

# **Gender Equality Plan for Comenius University**

## INTRODUCTION

Fairness is one of the core values that Comenius University Bratislava is committed to and embraces as the basis of all its activities and endeavours. In accordance with its core values, the University creates an environment, “where all people are treated equally and with respect, and the fundamental rights and freedoms of each and every person are respected, regardless of work and function, gender, ethnic origin, religion, the field of study, form, method or degree of study”<sup>1</sup>. Equality between people, including equality between women and men, i.e. gender equality, can be seen as one of the basic requirements for the fulfilment of the idea or principle of fairness. Gender equality means first and foremost treating women and men fairly, which can mean equal treatment or different but equivalent treatment in terms of rights, benefits, responsibilities and opportunities. This is based on the principle that all people have the right to freely develop their abilities and to choose from options without various restrictions. The different behaviours, aspirations and needs of women and men are recognised, valued, taken into account and promoted equally and without discrimination.<sup>2</sup> Gender equality also means a fair and equal distribution of duties and rights, participation in management and decision-making processes, and equal opportunities for personality and talent development, career growth and private life. The focus is on the social status equality of women and men by eliminating existing forms of inequality and discrimination against women at the social level.

Even in academic and research organisations, and Comenius University is no exception, several forms of inequality between women and men are discernible and identifiable. The “leaky pipeline” phenomenon can be observed, i.e. the gradual decline of women towards higher academic ranks and positions. Although there are generally more women than men studying at higher education institutions, their share in scientific research is decreasing. Not only vertical but also horizontal gender segregation persists in science fields, which does not create space for diversity in science and research and reduces the inclusiveness extent of higher education and the quality of research. The quality of research is also lost if the gender dimension is overlooked in the research and education content itself.

Therefore, gender equality has become the subject of intense interest in European science and higher education policy in recent decades. The strategy of promoting women at the individual level has yielded some positive results, but this is not enough if the institutions themselves and their culture do not reflect it. If the promotion of gender equality is to be taken seriously, it requires a cultural and structural change and focuses on the entire system in which scientific knowledge and its expansion take place, but also on the institutional and cultural conditions of scientific and educational work. Research and academic institutions themselves play a central role in this change, and gender equality plans are a tool to help them make the change.

The Gender Equality Plan for CU being submitted also has the ambition to become an instrument for promoting gender equality, both in terms of equity (balanced distribution of rights and duties, opportunities and influence) and in terms of improving the quality of research. The goals and actions defined in the plan are intended to help initiate changes that will eventually result in the creation of an open, supportive, inclusive and non-discriminatory environment for all staff and students at Comenius University and its faculties.

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<sup>1</sup> Internal Regulation No. 23/2021 Internal System for Quality Assurance of the Higher Education of CU:  
[https://uniba.sk/fileadmin/ruk/legislativa/2021/Vp\\_2021\\_23.pdf](https://uniba.sk/fileadmin/ruk/legislativa/2021/Vp_2021_23.pdf)

<sup>2</sup> <https://www.gender.gov.sk/aktivity/temy/zakladne-pojmy/rodova-rovnost/>

## 1. GENDER EQUALITY AS A POLITICAL PRIORITY IN THE EUROPEAN RESEARCH AREA

The issue of gender equality in science and research, as well as in higher education, has long been one of the important areas of European science and higher education policy. The initiative in this direction came primarily from EU institutions. As early as 1997, the European Commission formulated an important strategic goal in its communication *“Women and Science - Mobilising Women to Enrich European Research”* to achieve gender equality in science and research through systematic and broad support for the participation of women in the European Research Area (ERA). To support this goal, a group of experts was created, known as the Helsinki Group, which still operates at the European Commission’s Directorate-General for Research and Technology.<sup>3</sup>

In the two decades that followed, gender equality was part of practically all major EU policies related to the European Research Area.<sup>4</sup> However, a Commission Communication from 2020 (*A New Era for Research and Innovation*) points out that despite the continued focus of EU policies on gender equality in research and innovation, progress is slow and still insufficient.<sup>5</sup> Following this declaration, the European Commission again includes gender equality among the priorities for the further development of the European Research Area and also defines a practical method for achieving this goal. This is defined by the creation of inclusive gender equality plans together with Member States and interested parties to promote gender equality in EU research and innovation.

The issue of gender equality is reflected in other recently adopted documents on the construction of the European Research Area. *The Research and Innovation Pact* identifies gender equality as one of the six common values and principles underpinning the European Research Area. It also emphasises the need to consider diversity more broadly. Key actions of the Pact include promoting wider participation of women in science and innovation and eliminating inequalities related to gender, racial or ethnic origin, religion or belief, health disadvantages, age or sexual orientation.<sup>6</sup> Following the initiative of the Slovenian EU Council Presidency, the ERA member states signed the *Ljubljana Declaration on Gender Equality in Research and Innovation* in November 2021. In addition to reiterating the importance of this topic, the Declaration also highlighted the role of cooperation, the exchange of experience or the use of European resources, including structural funds, to promote gender equality in research.<sup>7</sup>

On a practical level, promoting gender equality in the ERA is mainly implemented through research and innovation framework programmes. Previous programmes have already called for the integration of the gender dimension into the research and innovation context, for gender balance in evaluation panels and provided specific resources to fund measures to promote gender equality in research. Horizon Europe adds to these tools the requirement that public sector institutions have a Gender Equality Plan (GEP) in place, which is an eligibility criterion for participation in the programme.

At the end of this section, we must not leave out politics at the national level. *The State Strategy for Equality between Women and Men and Equal Opportunities in the Slovak Republic for the years 2021–2027* includes among its operational goals support for higher representation of women in the field of science, research and higher education. However, the Action Plan intended to support the implementation of this Strategy does not contain any specific measures in this area.<sup>8</sup>

<sup>3</sup> <https://ec.europa.eu/transparency/expert-groups-register/screen/expert-groups/consult?>

<sup>4</sup> A comprehensive overview of EU documents on gender equality in research can be found here: <https://epws.org/eu-documents-on-women-and-science/>

<sup>5</sup> <https://eur-lex.europa.eu/legal-content/SK/TXT/?uri=CELEX%3A52020DC0628&qid=1642520375616>

<sup>6</sup> [https://ec.europa.eu/commission/presscorner/detail/en/IP\\_21\\_6270](https://ec.europa.eu/commission/presscorner/detail/en/IP_21_6270)

<sup>7</sup> <https://www.srk.sk/sk/aktuality/542-lublanska-deklaracia-o-rodovej-rovnosti-vo-vyskume-a-inovaciach>

<sup>8</sup> <https://www.slov-lex.sk/legislativne-procesy/SK/LP/2020/668>

## **2. STARTING POINTS FOR THE STRUCTURE OF THE GENDER EQUALITY PLAN: FROM SUPPORTING WOMEN TO STRUCTURAL AND CULTURAL CHANGE**

In drawing up the CU Gender Equality Plan we lean heavily on the recommendations and practices developed by the European Commission in this area.<sup>9</sup> In contrast to earlier approaches, which focused primarily on the advancement of women in science, interest today is focused on the institutions themselves in which women (and men) conduct scientific research. An approach called cultural and structural change takes centre stage.<sup>10</sup> This is based on the realisation that the individual promotion of women is not sufficient, and that it is therefore necessary to concentrate on the institutions and the system in which scientific knowledge has an effect.

The structural change mainly relates to the setting of working conditions and career development rules, the selection and hiring of male and female workers and the selection of people for managerial positions. The cultural and structural change relates to raising awareness of gender in/equality, developing knowledge and skills related to gender issues, eliminating stereotypes and prejudice, promoting the value of equality and inclusivity and creating a supportive work environment.

Research and academic institutions themselves play a central role in supporting these changes, with an emphasis on the gender perspective, i.e. attention is paid to both women and men.<sup>11</sup>

The main tool of the changes mentioned is the Gender Equality Plan, in which the institutions will define concrete measures to promote gender equality. The Commission recommends that these measures cover the following five areas of intervention:

- work-life balance, organisational culture;
- gender balance in management and decision-making (leadership);
- gender equality in recruitment and career development;
- integration of the gender dimension into research and teaching content;
- actions against gender-based violence, including sexual harassment.

The areas of intervention mentioned are only recommendations; institutions can adapt the structure of the goals and activities to their own initial conditions and needs.

To ensure that the adoption of the Gender Equality Plan is not merely declarative, the European Commission requires the fulfilment of four conditions, which are referred to as binding “building blocks”:

- The Plan must be posted on the institution’s website and signed by a senior management representative.
- By adopting the Plan, the institution commits to providing resources (both financial and human) for its implementation.
- To support the implementation of the Plan, the institution will ensure the collection of gender-disaggregated data on staff (including students) and their monitoring.
- To achieve the necessary change in organisational culture, institutions should include in the Plan training aimed at raising awareness of gender equality and unconscious gender bias.

The indisputable advantage of the approach described above, in addition to its comprehensive character, is that it leads to better use of human resources, increases the quality of research and

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<sup>9</sup> <https://op.europa.eu/sk/publication-detail/-/publication/ffcb06c3-200a-11ec-bd8e-01aa75ed71a1>

<sup>10</sup> See Tenglerová, H. (ed.): *Genderová rovnost ve vědě, výzkumu a vysokém školství*. (Gender equality in science, research and higher education.) Institute of Sociology of the Czech Academy of Sciences, scientific research institution, Prague 2018

<sup>11</sup> See Viznerová, H., Linková, M.: *Proč a jak na genderovou rovnost ve vědě*. (Whys and hows in terms of gender equality in science.) Institute of Sociology of the Czech Academy of Sciences, scientific research institution, Prague 2013.

improves the conditions for scientific work for women and men. This creates space for synergies with other strategies that institutions implement in the field of HR development, in particular the Human Resources Strategy for Researchers.

### **3. HOW THE GENDER EQUALITY PLAN FOR CU WAS BUILT**

The creation of the CU Gender Equality Plan is closely linked to the implementation of the Equal4Europe Project.<sup>12</sup> The aim of this Project, supported by the Horizon 2020 programme, is to contribute to the creation and initial phase of the implementation of gender equality plans at partner institutions. At Comenius University, the Project shall be implemented at the Faculty of Arts, which is the most important research workplace at CU, and at the Faculty of Management. The Project focuses on the specifics of implementing gender equality plans in higher education in the fields of management, economics and other social sciences and humanities. The know-how acquired, as well as the amount of data collected within the project activities, allowed to create a good basis also for the Gender Equality Plan at the level of CU as a whole.

Of particular importance in this context was the mapping of the current state of gender equality at CU, in the context of which data was collected not only for the faculties involved but for the entire University. The topics of the mapping were working conditions and career development opportunities for women and men, gender balance in decision-making processes and gender perspectives in research and teaching. In addition to collecting quantitative data for the whole CU, the mapping included a survey of staff and students from the Faculty of Arts CU and the Faculty of Management CU. The Project team also conducted research into gender equality plans at selected foreign universities, based on which they created a database of possible measures.

The outcomes of the above activities were then used as input to the working group set up to create the CU Gender Equality Plan, with the following group members:

- Assoc. Prof. PhDr. Mariana Szapuová, PhD., Vice-Dean for Admission, Continuing Education and Public Relations and a member of the Equal4Europe Project Team
- Assoc. Prof. MSc. Jana Kajanová, PhD., Vice-Dean for Projects and Development at FM CU
- Mgr. Zuzana Lisoňová, Head of the Projects Office of CU and a member of the Equal4Europe Project Team
- Mgr. Silvester Krčméry, PhD., Coordinator for Human Resource Strategy for Researchers of CU
- Mgr. Andrea Fábiková, PhD., a member of the Equal4Europe Project Team
- Mgr. Janka Kottulová, PhD., a member of the Equal4Europe Project Team

The working group defined the main areas of intervention and the objectives of the Plan and compiled a set of actions designed to help achieve them. The Plan proposal was publicly presented at the event “Human Resources and Gender Equality at CU: Current Status and Future Strategies”, which took place on 26 November 2021.

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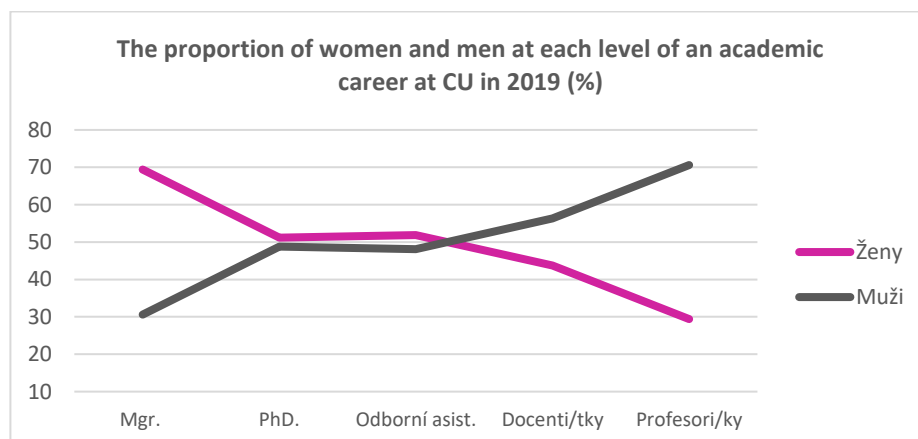
<sup>12</sup> The Project was supported by the Horizon 2020 programme (Project Contract No. 872499). For further information on the Project visit [www.equal4europe.eu](http://www.equal4europe.eu).

#### 4. AREAS OF INTERVENTION AT COMENIUS UNIVERSITY BRATISLAVA

The selection of key objectives and relevant actions for the CU Gender Equality Plan is primarily based on the institutional analysis carried out by the Equal4Europe Project Working Group in 2019–2021. The key takeaways from this analysis of the state of gender equality at CU are as follows:

- The amount of data relevant to assessing the state of gender equality in the institution is not available or is paper-only and not digitised.
- As for the academic personnel, the so-called margin squeeze, i.e. significant decline in the proportion of women in higher academic ranks, is very prominent. While women have a slight predominance in the position of “Research Assistant” at Comenius University (561 men and 605 women held this position in the 2018/19 academic year), men already predominate in the position of “Associate Professor” (in the 2018/19 academic year 271 male and 211 female associate professors worked at CU) and clearly dominate in the functional positions of professors (in the 2018/19 academic year there were 218 male professors and only 90 female professors at CU). Women are also significantly underrepresented in management positions. In the more than 100-year history of CU, only men have been rectors and women have held the post of dean much less frequently than men. The weak representation of women also applies to the scientific boards (women comprised only 19% of the University Scientific Board in 2019, and the average proportion of women in the scientific boards of individual faculties is around 30%).

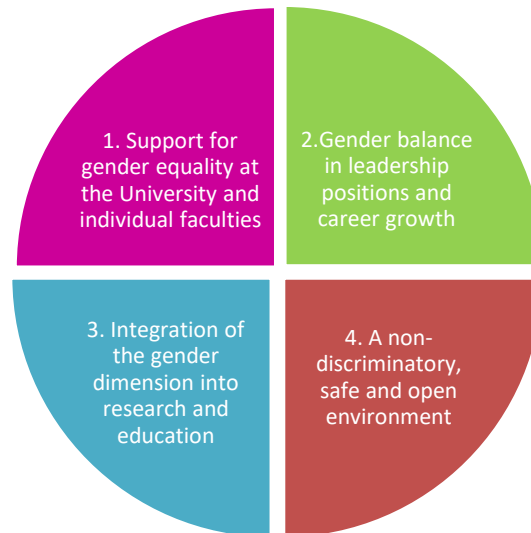
Fig. 1: Margin squeeze at Comenius University



- At CU there is no active institutional support for integrating the gender perspective into research and education. Individual researchers are devoted to the topic of gender, but it is a matter of their own initiative. The CU Faculty of Arts has a Centre for Gender Studies and several courses in feminist philosophy and gender studies are available.
- Lack of an active gender equality policy and targeted measures to prevent and eliminate sexual harassment. A fundamental step in this area is the inclusion of the issue of sexual harassment in the updated form of the CU Code of Ethics, which is part of the Internal System for Quality Assurance of the Higher Education of Comenius University Bratislava, adopted in November 2021 (the prohibition of sexual harassment was already stipulated in the ethics codes of some faculties, e.g. FARS CU). However, it is necessary to put mechanisms in place to report and prevent such behaviour.

**Based on the available evidence, four priority areas for the CU Gender Equality Policy have been identified, with specific objectives and detailed actions linked to them:**

*Fig. 2: Areas of intervention of the CU Gender Equality Plan*



### **1 Support for gender equality at the University and individual faculties**

As Comenius University has a highly decentralised management system, it makes sense to implement a number of measures to promote gender equality more at the individual faculty level. Therefore, one of the objectives of the Gender Equality Plan is to create a support network helping with the creation and implementation of faculty gender equality plans. One of the focal points is also the identification of relevant indicators that will be part of the data collection to assess the state of gender equality at the University.

### **2 Gender balance in leadership positions and career growth**

The first step towards increasing the representation of women in governing bodies and university and faculty self-government bodies is to identify the barriers that prevent women academics from applying for managerial positions. When promoting professional advancement for women and men, it must be taken into account that it is primarily women who interrupt their employment due to parental leave. One of the planned actions is therefore the creation of procedural recommendations to support employees after returning from parental leave.

### **3 Integration of the gender dimension into research and education**

One of the objectives of the Gender Equality Plan is to raise awareness of the importance of gender as an important research category. For this purpose, internal training courses and workshops are planned, as well as the establishment of an online platform with information resources and materials. It is also important to create a university network that brings together researchers who are already active in gender-oriented research. Separate courses, specifically for the individual university levels, are intended to familiarise prospective scientists with the gender dimension of research.

#### 4 A non-discriminatory, safe and open environment

According to the first nationwide survey on the occurrence of sexual harassment at higher education institutions, carried out by the Institute for Labour and Family Research in 2019/2020, up to 76% of students experienced gender-specific harassment during their studies at the current higher education institution, 46% with unwanted sexual attention and 3% faced with sexual assault. At the same time, only 12% of the participating students agreed that their university sufficiently informed them about sexual harassment.<sup>13</sup> Planned actions in this area include the development of a clear and binding policy on the prevention and elimination of sexual harassment. The use of gender-balanced language in the University's official communication, the organisation of popularisation activities aimed at raising the profile of women scientists and the strengthening of the academic community's commitment to gender equality and diversity are intended to contribute to the promotion of a culture tolerance, openness and equal opportunities.

The Gender Equality Plan is not just a declarative, ideological document, but rather a set of commitments and actions aimed at promoting gender equality in the institution through sustainable structural change.<sup>14</sup> Specific, time-bound activities with corresponding responsibilities are assigned to the individual goals.

The implementation level of its execution is also an essential starting point for determining the actions of the Plan. As the Plan is implemented at the central level, it only contains measures that are within the reach of the central level of the University management. Many of the measures that are essential for the fulfilment of the defined objectives must be implemented at the level of the faculties as employers. The purpose of the Plan is therefore to support the faculties in defining their own measures.

#### 5. OBJECTIVES AND ACTIONS OF THE CU GENDER EQUALITY PLAN

**Time horizon for the Plan implementation: 2022–2024**

**Objectives and sub-objectives:**

<b>Objective No. 1: To create conditions for the implementation of measures to promote gender equality at CU and its faculties</b>	<b>Objective No. 2: To create conditions for the career growth of women researchers and a balanced representation of women and men in decision-making and managerial positions</b>
1.1 Creation of support structures for the implementation of the Gender Equality Plan at the CU faculties 1.2 Data collection in areas relevant to gender equality and their presentation	2.1 Measures to support the career growth of women researchers 2.2 Measures to increase the proportion of women in management and decision-making bodies
<b>Objective No. 3: To promote the integration of the gender dimension into research and education across disciplines and specialisations</b>	<b>Objective No. 4: To develop a non-discriminatory organisational culture and an open and safe work environment that supports gender equality</b>

<sup>13</sup> Source: A. Kuruc - V. Valkovičová: Čo so sexuálnym obťažovaním? (What about sexual harassment?)

University Handbook. IVPR (Institute for Labour and Family Research), Bratislava, 2020. Available online:

[https://www.totojеровnost.eu/downloads/Co\\_so\\_sexualnym\\_obtazovanimPrirucka\\_pre\\_vysoke\\_skoly.pdf](https://www.totojеровnost.eu/downloads/Co_so_sexualnym_obtazovanimPrirucka_pre_vysoke_skoly.pdf).

<sup>14</sup> This is how the nature of a gender equality plan is defined in the Horizon Europe Guidance on Gender Equality Plans, published by the European Commission. European Commission, 2021. Available online: <https://op.europa.eu/sk/publication-detail/-/publication/ffcb06c3-200a-11ec-bd8e-01aa75ed71a1>).



<p>3.1 Measures to support the integration of gender into research and education</p> <p>3.2 Measures to support the implementation of gender-oriented research</p>	<p>4.1 Measures to prevent discrimination and sexual harassment</p> <p>4.2 Measures to support the work-life balance</p> <p>4.3 Raising attention to and awareness of the importance of gender equality in the academic environment</p>

**OBJECTIVE No. 1: TO CREATE CONDITIONS FOR THE IMPLEMENTATION OF MEASURES TO PROMOTE GENDER EQUALITY AT CU AND ITS FACULTIES**

Sub-objective	Measure	Units involved (highlighted responsible unit)	2022	2023	2024
1.1 Creation of support structures for the implementation of the Gender Equality Plan at the CU faculties	1.1.1 Creation of a network of gender equality contact points at the CU faculties. Training and long-term support for this network	<b>Projects Office of the ROCU</b> Centre for Gender Studies of FARS CU	Identification of the contact point at each faculty of CU and an introductory meeting	Meeting twice a year	Meeting twice a year
	1.1.2 Creation of a permanent and self-financed position for a contact person for gender equality	<b>Projects Office of the ROCU</b> Centre for Gender Studies of FARS CU CU Rector's Office	Provided via E4E Project	Provided via E4E Project	Creation of positions at the Projects Office of the ROCU
	1.1.3 Scheduling of regular meetings following the development of the Gender Equality Plan with key male/female actors from the University management and with senior management to strengthen responsibility for the Gender Equality Plan and maximize its impact	<b>Projects Office of the ROCU</b>	Creation of the plan with the affected actors	Meeting twice a year	Meeting twice a year
1.2 Data collection in areas relevant to gender equality and their presentation	1.2.1 Definition of a set of indicators that will be part of the collection of data on gender equality at CU and the processes of their collection. Expected areas of data collection: <ul style="list-style-type: none"> <li>• structure of students and employees of CU</li> <li>• career breaks</li> <li>• gender-driven pay gap</li> <li>• selection process and career advancement</li> <li>• participation in projects</li> <li>• participation in educational activities</li> <li>• research achievements</li> </ul>	<b>Section for Quality</b> (the setting of indicators and data collection processes) Working Group preparing the Gender Equality Plan of CU Projects Office of the ROCU Work Economy Office <b>Centre for Gender Studies of CU</b> (reporting)	Identification of data sources and defining the scope and collection processes	Pilot data collection Preparing a report on gender equality at CU	Data collection Preparing a report on gender equality at CU

**OBJECTIVE No. 2: CREATING CONDITIONS FOR THE CAREER GROWTH OF WOMEN RESEARCHERS AND A BALANCED REPRESENTATION OF WOMEN AND MEN IN DECISION-MAKING AND MANAGERIAL POSITIONS**

Sub-objective	Measure	Units involved (highlighted responsible unit)	2022	2023	2024
2.1 Measures to support the career growth of women researchers	2.1.1 Preparation of recommendations for the introduction of procedures and measures to support employees after their return from parental leave, and their communication to managers and relevant administrative departments	<b>Centre for Gender Studies of FARS CU</b> Faculty of Management CU HRS4R Coordinator	-	Formulating recommendations based on survey results. (Action 4.2.1) Communication campaign	Communication campaign
	2.1.2 Preparation of recommendations for avoiding gender bias in selection procedures, habilitation and inauguration procedures and training of managers in relevant administrative departments	<b>HRS4R Coordinator</b> Department of Scientific and Research Activities and Doctoral Studies Centre for Gender Studies of FARS CU	Review of existing criteria and processes	Formulating recommendations to strengthen open, transparent and result-oriented recruitment	Training for employees involved in selection processes, habilitation and inauguration procedures
2.2 Measures to increase the proportion of women in management and decision-making bodies	2.2.1 Conducting a survey of women academics with the aim of determining the subjective perceptions of barriers that prevent them from occupying (or even applying for) managerial and decision-making positions and which support measures they would welcome	<b>Faculty of Management CU</b> Centre for Gender Studies of FARS CU Department of Scientific and Research Activities and Doctoral Studies HRS4R Coordinator	Conducting research, writing and publishing an assessment report	Proposing measures to remove barriers and support women in applying for managerial and decision-making positions	Monitoring the proportion of female candidates applying for managerial and decision-making positions and the proportion of women in these positions

**OBJECTIVE No. 3: PROMOTING THE INTEGRATION OF THE GENDER DIMENSION INTO RESEARCH AND EDUCATION ACROSS DISCIPLINES AND SPECIALISATIONS**

Sub-objective	Measure	Units involved (highlighted responsible unit)	2022	2023	2024
3.1 Measures to support the integration of gender into research and education	3.1.1 Internal training aimed at integrating the gender perspective into research and strengthening the recognition of its economic, social and innovative value	<b>Projects Office of the ROCU</b> Centre for Gender Studies of FARS CU A network of researchers conducting gender-oriented research	1 training course for academics 1 training course for the project departments	1 training course for academics 1 training course for the project departments	1 training course for academics 1 training course for the project departments
	3.1.2 Creation of a handbook and the organisation of workshops for the integration of the gender perspective into the design of the study programmes and in the curricula of individual courses as well as in the teaching process to support the teachers	<b>Centre for Gender Studies of FARS CU</b> A network of researchers conducting gender-oriented research	Creation of a Manual 1 workshop for teachers	1 workshop for teachers	Questionnaire on the use and effectiveness of tools 1 workshop for teachers
	3.1.3 Creation of an internal online platform with information resources and training materials on integrating the gender perspective into education and research	<b>Centre for Gender Studies of FARS CU</b> A network of researchers conducting gender-oriented research	Creation of platform content	Updating the platform content	Updating the platform content
	3.1.4 Inquiry on the gender dimension of research as a mandatory part of the CU doctoral students and young researchers grant application	<b>Department of Scientific and Research Activities and Doctoral Studies of the ROCU</b> Centre for Gender Studies of FARS CU	Review of the possibility of including questions in the application	Updating the application form Provision of information to applicants (following the activity 3.1.3)	Provision of information to applicants (following the activity 3.1.3)
	3.1.5 Creation of both introductory and postgraduate training tools/courses for all levels of	<b>Centre for Gender Studies of CU</b> Faculty of Management CU A network of researchers	Organisation of 2 courses for doctoral	Pilot organisation of 2 courses for master's students	Pilot organisation of 2 courses for undergraduate

	university education on sex and gender as research variables	conducting gender-oriented research	students	Continuation of the course for doctoral students	students Continuation of the course for doctoral and master's students.
3.2 Measures to support the implementation of gender-oriented research	3.2.1 Creation of a university network of researchers who conduct gender-oriented research	<b>Centre for Gender Studies of FARS CU</b>	2 events per year	2 events per year	2 events per year

**OBJECTIVE No. 4: TO DEVELOP A NON-DISCRIMINATORY ORGANISATIONAL CULTURE AND AN OPEN AND SAFE WORK ENVIRONMENT THAT SUPPORTS GENDER EQUALITY**

Sub-objective	Measure	Units involved (highlighted responsible unit)	2022	2023	2024
4.1 Measures to prevent discrimination and sexual harassment	4.1.1 A clear, binding and publicly communicated policy on preventing and resolving sexual harassment: development of a document (manual) providing specific advice on preventing sexual harassment, how to deal with cases of sexual harassment, and examples of prohibited behaviours	<b>CU Rector's Office</b> Centre for Gender Studies of FARS CU Ethical Board Psychological Counselling Centre CU	Document preparation	Publication of the document on the CU website	Introducing of recommended procedures into practice
	4.1.2 Training for ethical committee members on how to deal with sexual harassment (to increase the competence of ethical committees in dealing with cases of sexual harassment)	<b>CU Rector's Office</b> Centre for Gender Studies of FARS CU Ethical Board Partner institutions from the external environment	-	1 training course	1 training course
	4.1.3 Designing an effective reporting system: creating a central digitised system for recording formal and informal complaints	<b>CU Rector's Office</b> Centre for Gender Studies of FARS CU Ethical Board Centre for Information	System design	Pilot implementation of the system	Existence of a functioning system, and monitoring of the number of complaints

		Technologies CU			
<b>4.2 Measures to support the work-life balance</b>	4.2.1 Carrying out a survey on the compatibility of private and working life. Analysis of the situation of employees returning from parental leave. Analysis of the conditions and personnel policy at CU with regard to the compatibility of private and working life.	<b>Faculty of Management CU</b> Centre for Gender Studies of FARS CU Department of Scientific and Research Activities and Doctoral Studies HRS4R Coordinator	Conducting a survey and reporting	-	-
<b>4.3 Raising attention to and awareness of the importance of gender equality in the academic environment</b>	4.3.1 Use of gender-balanced language in the University's official communication channels. Training of employees adding content to the University's official communication channels on the use of gender-balanced language	<b>External Relations Section of the ROCU</b> Centre for Information Technologies of the ROCU Centre for Gender Studies of FARS CU	Monitoring of the official communication of the University from the gender perspective	1 training course Exploring the possibility of using gender-balanced language in the CU information systems and forms	1 training course
	4.3.2 Creation of a publicly accessible website on gender equality at CU (including information sources, information overviews, etc.)	<b>Centre for Gender Studies of FARS CU</b> External Relations Section (ERS) A network of researchers conducting gender-oriented research	Content creation and page publishing	Page update	Page update
	4.3.3 Evaluation of popularisation activities in terms of women's representation in those activities. Supporting women's participation in cross-disciplinary popularisation activities, creation of a range of media channels featuring women researchers	<b>External Relations Section of the ROCU</b> Centre for Gender Studies of FARS CU A network of researchers conducting gender-oriented research	Evaluation of existing popularisation activities Suggestion for additional activities	Conducting of popularisation activities	Conducting of popularisation activities
	4.3.4 Organisation of a diversity day/week with the aim of raising awareness of gender equality and diversity issues, the fight against gender bias and homophobia and strengthening the academic	<b>External Relations Section of the ROCU</b> Centre for Gender Studies of FARS CU Project ENLIGHT A network of researchers	1 event	1 event	1 event

	community's commitment to gender equality and diversity	conducting gender-oriented research Student initiatives			
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