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Arising from the constitutionally guaranteed equality before the law, with reference to the mission and values of the University of Maribor and considering the commitments from the UM Strategy 2021–2030, the Senate of the University of Maribor at its 21st regular session of 22 June 2021 adopts the

GENDER EQUALITY ACTION PLAN OF THE UNIVERSITY OF MARIBOR FOR THE PERIOD 2021–2025

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I. BACKGROUND OF THE FIRST EQUAL OPPORTUNITIES PLAN AT UM

Gender equality is a social value recognised by the University of Maribor. The same applies to the elimination of discrimination based on sexual orientation. As the European Commission points out, gender equality is *“a reflection of who we are”* and *“an essential condition for an innovative, competitive and thriving European economy. In business, politics and society as a whole, we can only reach our full potential if we use all of our talent and diversity.”*¹

Gender equality primarily refers to equal treatment of genders, which means legal (*de iure*) equality, i.e., guaranteed equal treatment of all genders by law which guarantees equal rights and equal responsibilities to all persons, regardless of gender. At the same time, gender equality upgrades equal treatment so that in practice (*de facto*) people of all genders have to be equally recognized. As such, gender equality therefore does not mean gender sameness or similarity – it does not mean denying gender differences, but recognizing that different genders have equal rights, responsibilities, equal decision-making power and that we are equally involved in all areas of public and private life.²

The University of Maribor (hereinafter UM) is an internationally recognized research and education institution that respects human rights, implements a policy of equal opportunities and aspires to upgrade it also in the future. The UM is aware of the fact that the academic community cannot fully exploit its potential unless it makes use of the talents of all its associates and students. It is also aware that its advancement in gender equality requires commitment and action at all levels of the organisation, and in particular active leadership of employees in senior positions. With this Action Plan, we therefore commit to sustainable structural and cultural changes to promote gender equality. By taking concrete actions, we undertake to promote gender equality in the UM academic community and to remove obstacles faced by women, especially at major milestones of career development and advancement. We also undertake to eliminate discriminatory practices experienced by LGBTIQ+ persons. Since all individuals have identities formed by several different factors, we undertake to examine also the intersections of gender and other factors, where possible.

At the University of Maribor we respect and respond to the commitments made in political and legal documents of the Republic of Slovenia (hereinafter RS) and the European Union (hereinafter EU) which require equality of opportunity for all individuals, regardless of their different personal circumstances, and which prohibit discrimination. We are also encouraged to make progress in this area by our commitments relating to the *“HR excellence in research”* certificate, which we were awarded by the European Commission as a responsible employer of researchers. Last but not least, ensuring equal opportunities is becoming a tender condition for project applications with the European Commission. Thus, the gender equality plan of the University has in 2021 become an entry condition for Horizon Europe (2021-2027) tenders, which is a consequence of the Gender Equality Strategy 2020-2025 of the European Commission of 5 March 2020.

¹ COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS, A Union of Equality: Gender Equality Strategy 2020-2025, COM(2020) 152 final, 5.3.2020.

² GENDER EQUALITY – THE (STILL) UNFINISHED STORY, Review of developments in the field of gender equality in Slovenia, 1991–2016, MDDSZ (Ministry of Labour, Family, Social Affairs and Equal Opportunities, Equal Opportunities Division, 2016, page 7.

In the specific context of research organisations and higher education, the European Commission considers gender equality plans to be a set of measures aimed at:

- preparing an impact assessment, i.e., a review of procedures and practices to determine gender equality;
- defining and implementing innovative strategies to correct any bias;
- determining objectives and monitoring progress with the help of indicators.³

This set of measures, which may differ in complexity, is intended to express the strategic view of the University on achieving gender equality. The Commission points out that initiatives such as the observance of the EU Charter of Fundamental Rights or the adoption of general goals regarding gender equality are not in themselves a plan for gender equality, as these commitments need to be reflected in a concrete set of steps and measures to be adopted. Therefore, an action plan is required. In addition, the Commission points out that a commitment to support wider diversity or a strategy to combat discrimination or a plan addressing gender among other issues do not meet the Commission's expectations as to the adoption of a gender equality plan. The Commission stresses that such strategy should build upon sufficient data on gender and consider gender with an adequate number of measures and indicators, allowing the Commission to presume that gender equality is actually achieved. At the same time, the Commission points to the desirability of considering gender inequalities at an intersection with other causes of inequality, such as disability, age, sexual orientation, religion or nationality. Removing other inequalities which intersect with gender can, according to the Commission's assessment, provide effective levers for change and can stimulate comprehensive measures and strategies, although it requires more analytical resources, data and more expertise than addressing gender separately from other causes of inequality.

According to the European Commission's guidelines, the complete issue has to be addressed in four steps:

- the analysis phase, in which data classified according to gender is collected; procedures, processes and practices are critically assessed with the aim to identify gender inequality and gender bias;
- the planning phase, in which objectives are defined, indicators set, measures to resolve identified problems established, financial resources and responsibilities allocated and deadlines agreed;
- the implementation phase, in which the set-out activities and efforts to gradually expand the network of gender equality policy supporters are performed; and
- the monitoring phase, in which the process and progress are regularly monitored and assessed. The findings of the monitoring enable adaptation and improvement of interventions so that their results can be improved.

It is important that the equal opportunities plan represents a public document that employees are familiar with and that the implementation of the plan involves several persons from different departments within the institution.

³ Source: European Commission Communication on 'A Reinforced European Research Area Partnership for Excellence and Growth' (COM(2012) 392 final).

European university practices relating to this issue focus particularly on the areas of employment, promotion, leadership and involvement in decision-making in the organisation as well as on the question of whether the research and curricula address gender equality.⁴ Highlighted topics are the work-life balance, sexism, stereotypes and sexual harassment. The objective of these measures is to promote the career development of individuals with the aim to prevent the loss of talent, especially of women, who more frequently leave the process of career progression, to improve the decision-making process related to gender imbalances as well as to accelerate awareness on cultural changes concerning gender equality.

In order for the UM to approach the gender equality issue in a systematic and organised manner as well as to make it more accessible to disabled persons and persons with functional limitations, on 10 March 2021, the Rector of the University of Maribor, prof. dr. Zdravko Kačič, appointed a working group to prepare an equal opportunities action plan for the UM. The working group for the gender equality plan was composed of the following members:

- Full prof. dr. Janja Hojnik, Vice-Rector for Human Resources at UM, head of the working group,
- assist. prof. dr. Smiljana Gartner, Faculty of Arts, member of a ZRC SAZU project dealing with gender equality,
- assist. prof. dr. Aida Kamišalić Latifić, Faculty of Electrical Engineering and Computer Science, Woman Engineer of the Year 2019,
- full prof. dr. Dejan Škorjanc, Faculty of Agriculture and Life Sciences, member of the Commission for Equal Opportunities of the Ministry of Education, Science and Sport,
- Associate prof. dr. Branislava Vičar, Faculty of Arts, sociolinguistics researcher,
- assist. prof. dr. Petra Weingerl, Faculty of Law, researcher in the field of EU law,
- Doroteja Smogavec, Department of Education of the University of Maribor,
- Joanna Tekavc, Department of Development of the University of Maribor.

The working group prepared the first gender equality plan for the next four-year period and based on the decision of the Rector's Collegium submitted it to the Senate and the Student Council of the University of Maribor for approval. The aim of the action plan is to provide a basic analysis of the situation and a plan of activities for gender balancing and elimination of discrimination based on gender and/or sexual orientation and to facilitate the detection of cases of sexism, sexual violence and harassment. The ultimate goal of the action plan is the improved well-being of UM employees and students, in the strengthened cooperation and, consequently, improved research, educational and professional work. In this respect, the action plan is addressed to the leadership of the UM and its members as well as to employees and students at UM who participate in the organisation of

⁴ Regarding the latter see: *Priročnik za uvajanje spolno občutljivega pristopa v raziskovanje in poučevanje* (Mihajlović Trbovc & Hofman, 2016), <https://zalozba.zrc-sazu.si/sl/publikacije/prirocnik-za-uvajanje-spolnoobcutljivegapristopa-v-raziskovanje-in-poucevanje#v>; English version: *Toolkit on gender sensitive approach to research & teaching* https://eige.europa.eu/sites/default/files/garcia_toolkit_gender_research_teaching.pdf.



recruitment procedures and procedures relating to the breach of UM gender equality regulations. It is also addressed to all those employees and students who can, through research, educational and professional work, contribute to increasing the sensitivity to gender equality issues, thus to improving our academic community and increasing social justice.

In its first part, the 2021–2025 Gender Equality Action Plan of the University of Maribor presents the national and European basic legal and strategic documents regarding the concerned issue. In its second part, it provides a brief analysis of the gender equality situation at UM in form of transparent statistics. The final part specifies, in form of an action plan, measures regarding gender equality and elimination of discrimination based on gender and/or sexual orientation.

Although in the past much has already been done and achieved to promote equal opportunities, many challenges remain. This is the first gender equality plan of the UM, which will need to be regularly supplemented and updated. With the action plan, the UM undertakes to accelerate the achievement of equal opportunities standard and combat discrimination in all areas of work throughout our academic community, regardless of sex, sexual orientation or gender identity of those involved. The action plan requires a long-term and genuine commitment to changes by the entire academic community. The measures concern daily activities and practices in which certain prejudices and unconscious practices are rooted as well as important decisions regarding recruitment, career progression and the distribution of financial resources at the University. In 2020 and 2021, the coronavirus pandemic presented us with new challenges, also in terms of equal opportunities. We commit ourselves to overcome these challenges and are determined to not be a part of the deteriorating equal opportunities situation, which is ascertained for Slovenia by the Eurostat's Gender Equality Index.

II. LEGAL COMMITMENT OF THE UNIVERSITY OF MARIBOR TO ENSURING GENDER EQUALITY

1. The EU Gender Equality Acquis

Equality and non-discrimination are fundamental values and fundamental principles of the European Union and are laid down in its founding Treaties and in the EU Charter of Fundamental Rights. Regulatory developments in this area, court practice and political initiatives of the past decades enabled many to have a better life and contributed to building a society that is more respectful of equality, in which different people feel more accepted and which aims at respectful and fair treatment of all people.

The European Union prohibits discrimination based on all generally recognized personal circumstances in a series of fundamental legal documents. Non-discrimination is a value of the EU (Article 2 of the Treaty on European Union – hereinafter TEU) and its objective (Article 3 of TEU). Article 8 of the Treaty on the Functioning of the European Union (hereinafter TFEU) provides that in all its activities the Union shall aim to eliminate inequalities, and to promote equality, between men and women. Article 10 of TFEU states that in defining and implementing its policies and activities, the Union shall aim to combat discrimination based, inter alia, on sex or sexual orientation. A similar provision on the general prohibition of discrimination is provided in the EU Charter of Fundamental Rights (Article 21).

In 2000, the EU adopted the **Employment Equality Directive** (2000/78/EC), which prohibits discrimination based on sex and sexual orientation in recruitment.

More recently, the European Parliament, the Council and the Commission have declared the **European Pillar of Social Rights** at the Gothenburg Summit in 2017. The pillar lays down 20 key principles and rights with significant importance for fair and well-functioning labour markets as well as social security systems in the 21st century. It is divided into three chapters: (1) Equal opportunities and access to the labour market; (2) Fair working conditions; (3) Social protection and inclusion.

Consequently, in March 2020, the European Commission published the **Gender Equality Strategy 2020-2025** (COM/2020/152 final). The EU Gender Equality Strategy is a step towards implementing the commitment of the von der Leyen Commission to a *Union of Equality*. The Strategy presents policy objectives and measures aiming at achieving substantial progress towards a Europe distinguished by gender equality by 2025. The goal is a Union where women and men, girls and boys, in all their diversity, are free to pursue their chosen path in life, have equal opportunities to thrive, and can equally participate in and lead our European society. The key objectives are ending gender-based violence; challenging gender stereotypes; closing gender gaps in the labour market; achieving equal participation across different sectors of the economy; addressing the gender pay and pension gap; closing the gender care gap and achieving gender balance in decision-making and politics.

Among the first Strategy achievements, on 4 March 2021, the Commission proposed to the EU legislators to adopt the **Pay Transparency Directive** (COM(2021) 93 final), the goal of which is to ensure that women and men in the EU receive equal pay for the same work. The proposal establishes measures for pay transparency, such as the information about the pay for job-seekers, the right to be informed of the pay level of workers who carry out the same work and reporting on the gender pay gap. The proposal also strengthens the tools that enable workers to exercise their rights and facilitates access to justice. In case of pay discrimination, employees will also be entitled to compensation.

The Strategy provides, in particular, that under **Horizon Europe**, the Commission will introduce the gender equality principle in the field of research and innovation as well. Envisaged is for example the possibility to require a gender equality plan from applicants...” (pages 16–17). In this regard, Jean-Eric Paquet, Director-General of DG Research and Innovation, pointed out:

*“We will now ask all beneficiaries under Horizon Europe to have put in place gender equality plan. So that is not any more an offer, it will be a requirement. ... in other words, **every public organisation interested to team up in a consortium to bid for funding under Horizon Europe will need to put in place such a gender equality plan.**”*

The **European Research Council – ERC** also points out that women and men are equally capable to carry out excellent breakthrough research. As early as in 2008, in accordance with the first ERC gender equality plan 2007–2013, it established a standing working group, which monitors gender equality compliance throughout the entire process of selecting ERC projects. In 2014, this ERC working group for gender balance has drawn up a new plan for ERC gender equality, which, among other things, requires gender balanced panels for the evaluation of call applications, gender balanced promotion of selected projects as well as additional workshops to promote applications by the underrepresented sex.

In view of the requirements of legislators and research funders for active policy in the field of gender equality in science and higher education, in the last 15 years, many higher education institutions worldwide approached the implementation of the Athena Swan Charter. The Charter is a framework for supporting and redesigning the gender equality policy in higher education and research. The Charter that was adopted in 2005 for encouraging and recognising the commitment to promotion in female professions in science, technology, engineering, mathematics and medicine (STEMM), is now used all over the world for a broader treatment of gender equality and is not only addressing the obstacles for promotion faced by women. The implementation of the Athena Swan Charter principles reflects a part of university policies for equal opportunities for all, irrespective of their personal circumstances as well as their focus on sustainable development.

We further emphasize that on 12 November 2020, the European Commission presented the first ever **LGBTIQ Equality Strategy** for the equality of **lesbian, gay, bisexual, transgender, intersex and queer people** (COM(2020) 698 final) that deals with inequalities and challenges faced by LGBTIQ people, as well as sets out numerous targeted actions for the next five years, including legal and financial measures. The Strategy proposes to expand the EU list of criminal offences to hate crime, including homophobic hate crime as well as homophobic and transphobic hate speech. One of the four fundamental fields of intervention of the Strategy is the discrimination in employment. In the light of the above, this UM Action Plan is not limited to gender issues, but includes also some measures for the elimination of discriminatory practices against the LGBTIQ community at UM.

2. Slovenian Gender Equality Acquis

Slovenian law lays down all principles from international conventions and EU law referring to equal opportunities and the prohibition of discrimination and in certain respects ensures more favourable conditions. Thus, Article 14 of the Constitution of the Republic of Slovenia provides for **equality before the law**, in accordance with which:

“In Slovenia everyone shall be guaranteed equal human rights and fundamental freedoms irrespective of national origin, race, sex, language, religion, political, or other conviction, material standing, birth,

education, social status, disability, or any other personal circumstance. Everyone is equal before the law.”

According to Article 16 of the Constitution of the Republic of Slovenia, human rights and fundamental freedoms may exceptionally be temporarily suspended or restricted during a war and state of emergency. Human rights and fundamental freedoms may be suspended or restricted only for the duration of the war or state of emergency, but only to the extent required by such circumstances. However, *inasmuch as measures adopted do not create inequality based solely on race, national origin, sex, language, religion, political, or other conviction, material standing, birth, education, social status, or any other personal circumstance.*

In 2004, Article 43 of the Constitution of the Republic of Slovenia regulating the right to vote was amended and henceforth sets out that *“the law shall provide measures for encouraging the equal opportunity of men and women in standing for election to state authorities and local community authorities.”*

In 2001, the *Parental Protection and Family Benefits Act* laid down the Employers’ obligation to ensure male and female workers absence from work due to childbirth according to the law.

Due to the alignment with the EU acquis, prior to EU accession (July 2002), the *Act on Equal Opportunities for Women and Men* was adopted, which was amended several times to this day. The law lays down common ground for the improvement of women’s position and the creation of equal opportunities for women and men in political, economic, social, educational and other areas of social life. It particularly points out that the establishment of equal opportunities is an **obligation of the entire society** and entails the elimination of obstacles to the introduction of gender equality, above all through the prevention and elimination of the unequal treatment of genders as a form of discrimination in practice arising from traditionally and historically conditioned different roles within society, as well as the establishment of conditions for the introduction of equal representation of both genders in all fields of social life (Article 1, Paragraph 2). Since the Act is written in an abstract manner, its implementation is still problematic and weak in many areas. Weak is especially the training of those who are responsible for the elimination of controversial practices as well as the awareness among beneficiaries on their rights under the Act. Nevertheless, the Act represents important progress in promoting equal opportunities and equal treatment between men and women in Slovenia.

In 2016, the **Protection Against Discrimination Act** was additionally adopted defining the forms of prohibited discrimination (direct and indirect) as well as promoting measures for equal treatment. State authorities, local communities, holders of public authority, and legal and natural persons shall be bound by this Act to ensure protection against discrimination and/or equal treatment of all persons in all areas of authoritative decision-making, legal transactions and their other activities or conduct in relation to third parties, in particular with regard to:

- conditions for access to employment, self-employment and occupation, including selection criteria and recruitment conditions, whatever the branch of activity, and at all levels of professional hierarchy, including promotion,
- access to all types and to all levels of career guidance and counselling, technical and vocational education and training, advanced vocational training and retraining, including practical work experience,
- employment and working conditions, including termination of employment contract and pay,

- membership of, and involvement in, an organisation of workers or employers, or any organisation whose members carry on a particular profession, including the benefits provided for by such organisations, - social protection, including social security and healthcare,
- social benefits,
- education,
- access to and supply of goods and services which are available to the public, including housing.

Regarding employment, the ***Employment Relationships Act (hereinafter ZDR-1)*** lays down the right to decent work and protects other rights of employees, including some very important provisions on the prohibition of discrimination, equal opportunities and protection of women. Article 6 of ZDR-1 thus contains a general provision on the prohibition of discrimination and retaliation. Article 8 of ZDR-1 provides that in the event of violation of the prohibition of discrimination or workplace bullying, the employer shall be liable to provide compensation to the candidate and/or worker under the general rules of civil law.

Article 6 of ZDR-1 – general provision on the prohibition of discrimination in employment

(1) Employers must ensure that job seekers (hereinafter: candidates) being given access to employment or workers during their employment relationship and in connection with the termination of employment contracts are afforded equal treatment, irrespective of their nationality, race or ethnic origin, national or social background, gender, skin colour, state of health, disability, faith or beliefs, age, sexual orientation, family status, trade union membership, financial standing or other personal circumstances in accordance with this Act, the regulations governing the implementation of the principle of equal treatment and the regulations governing equal opportunities for women and men.

(2) Employers must ensure equal treatment in respect of the personal circumstances referred to in the preceding paragraph for both candidates and workers, especially regarding access to employment, promotion, training, education, re-qualification, salaries and other benefits from the employment relationship, absence from work, working conditions, working hours and the cancellation of employment contracts.

(3) Direct or indirect discrimination based on any personal circumstance referred to in paragraph one of this Article shall be prohibited. Direct discrimination exists where, owing to a certain personal circumstance, a person was, is or could be treated less favourably than another person in an identical or similar situation. Indirect discrimination owing to a personal circumstance exists where, owing to an apparently neutral regulation, criterion or practice, a person with a certain personal circumstance was, is or could be placed in a less favourable position than another person in an identical or similar situation or condition, unless such regulation, criterion or practice is justified by a legitimate objective and the means for achieving that objective are appropriate and necessary. Any instructions for discrimination against a person on the basis of any personal circumstance are also examples of direct or indirect discrimination.

(4) The less favourable treatment of workers in connection with pregnancy or parental leave shall also be deemed discriminatory.

(5) Differing treatment based on any personal circumstance referred to in paragraph one of this Article shall not constitute discrimination if, owing to the nature of the work or circumstances in which the work is performed, a certain personal circumstance might represent a significant and decisive condition in respect of the work, and such a requirement is in proportion to and justified by a legitimate objective.

(6) If, in the event of a dispute, a candidate or worker cites facts giving grounds for the suspicion that the prohibition of discrimination has been violated, the employer must demonstrate that, in the case in question, the principle of equal treatment and the prohibition of discrimination have not been violated.

(7) Persons discriminated against or persons who help victims of discrimination may not be exposed to unfavourable consequences as a result of actions aimed at fulfilling the prohibition of discrimination.

Article 27 of ZDR-1 lays down equal treatment with respect to gender in the **recruitment process**. Thus, employers may not publicly advertise job vacancies only for men or only for women, unless the employment of a member of one sex represents a significant and decisive condition for work and such a requirement is proportionate to and justified by a legitimate objective. A notice for a job vacancy may also not indicate that in the process of recruiting the employer may give priority to one of the sexes. ZDR-1 also protects the worker's dignity at work by requiring that employers are obliged to provide a working environment such that none of the workers is subjected to **sexual or other harassment** or bullying on the part of the employer, a superior or co-workers. To this end the employer must take appropriate steps to protect workers from sexual and other harassment or from bullying in the workplace (Paragraph 1 of Article 47 of ZDR-1).

According to Article 90 of ZDR-1, **unfounded reasons for ordinary cancellation** of an employment contract are deemed to be, inter alia, temporary absence from work due to care for family members, or absence from work due to parental leave, gender, marital status, family obligations, pregnancy, etc. Article 133 lays down equal pay for equal work and for work of equal value to workers regardless of their gender.

Special legal protection is ensured for women, especially during pregnancy (Articles 181-189 of ZDR-1) and parenthood (Article 115).

Although the Slovenian Equal Opportunities Acquis is largely harmonised with the EU Acquis, according to the **Gender Equality Index**, Slovenia is the fastest in falling among all the EU Member States. It was above EU average a few years ago, however, in the last decade it has fallen below this average (Eurostat, Gender Equality Index 2020).

III. ASSESSMENT OF THE GENDER EQUALITY SITUATION AT THE UNIVERSITY OF MARIBOR

At the University of Maribor, equal integration of both genders into the academic community is understood as wealth and privilege contributing to a faster and better development of our university. According to statistical data, in many leading positions at the university gender balance has substantially improved in the last decades. This is especially evident in positions of UM Senators, Deans and Full Professors. However, we can do even more in the field of gender equality and abolition of discrimination on the basis of sexual orientation and commit to do so with this Action Plan.

1. Legal regulations of the University of Maribor concerning gender equality

Guided by the objectives on ensuring equal opportunities irrespective of personal circumstances, in the **Strategy for the period 2021-2030**, the UM has set several objectives affecting the field of equal opportunities irrespective of personal circumstances of our employees and students, among others respecting personal circumstances and intergenerational cohesion as well as implementing the principle of non-discrimination in the light of all internationally and constitutionally recognised personal circumstances.

Sexual harassment, discrimination and bullying due to sex or sexual orientation are addressed in the **UM Rules on Ensuring the Protection of Workers' Dignity at UM from 2015**. The Rules prohibit all forms of bullying and harassment, including sexual harassment, the latter broadly defining verbal, non-verbal or physical harassment as well as any other conduct of a sexual nature with the aim to hurt the dignity of a person. The Rules also provide some of the most widespread forms of harassment and bullying, which enable victims to initiate the procedure according to the Rules and codify the principle of prohibiting the exposure of victims who reported such conduct to adverse effects (Article 13).

UM Code of Professional Ethics from 2017 highlights the requirement of respect for the dignity of male and female individuals which has to be respected at UM in all our relationships.

In the time of preparing the Gender Equality Action Plan in 2021, the revised **UM Code of Ethical Conduct** is under public debate, which will, when adopted by UM bodies, address male and female associates as well as male and female students at UM. In accordance with the revised Code, the **UM Ethics Committee** will be responsible for dealing with the breaches of the Code. UM employees and students or external persons will be the possible complainants. The Committee will be responsible only for detecting violations of the Code, whereas the employer, i.e. the Rector, will decide on the employment law effects of the identified violation. Since all UM Members have disciplinary courts assessing disciplinary offences of students in accordance with the UM Statute, the revised Code confers them the role of assessing Code violations alleged against students as well as assessing sanctions in line with the existent provisions of the UM Statute. Additionally, the revised Code envisages a **trustee for the Code of Ethics**, who informally advises UM employees and students who consider that they have experienced infringement of this Code by UM employees or students. The trustee also has the role of a mediator, who gives advice to the person who confided in him and does not establish the existence of an infringement.

2. Gender equality statistics in leading positions at UM

Prior to the preparation of the Gender Equality Action Plan, based on statistical data, we have analysed the gender balance in selected functions and by individual job positions at UM. We would like to point out that

the aim of every statistic in this report is not for it to be changed, however, it is intended to present the current situation, sometimes the road already travelled at UM, from the early years, when the university was very imbalanced regarding gender (which is presently evident particularly in the ratio between male and female Professors Emeriti), up until today, when the commitment to a more inclusive university is better understood and respected in practice. The aim of this Action Plan is not to change the gender composition among enrolled students at UM or among graduates, nor is it its intention to change the fact that almost all cleaners at UM are women. The statistics provides an extensive presentation of the gender composition at UM. The Action Plan pays special attention to leading job positions at the university and to the detection of possible gender imbalances in this regard that have to be addressed in the coming years.

a) Management Board of the UM

Table 1: Gender representation in the Management Board of the UM from 2009 to 2021

Term of office	2009-2013	2013-2017	2017-2021	2021-2025
M	8	7	6	4
F	1	2	3	4
% F	11%	22 %	33 %	50 %

b) Rectors

Since 1975 there were nine Rectors at UM, none of them was a woman. The position of Rector is filled by a full professor who is employed at the University full-time for an indefinite period of time and is a publicly recognized university teacher (Article 287.a of the UM Statute). The Rector is elected by three groups of voters: higher education teachers and associates, students and professional associates.

c) Vice-Rectors

Table 2: Gender balance in the function of Vice-Rectors

Year:	2007	2013	2015	2020
M	5	5	4	3
F	1	3	3	3
% F	17%	38%	43%	50%

Considered are functions of Vice-Rectors in the middle of the term of office of the last four Rectors. As presented in Table 2, gender balance of the UM leadership has become an established practice in the last years.

d) Deans

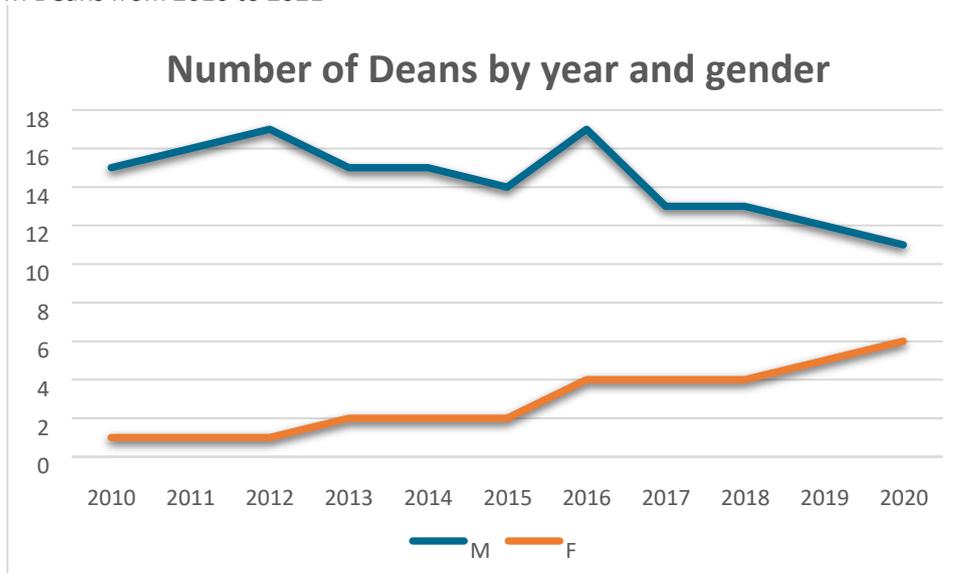
The proportion of women among Deans of University Members is continuously increasing and is gradually approaching the half. According to the UM Statute, Deans are not necessarily required to be full professors, however, proposals for candidates for the Dean may be submitted by every university teacher (Article 332 of the UM Statute). In comparison with the calendar year 2010, when there was only one female Dean at the University of Maribor, we observe a rising curve compared to the year 2020, when the ratio between male and female Deans was already 11-6.

The first Dean of a UM Member was the deceased dr. Miroslava Geč Korošec, Professor Emeritus, who was Vice-Rector of the university for the field of education between 1987 and 1991. When the College Law School became the Faculty of Law, she was its Dean (1991–1993).

Table 3: Gender representation in the job position of a Dean at UM between 2010 and 2021

Year	M	F	% F
2010	15	1	6.3%
2011	16	1	5.9%
2012	17	1	5.6%
2013	15	2	11.8%
2014	15	2	11.8%
2015	14	2	12.5%
2016	17	4	19.0%
2017	13	4	23.5%
2018	13	4	23.5%
2019	12	5	29.4%
2020	11	6	35.3%

Graph 1: UM Deans from 2010 to 2021



e) Vice-Deans in the current term of office (2021)

Table 4: Gender representation in the function of Vice-Deans at UM in 2021

Member	M	F	% F
Faculty of Economics and Business	1	3	75%
Faculty of Electrical Engineering and Computer Science	4	0	0%
Faculty of Civil Engineering, Transportation Engineering and Architecture	4	0	0%
Faculty of Chemistry and Chemical Technology	4	1	20%
Faculty of Organizational Sciences	1	2	66.67%
Faculty of Mechanical Engineering	3	2	40%

Faculty of Education	1	3	75%
Faculty of Law	2	2	50%
Faculty of Agriculture and Life Sciences	2	1	33%
Faculty of Natural Sciences and Mathematics	2	2	50%
Faculty of Arts	1	4	80%
Faculty of Health Sciences	1	2	67%
Faculty of Medicine	2	5	28.6%
Faculty of Logistics	3	1	25%
Faculty of Energy Technology	3	1	25%
Faculty of Tourism	1	4	80%
Faculty of Criminal Justice and Security	4	1	20%

g) General Secretary of the UM

Table 5: Gender representation for the position of General Secretary of the UM in the terms of offices of the last four Rectors

Term of office	2006-2010	2010-2014	2014-2018	2018-2022
M	1	0	1	0
F	0	1	1	1

* Included are all who held office for at least 12 months

g) UM Senate

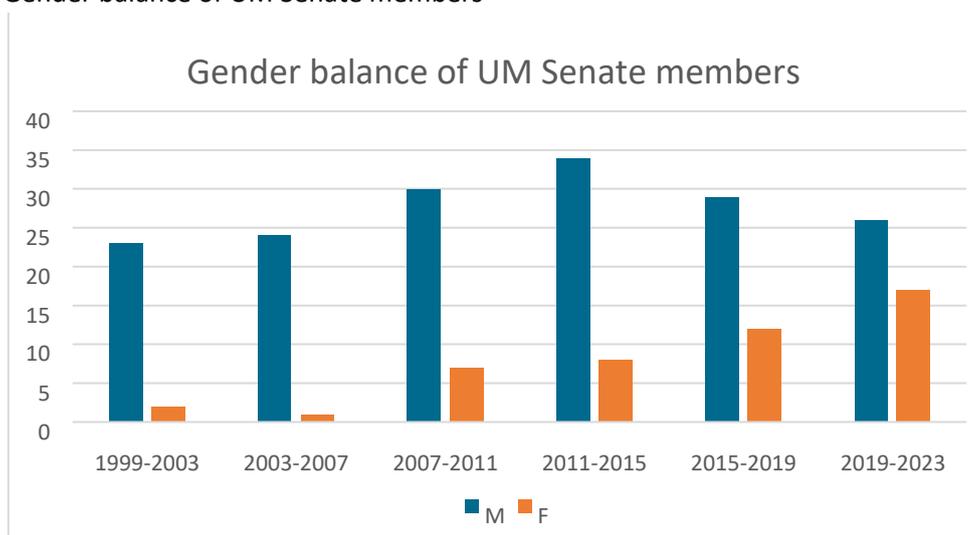
The Senate of the University of Maribor is the highest academic and professional body composed of university teachers employed at UM. Senators are considered representatives of scientific and artistic

disciplines as well as areas of expertise that have to be equally and adequately represented so that each University Member contributes at least one senator. The Student Council of the University appoints representatives with a student status to the Senate. Thus, the Senate of the University has at least one fifth of appointed members who are students. The table shows that in this university body the number of women is also increasing over the years, because since 2007, when there was only one woman sitting in the UM Senate, until 2019, their number increased to 17 out of 43 members altogether, representing 39.5% of members.

Table 6: Gender representation of university teachers in the UM Senate

Term of office	1999-2003	2003-2007	2007-2011	2011-2015	2015-2019	2019-2023
M	23	24	30	34	29	26
F	2	1	7	8	12	17
% F	8%	4%	18.9%	19%	29.2%	39.5%

Graph 2: Gender balance of UM Senate members



h) The Habilitation Committee of the UM Senate

The Habilitation Committee discusses proposals for the appointment of faculty ranks for university teachers, researchers and other employees in higher education as well as proposes a suitable decision to the Senate of the University. It is significant that only those university teachers who are full professors are allowed to be members of the Habilitation Committee (second Paragraph of Article 259 of the UM Statute). The ratio between men and women does not significantly change throughout all terms of offices. In this term of office, the number of women stayed the same as in the term of office 2011-2015, that is one fifth.

Table 7: Gender representation of university teachers in the Habilitation Committee of the UM Senate

Term of office	1999-2003	2003-2007	2007-2011	2011-2015	2015-2019	2019-2023
M	10	9	14	13	16	16
F	2	3	2	3	4	4
% F	20%	25%	12.5%	18%	20%	20%

i) Senates of UM Members

Table 8: Gender representation of university teachers in Senates of UM Members

Member	M	F	% F
Faculty of Economics and Business	9	10	52.6%
Faculty of Electrical Engineering and Computer Science	15	7	32%
Faculty of Civil Engineering, Transportation Engineering and Architecture	13	4	23.5%
Faculty of Chemistry and Chemical Technology	9	6	40%
Faculty of Organizational Sciences	4	7	57.1%
Faculty of Mechanical Engineering	15	7	32%
Faculty of Education	3	12	80%
Faculty of Law	6	8	57.1%
Faculty of Agriculture and Life Sciences	7	5	42%
Faculty of Natural Sciences and Mathematics	10	3	23%
Faculty of Arts	9	8	47%
Faculty of Health Sciences	5	7	58%
Faculty of Medicine	13	3	18.8%
Faculty of Logistics	7	4	36%
Faculty of Energy Technology	10	1	9%

Faculty of Tourism	3	9	75 %
Faculty of Criminal Justice and Security	6	3	33.3 %

j) Heads of Services at the UM Rectorate

Table 9: Gender representation of Heads of Services at the UM Rectorate

Year	M	F	% F
2016	12	14	54%
2017	15	15	50%
2018	15	16	52%
2019	18	23	56%
2020	18	20	53%
2021	18	20	53%

k) Secretaries of UM Members in 2021

Table 10: Gender representation of Secretaries of UM Members

Member	Secretary (M/F)
Faculty of Economics and Business	M
Faculty of Electrical Engineering and Computer Science	F
Faculty of Civil Engineering, Transportation Engineering and Architecture	F
Faculty of Chemistry and Chemical Technology	M
Faculty of Organizational Sciences	F
Faculty of Mechanical Engineering	F
Faculty of Education	F
Faculty of Law	F
Faculty of Agriculture and Life Sciences	F
Faculty of Natural Sciences and Mathematics	F
Faculty of Arts	M

Faculty of Health Sciences	F
Faculty of Medicine	/
Faculty of Logistics	F
Faculty of Energy Technology	M
Faculty of Tourism	F
Faculty of Criminal Justice and Security	F
University Library Maribor	M
% F	70.6%

I) Heads of Departments at UM Members (2021)

Table 11: Gender of the Heads of Departments at UM Members in 2021

Member	M	F	% F
Faculty of Economics and Business (institutes)	9	6	40%
Faculty of Electrical Engineering and Computer Science	7	1	12.5%
Faculty of Civil Engineering, Transportation Engineering and Architecture	3	0	0%
Faculty of Chemistry and Chemical Technology	-	-	/
Faculty of Organizational Sciences	0	6	100%
Faculty of Mechanical Engineering	-	-	/
Faculty of Education	3	3	50%
Faculty of Law	-	-	/
Faculty of Agriculture and Life Sciences	-	-	/
Faculty of Natural Sciences and Mathematics	2	2	50%
Faculty of Arts	6	6	50%
Faculty of Health Sciences	-	-	/

Faculty of Medicine	0	4	100%
Faculty of Logistics	-	-	/
Faculty of Energy Technology	-	-	/
Faculty of Tourism	0	4	100%
Faculty of Criminal Justice and Security	-	-	/
University Library Maribor (heads of units)	1	4	80%

m) Heads of Chairs at UM Members (2021)

Table 12: Gender of the Heads of Chairs at UM Members in 2021

Member	M	F	% F
Faculty of Economics and Business	7	7	50.00%
Faculty of Electrical Engineering and Computer Science	-	-	/
Faculty of Civil Engineering, Transportation Engineering and Architecture	14	2	12.5%
Faculty of Chemistry and Chemical Technology	1	1	50%
Faculty of Organizational Sciences	3	2	40%
Faculty of Mechanical Engineering	5	2	29%
Faculty of Education	-	-	/
Faculty of Law	6	1	14.3%
Faculty of Agriculture and Life Sciences	9	6	40%
Faculty of Natural Sciences and Mathematics	0	1	100%
Faculty of Arts	7	3	30%
Faculty of Health Sciences	2	2	50%
Faculty of Medicine	26	15	36.6%
Faculty of Logistics	3	1	25%

Faculty of Energy Technology	-	-	/
Faculty of Tourism	-	-	/
Faculty of Criminal Justice and Security	5	1	17%

3. Gender equality statistics on the career path at UM

At the University of Maribor, women are infallible associates and students, active, independent, hard working and successful. The first female professors and scientists, who significantly contributed to the development of the UM as early as from its very beginnings, were in particular the following:

- Zinka (**Terezija**) **Zorko**, Slovenian linguist, academic, the first woman from the UM who became a full member of SASA (the Slovenian Academy of Sciences and Arts);
- Miroslava **Geč Korošec**, Slovenian lawyer and judge, the first woman who became a judge of the Constitutional Court of the Republic of Slovenia;
- Manica **Špendal**, Slovenian musicologist, the first woman who was awarded the title Professor Emeritus of the UM;
- Zlata **Vokač Medic**, Slovenian writer and Russicist;
- Alenka **Glazer**, Slovenian poet, translator, editor and literary historian;
- Breda **Požar**, Germanist, Anglicist, didactician.

a) Full professors and research counsellors at UM

More inclusive operation of the University of Maribor in the last decade has significantly improved the ratio between men and women holding the title of full professor. However, in comparison with the lower titles, gender equality in the highest habilitation title is less balanced, which will need to be improved by implementing the measures set out in this Action Plan. Similar applies to the research counsellors.

Tables 13-19 indicate that the higher the habilitation title, the lower the number of women holding such title. Women represent 47% of assistants and 43% of assistant professors, but only 40% of associate professors and 37% of full professors. However, the ten-year presentation for full professors indicates a continuous improvement in the balance, which is optimistic data for the future.

Table 13: Gender representation of full professors by years

Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
M	150	166	161	148	145	163	196	217	220	190	185
F	43	48	49	42	41	60	85	96	102	99	110
% F	22.3%	22.4%	23.3%	22.1%	22.0%	26.9%	30.2%	30.7%	31.7%	34.2%	37%

Graph 3: UM full professors from 2010 to 2020

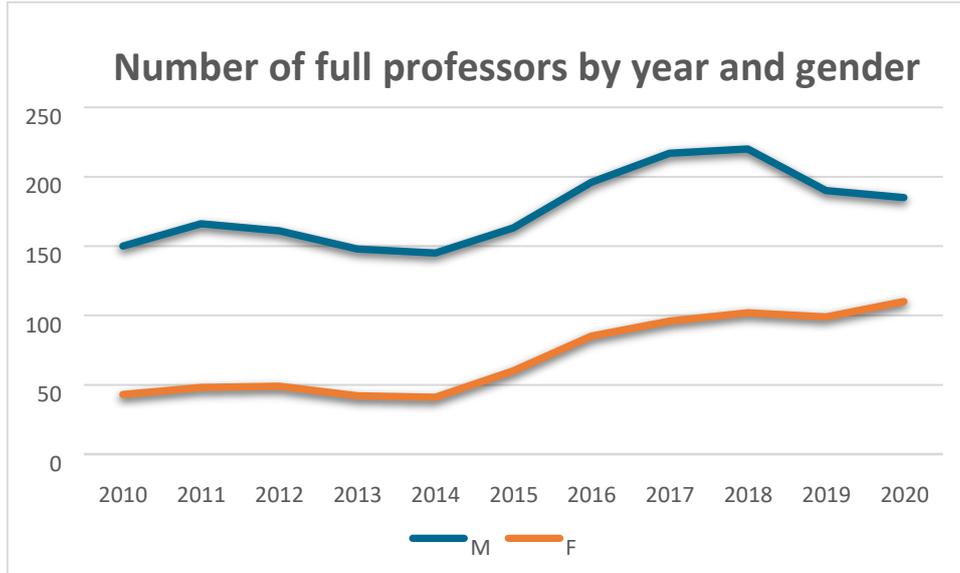


Table 14: Gender representation of research counsellors by years

Year	2015	2016	2017	2018	2019	2020
M	44	42	44	60	103	107
F	15	23	33	37	53	63
% F	25.4%	35.4%	42.9%	38.1%	33.4%	37.0%

b) Associate professors and senior researchers

Table 15: Gender representation in the title of Associate Professors

Year	2015	2016	2017	2018	2019	2020
M	131	136	129	143	129	130
F	60	65	81	84	82	88
% F	31.4%	32.3%	38.6%	37.0%	38.9%	40.4%

Table 16: Gender representation in the title senior researcher

Year	2015	2016	2017	2018	2019	2020
M	28	31	47	48	82	80
F	22	20	40	47	50	53
% F	44%	39.2%	46%	49.5%	37.9%	39.8%

c) Assistant professors and researchers

Table 17: Gender representation in the title Assistant Professor

Year	2015	2016	2017	2018	2019	2020
M	141	128	124	122	110	114
F	98	85	78	82	87	87
% F	41.0%	39.9%	38.6%	40.2%	44.2%	43.3%

Tabela 18: Spolna zastopanost v nazivu znanstveni sodelavci

Year	2015	2016	2017	2018	2019	2020
M	51	53	77	90	106	115
F	35	35	31	41	57	71
% F	41.0%	39.9%	38.6%	40.2%	44.2%	43.3%

d) Assistants⁵

Table 19: Gender representation in the title assistant

Year	2015	2016	2017	2018	2019	2020
M	304	216	297	302	290	270
F	209	217	227	233	247	238
% F	40.7%	50.1%	43.3%	43.6%	46%	46.9%

e) Lecturers and senior lecturers

Table 20: Gender representation in the title lecturer and senior lecturer

Year	2015	2016	2017	2018	2019	2020
M	30	32	31	35	32	29
F	30	28	24	27	21	20
% F	50%	46.7%	43.6%	43.5%	39.5%	40.1%

The correlation table shows that in all years women dominate among lecturers, however, among senior lecturers the number of women is slightly lower as the number of men.

⁵ Included are assistants, assistants with master's degree and assistants with doctor's degree among employees in pedagogical as well as research positions.

f) Professors Emeriti

Table 21: Gender representation in awarding titles of Professors Emeriti at UM by decades

Periods	1980-1989	1990-1999	2000-2009	2010-2020	Total
M	12	26	16	20	74
F	0	2	3	3	8
% F	0%	7.1%	15.8%	13.0%	9.7%

Among retired full professors who were awarded the Professor Emeritus title by the UM as a special recognition of their outstanding success, merits and achievements, men strongly dominate to this day. The title of Professor Emeritus was awarded for the first time in 1980 and was awarded almost every year, in some years also to six or seven professors. Since 1980, 82 Professor Emeritus titles were awarded, 74 to men and 8 to women. This means that so far the title was awarded in 90.24% to men and only in 9.76% to women. The first Professor Emeritus title was awarded to a woman in 1996, to a professor from the Faculty of Education. The majority of female Professors Emeriti engaged in social sciences (law, organizational sciences, sociology) and three engaged in medicine.

The gender imbalance between Professors Emeriti is the consequence of the imbalanced gender representation in important positions at the university or universities in Slovenia in the past decades, which also reflects in the gender imbalance of the members of the Slovenian Academy of Sciences and Arts (in 2021 there are 82 men and 9 women among SASA members).

g) Doctores Honoris Causa of UM from 1979 to 2020

With Doctores Honoris Causa there is a similar imbalance as with Professors Emeriti. There were merely 5% of women with this title at UM. Though the percentage is similar to the one at the University of Ljubljana (3 women out of 75), it clearly demonstrates that in awarding this title women are largely overlooked.⁶

Table 22: Recipients of the Doctor Honoris Causa degree at UM from 1979 to 2020

Year	1979-2020
M	37
F	2
% F	5%

h) UM award for scientific research, artistic and educational work.

⁶ For comparison, this year, the University of Oxford will award the honorary degree title to eight women: <https://www.ox.ac.uk/news/2021-05-17-honorary-degree-recipients-2021-announced>.

The award of the University of Maribor for scientific research, artistic and educational work is presented to university teachers, researchers and other employees in higher education for excellent achievements and merits. In two thirds of cases, awards are presented to full professors. In recent years, we are achieving an unstable equal gender representation in this regard.

Table 23: Receivers of the UM award for scientific research, artistic and educational work by gender (from 2015 to 2020)

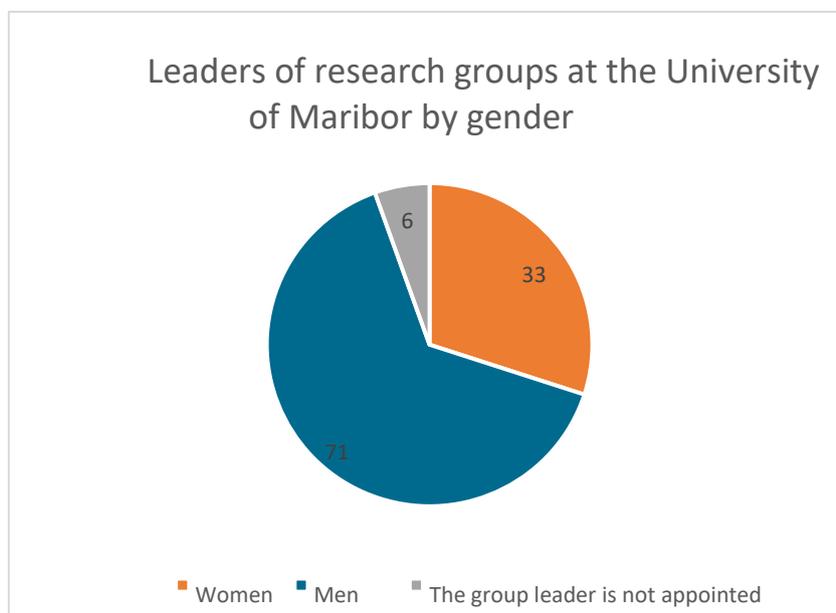
Year	2015	2016	2017	2018	2019	2020
M	4	3	4	5	4	3
F	1	2	2	1	2	3

i) Leaders of programme groups at UM

Leaders of research groups are mainly men, since less than a third of leaders are women.

Table 24: Gender representation among leaders of research groups (as of April 2021)

Leaders of research groups	number
M	71
F	33
The group leader is not appointed	6
% F	31.7%



On the other hand, this picture coincides with the percentage of full professors leading research groups, which means that equal accessibility to full professorship for all genders is an essential precondition for gender balance in the most important positions at the university.

Table 25: Leaders of research groups by habilitation title (as of April 2021)

Leaders of research groups	number
Full professors	65
Associate professors	24
Assistant professors	11
Others	4
The group leader is not appointed	6
Total	110

4. Gender imbalance among non-teaching staff

Among the non-teaching staff at UM, gender imbalance is the highest in the cleaner job post, where among around 80 persons only in 2020, the first three men were employed.

Table 26: Gender balance in the cleaner job post

Year	2015	2016	2017	2018	2019	2020
M	0	0	0	0	0	3
F	73	76	80	81	73	69
% F	100%	100%	100%	100%	100%	95.8%

Women also heavily dominate in the posts of professional associates, where more than two thirds are women and the share is constantly increasing. This is mirrored by technical associates, among which there are expectedly considerably more men, however, the proportion of women is increasing.

Table 27: Gender balance among professional associates

Year	2015	2016	2017	2018	2019	2020
M	182	184	190	187	169	170
F	367	379	402	412	424	430
% F	66.8%	67.3%	67.9%	68.8%	71.5%	71.7%

Table 28: Gender balance among technical associates

Year	2015	2016	2017	2018	2019	2020
M	45	41	39	43	52	46
F	16	16	17	26	30	29
% F	26.2%	28%	30.4%	37.7%	36.6%	38.7%

IV. Gender equality statistics among students at UM

a) Gender representation among enrolled students

At UM, more women than men are enrolling to the first- and second-cycle study programmes (53 or 57% women), while more men enrol to the third-cycle study programmes.

Table 29: students enrolled at UM in the study year 2020/21 by gender

2020/2021	F+M	F	% F
First-cycle study	10083	5360	53.2%
Second-cycle study	3398	1936	57%
Third-cycle study	468	223	47.6%

b) Gender representation among graduates by study cycles

Such are also the ratios when concluding studies, where the share of female graduates in the first- and second-cycle study programmes additionally increases, which shows that women are successful students. In the doctoral study programme, the share of female graduates also corresponds to the share of women at the time of enrolment.

Data on the representation of both genders among UM graduates in the last five years show that in the first- and second-cycle study programmes there are more female than men graduates. The highest percentage of women in second-cycle study programmes was reached in 2018, when as much as 62.4% of women obtained their Master's degree. In doctoral study programmes, men dominate among graduates, so that there are about 45% of new female Doctors of Science. Data are presented by study cycles with two-discipline study programmes (halves) taken into account. In 2016, data stand out strongly due to finishing studies under non-Bologna study programmes.

Table 30: Gender representation among first-cycle graduates

Year	F+M	F	% F
2016 ⁷	5432	3010.5	55.4%
2017	1789.5	1015.5	56.7%
2018	1656	954.5	57.6%
2019	1791.5	991	55.3%
2020	1724.5	988.5	57.3%

Table 31: Gender representation among second-cycle graduates

Year	F+M	F	% F
2016 ⁸	1732	1074,5	62.0%
2017	1010,5	615	60.9%
2018	1020	636.5	62.4%

2019	994	601	60,4%
2020	915	552	60,3%

Table 32: Gender representation among third-cycle graduates

Year	F+M	F	% F
2016 ⁹	135	60	44.4%
2017	60	23	38.3%
2018	63	29	46.0%
2019	69	31	44.9%
2020	41	20	48.8%

⁷ Including graduates of non-Bologna study programmes.

⁸ Including graduates of non-Bologna study programmes.

⁹ Including graduates of non-Bologna study programmes.

c) Study programmes with the smallest gender balance

Table 33: Enrolled students in the first cycle of study by faculties in the study year 2020/21

Year 2020/2021	F+M	F	% F
Faculty of Mechanical Engineering	704	72	10.2%
Faculty of Energy Technology	171	27	15.8%
Faculty of Electrical Engineering and Computer Science	1611	289	17.9%
Faculty of Civil Engineering, Transportation Engineering and Architecture	450	197	43.8%
Faculty of Logistics	377	166	44.0%

Faculty of Organizational Sciences	666	296	44.4%
Faculty of Agriculture and Life Sciences	207	112	54.1%
Faculty of Tourism	216	122	56.5%
Faculty of Criminal Justice and Security	780	467	59.9%
Faculty of Economics and Business	1197	752	62.8%
Faculty of Natural Sciences and Mathematics	326	216	66.3%
Faculty of Chemistry and Chemical Technology	309	218	70.6%
Faculty of Medicine	608	441	72.5%
Faculty of Law	396	305	77.0%
Faculty of Arts	627	494	78.8%
Faculty of Health Sciences	482	391	81.1%
Faculty of Education	956	795	83.2%

Table 34: Enrolled students in the second cycle of study by faculties in the study year 2020/21

YEAR 2020/2021	F+M	F	% F
Faculty of Medicine	/	/	/
Faculty of Logistics	47	16	34%
Faculty of Economics and Business	466	303	65%
Faculty of Health Sciences	176	132	75%
Faculty of Energy Technology	39	5	12.8%

Faculty of Mechanical Engineering	319	46	14.4%
Faculty of Electrical Engineering and Computer Science	468	90	19.2%
Faculty of Civil Engineering, Transportation Engineering and Architecture	191	92	48.2%
Faculty of Criminal Justice and Security	158	99	52.7%
Faculty of Tourism	68	38	55.9%
Faculty of Chemistry and Chemical Technology	117	73	62.4%
Faculty of Organizational Sciences	252	166	65.9%
Faculty of Agriculture and Life Sciences	139	96	69.1%
Faculty of Natural Sciences and Mathematics	120	86	71.7%
Faculty of Law	185	133	71.9%
Faculty of Arts	370	297	80.3%
Faculty of Education	283	264	93.3%

Table 35: Enrolled students in the third cycle of study by faculties in the study year 2020/21

YEAR 2020/2021	F+M	F	% F
Faculty of Tourism	/	/	/
Faculty of Organizational Sciences	26	7	27%
Faculty of Civil Engineering, Transportation Engineering and Architecture	20	7	35%
Faculty of Logistics	10	4	40%
Faculty of Agriculture and Life Sciences	17	9	53%
Faculty of Education	8	8	100%

Faculty of Energy Technology	6	1	16.7%
Faculty of Electrical Engineering and Computer Science	58	15	25.9%
Faculty of Mechanical Engineering	45	14	31.1%
Faculty of Natural Sciences and Mathematics	40	17	42.5%
Faculty of Law	18	8	44.4%
Faculty of Criminal Justice and Security	17	8	47.1%
Faculty of Economics and Business	13	7	53.8%
Faculty of Chemistry and Chemical Technology	38	22	57.9%
Faculty of Medicine	74	43	58.1%
Faculty of Arts	61	41	67.2%
Faculty of Health Sciences	17	12	70.6%

V. The gender equality topic at Izpopolni UM

As part of our courses for employees (Izpopolni UM), in the last five years, we delivered the following lectures on topics relating to gender equality:

- Managing unwelcome workplace behaviours, izr. prof. dr. Branko Lobnikar, 11 February 2016
- Female scientists and career challenges from the gender, ethical and discursive perspective, izr. prof. dr. Renata Šribar, 7 February 2017
- Preventing violence at the workplace, Doroteja Lešnik Mugnaioni, 5 June 2019
- Preventing violence at the workplace, doc. dr. Danijela Brečko, 10 September 2020
- Sexual harassment and the university, prof. dr. Branko Lobnikar, 5 March 2021
- Gender equality in research – what is expected from Horizon Europe applicants? dr. Jovana Mihajlović Trbovc, 11 March 2021

VI. GENDER EQUALITY PLAN OF THE UNIVERSITY OF MARIBOR FOR THE PERIOD 2021–2025

Objective 1: Education and awareness-raising on the importance of gender equality for the proper functioning of the university

Measures:

- Raising awareness of the academic community that the university will function better if individuals of different genders will participate in its management.
- The gender equality topic must be a mandatory component of trainings for those in leading positions at the University and its Members upon taking up their duties.
- Efforts of organizers of various events at UM and its Members (round tables, panels, conferences, etc.) towards the gender balance of invited speakers and members of the programme committee.
- A course pertaining to gender studies shall be introduced to the range of elective courses at UM.
- Acquiring data on how many experts in the fields of gender studies and feminist studies are working at UM and which study programmes and research projects at UM cover these topics and have qualified staff from this field.
- Nominating UM experts to relevant national authorities operating in the field of equal opportunities.
- Promoting research development of young people in gender studies (in form of doctoral studies).
- In departments with experts in gender studies, encouraging members with articulated views to react in different spheres of public life and reveal how power relations between genders work, how they legitimize and how we can change the relations of existent social power.

Objective 2: Improved gender balance in decision-making positions and in collegiate bodies of the University and the Faculties

Measures:

- The UM Statute needs to be amended with the **principle of non-discrimination**: At UM, discrimination based on national origin, race, sex, sexual orientation, age, religion, political
- or other conviction, material standing, birth, education, social status, disability, physical or mental characteristics and limitations, social or regional origin or any other personal circumstance is prohibited.
- The UM Statute needs to be amended with the **principle of balanced gender representation** at university and faculty level inspired by Article 14 of the Act on Equal Opportunities for Women and Men (for example in the composition of quality assessment committees at UM Members, the doctoral, human resources committees, etc.). Proposed wording: *“The University of Maribor takes into account the principle of balanced gender representation, that is at least a 40 percent representation of one gender in the composition of consultative and coordination bodies, working bodies and authorities that operate at the level of University and*

its Members, as well as with regard to the appointment or nomination of representatives of the University or its Members to working groups and bodies outside the University.

- *Regardless of the previous paragraph, the principle of balanced gender representation cannot be taken into account:*
 - *in appointing or nominating the only female or male representative;*
 - *in appointing or nominating three female or male representatives, whereby among the appointed or nominated representatives there must be at least one representative of each gender, unless this is not possible due to exceptions from the following two indents;*
 - *if the membership is appointed due to the function;*
 - *if at the time of nomination preparation a person of a specific gender is not available who is familiar with the field of work and meets other prescribed criteria for filling the post.”*
- This principle shall be introduced mutatis mutandis to the “Criteria and procedure for appointing representatives of the University of Maribor to the bodies of other legal entities”.
- Raising awareness of bodies that vote or appoint Vice-Rectors and Vice-Deans, Senators and Habilitation Committee members to strive towards gender balanced proposals and management teams in the light of the balanced gender representation principle.
- Encouraging women to apply for the functions of UM Management Board member, Rector, Dean, Vice-Rector, Vice-Dean, etc.
- Periodically monitoring how the guideline laid down in the Instructions on staff selection at UM regarding gender balanced recruitment committees which select new employees is implemented in practice.
- A gender balanced UM Senate in the next term of office (2023-2027) – each Member appoints two senators who must meet the gender balance criteria.
- Improving gender balance in the UM Habilitation Committee – Rector’s duty to carry out an informal harmonisation with the Members on nominations that will enable a balanced composition of the UM Habilitation Committee according to gender.

Objective 3: Gender equality in recruitment

- Every three years, the report on the implementation of the Gender Equality Action Plan of the University of Maribor must provide a presentation of gender representation by categories as defined in this Action Plan and additionally:
 - a) Gender ratios among the teaching staff by habilitation title and the average time of advancement, transition between titles and job posts as well as in the salary scheme;
 - b) Gender ratios in management boards of UM Members;
 - c) Gender ratios in professional services by title and the average time of advancement, transition between titles and job posts as well as in the salary scheme;
 - d) Gender ratios according to the type of contract (by keeping a record of persons with fixed-term employment contracts who have no contract of indefinite duration concluded at another institution, on the basis of which we can determine the presence of precarious employment cut according to gender at UM).
- Every year, the human resources chapter of the UM self-evaluation report presents statistical data on the employment situation according to gender (composition of leadership,

management board, senate, heads of services, departments, chairs). The action plan of a University Member reacts to possibly disturbed balances in leading job positions. Self-evaluation reports also report on the organization of courses and other events pertaining to gender studies as well as on the research and educational development in this field (in departments with these development possibilities).

Objective 4: Eliminating all forms of discrimination based on gender, sexual orientation, sexual violence and harassment

- Websites of the UM and its Members must provide a clear definition of bodies and procedures in case of gender discrimination, discrimination based on sexual orientation, in case of sexual violence and harassment that are available to students and employees in case of such events both within and outside the UM (Committee for the identification of mobbing, trustee for the Code of Ethics, the UM Ethics Committee, psychological counselling office, police). It is also necessary to regularly check if students and employees know to whom they can turn in case of discrimination and sexual violence.
- In student surveys and staff satisfaction surveys it is necessary to include questions whether students or employees detect discrimination based on gender or any kind of violence related to their sex or sexual orientation.
- It is recommended for the Student Council and the UM leadership to use the gender equality survey, the model of which was prepared by the Research Centre of the Slovenian Academy of Sciences and Arts – the GEAM (*Gender Equality Audit and Monitoring*) tool.
- Analysing results of relevant questions from surveys among students and employees as well as identifying appropriate measures.
- Educating freshmen on their rights through the tutoring program or student representative bodies.
- In case of a reported event of sexual harassment, the Committee, which is set up for examining cases of sexual harassment in accordance with the UM Rules on Ensuring the Protection of Workers' Dignity at UM, must also be composed of an independent representative who is sensitized and qualified for talking to people who experienced sexual harassment.

Objective 5: Equal opportunities for career advancement and reconciliation of work and private life

- The UM leadership (Vice-Rector for Human Resources) periodically carries out interviews in the form of focus group meetings (pregnant women, young mothers, women with disabilities, foreigners at UM, women in STEM areas, fathers who used parental leave, men in feminized professional areas, LGBTIQ employees and students), through which it examines the presence of obstacles for their study and career development that are related to their family status, sex or sexual orientation as well as makes proposals on how to eliminate these obstacles.
- It is necessary to highlight at relevant institutions in the Republic of Slovenia (Slovenian Quality Assurance Agency for Higher Education (SQAA), Ministry of Education, Science and Sport, Constitutional Court) the potential existence of indirect discrimination of employees who have to take care of family members needing help in the condition of a three-month visit at a foreign university (SQAA instantly recognized covid as an objective circumstance that makes visits abroad more difficult and allowed that the condition is met at the next election; this is not recognized in case of motherhood which slows down the career development of women, especially when taking into account that there is no funding which would enable an adequate

accommodation of the child and mother abroad, and professional assistance in finding schools and kindergartens in the foreign country as practised abroad).

- Leaderships of UM and Faculties are striving to find possibilities for establishing a support environment for meeting habilitation conditions, especially the 3-month leave – sabbatical year/pedagogical workload reduction without affecting the financial situation/appropriate funding.
- The UM Habilitation Committee and the UM Senate take into account the consequences of the epidemic to the career development of those who had to take care of dependent family members during the epidemic (closed kindergartens and schools – limited research work and thus deprivation of certain publications for those who had to work from home and at the same time take care of small children). It is necessary to establish mechanisms through which we will identify such situations and reasonably consider them in appointments.
- Adopting the principles of a family friendly university (flexible working hours, examining the possibilities for the establishment of a university kindergarten that would offer child care also in the afternoon when the pedagogical process is implemented at the UM, financial assistance when going abroad with the family).
- Mail must be limited as much as possible to working days and 4 p.m., so that it would not be expected from employees to work over night and weekends and as a rule, important university and faculty documents should not be sent in the time of collective and annual leave.

Objective 6: Introducing the gender-inclusive language use at all levels of UM operation

- Preparing guidelines for gender-inclusive language use.
- Implementing guidelines into the language policy and documents of UM and its Members.
- Promoting the guidelines in university media (UM web page, web pages of Members, UMniverzum).
- Periodical promotion of guidelines in courses for students and employees.
- Systemization of job posts which considers the gender of the person occupying the post.

Objective 7: Libraries well-equipped with gender studies literature

- Encouraging UM libraries to purchase gender studies and (trans)feminism literature.

Indicators for the mentioned measures, deadlines and responsible persons for the implementation of individual measures are included in tables enclosed to this document.

The implementation of measures laid down in the Action Plan is monitored annually by the **UM Human Resources Committee** which reports to the UM Senate on the fulfilment of the Action Plan.

VII. CONCLUSION ON GENDER EQUALITY AT UM

At the University of Maribor, gender equality is perceived as a process in which we are all trying to improve our academic community and wider society by being respectful to the identities of others, where everyone can be who they are, without fear of accusations or discrimination. Regardless of different personal identities, all who work for the reputation of UM and the good of society are welcome at UM and the UM academic community (including the employees and students) strives that they really feel that way.

The overview of the situation leads to the conclusion that gender equality at UM is improving. Women are increasingly present in leading positions at the University and its Members, manage research projects and are successful supervisors. In the last decade, the share of female UM Senators, Deans and Full Professors increased significantly and the University is no longer perceived as merely a men's club.

Nevertheless, the UM undertakes to improve the existent situation towards actual equality or equality in practice. This refers to filling leading job positions as well as to different forms of indirect (or hidden) discrimination. We have to improve instruments for gender equality monitoring, including the regular monitoring of gender balance statistics in decision-making job positions and interviews in focus groups based on which necessary measures are established for the future. It is also necessary to inform employees and students on procedures which are provided for cases of equality principle infringement as well as to improve the functioning of these procedures.

It is important that university teachers address the gender issue in social debates and highlight social power relations between genders. It is therefore necessary to encourage members with articulated views in departments to react in different spheres of public life and reveal how power relations between genders work, how they legitimize and how we can change the relations of existent social power. We have to highlight the importance of symbolic power of university teachers; therefore, it is crucial to address gender issues and also to speak non-exclusively as well as to use gender inclusive language.

At the same time, we have to be aware that many breaches are not included in any Rules and it is also not possible to report them, however, they are still uncomfortable for women and if they file a report, they are mocked and socially excluded. It is necessary to push mental limits and increase the sensitivity for the gender equality topic, so that members of the UM academic community will draw attention to the inappropriate attitude towards women and the LGBTQI community within and outside the University.

Enclosure: Gender Equality Action Plan of the University of Maribor with objectives, measures, indicators, deadlines and responsible persons for the period 2021–2025

GENDER EQUALITY ACTION PLAN OF THE UNIVERSITY OF MARIBOR FOR THE PERIOD 2021–2025

It is prepared based on the guidelines of the Strategy of the University of Maribor 2021–2030

With this Action Plan, we undertake to promote equal opportunities and to combat discrimination in all areas of work among both employees and students, regardless of their gender, citizenship, national origin, language, religion, functional abilities, sexual orientation, sexual identity and age.

The University respects and adapts to the diverse personal circumstances and motivates employees for high-quality research, teaching and professional work, embedded in an increasingly integrated international university environment. With this Gender Equality Action Plan, the University also pursues objectives for sustainable development that coincide with this area:



OBJECTIVE	MEASURE	INDICATOR	INDICATOR BASELINE VALUE	INDICATOR TARGET VALUE	DEADLINE	RESPONSIBLE FOR IMPLEMENTATION
Objective 1: Education and awareness-raising on the importance of gender equality for the proper functioning of the University	- Raising awareness of the academic community on the importance of the participation of different genders in University's management.	Implementing courses with an emphasis on contents referring to the gender equality policy.	0	2	permanent activity	UM leadership, ORŠZ.
	- The gender equality topic must be a mandatory component of trainings for those in leading positions at the University or its Members upon taking up their duties.	The gender equality topic is part of the trainings for those in leading positions at the University or its Members upon taking up their duties.	Courses are not established.	Courses are established. The gender equality topic is included.	2023	UM leadership, UM Members' leadership.
	- Efforts of organizers of various events at UM and its Members (round tables, panels, conferences, etc.) towards the gender balance of invited speakers and members of the programme committee.	Recommendations were adopted for event organizers at UM and its Members regarding gender equality.	There are no such recommendations at UM.	Recommendations are adopted and in use.	2022	UM leadership, UM Senate.
	- Presenting work of successful students, researchers and supervisors who work in areas in which individuals of another gender prevail, in university news and at university events.	Number of implemented presentations or publications	No data.	at least 4	2022	UM leadership, Public Relations Service of the UM Rectorate.
	- A course pertaining to gender studies shall be introduced to the range of elective courses at UM.	Introducing an elective course with gender study content.	There is no such elective course at UM.	The elective course is introduced and can be selected by UM students.	2023	UM leadership, UM Senate.
	- Acquiring data on how many experts in the fields of gender	Performing a status review and acquiring data on experts, programmes and projects engaging in gender studies.	0	1	2022	UM leadership, ORŠZ.

	<p>studies and feminist studies are working at UM and which study programmes and research projects at UM cover these topics and have qualified staff from this field.</p> <ul style="list-style-type: none"> - Nominating UM experts to relevant national authorities operating in the field of equal opportunities. - Promoting research development of young people in gender studies (e.g. in form of doctoral studies). - In departments with experts in gender studies, encouraging members with articulated views to react in different spheres of public life and reveal how power relations between genders work, how they legitimize and how we can change the relations of existent social power. 	<p>UM representatives are involved in national authorities in the area of equal opportunities.</p> <p>Performed review of potential supervisors from the area of gender studies.</p> <p>Conducting a meeting of experts in gender studies on the topic of active participation in different spheres of public life.</p>	<p>Performed review of membership, terms of offices and nomination of new representatives.</p> <p>0</p> <p>0</p>	<p>Performed review of membership, terms of offices and nomination of new representatives.</p> <p>1</p> <p>1 meeting every year</p>	<p>permanent activity</p> <p>2022</p> <p>permanent activity</p>	<p>UM leadership, ORŠZ.</p> <p>UM leadership, ORŠZ.</p> <p>UM leadership, ORŠZ.</p>
Objective 2: Improved gender balance in decision-making positions and in collegiate bodies of the University and the Faculties	<ul style="list-style-type: none"> - The UM Statute needs to be amended with the principle of non-discrimination. - The UM Statute needs to be amended with the principle of balanced gender representation at university and faculty level inspired by Article 14 of the Act on Equal Opportunities for Women and Men. - The balanced gender representation principle shall be introduced mutatis mutandis to the "Criteria and procedure for appointing representatives of the University of Maribor to the bodies of other legal entities". - Raising awareness of bodies that vote or appoint representatives to different functions within the UM to strive towards gender balanced proposals and management teams in the light of the balanced gender representation principle. - Encouraging women to apply for the functions of UM Management Board member, Rector, Dean, Vice-Rector, Vice-Dean, etc. 	<p>UM Statute amendments are adopted that include the principle of non-discrimination.</p> <p>UM Statute amendments are adopted that include the principle of balanced gender representation.</p> <p>Performed amendment of Criteria.</p> <p>Presenting the importance of a balanced gender representation in UM bodies that vote and appoint representatives to various functions within the UM.</p> <p>The importance of a balanced gender representation in leading positions is added to the vacancy notice text.</p>	<p>0</p> <p>0</p> <p>0</p> <p>Such presentation is not performed.</p> <p>This addition is not included in the vacancy notices.</p>	<p>1</p> <p>1</p> <p>1</p> <p>The presentation is carried out in UM bodies and is repeated upon each subsequent constitution.</p> <p>The vacancy notices include an addition on the importance of gender balanced representation in leading positions.</p>	<p>2022</p> <p>2022</p> <p>2022</p> <p>2022 or upon constituting the bodies.</p> <p>2023</p>	<p>UM leadership, UM bodies.</p>

	<ul style="list-style-type: none"> - Periodically monitoring how the guideline laid down in the Instructions on staff selection at UM regarding gender balanced recruitment committees which select new employees is implemented in practice. - A gender balanced UM Senate in the next term of office (2023-2027) – each Member appoints two senators who must meet the gender balance criteria. - Improving gender balance in UM Senate Committees which membership is not set up on the basis of functions at University Members – to carry out an informal harmonisation with the Members on proposals that will enable a balanced composition of the UM Senate Committees according to gender 	<p>Performed review of the compliance with the guidelines on gender balanced recruitment committees.</p> <p>Performing activities that will enable the election of a gender balanced UM Senate.</p> <p>Informal harmonisation with UM Members is carried out.</p>	0	1	2022, 2025	UM leadership, UM Human Resources, ORŠZ.
			The UM Senate composition is not balanced in terms of gender.	The UM Senate composition is balanced in terms of gender.	2023	UM leadership, UM bodies.
			0	1	2022	UM leadership, Presidents of the UM Senate Committees.
Objective 3: Gender equality in recruitment	<ul style="list-style-type: none"> - Every three years, the report on the implementation of the Gender Equality Action Plan of the University of Maribor must provide a presentation of gender representation by categories as defined in this Action Plan and additionally: <ul style="list-style-type: none"> a) Gender ratios among the teaching staff by habilitation title and the average time of advancement, transition between titles and job posts as well as in the salary scheme; b) Gender ratios in management boards of UM Members; c) Gender ratios in professional services by title and the average time of advancement; d) Identifying possible precarious employment cut according to gender at UM (a record of persons with fixed-term employment contracts who have no contract of indefinite duration concluded at any other institution). - The human resources chapter 	An integrated system for Action Plan monitoring is set up.	The UM Gender Equality Action Plan is in preparation.	The UM Gender Equality Action Plan is in preparation.	2023, 2025	UM leadership, UM professional services, UM bodies.

	of self-evaluation reports at UM include an evaluation of the gender equality policy implementation at the University Member. The action plan of a University Member reacts to possibly disturbed balances.	Amending the human resources chapter of the self-evaluation form for UM Members regarding the inclusion of the evaluation of the gender equality policy implementation at the University Member.	The self-evaluation form for UM Members does not include the evaluation of the gender equality policy implementation.	The self-evaluation form for UM Members includes the evaluation of the gender equality policy implementation.	2022	UM leadership, KOKU.
Objective 4: Eliminating all forms of discrimination based on gender, sexual orientation, sexual violence and harassment	- Websites of the UM and its Members must provide a clear definition of bodies and procedures in case of gender discrimination, discrimination based on sexual orientation, in case of sexual violence and harassment that are available to students and employees in case of such events both within and outside the UM .	Updated UM website including a gender equality sub-tab.	0	1	2022	UM leadership, ORŠZ.
	- In student surveys on study satisfaction and in employee satisfaction surveys it is necessary to include questions on whether students or employees detect discrimination based on gender or any kind of violence related to their sex or sexual orientation. It is also necessary to regularly check if students and employees know to whom they can turn in case of discrimination and sexual violence.	Updating the questionnaire Surveys on study satisfaction and surveys on employee satisfaction at work.	The survey on study satisfaction or surveys on employee satisfaction at work do not include questions related to discrimination based on gender.	The survey on study satisfaction or surveys on employee satisfaction at work include questions related to discrimination based on gender.	2023	UM leadership, UM Senate Committees, UM Senate.
	- It is recommended for the Student Council and the UM leadership to use the gender equality survey, the model of which was prepared by the Research Centre of the Slovenian Academy of Sciences and Arts – the GEAM (Gender Equality Audit and Monitoring) tool.	Examining the use of the gender equality survey (GEAM tool)	The GEAM tool is not being used.	The decision to use the GEAM tool has been made.	2023	UM leadership, UM Senate Committees, UM Senate.
	- Analysing results of relevant questions from surveys among students and employees as well	Carried out annual analysis of results referring to relevant questions from surveys among	Survey tools do not include such questions.	The annual analysis of relevant questions is performed.	2024	UM leadership, UM Senate Committees, UM Senate.

	<p>as identifying appropriate measures.</p> <ul style="list-style-type: none"> - Educating freshmen on their rights through the tutoring program or student representative bodies. In case of a reported event of sexual harassment, the Committee, which is set up for examining cases of sexual harassment in accordance with the UM Rules on Ensuring the Protection of Workers' Dignity at UM, must also be composed of an independent representative who is sensitized and qualified for talking to people who experienced sexual harassment. 	<p>students and employees. Appropriate measures are identified.</p> <p>As part of introduction weeks or freshmen welcome events, informing students on their rights.</p> <p>Monitoring the implementation of the provision of the Rules regarding an independent representative in committees for examining sexual harassment.</p>	<p>Activities are performed, but they are not systemically regulated.</p> <p>The Rules are implemented, however, control over the observance of all provisions is not carried out systemically.</p>	<p>Activities are performed in a systemically regulated manner.</p> <p>A systemic control over the observance of all provisions of the Rules is carried out.</p>	<p>2023</p> <p>2023</p>	<p>UM Members' leadership, UM Student Council, UM Members' Student Councils.</p> <p>UM leadership.</p>
<p>Objective 5: Equal opportunities for career advancement and reconciliation of work and private life</p>	<ul style="list-style-type: none"> - The UM leadership (Vice-Rector for Human Resources) periodically carries out interviews in the form of focus group meetings (pregnant women, young mothers, women with disabilities, foreigners at UM, women in STEM areas, fathers who used parental leave, men in feminized professional areas, LGBTIQ employees and students), through which it examines the presence of obstacles for their study and career development that are related to their family status, sex or sexual orientation as well as makes proposals on how to eliminate these obstacles. - It is necessary to highlight at relevant institutions in the Republic of Slovenia (Slovenian Quality Assurance Agency for Higher Education (SQAA), Ministry of Education, Science and Sport, Constitutional Court) the existence of indirect discrimination of employees who have to take care of family members needing help in the condition of a three-month visit at a foreign university; Leaderships of UM and Faculties are striving to find possibilities for establishing a support environment for meeting habilitation conditions, especially the 3-month leave – 	<p>Performing periodic interviews with focus groups.</p> <p>Drawing attention of relevant institutions in the Republic of Slovenia to the existence of indirect discrimination of employees who have to take care of family members needing help in the condition of a three-month visit at a foreign university.</p> <p>Performed discussion on the issue in UM and UM Members' bodies. Concrete measures are proposed.</p>	<p>Interviews with such focus groups are not carried out.</p> <p>0</p> <p>0</p>	<p>Periodic interviews with focus groups are carried out.</p> <p>1</p> <p>1</p>	<p>permanent activity</p> <p>2022</p> <p>2024</p>	<p>UM leadership.</p> <p>UM leadership, UM Senate.</p> <p>UM leadership, UM Members' leadership, UM bodies, UM Members' bodies.</p>

	<p>sabbatical year/pedagogical workload reduction without affecting the financial situation/appropriate funding.</p> <ul style="list-style-type: none"> - Adopting principles of a family friendly university Mail must be limited as much as possible to working days and 4 p.m., so that it would not be expected from employees to work over night and weekends and as a rule, important university and faculty documents should not be sent in the time of collective and annual leave. 	<p>The principles of a family friendly university shall be included in UM documents.</p> <p>Performing activities towards greater respect of work communication during working hours only.</p>	<p>University documents do not include the principles of a family friendly university in their entirety.</p> <p>0</p>	<p>University documents include mutatis mutandis the principles of a family friendly university.</p> <p>1</p>	<p>2025</p> <p>permanent activity</p>	<p>UM leadership, UM bodies.</p> <p>UM leadership, UM Members' leadership.</p>
<p>Objective 6: Introducing the gender-inclusive language use at all levels of UM operation</p>	<ul style="list-style-type: none"> - Preparing guidelines for gender-inclusive language use. - Implementing guidelines into the language policy and documents of UM and its Members. - Promoting the guidelines in university media (UM web page, web pages of Members, UMniverzum). - Periodical promotion of guidelines in courses for students and employees (responsible Vice-Rector for Student Affairs and Head of the Employee Education Service at UM). - Designation of job posts in the systemization job posts consider the gender of the person occupying the post. 	<p>Guidelines for inclusive language use adopted.</p> <p>Adopting and using Instructions on the implementation of guidelines.</p> <p>Guidelines promotion plan implemented.</p> <p>Performed promotion of guidelines in courses for the Student Council and in Izpopolni UM courses</p> <p>Performed review and linguistic corrections of the job posts systemization.</p>	<p>Guidelines for inclusive language use at UM do not exist.</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p>	<p>Guidelines for inclusive language use are adopted.</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	<p>2022</p> <p>2022</p> <p>2022</p> <p>2022</p> <p>permanent activity</p>	<p>UM leadership, UM bodies.</p> <p>UM leadership, UM Senate, UM Members' leadership.</p> <p>UM leadership, UM Public Relations Service.</p> <p>ŠS UM, ORŠZ.</p> <p>UM leadership, UM Members' leadership.</p>
<p>Objective 7: Libraries well-equipped with gender studies literature</p>	<ul style="list-style-type: none"> - Encouraging UM libraries to purchase gender studies and (trans)feminism literature. 	<p>Libraries prompted to purchase gender studies and (trans)feminism literature.</p>	<p>0</p>	<p>1</p>	<p>2022</p>	<p>UM leadership, UM Members' leadership.</p>