

WHY A GENDER EQUALITY PLAN?

UNIVERSITY
OF BELGRADE
(UB)

TARGET } Taking a Reflexive approach
to Gender Equality for
institutional Transformation

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UNIVERSITY OF BELGRADE (UB)

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Introduction

The University of Belgrade is the biggest and the oldest state university in Serbia. It is a comprehensive, research-oriented university dedicated to academic excellence.

The complexity in the structure of the University of Belgrade is best appreciated and understood when bearing in mind that it consists of 31 faculties, 11 institutes and one University library. The significance of this in the context of dealing with gender equality issues is the fact that all University members (faculties, institutes and library) represent separate and legally independent entities, according to the Statute of the University. This autonomy leads to a somewhat limited influence of the governing bodies of the University in all decision-making processes.

Concerning gender equality policies, the point which made a difference was the participation of the University of Belgrade in the project "Taking a Reflexive Approach to Gender Equality for Institutional Transformation" (TARGET) funded under the European Union Horizon 2020 research and innovation programme¹. One of the main aims of TARGET was the design and implementation of tailored gender equality plans in six research performing and research funding organisations as part of a sustained, reflexive and participatory structural change process towards enhanced gender equality in the institutions. Key initial aspects were the establishment of a community of practice for gender equality within each institution and the implementation of a comprehensive gender equality audit. As a result of this process, the first University of Belgrade's Gender Equality Plan (GEP) was adopted in April 2019.

¹ <http://www.gendertarget.eu>

1. Why do we need a Gender Equality Plan?

Within the TARGET project, in the period of January–March 2018, a comprehensive Gender Equality Audit (GEA), the first one at the University level, was conducted. A pre-developed Gender Equality Audit Tool (GEAT) was used for the analysis, targeting three main areas of gender equality at the university level: human resources, decision making and curricula and research content. The data collected has served as the basis of identifying priority areas of action to go into the design of the first University of Belgrade Gender Equality Plan. The GEA report includes SWOT (strengths, weaknesses, opportunities and threats) analysis of all three dimensions – human resources, decision making and curricula and research content. The preliminary findings were presented in March 2018 to members of the Community of Practice (CoP).

The main outputs and conclusions of the conducted GEA at the University of Belgrade can be summarized as follows:

- » Existing gaps in gender-segregated data collection have been identified: Gender-segregated data is regularly and systematically collected when it comes to students and University of Belgrade’s faculty members. However, when it comes to the University’s governing and different decision-making bodies, no gender sensitive statistics are available. Since this is essential to the successful planning, implementation, monitoring and evaluation of any future measure for the improvement, establishment and maintenance of systematic gender-segregated data, the collection of data at all levels should be considered a priority.
- » The initial assessment has indicated that there are gaps between men and women when it comes to career paths and academic promotions (the so called “inequality pyramid”: the number of women decreases at the top of the academic ladder). In spite of constant growing female educational attainments over the last 30 years, women continue to be under-represented at higher levels of research and academic careers. However, there is still no system in place for monitoring trends in career paths of women and men in academia, including different complex factors that might be contributing to inequality. One of the priorities of intervention should be reassessing the current criteria and procedures for recruitment, evaluation and promotion of University teaching and research staff, from a gender perspective.
- » There are significant gender gaps identified when it comes to the participation of women in governing and decision-making bodies of the University. Women are under-represented almost in all relevant decision-making bodies, including those within the traditionally “female dominated” scientific fields. As mentioned earlier, establishing a permanent system for collecting data on the gender composition of decision-making bodies should be considered a priority at this point, before any other measures are recommended.
- » There is no systematic gender mainstreaming of higher education curricula. There is a lack of systematic comprehensive data on courses that focus on gender studies and gender equality. Establishing a data base of all such courses should be a priority, as well as the development of appropriate and context specific indicators for monitoring the state of gender equality in research content and higher education curricula.

- » There is no separate policy document on gender equality. Although gender equality is to a certain extent included into some existing University policy documents, there is no systematic gender mainstreaming and the policy documents are not generally gender sensitive. There is no systematic use of gender sensitive language or appropriate terminology in any of the University policy documents, or communication channels. There is no permanent body/mechanism for gender equality within the University.

Parallel to conducting the first GEA, the process of building a CoP was initiated, seeking gender-equality practitioners, researchers and theorists to participate in the process of establishing a reflective approach towards gender equality for institutional transformation. The initial preparatory phase consisted in forming a smaller scale CoP that would serve as immediate support during the GEA. Besides the team leader, the Gender Equality Officer and the Financial Officer, this group consisted of individuals employed within the different university bodies that were identified as essential in the process of data collecting, such as employees at the Computer Centre of the University of Belgrade, as well as different administrative officers within the rectorate. This group was informed about the main project aims and goals, as well as the activity that would require their support and help in gathering and accessing the data.

In the next phase, after the initial data collecting was finished, a meeting of a broader Community of Practice was initiated in which the methodology and the preliminary results could be presented and discussed. Around 70 people were notified about the project and the gender equality audit and all of them were invited to the presentation and discussion. This list was deliberately set very broadly, to make sure the process was as participatory as possible. Out of around 70 persons invited, including the top management of all the faculties and institutes, as well as experts on gender equality among the teaching and research staff, the meeting was attended by approximately 30 persons that participated in providing the feedback on the initial findings.

2. Designing and approving a Gender Equality Plan

Main Objectives

Relying on the results and findings of the GEA conducted during the first phase of the project, the first Gender Equality Plan (GEP) at the level of the University of Belgrade was drafted and developed, targeting primarily the data gaps identified in the GEA. The document declares University of Belgrade's dedication to the following goals:

1. to build up the institutional capacity to identify the relevant data as well as establish systematic procedures and information systems to improve data collection and address data gaps,
2. to increase the profile of gender equality and raise awareness of the significance and benefits of gender balance at all levels of the institution,
3. to promote gender diversity among all academic staff with strong emphasis on women's participation in decision making bodies and processes, conforming with institutional, national and other regulatory frameworks.

Two main priority areas in which the UB can usefully undertake initial gender actions were identified in the document:

- » Data collecting and monitoring, related to all three areas: human resources, decision making and curricula and research content.
- » Gender awareness and gender bias, especially related to the representation of women in top management and decision making bodies and structures.

GEP was signed by the rector in September, 2018 and adopted by the Senate on April 17, 2019.

3. Main activities implemented

When it comes to the first goal targeted by the GEP (“to build up the institutional capacity to identify the relevant data, as well as establish systematic procedure and information systems to improve data collection and address data gaps”), biggest contribution to achieving it was done through collecting, preparing and analysing data for the annual monitoring reports. The data was regularly collected and analysed. Still, not all the data collecting systems are automatized. For example, we are still trying to figure out most efficient way to automatically collect the gender segregated data on trends in career paths of women and men in academia and gender composition of committees for academic promotion. For now, the data was collected either through a good cooperation with the Institute for Philosophy and Social Theory (one of the Institutes members of the University of Belgrade), and with CELAP (Centre for Ethics, Law and Applied Philosophy), both of whom have started conducting a gender qualitative gender analysis of career paths in young academics. Also, since the adoption of the GEP, the data on gender composition of the Senate and the Council of the University of Belgrade was regularly collected, similarly for the data on all available accredited study programs and courses on gender which are taught at the University of Belgrade.

Since the adoption of the GEP, many activities have been focused on the second goal defined by the GEP: raising the profile of gender equality at the university level and raising awareness of the significance and benefits of gender balance at all levels of the institution. This was achieved through:

- » Establishing and strengthening the newly established gender equality mechanism: Although it was originally planned for 2020, in May 2019, a Gender Equality Committee was established at the University level. It consists of 12 members. The members were selected to make sure there is a balanced representation of all important university stakeholders—that there are representatives of all 4 faculty groups, institutes, teaching and non-teaching staff, student representatives, TARGET project representatives, etc. The first, constitutional meeting of the University of Belgrade’s Gender Equality Committee was held on 2nd February 2020 with the main point on the agenda being the initiative for adopting the first anti-sexual harassment policy at the university level.
- » Activities raising awareness on the issue of sexual harassment in higher education institutions: a co-creation workshop on sexual harassment, originally planned to take place in Belgrade in 2020, was held online in May, 2021, with international experts on the topic and TARGET member institution representatives, including members of community of practice, as participants. Representatives of the University of Belgrade had the opportunity to present UB member institutions experience with existing anti-sexual harassment policies and to receive expert feedback.
- » In July, 2021, the governing bodies of the University of Belgrade adopted The Rulebook on Prevention and Protection from Sexual Harassment at the University of Belgrade. It is the first such policy at the university level and it refers to all its member institutions. The document contains the institution’s deepest dedication to prohibiting discrimination and any form of abuse or harassment, as well as a definition of the target groups: students, all the university staff, as well as all of those in the process of enrolling any program at the university. Furthermore, the university recommends continuous training for “all the students and employees on all matters relevant to prevention of sexual harassment”

and also emphasizes the role of curricula and text books in prevention of any kind of discrimination or harassment based on sex, gender or sexual orientation. The most important innovation in comparison to previously adopted faculty rulebooks is the introduction of the position of a Commissioner for equality that would need to exist in each of the member institution. Its main role would be to organize previously mentioned trainings with the aim of awareness raising and prevention of sexual harassment. The Commissioner also has an important role in the procedures of protection against sexual harassment, as the person responsible for initially handling the complaint.

- » During the first two months of 2020, the TARGET team conducted research on the history of the University of Belgrade, focusing on women that were the first to achieve outstanding results or positions within the university. As a result, a calendar was published, containing information on outstanding women at the university level. The next step is to publish the bilingual text on the University's website, to increase visibility of women in academia and raise awareness of the importance of gender equality.
- » A text on Gender Perspective in the Curricula of the University of Belgrade was published by Serbian Academy of Arts and Sciences' edited volume on women scientist in Serbian society: Daša Duhaček and Milica Mirazić (2021) Gender Perspective in the Curricula of the University of Belgrade in Women Scientists in Society, eds., Lada Stevanović, Mladena Prelić, Miroslava Lukić Krstanović, Ethnographic Institute, Serbian Academy of Arts and Sciences, Belgrade, pp. 73-89.
- » The TARGET project results were widely communicated with the academic public, mainly by the TARGET team members, through different channels, such as at different public events. For example, on the occasion of March 8, 2020, the Rector gave several interviews on TV or printed media in which she has mentioned the University of Belgrade's efforts on promoting gender equality at the campus².
- » Five TARGET team members (Ivanka Popovic, Dasa Duhacek, Vladimir Markovic, Jasmina Pesic and Milica Mirazic) participated in the national conference "Women united for knowledge" organized by the Initiative of Women in Academia and supported by UNWomen on November 26, 2019. As part of the opening word, the rector presented the results achieved within the TARGET project so far. The initiative was founded by the Institute for Philosophy and Social theory of the University of Belgrade and the SeConS Group for Development. The aim of the conference was to gather all the actors interested in promoting gender equality in the academia and discuss the existing issues and steps taken so far to overcome the gender gap at the university level³. The conference was held at the rectorate and was attended by government and civil society representatives, besides the representatives of the University of Belgrade's member institutions. It was also covered by the media⁴. It was also an opportunity to gather the members of the

2 <http://rs.n1info.com/Vesti/a575970/Rektorka-Ivanka-Popovic-i-Milena-Rikanovic-o-8.-martu.html>
<http://rs.n1info.com/Video/Info/a575986/Popovic-i-Rikanovic-Neophodna-ravnopravnost-u-raspedeli-poslova-u-porodici.html>
<https://www.nedeljnik.rs/da-li-osmi-mart-treba-obelezavati-ili-cestitati-lako-se-odricemo-socijalistickog-nasleda-kaze-rektorka-bu-ivanka-popovic/>

3 <https://udruzeneznanje.org/odrzana-konferencija-udruzene-za-znanje-u-rektoratu-univerziteta-u-beogradu/>

4 <https://www.vesti.rs/Dobre-vesti/UdruZene-za-znanje.html>
<https://nauci.rs/udruzene-za-znanje/>
<https://www.vesti.rs/Vesti/Konferencija-UdruZene-za-znanje-odrzana-u-Rektoratu-Univerziteta.html>
<https://www.blic.rs/vesti/drustvo/manje-placene-teze-napreduju-kada-se-zaposljavaju-pitaju-ih-planirate-li-decu-koliko/xwlncl>

Community of Practice and gather input for the possible further initiatives on the topic.

- » On the occasion of the International Day of Women and Girls in Science, a conference was organized by the Ethnographic institute of the Serbian Academy of Sciences and Arts (SANU) February 11-13, 2020. The conference was attended by more than 80 members of the academia and authorities and was largely covered by the local media⁵. The conference was an opportunity for the TARGET team to promote the project results, including the just published calendar of University of Belgrade's first women to take outstanding positions at the academy. Dasa Duhacek gave a presentation on TARGET project results, focusing on the data analysis of the curricula content related to gender and gender equality at the university level.
- » As part of the Horizon 2020 project GENDERACTION, the University of Belgrade had hosted a training and mutual learning workshop on "Gender equality in research and innovation national and international policy for the Danube region and Balkan region" on March 10 and 11, 2020, just before the lockdown due to the Corona virus pandemic. Four TARGET team members participated in the training and Milica Mirazic presented the TARGET project GEA results, as well as the main TARGET project results and future plans. The aim was to synergise the effects of the two projects targeting gender equality in research and innovation, as well as to improve networking between academic institutions in the region.
- » Recently, most public attention was given to the recently adopted Rulebook on Prevention and Protection from Sexual Harassment at the University of Belgrade" and this news, together with the rector's statements was widely published⁶.

<https://www.blic.rs/vesti/drustvo/lepljivi-pod-zene-u-srbiji-zaraduju-manje-od-muskaraca-teze-napreduju-a-odgovor-na/g439b04>

5 <https://www.mreza-mira.net/vijesti/feminizam-i-rodna-ravnopravnost/zene-u-akademiji/>
<https://www.alo.rs/vesti/drustvo/podjednako-ucesce-zena-u-istrazivackom-i-naucnom-radu/287441/vest>
<https://www.mreza-mira.net/vijesti/feminizam-i-rodna-ravnopravnost/zene-u-akademiji/>
<https://pescanik.net/zene-u-akademiji/>
<http://www.novimagazin.rs/vesti/naucnice-u-srbiji-da-li-je-nauka-zenskog-roda>
<https://nauci.rs/naucnice-u-drustvu/>

6 <https://www.euronews.rs/srbija/drustvo/7924/beogradski-univerzitet-usvojio-pravilnik-o-zastiti-od-seksualnog-uznemiravanja-sta-pise-u-dokumentu-koji-ce-biti-krovni-za-sve-fakultete-ub/vest>
<https://www.danas.rs/drustvo/donet-pravilnik-o-sprecavanju-seksualnog-uznemiravanja/>
<https://www.kurir.rs/vesti/drustvo/3766665/ivanka-popovic-za-kurir-mnogo-sam-radila-a-drugi-nek-sude-o-ucinku-raduje-me-sto-cu-opet-imati-vise-vremena-za-rad-na-fakultetu>
<https://nova.rs/vesti/drustvo/sve-o-novom-pravilniku-protiv-seksualnog-zlostavljanja-na-bu/>
<https://rs.n1info.com/vesti/popovic-o-doktoratu-malog-nije-lako-oboriti-nesto-sto-je-sa-jasnom-dokazano/>

4. Main changes in the status quo of Gender Equality at UB

4.1 Students

In the initial audit, the data showed that women made up the majority of student population at all three levels of studies when looking at the overall data for all faculties. The ratio has remained the same in academic year 2020/2021.

Figure 1: Gender Composition of UB Student Population (All Levels, All Faculties), 2017/2018

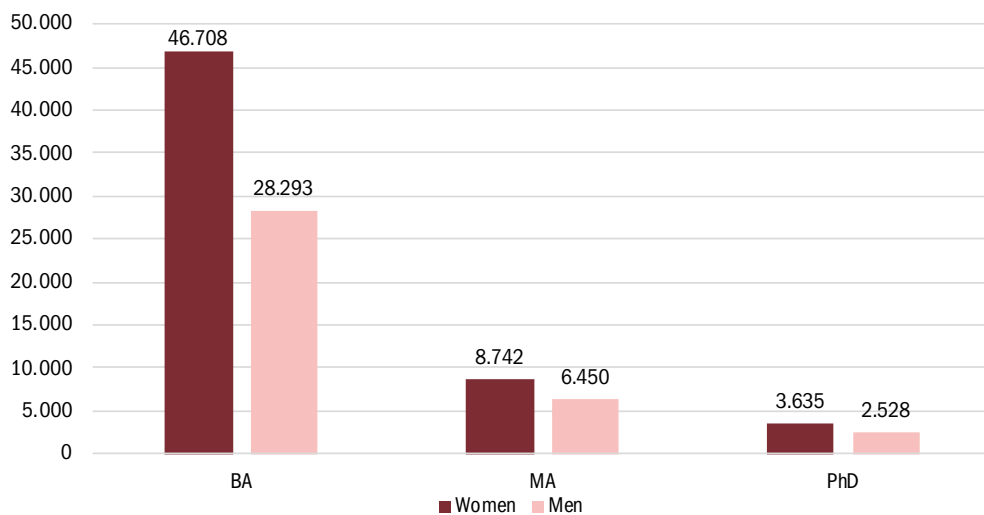
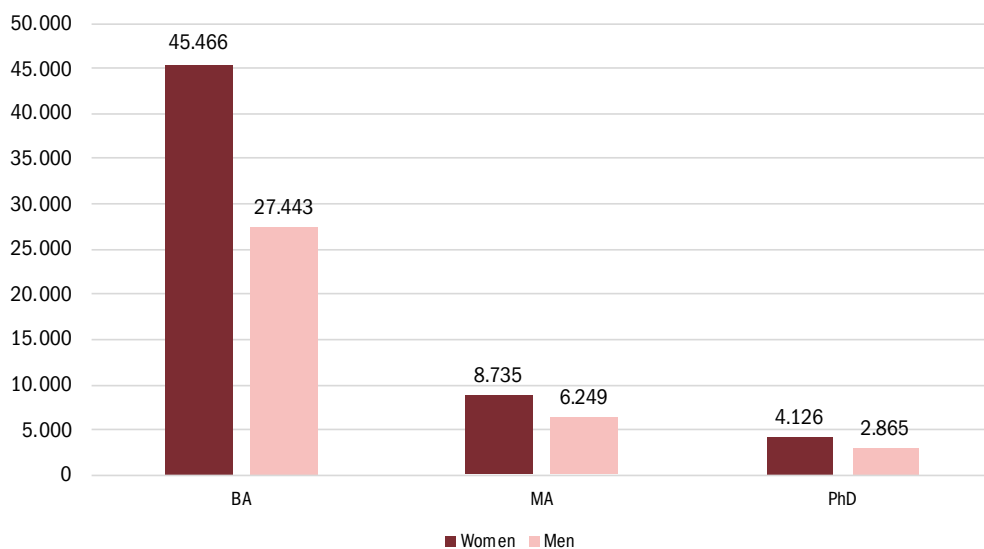


Figure 2: Gender Composition of UB Student Population (All Levels, All Faculties), 2020/2021



Although in some academic years the data showed a slight tendency towards a more gender balanced structure of student population, this trend did not seem to continue, so in academic year 2020/2021 we see absolutely no change in comparison to the audit baseline data.

Figure 3: Gender Composition of UB Student Population (Bachelor, All Faculties) 2017/2018 and 2020/2021

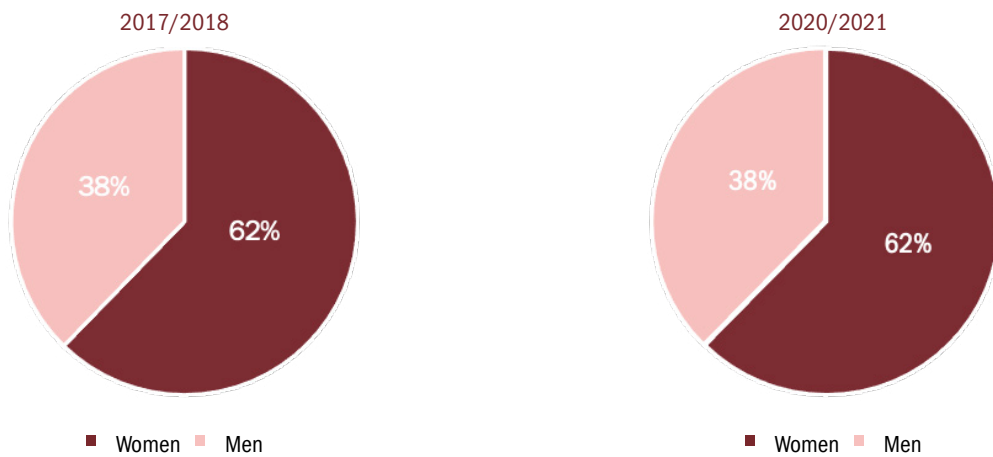


Figure 4: Gender Composition of UB Student Population (Master, All Faculties), 2018/2018 and 2020/2021

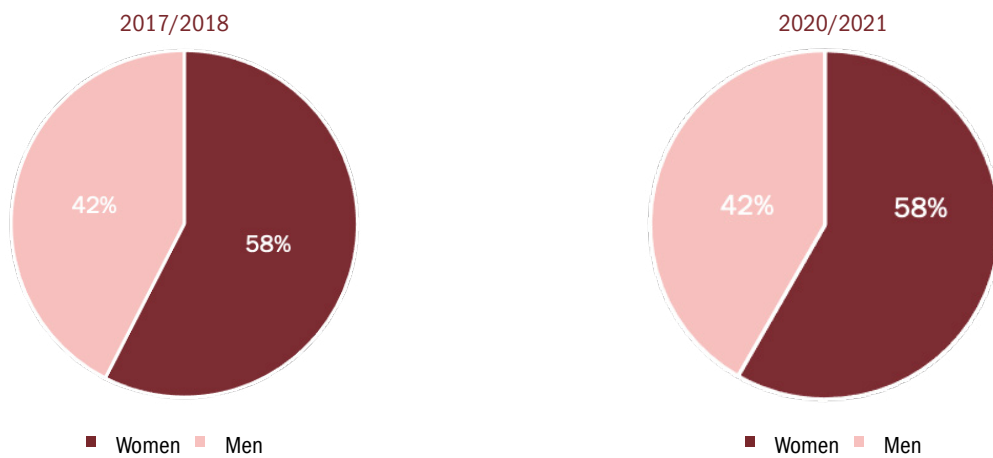
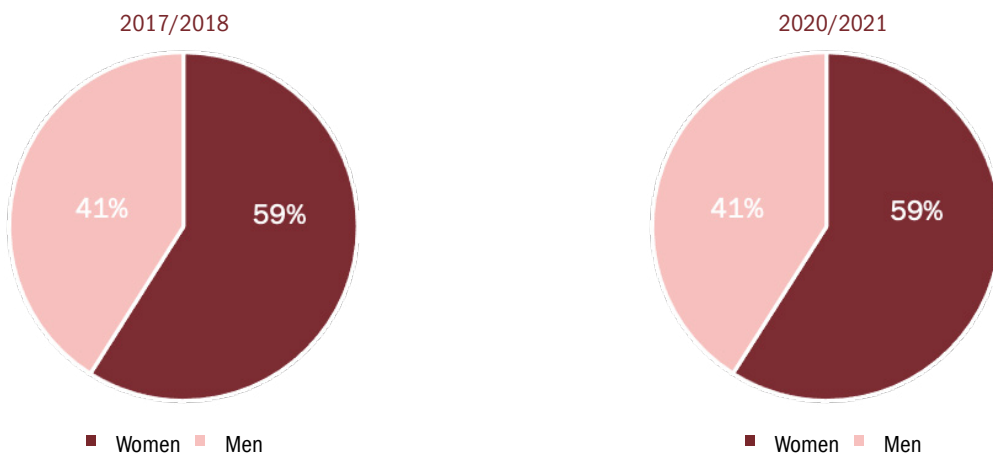


Figure 5: Gender Composition of UB Student Population (PhD, All Faculties) 2017/2018 and 2020/2021



Once the data is narrowed down to the faculty level, it shows that the same gender segregation tendency established previously in the GEA still exists when it comes to scientific fields traditionally attributed to one gender or the other (technology and engineering as ‘male dominated’ disciplines vs. philology as a ‘female’ discipline). One such example from the academic year 2017/2018 that pertains also to 2020/2021 can be found at the Faculty of Mechanical Engineering, where men still make up for the majority of students at all levels. The same tendency is still very much noticeable at the Faculty of Orthodox Theology; it has even increased slightly towards more gender imbalance from 2017/2018 to 2020/2021.

Figure 6: Gender Composition of Students, Faculty of Mechanical Engineering, 2017/2018 and 2020/2021

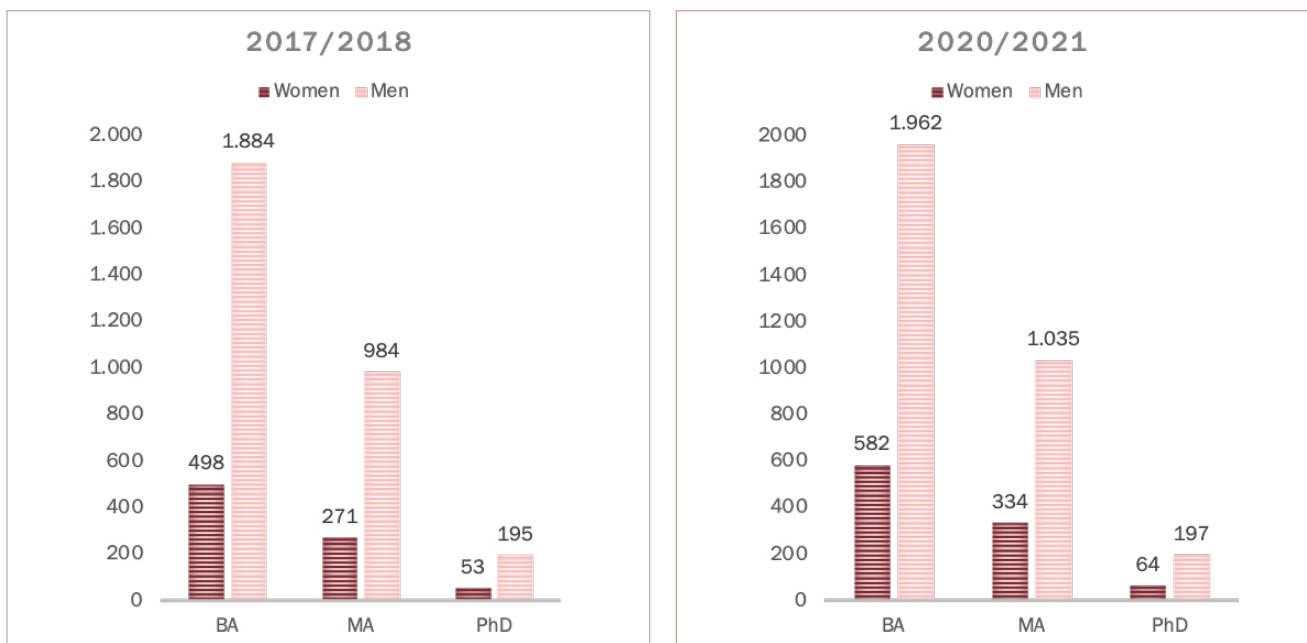
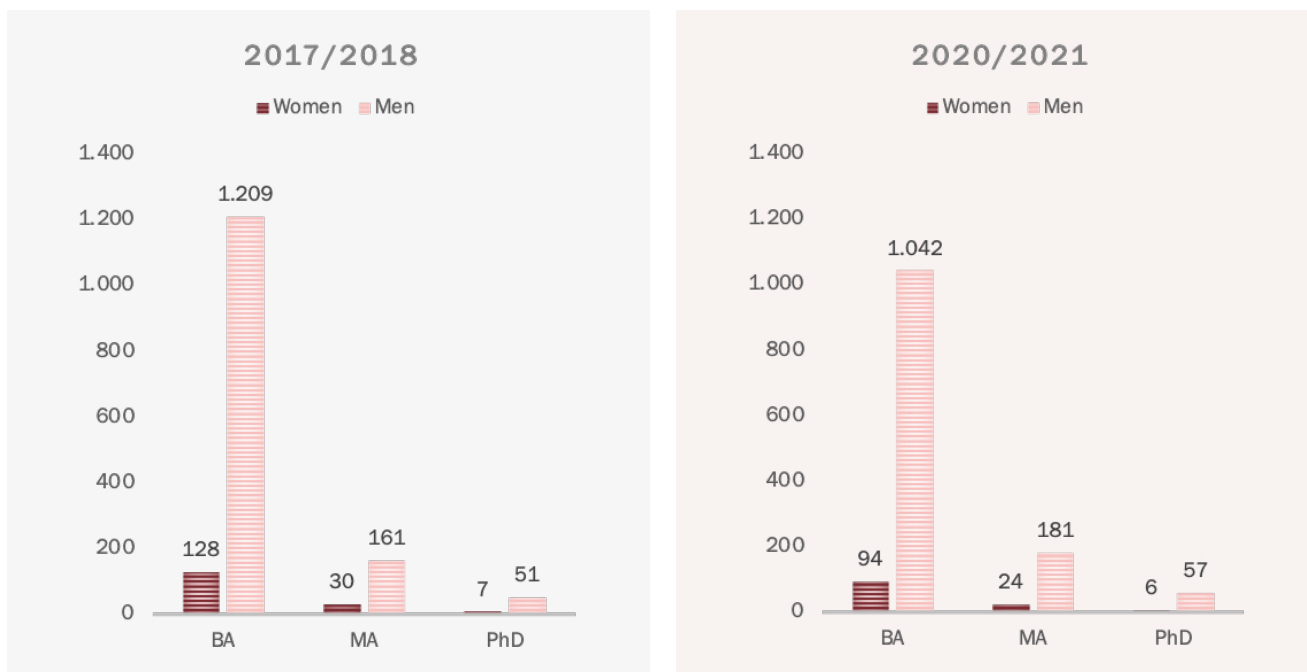
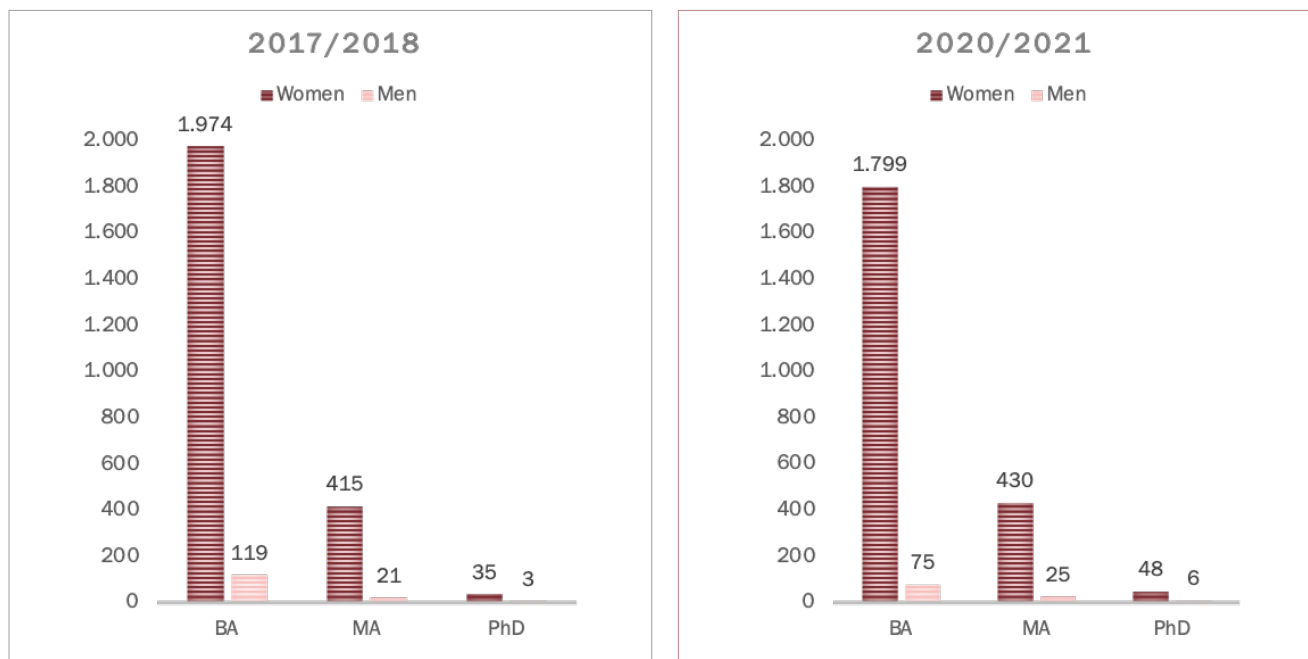


Figure 7: Gender Composition of Students, Faculty of Orthodox Theology, 2017/2018 and 2020/2021



The reversed examples are still present: there is still very much noticeable trend of feminisation of the teaching profession, as the vast majority of students enrolled at the Teacher Education Faculty, at all levels of the studies, are female.

Figure 8: Gender Composition of Students, Teacher Education Faculty, 2017/2018 and 2020/2021



4.2 Human Resources

When it comes to the gender composition of the University of Belgrade’s Teaching and Research Staff, the initial GEA has shown that the overall picture is generally quite balanced in comparison to the student structure: the percentage of women, both fully and part-time employed, including all teaching and research positions, at all faculties of the University of Belgrade was around 48% (or 2354 women), while men made approximately around 52% percent (or 2564 men) of the overall teaching and research staff. In 2021 the gap slightly increases: women still make approximately 47% (2279 women) of all teaching and research positions at the level of the University of Belgrade, while men make 53% (2519 men) of all teaching and research staff.

Figure 9: Gender Composition of UB Teaching and Research Staff (All Faculties), 2018 and 2021

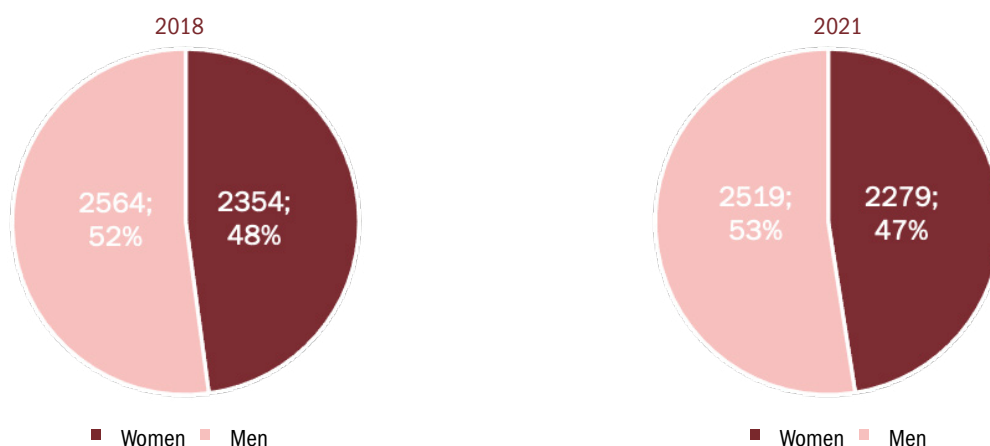
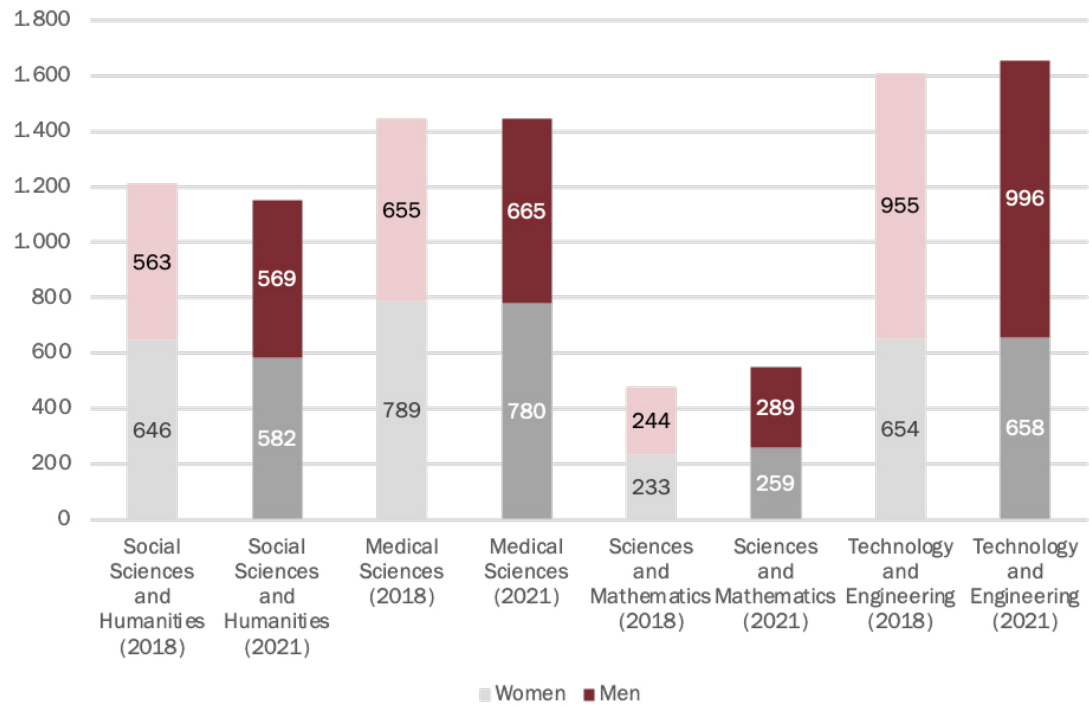
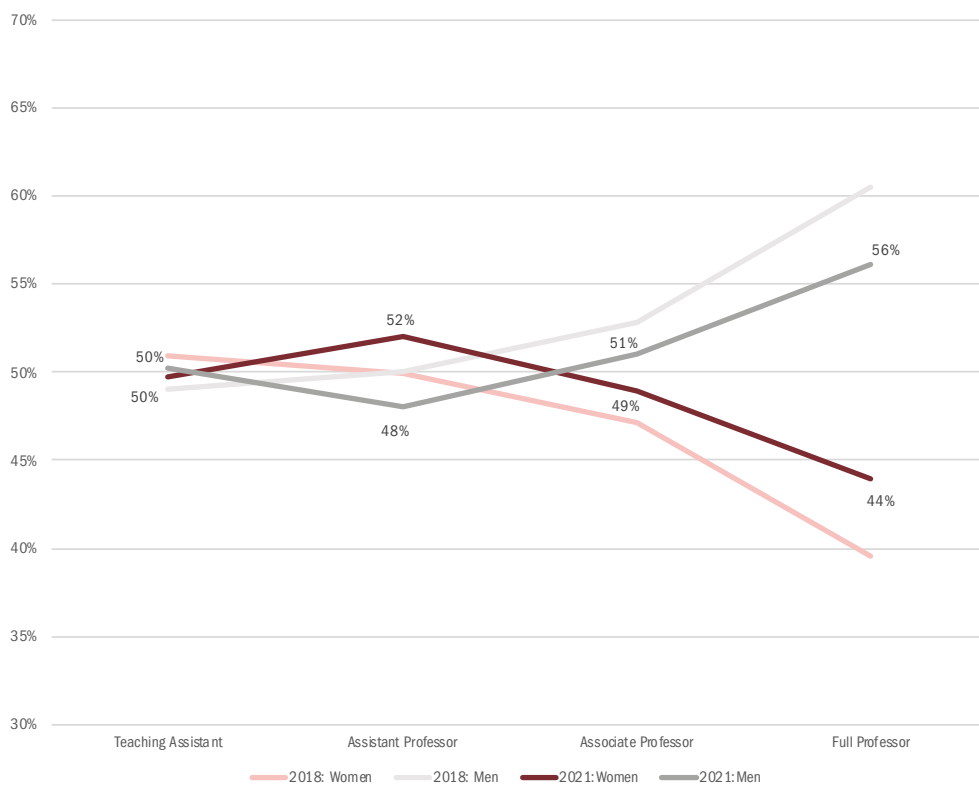


Figure 10: Gender Composition of UB Teaching and Research Staff (Faculties), 2018 and 2021



As shown below, when it comes to gender distribution according to academic ranks, it seems that the gap has slightly decreased, although it is hard to say at this point if that can be seen as a sustainable result.

Figure 11: Leaky Pipeline: UB Teaching and Research Staff according to Academic Ranks (All Faculties), 2018 and 2021



Once broken down into faculty groups, it can be said that the situation is slightly improving towards gender balance.

Figure 12: Gender Composition UB Teaching and Research Staff (Social Sciences and Humanities), 2018 and 2021

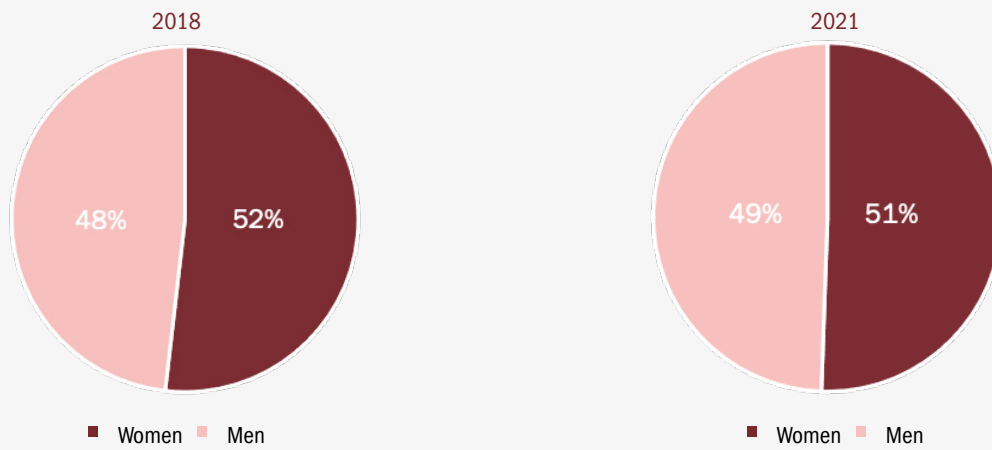


Figure 13: Gender Composition UB Teaching and Research Staff (Medical Science), 2018 and 2021

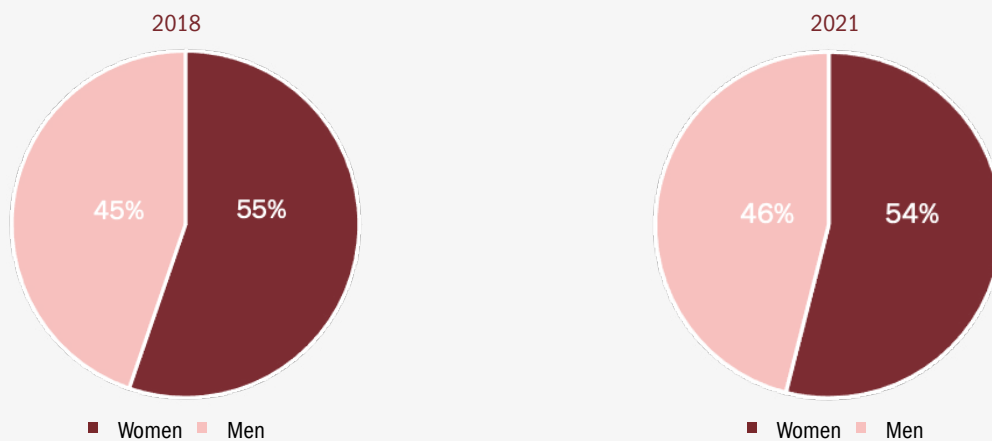


Figure 14: Gender Composition UB Teaching and Research Staff (Sciences and Mathematics), 2018 and 2021

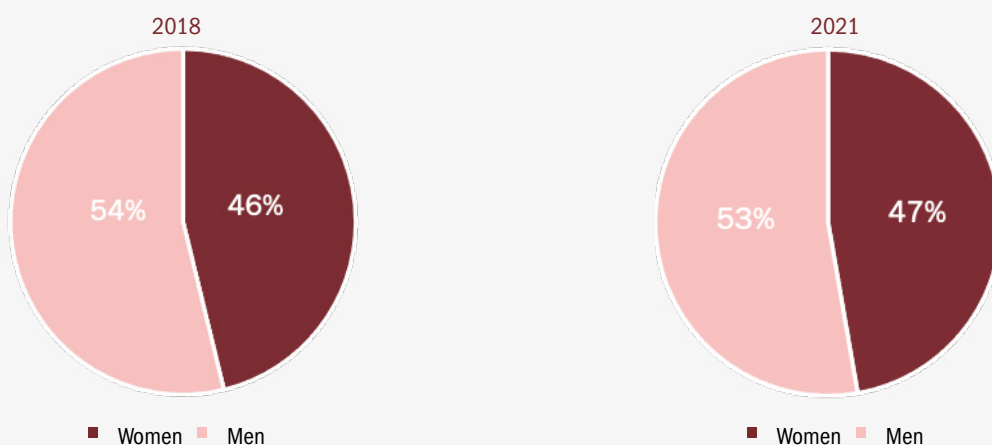


Figure 15: Gender Composition UB Teaching and Research Staff (Technology and Engineering), 2018 and 2021



However, once we look at data at the level of each of the faculties, again some exhibit greater gender imbalance than others, and some previously noted tendencies can be confirmed. The gender structure of the employed staff at the Faculty of Orthodox Theology in 2021 (12% of women and 88% of men) has slightly worsened in comparison to initial GEA when the overall ratio was 20% of women and 80% of men. The situation is still traditionally reversed at the Faculty of Philology where women make the majority not only among student population but also among the staff, with 71% of all employed teaching and research staff.

Figure 16: Gender Composition of UB Staff at the Faculty of Orthodox Theology, 2018 and 2021

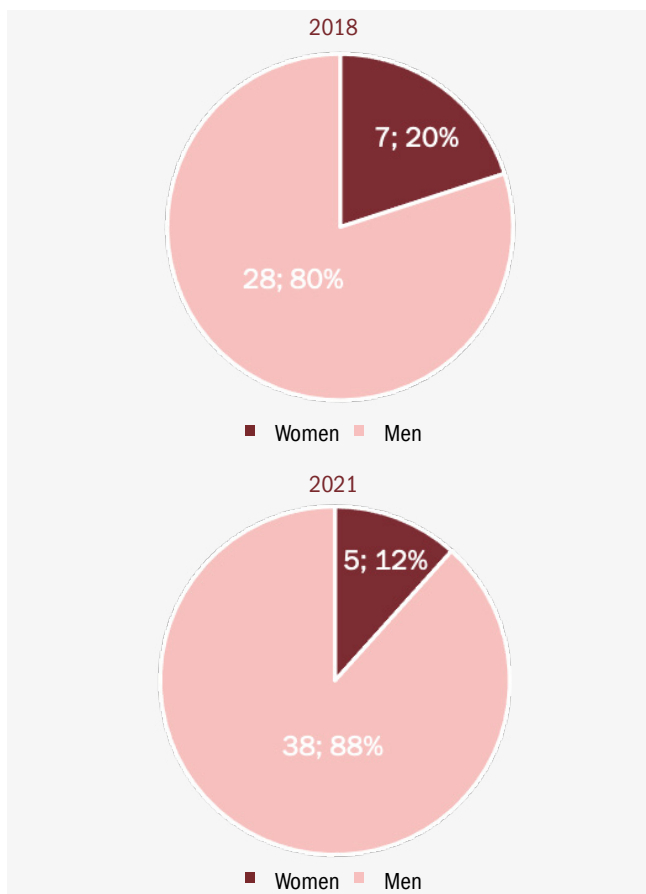
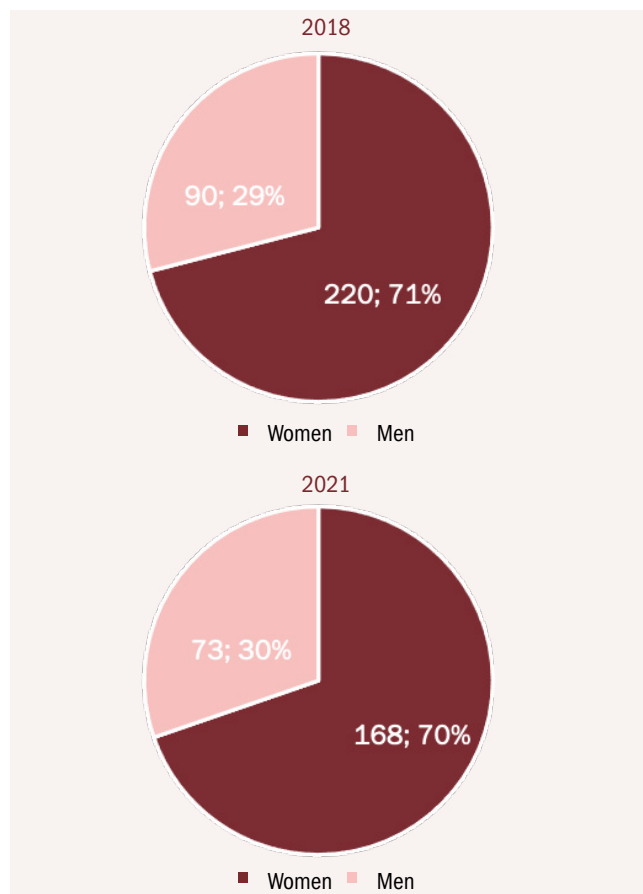


Figure 17: Gender Composition of UB Staff at the Faculty of Philology, 2018 and 2021



4.3 Decision making

The University of Belgrade elected new decision-making bodies in 2018 and their mandate was still in force until the end of September 2021. One of the biggest changes in comparison to the period of the initial Gender Equality Audit (GEA) is the fact that the University of Belgrade elected a new rector in May 2018, and it was only the second female in history of the university to be at the head of the institution. The fact that the new rector was female did not go unnoticed and the election results got a lot of attention in the media and the general public, which was used as an opportunity to raise awareness about the importance of gender equality at all levels and the lack of women in positions of power at various structures of society.

When it comes to gender structure of other University of Belgrade's decision-making bodies, the situation is not very much different than at the period of the GEA was conducted. In comparison to 2017, when there were 31% of women and 69% of men members of the University of Belgrade Council, in 2021 the ratio is somewhat different: 28% of women and 72% of men. When it comes to the Senate, the situation is slightly reversed: In comparison to 2017 when there were 30% of women members and 70% of men, in 2020 there is 33% of women and 67% of male members. In comparison to 2017, the structures of rectors have changed slightly as well, with only one woman and three men. However, it might be worth noticing that the only female vice-rector at the moment is the vice-rector for finances, which is one of the areas of power rarely accessible to women.

Figure 18: Gender Composition of UB's Council Members, 2017 and 2021

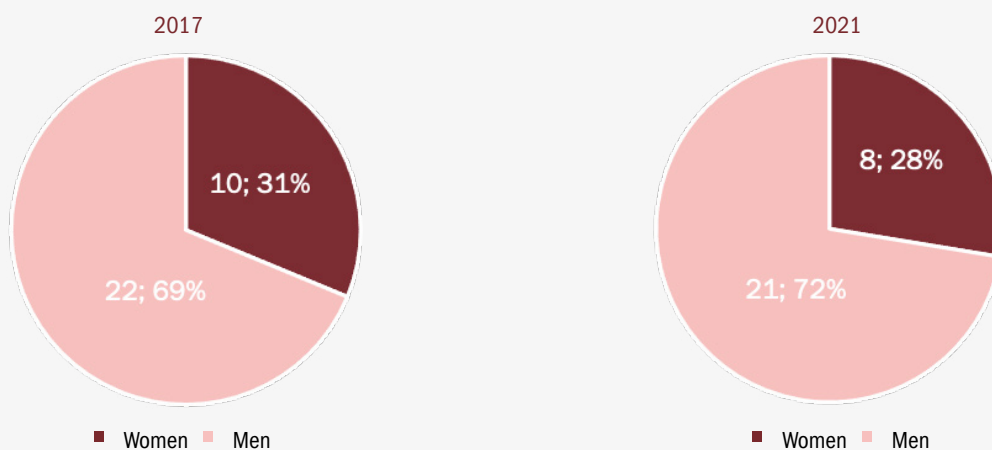


Figure 19: Gender Composition of UB's Senate Members, 2017 and 2021

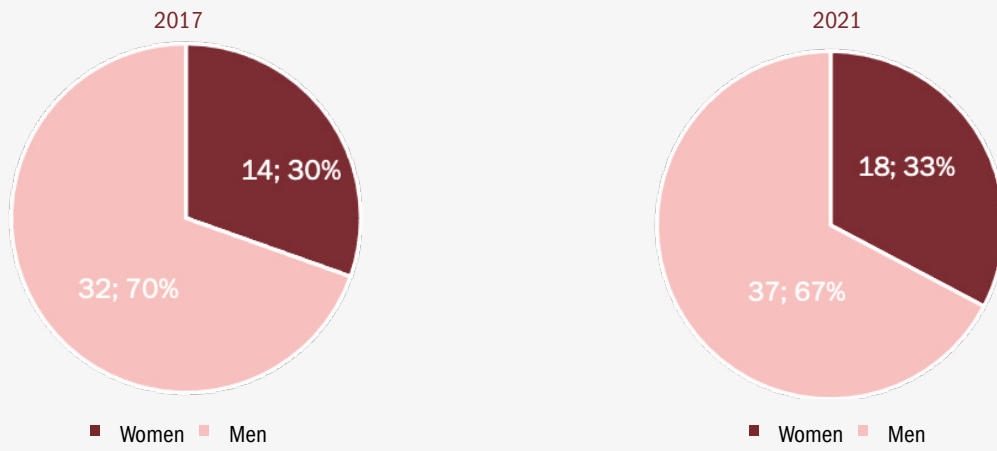


Figure 20: Gender Composition of UB's Vice-Rectors, 2017 and 2021

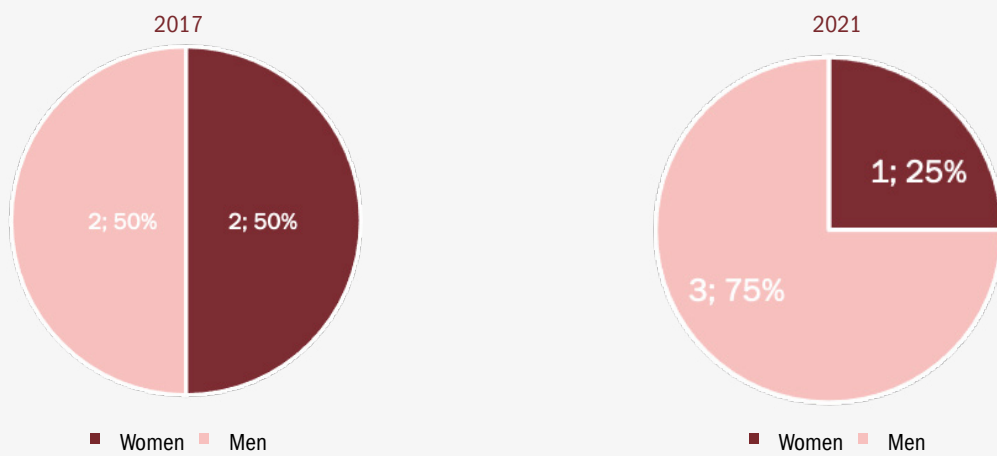
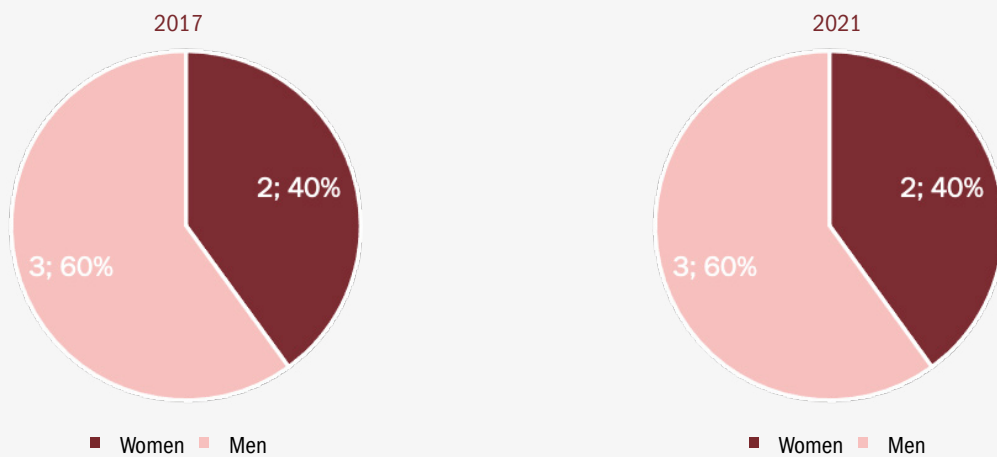


Figure 21: Gender Composition of UB's Rector's Collegium, 2017 and 2021



When it comes to professional board members' structure, overall the situation is more or less the same as the previous years, as men still make the majority in most of the boards. Women make up the majority of members in the professional boards of social sciences and humanities and in the medical sciences, and there is the absolute balance in the structure of the professional board for natural sciences. In all the rest, men make up the majority of membership. However, in comparison to the first GEA, it can be noted that the percentage of women in most of the professional board has increased, although not enough to conclude a serious trend in the shift of power.

Figure 22: Gender Composition of UB Professional Board Members, 2018 and 2021

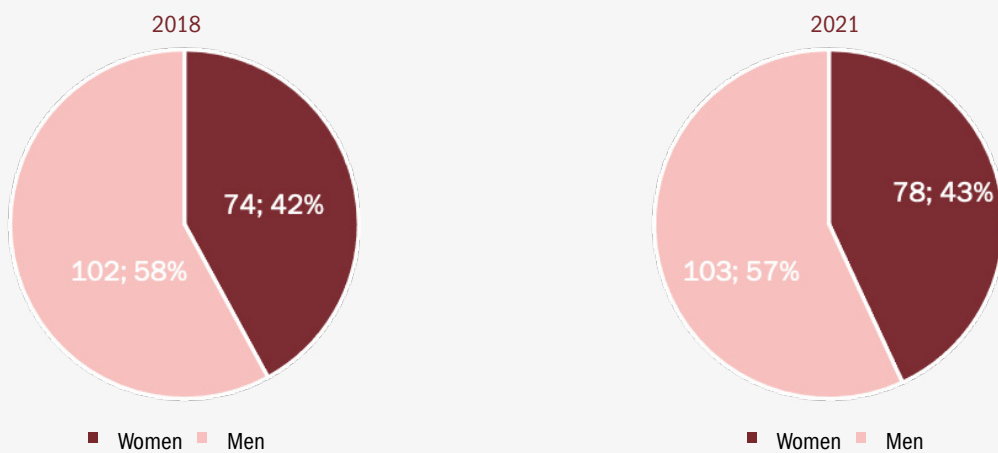


Figure 23: Gender Composition of UB Professional Board Members (Social Sciences and Humanities), 2018 and 2021

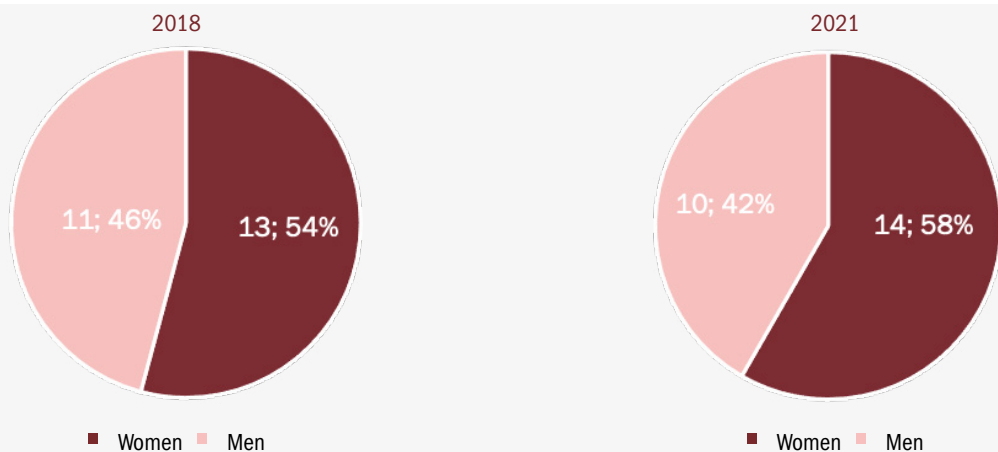


Figure 24: Gender Composition of UB Professional Board Members (Civil Engineering and Urbanism), 2018 and 2021

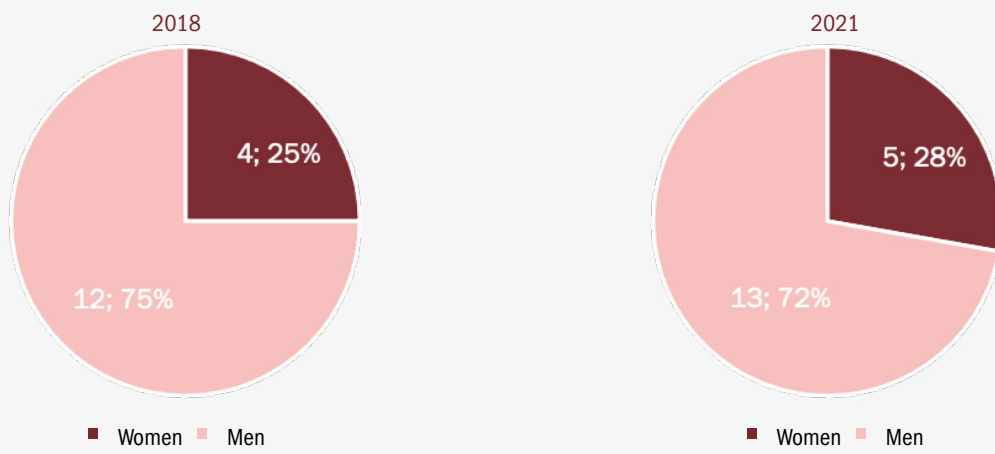


Figure 25: Gender Composition of UB's Professional Board Members (Law and Economics), 2018 and 2021

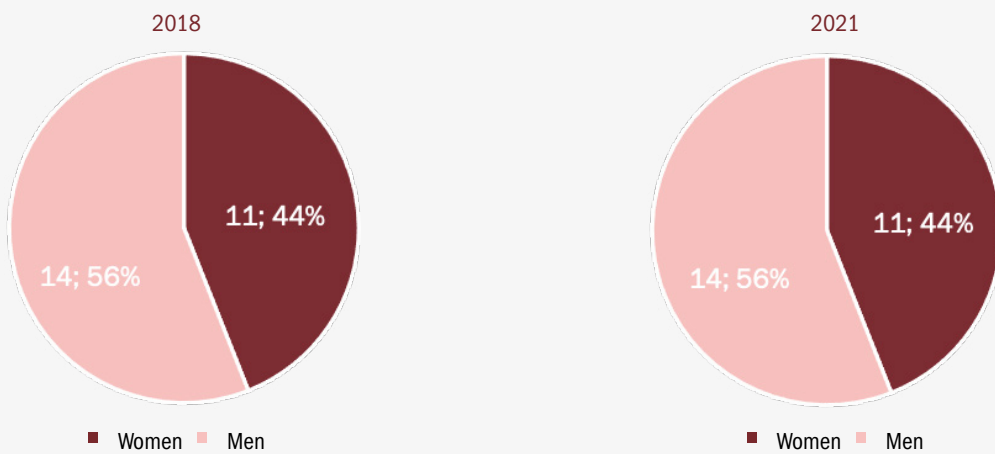


Figure 26: Gender Composition of UB's Professional Board Members (Bio-technical Sciences), 2018 and 2021

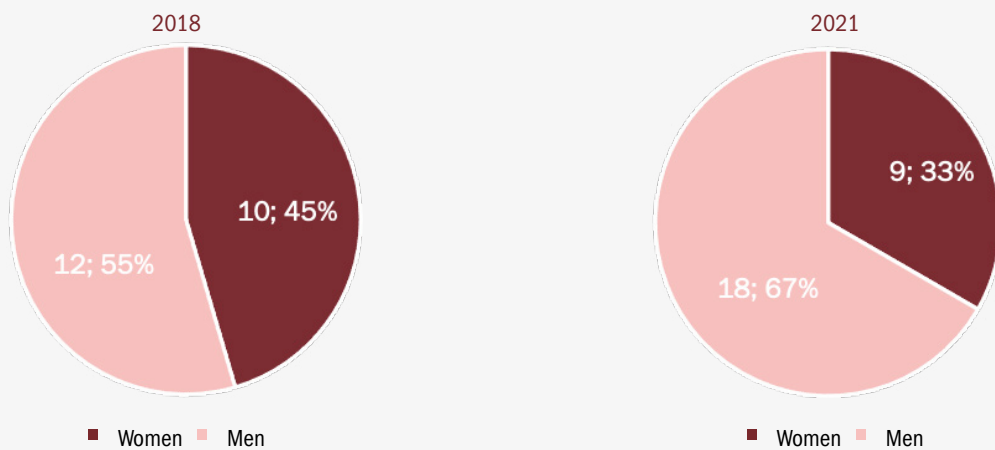


Figure 27: Gender Composition of UB's Professional Board Members (Medical Sciences), 2018 and 2021

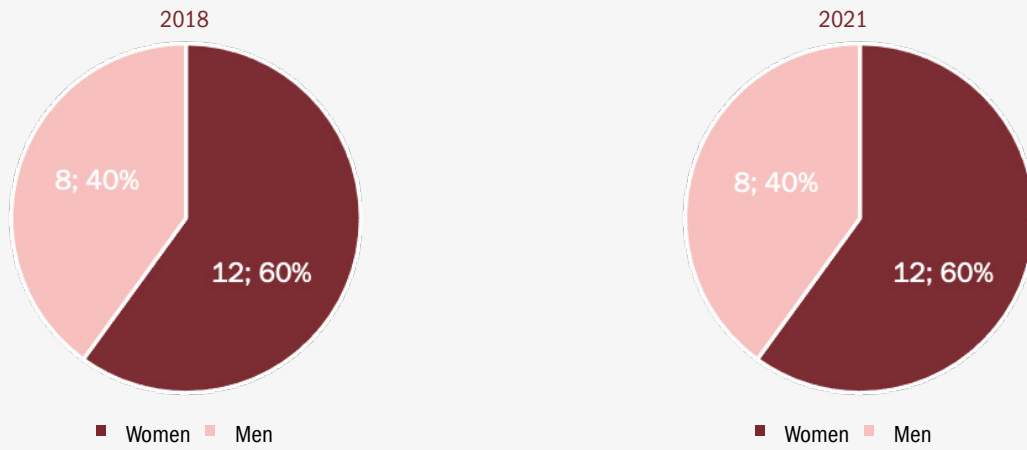


Figure 28: Gender Composition of UB's Professional Board Members (Sciences and Mathematics), 2018 and 2021

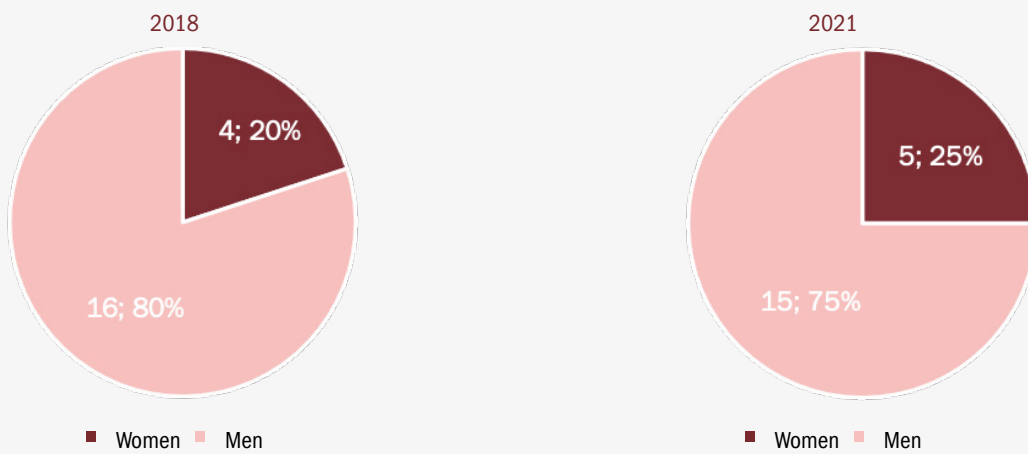
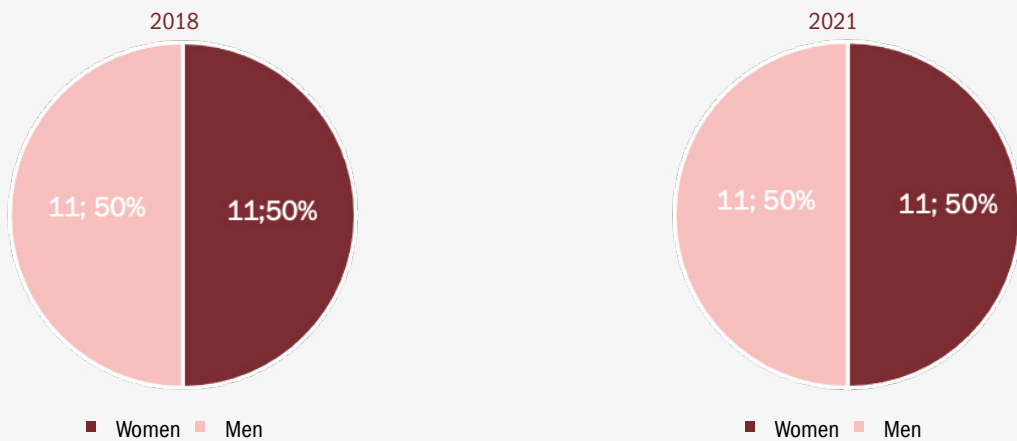


Figure 29: Gender Composition of UB's Professional Board Members (Natural Sciences), 2018 and 2021



When it comes to the structure of the four academic councils, the situation is the same: men make up the majority of members in all the academic councils, except the one for medical sciences. The composition of these bodies has not changed since the period when the GEA was conducted.

Figure 30: Gender Composition of UB's Academic Council of Social and Humanistic Sciences, 2020

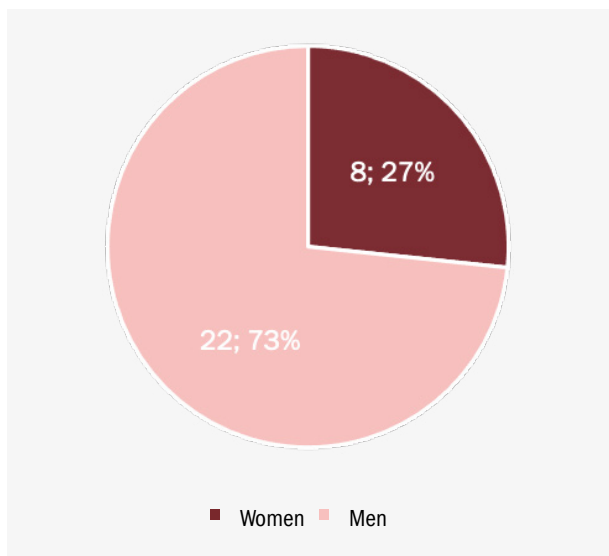


Figure 32: Gender Composition of UB's Academic Council of Technical Sciences, 2020

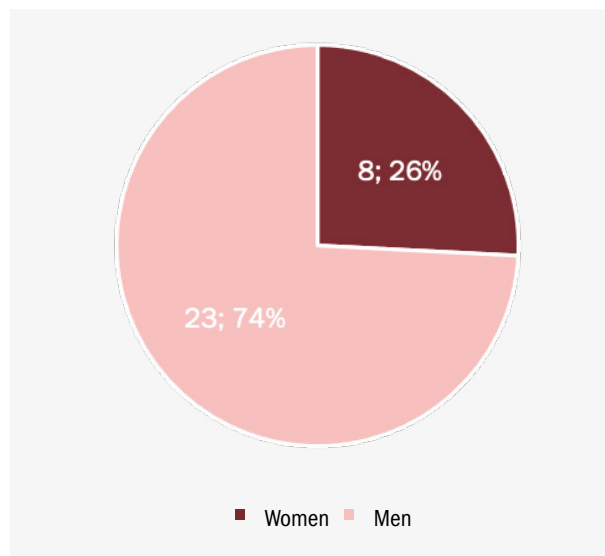


Figure 31: Gender Composition of UB's Academic Council of Sciences and Mathematics, 2021

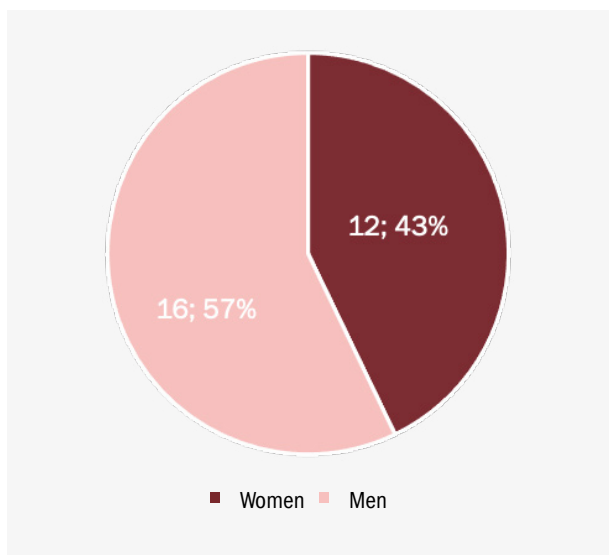
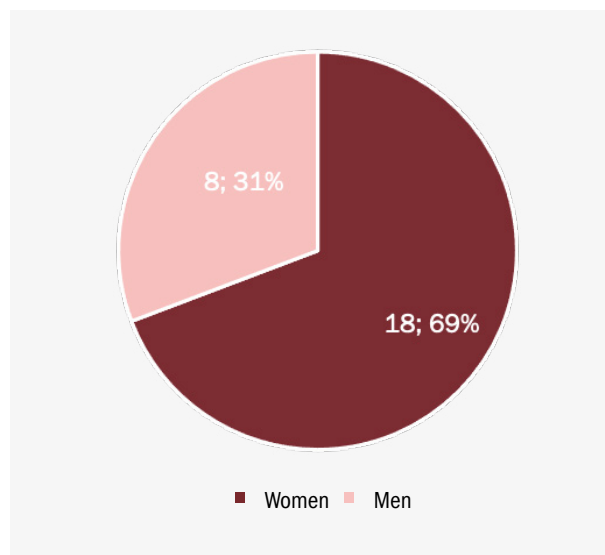


Figure 33: Gender Composition of UB's Academic Council of Medical Sciences, 2021



In comparison to the GEA, there were no changes in the structure of the deans of faculties: the ratio is still 81% to 19% in favour of men.

Figure 34: Gender Composition of UB's Deans of Faculties, 2021

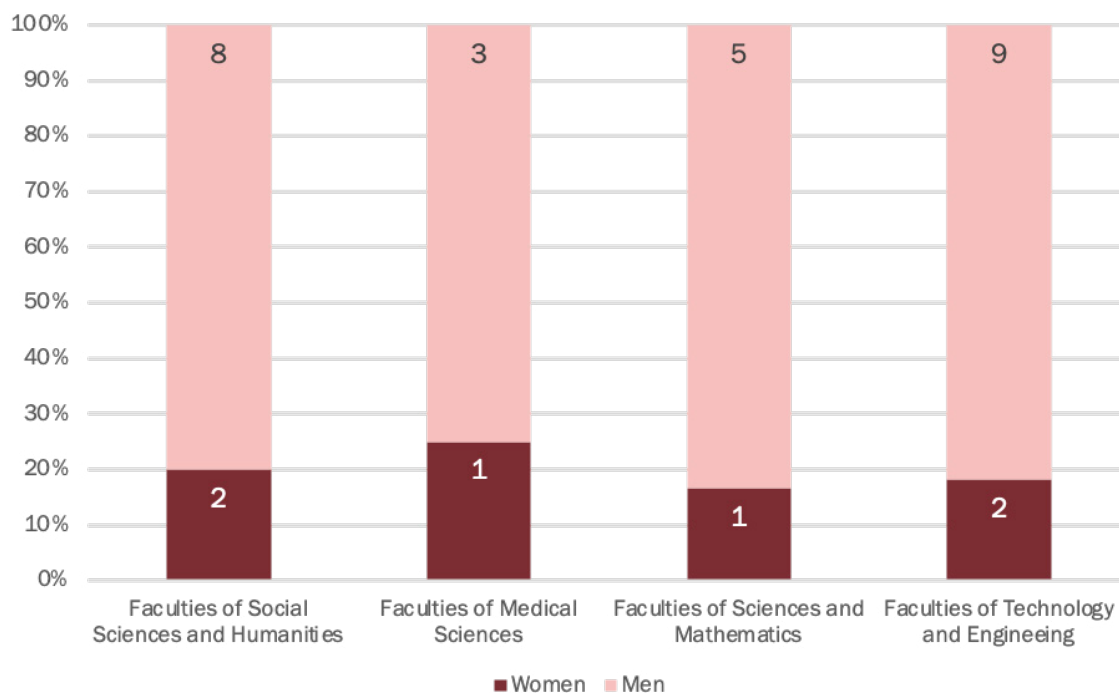
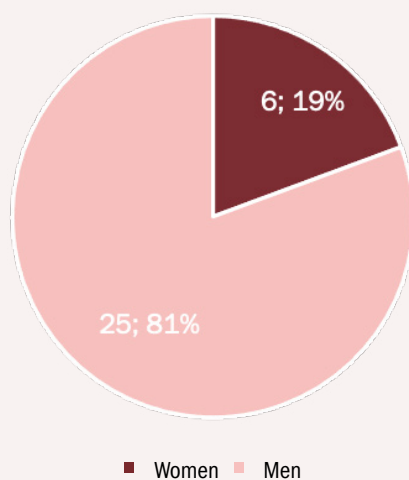


Figure 35: Gender Composition of UB's Deans of Faculties, all deans, 2021



In 2021 a new rector was elected, and it is still to be seen how this will affect the gender composition of the new governing bodies that are to be constituted in October 2021.

4.4 Curricula

As a part of the process of monitoring the state of gender equality at the university level, a comprehensive desk research was conducted on initiating a database of all accredited courses related to gender equality offered at the University of Belgrade. All such courses are compiled into a list as shown below. As the process of courses and programs accreditation started in 2020 is not yet finalised, we are expecting the next data to show whether there are any changes and/or trends when it comes to gender-related curricula at the UB.

FACULTY OF PHILOSOPHY

Table 1: UB accredited courses on gender: BA Sociology

Name of the course	Semester	Status	Number of classes	ESCT
Demography of partnership and birth	5	Elective	2 + 2	6 ESPB
Gender Studies I	5	Elective	2 + 2	6 ESPB
Gender and Culture	6	Elective	2 + 2	6 ESPB
Gender Studies I	7	Elective	2 + 2	6 ESPB
Gender and Culture	7	Elective	2 + 2	6 ESPB
Challenges of the Contemporary Families	8	Elective	2 + 2	6 ESPB

Table 2: UB accredited courses on gender: MA Sociology

Name of the course	Semester	Status	Number of classes	ESCT
Gender Studies II	1	Elective	2 + 2	6 ESPB
Contemporary Family as a Challenge	1	Elective	2 + 2	6 ESPB
Sociology of the marginalized groups	1	Elective	2 + 2	6 ESPB

Table 3: UB accredited courses on gender: PhD Sociology

Name of the course	Semester	Status	Number of classes	ESCT
Sociology of the Family	1	Elective	5 + 0	10 ESPB
Gender Studies	2	Elective	5 + 0	10 ESPB
Sociology of the Family	3	Elective	5 + 0	10 ESPB
Contemporary demographic challenges	3	Elective	5 + 0	10 ESPB

Table 4: UB accredited courses on gender: BA Ethnology-Anthropology

Name of the course	Semester	Status	Number of classes	ESCT
Anthropology of the Body	1	Obligatory	3 + 1	6 ESPB
Anthropology of Kinship	5	Obligatory	3 + 1	6 ESPB

Table 5: UB accredited courses on gender: MA Ethnology-Anthropology

Name of the course	Semester	Status	Number of classes	ESCT
Urban and gender Studies	1	Obligatory	5 + 0	5 ESPB

Table 6: UB accredited courses on gender: PhD Ethnology-Anthropology

Name of the course	Semester	Status	Number of classes	ESCT
Anthropology of kinship and new biotechnologies	1	Elective	5 + 0	5 ESPB
Anthropology of religion and the body	2	Elective	5 + 0	5 ESPB

Table 7: UB accredited courses on gender: BA History

Name of the course	Semester	Status	Number of classes	ESCT
Contemporary social phenomena	7	Elective	2 + 2	6 ESPB
Private life in contemporary times	8	Elective	2 + 2	6 ESPB

FACULTY OF LAW

Table 8: UB accredited courses on gender in the faculty of Law (BA)

Name of the course	Semester	Status	Number of classes	ESCT
Labor law	8	Elective	2 + 2	2 ESPB

Table 9: UB accredited courses on gender in the faculty of Law (MA)

Name of the course	Semester	Status	Number of classes	ESCT
Family violence	1	Elective	2	10 ESPB
Contemporary political theories	1	Elective	2	10 ESPB

FACULTY OF POLITICAL SCIENCES

Table 10: UB accredited courses on gender in the Department of Media and Communication (BA)

Name of the course	Semester	Status	Number of classes	ESCT
Gender Studies	8	Compulsory	2 + 2	6 ESPB

Table 11: UB accredited courses on gender in the MA program in Gender and Politics

Name of the course	Semester	Status	Number of classes	ESCT
History of Feminist Political Theories	1	Compulsory	2 + 2	6 ESPB
Methodology and Epistemology of Feminist Research	1	Compulsory	2 + 2	6 ESPB
Politics of Gender Equality	1	Elective	2 + 2	6 ESPB
Contemporary Theories of Gender Identities	2	Compulsory	2 + 2	6 ESPB
Political Philosophy and Issues of Gender	2	Elective	2 + 2	6 ESPB
Gender, Body and Sexuality	2	Elective	2 + 2	6 ESPB

Table 12: UB accredited courses on gender at the Faculty of Political Sciences (PhD)

Name of the course	Semester	Status	Number of classes	ESCT
Theories of Gender and Politics	2	Elective	4+0	10 ESPB

Table 13: UB accredited courses on gender at the Department of Politics (BA)

Name of the course	Semester	Status	Number of classes	ESCT
Gender Studies	4	Elective	2 + 2	6 ESPB

Table 14: UB accredited courses on gender at the Department of Social Work and Social Politics (BA)

Name of the course	Semester	Status	Number of classes	ESCT
Gender Studies	8	Elective	2 + 2	6 ESPB

Table 15: UB accredited courses on gender at the Department of International Studies (Relations) (MA)

Name of the course	Semester	Status	Number of classes	ESCT
Gender and International Security	2	Elective	2 + 1	6 ESPB

FACULTY OF PHILOLOGY

Table 16: UB accredited courses on gender at the Faculty of Philology (MA)

Name of the course	Semester	Status	Number of classes	ESCT
Heritage of the room of own's own	1	Elective	2 + 2	6 ESPB
Gender and genre	1	Elective	2 + 2	6 ESPB
Language and gender	1	Elective	2 + 2	6 ESPB
Woman in Spanish realism literature	1	Elective	2 + 2	6 ESPB

Table 17: UB accredited courses on gender at the Faculty of Philology (PhD)

Name of the course	Semester	Status	Number of classes	ESCT
Women's studies in Anglo-American literature	n/a.	Elective	4 + 0	9 ESPB
Gender studies and Digital Humanities	n/a.	Elective	4 + 0	9 ESPB

n./a. = not available

FACULTY OF MEDICINE

Table 18: UB accredited courses on gender at the Faculty of Medicine (BA)

Name of the course	Semester	Status	Number of classes	ESCT
Medical Sociology	1	Obligatory	2 + 2	3 ESPB

Table 19: UB accredited courses on gender at the Faculty of Medicine (MA)

Name of the course	Semester	Status	Number of classes	ESCT
Women's Health	1	Elective	2 + 4	5 ESPB

5. Looking forward

The University of Belgrade's next steps towards achieving gender equality at the institutional level will focus on a sustainability plan and further institutionalisation of existing gender equality mechanisms. At the moment, the two most important mechanisms for ensuring a long term, sustainable support to gender equality at the institutional level are the University of Belgrade's Gender Equality Plan and the University of Belgrade's Gender Equality Committee. Therefore, it is our current top priority to ensure a clear mandate of the Gender Equality Committee in all matters regarding gender equality at the university level and to facilitate a regular work dynamic for the body. Also, the Gender Equality Plan will be revised yearly and followed by an activity plan.

The monitoring process has shown that there are no significant changes in the main areas of concern when it comes to gender equality at the level of University of Belgrade in comparison to the initial audit. The gender structure remains more or less the same when it comes to human resources, decision making and curricula content, which shows, in our opinion, that the previously made improvements remain stable and are sustainable.

Annex I:
Gender Equality Plan

University of Belgrade (UB)

**UNIVERSITY OF
BELGRADE**

Annex: University of Belgrade's Gender Equality Plan

TARGET } Taking a Reflexive approach
to Gender Equality for
institutional Transformation



University of Belgrade Gender Equality Plan

Belgrade, May 2018

Background

The University of Belgrade is a comprehensive, research-oriented university dedicated to academic excellence. The mission of the University of Belgrade is to provide superior education and exceptional knowledge to all of its students, not only in terms of their intellectual growth and development, but also in terms of the growth and development of their human qualities and ethical values and to stimulate meaningful engagement, which serves the well-being of the entire society. All university activities are targeted towards a full development of human personality and enhancement of human rights and principal freedoms.

The University of Belgrade is the leading institution of higher education in the country and the region and strives to meet the challenges of modern times while, at the same time, maintaining the values of national tradition and heritage in a multicultural society. We believe that, by creating and maintaining a climate of equal opportunities and gender balanced and inclusive study and work culture, University of Belgrade can better achieve its goal and fulfil its mission.

In its commitment to gender equality, the University of Belgrade relies on country's existing legal framework in this area that can, among other places, be found in the following legislation at the national level:

- The Constitution,
- Law on the Prohibition of Discrimination,
- Law on Equality between the Sexes,
- Law on the Protector of Citizens
- National strategy for gender equality 2016-2020
- National Action Plan for Gender Equality (NAP) 2016-2018
- The National Action Plan for the Implementation of the United Nations Security Council Resolution 1325 on Women, Peace and Security (UNSCR 1325)

In addition, University of Belgrade relies on 'The Strategy on Scientific and Technological Development of the Republic of Serbia for the period 2016-2020 – Research for Innovation', serving as a national road map for integration into the European Research Area, since it accepts and sets out measures for achieving priorities and objectives defined in the roadmap of the European Research Area. The Strategy is in line with all the relevant systemic laws and regulations on research and higher education adopted by the Republic of Serbia and contains a gender equality related goal that states that: "Gender and minority equality will be improved at all levels of decision-making and gender budgeting will be implemented in accordance with the Gender Budgeting Guidelines at the national level in the Republic of Serbia." (Strategy of Scientific and Technological Development, 2016)

In addition to national legal framework for promoting gender equality, University of Belgrade relies on international documents that regulate the area of higher education. In 2017 University of Belgrade has endorsed *The European Charter for Researchers* and a *Code of Conduct for the Recruitment of Researchers*, declaring its commitment to the principles proclaimed in these documents. University of Belgrade is set to fully implement the recommendations adopted by the European Commission, with particular regards towards achieving gender balance at all levels of staff, including at supervisory and managerial level. (European Charter for Researchers, 2005)

The principles of gender equality and anti-discriminatory policies are, to a certain extent, integrated in main university documents, such as the statute, ethical code and different rulebooks

that serve to regulate institution's main activities and functioning. However, this is the first Gender Equality Plan at the University level. The main aim of this document is to initiate a process of developing a long term gender equality strategy by expressing University of Belgrade's dedication to promoting gender equality at all levels, at the same time presenting the university's equality principles as well as main objectives and key measures for meeting the objectives. The priority areas identified in this document come out of the first Gender Equality Audit, a self-assessment conducted in the period of September 2017-March 2018, as a part of the "Taking a Reflexive Approach to Gender Equality for Institutional Transformation" project under the European Union Horizon 2020 research and innovation program. The audit was focused on three main dimensions of gender equality at the University of Belgrade: human resources management, decision making and curricula and research content.

1 Main Objectives

University of Belgrade commits itself to undertake action in order to produce structural change towards achieving and sustaining greater gender equality at all levels and in all areas of work and research. Specifically, University of Belgrade has decided to undertake a commitment:

- to build up the institutional capacity to identify the relevant data as well as establish systematic procedures and information systems to improve data collection and address data gaps,
- to increase the profile of gender equality and raise awareness of the significance and benefits of gender balance at all levels of the institution,
- to promote gender diversity among all academic staff with strong emphasis on women's participation in decision making bodies and processes, in conformity with institutional, national and other regulatory frameworks.

Having undergone a prior thorough self-assessment gender audit process, University of Belgrade has identified two main priority areas in which it can usefully undertake initial gender actions:

- Data collecting and monitoring, related to all three areas: human resources, decision making and curricula and research content.
- Gender awareness and gender bias, especially related to representation of women in top management and decision making bodies and structures.

2 Measures and Actions

When it comes to **human resource management**, the initial assessment of this area has shown there is still no system in place for monitoring trends in career paths of women and men in academia, including different complex factors that might be contributing to inequality. Therefore, one of the priorities of intervention identified is reassessing the existing data collection and addressing the data gaps. Establishing a permanent system for collecting data on the trends when it comes to gender composition of teaching and research staff is considered a priority at this point, before any other measures in this area can be recommended.

There are significant gender gaps identified when it comes to the participation of women in governing and **decision making** bodies of the University. Women are under-represented almost in all relevant decision making bodies, including those within the traditionally "female dominated" scientific fields. Addressing underlining (implicit) bias and stereotypes about women in position of power is identified as one of the measures needed in order to contribute to possible increased

representation of women in this area in the future. Apart from that, establishing a permanent system for collecting data on the gender composition of decision making bodies is considered a priority at this point, before any other measures are recommended.

The audit has shown that there is no systematic gender mainstreaming of higher education **curricula and research content**. There is a lack of systematic comprehensive data on courses that focus on gender studies and gender equality. Establishing a data base of all such courses should be a priority, as well as the development of appropriate and context specific indicators for monitoring the state of gender equality in research content and higher education curricula.

Having these main audit conclusions and priorities identified, the measures and actions in this plan will mainly be **transversal**.

OBJECTIVE	ACTION	RESPONSIBILITY	TARGET	TIMEFRAME
TO BUILD UP THE INSTITUTIONAL CAPACITY TO IDENTIFY THE RELEVANT DATA AS WELL AS ESTABLISH SYSTEMATIC PROCEDURES AND INFORMATION SYSTEMS TO IMPROVE DATA COLLECTION AND ADDRESS DATA GAPS	Establish the system in place for monitoring trends in career paths of women and men in academia (gender segregated data on average age of candidates for academic promotion)	UB Computer Center	Gender disaggregated indicators are regularly available	January 2019 ongoing
	Establish the routine for regular and systematic data collecting on gender composition of UB Senate and UB Council	Rectorate	Gender disaggregated indicators are regularly available	October 2018 annually
	Establish the routine for regular and systematic data collecting on gender composition of committees for academic promotions	UB Computer Center	Gender disaggregated indicators are regularly available	January 2019 ongoing
	Collect data on all available accredited courses and programs on gender offered at the University of Belgrade	Rectorate	Data base on all gender related courses at the university publicly available	January 2019, updated annually
TO INCREASE THE PROFILE OF GENDER EQUALITY AND RAISE AWARENESS OF THE SIGNIFICANCE AND BENEFITS OF GENDER BALANCE AT	Awareness raising activities related to University of Belgrade's international and national obligations towards implementing	Rectorate	Raised awareness among the UB staff about the significance and benefits of gender balance	2019, 2020

ALL LEVELS OF THE INSTITUTION	measures to increase gender balance			
	Establishing a gender equality body permanently based at the university level	Rectorate	A Gender Equality Officer position in place	2020
TO PROMOTE GENDER DIVERSITY AMONG ALL ACADEMIC STAFF WITH STRONG EMPHASIS ON WOMEN'S PARTICIPATION IN DECISION MAKING BODIES AND PROCESSES, IN CONFORMITY WITH INSTITUTIONAL, NATIONAL AND OTHER REGULATORY FRAMEWORKS.	Mentorship program	Rectorate	Women leaders promoted as role models among young scholars and female researches at the beginning of academic carriers	2019, 2020

3 Monitoring

This Gender Equality Plan will be subjected to regular annual monitoring and evaluation process. The operationalization, implementation of action and monitoring the targeted objectives will be followed regularly by the Rectorate. Once a year (starting from 2020), the report on the progress of the previous year's action and implementation plans and updated action and implementation plans for the current year will be presented.

TARGET } Taking a Reflexive approach to Gender Equality for institutional Transformation



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