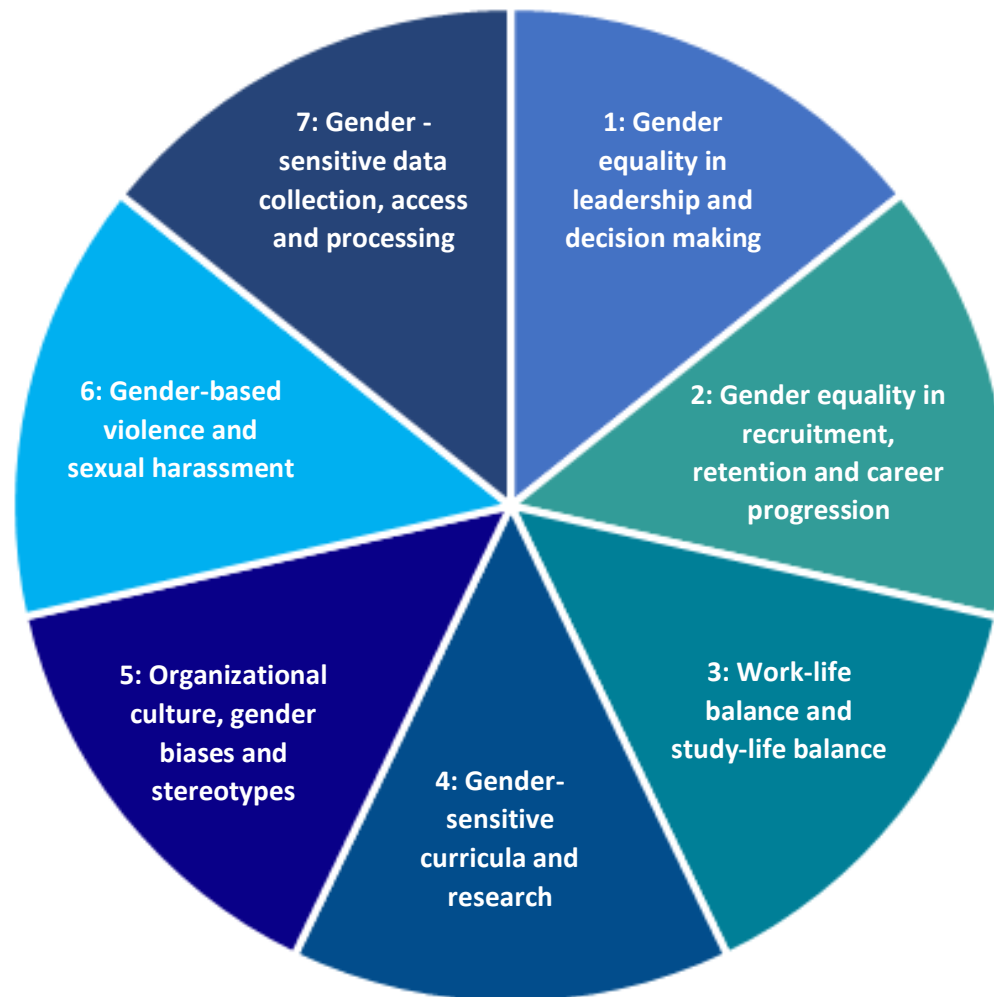


CEU GENDER EQUALITY PLAN (2023-2025)

The CEU Gender Equality Plan 2023-2025 is valid for CEU GmbH 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 CEU leadership	<ul style="list-style-type: none"> Conduct a consultation with relevant stakeholders to decide whether gender balance in CEU'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 CEU's decision-making bodies¹. 	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) CEU Senate Academic Forum
	<ul style="list-style-type: none"> Conduct a consultation with relevant stakeholders to decide whether gender balance in CEU'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 Community Engagement Office

¹ The Senate, in all constituencies; Senior Leadership Team: President and Rector, Pro-Rector for Teaching and Learning (deputy Rector), Pro-Rector for Research and Faculty, Pro-Rector for External Relations, Pro-Rector for Foresight and Analysis, Pro-Rector for Budapest and KEE, Chief Operating Officer, Chief Financial Officer, Academic Secretary and General Counsel; the Board of Trustees.

Objective	Actions	Timeline Academic Years			Indicator of progress	Working with
		22/23	23/24	24/25		
1.2 Mainstream gender in decision-making processes	<ul style="list-style-type: none"> Run Gender Impact Assessments of CEU'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 Office of Inclusion, Diversity and Equality 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 CEU. 	<ul style="list-style-type: none"> Academic Secretary SLT Senate
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>CEU 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
1.4 Make Gender Equality, Diversity and Inclusion an explicit and visible element of CEU's mission	<ul style="list-style-type: none"> Include explicit reference to Gender Equality, Diversity and Inclusion as part of CEU's mission, vision and values in the new Strategic Plan document. Join other universities and institutions in Vienna 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"> Pro-Rector for Foresight and Analysis 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 CEU's (mostly feminized) administrative sector	<ul style="list-style-type: none"> Finalize the process of writing and approving Job Descriptions for all administrative positions at CEU. 	X			<ul style="list-style-type: none"> All Job Descriptions uploaded and approved. 	<ul style="list-style-type: none"> COO 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 salaries. 		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 uploaded to internal SharePoint website 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 ad. 		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) 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 <i>CEU Policy on Increasing the Representation of Women as Faculty</i>. 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 Search Committee members when a vacancy gets approved. GEDO informed when a Faculty vacancy opens. Search Committee reports mandated by Policy systematically delivered to GEDO. 	<ul style="list-style-type: none"> Pro-Rector for Research and Faculty 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 <i>Gender-Sensitive Recruitment Guidelines for Search Committees</i>. 	X			<ul style="list-style-type: none"> Guidelines endorsed, adopted and circulated. 	<ul style="list-style-type: none"> Pro-Rector for Research and Faculty Pro-Rector for Foresight and Analysis HRO

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, digitalised 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 Pro-Rector for Research and Faculty. 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 <i>Gender Sensitive Exit Questionnaire</i> to employees who voluntarily leave the institution. Analyse 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, digitalised and accessible for monitoring. Gender-Sensitive Exit Questionnaire systematically distributed and regularly analysed. 	<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"> Institutional Research Office (IRO)
		<ul style="list-style-type: none"> Continue monitoring IAARs for gender differences in academic workload. 	X	X	X	<ul style="list-style-type: none"> Gender-sensitive IAARs report published annually (Oct-Nov) and recommendations delivered. 	<ul style="list-style-type: none"> IRO

Objective	Actions	Timeline Academic Years			Indicator of progress	Working with
		22/23	23/24	24/25		
	<ul style="list-style-type: none"> Take appropriate measures to correct the gender imbalances already detected in supervision of MA thesis and service to community. 	X			<ul style="list-style-type: none"> Conversations with departments on gender imbalances in academic workload started. Best practices from inside of CEU 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"> Pro-Rector for Research and Faculty. Heads of departments Heads of BA programs IRO
	<ul style="list-style-type: none"> Ensure gender equality in the distribution of BA thesis supervision starting in AY 2022/23 	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"> Upload academic salary bands by rank to HRO Sharepoint website. 	X			<ul style="list-style-type: none"> Academic salary bands uploaded to Sharepoint. 	<ul style="list-style-type: none"> COO HRO
	<ul style="list-style-type: none"> After the completion of the Job Evaluation and salary benchmarking process, upload administrative salary bands by rank to HRO Sharepoint website. 		X		<ul style="list-style-type: none"> Administrative salary bands uploaded to Sharepoint. 	
2.6 Develop a gender-sensitive application portal for job openings	<ul style="list-style-type: none"> Provide applicants with the option of informing CEU 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"> Legal Counsel 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 (SAP)	<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 IRO and with team implementing the project. Ensure 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 SAP. 	<ul style="list-style-type: none"> Legal Counsel HRO IRO

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"> IRO
2.9 Promote gender equality in paid TAships	<ul style="list-style-type: none"> Make the new HR integrated system sensitive to the different TAship levels. Perform gender-disaggregated diagnosis of paid TAships, broken down by nationality. 	X	X		<ul style="list-style-type: none"> TAship 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 TAs on the side of Faculty reached. Regulations for advertising positions, job descriptions, workload, pay and office hours revisited and amended where needed. 	<ul style="list-style-type: none"> Pro-Rector for Teaching and Learning
	<ul style="list-style-type: none"> Incorporate Inclusion, Diversity and Equality training for TAs as mandatory credit. 	X	X	X	<ul style="list-style-type: none"> Inclusion, Diversity and Equality training for TAs discussed with Yehuda Elkana Center (YEC). Training designed and ready for launch. 	<ul style="list-style-type: none"> YEC Pro-Rector for Teaching and Learning

Area 3. Reconciliation of work and study with care duties.

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 <i>CEU Comprehensive Employee Care Policy</i>. Equip child-friendly office space in QS campus for students and employees with childcare responsibilities. 	X			<ul style="list-style-type: none"> <i>Employee Care Policy</i> approved and implemented. Child-friendly office space made available. 	<ul style="list-style-type: none"> 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 CEU 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 <i>Student Pregnancy and Parent Policy</i> in light of Austrian regulations. Monitor Policy take-up, disaggregated by gender and department. Monitor the granting of financial support to students with children by the Austrian State. Revise the new 4-year funding scheme for doctoral programs with a focus on maternity, paternity and parental leave provisions PhD students will be entitled to under SVS, and conditions (waiting time, pay, etc). 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 takeup and of Austrian State support for students with children implemented. Clear understanding on SVS² 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"> Dean of Students and Student Center Pro-Rector for Research Faculty Pro-Rector for Teaching and Learning Department Heads

² SVS: Sozialversicherung der Selbständigen, in English, Social insurance for the self-employed which covers CEU's PhD students at the time of the approval of this GEP.

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 research³, by tailoring them to CEU's programmes 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 CEU, 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"> H2020 guidelines and CEU'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"> YEC Interested members of CEU's student and academic body IRO Pro-Rector for Research and Faculty Quality Assurance Committee 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 ACRO on the best way to incorporate a gender-sensitive revision of research proposals for (internal and external) grant applications. If needed, build capacity in ACRO to 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 ACRO held and strategy agreed upon. Training delivered, according to need. Resource centre for researchers built in ACRO SharePoint. 	<ul style="list-style-type: none"> ACRO

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"> Pro-Rector for Foresight and Analysis
5.2 Make classroom interaction and supervision practices more gender sensitive	<ul style="list-style-type: none"> Regularise the delivery of the training on Gender Sensitive Pedagogical Practices in collaboration with YEC. 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"> YEC
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"> IRO Quality Assurance Committee
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 QS 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"> Prof. Inga Winkler (Legal Studies Dpt)
	<ul style="list-style-type: none"> Have health-related info brochures for trans people in Vienna available in the CEU medical centre of QS campus. 	X			<ul style="list-style-type: none"> Brochures distributed. 	<ul style="list-style-type: none"> Student Center

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 CEU community	<ul style="list-style-type: none"> Continue the yearly delivery of orientation sessions for incoming students and employees on Gender Equality policies at CEU. Run info sessions for Heads of Academic and Administrative Units. Incorporate a quiz on CEU's policies as mandatory requirement for incoming students and employees. Update SharePoint and CEU Website regularly. 	X	X	X	<ul style="list-style-type: none"> Orientation sessions delivered yearly. Infosessions for Heads of Units and Departments offered. Quiz incorporated. SharePoint website up-to-date. 	<ul style="list-style-type: none"> Dean of Students HRO
5.6 Systematise the use of gender sensitive language in CEU's documents and communications	<ul style="list-style-type: none"> Adapt and adopt the gender-sensitive communication guidelines prepared during the SUPERA project by consortium partners, including the use of gender-sensitive language for CEU's documents and communications. 			X	<ul style="list-style-type: none"> Guidelines adapted and endorsed by leadership. CEU documents and policies revised and modifications made, where needed. 	<ul style="list-style-type: none"> COMMS Academic Secretary
5.7 Promote an institutional culture welcoming of the LGBTQIA2S+⁴ community	<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. Deliver specific training for psychological counsellors and medical staff at CEU on gender diversity. 			X	<ul style="list-style-type: none"> Training sessions designed and delivered. 	<ul style="list-style-type: none"> HRO Dean of Students

⁴ Lesbian, Gay, Bisexual, Transgender, Queer and/or Questioning, Intersex, Asexual, Two-Spirit, and the countless affirmative ways in which people choose to self-identify.

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 CEU Policy on Harassment <p>SpeakApp:</p> <ul style="list-style-type: none"> Approve GDPR amendments and launch the <i>SpeakApp</i>. Deliver info-sessions to the entire CEU community on the <i>SpeakApp</i> and the different complaint mechanisms. 	X	X	X	<ul style="list-style-type: none"> <i>SpeakApp</i> launched and running in AY 2022/23. Info sessions on the <i>SpeakApp</i> and new complaint mechanisms for the community run on a yearly basis. 	<ul style="list-style-type: none"> IT Legal Counsel
	<p>Training:</p> <ul style="list-style-type: none"> Develop budget line for trainings (Art 34.5). 	X			<ul style="list-style-type: none"> Commitment of budget for training (Art 34.5) 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"> Trainings delivered 	<ul style="list-style-type: none"> HRO Dean of Students
	<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"> 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"> Deliver 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 CEU community, contractors and externals. 	X			<ul style="list-style-type: none"> User-friendly handouts distributed. 	<ul style="list-style-type: none"> HRO Events and Space Management
	<ul style="list-style-type: none"> Regularize Ombudspersons Network (ON) elections at CEU. 		X		<ul style="list-style-type: none"> Election of Ombudspersons ran in March 2024 and new ON appointed. 	<ul style="list-style-type: none"> Equal Opportunity Committee Senate
	<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 Disciplinary Committee (DC) Chair presented to Senate after all previous cases handled have been recorded in the <i>SpeakApp</i>. 	<ul style="list-style-type: none"> ON Disciplinary Committee
	<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 DC Chair and Legal Counsel, 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"> DC Chair Legal Counsel HRO Dean of Students
6.2 Diagnose the prevalence and manifestations of other forms of GBV at CEU.	<ul style="list-style-type: none"> Design and circulate a community-wide survey on experiences of GBV at CEU 			X	<ul style="list-style-type: none"> Survey ran, analysis completed and report shared with the CEU community for deliberation. 	<ul style="list-style-type: none"> IRO

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 Austrian and Vienna-based resources on GBV available to the community in English. 	X			<ul style="list-style-type: none"> Comprehensive catalogue of resources translated and uploaded to SharePoint website Catalogue distributed around QS campus Catalogue distributed during incoming orientation sessions (students and new employees). 	<ul style="list-style-type: none"> HRO Student Services

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 <i>CEU Handbook of Gender Sensitive Data Collection and Analysis</i>. Endorse the handbook. Develop a clearance system for accessing and processing personal data for IRO and IDEO offices that complies with GDPR and allows for high-quality institutional research on gender equality. 	X			<ul style="list-style-type: none"> CEU Handbook of Gender Sensitive Data Collection and Analysis reviewed and endorsed. IDEO and IRO access to data needed to conduct calculations of gender-equality indicators formalized. 	<ul style="list-style-type: none"> IRO Legal Counsel
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 CEU'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 Counsel