Canadian Institute of Technology

Strategic Gender Equality Plan 2023-2025[1]

I. Introduction

CIT (University College "Canadian Institute of Technology") is a private institution of higher education dedicated to providing its students with skills-based education, ethical values, critical, analytical, and problem-solving skills, creativity, innovation, and leadership, which they will use to shape their lives, careers, and society at large.

Higher education institutions have a special role in promoting equity between women and men. They are responsible for ensuring that what is taught and learned contributes in a positive way to the lives of both boys and girls. As educators, one must ensure that female and male students have equal access to the knowledge and skills that Higher Education Institutions can provide, as well as women and men of the academic and administrative staff of CIT.

The Gender Equality Index, as an instrument of the European Institute for Gender Equality (EIGE), measures gender inequalities in the European Union (EU) in accordance with the context of EU policies. The overall Gender Equality Index for the Republic of Albania for 2017 scored 60.4, demonstrating a significant gender gap. This finding confirms the need to renew the commitments and efforts of various actors, in the public and private sectors, civil society, and citizens to achieve gender equality. The biggest gaps between Albanians compared to the EU-28 citizens are encountered in the areas of knowledge, money, and time, while the results are similar in the areas of work and health.

In the domain of knowledge, the score shows a still large gender gap in both of these subdomains: achievement and participation, and division of labor.

In Albania, the percentage of persons with higher education is higher among women than men. Although there are more educated women than men in Albania, they occupy a relatively smaller place in educational attainment compared to the levels of EU and national objectives.

The division by field of education is still evident, with female students pursuing higher education concentrated in the fields of education, health, social sciences, humanities, and arts, while male students studying in these fields are few and far between, they dominate in the field of study of engineering, technology, and science.

Equality between men and women is an integral part of human rights and a fundamental criterion for democracy. Equality is a necessary foundation for a peaceful, prosperous, and sustainable world.

The University College "Canadian Institute of Technology" (CIT) considers the promotion of gender equality and the creation of an academic environment based on equality with appropriate and well-deserved representation for all levels and positions of staff to be of great importance.

CIT believes in offering equal opportunity for everyone in the institution, where there is no discrimination based on gender in offering opportunities, in the allocation of resources and benefits, or in access to educational services.

CIT strongly believes that promoting Gender Equality is crucial to promote better working conditions and performing research that is more responsive to special needs.

CIT as a higher education institution with a focus on Engineering and Technology is aware of the gap in gender in STEM (Science, Technology, Engineering, and Mathematics) and our goal is to help reduce this gap and increase the number of our female students and the number of women in the academic staff.

II. Goals and Objectives

The University College CIT promotes an organizational culture that highly values equity and inclusiveness and believes strongly in social responsibility.

University College "Canadian Institute of Technology" strives to provide an inclusive intellectual community, including a safe and supportive working and learning environment for women and men. To achieve this objective, CIT implements a range of measures to prevent gender-based discrimination and to adopt flexible provisions for employees.

CIT is dedicated to improving and promoting gender equality and diversity in the workplace through improving recruitment and retention practices to encourage a high-quality workforce thoughtful of gender diversity and promoting gender inclusive and sharing decision-making.

As a higher education institution with a focus on technology and engineering, knowing the gap gender there is in this field, CIT aims to multiply the number of female students in study programs and the number of women on the academic staff.

CIT will work on the following major objectives:

- Consider and confront gender differences, both in education and research, so that the University College can fulfill its mission to support students, faculty, and staff, irrespectively of nationality, gender, or age;
- Raise awareness about CIT gender policies with all types of stakeholders;
- Combat the negative stereotypes of women & STEM by promoting communication of achievements of students and women staff in STEM areas;
- Improve the gender balance among students, faculty, and staff, promoting concrete actions to foster it at all levels;
- Raise awareness about the benefits of gender balance within and outside the university;
- Identify and mitigate any potential gender bias, both conscious and unconscious, in all types of processes and decision paths, promoting gender equality in the organization bodies, and raising awareness of gender-specific aspects in the performance evaluation stages;
- Monitor possible gender-specific differences in the careers of students, faculty, and staff;
- Strive for gender balance in all relevant decision-making bodies, aiming at a minimum participation of the underrepresented gender in academic governance. In general, the proportional representation of genders in such bodies should be at least equal to that of the population that forms the body itself at the time of its constitution

III. Gender Data and Indicators - Canadian Institute of Technology

III.1 The current level of the institutional policy for gender equality in CIT:

- Gender equality issues are not part of the Mission / Vision / institutional philosophy statement of CIT.
- Specific policy and institutional structure for the promotion of gender equality does not exist.
- Gender Equality Plans implemented at the department/faculty/university level do not exist and as a result, there is no practice of Gender Budgeting throughout the Institution.
- CIT Development Strategy and Action Plan 2020-2025 has set targets on the proportion of faculty members who are female, aiming for 50% female on academic staff, making the first steps to implement a gender equality policy

III.2 GENDER INDEXES

- Students enrolled in tertiary education by sex and field of education

- Women among Bachelor graduates by field of education
- Women among Master of Science graduates by field of education
- Women among Master of Science graduates by a narrow field of education, STEM
- Proportion (%) of men and women in a typical academic carrier, students, and academic staff (Complex Index)-STEM
- Proportion (%) of women in academic staff, by academic title.
- Glass ceiling index
- Proportion (%) of women in high managerial positions in institutions and boards.

III.3 Classification according to ISCED 2011

ISCED 6 – Bachelor's or equivalent level students (6),

ISCED 7- Master's or equivalent level students (7),

Grade C – Researcher/Lecturer (PhD)

Grade B –«Associate Professor» Academic Title

Grade A –«Professor»   Academic Title

III.4 Programs Classification according to ISCED

04 – Business, administration and law

06 – Information and Communication Technologies

INDEX	M	%M	F	%F	TOT	%TOT	%F/TOT
Business, administration and law	96	18%	123	44.7%	219	27%	56.2%
Information and Communication Technologies	439	82%	152	45.3%	591	73%	25.7%
Total	535	100%	275	100%	810	100%	34%

Table I. Students enrolled in tertiary education at CIT by sex and field of education, 2022-2023

The analysis of Table 1, with data for the academic year 2022-2023, shows that:

- Students of the Faculty of Economy make up about 27% of the total number of students, while students of the Faculty of Engineering make up about 73% of the total.
- The number of female students is higher in the programs offered by the Faculty of Economy than in the programs of the Faculty of Engineering, even though the latter has the largest number of students.
- Female students make up 56.2% of the students of the Faculty of Economy, while they make up only 25.7% of the total number of Engineering students.

In total, female students make up about 34% of the total number of CIT students.

Table II. Women among Bachelor graduates by field of education, 2021-2022

INDEX:	M	% M/Tot	F	%F /Tot	TOT	%TOT	%F/TOT
Business, administration and law	18	20.1%	18	43.9%	36	28.1%	50%
Information and Communication Technologies	69	79.9%	23	56.1%	92	71.9%	33.3%
Total	87	100%	41	100%	128	100%	32%

- The data in the table shows that the number of Bachelor female graduates in the Faculty of Economy is the same as that of men, while in the Faculty of Engineering, the number of female graduates is 1/3 of the number of male graduates.
- In total, the number of Bachelor women graduates is only 32% of all graduates of CIT.

Table III. Women among MSc. graduates by field of education, 2021-2022

INDEX:	M	% M/Tot	F	%F /Tot	TOT	%TOT	%F/TOT
Business, administration and law	2	6%	20	45.5%	22	28.6%	91%
Information and Communication Technologies	31	94%	24	54.5%	55	71.4%	43.6%
Total	33	100%	44	100%	77	100%	57.1%

- The data show that the percentage of graduates in master's programs for the Faculty of Economy is very much in favor of women, who make up about 91% of the total number of students graduated in this Faculty, while in the Faculty of Engineering, women make up only 43.6%.

- The high percentage of the Faculty of Economy has greatly influenced the percentage of female graduates for the entire institution, which is about 57.1%.

Table IV. Women among MSc. graduates by narrow field of education-STEM, 2021-2022

INDEX		M	%M	F	%F	TOT	%TOT	%F/TOT
Information and Communication Technologies (EF06)	Computer Engineering and Information Technology	23	74.2%	17	70.8%	40	72.7%	30.9%
	Software Engineering	8	25.8%	7	29.2%	15	27.3%	46.7%
Total	Total	31	100%	24	100%	55	100%	43.6%

- Female students who graduated in STEM make up 43.6% of the total graduates in STEM for the academic year 2021-2022.
- The lowest percentage belongs to the degree of CE&IT, where the graduated female students make up only 30.9% of the total number of graduates in this degree.

Table V. Proportion (%) of men and women in a typical academic carrier, students and academic staff (Complex Index)-STEM

INDEX:	M	%M	F	%F	TOT	%TOT	%M/TOT	%F/TOT
ISCED 6&7 Students 2022-2023	439	79.1%	152	74.2%	591	77.8%	74.3%	25.7%
ISCED 6&7 Graduates 2021-2022	100	18%	47	22.9%	147	19.3%	68%	32%
Grade C	7	1.3%	5	2.4%	12	1.6%	58.3%	41.7%
Grade B	5	0.9%	1	0.5%	6	0.8%	83.3%	16.7%
Grade A	4	0.7%	0	0%	4	0.5%	100%	0%
Total	555	100%	205	100%	760	100%	73%	27%

From the data of Table V, it can be seen that:

- in degrees considered STEM, female students make up only 25.7% of the total number of students in the academic year 2022-2023. This value is close to the percentage of female graduates in the academic year 2021-2022, for the same degrees.

- the data analysis for the academic staff shows that female lecturers are relatively behind in their careers than their male colleagues. In grade C, the percentage of women is 41.7%, while in the higher grades, the percentage drops drastically, falling to 16.7% for grade B and 0% in grade C, as currently there are no women employed in CIT, who have the full professor degree.

Figure 1. Proportion (%) of men and women in a typical academic carrier, students and academic staff (Complex Index)-STEM
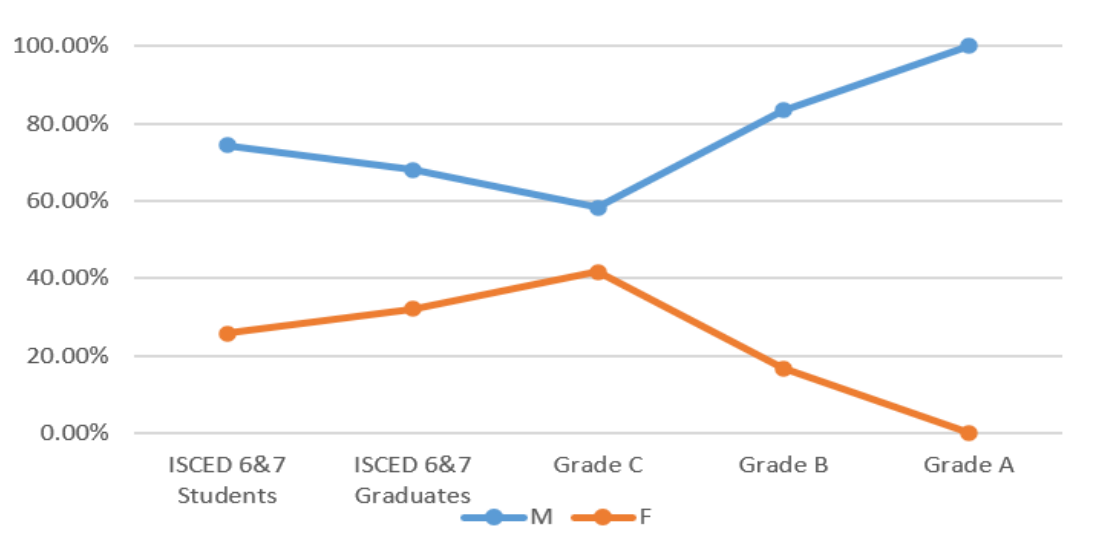

Table VI. Proportion (%) of women in academic staff, by academic title, 2022-2023

INDEX:	M	%M	F	%F	TOT	%TOT	%M/TOT	%F/TOT
Grade C	13	54.2%	10	90.1%	23	65.7%	37.2%	28.5%
Grade B	7	29.2%	1	0.9%	8	22.9%	20%	2.9%
Grade A	4	16.6%	0	0%	4	11.4%	11.4%	0%
Total	24	100%	11	100%	35	100%	68.6%	31.4%

- The data for the academic year 2022-2023 shows that mostly men are employed in CIT, as women make up only 31.4% of the total academic staff.
- Most of the women belong to grade C (90.1%), while only 1 woman (0.9%) belongs to grade B. Meanwhile, there is no woman in grade C.

- ▪ Table VII. Glass ceiling index

▪ Glass ceiling index

68.6% / 11.4% = 6.02

- It is defined as the ratio between the indicator of women in the academic staff (grade A + grade B + grade C) and the indicator of women with the academic title of professor. (grade A).
- A value higher than 1 indicates the presence of the effect known as the "glass ceiling effect", which sees women less represented with the title of professor (grade A) than the indicator of their presence in academic staff (grade A + grade B + grade C). The higher the value above unity of the Glass Ceiling index, the stronger the glass ceiling

effect and the more difficult it is for women to reach the highest role in the academic career.

- The Glass Ceiling Index for CIT is 6.02 (68.6%/ 11.4%). This shows that academic women find it difficult to advance in their academic career.

Table VIII. Proportion (%) of grade A academic staff, by sex, 2022-2023

INDEX:	Proportion (%) of grade A academic staff, by sex		
	M	F	TOT
GRADE A	4	0	4
TOTAL	32	17	49
%GRADE A/TOTAL	12.5%	0%	8.16%

- From the Table it can be seen that in CIT, in the academic year 2022-2023, only 12.5% of the staff belonging to grade A are employed. All of these are men, as no woman has a grade A.
- The low percentage for men also shows the difficulty of progressing in the academic career, but for women this is even more obvious since no woman belongs to this grade

Table IX. Proportion (%) of women in managerial positions in CIT, 2022-2023

INDEX:	M	F	TOT	%F/TOT
Low level (Head of Units/Offices)	5	1	6	16.7%
Middle level (Deans / Vice Deans)	2	2	4	50%
High level (Rector/Head of Board)	1	1	2	50%

- The table shows that most managerial positions in CIT are held by men. Currently, there is only one woman head of the department (16.7%), while there are 5 men head of the department.

- The deans of both faculties are men, while only their two deputies are women.

- The rector of CIT is a man.

- The administration board is headed by a woman, but she is the only female on the board. All academic staff representatives on the board are men.

- The data show an unfavorable situation for women in managerial positions in CIT.

IV. Key Performance Indicators (Targets)

Concerning the monitoring phase and in order to measure the effectiveness of the individual actions to the objectives defined in the GEP, the Gender Equality Action Plan is based on the KPIs listed below.

The KPIs are determined based on the analysis of the above data.

The KPIs are:

KPI 1 → 29 % of female students enrolled in the Faculty of Engineering by 2025

KPI 2 → 40% female representation in the decision-making bodies by 2025

KPI 3 → 25% of women (for academic staff) with Grade B and minimum 1 female academic staff with Grade A in 2025

KPI 4 → 25% of women (for academic staff) in managerial roles in 2025

V. Measures and Action

In achieving our vision, we remain committed and are guided by the enduring CIT's values of inclusivity, innovation, and responsiveness.

As it was defined in the Development Strategy and Action Plan 2020-2025 CIT aspires to remove economic, social, and cultural barriers that might prevent talented women from working and studying at CIT.

CIT seeks to create a community for staff and students, where differences of culture and identity are respected, where differences of opinion are welcomed, and where prejudice and socially unacceptable behaviors of any kind are never tolerated. At the heart of our approach will be a major drive to increase the diversity among our students and staff and to remove the barriers to a CIT education.

In defining measures and actions in the first Gender Equality Plan (GEP) 2023-2025, CIT is based on the best experiences of other GEPs announced by higher education institutions in Albania and abroad, and above all, by the European Commission's five priority areas of intervention such as:

- *Gender Equality in recruitment and career progression*
- *Gender Balance in leadership and Decision-making*
- *Work-life balance and organizational culture*
- *Integration of the gender dimension into research and teaching content*
- *Measures against gender-based violence, including sexual harassment*

As a Higher Education Institution with focus in Technology and Engineering, CIT considered appropriate to strength the intervention to reduce the gap among female students in the engineering field of study and of the academic staff at the Faculty of Engineering, defining a sixth priority area:

- Gender Balance in Technology and Engineering studies

1. *Gender equality in recruitment and career progression*

CIT has a transparent policy and procedures of recruiting and promoting academic and administrative staff, that ensures equal treatment during recruiting and promoting of the staff. Still, this area has room for improvement.

As established in the Development and Strategic Action Plan 200-2025, CIT will increase diversity within academic staff through a range of measures including ensuring gender diversity on all interview commissions, openly advertising all senior posts, and creating a dedicated 'exceptional talent' pathway for targeted recruitment of high-quality female with clear leadership potential.

- o To reach the objective of gender equality representation, CIT will take affirmative action in hiring, by establishing a policy that predicts, when a male and a female candidate, with

similar portfolios, are competing for the same position, preference will be given to the women. This action aims to improve the gender equity and hiring rates of women at the university, in academic and administrative staff;

o CIT will provide unconscious bias training for recruiters, increasing the number of potential women candidates by broadening the disciplinary range of recruitment in fields where women are underrepresented;

o Ensure that no one is disadvantaged by conditions or requirements which cannot be shown to be relevant to performance;

o Seminars and training aimed at empowering female students through self-awareness tools and competencies, communication skills, thus enriching their scientific academic path and supporting their personal growth.

2. Gender balance in leadership and decision-making:

The percentage of female employees that are members of the decision-making bodies in CIT is 30%. GEP aims to have a gender balance in leadership and decision-making, and to achieve this objective the following action will be taken:

o To ensure gender balance in leadership and decision-making, CIT will promote and support female employees to run and be members of decision-making bodies;

o CIT will support female academic staff in their scientific research to obtain the academic titles that will allow them to advance in their carrier as Dean of the Faculty, Vice Rector, and Rector

o Provide all decision-makers and leaders with gender equality training, particularly committee members and chairs as can be crucial to help mitigate (unconscious) selection biases, but can also contribute to awareness-raising and a better understanding of the gender dynamics at play in interactions during meetings.

o Examine and adapt the regulation on processes and procedures for the selection and appointment of staff on committees and other bodies.

o Introducing gender quotas for ensuring gender balance in decision-making bodies

3. Work-life balance and organizational culture

Today, women are still the main bearers of care duties, which substantially increase when children are present in the household and/or elderly members of the family need assistance. The safety net of social welfare services is most often not sufficient to provide the support that women would need to not be excessively affected by these duties in their work life and career. CIT aims to concretely contribute to improving the current situation with dedicated action.

- CIT will put in place policies for parental leave, including the extension of grant agreements, fellowships may be extended during parental leave, as well as active promotion of paternity leave;
- Support for caring responsibilities, including childcare and care for other dependents (e.g. people with disabilities, elderly relatives);
- Promoting and offering flexible working arrangements when possible for staff with care duties and family needs;
- Promoting gender education through discussion workshops with working research groups on these topics

4. Integration of the gender dimension into research and teaching content

As part of the Development and Strategic Action Plan (2020-2025), the Canadian Institute of Technology strives to become a globally recognized higher education institution that drives impact-focused interdisciplinary and multi-disciplinary research.

Integrating the gender dimension in research and innovation is an added value in terms of excellence, creativity, and business opportunities. It helps researchers question gender norms and stereotypes, to rethink standards and reference models. It leads to an in-depth understanding of both genders' needs, behaviors, and attitudes. It enhances the societal relevance of the knowledge, technologies, and innovations produced. It also contributes to the production of goods and services better suited to potential markets. For this CIT will:

- Encourage more equal gender representation in the research teams organized at the department, faculty, or university level.
- Consider the gender dimension in the technology-transfer activities.
- Using a language that does not favor gender discrimination, use of inclusive terminology in study and research programs
- Add gender and diversity-related dimensions in academic courses

5. Measures against gender-based violence, including sexual harassment:

- CIT has the Code of Ethics and the Academic Integrity Code where are defined the acceptable behavior in the institution. CIT will make the necessary editing to the Code of Ethics to provide detailed definitions of harassment and sexual harassment to assure a safer work environment;
- CIT will implement a policy for reporting incidents of sexual harassment, or witness incidents of sexual harassment, a policy for the investigation of this incident;

- With the purpose of preventing harassment and sexual harassment, CIT will have educational programs and training, mandatory for the entire staff, academic and administrative, to increase awareness and develop knowledge about gender-based violence and sexual harassment phenomena
- Cultural events, dissemination initiatives, and awareness-raising campaigns on gender-based violence;
- Creation of an online training course for staff and students on the use of a language that respects gender differences;
- Participation in networks, projects, and surveys to prevent and combat gender-based violence at the local and national level.

6. Gender balance in Technology and Engineering studies

Science, Technology, Engineering, and Mathematics (STEM) study programs are still heavily male-dominated, by students and the academic staff. STEM remains a male-dominated area, both in the job markets and at the universities.

As confirmed by the CIT statistics the number of girls studying in Technology and Engineering programs is low compared to boys' students.

The fields of STEM are critical for innovation, addressing environmental and health concerns, and economic advancement. It receives a significant degree of attention in the context of Higher Education, and it is also the field with the most global and persistent issues of under-representation and marginalization of women and where the systematic under-valuing of women's work has been demonstrated in a host of rigorous research studies.

Closing the gender gap in STEM will require a joint effort from governments, education systems, and industry. However, CIT, as a higher education institution concentrated in Technology and Engineering, is aware of this gap and intends to take action to increase the number of female students in STEAM programs.

Enrolment patterns of women and men will be continuously monitored; measures will be taken to increase awareness of the importance of extending female participation in STEM study programs and careers by reaching girls, while secondary in schools, and encouraging them to discover CIT degrees and the related STEM career paths.

CIT will take the following action:

- Organize an awareness campaign, concentrated on girls in High Schools, with information about technology and engineering programs, the possibility of employment after graduation, and detailed information about the programs;

- Organize open lectures and training with information about the Technology and Engineering programs in High Schools;
- Ensure that the Faculty of Engineering and Administration organizes and offers more inclusive and welcoming environments to women;
- Organize workshops inviting young girls for training or to learn coding and networking at CIT premises, to be trained by research women that lead the Tech Field in CIT.
- Summer School proposal for high school students and selection with a priority of girls - Organization of Summer Schools to introduce girls to the world of STEM (coding, spatial abilities, etc.), also through alternative teaching methods arranged with the teaching lab. The identification of the specific theme, content, and delivery methods will take place through the collection of expressions of interest.
- Promote the creation of communities of female students. Awareness and accompaniment, of the creation of opportunities for informal aggregation (also on social networks), the formation of teams or student associations on gender, diversity, and inclusion, and the facilitation of their cooperation
- Promotion of female students on international contingent or mobile student exchange programs, possible experimentation of the introduction of minimum female quotas for the contingent or mobile student mobility
- Collaboration with STEM companies to increase the number of female engineering students. Systematize the opportunities available and communicate them to all the companies that collaborate with CIT in training and internships.
- Creating events to establish contact between female students and role models from STEM companies.
- Create and support mentoring programs with the involvement of alumni

VI. Final provisions

For the implementation and monitoring of this strategic Gender Equality Plan, an Ad Hoc committee will be established at CIT. The composition of the committee will be one representative from the following units:

- HR Department,
- Quality Assurance Unit
- Student representative (MSc. programs)
- Admission Officer

This Strategic Gender Equality Plan is approved by the Board of Administration and the Academic Senate, supplementing the effects of gender policies incorporated into the CIT Development and Strategic Action Plan (2020-2025).

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VII. Action Plan

Area of intervention 1: Gender equality in recruitment and career progression

Objective 1.1:	Ensure that no one is disadvantaged by conditions or requirements which cannot be shown to be relevant to performance
Description:	Dedicated training for understanding how unconscious bias affects decision-making and impacts selection processes
Action	Training recruiters on unconscious bias
Target groups	Members of recruitment committees, Human Resource Office
Indicators	At least 1 (one) training for year from Human Resource Office
Responsible for the implementation	Human Resource Office; Gender Equality Committee; Rector Office, Quality Insurance
Budget	200€

Objective 1.2: **Establishing policies to improve the gender equity in hiring**

Description	Affirmative action in hiring, by establishing a policy that predicts, when a male and a female candidate, with similar portfolios, are competing for the same position, preference will be given to the women. This action aims to improve the gender equity and hiring rates of women at the university, in academic and administrative staff.
Action	Changes on the Regulation, policies and procedures
Target groups	Academic and administrative staff
Indicators	Approval of the changes in the regulation and procedures. Follow up and monitoring the implementation
Responsible for the implementation	Human Recourse Office; Academic Senate, Rector
Budget	No additional budget needed

Objective 1.3: **Mentoring and training programs for female students.**

Description:	Seminars and training aimed at empowering female students through self-awareness tools and competences, and communication skills, thus enriching their scientific academic path and supporting their personal growth.
Actions	Implementing dedicated sessions of training and mentoring for female students from experts to develop knowledge about unconscious bias, discrimination, self-awareness, public speaking, etc.
Target groups	Female students of Bachelor and Master level
Indicators	At least 1 course/workshop/seminar a year to female students in Bachelor programs At least 1 course/workshop/seminar a year to female students in Master programs
Responsible for the implementation	Rector, Deans, Faculty's, Departments
Budget	250€

Area of intervention 2: Gender balance in leadership and decision-making

Objective 2.1: **Promote and support female employees to run and be members of decision-making bodies**

Description:	Encourage and support female employees to run for members of decision-making bodies.
Actions	Develop a set of training modules and training sessions, available online, explaining the meaning and positive effects of diversity in leadership. The guidelines and training sessions should be obligatory for all the staff.
Target groups	Academic and administrative staff
Indicators	Download rate of the training module Target: 100% for the leadership roles and 30 % for other personnel
Responsible for the implementation	Human Resource Office, Rector, Dean, Head of Department, Administrator, Gender Equality committee
Budget	No additional budget needed

Objective 2.2:   **Support female academic staff to advance in their carrier**

Description:	Support female academic staff in their scientific research in order to obtain the academic titles that will allow them to advance in their carrier as Dean of the Faculty, Vice Rector, and Rector
Actions	In order to comply with the criteria, set by law to be elected in the position of Dean, Vice Rector, and Rector, female academic staff, will be offered more support, especially in the forms of grants for scientific research and publications with the scope to gain their titles.
Target groups	Female academic staff
Indicators	Number of Female Academic Staff Target: Grade C from: 41.7% to 48 % Grade B from: 0% to 10 % Grade A from: Minimum 1 woman with grade A
Responsible for the implementation	Dean, Faculty, Academic Senate, Human Resource Office
Budget	To be defined in base of the request for grants by female academic staff

Objective 2.3: **Introducing gender quotas for ensuring gender balance in decision-making bodies.**

Description:	Examine and adapt the regulation on processes and procedures for selection and appointment of staff on committees and other bodies introducing gender quotas
Actions	Changing the regulations on the composition and selection of governing, decision-making bodies.
Target groups	Female Staff
Indicators	% of Female Academic Staff as Head of Departments Target: From 16.7 % to 25% % of Female Academic Staff in decision making bodies Target: From 30% to 40%
Responsible for the implementation	Rector, Human Resource Office, Academic Senate, Deans
Budget	No additional budget needed

Area of intervention 3: Work-life balance and organizational culture

Objective 3.1:	***Maternity support in forms of grants/budged***
Description:	Put in place policies for maternity leave, including extension of grant agreements during maternity leave, dedicated budget
Actions	Dedicated research budget to assign to parents when re-entering Academia after maternity leave. Clear policies for grant extension in cases of maternity leave.
Target groups	Full Time Academic staff
Indicators	Fulfilment of all submitted requests for grant extension and research budget
Responsible for the implementation	Rector, Dean, Academic Senate.
Budget	No additional budged needed

Objective 3.2:	**Flexible working arrangements/remote and smart work**

Description:	Define clear regulations on flexible working arrangements, when possible, for personnel members with small children or with care duties for family members. When possible and permitted, CIT will support remote and smart working to strengthen welfare measures by promoting a balance of life and work times to the improvement of individual and organizational well-being
Actions	Defining clear regulation on flexible working arrangements, formulating regulations for smart and remote work. Establishing smart and remote work agreements
Target groups	Academic and administrative staff
Indicators	Performance monitoring Organizational climate survey. Introduction of behavioral guidelines for smart and remote work.
Responsible for the implementation	Rector, Deans, head of Departments, Administrator, Human Resource Office.
Budget	No additional budged needed

Area of intervention 4: Integration of the gender dimension into research and teaching content

Objective 4.1: **Adding gender and diversity-related dimensions in academic courses**

Description:	Integrating the gender and other diversity-related dimensions in teaching content, delivered in M.Sc. courses
Actions	Designing and offer at M.Sc. students, courses with gender-related issues along with other sensitive diversity dimensions
Target groups	M.Sc. Students
Indicators	Number of courses: From 0 to at least 2 a year Number of attendees: From 0 to minimum 20 attendees
Responsible for the implementation	Rector, Deans, Heads of Departments, Academic Staff
Budget	No additional budget needed

Objective 4.2:   **Encouraging more equal gender representation in the research teams organized at the department, faculty or university level.**

Description:	Encouraging more equal gender representation in the research teams organized at the department, faculty, or university level by establishing guidelines for their composition and selection.
Actions	Establishing guidelines for the composition and selection of the research teams to achieve equal gender representation
Target groups	Academic Staff, Researchers
Indicators	% of representation of each gender in research teams
Responsible for the implementation	Rector, Faculty.
Budget	No additional budget needed

Objective 4.3: **Consider the gender dimension in the technology-transfer activities.**

Description:	Encourage and promote the inclusion of the gender dimension in the technology-transfer activities, also to promote female entrepreneurship.
Actions	Include the gender dimension in the evaluation of business ideas for access to internal grants. Include the gender dimension in the evaluation start-ups. Monitor the gender dimension in the creation of Internet Protocol through trademarks and patents.
Target groups	Faculty, Students
Indicators	Amount of funding granted to business ideas and start-ups with female-participated teams. Number of start-ups with female-participated teams. Number of spin-offs with female-participated teams.
Responsible for the implementation	Rector, Faculty, Departments
Budget	No additional budget needed

Area of Intervention 5: Measures against gender-based violence, including sexual harassment

Objective 5.1:	Mandatory trainings and increasing awareness about gender-based violence and sexual harassment phenomena
Description:	Educational programs and training, mandatory for the entire staff, academic and administrative, and optional for students, to increase awareness and develop knowledge about gender-based violence and sexual harassment phenomena
Actions	Promotion of knowledge about gender-based violence; distributing information about existing procedures at CIT for gender-based violence and sexual harassment.
Target groups	All CIT community
Indicators	Taking part in activities organized by NGOs, foundation and other institutions aimed at encouraging prevention of discriminatory acts.
Responsible for the implementation	Human Resource Office, Gender Equality Committee
Budget	No additional budget needed

Objective 5.2:	Implement policies and regulations for the protection from all forms of violence and sexual harassment
Description:	Implement policies and regulations for the protection from all forms of violence and sexual harassment, distributing information about existing procedures
Actions	Creating clear regulation for the protection from all forms of violence and sexual harassment and regulation for reporting incidents of sexual harassment and gender-based violence
Target groups	All CIT community
Indicators	The approval of the new regulations The approval of amendments in existing regulation
Responsible for the implementation	Human Resource Office, Academic Senate
Budget	No additional budget needed

Objective 5.3:	Training on discrimination and gender-based violence
Description:	Ensuring a safe and healthy environment for all by raising awareness and knowledge on gender-based discrimination and violence.
Actions	Implementing training sessions and additional tools to raise awareness on discrimination, gender-based violence, harassment and sexual harassment, enhancing skills for the recognition of these phenomena and on how to respond to them.
Target groups	All members of CIT
Indicators	Training sessions for target audience: male and female staff and Faculty; students; Online tools; workshops.
Responsible for the implementation	Human Resource Office, Rector, Faculty, Departments
Budget	200 €

Area of intervention 6: Gender balance in Technology and Engineering studies

Objective 6.1:	**Organize awareness campaign with potential female students, with information about technology and engineering programs**
Description:	Organize awareness campaign with information about technology and engineering programs, possibility of employment after graduation, detailed information about the programs;
Actions	Organize awareness campaign, concentrated to girls in High Schools, with information about technology and engineering programs. Organize open lectures and trainings with information about the Technology and Engineering programs in High Schools; Organize workshops inviting young girls for training or to learn coding and networking at CIT premises, to be trained by research women that lead the Tech Field in CIT
Target groups	Potential female students
Indicators	Target: % of female Students in the Faculty of Engineering (programs considered STEM) From 25.7% for the academic year 2022-2023 to 29% in the academic year 2024-2025
Responsible for the implementation	Admissions Office, Faculty, PR and Marketing Office
Budget	No additional budget needed

Objective 6.2:	Promote the creation of communities of female students
Description:	Promote the creation of communities of female students, awareness and accompaniment of the creation of opportunities for informal aggregation (also on social networks), the formation of teams or student associations on gender, diversity, and inclusion, and the facilitation of their cooperation
Actions	Creating events to establish contact between female students and role models from STEM companies. Create and support mentoring programs with the involvement of alumni
Target groups	Students, Graduated Students
Indicators	Number of involved female alumna: Minimum 10 alumnae
Responsible for the implementation	Alumni Office, Faculty, Student Affairs Office
Budget	No additional budget needed

Objective 6.3:	**Promotion of female students' mobility**
Description:	Promotion of female students on international contingent or mobile student exchange programs, possible experimentation of the introduction of a minimum female quota for student mobility
Actions	Introduction of a minimum female quota for the student mobility Changing in the regulation "On student mobility"
Target groups	Students
Indicators	% of female student's mobility – 35%
Responsible for the implementation	Faculty, Departments, Academic Senate, Student Affairs Office
Budget	No additional budget needed