



University of Maribor

GENDER EQUALITY, DIVERSITY AND INCLUSION:

ACTION PLAN OF THE UNIVERSITY OF MARIBOR FOR THE PERIOD 2026–2030



I. DOCUMENT BACKGROUND

At the University of Maribor (hereinafter: UM), we strive to achieve excellence and quality while upholding the highest ethical standards in all areas of work. The latter is possible only by strict compliance with and awareness of set values.

The purpose of the document **Gender Equality, Diversity and Inclusion: Action Plan of the University of Maribor for the period 2026–2030** (hereinafter: the Action Plan) is to strengthen the institutional gender equality policy and promote the development of an academic environment that respects diversity and ensures inclusion. At UM, we believe that diversity of experiences and perspectives enhances scientific creativity and contributes to inclusive leadership policies. Therefore, we aim to create conditions that enable all members of the academic community to fully develop their potential and contribute to the development of the community. Through the Action Plan, we ensure the development of institutional policies in line with the awareness of the interconnectedness of identities that shape each individual's research path, so that no scientific potential is lost due to personal circumstances or exclusion.

Compared to the first UM Gender Equality Action Plan (Gender Equality Action Plan of the University of Maribor for the period 2021–2025), which represented the first comprehensive institutional framework for promoting gender equality at UM, the second Action Plan expands by incorporating the concepts of diversity and inclusion as well as an intersectional perspective. In doing so, we follow the broader objectives of the EU and the European Research Council (hereinafter: ERC). The study Gender Equality Plans and Inclusiveness in the European Research Area (2025), which provides the first comprehensive analysis of the content and prevalence of gender equality plans in the European Research Area (hereinafter: ERA), links the inclusion of all three concepts with progressive gender equality plans and commitment to meeting the standards of the Athena Swan programme – an accreditation and award scheme in the field of gender equality, diversity and inclusion. The study identifies the development of an intersectional approach as a significant opportunity for improving gender equality plans.



Gender Equality is a cornerstone of social justice and the democratic functioning of institutions. Equality does not mean sameness of gender identities, but rather the recognition of their diversity and the prevention of situations where differences become a basis for unequal treatment, unequal opportunities for participation, or discrimination. The concept of gender equality goes beyond the legal framework of equality, i.e., legal equality or equal rights between genders, and refers to actual equality among individuals of different genders. It encompasses the social, economic, cultural, and institutional conditions in which individuals live and work. In addition to its legal dimension, gender equality has broader social aspects related to the social position or status of individuals and social groups, their social power, and their opportunities for participation in all areas of social life – for example, participation in public decision-making and the distribution of social goods. Efforts to achieve gender equality are therefore a process of structural change that requires recognizing unequal starting points and removing systemic barriers to equality, while creating an inclusive environment for all.

In implementing gender equality, it is essential to understand gender in connection with other personal circumstances, such as ethnicity, social class, sexual orientation, age, or various forms of disability. Therefore, an **intersectional perspective** is key to achieving real equality, as it enables the identification of multiple forms of discrimination or marginalization. It is important for the institution to consider the complexity of positions that shape individuals' life circumstances and the related diversity of experiences of inequality.

At UM, we believe that respecting and acknowledging **diverse experiences and perspectives** fosters research creativity and innovation, while creating conditions in which all individuals can participate, progress, and realize their potential. At the same time, we recognize that achieving a truly inclusive academic environment requires continuous effort, openness to change, and critical reflection on established practices. **Inclusion** is not limited to institutional policies or numerical indicators; it means creating an academic community that enables all its members to fully participate, express themselves, and contribute. Therefore, we strive for an inclusive academic community based on respect and recognition of diversity, the removal of barriers to participation, and the creation of a safe, respectful, and accessible environment.



These efforts align with the broader goals of the European Union (hereinafter: EU) and are embedded in its fundamental documents. The EU seeks to implement gender equality across all areas, including research and innovation. Education and science must be accessible to all, regardless of gender, and everyone must have the opportunity to contribute to the development of knowledge and scientific understanding. Gender equality is one of the key objectives of the European Research Area (ERA), and gender equality action plans are a central tool for strengthening gender equality in public institutions, research, and higher education organizations. Our progress in this area is also encouraged by our commitments under the “HR Excellence in Research” award, granted to us by the European Commission (EC) as a responsible employer of researchers.

In developing the Action Plan, we take into account the latest European policy and strategic guidelines. The European Gender Equality Strategy 2020–2025, adopted in March 2020, provided the fundamental framework for the first period of institutional plans and established key principles such as preventing gender-based violence, eliminating stereotypes, reducing gaps in employment, pay, and pensions, improving work-life balance, and ensuring balanced gender representation in leadership and decision-making positions.

An important consequence of this strategy was the expansion of institutional obligations in the field of equal opportunities, making gender equality a prerequisite for applications to European Commission (EC) calls for proposals. Since 2022, a Gender Equality Plan (hereinafter: GEP) has been a mandatory requirement for submitting proposals under the Horizon Europe programme. It is obligatory for all public institutions, research and higher education organizations from EU Member States and associated countries.

The second UM Action Plan is designed to include all mandatory procedural elements that constitute the standard minimum components of a GEP, as defined in the [Horizon Europe guidelines for preparing gender equality plans](#):

1 Public Availability

The Action Plan is an official document, publicly accessible on the UM website, signed and approved by UM leadership. It expresses commitment to the principles of gender equality, diversity, and inclusion, sets clear objectives, and defines detailed measures and criteria for achieving them. UM ensures systematic dissemination of the Action Plan among all UM members.

3 Data Collection and Monitoring

The Action Plan is based on baseline data disaggregated by gender, collected across all employee categories (Objectives 2, 3). These data serve as the foundation for setting Action Plan objectives, measurable quantitative and qualitative indicators, and for systematic monitoring and evaluation of progress, including annual reporting (Objective 9).

2 Dedicated Resources

UM provides dedicated human and financial resources for the implementation of the Action Plan (see p. 9 and Enclosure).

4 Training

Measures include awareness-raising and numerous training sessions for students, staff, and UM leadership on gender equality, inclusion, and prevention of discrimination based on gender and other personal circumstances (Objectives 1, 4, 5, 6, 7). Implementation of training involves individuals from various UM faculties and professional services, ensuring a comprehensive institutional approach.

In line with the guidelines, the Action Plan also addresses areas such as work-life balance and organizational culture (Objective 4), gender balance in leadership and decision-making positions (Objective 2), equality in recruitment and career progression (Objective 3), integration of the gender dimension in research and teaching (Objective 5), and prevention of sexual violence and harassment (Objective 6). The aim of these measures is to promote the career development of all members of the academic community so that no scientific potential is lost due to gender or other personal circumstances, to improve decision-making mechanisms by ensuring representation of diverse perspectives, and to foster an inclusive organizational culture.

The introduction of mandatory GEPs has had predominantly positive effects across the ERA. According to the EC report [Impact of gender equality plans across the European Research Area](#), the introduction of this requirement represents a turning point, as it moved gender equality from the level of recommendations to the level of formal requirements, thereby triggering structural changes in research organizations. Institutions have strengthened existing gender equality policies or established them systematically for the first time, which has also encouraged the broader transfer of good practices to organizations that are not formally required to prepare GEPs. Among the reported positive effects are improved gender-disaggregated data collection, progress in achieving gender balance in research and leadership, better working conditions and work-life balance, greater integration of the gender dimension into research content, and the gradual development of a more inclusive organizational culture. GEPs have also contributed to improving the quality of research. Negative effects are rare but not negligible. The report notes that the burden of preparing and implementing gender equality plans often falls primarily on women, which can increase their administrative workload and reduce the time available for research activities. The report also highlights that many plans pay insufficient attention to other vulnerable groups and intersectional forms of inequality, such as gender combined with age, sexual orientation, ethnicity, and/or various forms of disability. This underscores the need for more inclusive approaches that will, in the future, take into account the full spectrum of diversity and related intersectional inequalities in the academic environment.

In May 2025, the European Commission (EC) published a call for evidence for the preparation of the next Gender Equality Strategy 2026–2030, which is expected to be adopted on International Women’s Day in 2026. This represents an early stage in the preparation of EC legislative and strategic documents, during which the EC collects expert input, data, and stakeholder opinions to shape the content of the upcoming strategy. The call outlines the political framework, key challenges, and areas where the EC foresees strengthening existing policies, as well as the EU documents and initiatives on which the new strategy will be based. The document indicates that the new strategy will build on key European initiatives and policy orientations that form the broader framework of the European “Union of Equality” initiative. Within this initiative, which encompasses a set of interconnected European strategies on equal opportunities, the EC advocates for a pluralistic, gender-equal, and inclusive society that ensures equal treatment for LGBTIQ+ persons, social minorities, and persons with various forms of disabilities. Among the main reference documents, the EC includes the Roadmap for Women’s Rights, the existing Gender Equality Strategy 2020–2025, and other initiatives under the Union of Equality, including the LGBTIQ+ Equality Strategy. The guidelines indicated in this early preparatory document are also taken into account in the preparation of the Action Plan, as they enable better alignment with European priorities and the expected development of gender equality policy for the 2026–2030 period.

The Roadmap for Women’s Rights (COM(2025) 97 final) was published by the EC in March 2025 and presents a long-term political vision for progress in women’s rights, addressing new barriers to gender equality such as prejudice, discrimination, and violence, which are exacerbated by modern technology. The Roadmap is accompanied by the Declaration of Principles for a Gender-Equal Society, confirming the EU’s commitment to promoting gender equality and women’s rights. The principles and policy objectives outlined in the Roadmap have been endorsed by the European Parliament (hereinafter: EP), the three Presidencies of the Council of the EU, all 27 Member States, the European Economic and Social Committee, the Committee of the Regions, the European Investment Bank, and other EU institutions.

In October 2025, the European Commission (EC) adopted a new five-year LGBTIQ+ Equality Strategy for the period 2026–2030, representing the next phase of the European Union’s efforts to ensure equality for LGBTIQ+ persons. The strategy builds on the goals and achievements of the 2020–2025 strategy and enhances them through clearer integration into all EU policies and a stronger emphasis on practical implementation. It includes an expanded set of measures focused on: 1) protecting LGBTIQ+ persons from harassment, violence, and discrimination; 2) empowering LGBTIQ+ persons and promoting their social participation; and 3) fostering cooperation between civil society and EU institutions in shaping equality strategies for the LGBTIQ+ community. With its comprehensive set of measures, the strategy represents a commitment to making equality not merely a declarative value but an integral part of all policies.

In November 2025, the European Parliament (EP), in its position on the post-2025 Gender Equality Strategy, further defined expectations regarding the content of the [Gender Equality Strategy 2026–2030](#). The EP called on the European Commission (EC) to prepare a strategy based on concrete legislative and other measures and to ensure effective enforcement of existing EU legislation on gender equality. Key priority areas include: strengthening measures to prevent gender-based violence, establishing a comprehensive framework to guarantee access to sexual and reproductive health and rights, eliminating gaps in employment, pay, and pensions, increasing the representation of women in leadership and decision-making structures, and improving the implementation of directives on pay transparency, minimum wages, work-life balance, and gender representation in management boards. The EP's position also emphasizes the need to protect democratic standards regarding women's and LGBTIQ+ rights and to eliminate gender stereotypes in education. This framework indicates that the future European strategy will focus on an even more comprehensive, legally supported, and human-rights-based approach to gender equality, systematically addressing the rights and status of other vulnerable groups as well. UM will consider this framework as an important guideline for developing and implementing its own measures during the 2026–2030 period.

UM is committed to gender equality, diversity, and inclusion in all aspects of its activities – from research and teaching to leadership roles and strategic decision-making. The Action Plan is designed as a systematic tool for creating an inclusive academic environment, eliminating structural inequalities, and strengthening diversity of perspectives in decision-making bodies. It is based on current European priorities, reflects the development of the European political and legal framework, and ensures long-term alignment with the upcoming Gender Equality Strategy 2026–2030.

The Plan is built on a three-tier approach:

1. Implementation of measures

Includes awareness programmes, trainings, focus groups, development of guidelines, and annual events, with an emphasis on actively involving marginalized groups and proactive leadership engagement to eliminate stereotypes.

2. Monitoring and evaluation

All indicators are monitored annually. Data are systematically collected by gender and other diversity dimensions, including leadership positions and career progression. Analysis provides an overview of progress, identifies challenges, and prepares recommendations for the next period.

3. Dissemination and accountability:

The evaluation working group, together with relevant professional services, prepares an annual report to inform UM leadership, members, and the public, ensuring transparency. The Action Plan also includes formal allocation of responsibilities, structures, and dedicated resources for implementation.

Through this approach, the Action Plan ensures **sustainable change**, **measurable results**, and **continuous improvement of practices**, in line with Horizon Europe requirements.

Challenges and Commitments

During the 2026–2030 period, UM commits to further improving mechanisms for monitoring and ensuring gender equality. Key activities include:

- **strengthening data monitoring** through regular statistical analyses of gender balance in decision-making positions,
- **using qualitative methods** (interviews, (mixed) focus groups) to identify hidden forms of discrimination and design targeted measures,
- **increasing transparency of procedures** for reporting and addressing discrimination, sexual violence, and harassment, and improving their effectiveness,
- **strengthening institutional capacities**, including support for bodies, professional services, and trusted persons.

Role of the Academic Community

Higher education is closely intertwined with broader social power relations between genders. These relations permeate the organizational framework of higher education institutions, while institutions themselves, due to their social position, have the potential to co-shape these power dynamics. Members of the academic community, by virtue of the symbolic power granted through scientific and academic titles, play an important social role in addressing gender power relations. In the coming years, UM will encourage members to actively participate in public debates on gender issues (from an intersectional perspective), strengthen the visibility of expertise in gender equality, and contribute to understanding mechanisms that reinforce and legitimize social inequalities. Special emphasis will be placed on the **use of inclusive language** and the development of communication practices that foster a culture of respect. Due to the symbolic power of speakers and the legitimacy granted to academic discourse, the adoption of inclusive language is crucial for creating an inclusive and fair academic space.



Changing Institutional Culture

UM recognizes that individuals may find themselves in vulnerable positions due to their specific social status and one or more personal circumstances. Moreover, they have varying capacities to cope with situations they encounter. Some groups are particularly vulnerable due to their social position and therefore more exposed to certain forms of sexual violence and harassment. Certain behaviours require special attention, as they are difficult to prosecute and often hard to detect. Individuals who experience unacceptable behaviour or decide to report it often face stigma, ridicule, or social exclusion. Therefore, during 2026–2030, special emphasis will be placed on:

- strengthening sensitivity to gender equality issues,
- developing institutional solutions for appropriate and systematic handling of sexual harassment and other forms of sexual violence and discrimination,
- encouraging members of the academic community to clearly and actively speak out against gender discrimination and discrimination based on sexual orientation,
- systematically fostering a culture of zero tolerance for discrimination and all forms of violence and harassment.

Final Commitment

In the next strategic period, UM will continue its policy of creating an inclusive academic environment and strive to achieve gender equality at all levels of its operations. The document **Gender Equality, Diversity and Inclusion: Action Plan of the University of Maribor for the period 2026–2030** thus represents a fundamental document through which UM strengthens its commitment to a fair, responsible, and progressive higher education space. For this purpose, the necessary human and financial resources will be provided.



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 persons with various forms of disability, on 22 April 2025, 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 Action Plan was prepared by the following group:

- **Assoc. Prof. dr. Branislava Vičar (PhD), Chair**
- **Prof. dr. Zorka Novak Pinterič (PhD), Member**
- **Assoc. Prof. dr. Jasna Potočnik Topler (PhD), Member**
- **Assistant Ana Lampret, Member**
- **Jaša Drnovšek, dr. phil. (Federal Republic of Germany), Member**
- **Assist. Prof. dr. Lili Nemec Zlatolas (PhD), Member**
- **Tisa Lija Šober, Student Member**
- **Janik Premrov, Student Member**
- **dr. Martina Horvat (PhD), Member**
- **Martina Pajenk, Member**

The working group prepared the Action Plan for the next five-year period and, based on the decision of the UM Quality Assessment Commission, submitted it for approval to the UM Senate and for consent to the UM Student Council. The ultimate goal of the Action Plan is to improve the well-being of employees and students at UM and, consequently, enhance the quality of pedagogical and research work. In this sense, the Action Plan addresses UM leadership and its members, as well as all employees and the student community, encouraging them to contribute through their actions to a more inclusive academic community and social justice.



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

Equal inclusion of genders in the academic community is understood as a fundamental value and an important factor in the quality development of the University of Maribor. Statistical data reveal that, in recent decades, gender balance has improved at many levels – particularly in the UM Senate, in the proportion of female deans, and in the share of women holding the academic titles of Assistant Professor and Associate Professor. However, the data also show varying progress across fields: technical and natural sciences faculties remain strongly gender-imbalanced, some leadership positions have experienced regressions, and symbolic academic honours are still awarded almost exclusively to men. Therefore, despite the progress achieved, it is essential to continue addressing structural and systemic causes of inequality and to implement measures that will ensure a fairer and more inclusive university for all in the long term. With this Action Plan, UM clearly commits to this direction.



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

In its **2021–2030 Strategy**, UM set several goals focused on equal treatment, including respect for personal circumstances and intergenerational connectivity, as well as the implementation of the principle of non-discrimination based on all internationally and constitutionally recognized personal circumstances.

Sexual harassment, discrimination, and bullying based on gender or sexual orientation are regulated by the **UM Rules on Ensuring the Protection of Workers' Dignity at Work**, adopted in 2015. The Rules prohibit all forms of bullying and harassment, including sexual harassment, which it broadly defines as verbal, non-verbal, and physical harassment, as well as any other act of a sexual nature intended to violate a person's dignity. The Rules also provide some of the most widespread forms of harassment and bullying, which enable victims to initiate the procedure and codify the principle of prohibiting the exposure of victims who reported such conduct to adverse effects (Article 13).

The UM Code of Ethical Conduct, adopted in 2021 and last updated in 2024, applies to both employees and students. The **UM Ethics Committee** is responsible for handling violations of the Code and conducts proceedings to address breaches. Complainants may include employees, students, or external individuals. The Committee is responsible only for detecting violations of the Code, whereas the employer, i.e. the Rector, decides on the employment law effects of the identified violation. Since **disciplinary courts** are established at all UM faculties to adjudicate student disciplinary offences under the UM Statute, the revised Code also grants them competence to handle violations of the Code attributed to students and to decide on sanctions based on existing statutory provisions. The revised Code additionally introduces the role of the trustee for the Code of Ethics, who provides informal advice to employees and students who believe they have experienced a violation of the Code. The trustee acts as a mediator: they offer guidance to the individual but do not determine whether a violation has occurred.



2. Gender equality statistics in leading positions at UM

Before preparing the Action Plan, we conducted a comprehensive statistical analysis to review gender balance in selected leadership positions, job posts, and academic titles at UM. The purpose of this overview is to understand the current situation and the historical trajectory of the university through the lens of gender (in)equality. The Action Plan does not aim to change the gender composition among enrolled students or graduates, nor does it intervene in the nature of professions that are traditionally highly feminized. Statistical data serve as a comprehensive insight into UM’s gender structure, with particular attention given to leadership positions, where gaps and imbalances still exist and will need to be systematically addressed in the coming years.

UM Management Board

Data on the composition of the UM Management Board show a long-term shift from significant underrepresentation of women toward greater balance, although after 2025 the trend slightly reverses toward a lower share of women. In the initial period, the proportion of women was extremely low (11%), then gradually increased until the 2021–2025 term, when gender balance reached a symbolic 50%. In the current 2025–2029 term, the share of women on the UM Management Board has dropped to 33%, indicating instability in achieving balance.

Term of office	2009–2013	2013–2017	2017–2021	2021–2025	2025–2029
M	8	7	6	4	6
F	1	2	3	4	3
%F	11%	22%	33%	50%	33%

Gender representation in the UM Management Board from 2009 to 2021

Vice-Rectors

The composition of the Vice-Rector team since 2007 shows a slow but clear progress toward greater representation of women. After an early period when women were significantly underrepresented (17%), their representation gradually increased, reaching a period of relative stability between 2015 and 2021 (ranging from 43% to 60%). Although the share dropped to around 40% after 2021, the data indicate a partial shift in the culture of university leadership, where women have gradually established themselves as a permanent part of Vice-Rector teams.

Year	2007	2013	2015	2020	2021	2022	2023	2024	2025
M	5	5	4	3	2	3	3	3	3
F	1	3	3	3	3	2	2	2	2
%F	17%	38%	43%	50%	33%	40%	40%	40%	40%

Gender balance in the Vice-Rector position (considering positions at the mid-term of the last four Rectors)

Vice-Deans

A comparison between 2021 and 2025 at the level of vice-deans reveals significant heterogeneity among faculties and the absence of a uniform trend. Some faculties (e.g., FT, FF, FZV, PEF) maintain or strengthen high representation of women, while others show shifts toward a lower share of women (e.g., MF, EPF, FNM). The Faculty of Medicine stands out in particular, where the share of female vice-deans in the current term dropped from 71% to 0%, representing the sharpest regression in the entire dataset. Such fluctuations indicate structural and disciplinary differences across fields.

Faculty	M	F	%F	M	F	%F
EPF	1	3	75%	3	1	25%
FERI	4	0	0%	3	0	0%
FGPA	4	0	0%	1	2	67%
FKKT	4	1	20%	5	0	0%
FOV	1	2	67%	2	2	50%
FS	3	2	40%	2	1	33%
PEF	1	3	75%	1	2	67%
PF	2	2	50%	1	3	75%
FKBV	2	1	33%	1	1	50%
FNM	2	2	50%	3	1	25%
FF	1	4	80%	1	4	80%
FZV	1	2	67%	1	2	67%
MF	2	5	71%	6	0	0%
FL	3	1	25%	3	1	25%
FE	3	1	25%	2	1	33%
FT	1	4	80%	2	2	50%
FVV	4	1	20%	2	1	50%

Gender representation in the position of Vice-Dean at UM in 2021 and 2025

Deans

The representation of female deans has gradually increased since 2010, but the growth remains slow and far from balanced. From barely 6% in 2010, the share of women rose to approximately 35% over the next ten years, marking a significant shift. However, in the most recent term, we observe a decline to around 31.5%. The position of dean thus remains one of the most persistent points of gender inequality, especially compared to lower leadership levels, where progress has been greater.

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%
2025	13	6	31,6%

Gender representation in the position of Dean

UM General Secretaries

The composition of this position over five terms shows a relatively stable and balanced structure. Although men still occupy half of the terms (2006–2010, 2014–2018), women have been almost permanently present since 2010 and have predominated after 2018. From the perspective of gender equality, this is one of the most balanced positions at UM, as the proportions do not lean strongly in either direction and indicate relatively equal accessibility of the role for both men and women.

Term of office	2006–2010	2010–2014	2014–2018	2018–2022	2022–2025
M	1	0	1	0	0
F	0	1	1	1	1

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

UM Senate

The analysis of the composition of the UM Senate reveals a clear trend of gradual democratization toward greater gender balance. The share of women has steadily increased from a negligible 8% (1999–2003) and reached nearly 40% in 2019, marking the highest point so far. In the current term (2023–2027), the share has slightly decreased again to 34%, indicating a minor regression.

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%

Term of office	2023–2027
M	29
F	15
%F	34, 1%

Gender representation in the UM Senate

The Habilitation Committee of the UM Senate

Data on the composition of the Habilitation Committee show a very gradual yet steady increase in the share of women, but also significant fluctuations, revealing that gender equality in this area does not progress linearly. The proportion of women ranges between 12.5% and 30%, with the highest share (30%) reached only in the current term, 2023–2027. A historical overview shows that the committee was long strongly male-dominated. Today's figures indicate improved access for women to decision-making processes that influence advancement to academic titles; however, the percentages clearly show that this key committee still maintains a relatively solid male majority.

Term of office	1999–2003	2003–2007	2007–2011	2011–2015	2015–2019	2019–2023	2023–2027
M	10	9	14	13	16	16	14
F	2	3	2	3	4	4	6
%F	20%	25%	12,5%	18%	20%	20%	30%

Gender Representation in The Habilitation Committee of the UM Senate

Senates of UM Members

A comparison of faculty senates between 2021 and 2025 reveals significant differences among members and the absence of a unified institutional trend. Some members (e.g., PEF, PF, FZV, FT) maintain or strengthen high female representation, while others (e.g., FERI, FS, FE, FF) experience significant regressions, where the share of women drops by as much as half. Such fluctuations indicate that the gender structure of senates is not the result of systemic policy but rather of internal staffing specifics and disciplinary cultures. Technical and natural sciences faculties stand out in particular, where the share of women remains notably low despite slight progress in some areas.

Faculty	M	F	%F	M	F	%F
EPF	9	10	52,6%	6	9	60%
FERI	15	7	32%	15	2	12%
FGPA	13	4	23,5%	14	3	18%
FKKT	9	6	40%	9	3	25%
FOV	4	7	57,1%	5	6	55%
FS	15	7	32%	18	4	18%
PEF	3	12	80%	5	11	69%
PF	6	8	57,1%	5	9	64%
FKBV	7	5	42%	7	5	42%
FNM	10	3	23%	6	4	40%
FF	9	8	47%	9	3	25%
FZV	5	7	58%	4	6	60%
MF	13	3	18,8%	11	6	35%
FL	7	4	36%	5	4	44%
FE	10	1	9%	8	1	11%
FT	3	9	75%	1	8	88%
FVV	6	3	33,3%	7	1	13%

Gender Representation in the
Senates of UM Members (shown for
2021 and 2025)

Heads of Services at the UM Rectorate

Data on the heads of services at the Rectorate show a stable presence of women in administrative leadership positions and even a gradual increase in their share. Between 2016 and 2021, the proportion of women ranged around 50–56%, and in 2025 it reached 60%, which is the highest value in the period shown. This means that administrative leadership at UM is one of the most gender-equal areas within the university structure. Understanding this trend indicates that women have long been strongly represented in administrative and professional services, creating a pool of personnel who more easily transition into leadership roles. In contrast, academic leadership progresses significantly more slowly.

Year	2016	2017	2018	2019	2020	2021	2025
M	12	15	15	18	18	18	19
F	14	15	16	23	20	20	30
%F	54%	50%	52%	56%	53%	53%	60%

Gender representation of Heads of Services at the UM Rectorate

Secretaries of UM Members

In 2025, women occupy 78.6% of secretary positions at UM members. This is one of the few significant functions at the member level where the share of women is markedly dominant, which clearly stands out from most other leadership segments.

Faculty	EPF	FERI	FGPA	FKKT	FOV	FS	PEF	PE	FKBV	FNM	FF	FZV	MF	FL	FE	FVV	UKM	ŠD	%F
M/F	/	F	F	M	F	F	F	F	F	M	/	F	/	F	M	F	F	/	80%

Gender representation of Secretaries
of UM Members

Faculty	M	F	%F
EPF	10	5	33%
FERI	7	1	12,5%
FGPA	12	2	14%
FKKT	9	2	18%
FOV	3	2	40%
FS	5	2	28%
PEF	3	3	50%
PF	6	5	45%
FKBV	8	7	47%
FNM	5	2	40%
FF	5	7	58%
FZV	5	2	40%
MF	18	17	49%
FL	3	1	25%
FE	9	1	10%
FT	0	2	100%
FVV	5	1	17%
UKM (vodje enot)	2	10	83%

Heads of Departments at UM Members

An overview of department head positions in 2025 shows significant differences among members, but the general pattern reveals a predominantly male structure. Only a few members (e.g., FF, units at UKM) have more than 50% female heads, while other members remain strongly male-led, often with less than 20% women (FERI, FGPA, FE, FVV). This dataset again highlights internal staffing specifics and disciplinary cultures.

Gender Representation in Department Head Positions by UM Members



3. Gender Equality Statistics on Career Paths at UM

Full Professors

In the rank of full professor, there is a stable but relatively slow increase in the share of women, rising from about 22% (2010–2014) to 35–37% (2019–2025). The progress is positive but slower than in lower ranks, confirming that breaking through to the highest habilitation titles is the most challenging for women. The fact that even in 2025 nearly two-thirds of full professors are men shows that structural barriers to women’s career advancement remain a significant challenge.

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%

Year	2021	2022	2023	2024	2025
M	171	176	185	188	193
F	85	100	103	100	108
%F	33,20%	36,23%	35,76%	34,72%	35,88%

Gender Representation in the Rank of Full Professor by Year



Scientific Councillors

Representation of women among scientific councillors shows a more dynamic trend, but with pronounced fluctuations. The share of women rose from 25% in 2015 to nearly 43% in 2017, then fluctuated between 33% and 38%. These variations indicate that advancement to the highest research titles is not linear and is sensitive to generational waves and staffing transitions.

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%

Gender Representation in the Rank of Scientific Councillor by Year

2021	2022	2023	2024	2025
110	109	116	124	131
56	58	69	65	71
33,73%	34,73%	37,30%	34,39%	35,15%



Associate Professors and Senior Scientific Associates

The share of associate professors who are women has increased over ten years from 31% to more than 42%, indicating relatively steady progress. Similarly, the share of senior scientific associates rose from 44% (2015) to between 40% and 50% in the years 2017–2025. These figures show that mid-level habilitation titles are among the most balanced segments at UM, as gender disparity here is the least pronounced. This relative balance in the middle of the academic hierarchy suggests that, with appropriate support, a more even transition to the highest ranks could also be achievable.

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
M	131	136	129	143	129	130	112	115	112	112	112
F	60	65	81	84	82	88	73	68	76	80	83
%F	31,4%	32,3%	38,6%	37,0%	38,9%	40,4%	39,46%	37,16%	40,42%	41,67%	42,56%

Gender Representation in the Rank of Associate Professor by Year

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
M	28	31	47	48	82	80	81	78	76	77	71
F	22	20	40	47	50	53	39	39	42	49	48
%F	44%	39,2%	46%	49,5%	37,9%	39,8%	32,5%	33,33%	35,59%	38,89%	40,34%

Gender Representation in the Rank of Senior Scientific Associate by Year



Assistant Professors and Scientific Associates

Data for the assistant professor rank reveal a relatively high and fairly stable representation of women, ranging between 40% and nearly 50% over the past decade. This means that this habilitation rank is among the most gender-balanced within UM's entire career structure. The share of female scientific associates has also steadily increased between 2015 and 2025. The near-parity in the assistant professor rank represents a key potential source for further advancement of women to higher ranks, while also highlighting that the later decline in their share at the top ranks is not due to a lack of women in the academic pool, but rather the result of structural barriers to progression into the highest titles.

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
M	141	128	124	122	110	114	90	97	104	112	141
F	98	85	78	82	87	87	85	94	93	109	125
%F	41,0%	39,9%	38,6%	40,2%	44,2%	43,3%	48,57%	49,21%	47,21%	49,32%	46,99%

Gender representation in the title Assistant Professor

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
M	51	53	77	90	106	115	111	109	105	106	107
F	35	35	31	41	57	71	68	67	76	80	89
%F	41,0%	39,9%	38,6%	40,2%	44,2%	43,3%	37,99%	38,07%	41,99%	43,01%	45,41%

Gender representation in the title scientific associate



Assistants

The share of women among assistants ranges between 40% and 50%, remaining just below half in recent years. This means that the academic entry point is relatively gender-balanced, which corresponds to a similar structure in the student population. The data show that women enter the academic career path in almost equal numbers as men, which is an important indicator that the problem arises in later stages of advancement. The key deviation in gender equality occurs at subsequent career milestones (higher habilitation titles, leadership positions).

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
M	304	216	297	302	290	270	257	263	286	299	301
F	209	217	227	233	247	238	240	244	282	292	287
%F	40,7%	50,1%	43,3%	43,6%	46%	46,9%	48,28%	48,13%	49,65%	49,40%	48,81%

Gender representation in the title Assistant

Lecturers and Senior Lecturers

There is a marked decline in the share of women among lecturers and senior lecturers, dropping from around 50% in 2015 to barely 34% in 2025. This represents one of the most pronounced negative trends across the entire set of career positions. The data point to an area that requires further analysis and targeted support.

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
M	30	32	31	35	32	29	27	25	20	19	21
F	30	28	24	27	21	20	15	14	10	12	11
%F	50%	46,7%	43,6%	43,5%	39,5%	40,1%	35,71	35,89%	33,33%	38,71%	34,38%

Gender representation in the title Lecturer and Senior Lecturer



Distinguished Professors

Distinguished professorships are a strongly male-dominated segment: between 1980 and 2025, 78 titles were awarded to men and only 9 to women. Although the share of women has slightly increased (0% in 1980–1989, 20% in 2021–2025), the absolute differences remain very large, revealing a deep historical inequality that is still felt today as a structural legacy of the university. This category best illustrates the long-term consequences of unequal opportunities in older generations and the delayed effect of improvements at lower career levels.

Periods	1980–1989	1990–1999	2000–2009	2010–2020	2021–2025
M	12	26	16	20	4
F	0	2	3	3	1
%F	0%	7,1%	15,8%	13,0%	20%

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

Honorary Doctorates at UM

Gender imbalance among honorary doctorates is even more pronounced: from 1979 to 2025, 46 men and only 2 women received this title. In the period 2021–2025, not a single woman was selected. This shows that the highest symbolic academic honours at UM are still awarded according to a strongly androcentric pattern.

Year	1979–2020	2021–2025
M	37	9
F	2	0
%F	5%	0%

Doctores Honoris Causa of UM from 1979 to 2025



UM Award for Scientific Research, Artistic and Educational Work

UM awards show a smaller but persistent imbalance: men more frequently receive awards in most years, with a few exceptions (2020, 2022, 2024). Although the differences are less pronounced than, for example, in the awarding of honorary doctorates, the pattern remains that men, on average, receive more awards than women. This is important because awards contribute to visibility and future career opportunities.

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
M	4	3	4	5	4	3	6	3	6	3
F	1	2	2	1	2	3	2	5	2	5

UM Awards for Scientific Research, Artistic and Educational Work by Gender

Heads of Research Groups at UM

Among heads of research groups, there is a moderate but positive trend in the growth of women’s share: from 31.7% in 2021 to 34.8% in 2025. Progress is slower than in some other categories of academic advancement. Detailed data on habilitation titles show that heads are still predominantly full professors, which means that the path to becoming a research group leader is closely linked to the highest academic ranks – an area where women are still in the minority.

Heads of Research Groups	Number 2021	Number 2025
M	71	72
F	33	39
The group leader is not appointed	6	/
%F	31,7%	34,8

Heads of Research Groups	Number 2021	Number 2025
Full Professors	65	72
Associate Professors	24	20
Assistant Professors	11	14
Others	4	2
Total	104	108

Gender imbalance among non-teaching staff

Non-teaching staff reveal pronounced gender segmentation: the position of cleaner is almost exclusively female (97–100%), positions of professional associates are consistently feminized (65–72% women), while technical associates traditionally represent a male environment, although the share of female technical associates rose from 26% in 2015 to more than 50% in 2025. The data indicate persistent horizontal segregation: areas with higher status and salaries are on average more male-dominated, while areas with lower status are more female-dominated.

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
M	0	0	0	0	0	3	0	0	0	2	2
F	73	76	80	81	73	69	87	92	86	88	90
%F	100%	100%	100%	100%	100%	95,8%	100%	100%	100%	97,78	97,83%

Gender balance in the cleaner job post

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
M	182	184	190	187	169	170	219	224	221	236	237
F	367	379	402	412	424	430	425	449	489	484	446
%F	66,8%	67,3%	67,9%	68,8%	71,5%	71,7%	66%	66,72%	68,87%	67,22%	65,30%

Gender balance among professional associates

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
M	45	41	39	43	52	46	64	65	67	68	68
F	16	16	17	26	30	29	51	51	54	51	70
%F	26,2%	28%	30,4%	37,7%	36,6%	38,7%	44,34%	43,96%	44,63%	42,86%	50,72

Gender balance among technical associates



4. Gender Equality Statistics Among Students at UM

a) Students

At the enrolment level, UM is relatively gender-balanced: women represent 50% of students at the 1st cycle, 59% at the 2nd cycle, and 52% at the 3rd cycle. This means that basic entry into the academic system is equally accessible. However, data for individual members reveal significant differences by field of study, reflecting stereotypical choices of study areas: technical faculties remain strongly male (FS 9%, FE 14%, FERI 20% women), while pedagogical, health, and humanities faculties are strongly female (PEF 82%, FZV 82%, PF 80%). This is a classic example of horizontal segregation, inherited by UM as a system and repeated across all academic levels.

2024/2025	F + M	F	%F
First-cycle study	9962	5022	50,4%
Second-cycle study	4585	2706	59%
Third-cycle study	542	283	52,2%

Enrolment at UM in the academic year 2024/25 by gender



b) Graduates

The proportion of female graduates is consistently higher than that of male graduates at all three levels, indicating that women are slightly more successful in completing their studies. At the 1st cycle, the share of female graduates ranges from 54–57%, at the 2nd cycle from 59–64%, and at the 3rd cycle typically from 50–54%. This means that at the start of the academic path, women achieve fully comparable or even better results than men, further confirming that later differences in academic careers do not stem from study performance but rather from subsequent structural disparities in career opportunities.

First-cycle study

Year	F + M	F	%F
2021	1793	1027	57%
2022	1680	932	55%
2023	1790	993	55%
2024	1786	965	54%

Second-cycle study

Year	F + M	F	%F
2021	999	634	63%
2022	916	537	59%
2023	921	566	61%
2024	975	624	64%

Third-cycle study

Year	F + M	F	%F
2021	59	32	54%
2022	70	35	50%
2023	65	33	51%
2024	81	44	54%

Ratio of female and male graduates



c) Study programmes with the smallest gender balance

The analysis of enrolment by members confirms that UM is strongly segmented according to traditional gender patterns: engineering, computer science, and technical faculties remain male-dominated, while pedagogical, health, and social science programmes remain female-dominated. The high proportion of women enrolling in doctoral studies further highlights that gender inequality primarily emerges in the subsequent stages of the academic career.

First-cycle study

Faculty	F + M	F	%F
FS	636	56	8,8
FE	139	19	13,7
FERI	1736	339	19,5
FGPA	583	269	46,1
FL	357	132	37,0
FOV	823	352	42,8
FKBV	222	121	54,5
FT	170	93	54,7
FVV	806	429	53,2
EPF	1536	918	59,8
FNM	251	163	64,9
FKKT	304	209	68,8
MF*	-	-	-
PF	455	362	79,6
FF	614	471	76,7
FZV	461	377	81,8
PEF	869	712	81,9

Second-cycle study

Faculty	F + M	F	%F
MF*	763	568	74,4
FL	122	40	32,8
EPF	580	340	58,6
FZV	177	137	77,4
FE	64	9	14,1
FS	282	47	16,7
FERI	582	157	27,0
FGPA	211	121	57,3
FVV	166	110	66,3
FT	110	38	34,5
FKKT	120	86	71,7
FOV	278	185	66,5
FKBV	93	55	59,1
FNM	181	118	65,2
PF	247	186	75,3
FF	350	279	79,7
PEF	259	230	88,8

Third-cycle study

Faculty	F + M	F	%F
FT	7	6	85,7
FOV	37	18	48,6
FGPA	9	5	55,6
FL	8	4	50,0
FKBV	25	15	60,0
PEF	18	13	72,2
FE	7	2	28,6
FERI	58	12	20,7
FS	47	13	27,7
FNM	28	12	42,9
PF	28	23	82,1
FVV	11	5	45,5
EPF	22	11	50,0
FKKT	53	25	47,2
MF	82	51	62,2
FF	78	49	62,8
FZV	24	19	79,2

* = single-cycle master study

Enrolment at UM in the academic year 2024/25 by gender



5. The Gender Equality Topic at Izpopolni UM

In the past five years, as part of employee training under the “Izpopolni UM” programme, we have delivered the following lectures related to gender equality:

- 29 September 2021: Ethical aspects of the professor–student relationship and ethical aspects of research work
- 21 March 2022: Presentation of the Code of Ethical Conduct of the University of Maribor
- 14 February 2023: Protection against discrimination: equal opportunities, treatment, and rights
- 28 February 2023: Gender-inclusive language use
- 7 December 2023: Inclusive university educational environment as a generator of success stories
- 25 September 2024: Genie, Gender Initiative for Excellence of Chalmers Tech. University
- 8 January 2025: Gender equality in the Horizon Europe programme
- 21 May 2025: Methods for integrating the gender dimension into research

Additionally, we organized the following closed events for UM professional services and partners of the KRPAN consortium (Strengthening Research Support and Activities for Progress on European Research Projects):

- 15 March 2024: Presentation of cross-cutting themes: Gender equality, ethics and integrity, DNSH principle, and financial management in the Horizon Europe programme (Meeting of UM professional services)
- 27 May 2025: Selected cross-cutting themes: Gender equality and inclusion (Meeting of UM professional services)
- 11 July 2025: Brainstorming workshop: Gender dimension in Horizon Europe (Training for UM Rectorate professional services)
- 20 March 2025: Gender equality and inclusion in the Horizon Europe programme (Meeting of the KRPAN consortium – at UM)
- 20 March 2025: Panel discussion: Gender equality and inclusion, challenges and opportunities in the Horizon Europe programme (Meeting of the KRPAN consortium – at UM)



III. GENDER EQUALITY, DIVERSITY AND INCLUSION: ACTION PLAN OF THE UNIVERSITY OF MARIBOR FOR THE PERIOD 2026–2030

1. RAISING AWARENESS ABOUT THE IMPORTANCE OF DIVERSITY, SUPPORT FOR MARGINALIZED GROUPS, AND STRENGTHENING THE PRINCIPLE OF INCLUSIVITY

2. URAVNOTEFENA ZASTOPANOST SPOLOV PRI VODENJU IN ODLOČANJU TER RAZNOLIKA SESTAVA DELOVNIH TELES

3. ENAKOST PRI ZAPOSLOVANJU IN KARIERNEM NAPREDOVANJU

4. USKLAJEVANJE POKLICNEGA IN ZASEBNEGA ŽIVLJENJA

5. VKLJUČEVANJE VIDIKA SPOLA V RAZISKOVANJE IN POUČEVANJE

6. ODPRAVA DISKRIMINACIJE TER PREPREČEVANJE SPOLNEGA NASILJA IN NADLEGOVANJA

7. VKLJUČUJOČE KOMUNICIRANJE

8. ODZIVANJE NA KRIZNE SITUACIJE

9. SPREMLJANJE IN EVALVACIJA IZVAJANJA NAČRTA

OBJECTIVE 1

RAISING AWARENESS ABOUT THE IMPORTANCE OF DIVERSITY, SUPPORT FOR MARGINALIZED GROUPS, AND STRENGTHENING THE PRINCIPLE OF INCLUSIVITY

Elaboration

The academic community at UM creates a working, learning, research, and study environment that ensures equal opportunities for everyone to fully develop their potential, contribute to the development of the community, and feel accepted and heard within it. Building a culture based on equality, diversity, and inclusion is understood as a prerequisite for fulfilling the university's social role and its academic and ethical commitments.

MEASURES

- Organizing regular training sessions for UM leadership and professional bodies and its members on gender equality, the impact of unconscious biases and culturally ingrained stereotypes, mechanisms for supporting marginalized groups, and the importance of an intersectional perspective in shaping university policies.
- Organizing public events (conferences, round tables, consultations, lectures, etc.) focused on fundamental social challenges that threaten fairness and equality.
- Establishing and developing mutual cooperation with civil society organizations working in the fields of human rights and social justice and representing various marginalized groups. Including these organizations in the implementation of awareness, education, and support programmes.
- Ensuring the presence and active participation of individuals with lived experience of the discussed form of marginalization (e.g., persons who are deaf, persons with mobility impairments, persons with migrant backgrounds, LGBTIQ+ persons) when planning events addressing issues of marginalized groups.

MEASURES

- Periodically conducting focus groups with employees and students who experience discrimination at the intersection of identities and personal circumstances (e.g., gender and sexual orientation, gender and migrant background, etc.). Using focus groups to gather information on how the social position of specific groups affects their position in the academic environment and their study and career development, enabling more effective planning of measures to create an inclusive academic environment.
- Organizing an annual event dedicated to raising awareness about gender equality, diversity, and inclusion. Involving employees and the student community in the event through lectures, book presentations, theses and dissertations, exhibitions, and other activities that address various aspects of gender equality and reflect a diverse community while highlighting examples of good practices and positive role models.
- Developing guidelines for creating a safe, inclusive, and supportive working, learning, research, and study environment for LGBTIQ+ persons.

OBJECTIVE 2

BALANCED GENDER REPRESENTATION IN LEADERSHIP AND DECISION-MAKING AND DIVERSE COMPOSITION OF WORKING BODIES

Elaboration

Research on governance in higher education and other institutions shows that gender-balanced and otherwise diverse decision-making bodies are generally associated with more inclusive policies, greater transparency of procedures, and greater sensitivity to equality-related issues. Diversity reduces the likelihood of biased decisions while also increasing the legitimacy of university decisions in the eyes of the academic community. The University of Maribor therefore strives for an inclusive leadership policy based on the principles of respect, fairness, and diversity, and aimed at strengthening trust, cooperation, and a sense of belonging within the academic community.

MEASURES

- Annual monitoring of gender representation in decision-making bodies and leadership positions. For positions where disparities are most pronounced, statistical data is supplemented with qualitative data collected through periodic employee surveys or focus groups in which staff express their views on barriers to achieving balanced gender representation. Based on the findings – whether the barriers are structural, institutional, or individual – further recommendations are formulated.
- Gender-balanced UM Senate (term 2027–2031) – it is recommended that each member institution appoints candidates of different genders to the Senate.
- In forming working bodies, and where feasible, appropriate expertise, experience, and diversity of personal circumstances are taken into account, in terms of representing individuals of different age groups, ethnic or social backgrounds, sexual orientations, and gender identities.

OBJECTIVE 3

EQUALITY IN EMPLOYMENT AND CAREER ADVANCEMENT

Elaboration

Equality in employment, career advancement, and access to stable positions forms the foundation of a fair and inclusive academic environment. Research shows that differences in advancement, job security, and workload often arise as a result of structural and institutional factors. The University of Maribor strives to identify and analyse these factors and to adopt measures that ensure fair distribution of work and stable employment.

MEASURES

- Continued monitoring of gender ratios across the categories listed in the first part of the document.
- Annual monitoring of:
 - Gender ratios among teaching staff by academic title and average time to promotion.
 - Gender ratios among research staff by research title and average time to promotion.
 - Gender ratios by type of employment contract. Monitoring the share of fixed-term contracts and, within this category, the gender ratio. Based on the collected data, further measures are proposed where necessary.

OBJECTIVE 4

WORK–LIFE BALANCE

Elaboration

Work–life balance is an important condition for ensuring satisfaction and long-term productivity within the academic environment. Balancing private and professional obligations is not merely a matter of individual time management, but also a matter of the institution’s organisational culture. The University of Maribor therefore strives to establish systemic support mechanisms that enable staff to develop their careers without disproportionate burdens, while also fostering well-being within the academic community.

MEASURES

- Establishing the possibility of implementing an adapted pedagogical process for staff engaged in research or teaching activities abroad.
- Examining options for introducing financial and organisational support for employees who, in the context of their research or teaching duties abroad, reside there with their families. Such support would include financial assistance for suitable family accommodation and professional guidance in searching for schools and kindergartens abroad.
- Developing a protocol outlining the procedures in cases of extended absence (the replacement of staff during long-term absences should be addressed systematically at the leadership level — department/chair or member institution). In this way, the redistribution of teaching duties is ensured not to rely on the personal willingness of colleagues, but rather on clearly defined procedures and institutional support.

OBJECTIVE 5

INTEGRATING THE GENDER PERSPECTIVE INTO RESEARCH AND TEACHING

Elaboration

Integrating the gender perspective and intersectional approaches into research and teaching fosters the development of critical thinking and the ability to analyse complex social relations and inequalities. It is important that educational processes do not reproduce gender-based or other social stereotypes, but instead critically examine and recognise them as part of broader social power structures.

MEASURES

- Systematic monitoring of the inclusion of gender-related content in research, teaching activities, and final theses. Presentation of successful research projects and theses at university events.
- Establishment of a dedicated online section showcasing research achievements addressing various aspects of gender (through an intersectional lens).
- Encouraging the development and introduction of new teaching content on gender topics at all levels of study. Students may choose gender-related courses as part of elective options or as additional learning units (KOOD).
- Continuous implementation of training on gender equality from an intersectional perspective, awareness-raising and elimination of gender stereotypes in the pedagogical process, as well as integrating gender as a research variable into research methods.

OBJECTIVE 6

ELIMINATION OF DISCRIMINATION AND PREVENTION OF SEXUAL VIOLENCE AND HARASSMENT

Elaboration

Sexual violence and harassment constitute serious violations of human rights and dignity and present a significant obstacle to achieving gender equality within the academic environment. Due to the strongly hierarchical structure of higher education, where differences in social and academic power are present, it is essential to establish effective mechanisms for preventing, protecting against, and addressing all forms of violence and discrimination. The University of Maribor is committed to ensuring a safe, respectful, and inclusive environment grounded in zero tolerance toward sexual violence, harassment, and discrimination. This approach is based on the principles of prevention, protection, sanctioning, and the provision of support.

MEASURES

- Regular training (lectures and workshops) for staff and the student community on forms of discrimination, sexual violence, and harassment.
- Preparation of informational materials on forms of discrimination and on preventing sexual violence and harassment. These materials also include information on competent bodies and procedures for reporting and addressing discrimination, sexual harassment, and violence, as well as institutional support mechanisms. Materials are published on the UM and member institution websites.
- Appointment of trusted persons. The role of a trusted person is to provide support to individuals who have experienced discrimination, sexual violence, or harassment, and to offer information on possible courses of action. Trusted persons must therefore be well acquainted with reporting procedures and support mechanisms. Multiple trusted persons are appointed. The University provides appropriate training for trusted persons, including through cooperation with civil society organisations specialising in violence prevention.

MEASURES

- Introduction of regulations defining measures for eliminating discrimination and preventing sexual violence and harassment among students in the academic environment, enabling internal action and support for victims (e.g., in cases where sanctions against the perpetrator do not include termination of employment). The regulation clearly defines the procedure for establishing the facts of reported violations and appointing a committee for establishing facts and circumstances. It allows for initiating proceedings even in cases of anonymous reports, provided they contain all information necessary to begin the process.
- The regulation is translated into English and published on the UM website and UM Intranet alongside the original Slovenian version. Member institutions are encouraged to inform their employees.
- Staff and the student community are encouraged to report experiences of discrimination, sexual violence, and harassment, to submit formal reports, and to seek advice. Bystanders who witness or become aware of problematic situations are supported and encouraged not to look away but to assist victims.
- Appointment of a working group responsible for developing, conducting, and analysing a student survey aimed at gathering information on the presence of discrimination, sexual violence, and harassment. Based on survey results, the working group proposes appropriate measures.

OBJECTIVE 7

INCLUSIVE COMMUNICATION

Elaboration

The higher education environment is closely intertwined with processes of gender marking – it is not only a space in which gendered power relations are reflected, but also one in which they are co-created. Linguistic practices play an important role in this, as they carry symbolic capital and legitimacy that the academic space assigns to speakers, making them crucial in shaping social relations. The University of Maribor recognises this symbolic power and therefore places particular emphasis on inclusive language, which contributes to upholding the principles of equality, respect, and inclusion.

MEASURES

- Preparation of comprehensive guidelines for inclusive language that takes into account gender, disability, and racial and ethnic background. The guidelines are published on the UM website. Preparation of shorter, practical summaries of the guidelines, tailored separately for all staff, for professional services, and for the public relations office.
- Implementation of the guidelines in the language policy and official documents of UM and its member institutions.
- Development of recommendations for inclusive visual communication on websites and in promotional materials. It is essential that visual communication reflects the diversity of the academic community and avoids stereotypical representations of specific groups.

MEASURES

- Ensuring accessibility of information for persons with different types of disabilities (e.g., designing websites that are adapted for people with sensory impairments).
- Examination of possibilities for providing Slovene Sign Language interpretation at events.
- Training on (gender) inclusive language, recognising stereotypical linguistic and visual representations, inclusive and accessible use of visual elements, and accessibility of information for persons with different forms of disability.
- Promotion of the Guidelines for Employees at UM for Supporting the Diversity of Gender Identity, which raise awareness of the complexity of gender identity and present options for inclusive communication.
- Examination of possibilities for offering appropriate gender options in employment contracts, forms, certificates, and other individual documents.

OBJECTIVE 8

RESPONDING TO CRISIS SITUATIONS

Elaboration

The University is not only a space for teaching and research but also an institution with social responsibility and an ethical duty to respond to human rights violations, injustices, and violence. Through its educational, research, and public activities, it can contribute to raising awareness of global crises, their social consequences, and the shaping of a fairer and more cohesive society.

MEASURES

- In alignment with national-level policies, UM examines possibilities for enrolling students who, due to war or other crisis conditions in their home countries, are unable to pursue higher education (including students from non-EU countries).
- Active participation of UM in organising and implementing educational and cultural events aimed at understanding global crises and promoting solidarity.

OBJECTIVE 9

MONITORING AND EVALUATION OF THE PLAN'S IMPLEMENTATION

Elaboration

Systematic monitoring of the implementation of measures is essential for ensuring the effectiveness of the action plan and for timely identification of challenges in achieving gender equality at UM. The Horizon Europe programme requires regular data monitoring and annual progress reporting; therefore, UM carries out a structured annual evaluation based on the indicators defined in the plan. Such an approach enhances transparency, strengthens accountability, and ensures that the measures defined in the plan are truly implemented and contribute to lasting institutional improvements.

MEASURES

- Regular (annual) evaluation of the plan's implementation, accompanied by a report that includes an overview of implemented measures, analysis of indicators, identification of challenges, and preparation of recommendations for the next period. The evaluation is conducted by a working group appointed by the Rector.
- The report on the plan's implementation is adopted by the UM Quality Assessment Committee, which formally informs UM leadership and member institutions and publishes the report on the UM website.



IV. CONCLUSION ON GENDER EQUALITY AT UM

The University of Maribor understands gender equality, diversity, and inclusion as fundamental conditions for ensuring academic excellence, social responsibility, and ethical conduct. With the document **Gender Equality, Diversity and Inclusion: Action Plan of the University of Maribor for the Period 2026–2030**, the University establishes a comprehensive commitment to creating an inclusive, fair, and safe academic environment. The action plan connects institutional policies addressing gender inequalities with the monitoring of micro-level interactions and the development of an organisational culture based on respect, recognition of diversity, and the participation of all members of the academic community. Such an approach requires long-term, systematic, and community-oriented action.

An overview of the current situation shows that gender equality at UM has gradually improved over the past decade; however, progress remains uneven across different levels and member institutions. Women are increasingly present in certain leadership positions at the University and its member institutions, more frequently lead research projects, and make a significant contribution to mentoring excellence. The proportion of UM

women senators, deans, and full professors has increased, indicating a gradual reduction of some aspects of historical imbalance. Nevertheless, the share of women full professors is increasing more slowly than at lower academic ranks, confirming that advancement into the highest academic positions remains the most challenging. The near-parity of women in the assistant professor rank represents a key potential source for further advancement of women to higher ranks, while also highlighting that the later decline in their share at the top ranks is not due to a lack of women in the academic pool, but rather the result of structural barriers to progression into the highest positions. The relative balance in the middle of the academic hierarchy suggests that, with appropriate support, a more even transition to the highest ranks could also be achievable.

UM strives to raise awareness of the importance of diverse perspectives in decision-making bodies, while at the same time strengthening the understanding that progress toward gender equality will not be achieved solely through increased representation of women. It also requires proactive engagement by individuals in leadership positions to eliminate structural inequalities as well as gender stereotypes and internalised biases.



The higher education environment is deeply permeated by processes of gender marking – it is not only a space in which gendered power relations are reflected, but also one in which they are co-created. Linguistic practices play a special role in this, because due to the symbolic capital of speakers and the legitimacy attributed to academic discourse, they are central to the constitution of gendered power relations. For this reason, it is crucial to use gender-inclusive language, thereby contributing to the expansion of spaces of equality and the recognition of the plurality of identities.

One of UM's commitments for the period 2026–2030 is the development of institutional solutions for the appropriate and systematic addressing of sexual harassment and other forms of sexual violence, as well as the establishment of a safe working and study environment. In this context, it is essential to acknowledge the multi-layered positions that shape the realities of individuals, along with the intersecting inequalities associated with them, which require differentiated approaches to protection and support.

UM recognises its ethical duty to respond to crisis situations and human rights violations and, through strengthening solidarity, to fulfil its mission as a socially responsible institution.

ENCLOSURE

Gender Equality, Diversity and Inclusion: Action Plan of the University of Maribor for the Period 2026–2030 with Objectives, Measures, Indicators, Timelines and Responsible Persons



GENDER EQUALITY, DIVERSITY AND INCLUSION:

ACTION PLAN OF THE UNIVERSITY OF MARIBOR FOR THE PERIOD 2026–2030

has been prepared based on the guidelines of the Strategy of the University of Maribor 2021-2030.

Through this Action Plan, we commit to the realisation of gender equality, respect for diversity, and the promotion of inclusion. Particular emphasis is placed on establishing mechanisms for identifying and eliminating discrimination based on gender, sexual orientation, ethnic or national origin, social class, age, different forms of disability, and other personal circumstances.

The academic community of the University of Maribor fosters a research and study environment that ensures equal opportunities for all to develop their potential and promotes a sense of acceptance and belonging. Through objectives aimed at achieving lasting institutional change, the University of Maribor also contributes to the realisation of sustainable development.



OBJECTIVE 1

RAISING AWARENESS ABOUT THE IMPORTANCE OF DIVERSITY, SUPPORT FOR MARGINALIZED GROUPS, AND STRENGTHENING THE PRINCIPLE OF INCLUSIVITY



MEASURE	INDICATOR	INDICATOR BASELINE VALUE	INDICATOR TARGET VALUE	DEADLINE	RESPONSIBLE FOR IMPLEMENTATION
Organizing regular training sessions for UM leadership and professional bodies and its members on gender equality, the impact of unconscious biases and culturally ingrained stereotypes, mechanisms for supporting marginalized groups, and the importance of an intersectional perspective in shaping university policies.	Number of trainings conducted and number of participants from leadership and professional bodies of UM and its member institutions.	0	2	2030	ORŠZ, member institutions
Establishing and developing mutual cooperation with civil society organizations working in the fields of human rights and social justice and representing various marginalized groups.	Number of active participations by representatives in public events (conferences, round tables, consultations, lectures, etc.) addressing key societal challenges related to justice, equality, and human rights.	0	2	2030	UM, member institutions
Ensuring the presence and active participation of individuals with lived experience of the discussed form of marginalization (e.g., persons who are deaf, persons with mobility impairments, persons with migrant backgrounds, LGBTIQ+ persons) when planning events addressing issues of marginalized groups.	Active involvement of individuals with lived experience of marginalisation in the implementation of individual annual events.	0	1	2030	Working Group for Monitoring the Evaluation of the Action Plan

OBJECTIVE 1

RAISING AWARENESS ABOUT THE IMPORTANCE OF DIVERSITY, SUPPORT FOR MARGINALIZED GROUPS, AND STRENGTHENING THE PRINCIPLE OF INCLUSIVITY

MEASURE	INDICATOR	INDICATOR BASELINE VALUE	INDICATOR TARGET VALUE	DEADLINE	RESPONSIBLE FOR IMPLEMENTATION
<p>Periodically conducting focus groups with employees and students who experience discrimination at the intersection of identities and personal circumstances (e.g., gender and sexual orientation, gender and migrant background, etc.). Using focus groups to gather information on how the social position of specific groups affects their position in the academic environment and their study and career development, enabling more effective planning of measures to create an inclusive academic environment.</p> <p>Organizing an annual event dedicated to raising awareness about gender equality, diversity, and inclusion. Involving employees and the student community in the event through lectures, book presentations, theses and dissertations, exhibitions, and other activities that address various aspects of gender equality and reflect a diverse community while highlighting examples of good practices and positive role models.</p> <p>Developing guidelines for creating a safe, inclusive, and supportive working, learning, research, and study environment for LGBTIQ+ persons.</p>	Number of focus groups conducted annually.	0	1	One per year until 2030	Working Group for Monitoring the Action Plan
	Number of participants at the annual event.	0	1	Permanent activity	Faculty of Arts
	Number of implemented activities (lectures, exhibitions, presentations).	0	3	2030	Working Group for Monitoring the Action Plan, ORŠZ, Legal Office

OBJECTIVE 2

BALANCED GENDER REPRESENTATION IN LEADERSHIP AND DECISION-MAKING AND DIVERSE COMPOSITION OF WORKING BODIES

MEASURE	INDICATOR	INDICATOR BASELINE VALUE	INDICATOR TARGET VALUE	DEADLINE	RESPONSIBLE FOR IMPLEMENTATION
<p>Annual monitoring of gender representation in decision-making bodies and leadership positions. For positions where disparities are most pronounced, statistical data is supplemented with qualitative data collected through periodic employee surveys or focus groups in which staff express their views on barriers to achieving balanced gender representation. Based on the findings – whether the barriers are structural, institutional, or individual – further recommendations are formulated.</p> <p>Gender-balanced UM Senate (term 2027–2031) – it is recommended that each member institution appoints candidates of different genders to the Senate.</p> <p>In forming working bodies, and where feasible, appropriate expertise, experience, and diversity of personal circumstances are taken into account, in terms of representing individuals of different age groups, ethnic or social backgrounds, sexual orientations, and gender identities.</p>	<p>Supplementing the self-evaluation form of UM member institutions in the staff section by including an evaluation of the implementation of selected aspects of the equality policy at the member institutions.</p>	<p>The self-evaluation form for UM member institutions does not include the evaluation of the gender equality implementation.</p>	<p>The self-evaluation form for UM member institutions includes the evaluation of selected aspects of the implementation of gender equality.</p>	2030	UM leadership, KOKU
	<p>Encouraging member institutions to apply the zipper system. .</p>		1		
		<p>Member institutions are encouraged to ensure diverse composition of working bodies, where possible.</p>	0	<p>Member institutions take into account the diverse composition of working bodies, where possible.</p>	2030
		<p>The composition of working bodies does not include all diversity criteria.</p>		Permanent activity	Leadership of member institutions, UM bodies

OBJECTIVE 3

QUALITY IN EMPLOYMENT AND CAREER ADVANCEMENT

MEASURE	INDICATOR	INDICATOR BASELINE VALUE	INDICATOR TARGET VALUE	DEADLINE	RESPONSIBLE FOR IMPLEMENTATION
<p>Continued monitoring of gender ratios across the categories listed in the first part of the document.</p> <p>Annual monitoring of:</p> <ul style="list-style-type: none">o Gender ratios among teaching staff by academic title and average time to promotion.o Gender ratios among research staff by research title and average time to promotion.o Gender ratios by type of employment contract. Monitoring the share of fixed-term contracts and, within this category, the gender ratio. Based on the collected data, further measures are proposed where necessary.	<p>Annual monitoring of gender ratios.</p>	<p>2021–2025</p>	<p>Gender ratios are monitored annually from 2026 to 2030.</p>	<p>Annual analysis included in the report on monitoring the implementation of the Action Plan.</p>	<p>Working Group for Monitoring the Action Plan.</p>

OBJECTIVE 4

WORK-LIFE BALANCE



University of Maribor

MEASURE	INDICATOR	INDICATOR BASELINE VALUE	INDICATOR TARGET VALUE	DEADLINE	RESPONSIBLE FOR IMPLEMENTATION
<p>Establishing the possibility of implementing an adapted pedagogical process for staff engaged in research or teaching activities abroad.</p> <p>Examining options for introducing financial and organisational support for employees who, in the context of their research or teaching duties abroad, reside there with their families. Such support would include financial assistance for suitable family accommodation and professional guidance in searching for schools and kindergartens abroad.</p> <p>Developing a protocol outlining the procedures in cases of extended absence (the replacement of staff during long-term absences should be addressed systematically at the leadership level – department/chair or member institution). In this way, the redistribution of teaching duties is ensured not to rely on the personal willingness of colleagues, but rather on clearly defined procedures and institutional support.</p> <p>Regular training on work time organisation and the establishment of work-life balance.</p>	Compliance with the applicable Criteria is ensured.	Examination of feasibility at each member institution individually.	Implementation is possible depending on the specific procedure at each individual member institution.	Permanent activity	Handled by member institutions on a case-by-case basis.
	Examination of possibilities for introducing financial and organisational support.	0	The available options are examined.	Permanent activity	
	The protocol is developed.	Verification is carried out at the member institutions.	Implementation of the protocol and presentation of good practices.	2029	Handled by member institutions on a case-by-case basis.
	Number of trainings conducted.				
		0		Permanent activity	Izpopolni UM courses

OBJECTIVE 5

INTEGRATING THE GENDER PERSPECTIVE INTO RESEARCH AND TEACHING

MEASURE	INDICATOR	INDICATOR BASELINE VALUE	INDICATOR TARGET VALUE	DEADLINE	RESPONSIBLE FOR IMPLEMENTATION
Systematic monitoring of the inclusion of gender-related content in research, teaching activities, and final theses. Presentation of successful research projects and theses at university events.	Establishment of a system for monitoring the topic.	0	The system is established.	Permanent activity	Working Group for Monitoring the Action Plan
Establishment of a dedicated online section showcasing research achievements addressing various aspects of gender (through an intersectional lens).	An established and publicly accessible dedicated section on the website.	0	1	Do 2030	Member institutions, OKROJ
Encouraging the development and introduction of new teaching content on gender topics at all levels of study. Students may choose gender-related courses as part of elective options or as additional learning units (KOOD).	Introduction of gender-related content into KOOD.	0	The content is included.	Permanent activity	Faculty of Arts – in cooperation with other member institutions.
Continuous implementation of training on gender equality from an intersectional perspective, awareness-raising and elimination of gender stereotypes in the pedagogical process, as well as integrating gender as a research variable into research methods.	Number of trainings conducted.	0	4	2030	Izpopolni UM courses

OBJECTIVE 6

ELIMINATION OF DISCRIMINATION AND PREVENTION OF SEXUAL VIOLENCE AND HARASSMENT



University of Maribor

MEASURE	INDICATOR	INDICATOR BASELINE VALUE	INDICATOR TARGET VALUE	DEADLINE	RESPONSIBLE FOR IMPLEMENTATION
Regular training (lectures and workshops) for staff and the student community on forms of discrimination, sexual violence, and harassment.	Number of conducted trainings.	0	5	2030	
Preparation of informational materials on forms of discrimination and on preventing sexual violence and harassment. These materials also include information on competent bodies and procedures for reporting and addressing discrimination, sexual harassment, and violence, as well as institutional support mechanisms. Materials are published on the UM and member institution websites.	Preparation of material or online links to already existent material.	0	1	2030	Izpopolni UM courses
Appointment of trusted persons. The role of a trusted person is to provide support to individuals who have experienced discrimination, sexual violence, or harassment, and to offer information on possible courses of action. Trusted persons must therefore be well acquainted with reporting procedures and support mechanisms. Multiple trusted persons are appointed. The University provides appropriate training for trusted persons, including through cooperation with civil society organisations specialising in violence prevention.	Examination of the possibilities for appointing trusted persons.	0	3	2030	Working group for monitoring the Action Plan
Introduction of regulations defining measures for eliminating discrimination and preventing sexual violence and harassment among students in the academic environment, enabling internal action and support for victims (e.g., in cases where sanctions against the perpetrator do not include termination of employment). The regulation clearly defines the procedure for establishing the facts of reported violations and appointing a committee for establishing facts and circumstances. It allows for initiating proceedings even in cases of anonymous reports, provided they contain all information necessary to begin the process.	Examination of the preparation of the regulation in accordance with the Higher Education Act (ZVIS).	0	A draft shall be prepared.	2030	UM leadership, professional services, member institutions
		0			UM professional service, leadership

OBJECTIVE 6

ELIMINATION OF DISCRIMINATION AND PREVENTION OF SEXUAL VIOLENCE AND HARASSMENT

MEASURE	INDICATOR	INDICATOR BASELINE VALUE	INDICATOR TARGET VALUE	DEADLINE	RESPONSIBLE FOR IMPLEMENTATION	
<p>The regulation is translated into English and published on the UM website and UM Intranet alongside the original Slovenian version. Member institutions are encouraged to inform their employees.</p> <p>Staff and the student community are encouraged to report experiences of discrimination, sexual violence, and harassment, to submit formal reports, and to seek advice. Bystanders who witness or become aware of problematic situations are supported and encouraged not to look away but to assist victims.</p> <p>Appointment of a working group responsible for developing, conducting, and analysing a student survey aimed at gathering information on the presence of discrimination, sexual violence, and harassment. Based on survey results, the working group proposes appropriate measures.</p>	Translation.	0	The regulation is translated and published.	2030	UM leadership, professional services	
	<p>Familiarization with the existing mechanism for the prevention of sexual and other harassment and violence within the framework of induction days for first-year students.</p> <p>The working group has been appointed.</p> <p>A student survey has been prepared and carried out.</p>	Activities are being carried out.		Activities are further specified at the systemic level of trusted persons at member institutions.	2030	Member institutions
	A report with an analysis of the survey results and proposed measures.	0	1	2030	Working group appointed by the Rector	

OBJECTIVE 7

INCLUSIVE COMMUNICATION

MEASURE	INDICATOR	INDICATOR BASELINE VALUE	INDICATOR TARGET VALUE	DEADLINE	RESPONSIBLE FOR IMPLEMENTATION
Preparation of comprehensive guidelines for inclusive language that takes into account gender, disability, and racial and ethnic background. The guidelines are published on the UM website. Preparation of shorter, practical summaries of the guidelines, tailored separately for all staff, for professional services, and for the public relations office.	Preparation of guidelines on inclusive language and adoption of guidelines for inclusive language use.	There are existing guidelines specifically related to the recognition and acknowledgement of the diversity of gender identities and the inclusion of transgender and non-binary persons. General guidelines on inclusive language do not yet exist.	The guidelines are adopted and publicly published. Summaries of the guidelines are prepared for leadership and professional services.	2030	Working group, UM leadership, leadership of UM member institutions, ORŠZ
Development of recommendations for inclusive visual communication on websites and in promotional materials. It is essential that visual communication reflects the diversity of the academic community and avoids stereotypical representations of specific groups.	Recommendations for inclusive visual communication at the University of Maribor have been prepared and adopted.	The recommendations do not exist.	The recommendations are developed, approved, and integrated into the University of Maribor's communication policy.	2030	Working group, OKROJ, ORŠZ
Ensuring accessibility of information for persons with different types of disabilities (e.g., designing websites that are adapted for people with sensory impairments).	Level of compliance of the University of Maribor's websites with accessibility principles and the number of adjustments implemented.	Low accessibility.	The University of Maribor's websites achieve higher accessibility; key adjustments for persons with sensory impairments are implemented.	Permanent activity	OKROJ

OBJECTIVE 7

INCLUSIVE COMMUNICATION

MEASURE	INDICATOR	INDICATOR BASELINE VALUE	INDICATOR TARGET VALUE	DEADLINE	RESPONSIBLE FOR IMPLEMENTATION
Examination of possibilities for providing Slovene Sign Language interpretation at events.	Number of events for which Slovenian Sign Language interpretation is provided.	A transcript option for online training sessions is available.	The University of Maribor establishes a protocol for ensuring event interpretation (depending on feasibility).	2030	OKROJ
Training on (gender) inclusive language, recognising stereotypical linguistic and visual representations, inclusive and accessible use of visual elements, and accessibility of information for persons with different forms of disability.	Number of trainings conducted and number of participants.	1	2	2030	Izpopolni UM courses, Student Hub
Promotion of the Guidelines for Employees at UM for Supporting the Diversity of Gender Identity, which raise awareness of the complexity of gender identity and present options for inclusive communication.	Number of promotional activities carried out (presentations, workshops, communication campaigns).	0	1	Permanent activity	Member institutions
Examination of possibilities for offering appropriate gender options in employment contracts, forms, certificates, and other individual documents.	A feasibility analysis and a proposal of solutions regarding gender designation in contracts, forms, and certificates have been prepared.	0	The analysis has been carried out; adjustments have been introduced in the University of Maribor's forms and internal acts, where necessary.	By 2030	RCUM, Legal Office, leadership

OBJECTIVE 8

RESPONDING TO CRISIS SITUATIONS

MEASURE	INDICATOR	INDICATOR BASELINE VALUE	INDICATOR TARGET VALUE	DEADLINE	RESPONSIBLE FOR IMPLEMENTATION
<p>In alignment with national-level policies, UM examines possibilities for enrolling students who, due to war or other crisis conditions in their home countries, are unable to pursue higher education (including students from non-EU countries).</p> <p>Active participation of UM in organising and implementing educational and cultural events aimed at understanding global crises and promoting solidarity.</p>	<p>Number of adapted enrolment procedures and number of admitted students from crisis areas.</p> <p>Number of educational and cultural events in which UM member institutions participate as organisers or co-organisers, with a focus on global crises and solidarity.</p>	<p>Adapted procedures are not formally and regularly established.</p> <p>The University of Maribor does not have systemically established participation in these events.</p>	<p>An adapted enrolment procedure is established, and enrolment is enabled for a minimum number of students from crisis areas in accordance with the national regulations.</p> <p>Organisation of educational programmes, round tables, cultural events, discussions, and exhibitions on the topic of global crises and solidarity at the faculties, depending on capacities.</p>	<p>Depending on capacities and in accordance with national regulations.</p> <p>2030</p>	<p>Leadership</p> <p>Member institutions</p>

OBJECTIVE 9

MONITORING AND EVALUATION OF THE PLAN'S IMPLEMENTATION

MEASURE	INDICATOR	INDICATOR BASELINE VALUE	INDICATOR TARGET VALUE	DEADLINE	RESPONSIBLE FOR IMPLEMENTATION
<p>Regular (annual) evaluation of the plan's implementation, resulting in a report that includes an overview of implemented measures, analysis of indicators, identification of challenges, and preparation of recommendations for the next period.</p> <p>The report on the plan's implementation is adopted by the UM Quality Assessment Committee, which formally informs UM leadership and member institutions and publishes the report on the UM website.</p>	<p>Appointment of an evaluation working group.</p> <p>Evaluation carried out.</p> <p>Informing the UM leadership and member institutions about the evaluation report.</p>	<p>The evaluation working group has not been appointed.</p> <p>No evaluations have been carried out.</p> <p>No briefings carried out.</p>	<p>The evaluation working group has been appointed.</p> <p>5 annual evaluations for the period 2026–2030 have been carried out, along with a report that includes an overview of the measures implemented, an analysis of indicators, identification of challenges, and preparation of recommendations for the next period.</p> <p>5 briefings on the evaluation report (one annually for the period 2026–2030)</p>	<p>By October 2026.</p> <p>The first evaluation shall be carried out in the first half of 2027 for the year 2026 and shall continue annually following the same approach until 2031.</p> <p>First after completion of the evaluation for 2026, and then annually until the evaluation for 2030 is concluded.</p>	<p>Working Group for Monitoring the Action Plan, ORŠZ, ORUD, KOKU</p> <p>Working Group for Monitoring the Action Plan, ORŠZ, ORUD, KOKU</p>