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**GENDER EQUALITY  
PLAN OF THE  
UNIVERSITY  
OF LJUBLJANA  
2022–2027**

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*Univerza v Ljubljani*



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# INTRODUCTION

The University's Gender Equality Plan aims to provide a working and learning environment that is sensitive to gender and other discrimination or bias, such as unjustified distinctions based on physical disability, gender identity, sexual orientation, age, religion, social status or other characteristics that may result in employees and students being treated less favourably and therefore having less opportunity to succeed and participate in all processes at university and member faculty level. These disadvantages have a long-term impact and may also affect future life courses. It is important to recognise that disadvantages can accumulate when a person has multiple personal circumstances that may discriminate against them, for example, a disability in addition to their gender. This is why this plan also considers intersectionality.

The Gender Equality Plan of the University of Ljubljana (hereinafter as the GEP UL) is an important document which, for the first time in the history of the University of Ljubljana (hereinafter as the UL), comprehensively addresses the area of gender equality. To date, the UL has already partially promoted gender equality, mainly through the participation of its members in research and other national and international projects in the field of gender equality. These activities have involved various faculties, not only in the social sciences and humanities, but also in the natural sciences and engineering<sup>1</sup>. Despite the progress made, the data obtained in the process of drafting the GEP UL show that the barriers that hold women back in their career advancement, scientific, pedagogical or artistic activity and participation in decision-making and governance are persistent, often invisible and need to be specifically addressed in order to be eliminated.

This recognition is not specific to the UL or Slovenia, but is also recognised by the European Commission across the European Union, therefore the Commission has committed member states to take an active stance in tackling these barriers. It has developed a strategy to promote gender equality in the EU, which is set out in the document *Union of Equality: A Strategy for Gender Equality 2020-2025*. One of the areas of the strategy is research and innovation. A gender equality plan has thus become a binding document and a condition for obtaining funding from Horizon Europe (2021-2027) and for participating in the European Research Area (ERA). At the same time, it is an opportunity for UL to set ambitious goals and define activities that will contribute to the desired objectives and changes.

The GEP UL is based on an analysis of data obtained from the following sources:

- the document *Gender Equality Principle at the University of Ljubljana: Review of the implementation of the principle, analysis of the situation and proposals for further steps (2020/2021)*, produced by the University Office for Quality Assurance, Analyses and Reporting;

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<sup>1</sup> Gender studies have developed at the UL, with specific subjects or themes on gender equality included in the curricula of various disciplines, which significantly shapes the identity of the university and encourages it to remove obstacles to the implementation of this principle.

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- analysis of web-available data on the gender composition of membership in members' bodies and other data on gender equality;
  - gender equality surveys: for members' managements, students and staff;
  - analysis of existing GEPs in the Slovenian higher education and research area;
  - analysis of foreign practices in the development of gender equality plans.

The GEP UL is designed for the period up to 2027 and is aligned with the period of validity of the UL Strategy and the Horizon Europe 2021-2027 programme. Through this document, the UL defines the objectives it aims to achieve, the actions to achieve the objectives and the target groups at which the actions are aimed.

The GEP UL is the basis for the development of the *Gender Action Plan 2022-2027*, which will be produced by September 2022 and will come into force at the start of the academic year 2022/2023<sup>2</sup>. This document will regulate the staffing and financial structure of implementation.

Although the GEP UL is a binding document at the level of the whole university, it is desirable that the members develop additional ambitious goals for gender equality and for the promotion of diversity, which will also enable the UL to truly position itself as a modern, open and creative global university where equality and diversity policies are highly valued and understood as a key part of modern scientific environments.

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<sup>2</sup> The Action Plan will be prepared by the UL management. The Action Plan will set out the timeline for the implementation of the objectives and actions, the indicators for monitoring implementation, the specific activities and the responsibilities of the members and the University Rectorate for the implementation of these activities.

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# IMPLEMENTING THE GENDER EQUALITY PLAN

At the UL, we are committed to gender equality in our founding documents. We believe that our success also depends on the extent to which we are able to involve all our staff in teaching and research, to attract new scientists and students without stereotyping the limits of ability and capacity according to gender or other personal circumstances (ethnicity, age, sexual orientation, etc.). In implementing the principle of gender equality, we take into account the guidelines of the [European Commission](#), the [European Institute for Gender Equality](#), the [Standing Working Group on Gender in Research and Innovation under the European Research Area and Innovation Committee](#), the [Equal Opportunities Commission of the Ministry of Education, Science and Sport](#), the [Ljubljana Declaration on Gender Equality in Research and Innovation](#) and the following national documents:

- Constitution of the Republic of Slovenia (Official Gazette of the Republic of Slovenia, No. [33/91-I](#), [42/97](#) - UZS68, [66/00](#) - UZ80, [24/03](#) - UZ3a, 47, 68, [69/04](#) - UZ14, [69/04](#) - UZ43, [69/04](#) - UZ50, [68/06](#) - UZ121,140,143, [47/13](#) - UZ148, [47/13](#) - UZ90,97,99, [75/16](#) - UZ70a and [92/21](#) - UZ62a);
- Protection against Discrimination Act (Official Gazette of the Republic of Slovenia, 33/16 and 21/18 - ZNOrg);
- Equal Opportunities for Women and Men Act (Official Gazette of the Republic of Slovenia, 59/02, 33/16 - ZvarD and 59/19);
- Act Amending the Implementation of the Principle of Equal Treatment Act (Official Gazette of the Republic of Slovenia, 61/07 - ZUNEO-A);
- Scientific Research and Innovation Activities Act (Official Gazette of the Republic of Slovenia, 186/21 - ZZrID);
- Resolution on the Slovenian Scientific Research and Innovation Strategy 2030.

To understand the importance of tackling inequalities, it is first necessary to understand how inequalities arise and what they relate to. According to the European Institute for Gender Equality, social gender refers to the characteristics that are attributed to men and women in a particular culture, which affect their opportunities and possibilities and the relationships between them. These characteristics are acquired through the process of socialisation and reinforced in the practices of everyday life. Because these traits are socially determined, they can change over time, which is why women's social position is better now than it was in the past. We speak of gender in the plural because modern knowledge shows that the concept of gender is also much more complex than the division between men and women. It is important that people who do not fit into the dominant gender categories of male or female have equal opportunities, possibilities and treatment and are not disadvantaged or even discriminated against because of their

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gender identity or sexual orientation. As defined by the European Institute for Gender Equality, gender equality is understood as a commitment to equal rights, responsibilities and opportunities for women and men, and girls and boys. Equality does not mean that women and men will become the same, identical, but that rights, responsibilities and opportunities will not depend on whether someone is born male or female. Gender equality means taking into account the interests and needs of women and men, while recognising diversity within each gender.

Gender equality is not just a matter for women, but for all people, especially those who have the power to make decisions and thus influence the situation of individuals. Equality between women and men is seen as a human rights issue and, in the most recent sustainable development guidelines, as an indicator of progress. The principle includes different dimensions of equality, namely 1) equality, 2) equal opportunities and chances, 3) starting positions, 4) equal treatment and 5) the level of prejudices and stereotypes that affect gender status in a particular society and culture and can lead to discrimination. The European Commission's international research and innovation documents, which form the basis for the GEP, show that the principle of gender equality cannot be replaced by just one dimension of equality, for example, equal opportunities or equal treatment. The starting point needs to be considered holistically.

## GENDER EQUALITY AT THE UL IN NUMBERS

Data on the gender structure of the workforce show that the percentage of women decreases with the level of title and position. The data also show that the choice of fields of study by discipline is still quite gender-specific:

- In 2018, the UL employed 1,175 female and 1,558 male higher education teachers and staff, and 528 female and 687 male researchers.
- According to 2020 data collected by the University Office for Quality Assurance, Analyses and Reporting, the percentage of women among teaching staff decreases with the level of the title in all scientific fields, while the percentage of men increases with the level of the title. In the field of biotechnical sciences, 51% of all employed female higher education teachers and lecturers in 2020 were assistant professors, 44% were associate professors and 38% were full professors. In the natural sciences and mathematics, 26% of all assistant professors and 15% of full professors are women. In engineering, 32% of all assistant professors and 22% of full professors are women. In the medical sciences, 46% of assistant professors and 37% of full

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professors are women. In the humanities, 47% of assistant professors and 36% of full professors are women, and in the social sciences, 50% of assistant professors and 36% of full professors are women.

- The data on mentors for young researchers show that among the 100 places advertised in 2021, there are 35 female and 65 male mentors.
- According to 2020 data, 58% of management staff are men and 42% are women. The ratio would be even more unfavourable without the inclusion of the Member Secretaries. More information on the situation at UL members is available in the document *Structure of UL academic staff and gender representation in bodies and management positions*, prepared by the University Office for Quality Assurance, Analyses and Reporting.
- In the 2018/19 academic year, 12,893 women and 9,248 men were studying at the first cycle at the UL. There were 8,854 women and 4,954 men studying at the second cycle, and 1,055 women and 868 men studying at doctorate level. The Faculty of Sport, the Academy of Theatre, Radio, Film and Television and the Academy of Music have the most balanced student ratios, with approximately half of the students being male and female. The highest proportion of female students is at the Faculty of Education, the Faculty of Social Work and the Faculty of Medicine, where between 80% and 90% of students are women. Female students also predominate at the Faculty of Law, Faculty of Natural Sciences and Engineering, Faculty of Theology, Faculty of Veterinary Medicine, Faculty of Medicine, Faculty of Arts, Faculty of Administration, Faculty of Chemistry and Chemical Technology, Faculty of Pharmacy, Faculty of Social Sciences, Faculty of Architecture, Faculty of Economics, Faculty of Biotechnics, Faculty of Arts and the Academy of Fine Arts and Design. The Faculty of Mechanical Engineering, the Faculty of Computer Science and Informatics and the Faculty of Electrical Engineering have the highest percentage of male students, ranging from 85% to 90%. There are also more male students at the Faculty of Maritime Studies and Transport, the Faculty of Civil and Geodetic Engineering and the Faculty of Mathematics and Physics.

The data show a gender-specific choice of studies, with more women in professions related to care and more men in professions considered technical. Despite the overall female enrolment ratio at the UL, fewer women are employed at the university. In its 100 year history, the UL has had 1 female Rector and 44 male Rectors.

The lower presence of women is also reflected in the data on UL prizes and awards. The data refer to the period up to and including 2021:

- Among the honorary doctors of the UL, there are 4 women and 89 men.
- Among the honorary senators and honorary senators, there are 1 woman and 39 men.
- 50 women and 193 men have been awarded a gold plaque.

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- Among the Emeritus Professors, 62 are women and 437 are men.
  - 56 women and 82 men received awards for their significant works of art.
  - 101 women and 34 men were awarded the award for professional associates.

## GENERAL MEASURES TO ENSURE GENDER EQUALITY AT THE UL

The Gender Equality Plan is the result of the commitment of the UL management to take a new step towards removing internal-institutional and broader societal barriers to equality and inclusion, and to respecting diversity, with the understanding that gender equality is a process, not a one-off act. The successful implementation of the plan requires ensuring that the plan is implemented at all levels of the UL and that, in addition to the specific actions outlined in the last section of the plan, an organisational structure is put in place to address practices that hinder equal representation and action. These are in particular:

- Ensuring gender equality must become part of the quality and integrity of the UL and its members. *Gender equality measures should be included in the quality monitoring by the end of 2022.*
- A chapter on gender equality should be a mandatory component of the UL members' annual reporting. *Gender equality will be included in the 2023 Annual Report.*
- At all UL members, a person will be appointed in the management who will be responsible for the implementation of the plan at the member faculty, and the same in the University Rectorate. This person shall ensure that the gender perspective is taken into account in the work of the faculty and the faculty bodies or the Rectorate and the joint university bodies. The name shall be published on the website of the member faculty and the UL. *The person responsible shall be appointed by the end of September 2022.*
- At member and UL level, the gender dimension shall be included in the description of all commissions' and committees' duties and tasks. This should be ensured in particular in the committees or bodies responsible for the areas of habilitation, awards

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and distinctions, integrity and ethics. *The deadline for implementation should not be longer than the end of the academic year 2022/23.*

- The implementation of the GEP UL needs to be monitored, evaluated and changes planned. A monitoring group for the implementation of the GEP UL shall be established at UL level. The group shall consult with the Student Ombudsman's Office and the University Office for Quality Assurance, Analyses and Reporting in the performance of its tasks. *The group shall be in place by the beginning of the academic year 2022/23.*
- The UL and members' websites should prominently display statistics on the gender ratio and on activities to implement the Gender Equality Plan. *The online information should be set up by the end of 2022 and updated annually thereafter.*
- It is important to ensure that all staff and students are aware of the Policy on Measures against Violence, Harassment and Bullying. *The Student Council shall be involved in informing students and shall inform them at the beginning of the academic year; training shall be provided for staff at member level.*
- The Staff Disciplinary Regulations and the UL Code of Ethics should be updated to define more precisely the acceptable conduct and actions at UL. *These activities should be implemented by the end of 2023 at the latest.*

# GENDER MAINSTREAMING PLAN

The GEP UL is divided into two sections, namely intersectional topics, which need to be addressed holistically because they are relevant to all or most areas of gender equality, and individual themes, which highlight barriers to the full participation of female and male employees and students in UL processes and in their personal professional development, studies or daily work. In this part, we explain each of the sections.

## 1. INTERSECTIONAL TOPICS

- **Developing a culture of gender equality**

Institutional culture is created through shared values and beliefs, as well as through focused action that makes clear what behaviours and interactions we want to develop at



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the UL and what practices are undesirable and unacceptable. We understand a culture of equality as an institutional culture in which no one is discriminated against because of their life or personal circumstances. A culture of equality must be fostered to prevent bad experiences and degrading practices that hurt and disempower people, and also to ensure that the UL as a scientific, educational and creative place benefits from the talents of all the people involved, not just some. The data we have gathered shows the following areas that need to be specifically addressed:

- *The use of inclusive language* is an approach to written and oral communication that takes into account the gender with which employees or students identify. This includes, for example, addressing, naming occupations, jobs and all documents in the gender with which the person identifies, as well as content on websites.
- *Non-discriminatory functioning of the university*. Discrimination is unfair and unjustified treatment of a person as inferior because of his or her personal or life circumstances. Such treatment, based on stereotypes and prejudice, is a major barrier to equality and is unacceptable.
- *Respectful treatment and communication*. An important part of creating a culture of equality is to create relationships based on mutual respect and preserving the dignity of everyone at the UL, both towards and among students, as well as between employees and in relation to superiors.
- *Hierarchical relationships*. Academic hierarchies can affect the career paths of women and younger employees. It is extremely important to create a working and study environment that is not based on personal decision-making power over the opportunities of subordinates, but which encourages all employees equally to develop their potential and leadership skills. It is also important to avoid conflicts of interest.
- *Publicity of university's operation*. *Information*, transparency and participation are critical areas of the general culture that provide a sense of identity and identification with the working environment.
- *Education and gender mainstreaming in research and teaching*. It is important to consciously and deliberately mainstream gender equality throughout the university, and especially in teaching and research. At the UL, many faculties already have gender-specific content or courses and take this dimension into account when planning projects.

#### ■ **Data collection and publication**

Data is crucial for strategic planning, setting future directions for the UL and identifying areas that need to be specifically addressed to ensure the desired progress in gender equality. Based on the analysis of data from UL documents and surveys, we have identified the following areas for improvement in data collection and publication:

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- *Governance and management information.* Data on the gender structure of membership of member faculty bodies and committees are not systematically collected. Members should also publish data in a transparent, easily accessible and prominent way on their websites.
  - *Information on career paths and titles.* Although data by title is available, little is known about the time it takes to be elected to a particular title or post in the professional and technical services and what hinders promotion, which means that there is no tracking of staff career paths at UL members and at the UL. There is also no information on what the barriers to promotion are when working abroad, how younger staff members are integrated into the international environment, etc.
  - *Information on balancing work and care responsibilities.* Little is known about measures to improve work-life balance. Few UL members track data on early returns from parental leave and on employees taking care of other family members, and they do not encourage men to take on and share caring responsibilities.
  - *Information on violence, harassment, bullying and discrimination.* As these are the most harmful practices, data on such practices must be collected consistently. Incidents and reports should be recorded, and the existence of such practices at UL members and at the University Rectorate should be ascertained through surveys or other means. The data should be analysed and the findings publicly discussed in order to change patterns of abusive behaviour. Awareness-raising and information on measures to prevent violence, harassment, bullying, discrimination and professional disempowerment should be strengthened for the purpose of regular recording and reporting.

## 2. SPECIAL TOPICS

### ■ Reconciling private (family) and working life

Reconciling work and family commitments is an essential element of a good quality of work and life. At the same time, it is an area that constitutes one of the major obstacles to women's careers, as they often take on a large part of caring responsibilities in their private life, both in relation to their children and to other family members. Taking on these responsibilities can hinder women and men alike in meeting the conditions for progression in studies and employment, as well as in engaging in research and obtaining projects. It is important to address the following areas:

- *Career progression for parents and carers and organisation of the work process.* When reconciling work and family life, the organisation has several options to adapt the working process. Time scheduling, working from home and flexible working hours are important. It is essential that measures are taken for all job positions, taking into account the specificities of the work of technical and professional services and academic posts.

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- *Respecting legal rights regarding parenthood.* Taking maternity, parental and paternity leave is a statutory right of all parents, and it is essential that members consistently respect the rights of employees and adapt accordingly.
  - *Encouraging men to take on caring responsibilities during parental leave and later when their children are growing up.* While the number of men on parental leave is much higher now than in the past, they still do not receive sufficient incentives or sometimes face obstacles.

#### ■ **Gender balance in decision-making and management bodies**

Women, as well as people with disabilities, transgender people and people with a non-heterosexual gender identity, continue to experience barriers to access to leadership positions. The so-called glass ceiling has also been observed at the UL. On this basis, we have identified the following areas for special attention:

- *Transparent and inclusive candidacy procedures:* One of the barriers to applying for senior positions is closed candidacy procedures, where employees feel that their candidacy is unwelcome. More attention should be paid to identifying barriers to candidacy and addressing them systematically.
- *Developing measures to encourage women to take up leadership positions and commissions.* The way to encourage women to stand for election is to introduce specific measures, such as a “zipper” system, where the sexes alternate in a given position, or the introduction of gender quotas. At the same time, it is necessary to seek appropriate solutions for individual members, given the heterogeneous gender structure of the workforce. Measures should be openly discussed at member and UL level.
- *Measures to encourage candidacies for managerial posts.* The data showed that it is difficult for staff to decide whether to apply for management or committee posts and to take on administrative and managerial tasks. For women, balancing work and caring responsibilities in private life is an additional barrier. Management positions need to be brought closer to employees to make it easier for them to decide to apply.

#### ■ **Gender equality in employment and career paths**

Equality in employment is primarily about preventing and eliminating discrimination in employment based on beliefs about the capabilities and competences for a job (or study). These beliefs can lead to selective criteria for the selection of candidates and to an increase in the number of fixed-term or part-time contracts. In this context, we have developed the following areas:

- *Conditions for promotion by titles.* One of the major problems is the small number of women in the highest titles, and the obstacles are systemic, as the rules for promotion do not take into account the specific situation of women, who are more likely to take on caring responsibilities. This problem needs to be further investi-

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gated in order to identify all the obstacles and address them in a systemic way.

- *Funding linked to career progression.* The data showed that parents and carers have additional financial costs in meeting the condition of going abroad for at least three months, either by taking the whole family abroad or by organising care for family members while abroad. The problem of financing the move abroad and career progression in general needs to be addressed separately.
- *Preventing overwork and burnout.* Data has shown that women in particular are more often burdened with administrative tasks in teaching and research (quality reporting, annual reports, project administration, keeping records in departments or laboratories, etc.). Sometimes they are involved in several projects with smaller shares, which leads to overwork and burnout.

■ **Action against violence in the academic environment, including harassment, sexual harassment and bullying**

One of the most important tasks of the UL is to provide a safe and stimulating working and study environment, because only such an environment can enable the achievement of scientific and research excellence. Violence, sexual assault and bullying are among the main obstacles to achieving this goal. UL has taken a major step with the Policy on Measures against Violence, Harassment and Bullying (March 2022). The following areas are important:

- *Developing an identification, response and prevention system.* In order to respond effectively to the problem, UL members need to put in place an internal structure capable of responding to, identifying and preventing cases. The latter means creating an organisational culture in which any form of bad or abusive treatment, such as humiliation, ridicule, bullying, sexist and similar remarks (based on ethnicity, race, colour, etc.), and especially sexual harassment or sexual assault, is unacceptable.
- *Information and education.* Information and education on ethical conduct and the implementation of the provisions of the Policy is essential to ensure a safe environment in which to work and study. Education should be targeted at different groups of people, e.g. managers, students, professional services, teaching staff, as well as external colleagues. Information also includes updating websites and publishing brochures and information leaflets.
- *Further regulation through policies and guidelines on conduct.* The Policy on Measures against Violence, Harassment and Bullying is a basic document, but it needs to be reinforced by additional measures. At UL level, the UL Code of Ethics and the 2009 UL Staff Disciplinary Policy need to be updated. Guidelines on working with persons with experience of violence and harassment also need to be adopted.

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- *Developing a system of confidential help, training and monitoring implementation.* While the system of confidential help offices or persons is developing rapidly at the UL, guidelines and protocols for their work and for the selection of persons for this role at UL members have yet to be established.
  - *Protecting persons who report harassment and setting up an adequate system to protect them.* The ISO37002 guidelines for setting up a whistleblower management system should be considered for protection.

# OBJECTIVES, ACTIONS AND TARGET GROUPS

TOPIC	OBJECTIVES	ACTIONS	TARGET GROUPS		
A culture of gender equality	Communicating the content, objectives and progress of the GEP to all staff and the student population	Organising round tables, talks, consultations to promote gender equality	University Rectorate, UL members		
		Organising workshops and other activities to raise awareness of the importance of gender equality in different workplaces	Teaching staff, staff in research posts professional services, associated professional services bases for practical study		
		Designing extra-curricular activities on gender equality	Teaching staff, students		
		Monitoring and dissemination of good practices in gender mainstreaming across the UL	University Rectorate, UL members		
		Inclusion of content in alumni events and other events aimed at introducing the UL to the student population	First year students, secondary school students, information days' visitors		
		Creation of written and online materials with information on UL values and principles	Employees, students, the general public		
		Use of gender-sensitive language	Promoting the inclusive use of language in the study process and in the writing of final theses at all levels of study	Promoting the inclusive use of language in research and highlighting good practices	Teaching staff, tutors, students.
					Research project leaders

	Implementing gender-sensitive language use in communication with each other and with other institutions	All staff, students, management
	Enforcing gender-sensitive language use in official documents, contracts, official titles and job titles, and in presentations on websites	Management and secretariats
	Sharing good practice on inclusive language use	UL members
	For job titles where the use of male or female gender distinguishes the post from a similar one (UL Secretary-General, Member Secretary and office secretary), find a more appropriate job title that can be named in the gender of the incumbent.	University Rectorate, University secretariat
Promoting and rewarding contribution to gender equality and an inclusive academic environment	Award for Achievement in Gender Mainstreaming in Research, Teaching and Extracurricular Activities	University Rectorate
	Update of the UL Code of Ethics	University Rectorate
	Update of the Staff Disciplinary Regulations	University Rectorate
Training and mainstreaming gender equality in study programmes and research	Inclusion of gender equality in continuing professional education and training at UL and its members	University Office for Quality Assurance, Analyses and Reporting, UL members

		Training for managers on the importance and mainstreaming of gender equality	University Rectorate, UL members
		Taking the gender dimension into account when designing survey methods and collecting data	Researchers, project leaders, PhD students
		Developing a platform for researchers to collaborate and share research findings on gender issues and good practice	University Rectorate, Research Office, Doctoral School
<b>Data</b>	Accessible data on the gender structure in governance and management	Call on members to make their management and governance structures publicly available in a transparent place	Member leaderships
		Call on members to report their gender structure to the University Rectorate whenever there is a change in the management and administrative structure.	
		Call on the UL Student Council to report the gender structure to the University Rectorate whenever there is a change in the management and administrative structure	Student Council
		Gender structure UL members' managements published on the UL website	University Rectorate
	Access to information on how to reconcile work and care responsibilities	Collecting data on the number of employees who take up the right to part-time work as a result of parenthood	UL members



	Call on members to collect information on early returns from parental leave and send it to the University Rectorate	UL members
	Collecting data on the proportion (e.g. in number of working days per month or year) of employees in pay groups J and H who use homeworking as a work-life balance option	University Rectorate, UL members
	Collection of data on students who have been granted extended parental leave	UL members
	Student surveys on balancing study and caring responsibilities	Student Council
Information on violence, harassment, bullying and discrimination	Call on members to collect and send to the University Rectorate (anonymised) data on reported cases at UL members.	UL members
	Collection of anonymised data on reported cases, which is kept at the University Rectorate.	University Rectorate
	Collection of anonymised data on cases handled by a confidential person at the member or University Rectorate.	UL members, University Rectorate
	Regular surveys of students and UL staff	University Office for Quality Assurance, Analyses and Reporting
	Collecting data on the number of training courses/events held	Student and Alumni Services, Student Ombudsman's Office

	Data on mainstreaming gender equality in teaching and research	Data on participation in programme groups, projects, etc. by gender	Members' research offices
<b>Reconciling work and private life</b>	To make it easier to balance work commitments with parenthood and/or caring responsibilities for other family members	Flexible arrival and departure for all employees	All employees
		The possibility of flexible forms of indirect teaching load (e.g. tutorials) at a distance, where this is necessary and does not affect the quality of the teaching work	Teaching staff
		Maintaining homeworking opportunities under the UL Homeworking Guidelines	Professional services staff, teaching staff, researchers
		Establishing criteria for individualised consideration of the needs of working parents and carers for adjustments to work commitments	University Secretariat, UL members
		Adjusting work commitments in times of sudden increased caring responsibilities	Professional services staff, teaching staff, researchers
		Pre-arranged and foreseen possibilities for substituting and/or implementing the adapted pedagogical process	Teaching staff
		Consistent compliance with and awareness of the legal possibilities for reconciling family and work commitments	Informing employees about the possibility of a statutory right to reduced working time on grounds of parenthood

		Setting up a system to detect violations of employees' legal rights, e.g. requests to return early from parental leave	UL members, departments, research groups, managements, human resources departments
	Uninterrupted integration into teaching, research and professional work after returning from parental leave, caring for another family member or extended absence due to illness	Preventing career setbacks due to prolonged absence and ensuring equal working conditions on return from prolonged absence	Research groups, UL management, UL members' managements
		Support in meeting the conditions for habilitation and promotion after a long absence	Managements and chairs and/or departments
		Individual plan for integration into teaching and research after a prolonged absence	UL members' managements
<b>Gender balance in decision-making and governance</b>	Gender balance in decision-making and governance	Reviewing and implementing good practices in gender balance in decision-making and governance	Member and UL managements
		Delegating responsibility to management staff for creating an inclusive academic culture	Members' managements, chairs and/or departments
		Designation of a member of the management team to coordinate and implement the GEP, including a plan for monitoring progress.	University Rectorate, UL members
		Developing guidelines for gender balance in decision-making and governance	University Rectorate and members' managements

		Information on the importance of gender balance in decision-making and management	University Rectorate
	Gender balance in commissions and working bodies	Developing guidelines for gender balance in commissions and working bodies	University Rectorate and members' managements
<b>Recruitment and career progression</b>	More balance in the number of male and female higher education teachers at senior levels	Detection, analysis and removal of barriers to promotion	University Rectorate and UL members
	Improving gender balance in management positions	Encouraging women to stand for leadership positions	University Rectorate and UL members
	More flexible implementation of habilitation conditions	Allowing the condition of a three-month sojourn abroad to be replaced by an international activity	University Rectorate and UL members
		Arranging the possibility of financing hosting and covering the costs of accompanying family members	University Rectorate and UL members
	Balance in the distribution of research resources	Encouraging research projects to be led by younger women and promoting the creation of gender-balanced research teams	UL members, research groups and centres
	Gaining references in article authorship and project management for early career staff	First and/or lead authorship belongs to the person who wrote the work. Research project championships are awarded to the person who conceived the project and who meets the conditions of the call for proposals	Employees at the start of their career

<b>Violence, harassment and bullying</b>	Formulation and adoption of additional rules and guidelines of conduct	Updating and adoption of the Staff Disciplinary Regulations and Code of Ethics	University Rectorate
		Implementation of the Professional Guidelines for the Protection of Dignity at the University of Ljubljana	UL members
	Development of the Confidential Help System	Establishment and adoption of guidelines for the selection and appointment of confidential persons at UL members	University Rectorate, Student Ombudsman's Office
		Implementation of education and training programmes for confidential persons	University Rectorate
	Appointment of members of the commissions established by the Policy on Measures to Combat Violence, Harassment and Bullying	Adoption of the rules of procedure governing the appointment and functioning of the members of the commissions and committees	University Rectorate
		Education and training for members of the commissions and committees	University Rectorate
	Monitoring implementation of rules and planning changes	Creation of tools to monitor reported cases of breaches of rules at the UL and its members	University Rectorate
		Creation of tools to monitor reported cases handled by confidential persons	University Rectorate
Ensuring awareness of the Policy on Measures to Combat Violence, Harassment and Bullying	Informing students at the beginning of the academic year about the content of the Policy	UL members	

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	Include the content of the Regulations in the annual staff discussion	Managements
	For new recruitments, the Regulations should be a mandatory annex to the contract	Managements
Regular education and training	Video material for UL and member websites	University Rectorate
	Organise training once a year for first year students	UL members
	Organise training for management staff on the implementation of the Policy	University Rectorate

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