



EKITMCMXIX

University of Zagreb
Faculty of Chemical
Engineering and Technology

Gender Equality Plan of the Faculty of Chemical Engineering and Technology

2022-2026



FKITMCMXIX

University of Zagreb
Faculty of Chemical
Engineering and Technology

Commission for the Development of Gender Equality Plan

Appointed by the Decision of the Dean of the Faculty of Chemical Engineering and Technology, University of Zagreb on January 10th, 2022

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1. INTRODUCTION

The Gender Equality Plan (GEP) of the Faculty of Chemical Engineering and Technology University of Zagreb (Faculty) is a policy document for the next four years, through which the Faculty aims to implement measures and projects to avoid gender inequalities and promote diversity in terms of gender. The GEP was designed and created based on input from the entire Faculty community to include everyone who works, studies, and prepares doctoral dissertations.

As a higher education institution, it is our duty to offer the new generations a different path that is free of prejudice and stereotypes, a path that embraces people's freedom and honours their individuality and originality. We need to break away from preconceived formulas and turn to a society that values talent and does not look at reality through a lens that turns differences into borders and divisions, a society where no one is left behind. It is also necessary to lay the foundations for a professional world that meets and encourages the hopes and expectations of those who build their future in our classrooms. The GEP is a tool designed to promote this cultural change, with the goal of creating an honest and communicative learning and working environment where people are treated equally and there is no discrimination.

For compliance with the eligibility criterion of the European Commission's Directorate General for Research and Innovation and Horizon Europe programme, GEP was compiled. The GEP is a document that publicly commits to the goals of gender equality and intersectionality, which are fundamental and common values of European educational institutions.

The planning and design actions in this document aim, on the one hand, to give continuity and coherence to the strategies already pursued by the Faculty and, on the other hand, to explore goals and actions to overcome the obstacles that still stand in the way of gender equality.

The GEP will be implemented over a period of four years (2022-2026), while in the coming years it will be necessary to align this document with the strategic documents, taking due account of the analysis of the context given each year in the GEP Report.

The process of drafting the GEP is discussed in the Commission for the Development of Gender Equality Plan appointed by the Faculty Council and included several phases:

- Commitment of the faculty leadership;
- Analysis of the legal, strategic and institutional framework;
- Analysis of gender distribution among faculty staff and students based on data and qualitative and quantitative analysis;
- Formulating goals and actions to be developed and implemented in a sustainable manner over the life of the plan;
- Providing specific resources, both human and financial, to implement the actions;
- Provide indicators that will allow monitoring of the implementation and progress of the GEP.

The structure of the plan corresponds to the five areas indicated by the Commission, which are divided into different objectives.

For each objective, measures have been specified for which measurable indicators have been identified, as well as the responsible parties and the timeframe required for implementation. Specified measures include, among other things, training of Faculty employees, regular monitoring and analysis of gender data, and allocation of the financial and human resources necessary to implement the plan. This is consistent with guidelines issued by the EU Commission.

2. LEGAL, STRATEGIC AND INSTITUTIONAL FRAMEWORK

Gender equality, i.e. equality of the genders, is a necessary prerequisite for an innovative, competitive, inclusive and successful society in which individuals can realize their potential in all business, social and political, i.e. decision-making positions domains. Gender equality is a fundamental right of the European Union and one of the fundamental principles of the European Pillar of Social Rights in the field of equal opportunities and access to the labour market. The principle of gender equality is one of the highest values of the constitutional order of the Republic of Croatia, as stated in Article 3 of the Constitution (Official Gazette, No. 56/90, 135/97, 08/98, 113/00, 124/00, 28/01, 41/01, 55/01, 76/10, 85/10, 05/14) which guarantees the rights and freedoms of individuals as the backbone of the constitutional and legal order.

Although the EU is a leader in gender equality in the global context, no member state has achieved a degree of full gender equality, which is measured by the gender equality index. An index score of 100 indicates complete equality between men and women. Levels of achievement are assessed in six key areas: work, money, knowledge, time, power and health, and their sub-areas. The index includes two additional areas: violence against women and intersectional inequalities. The analyses of intersectional inequalities examine the way in which factors such as disability, age, level of education, country of birth and family composition overlap with gender and create different life trajectories for women and men. The average index at the EU level in 2017 was 65.7, and the average of the Republic of Croatia 53.1. For 2021, the average of the EU-level index was 68.0, while the Republic of Croatia was 59.2. Although progress has been made, progressive and proactive measures are needed to accelerate the transformation towards an equal society. Accordingly, the EU has adopted a Strategy for Gender Equality 2020-2025. The strategy envisages that all programs funded by Horizon Europe, the European Union's core program for research and innovation in the period 2021-2027, must have adopted the Gender Equality Plan as of January 1, 2022. A key strategic determinant for supporting research and innovation is the issue of gender equality, i.e., the integration of the gender dimension into the content of research and innovation.

The protection and promotion of equality, as the highest values of the constitutional order of the Republic of Croatia, is determined by the Anti-Discrimination Act (Official Gazette, No. 85/08, 112/12). By harmonizing the legislation of the Republic of Croatia with the *acquis communautaire*, i.e., relevant EU directives, the Act implements provisions prohibiting discrimination based on race or ethnicity, colour, sex, language, religion, political or other belief, national or social origin, property status, trade union membership, education, social status, marital or family status, age, health status, disability, genetic heritage, gender identity, expression or sexual orientation. Furthermore, the Gender Equality Act (Official Gazette, No. 82/08, 69/17) establishes general bases for the protection and promotion of gender equality as fundamental values of the constitutional order of the Republic of Croatia, and defines and regulates ways to protect against gender discrimination and create equal opportunities for women and men. In addition to previous laws, gender equality is guaranteed by the Labour Act (Official Gazette, No. 93 / 14,127 / 17,98 / 19), the Act on Scientific Activity and Higher Education (Official Gazette, No. 123/03, 198/03, 104/04, 174/04, 02 / 07, 46/07, 45/09, 63/11, 94/13, 139/13, 101/14, 60/15, 131/17), the Law on Salaries in Public Services (Official Gazette, No. 27/01, 39 / 09) and collective agreements. Gender equality is enshrined in Article 5 of the University of Zagreb Code of Conduct for the Integrity and Dignity of the Person, which states that all members of the university community should be respected as persons in accordance with the guaranteed rights to life, integrity and dignity and the right to privacy. Furthermore, Article 12 of the Code of Ethics prohibits any form of

harassment between members of the university community. The provisions of this article indicate the inadmissibility of sexual harassment, i.e., sexual exploitation and abuse.

The Ethics Commission of the Faculty of Chemical Engineering and Technology is in charge of determining violations of the provisions of the University Code of Ethics, as provided by the Ordinance on the quality assurance system of the Faculty of Chemical Engineering and Technology, University of Zagreb. The provisions of the Protection of the Dignity of Employees and the Protection against Discrimination are laid out in Articles 108-117. Work regulations of the Faculty of Chemical Engineering and Technology include mechanisms for protection against sexual harassment in the form of the Employees Dignity Protection Commissioner appointed by the Dean of the Faculty and lay the procedural framework for reporting violations, conducting evidentiary proceedings and consequent disciplinary measures.

3. ANALYSIS OF GENDER DISTRIBUTION AMONG STAFF AND STUDENTS OF THE FACULTY

3.1. Gender distribution at different employment positions

Faculty of Chemical Engineering and Technology (Faculty) at the time of this analysis had 226 employees. They are employed at different positions, for example: scientific-educational positions, associate positions, technical support and administrative staff. According to the gender distribution, there is a prevailing number of female employees (Fig. 1), and when observed through different employee status, the number of female employees increases from scientific-educational position where we have almost satisfying ratio (59:41), to associate position (66:34), technical (chemical technician) and auxiliary (janitor, cleaning person, porter, stoker) staff (73:27) and administrative staff (accountant, secretary, student office employee, human resources employee, librarian, IT support, courier, project administrator) position (82:12).

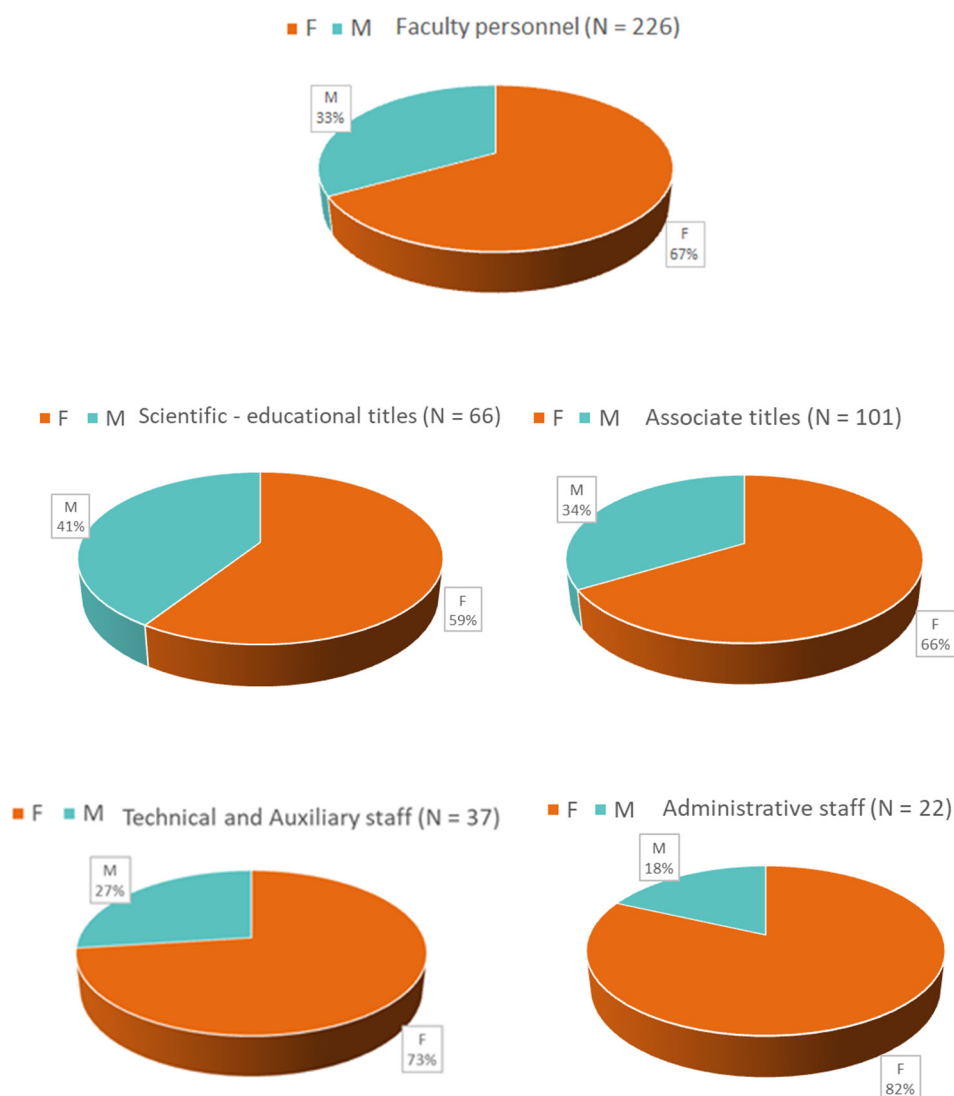


Fig. 1. Gender analysis of Faculty personnel (2022) and gender analysis of current personnel, according to employment position.

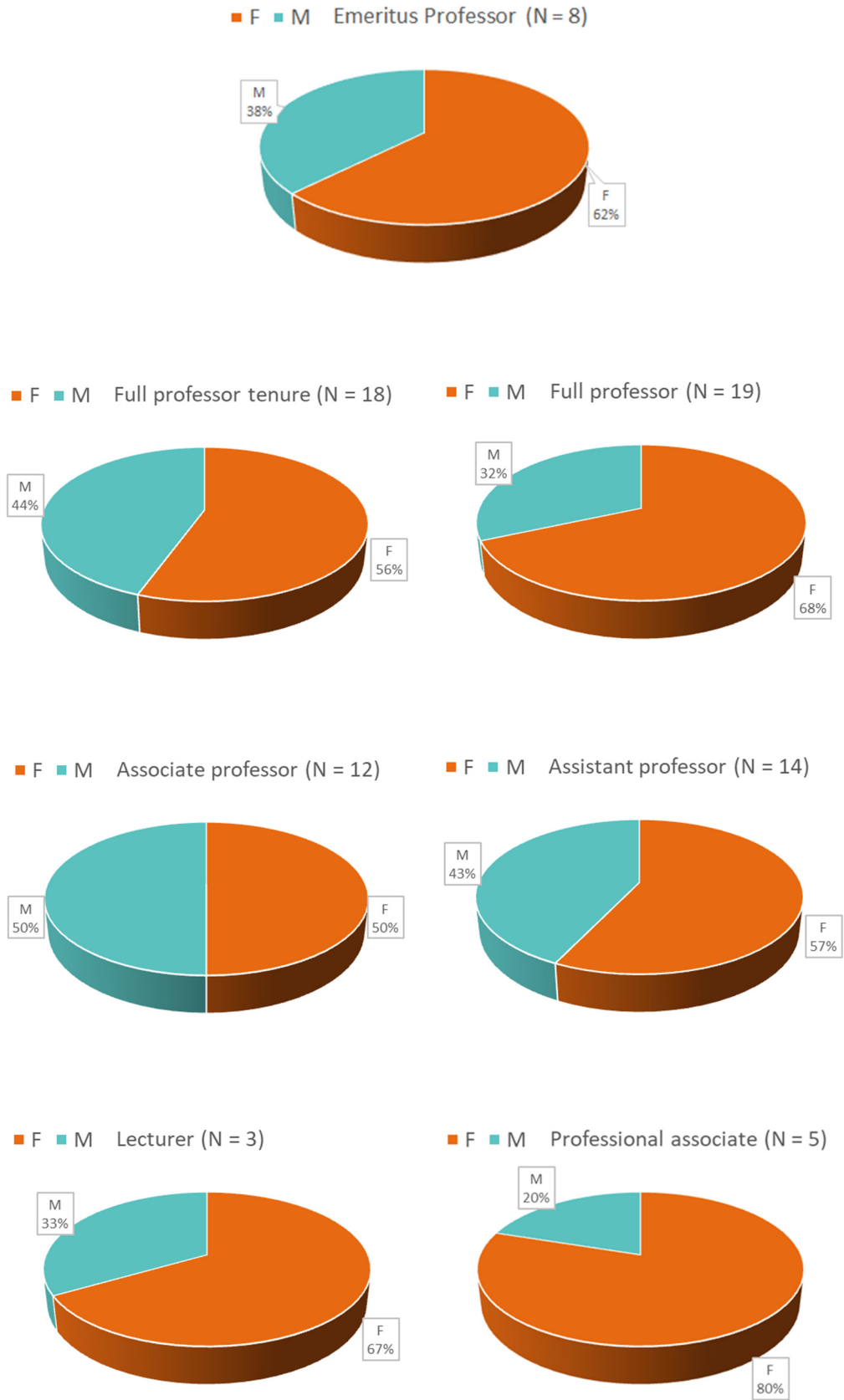


Fig. 2. Gender analysis of Faculty personnel employed at permanent scientific-educational positions (2022).

When focusing on the employees that are directly connected to the scientific and teaching positions, we can differentiate positions that have permanent employment (Emeritus professor, Full professor tenure, Full professor, Associate professor, Assistant professor, Lecturer, and Professional associate) and temporary employment (Doctoral researcher and Postdoctoral researcher). In the case of Associate professor positions, we have satisfying gender ratio. Less satisfying ratio, but still adequate (at least 60/40), is observed at full professor tenure, Emeritus professor and assistant professor positions. At full professor position there is a prevailing number of female gender employees and the ratio increases for lecturer and professional associate positions (Fig.2).

At temporary employment positions, doctoral and postdoctoral researchers, we have again same trend as for the most faculty personnel, that is leaning towards prevalence of female employees (Fig. 3).

■ F ■ M Postdoctoral researcher (N = 18) ■ F ■ M Doctoral researcher (N = 78)

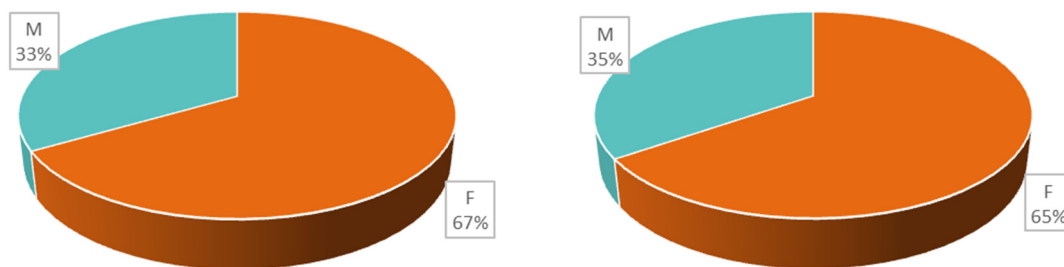


Fig. 3. Gender analysis of Faculty personnel employed at temporary scientific-educational positions (2022).

For the technical and auxiliary staff, the number of female employees is even higher reaching 3/4 of employees in support staff positions (Fig. 4).

■ F ■ M Technical staff (N = 17) ■ F ■ M Auxiliary staff (N = 20)

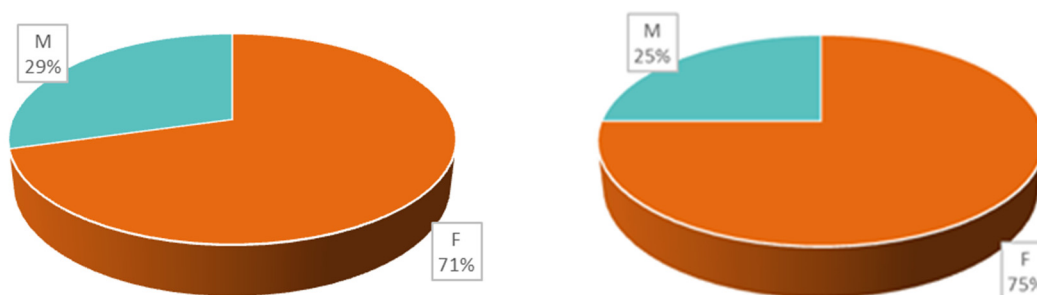


Fig. 4. Gender analysis of Faculty personnel employed at technical and auxiliary staff positions (2022).

When observing gender distribution of employees at smaller offices (Fig. 5), one should take into account that small change of employees has a huge impact on their distribution within office. Based on this observation, we can notice that student office, dean's office, service for material and financial operations, international cooperation office are all female based offices, while the library and information centre, having one librarian employee is a male based office.

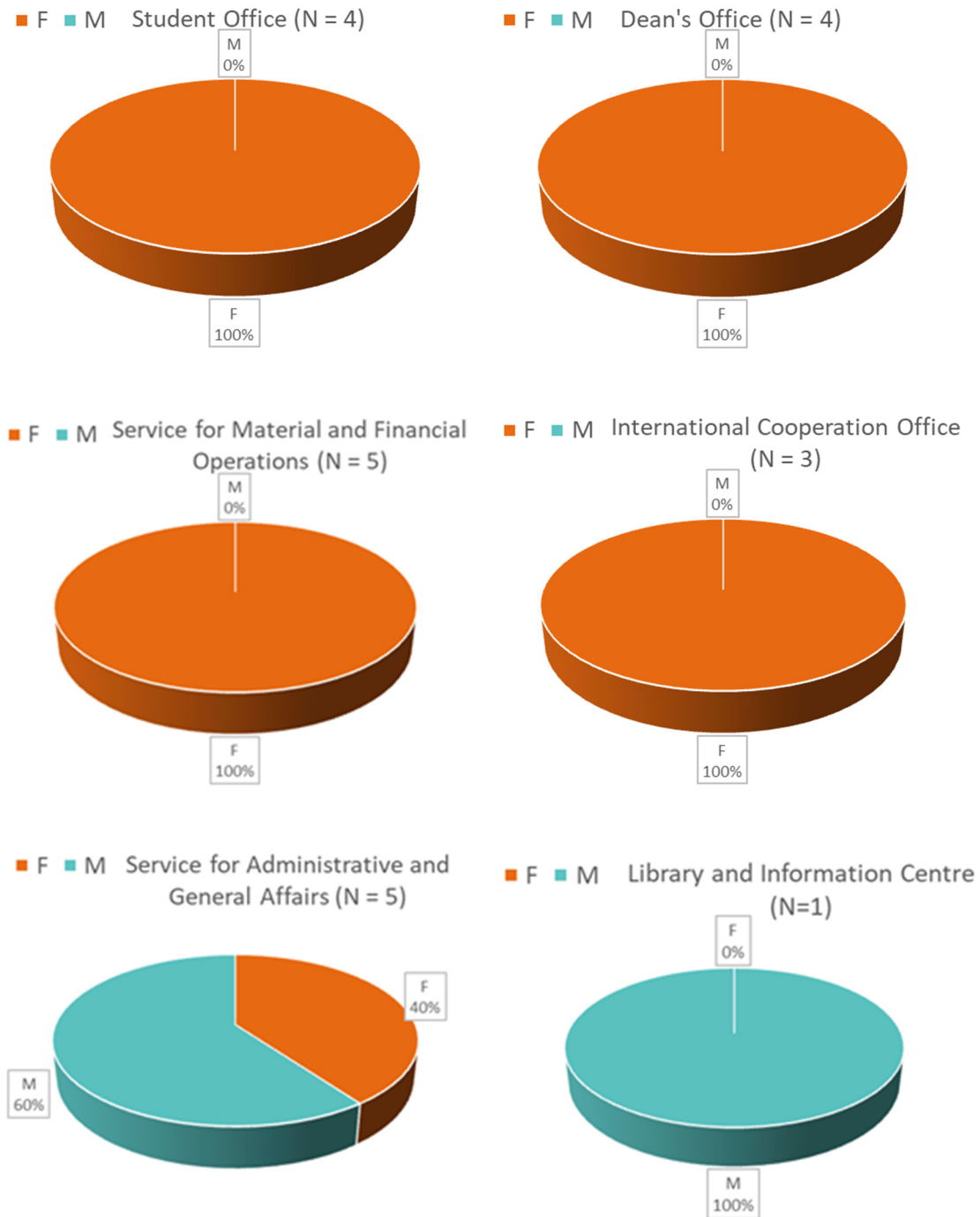


Fig. 5. Gender analysis of Faculty personnel in administration (2022).

3.2. Gender distribution at decision making positions

Faculty Council, as a governing body, is responsible for decisions making at the faculty level like approving finances, study changes, student enrolment quotas, employment of personnel and other. Gender distribution within Faculty Council is adequate (60/40) (Fig. 6), slightly preferring female gender, what is in accordance with faculty personnel distribution. The similar gender distribution is observed in the past five years (Fig. 7).

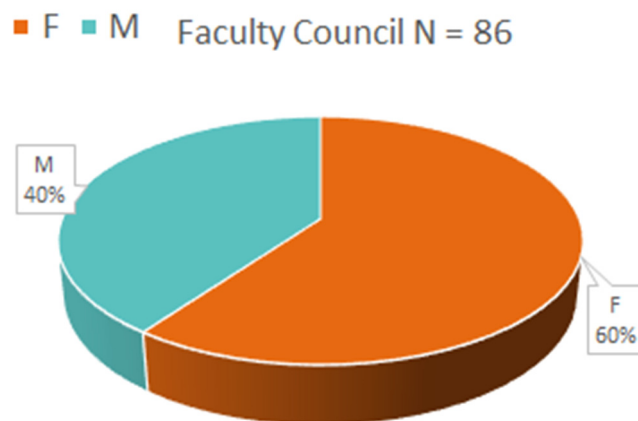


Fig. 6. Gender distribution in the Faculty Council (2022).

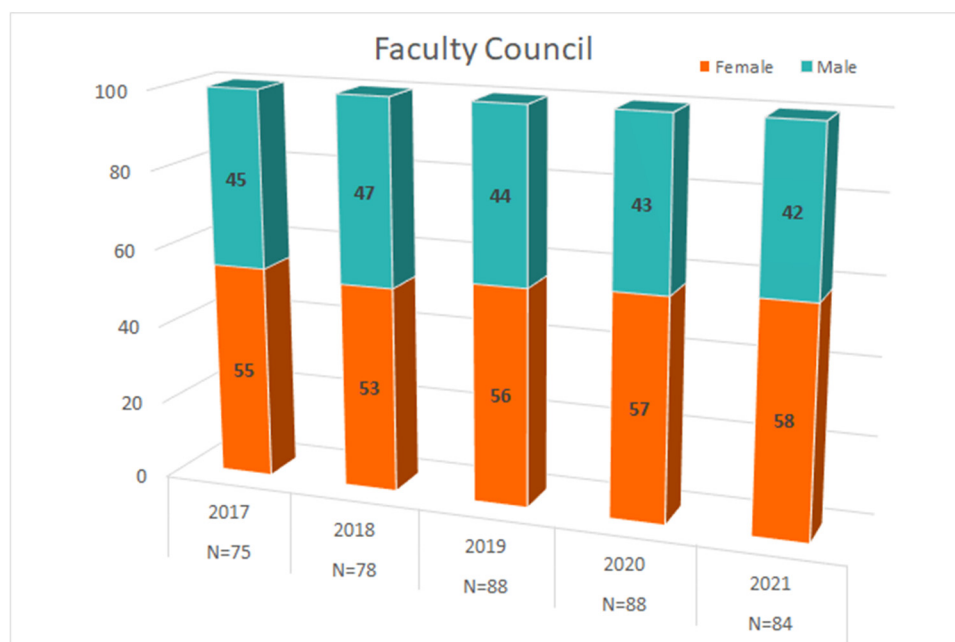


Fig. 7. Gender distribution in the Faculty Council (2017-2021).

Beside the Governance and Management of the Faculty, the Faculty Council, has an impact on decision making. Governance and Management consists of a dean and three vice-deans.

The current governance has a male dean, one male and two female vice-deans (Fig. 8). In the past 5 years, the dean was of male gender while the gender of vice-deans changed (Fig. 9) firstly favouring male and then female gender but all in satisfactory limits.

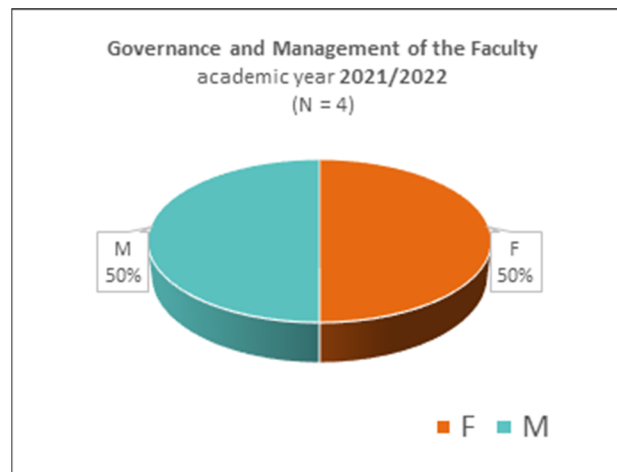


Fig. 8. Gender distribution in the Governance and Management of the Faculty (2022).

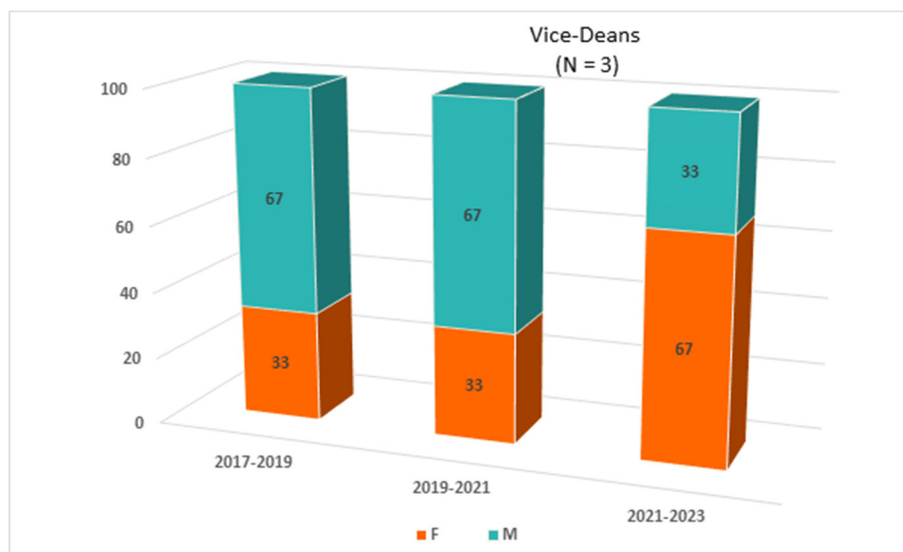


Fig. 9. Gender distribution for Vice-Deans of the Faculty with male Deans (2017-2023).

Faculty Council and the Governance and Management of the Faculty establish different commissions that help them in decision making and are there to provide more insight in specific subjects (forming opinions and suggestions). Currently formed commissions consist of slightly more female members (in accordance with faculty employee F:M ratio) and this is consistent through last 5 years (Figs 10-11).

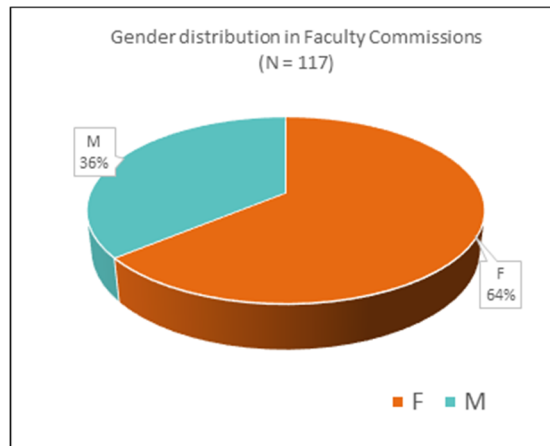


Fig. 10. Gender distribution in Faculty Commissions (2022).

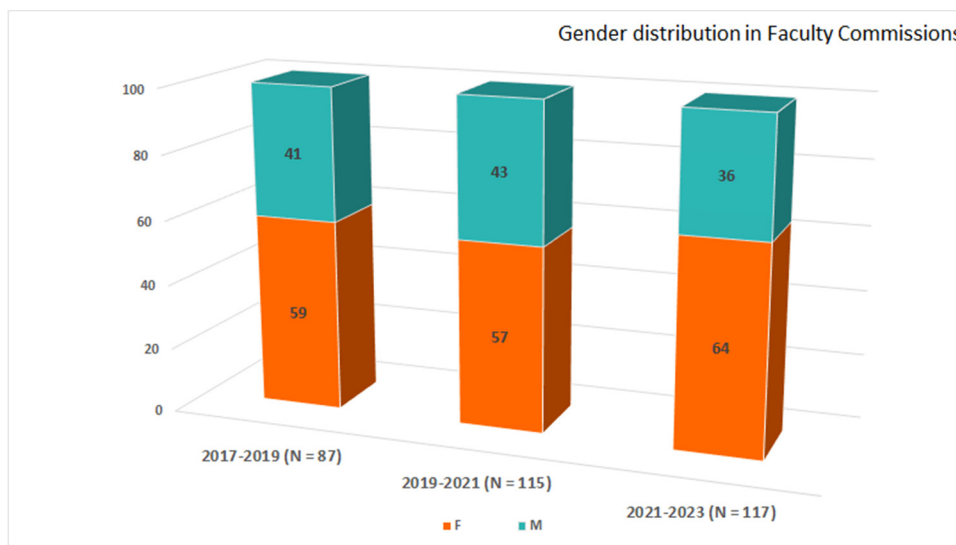


Fig. 11. Gender distribution within Faculty Commissions (2017-2023).

Distribution of gender within several commissions in the past 5 years is presented below (Fig. 12). Gender of the head of commission is written in parenthesis beside the year at the x-axis. From the results we can see that gender ratio is adequate within all committees (except in the case of Quality Management Commission) up to 2021. In the last constitution, in all committees (except in Faculty Development Strategy Commission) representation of female gender has prevailed.

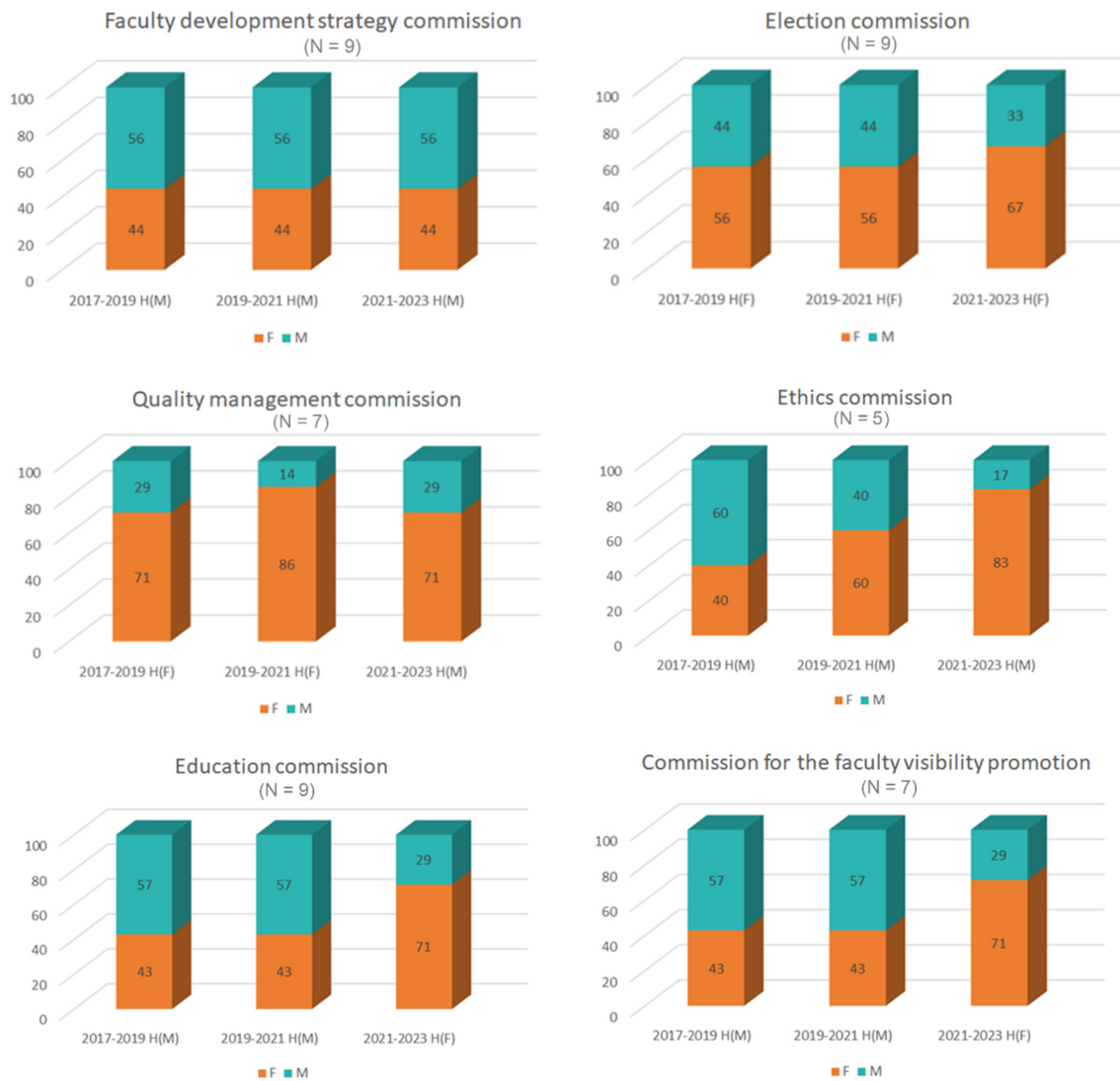


Fig. 12. Gender distribution within different Faculty Commissions (2017-2023).

3.3. Gender distribution within student population

Undergraduate study programmes are enrolled predominantly by female students, on average 74 % within last four years (Fig. 13). The similar trend is observed for graduate studies (average 72 %), while in the case of doctoral study programmes the difference is less pronounced (average females enrolment 63 %, Figs 14-15). The completion of the undergraduate and graduate studies follows the same gender distribution implicating that there is no gender bias in the study programmes.

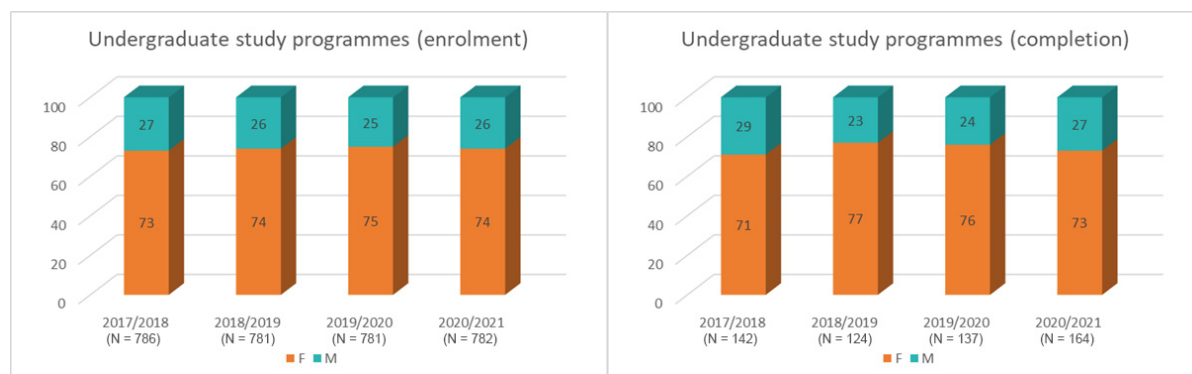


Fig. 13. Gender distribution within the students who are enrolled (left) and students who completed (right) undergraduate study programmes in the period from 2017 to 2021.

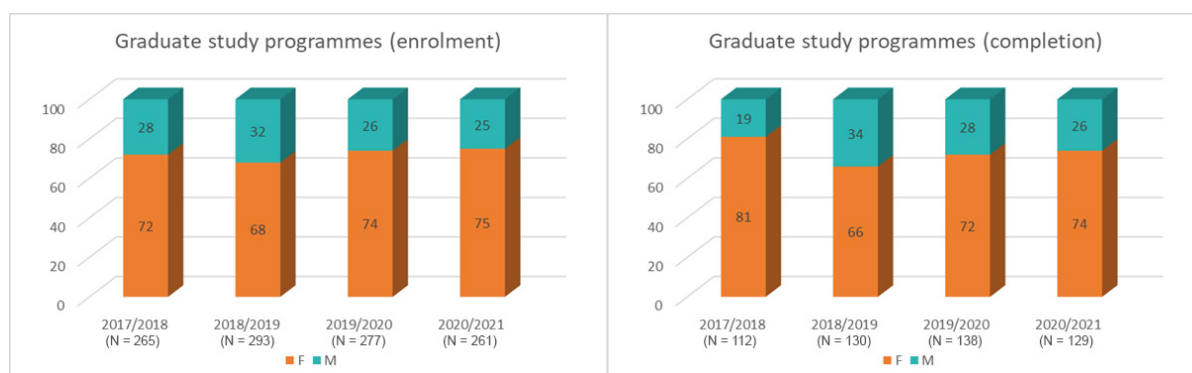


Fig. 14. Gender distribution within the students who are enrolled (left) and students who completed (right) graduate study programmes in the period from 2017 to 2021.

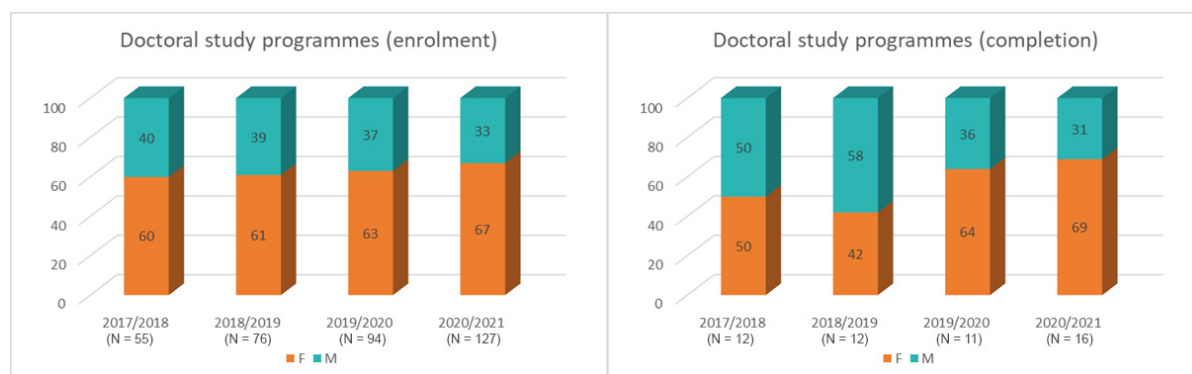


Fig. 15. Gender distribution within the students who are enrolled (left) and students who completed (right) doctoral study programmes in the period from 2017 to 2021.

3.4. Gender distribution within career advancement and science related activities

Career advancement can be followed for temporary employees from doctoral to postdoctoral researcher where on average for female employees 10 months more is needed for advancement. In the case of advancement from postdoctoral researcher to assistant professor, where the difference is around 4 months on average, again favouring male employees (Fig 16.).

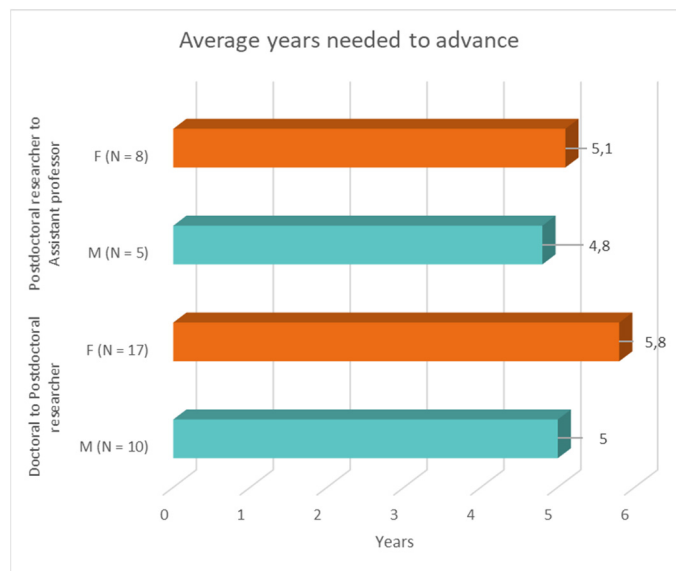


Fig. 16. Career advancement according to gender for temporary employees in period 2017 to 2021.

For the permanent employees independent of the status male employees on average advance in shorter time than female which range from 2 months (associate professor to full professor) to 7 months (from full professor to full professor tenure, Fig. 17).

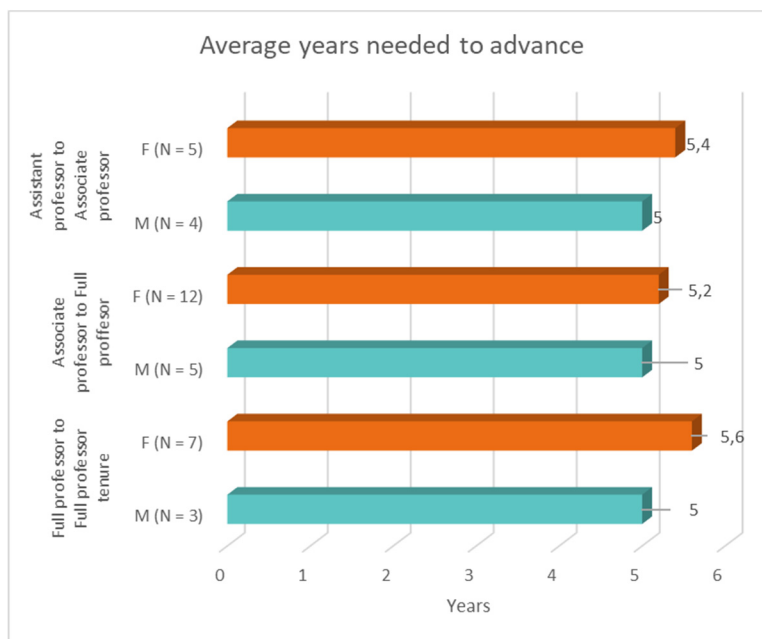


Fig. 17. Career advancement according to gender for permanent employees in period 2017 to 2021.

For scientific related activities here are presented gender distributions among project leaders of national and international projects. National funding is mostly connected to University grants and Croatian science foundation projects (HRZZ). In the case of University grants the majority of project leaders are of female gender, which is consistent with the gender distribution among the employees, whereas men ever so slightly constitute the majority of HRZZ project leaders (Fig. 18).

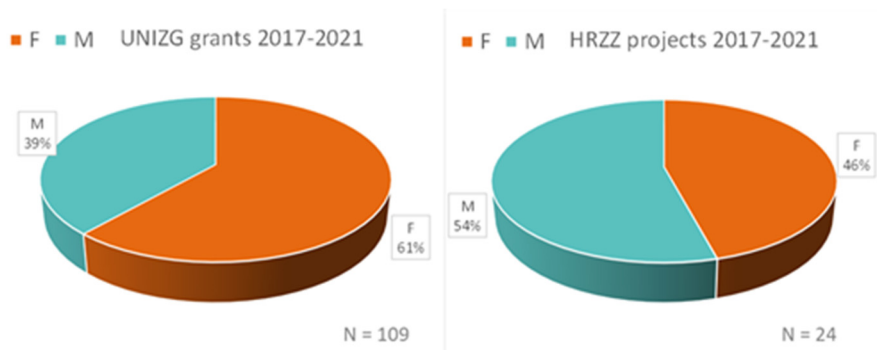


Fig. 18. Gender distribution within project leaders of University grants (left, N = 109) and Croatian science foundation projects (right, N = 24) for period of 2017-2021.

Other national funding is from EU structural and investment funds for which are only male employees project leaders and HAMAG-BiCRO where we have only female employee as project leader (Fig. 19).

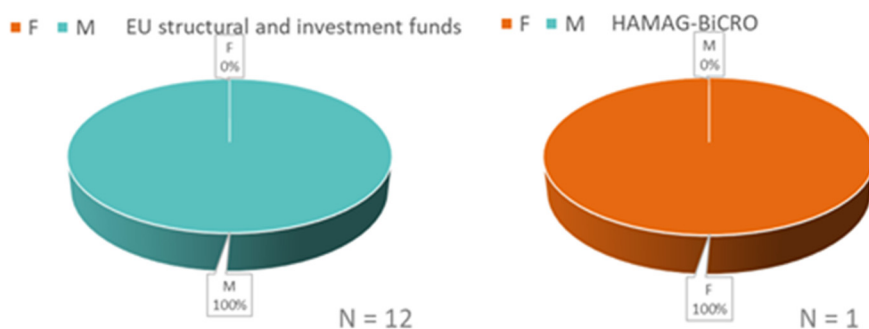


Fig. 19. Gender distribution within project leaders of EU structural and investment funds (left, N = 12) and HAMAG-BiCRO (right, N = 1) for period of 2017-2021.

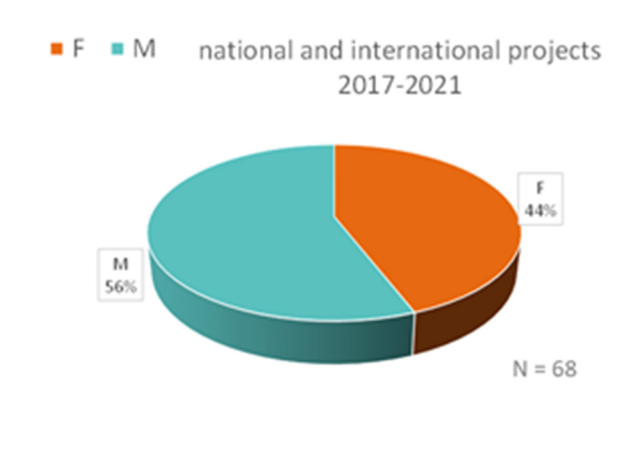


Fig. 20. Gender distribution within project leaders of national and international projects, excluding University grants, for the period of 2017-2021 (N = 68).

For the international projects gender distribution of project leaders varies depending on the call and we have predominantly female project leaders at Horizon 2020 (N = 4) and COST calls (N = 9) while in the case of Other (N = 2) and CEEPUS (N = 5) call we have predominantly male project leaders. In the case of bilateral projects (N = 11), we have similar number of male and female project leaders (Fig. 21).

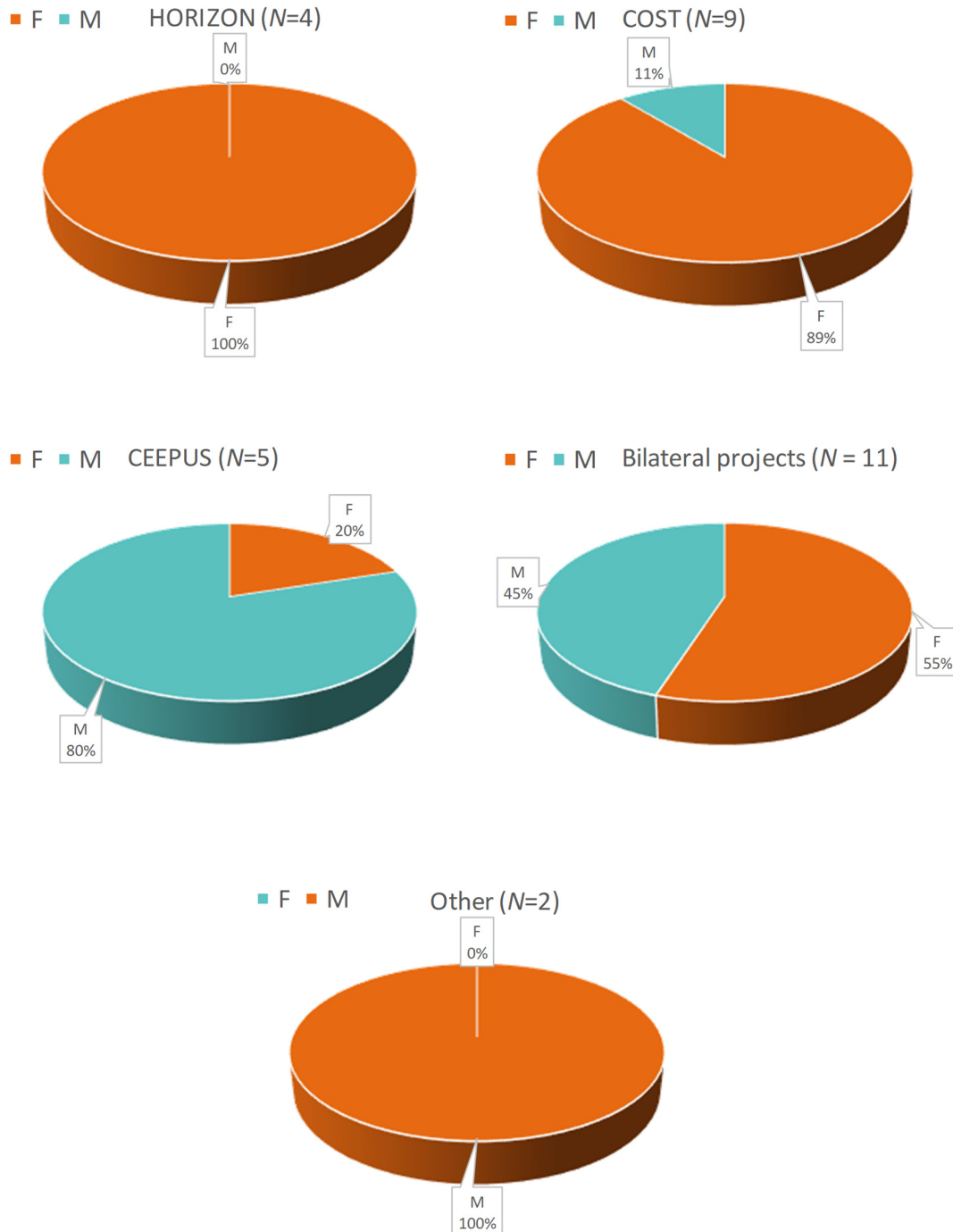


Fig. 21. Gender distribution within project leaders of Horizon 2020 (N = 4), COST (N = 9), CEEPUS (N = 5), bilateral projects (N = 11) and other (N = 2) for period of 2017-2021.

Faculty also awards its employees for their scientific achievements with Ivan Plotnikov award each year (award for the best young scientist of the Faculty) and Franjo Hanaman (award for all activities related to the promotion of the name of the Faculty) upon nomination (Fig. 22).

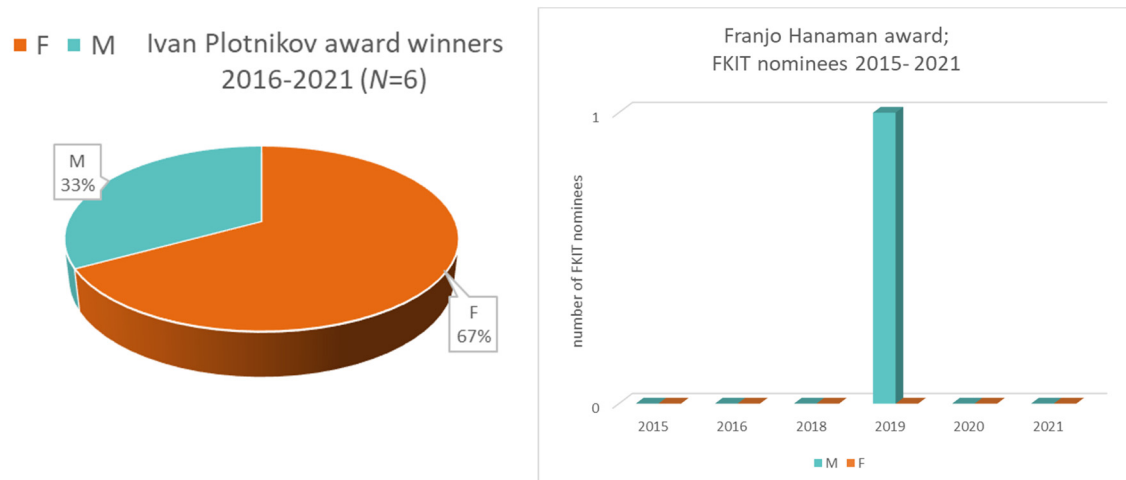


Fig. 22. Gender distribution within awarded employees with Ivan Plotnikov award (left, N = 6) and Franjo Hanaman award (right, N = 1).

4. GENDER EQUALITY PLAN OF THE FACULTY

4.1. Professional-private life balance and organisational culture

The organisational culture and professional-private life balance are key factors that contribute to creating an enabling environment for both female and male employees to have fulfilling careers. The aim of this chapter is to establish protocols and guidelines for professional-private life balance at the Faculty. This mainly refers to support for employees who are parents of children of preschool age and children in lower grades of primary school, employees with family members with special needs and those who care for older family members. As part of these measures, an analysis will be made of the feasibility of activities granting new parents among teaching and research staff (1 per family household and only once per child) an election semester without teaching activities when returning from parental leave. This should allow faster integration into scientific research to meet the conditions for career advancement. Recommendations will be made to allow staff to work from home in the case of short absences caused by the child's illness or other exceptional circumstances. The recommendations will also consider that parents of children up to the age of 10 should be allowed to have teaching activities from 8 am to 4 pm so that they can pick up the children from schools or other institutions on time. (Table 1)

Table 1. GEP for the area: Professional-private life balance and organisational culture.

Objectives	Measures	Indicators	Responsibility	Implementation	Time line
Balancing family and professional obligations of employees	Enabling research and teaching staff to work from home occasionally.	Guidelines governing occasional work of employees from home.	Dean	Gender Equality Commission Human Resources	2022-2024
	Adaptation of work obligation for employees caring for vulnerable groups of families.	Guidelines to support employees who are parents of children of preschool age and lower grades of primary school, employees with family members with special needs and those who care for older family members.	Dean	Gender Equality Commission Human Resources Scheduling Commission	2022-2024
Support for scientists and teachers after parental leave	Enabling scientists to gradually become involved in teaching activities upon their return from parental leave.	An analysis and recommendations of the feasibility of activities for new parents among teaching and research staff.	Vice-Dean for Education	Gender Equality Commission Heads of the Departments Education Commission	2024-2026
	Involvement of scientists after parental leave in scientific work.	Recommendations to encourage and support the involvement of scientists in the research activities of the group / institute after returning from parental leave	Vice-Dean for Research and International Collaboration	Gender Equality Commission Commission for International Cooperation	2024-2026

4.2. Gender balance in leadership and decision-making

The Faculty recognises that equal representation of female and male employees in decision-making processes is a prerequisite for equal participation in forward-looking decisions. The commitment of the Faculty leadership is important because it signals the importance of gender equality to the institution. The Faculty leadership is committed to implementing gender justice as a guiding principle at the institutional level and therefore ensures the necessary resources and builds operational capacity for the development and implementation of the Gender Equality Plan (GEP) as an integral part of the Quality Assurance System. Since gender equality tends to be erroneously perceived as women's work, the Faculty seeks the active participation and engagement of both female and male employees in the design and implementation of the GEP through a balanced composition of the Committee for gender equality.

The leadership of the Faculty and its decision-making bodies need to be gender balanced for the organisation to truly live up to its values. The underrepresentation of women on key decision-making bodies and committees is one aspect of vertical segregation in science and academia. The Faculty therefore aims to remove institutional, interactional, and individual barriers to gender balance in leadership and decision-making processes. The proposed awareness raising and professional development activities target two major processes that may affect female and male professors' ambition to become Dean or Vice-dean: (a) gender bias, which leads stakeholders to recommend men rather than women for deanships, and (b) self-selection bias, which leads women to find deanships less appealing than men do. In addition, the Faculty addresses the institutional barriers by amending regulations and setting the procedures for nominating Faculty candidates to university and national bodies as well as for appointment to the Faculty decision-making bodies and committees respecting the gender balance and representativeness principle. (Table 2)

Table 2. GEP for the area: Gender balance in leadership and decision-making.

Objectives	Measures	Indicators	Responsibility	Implementation	Time line
Implement the gender justice as a guiding principle at the institutional level	Ensure operational capacities and resources for development, implementation and integration of the Gender Equality Plan	Established Committee for gender equality; members from all institutional levels appointed for a two-year period	Dean Vice-Dean for Research and International Collaboration	Legal secretary	2022-2024
		Appointed manager to facilitate implementation of the Gender Equality Plan	Dean of the Faculty	Legal secretary Gender Equality Commission	2022
		Established fund to support operationalisation of the Gender Equality plan with allocated yearly costs in the budget break-down of the Faculty Financial plan	Dean Vice-Dean for Business Management	Gender Equality Commission Legal secretary	2022-2025
		The Gender Equality Plan integrated into the Quality Assurance System of the Faculty	Dean	Gender Equality Commission Quality Management Commission	2025

Table 2. GEP for the area: Gender balance in leadership and decision-making (continuous).

Objectives	Measures	Indicators	Responsibility	Implementation	Time line	
Removing barriers to gender balance in leadership and decision making processes	Raising awareness and enhancing active involvement	Faculty management and employees participated in workshops addressing gender equality and implicit gender bias; number and proportion of male and female participants	Vice-Dean for Education	Gender Equality Commission Quality Management Commission	2022-2026	
	Building leadership skills through professional development training and workshops to promote gender balance in leadership	Academic staff with enhanced leadership skills; number and proportion of male and female participants	Dean	Gender Equality Commission Quality Management Commission	2022-2026	
		Number of male and female candidates for Dean position.		Quality Management Commission	2025	
	Encourage nomination of underrepresented gender candidates for the vice-deans positions	Proportion of male and female candidates for the vice-dean positions	Dean Faculty Council	Gender Equality Commission	2023-2025	
	Ensuring gender equality in decision making at university and national level	Guidelines for nomination of Faculty candidates for election to university and national bodies respecting gender balance and representativeness of the Faculty Council composition	Dean Legal secretary Faculty Council	Gender Equality Commission	2023-2025	
	Ensuring gender balance in decision-making processes at the Faculty		Guidelines for awareness of gender equality importance in arranging Faculty decision making bodies and representativeness of the Faculty Council composition			2022
			Proportion of male and female members in five most important Commissions*	Dean Legal secretary Faculty Council	Gender Equality Commission	2023-2025
			Proportion of male and female chairs of five most important Commissions*			2023-2026

*Faculty Development Strategy Commission, Election Commission, Quality Management Commission, Commission for Spatial Planning, Commission for Development of Ordinances

4.3. Gender equality in recruitment and career progression

Gender equality in the field of recruitment and career progression at the Faculty is guaranteed by the Croatian Labour Act, the Act on Scientific Activity and Higher Education, the Act on Salaries in Public Services, the Act on Gender Equality, collective agreements, general acts of the University of Zagreb and the Faculty adopted based on the above-mentioned regulations. The recruitment process is conducted through public tender procedure with objective criteria for each work position, thus ensuring the availability of employment for all genders in a clear and transparent manner. In terms of career progression, the Faculty applies objective, prescribed criteria for teaching and scientific activities, as well as a prescribed public tender procedure, which ensure the possibility of advancement for people of all genders. The aforementioned regulations guarantee equal salaries for all employees performing tasks of equal complexity, regardless of gender. The pressing issue is prejudice regarding preferentially female or male work positions and areas of scientific research, which will be solved through proper education that will help raise awareness of the problem. Furthermore, the employment of a person of the underrepresented gender will be encouraged if the person possesses the required qualifications for the applied position. Lastly, guidelines for gender-balanced recruitment, expert, and election commissions will be developed. (Table 3)

Table 3. GEP for the area: Gender equality in recruitment and career progression.

Objectives	Measures	Indicators	Responsibility	Implementation	Time line
Promoting measures to ensure gender balance in recruitment	Education and workshops against gender bias and discrimination in certain work positions and research areas.	Conducted workshops and lectures for students and personnel, annual analysis of employees at different work positions by gender.	Gender Equality Commission	Gender Equality Commission	2023-2026
	Development of guidelines for gender-balanced recruitment.	Document with guidelines regarding gender balance in recruitment.	Human Resources Faculty Council	Gender Equality Commission	2022-2026
	Encouraging the employment of underrepresented gender.	Annual analysis of employees at different work positions, as well as candidates applying for these positions by gender.	Dean Human Resources	Gender Equality Commission Quality Management Commission	2023-2026

Table 3. GEP for the area: Gender equality in recruitment and career progression (continuous).

Objectives	Measures	Indicators	Responsibility	Implementation	Time line
Supporting gender balance in career progression	Encouraging employees of all genders to apply for projects, grants, and awards beneficial for career progression.	Analysis of gender distribution within career progression and science related activities: analysis of project leaders, as well as award nominees and winners, analysis of time and requirements needed for advancement to a higher position.	Vice-Dean for Business Management	Gender Equality Commission	2023-2026
	Development of guidelines for the evaluation of employee progress.	Guidelines regarding gender balance in expert and election commissions.	Dean Faculty Council	Gender Equality Commission Human Resources Election Commission	2022-2026

4.4. Integrating the gender dimension in research and teaching content

In general, socio-economic barriers, the presence of stereotyped social representations and the absence of female role models are the key reasons for low presence of women in technology and engineering teaching, and research activities as well. At the Faculty, this is not the case. However, introducing a gender-sensitive approach will make research and teaching at this institution of higher quality and validity. Therefore, one of the goals of this Gender Equality Plan is to integrate gender dimension in the Faculty ongoing research and teaching (of undergraduate, graduate and doctoral courses) through interdisciplinary approach and to apply it while starting new projects and students' curricula. Gender-sensitive research takes into account all differences between men and women in all aspects of the research, from an initial idea, objectives, methodologies used to the outcomes and its presentations. Additionally, gender-sensitive approach seeks to provide equal participation of both female and male in scientific work. It should be noted that the responsibility is not only on the Faculty itself, as other institutions like research funding organizations play a significant role as well in proper integration of the gender dimension in the research and innovation projects. Gender-sensitive teaching connotes paying the attention to gender differences in creating syllabus and class performing. It provides equal opportunity to both female and male teachers across all disciplines and attracts students of different genders. Integrating the gender dimension in the curricula would result in an improved accreditation process for all level programmes and each university degree. Some methodologies seem to be a gender-sensitive, however it may turn out that they were not systematically applied throughout the project or it were applied narrowly. The Gender Equality Plan aims to fulfil existing gaps and to overcome gender bias in university education and research by proposing a set of specific recommendations that will be systematically applied (Table 4).

Table 4. GEP for the area: Integrating the gender dimension in research and teaching content.

Objectives	Measures	Indicators	Responsibility	Implementation	Time line
Proper integration of the gender dimension in the research and innovation projects	To consider a gender impact assessment process into the research projects proposals.	Guidelines and recommendations for gender impact assessment for the research projects proposals.	Vice-Dean for Research and International Collaboration	Gender Equality Commission Commission for International Cooperation	2023-2026
Equal applying of all scientists (both male and female) for projects	Supporting the project application by institution.	Analysis of project distribution – according to the gender of principal investigator and associates.	Dean Vice-Dean for Business Management	Gender Equality Commission	2022-2026
	Nomination of the employees for the scientific award.	Analysis of Gender distribution of awarded employees	Dean Faculty Council	Gender Equality Commission Commission for the Faculty Visibility Promotion	2022-2026
Fostering gender balance within research teams and teaching staff	Aiming to gender balance at an institutional level research teams and teaching staff.	Guidelines for awareness of gender equality importance in arranging research teams and teaching staff at study programs.	Faculty Council Vice-Deans for Education and Research and International Collaboration	Gender Equality Commission	2022-2026
Raising gender awareness and competence for teachers and scientists	Providing specific guidance through training, workshops and seminars showing good examples and practice	Syllabus, teaching materials and research proposal applying a more gender-sensitive approach.	Vice-Dean for Education	Gender Equality Commission	2022-2026

4.5. Measures against gender-based violence, including sexual harassment

Measures against gender-based violence, including sexual harassment are already in place. Adequate protection in cases of suspected sexual harassment or sexual discrimination is ensured through the consistent application of the provisions of the Labour Act, the Gender Equality Act, the Anti-Discrimination Act, the general laws of the University and Faculty, and by Criminal Code in the most serious cases. (Table 5).

Table 5. GEP for the area: Measures against gender-based violence, including sexual harassment.

Objectives	Measures	Indicators	Responsibility	Implementation	Time line
Increase preventive awareness of the options and need to report suspected sexual harassment or discrimination	Improve the availability of information about existing mechanisms and procedures for reporting sexual harassment or discrimination.	Updated faculty website.	Dean Vice Dean for Education	Gender Equality Commission Legal secretary	2023-2026
Continuous monitoring of gender-based violence and work atmosphere at the Faculty level	Creation or incorporation of questions about work atmosphere in existing annual questionnaire	Results of annual questionnaire	Dean Ethics Commission	Gender Equality Commission	2022-2026
Improve procedures for addressing suspected sexual harassment or discrimination and providing support to victims	For the victim - Establish procedure for providing professional support.	Developed procedure for professional support.	Dean	Legal secretary	2023-2026
	For the accused - Establish procedures for disciplinary action.	Developed procedure for disciplinary action.	Dean	Legal secretary Ethics Commission	2023-2026