





# University of Novi Sad achievement plan for gender equality

## Gender Equality Committee at the University of Novi Sad

1. Prof. Dr. Dejan Madić, Rector (by function)
2. Prof. Dr. Ivana Kovačić
3. Prof. Dr. Višnja Đorđić
4. Prof. Dr. Vladislava Gordić-Petković
5. Prof. Dr. Zorana Lužanin
6. Prof. Dr. Senad Jašarević
7. Prof. Dr. Artur Bjelica
8. Ass.prof. Dr. Katarina Kanurić
9. Ass.prof. Dr. Karolina Lendak-Kabok
10. Dragana Vujović
11. Dr. Vladimir Todorovic
12. Johana Tot

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# 1. Introduction

The University of Novi Sad (hereinafter: the University) is an independent higher education and scientific research institution whose mission is the realization of high-quality educational processes, the development of scientific disciplines and the transfer of acquired knowledge into the economy and society. The University is committed to achieving its mission based on successful results in education and scientific research and their application in practice. It also focuses its activities on personal development promoting basic human rights and freedoms, as well as creation equal opportunities, equality and inclusiveness during studies and work. Only in this way can the University realize its vision of being an equal partner in the unique European area of higher education and research and of reaching the highest levels of excellence, i.e., a high position among the best. Success and fairness of research and scientific research organizations conditions the application of gender sensitive knowledge. The term gender-sensitive knowledge in the broadest sense refers to understanding gender patterns and the circumstances under which they arise. If gender inequality is maintained in institutions that communicate knowledge, it can deprive the nature of the knowledge of its far-reaching and layered features. Thus, the pursuit of creating gender sensitive and equitable academic environment is of great importance.

The University is committed to achieving gender equality and to some extent has already integrated gender principles of equality and anti-discrimination policies in its key documents and practices. As an additional step in the direction of strengthening the policy of respect for equality and raising awareness of the gender importance equality, the University Senate, at the initiative of the Rector, at its session on June 24, 2021, formed the Committee for Gender Equality at the University of Novi Sad. Its basic goal is drafting and adopting the Plan of the University of Novi Sad for achieving gender equality.

The Gender Equality Committee, as an expert and advisory body of the Senate, is composed of prominent members from the teaching and non-teaching staff and students from different faculties of the University who have experience and expertise in the field of gender equality.

Within the Committee for Gender Equality, a working group has been formed, which has the task of establishing guidelines of the European Institute for Gender Equality (EIGE) in order to set priority areas which would be covered by this plan. In accordance with the priority areas, the working group prepared an analysis of international and domestic regulations in the field of gender equality, on the basis of which it started research and drafting the plan. After analyzing the national and institutional legal framework, available statistical data for a period of five or ten years was collected (depending on the volume of data that the University was able to make available). This data included the number and structure of employees at the University, while the gender structure of the management collected the working group from the faculty for the purpose of drafting the plan. After

collecting statistical data, gender-sensitive analysis of the same followed. The task of the working group was to compile a questionnaire for Gender Equality assessment of the situation and attitudes of employees in the field of gender equality and gender-based violence, using a questionnaire that was discussed, further corrected and accepted by the Gender Equality Committee. After conducting the research, the working group drafted the Plan of the University of Novi Sad for achieving Gender Equality 2022–2024 and submitted it to the Senate for adoption.

At the session held on December 23, 2021, the University Senate adopted the Plan of the University of Novi Sad for achieving gender equality. The adopted Plan is a strategic action document of the University of Novi Sad and its members, which provides mechanisms for achieving institutional culture of gender equality and the diversity, gender perspective integration into study programs and knowledge transfer on gender equality in community, as well as to improve the quality of life and work at the University, but also to strengthen gender equality in career development - in scientific and artistic research. With the Gender Equality Plan of the University of Novi Sad 2022–2024, the University wants to profile itself as a place of equal opportunities for all (with a special focus on minority groups), with zero tolerance for discrimination, harassment and all forms of inequality.

The plan was prepared in accordance with the regulations of the Republic of Serbia and comprehensive legal and political EU documents incorporated into positive law, primarily:

- Constitution of the Republic of Serbia,
- Law on Ratification of the International Treaty on Civil and Political Rights
- Law on Ratification of the International Treaty on Economic, Social and Cultural Rights,
- Decree on ratification of the Convention on Combating Discrimination in Education,
- Law on Ratification of the Convention on the Elimination of All Forms of Discrimination against women,
- Law on Gender Equality,
- Law on Prohibition of Discrimination,
- Law on Higher Education,
- Labour law,
- Law on Employees in Public Services,
- Law on Prevention of Harassment at Work,
- Strategy for Gender Equality from 2021 to 2030

More about the national and institutional legal framework for achieving gender equality in the territory of the Republic of Serbia and the University of Novi Sad can be read in the study available via the link [www.uns.ac.rs](http://www.uns.ac.rs).

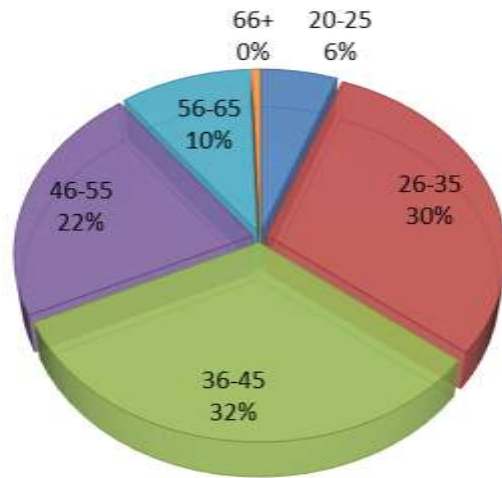
## Research

706 persons (about 13.3% of the University staff) (63.3% of women) took part in filling in the questionnaire, the largest percentage of respondents was between 36 and 45 years old (32.44%), and most of them were teaching staff (i.e. the professors and associates involved in teaching) (77.9%). The largest number of respondents are from the Faculty of Technical Sciences (31.25%), the Faculty of Medicine (17.74%) and the Faculty of Philosophy (16.73%). The research was conducted in accordance with Regulation 2016/679 of the European Parliament and the Commission on 27 April 2016. about the protection of individuals regarding the processing of personal data and the free movement of such data and the revocation of Directive 95/46 / E3 (General Data Protection Regulation). The questionnaire was distributed to all employees of the University, and respondents were able to complete it in the period 12-25. October 2021. Respondents were informed about its purpose and the purpose of data collection, as well as about data processing and storage. The questionnaire was anonymous and voluntary.

After the collected data, the working group made a detailed analysis of statistical data in the field of gender Equality at the University, which is the document attached to the plan, available at the link: [www.uns.ac.rs](http://www.uns.ac.rs).

706 people participated in filling in the questionnaire (about 13.3% of the University staff) (63.3% women), the largest percentage of respondents was between 36 and 45 years of age (32.44%), and most of the teaching staff filled in the questionnaire (i.e., teachers and associates involved in teaching) (77.9%). The largest number of respondents is from the Faculty of Technical Sciences (31.25%), Faculty of Medicine (17.74%) and Faculty of Philosophy (16.73%)

**Graph 1.**  
**Division of respondents by age categories**



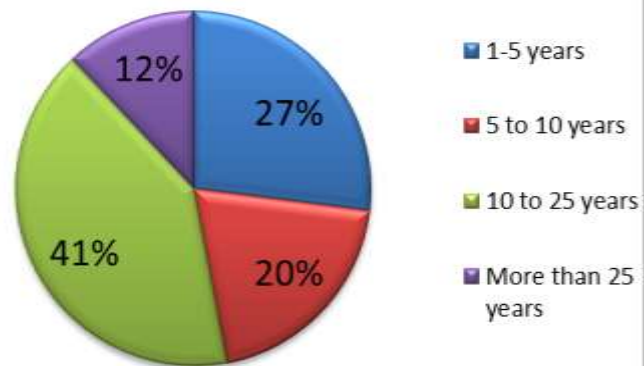
**Graph 2. Division of respondents by work role**



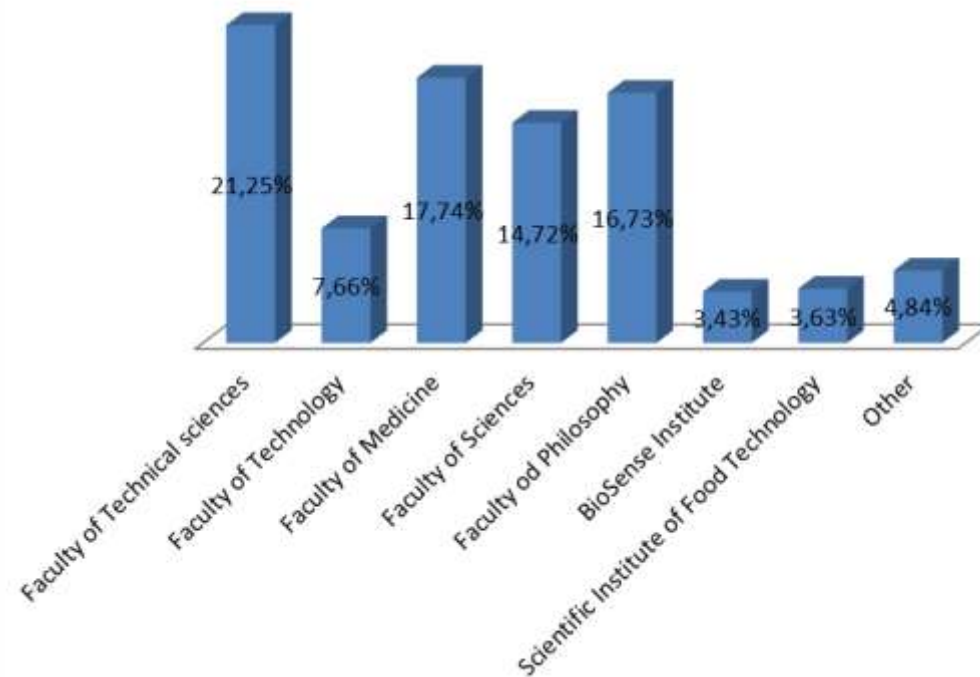
Legend: Other: Senior associate (1.4%), student (0.8%), associates on a project, senior corrector, quality assurance associate, lab technician, foreign language teacher (0.1%).



**Graph 3: Division of respondents by years of service**



**Graph 4: Division of respondents by the institution/faculty where they are employed**



## 2. Priority areas



## 3. Analysis of the Gender Equality situation at the University by priority areas:

### 3.1. Gender Equality in Leadership

Gender analysis of the University management in the past ten years (2011 / 12-2020/21), shows that women are less likely to participate in leadership and decision making. If we look at the gender structure of rector's teams of the University in the period of 2011 / 12-2020/21, we can see that women only represent 26.23% of employees. In the position of a rector there has not been a woman in the past 10 years, and in the vice-rector's office functions the percentage of men ranged 75% -100%. Exceptions are vice-rectors for teaching and student activities, where the percentage of women is 90%.

In the University Senate the distribution of women and men is similar, i.e., 67.67% of all members were male in the past ten years. Only men were elected presidents of the Senate, and in the case of other functions, the percentage of men was significantly higher than that of women. The only exceptions are Chair of the Quality Assurance and Internal Affairs Committee evaluation that were exclusively women (in the period from

2015 / 16–2020 / 21, while the data for previous years is unavailable).

The percentage of women in the University Council is also much lower (32.28%) compared to men (67.72%). Men have exclusively been presidents of the Council for the last ten years and among the members the percentages of men are also higher than those of women (59.46% -81.97%). Exceptions are the vice presidents of the Council who are women in the majority (60%, i.e., out of ten people six were female).

In the deans' offices at the faculties, at the level of entire faculty, in the period from 2016 / 17–2020 / 21, 59.10% of the employees have been men. Deans are men in much greater numbers (64.61%), and in a large number of other functions in the dean's office (vice - dean for investments and cooperation with the economy; vice-dean for science and international cooperation; vice-dean for doctoral studies, vice-dean for undergraduate and master studies, vice-dean for doctoral studies and scientific research work, vice-dean for

material financial operations and vice- dean for scientific research work) men represented the majority (71.42% – 100%). Exceptions are vice-deans for development and finance, where the percentage of women and men is almost equal (51.1% are female). At the vice-dean for business accreditations, self-evaluation and monitoring faculties' work quality (and doctoral studies) the percentage of women is higher (66.67%), as with the vice-dean for teaching (61.66%). There are almost exclusively women vice – deans' functions (vice - dean for specializations and vice-dean for Artistic Work and International Cooperation).

The structure of the dean's office is variable at different faculties. The largest number of women in the dean's office is at the Faculty of Sciences (72%), at the Technical Faculty "Mihajlo Pupin" (70.37%), at the Faculty of Pedagogy in Sombor (62%), Faculty of Philosophy (57.45%) and at the Faculty of Technology (56.66%). The smallest number of women is at the Faculty of Economics (8%), at the Faculty of Civil Engineering in Subotica (10%), at the Faculty of

Agriculture (11.1%), at the Faculty of Sports and Physical Education (12.5%) and at the Faculty of Medicine (27.27%). At the Faculty of Technical Sciences there were no women in the management structure during the considered period.

When it comes to the analysis of the data obtained by the questionnaire for gender equality regarding the views on achievements and opportunities to reach management positions, female teaching and non-teaching staff considers it easier for men to reach leadership positions in the academic community ( $M = 3.55$  (women) and  $M = 2.77$  (men)).

Based on statistics data and attitudes of employees obtained by the questionnaire and in accordance with guidelines of the European Institute for Gender equality, the University sets the following goal:

Achieving gender balance in the leadership of the University and anticipating activities that lead to the achievement of the goal.

**Goal: Achieving gender balance in the leadership of the University and anticipating activities that lead to the achievement of the goal.**

Activities	Activity bearers	Indicators	Types of verification	Time frame		
				2022	2023	2024
1) Increasing the representation of the underrepresented gender in management positions by making a recommendation on participation in all management structures of the University and its members in the percentage of minimally 30%	University Senate	Accepted recommendation	University Senate decision			
2) Organizing annual training sessions for gender equality for employees and students of the University, with the focus on leadership development capacity	Gender equality committee	Number of organized training sessions	Reports on the organized training session			

### 3.2. Gender structure of employees

Analysis of secondary data shows that, at the level of the entire University, women make up a larger number of employees (53.9%). However, if we look at gender distribution depending on the work role, it is noticeable that among teachers and associates, there is no significant difference in the number of employed men (51.7%) and women. Employees in research positions (67.8% women), as well as non-teaching staff (62.3% women) are significantly more of the female gender. On the other hand, a larger number of employed foreigners (associates and teachers) are men (66.7%).

In the distribution of different teaching titles there are inequalities in the number of employed women and men. Men hold more positions as full professors (53%), associate professors (52.3%) and assistant professors (50.1%).

There are also institutional exceptions at the Faculty of Philosophy and the Faculty of Technology, where women make up a significant majority of employees. The percentage of employed women at the Faculty of Philosophy is as follows: teachers 63.7%, associates 64.5%, researchers 71.8%, non-teaching staff 62.7%, total at the Faculty of Philosophy 63.8%. The percentage of employed women at the Faculty of Technology is as follows: teachers 69.2%, associates 66.7%, researchers 84.4%, non-teaching staff 74.4%, total at the Faculty of Technology 74.8%. However, considering the number of full professors at the Faculty of

Philosophy the number is approximately the same: 43 men (46.7%) and 49 women (53.3%). At the Faculty of Technology there are 10 male full professors (37.0%), while 17 are female full professors (63.0%).

At the Faculty of Technical Sciences men are present in significantly greater numbers compared to women in higher positions, and to a lesser extent in lower positions. Out of 110 full professors, the ratio of men and women is 61 to 49, i.e., 69.2% versus 30.8%. The percentage of employed men at FTS by different positions is as follows: teachers 67.1%, associates 59.5%, researchers 49.5%, non-teaching staff 49.8%, i.e., the total at FTS is 59.8%. It is interesting to observe an example of the Technical Faculty "Mihajlo Pupin", where there are no significant differences, as shown by the following percentages of employed men: teaching staff 39.6%, associates 48.3%, researchers 0%, non-teaching staff 15.0%, the entire TF "Mihajlo Pupin" 36.9%.

The results of the questionnaire showed that a higher percentage of women stated that they encounter gender-based discrimination related to employment (9.4%), compared to men (4.2%). Considering that the existence of gender segregation linked to faculties has been determined at the University, as well as within scientific fields, the University determines the following goal in the Gender Equality Plan: Developing an employment system sensitive to gender equality.

**Goal: Developing an employment system sensitive to gender equality at the University**

Activities	Activity bearers	Indicators	Types of verification	Time frame		
				2022	2023	2024
1) Development of instructions for system development sensitive to gender employment equality	Rectorate, Gender equality committee	Prepared instructions	Instructions available on the web platform of the University			
2) Conducting campaigns to encourage women and men to be educated for professions in which they are not traditionally represented	Gender equality committee, Faculty	Conducted campaign	Reports on the organized campaign			

### 3.3. Gender balance in academic career advancement

Analysis of the data obtained by the questionnaire shows that female teaching and non-teaching staff ( $M = 3.77$ ), in relation to male colleagues ( $M = 4.54$ ), to a much lesser extent ( $p < .001$ ) considers that women and men have equal opportunities in achieving the desired goals and that progress in academic careers is more demanding for women's teaching and research staff than for men ( $M = 3.27$  (women) and  $M = 2.17$  (men);  $p < .001$ ). Female teaching and non-teaching staff considered the achievements of women at the University as undervalued to a greater extent ( $M = 2.70$  (women) and  $M = 2.07$  (men)). A significantly higher percentage of the women said they encountered gender-based discrimination in advancement (11.4% compared to men 3.1%).

In terms of project engagement, which contributes to career advancement, results show that women more often apply for projects as team members (77.2%) than men (67.3%), and this difference is not statistically significant

when applying as managers (30.9% of women compared to 34.4% of men (t-test)). However, the men who applied for the projects had a greater chance to be selected, on average they were managers of 1.09 projects per respondent, compared to female colleagues who led an average of 0.76 projects, although there was no statistically significant difference between women and men in the number of projects they have applied to. Based on the guidelines of the European Institute for gender equality and analysis of data from the questionnaire, the goal of the University is: Encouraging gender balance within academic career advancement.



**Goal: Encouraging gender balance in academic career advancement**

Activities	Activity bearers	Indicators	Types of verification	Time frame		
				2022	2023	2024
1) Identifying obstacles for the progress of women through qualitative research at the University	Gender equality committee	Conducted quality research	Report on the research			
2) Promoting and implementing the campaign that contributes to making the gender diversity in research teams more visible and accessible	Rectorate, Faculty, Gender equality committee	Conducted campaign	Report on the promotion and campaign			
3) Marking the International Day of Women and Girls in Science (February 11) and promotion of successful women and girls at the University from the STEM science areas	Rectorate, Faculty, Gender equality committee	Marked the International Day of Women and Girls in Science	Report on the promotion			

### 3.4. Balancing career and family

The majority of respondents (79.6%) said they had no difficulty reconciling family life and academic careers. The differences between men and women are great, i.e., women more often declared these difficulties, at the level of the entire sample (25.3%), (12.0% for men), as in the case of female teachers (25.1%), (11.7% for men).

Furthermore, respondents who have children, significantly more often experienced difficulties in reconciling career and family life, and it especially affects women with children, who in a significantly higher percentage perceive such difficulties (30.8%), compared to male colleagues who have children (10.2%). Also, women perceive negative consequences after returning from absence in a higher percentage (33.6%) compared to men (11.1%). Employees who used maternity leave, childcare leave, special care of a child or other person (35.6%) more often perceive negative consequences after returning from absence, in relation to persons who have used a different type of leave (16.2%). When it comes to childcare leave 43.27% of respondents shortened their childcare leave, usually to avoid downtime and / or difficulty in further progress (46.7%), loss of subjects (37.8%), and due to project obligations (26.7%).

When it comes to applying for projects in positions of project managers, there are differences in gender and child care. In men, childcare does not significantly affect project applications when it comes to the position of a project

manager, while women with children are significantly less likely to apply for projects such as managers (28.9%), compared to women who do not have children (38.5%). Caring for children also affects the success of applying to projects, i.e., women with children are significantly less likely to receive projects as managers (49.3%) in relation to women who do not have children (63.6%), while in men there is no significant difference in the above issue.

Most respondents largely agree with this by saying that they need institutional help as parents with children under 12 years of age at reconciling work obligations with family obligations ( $M = 4.17$ ). They state the introduction of a preschool institution intended for children of campus employees, whose existence would facilitate career and family life reconciliation of employees ( $M = 4.32$ ). It is significant to emphasize that employees with children under 12 years of age state that they should not work overtime, i.e. to have classes above the norm ( $M = 4.02$ ), which is especially important for women ( $M = 4.12$ ), compared to men ( $M = 3.84$ ). Based on the guidelines of the European Institute for gender equality and analysis of the answers from the questionnaire the University sets the following goal: Reconciling work and family responsibilities of employees at the University.

**Goal: Reconciling work and family responsibilities of employees at the University**

Activities	Activity bearers	Indicators	Types of verification	Time frame		
				2022	2023	2024
1) Making a recommendation for institutional purposes of supporting the employees with the obligation of care for children up to 12 years, the elderly and the sick family members when making a schedule – the classes should be held during the working period of preschool and school institutions	Rectorate, Faculty, Gender equality committee	University recommendation	Reports of the Faculty and the application of the recommendation			
2) Making a recommendation for institutional purposes of supporting the employees with the obligation of care for children up to 12 years, the elderly and the sick family members in the distribution of realized hours and allocation of hours over the norm only with the consent of the employee, in accordance with institutional capabilities	Ректорат, факултети, Одбор за родну равноправност	University recommendation	Reports of the Faculty and the application of the recommendation			
3) Improving IT support for working from home	Rectorate, Faculty	IT plan for supporting the University	Reports of the rectorate and Faculty			
4) Launching the comprehensive campaigns which have the goal to raise awareness of the importance of reconciling work and family responsibilities of employees of the University	Gender equality committee	Initiated campaign	Report on the held campaigns			



### 3.5. Gender dimension in the study programs and scientific research

The University stands out for its contribution to development of gender studies and providing the staff with expertise from the field of gender studies, because it has been the only university in the region since 2004 to have been accredited master's and doctoral Gender Studies. Given that its accreditation of master's and doctoral gender studies has expired, the University will strive to renew it and initiate enrollment in the beforementioned studies, bearing in mind that the expertise in the field of gender studies has already been in high demand for many years and due to the obligation to adopt and implement Gender equality plans at the European level, it will also be sought in the future. The increasing attendance of gender components in study programs and scientific research work is also prescribed by the Law on Gender equality from 2021.

When it comes to the results of the questionnaire, respondents are in terms of gender sensitivity in teaching and research at the general level (in terms of all offered states in the questionnaire), neutral, i.e., do not consider it particularly important or are unsure whether it is vital to include gender

sensitivity in teaching and curriculum (M = 2.70; men M = 2.56; women M = 2.79).

Observed by special forms of gender sensitivity, such as preparing students to become gender-sensitive professionals (men M = 2.67; women M = 2.88), equalization of interactions in a gender-sensitive way (men M = 2.84; women M = 3.04), was partially more important for women than for men.

When it comes to the use of gender-sensitive language, its use is more important for men than for women (M = 2.88 men, M = 2.77 women).

Based on the guidelines of the European Institute for Gender equality, the above results, as well as the Law on Gender Equality from 2021, University sets the following goal: Increasing the presence of gender components in the study program and scientific research work.

**Goal: Increasing the presence of gender components in the study program and scientific research work**

Activities	Activity bearers	Indicators	Types of verification	Time frame		
				2022	2023	2024
1) Gender inclusion in all phases of scientific research work, preparation and realization of scientific research projects, publication and creation of research teams, as well as in the bodies responsible for evaluation of results of scientific research work	Gender equality committee, Senate, Faculty, Project managers	Recommendation and reports	Recommendation on the web platform of the University, Annual reports			
2) Improving the content of textbooks and teaching materials from the aspect of gender Equality impact	Gender equality committee, Faculty, ACISMI	Recommendation	Recommendation on the web platform of the University			
3) Inclusion of the content about gender equality in the curriculum, study programs (e.g., electives) and teaching materials	Gender equality committee, Faculty, ACISMI	Recommendation	Recommendation on the web platform of the University			
4) Continuation of the development of MAS and DAS gender studies at ACISMI	Rector, The manager Of ACISMI and the study program manager of Gender studies	Number of enrolled students	Accreditation, lists of enrolled students			
5) Organizing round tables on the topic of gender perspectives in teaching and research work, as well as on the topic of gender-sensitive language use	Gender equality committee	Organized round table	Reports on organized round tables			

### 3.6. Gender bias and stereotypes

The results of the questionnaire show that women and men are of different opinions when it comes to the attitude: "Women and men have equal opportunities achieving the desired goals at the University" (women M = 3.77, men M = 4.54). Fewer women (M = 2.66) considered that affirmative measures would reduce the quality of work in higher education institutions than their male colleagues (M = 3.01). Several women stated that the competence of women was underestimated (M = 2.70) compared to those of men (M = 2.07). Women are more likely to experience gender-based discrimination in employment (f: 9.4%; m: 4.2%) and career advancement (f: 11.4%; m: 3.1%) unequal division of academic / non-academic tasks (f: 18.3%; m: 4.6%), unequal division in decision-making (f: 16.8%; m: 4.6%), gender-based condescension or disrespect (f: 28.6%; m: 13.1%) and more often experience devaluation of their research ideas because of the attitude that women are less capable of doing business (3.1%).

When it comes to women in STEM (Science Technology Engineering Mathematics) areas in which women are traditionally less represented, analysis results show that women at the University are less represented at STEM faculties (Faculty of Technical Sciences: 37.23%, GF: 43.9%), and while at some they represent the majority (Faculty of Sciences: 62.34%, Technical Faculty: 75%, TF

"Mihajlo Pupin": 57.83%). At the Agricultural faculty the percentage of women and men is approximately equal (49.17%). Based on the results of the analysis of the questionnaire it has been found that there is no significant difference between women in STEM sciences and their female colleagues from the social sciences and humanities (DH) on the issue of difficulties in reconciling family life and career. Statistically there is no significant difference in terms of attitudes about equal opportunities, attitudes about sexual harassment, as well as in terms of engagement in projects. The only exception is that women from STEM sciences are more likely to apply to projects than their colleagues from DH sciences, but (unfortunately) they don't get them more often. Men from the STEM area are not inclined to greater identification with stereotypes on sexual harassment and abuse, and think similarly about attitudes on equal possibilities to their colleagues from the DH area. The percentage of women who have experienced gender-based discrimination is highest at the Faculty of Technical Sciences and the Faculty of Technology. The widest range of gender-based discrimination is on these faculties. Based on guidelines of the European Institute for Gender Equality, the results of the questionnaire, as well as the legal framework, the University sets the goal: Breaking down gender stereotypes and biases.

**Goal: Breaking down gender stereotypes and biases**

Activities	Activity bearers	Indicators	Types of verification	Time frame		
				2022	2023	2024
1) Conduct a campaign on breaking down gender bias and stereotypes for allemployees and students of the University	Gender equality committee	Conducted campaign	Report on the conducted campaign			
2) Conducting a campaign on the topic of gender equality (videos, posters, awards) and promoting examples of good practice in coordination with the PR services of the University and faculties	Gender equality committee, PR services of the University and Faculty	Conducted campaign	Report on the campaign			
3) Creating and regularly maintaining the web platform on the University website dedicated to gender equality	Info center of the University	Created Web platform	Additional content on the web platform			
4) Increasing gender-sensitive research and research on gender issues (increasing the number of student papers,publications, presentations at conferences etc.)	Faculty, ACIMSI, Gender equality committee	Increased number of studies	Annual report on the number of gender sensitive studies			

### 3.7. Gender-based violence / harassment at work

The results of the questionnaire show that a large percentage of respondents experienced some kind of discomfort during employment at the University which according to their opinion meets the criteria for harassment at workplace (27.9%). Women are more often affected (31.8%), compared to men (21.2%). A higher percentage of women have experienced excessive stress due to such experiences (76.8%), compared to men (65.5%). Respondents who have experienced harassment at work by their colleagues were most often exposed to demonstration of power (57.6%), underestimation of work (52.5%) and spreading lies about them (50%). The most common forms of harassment by the superiors were demonstrating power (62.6%), underestimation of work (51.5%), and also ignorance and exclusion from communication (41.9%).

A significantly higher percentage of women experienced unwanted comments, questions, jokes about the physical appearance, sex life or sexual orientation (13.0%), compared to men (3.9%). Unwanted attempts to change professional connection into an emotional connection experienced 4.5% of women and 1.5% of men. Another form of harassment (promise of some benefits in connection with work in exchange for intimate contact (0.4%) / sexual harassment (0.8%)) was exceptionally rare, however, it affected only women. In the case of gender-based violence / harassment victims rarely used the official reporting process: unwanted comments 5.9%; unwanted attempts to change

professional relationships into emotional 0%; displaying an image with sexual content 33.3%; the promise of some benefits in connection with the job in return for intimate contact 0%; sexual harassment 0%. Regardless of the type of act, the reason for not reporting is: they considered it unnecessary and / or solved the problem on their own (34.79%), did not trust the authorities (9.78%), the competent person to whom they should report is a harasser and / or did not have their support and / or witnesses (11.95%), and for fear of negative consequences of reporting and / or job loss (10.87%).

Most respondents think education on gender-based violence and harassment suppression is necessary (M = 4.05), however, women considered it more necessary (M = 4.16) compared to men (M = 3.87).

When it comes to evaluating different types of harassment and abuse, women and men equally assessed different phenomena, however, men were somewhat more rigorous in their assessment (such as unwanted comments about sex life, unwanted touching, whistling and unwanted compliments).

At the end of 2021 the university joined the EU-funded UniSAFE project aiming to produce knowledge about gender-based violence and sexual harassment in scientific research organizations, to transform this knowledge into operational tools that scientific research organizations will be able to use, as well as policy makers in the field of gender-based violence



(more about the project: <https://unisafe.gbv.eu/>). Based on the guidelines of the European Institute for gender equality, the above results, as well as legal provisions in the field of gender-based violence, the University sets as its goal: Raising awareness of gender-based violence and harassment at work.

**Goal: Raising awareness of gender-based violence and harassment at work**

Activities	Activity bearers	Indicators	Types of verification	Time frame		
				2022	2023	2024
1) Adoption of regulations at the University level on gender violence and harassment suppression at work, as well as sexual harassment	University Senate	Adopted regulations	Application of the regulations at the University level			
2) Establishing a protection advisory framework from sexual harassment at the University and faculty level	Rectorate, Faculty	Established framework	Regulations, Procedures, Instructions			
3) Education of employees and students on suppressing sexual violence and gender-based harassment at work	Gender equality committee	Held education	Reports on the held education			

### 3.8. Collection, access and processing of gender sensitive data

The University of Novi Sad is collecting gender sensitive data when it comes to the structure of employees and students. The practice of collecting gender-sensitive data on the structure of management, working bodies,

commissions, etc. does not exist. For that reason, the University aims to: Build institutional capacities to determine appropriate gender sensitive data according to European Commission standards.

**Goal: Building institutional capacities for determining appropriate gender sensitive data**

Activities	Activity bearers	Indicators	Types of verification	Time frame		
				2022	2023	2024
1) Establishing a system of continuous monitoring of the development of academic careers of employees from gender equality aspect	Rectorate, Faculty	Adopted process of reporting	Annual report			
2) Establishing a procedure for regular collection of data on gender composition of governing bodies, bodies of the University and its members	Rectorate, Faculty	Made procedures	Annual report			
3) Recording of completed undergraduate, master's and doctoral studies on gender structure and monitoring the dropout rates	Rectorate, Faculty	Established system of recording	Annual report			

### 3.9. Institutionalization of gender equality

The first step towards gender institutionalization of gender equality was made by establishing a Gender equality Committee at the University by decision of the University Senate on June 24, 2021. Key task of the committee is to prepare a Plan for achieving gender equality at the University. Making a plan as a formal act is an institutional change, a strategy which will remove obstacles to establishing gender equality at the university. The ultimate goal is establishing permanent bodies and appointing persons at the level of

University and faculty that will continuously address gender equality issues. Following provisions of the Gender equality Law from 2021, as well as guidelines from the European Institute of Gender Equality (EIGE), the University aims to: Establish a gender-sensitive institutional framework at the University.

**Goal: Establish a gender sensitive institutional framework at the University**

Activities	Activity bearers	Indicators	Types of verification	Time frame		
				2022	2023	2024
1) Body establishment / appointment of trained persons at the University member level to deal with gender equality issues and who would be members of the Gender equality Committee of the University	Rectorate, Faculty, institutes	Established bodies and appointed persons	Decisions on the University, faculty and institute level			
2) Establishment of a Committee for gender equality as the permanent body of the University, composed of members' representatives of the University	University senate	Established committee	Decision on forming the committee			
3) Establishment of support for the gender equality Committee for organizing activities as well as writing projects and other applications (e.g., for donations)	Vice Rector for science and art, Office for Science and projects	Number of suggestions for relevant projects	Reports on project application			
4) Establishing a mechanism of regular reporting and monitoring the implementation of the action	University senate, faculty	Established mechanism	Annual report			

