC Interested members of AUT's student and academic body IEQAD Vice Rector for Research and Faculty Senate

³ For example, the recently published *Handbook for Creating a Gender Sensitive Curriculum: Teaching and Learning Strategies* by Gearing Roles.

Objective	Actions	Timeline Academic Years			Indicator of progress	Working with
		22/23	23/24	24/25		
4.2 Improve the presence of gender components in research	<ul style="list-style-type: none"> Consult with Rector Office on the best way to incorporate a gender-sensitive revision of research proposals for (internal and external) grant applications. If needed, build capacity in Rector Office review research proposals with a gender-sensitive lenses and provide resources to researchers on this matter. 	X	X		<ul style="list-style-type: none"> Consultation with Rector Office held and strategy agreed upon. Training delivered, according to need. 	<ul style="list-style-type: none"> Rector office

Area 5. Organizational culture, gender biases and stereotypes

Objective	Actions	Timeline Academic Years			Indicator of progress	Working with
		22/23	23/24	24/25		
5.1 Improve gender balance in academic events	<ul style="list-style-type: none"> Revise and clarify the scope and enforcement of the Gender Equity in Events Policy. 			X	<ul style="list-style-type: none"> Clear enforcement mechanism adopted. Complain channel set up and functional. 	<ul style="list-style-type: none"> Vice Rector for foreign Relations
5.2 Make classroom interaction and supervision practices more gender sensitive	<ul style="list-style-type: none"> Regularize the delivery of the training on Gender Sensitive Pedagogical Practices in collaboration with EC. Provide guidelines for Faculty and PhD students on how to integrate gender sensitivity in their pedagogical practices, with special emphasis on affirming and supporting gender non-conforming/non-binary identities. 	X	X		<ul style="list-style-type: none"> Training delivered. Guidelines prepared, endorsed and distributed. 	<ul style="list-style-type: none"> EC
5.3 Make course evaluations more gender sensitive	<ul style="list-style-type: none"> Monitor classroom environment by making gender sensitivity part of course evaluations. 	X			<ul style="list-style-type: none"> Gender-sensitive questions in course evaluations presented to Quality Assurance Committee. 	<ul style="list-style-type: none"> IEAQD Quality Assurance
5.4 Make facilities on campus gender inclusive	<ul style="list-style-type: none"> Initiate discussion on how to create a menstruation-friendly campus: run a 3 months pilot of free menstrual products in campus and a survey in the community afterwards; conduct awareness-raising campaign and event on the topic of menstruation. 		X		<ul style="list-style-type: none"> Proposal submitted to SLT. Pilot run. Survey on community needs run and revisions to the pilot made accordingly. Event and awareness-raising campaign organized. 	<ul style="list-style-type: none"> Administrator EC

	<ul style="list-style-type: none"> Have health-related info brochures for Trans people in Tirana available in the AUT campus. 	X			<ul style="list-style-type: none"> Brochures distributed. 	<ul style="list-style-type: none"> Carrier Office (CO)
--	--	---	--	--	--	---

Objective	Actions	Timeline Academic Years			Indicator of progress	Working with
		22/23	23/24	24/25		
5.5 Increase awareness of equal opportunity-related policies in the AUT community	<ul style="list-style-type: none"> Continue the yearly delivery of orientation sessions for incoming students and employees on Gender Equality policies at AUT. Run info sessions for Heads of Academic and Administrative Units. Incorporate a quiz on AUT's policies as mandatory requirement for incoming students and employees. Update AUT Website regularly. 	X	X	X	<ul style="list-style-type: none"> Orientation sessions delivered yearly. Info sessions for Heads of Units and Departments offered. Quiz incorporated. Website up-to-date. 	<ul style="list-style-type: none"> Faculties HRO Student Office
5.6 Systematize the use of gender sensitive language in AUT's documents and communications	<ul style="list-style-type: none"> Adapt and adopt the gender-sensitive communication guidelines, including the use of gender-sensitive language for AUT's documents and communications. 			X	<ul style="list-style-type: none"> Guidelines adapted and endorsed by leadership. AUT documents and policies revised and modifications made, where needed. 	<ul style="list-style-type: none"> EC CO Department Secretary

<p>5.7 Promote an institutional culture welcoming of the LGBTQIA+ community</p>	<ul style="list-style-type: none"> • Deliver mandatory training for all current and incoming students and employees (administrative and academic) on Inclusion, Diversity and Equality, including how to be supportive of trans and gender non- conforming students and colleagues. 			<p>x</p>	<ul style="list-style-type: none"> • Training sessions designed and delivered. 	<ul style="list-style-type: none"> • HRO • Vice Dean for teaching
--	--	--	--	-----------------	---	---

Area 6. Gender based violence and sexual harassment

Objective	Actions	Timeline Academic Years			Indicator of progress	Working with
		22/23	23/24	24/25		
6.1 Improve handling of harassment and sexual harassment cases.	<ul style="list-style-type: none"> Implement and enforce the different components of the AUT Policy on Harassment Speak-up: <ul style="list-style-type: none"> Approve GDPR amendments and launch the Speak-up. Deliver info-sessions to the entire AUT community on the Speak up and the different complaint mechanisms. 	X	X	X	<ul style="list-style-type: none"> Info sessions on the Speak up and new complaint mechanisms for the community run on a yearly basis. 	<ul style="list-style-type: none"> EC
	Training: <ul style="list-style-type: none"> Develop budget line for trainings. 	X			<ul style="list-style-type: none"> Commitment of budget for training agreed upon. 	<ul style="list-style-type: none"> SLT
	<ul style="list-style-type: none"> Deliver mandatory anti-harassment training employees and students. 		X	X		
	<ul style="list-style-type: none"> Deliver mandatory anti-harassment training for security personnel, receptionists, cleaning and maintenance staff (both employees and contractors). 		X	X		

	<ul style="list-style-type: none"> Deliver mandatory training specifically tailored for those taking complaints (Ombudspersons Network and members of the Disciplinary and the Grievance Committee). 		X		<ul style="list-style-type: none"> Trainings delivered 	<ul style="list-style-type: none"> HRO Administrator Office
	<ul style="list-style-type: none"> Deliver mandatory training specifically tailored for those providing health services (psychological counselling and medical staff). 		X			

Objective	Actions	Timeline Academic Years			Indicator of progress	Working with
		22/23	23/24	24/25		
	<ul style="list-style-type: none"> Delivery of active by-stander training for the entire community. 	X	X	X		-----
	<ul style="list-style-type: none"> Make available user-friendly handouts of the Policy in both electronic and physical form to members of the AUT community, contractors and externals. 	X			<ul style="list-style-type: none"> User-friendly handouts distributed. 	<ul style="list-style-type: none"> HRO
	<ul style="list-style-type: none"> Run first monitoring exercise and design corrective measures if needed. Include in the monitoring report data on complaint submission and handling, and figures on the workload of the ON. 			X	<ul style="list-style-type: none"> First monitoring report in collaboration with the Ethical Commission (EC) Chair presented to Senate after all previous cases handled have been recorded. 	<ul style="list-style-type: none"> ON EC

	<ul style="list-style-type: none"> Develop an Emergency Response Protocol with clear guidelines on how first respondents should react in case of a sexual harassment or sexual assault incident in our Community. Deliver mandatory training on the Protocol to employees and contractors likely to be first responders in an emergency case. Deliver voluntary training on the Protocol to the entire community. 	X			<ul style="list-style-type: none"> Emergency Response Protocol finalized in collaboration with the EC Chair and Legal Office, endorsed by leadership, distributed both physically and electronically through diverse communication channels. Mandatory and voluntary training sessions on Emergency Response Protocol delivered. 	<ul style="list-style-type: none"> EC Chair Legal Office HRO Vice Dean for teaching
6.2 Diagnose the prevalence and manifestations of other forms of GBV at AUT	<ul style="list-style-type: none"> Design and circulate a community-wide survey on experiences of Gender Based Violence (GBV) at AUT 			X	<ul style="list-style-type: none"> Survey ran, analysis completed and report shared with the AUT community for deliberation. 	<ul style="list-style-type: none"> HRO Legal Office

Objective	Actions	Timeline Academic Years			Indicator of progress	Working with
		22/23	23/24	24/25		
6.3 Provide victims of GBV with resources.	<ul style="list-style-type: none"> Make AUT and government resources on GBV available and accessible to the community to the AUT community 	X			<ul style="list-style-type: none"> Comprehensive catalogue of resources made available Catalogue distributed around AUT campus Catalogue distributed during incoming orientation sessions (students and new employees). 	<ul style="list-style-type: none"> HRO CO

Area 7. Gender-sensitive data collection, access and processing.

Objective	Actions	Timeline Academic Years			Indicator of progress	Working with
		22/23	23/24	24/25		
7.1 Reconcile gender-sensitive data management with GDPR	<ul style="list-style-type: none"> Conduct a systematic GDPR review of the AUT Handbook of Gender Sensitive Data Collection and Analysis. Endorse the handbook. Develop a clearance system for accessing and processing personal data for IEQAD and Inclusion Diversity and Equality Office (IDEO) that complies with GDPR and allows for high-quality institutional research on gender equality. 	x			<ul style="list-style-type: none"> AUT Handbook of Gender Sensitive Data Collection and Analysis reviewed and endorsed. IDEO and IEQAD access to data needed to conduct calculations of gender-equality indicators formalized. 	<ul style="list-style-type: none"> HR Legal Office
7.2 Make data-management systems gender sensitive	<ul style="list-style-type: none"> Improve quality of gender-related data, especially in HRO, and data linkages across databases to allow for calculation of gender equality indicators. Accommodate AUT's data-management systems and forms to allow employees to choose their preferred gender markers and names, if different from their legal ones (i.e., in their login credentials, email address, etc.) 	x	x		<ul style="list-style-type: none"> Linkages among HRO databases improved. Option for employees to provide their preferred name and gender in the system set up. 	<ul style="list-style-type: none"> HRO IT Legal Office