

GENDER EQUALITY ACTION PLAN
of the Higher Education Institution «Alfred Nobel University»
for 2026–2030

approved by decision of the Academic Board, Minutes No. 6 of 15.07.2026

*Resources for the implementation of measures are provided from the University budget and, where possible,
from attracted project and grant funding.*

ACTION PLAN

Tasks	Actions	Target Indicators	Expected Target Results
1. Institutional Culture and Organisational Commitment			
1.1. Formalise the Gender Equality Plan (GEP) as one of the University's core regulatory documents.	Officially approve and publish the GEP on the University website together with the Strategy and the Policy on Combating Discrimination; ensure staff are made aware of it.	The GEP is officially approved and published with the same visibility as the University Strategy.	Gender equality is established as a visible institutional priority; staff have access to a single regulatory document and understand the University's commitments.
1.2. Raise the awareness of management and academic staff regarding gender equality and unconscious bias.	Conduct annual training sessions, practical workshops and other learning activities on gender stereotypes, non-discrimination and inclusive leadership.	At least 1 gender-equality training event held annually for management and academic staff.	Improved staff competence in gender-equality matters; reduced influence of stereotypes and bias in professional decisions.
1.3. Apply gender-sensitive communication in documentation, visual materials and external communications.	Review official documentation, visual content, project and information materials for the use of non-discriminatory, gender-sensitive language and imagery.	Recommendations/standards for gender-sensitive communication are applied in all new external materials of the University and its projects.	Development of a consistent, inclusive communication culture and a non-discriminatory public image of the University.
2. Equal Access to Governance and Career Development			
2.1. Monitor and support balanced representation of women and men in decision-making bodies.	Annually analyse the gender composition of the Academic Board, faculties, departments/units, project governing bodies, and expert and competitive commissions.	Representation of women on the Academic Board and project governing committees — no less than 40%; annual sex-disaggregated statistical review.	More balanced representation of women and men in decision-making processes and transparent tracking of trends.
2.2. Ensure transparent, competency-based selection and promotion procedures.	Apply objective, transparent and competency-based criteria for managerial and academic appointments, including leadership roles in externally funded research projects.	An annual sex-disaggregated report on appointments and promotions is prepared and reviewed by the Rectorate.	Equal access to managerial and academic opportunities; career-advancement decisions are based on professional competence and merit.
2.3. Develop mentoring support for women at early career stages.	Introduce a structured mentoring programme for young women researchers, PhD candidates and administrative staff; combine it with career coaching and continuous professional development.	The mentoring programme operates continuously; from 2027 at least 10 participants are engaged annually.	Strengthened professional confidence, career prospects and talent pipeline of women in research, administration and management.
3. Work–Life Balance			

Tasks	Actions	Target Indicators	Expected Target Results
3.1. Formalise flexible and remote work arrangements for staff with family and caregiving responsibilities.	Introduce/formalise a hybrid format and flexible schedule for staff with minor children, children with disabilities, large families, and persons with caregiving responsibilities.	The flexible/remote work policy is officially approved and made available to all staff who meet the criteria.	Better balance between professional and family responsibilities; improved accessibility of work and retention of qualified staff.
3.2. Provide accessible information on leave, social guarantees and distance learning.	Prepare, publish and regularly update an information package on leave, social guarantees, flexible work formats and distance learning.	The information package is published and updated annually.	Staff and students receive clear, timely information about their rights, guarantees and available forms of support.
3.3. Support the return to academic and professional activity after career breaks.	Introduce a «soft return» mechanism for staff and researchers after breaks related to childcare or displacement.	The «soft return» mechanism is available and used by all staff returning after the relevant leave/break.	Reduced risk of losing one's career trajectory and easier reintegration into work, teaching and research.

4. Counteracting Discrimination, Harassment and Gender-Based Violence

4.1. Support and resource the Understanding and Support Service and the Complaints Commission.	Provide continuous institutional support to the relevant bodies established under the Policy on Combating Discrimination, Sexual Harassment and Support for Equality.	The Service and the Commission are fully staffed, have a gender-balanced composition, and operate continuously throughout 2026–2030.	A stable and accessible mechanism for assistance, response and protection of the rights of members of the University community.
4.2. Deliver trauma-informed research ethics training.	Deliver specialised training for staff working with conflict-affected or vulnerable groups: emotional safety, distress recognition, researcher self-care, protection of sensitive data.	At least 12 researchers complete specialised training annually.	Safer and more ethical research practices when working with vulnerable groups and populations affected by the war.
4.3. Maintain accessible and up-to-date response procedures for discrimination, harassment and gender-based violence.	Maintain and annually review published response algorithms, ensuring their compliance with the Istanbul Convention and the University's internal Policy.	The annual review of response procedures is completed; results are submitted to the Academic Board.	Clear, up-to-date and understandable response procedures; increased trust in the University's protection mechanisms and confidentiality.

5. Monitoring, Data and Resourcing

Tasks	Actions	Target Indicators	Expected Target Results
5.1. Integrate sex-disaggregated data collection into annual internal reporting.	The Centre for Leadership and Gender Equality Research coordinates the annual collection and analysis of sex-disaggregated data across all structural units and University projects. The HR Department, the Records Management Department and other responsible units submit data to the Centre on a set schedule for monitoring the implementation of the Plan and its KPIs.	Sex-disaggregated data is collected annually across all structural units; 100% of responsible units submit information for consolidated monitoring and audit.	A unified evidence base is created for assessing the state of gender equality, tracking trends in indicators, and making data-driven management decisions.
5.2. Publish an annual report on GEP implementation.	The Centre for Leadership and Gender Equality Research consolidates information from structural units, analyses the implementation of measures and KPIs, and prepares an annual report on Plan implementation. The report is submitted to University leadership and published in accordance with the internal reporting cycle.	An annual consolidated report on Plan implementation is prepared and submitted by December each year; the report reflects the results of measures, KPIs, sex-disaggregated data, trends and recommendations.	Systematic annual reporting, accountability of those responsible, and timely adjustment of Plan measures based on actual results and identified needs.
5.3. Ensure dedicated resourcing for GEP measures.	Annually plan and provide for expenditure on training, monitoring and administrative support for the GEP in the University budget and, where possible, in project and grant funding.	A dedicated budget line for the GEP is confirmed annually in the University budget and in relevant project budgets.	Financial and organisational sustainability of gender-equality measures throughout the entire 2026–2030 period.
5.4. Ensure institutional coordination of Plan implementation and the reporting process through the Centre for Leadership and Gender Equality Research.	From August 2026, ensure the operation of the Centre for Leadership and Gender Equality Research within the International Activities Department. The Centre is responsible for coordinating implementation of the Plan, providing methodological support to units, monitoring KPIs, collecting and consolidating data, and preparing the annual report and proposals for updating measures. During the 2026–2027 academic year, ensure that Plan tasks are carried out by the vice-rectors for their respective areas, the HR Department, the Records Management Department, and other responsible units in coordination with the Centre.	The Centre has been operating since August 2026; a single mechanism for coordination and reporting has been defined; data is obtained annually from all responsible units; a consolidated report on Plan implementation has been prepared.	A sustainable institutional mechanism for implementing the Plan has been established: a process coordinator has been designated, regular data exchange is ensured, KPI implementation is monitored, and structural units are accountable, with continuity of measures ensured.

Tasks	Actions	Target Indicators	Expected Target Results
5.5. Introduce a baseline and annual gender audit of the University.	Conduct a baseline gender audit for 2026, establishing initial indicators. Analyse the gender composition of staff and students, representation in governance bodies and leadership positions, staff appointments and career development, participation in research, educational, international and project activities, access to professional development and leadership opportunities, the combination of professional/academic and family responsibilities, and the state of implementation of equality and non-discrimination policies. From 2027, conduct the gender audit annually, comparing results against the 2026 baseline indicators and preparing an analytical report with recommendations.	The baseline gender audit for 2026 is conducted and documented in an analytical report; in 2027–2030, at least 1 gender audit is conducted annually; each audit includes sex-disaggregated indicators, trend comparisons, identified imbalances/risks, and recommendations.	The University has a confirmed 2026 baseline and an annual system for measuring progress. Audit results are used to adjust measures, set priorities, and assess the achievement of the Plan's goals and KPIs.

Note. The Centre for Leadership and Gender Equality Research coordinates the implementation of the Plan, monitors its execution, and prepares reporting. Heads of structural units ensure the timely provision of the data and information necessary for monitoring key performance indicators (KPIs), conducting the gender audit, and preparing the annual analytical report.

In 2027, a baseline gender audit is conducted covering the results and indicators for 2026, serving as the starting point for further progress assessment. Thereafter, the gender audit is conducted annually based on the results of the previous calendar year, with the preparation of an analytical report, conclusions and recommendations for the further improvement of gender-equality policies and practices.