

IEDC

Bled School of
Management

Postgraduate Studies



EQUAL4EUROPE

GENDER EQUALITY PLANS

Gender Equality Plan for IEDC-Bled School of Management

D6.1

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TABLE OF CONTENTS

1. INTRODUCTION	7
2. MAIN CONCLUSIONS OF THE GENDER EQUALITY ANALYSIS	9
2.1 MAIN RESULTS OF THE ANALYSIS OF THE SEX-DISAGGREGATED DATA	9
2.2 FORMAL AND INFORMAL POLICIES AND MECHANISMS ON GENDER EQUALITY AT IEDC	15
2.3 AREAS IN NEED OF INTERVENTION IDENTIFIED IN THE SURVEY ANALYSIS.....	16
2.3.1 SURVEY RESULTS.....	17
2.4 CONCLUSION	19
3. PRIORITY AREAS & OBJECTIVES OF THE GENDER EQUALITY PLAN	21
4. ACTION PLAN REGARDING GENDER EQUALITY AT IEDC.....	22
4.1. ADHERING TO THE PRINCIPLES OF GENDER EQUALITY AND EQUAL TREATMENT	22
4.2. RAISING GENDER AWARENESS AMONG THE EMPLOYEES OF IEDC.....	24
4.3. GENDER EQUALITY IN RECRUITMENT AND CAREER PROGRESSION.....	26
4.4. INTEGRATING GENDER DIMENSION AND PERSPECTIVES INTO RESEARCH AND TEACHING	27
4.5. IMPROVING GENDER BALANCE AMONG THE MEMEBRS OF THE DECISION-MAKING BODIES	29
5. MONITORING, REPORTING AND EVALUATION	31
5.1. PERIODICAL MONITORING AND EVALUATION OF THE GENDER EQUALITY PLAN	31
5.2. PROCEEDING TO REVISE THE GENDER EQUALITY PLAN	31
6. TIMELINE OF THE GENDER EQUALITY PLAN	32
7. DISSEMINATION STRATEGY.....	33



LIST OF TABLES

TABLE 1: COMPOSITION OF THE HIGHEST DECISION-MAKING BODIES PER GENDER.....	9
TABLE 2: COMPOSITION OF FACULTY CORE PER GENDER.....	10
TABLE 3: SHARES OF MALE AND FEMALE PROFESSORS	11
TABLE 4: COMPOSITION OF PART-TIME FACULTY PER GENDER.....	12
TABLE 5: COMPOSITION OF PHD STUDENTS PER GENDER	12
TABLE 6: COMPOSITION OF INVITED ACADEMIC SPEAKERS PER GENDER.....	12
TABLE 7: COMPOSITION OF SCHOOL STAFF PER GENDER	13
TABLE 8: COMPOSITION OF STAFF PER GENDER.....	13
TABLE 9: COMPOSITION OF MBA STUDENTS PER GENDER	13
TABLE 10: COMPOSITION OF VISITING PROFESSORS AND RESEARCHERS PER GENDER.....	14
TABLE 11: GENDERED RATIO OF THE SUPERVISION OF STUDENTS	14
TABLE 12: COMPOSITION OF DECISION-MAKING BODIES PER GENDER	14
TABLE 13: FORMAL AND INFORMAL POLICIES ON GENDER EQUALITY AT IEDC.....	15



LIST OF FIGURES

FIGURE 1: FACULTY MEMBERS IN THE ACADEMIC YEARS 2017-2019.....	10
FIGURE 2: GRADE PIPELINE AT IEDC	11



1. INTRODUCTION

This document is a **Gender Equality Plan for IEDC-Bled School of Management**.

When designing the Gender Equality Plan (GEP) there are **objectives and measures that should be included**. Below is a list of those, and how they are adhered to at IEDC.

The **Horizon Europe programme** requires, from 2022, as eligibility criteria to access funds, that the applicant institutions have a Gender Equality Plan, with specific characteristics. IEDC's GEP follows them:

These requirements are:

- **Gender Equality Plan is published at IEDC's website.** The Gender Equality Plan is a public document signed by high management and disseminated within the institution. It includes a commitment to gender equality, sets clear objectives and detailed measures to achieve them.
- IEDC is providing **dedicated resources** for the design, implementation, and monitoring of the Gender Equality Plan. These resources include funding for Gender Equality & Diversity workgroup, and dedicated working time for academic, management and administrative staff.
- **IEDC collected sex or gender-disaggregated data** as an evidence-base for the Gender Equality Plan. This data informs the Gender Equality Plan's objectives, indicators, and evaluation of progress.
- IEDC's GEP is including arrangements for **monitoring the GEP implementation**.
- IEDC will organize **training and capacity-building** aimed, in particular, at developing gender competence and tackling unconscious gender bias among staff, leaders and decision-makers. IEDC has established working groups who will dedicate to specific topics, raise awareness through organizing workshops and communication activities.
- IEDC's GEP includes measures addressing **recommended thematic areas**: (i) Adhering to the principles of gender equality and equal treatment; (ii) Raising gender awareness among the employees of IEDC; (iii) Advancing gender equality in recruitment and career progression; (iv) Integrating gender dimension and perspectives into research and teaching; (v) Improving gender balance among the members of the decision-making bodies.

IEDC reviewed applicable **national regulations** and guarantees that all legal requirements are met in the Gender Equality Plan.

Procedure for the adoption of the Gender Equality Plan

The elaboration of the Gender Equality Plan included a participatory approach where all relevant actors and stakeholders participated in the elaboration of the Gender Equality Plan, including high management, middle management, academic staff, administrative staff, and students.

IEDC has set up a core team as a temporary working group, which coordinated the process of adopting a Gender Equality Plan.



The following checklist summarizes the steps that IEDC has undertaken for adopting the GEP:

1. Informed all relevant decision-making bodies and relevant actors of the initiation of the process for the adoption of the Gender Equality Plan, including existing regulations or time restrictions, if any.
2. IEDC set-up the core team involved in the negotiations or process for adopting the Gender Equality Plan.
3. IEDC elaborated a planification and schedule of the proceedings of the team and informed all members. In this sense, IEDC planned the following:
 - a. Identified the main lines of action and main objectives of the Gender Equality Plan.
 - b. Fixed an approximate end date for the adoption of the Gender Equality Plan.
 - c. Planned regular meetings of the team, including meetings with decision-making bodies and stakeholders relevant to the adoption of the Gender Equality Plan.
4. IEDC adopted the necessary measures to guarantee that the negotiation or adoption process of the Gender Equality Plan followed the established time frame.



2. MAIN CONCLUSIONS OF THE GENDER EQUALITY ANALYSIS

The IEDC's Gender Equality Plan stems from the main findings on existing gender gaps and differences that we identified in our Final Institutional Report (May 2021). Those were then discussed and assessed within the core group to further identify possible and necessary areas of intervention.

Below is a brief overview of the areas where gender equality of parity is reached, of areas where it is not reached and areas of intervention at IEDC.

Since January 2020, the Horizon Equal4Europe project team at IEDC has been undertaking an assessment of the current state of affairs.

DISCLAIMER: In the tables below, the results are presented in ratios/percentages. Given the small number of both academics and IEDC staff, it is necessary to consider that with such a small number, small differences can arise as large. Even a change in the employment of *one* person, translated into percentages, can thus be seen as a major change in balance. These data must therefore be interpreted with caution, without hasty conclusions about gender patterns, which are impossible to catch with such small numbers in three years.

2.1 MAIN RESULTS OF THE ANALYSIS OF THE SEX-DISAGGREGATED DATA

Below is the overview of the main **results of the analysis** of the sex or gender-disaggregated data, collected as an evidence-base for the Gender Equality Plan, taking into account academic years 2017, 2018 and 2019. The collection of data was conducted from January 2020 to May 2021 and was integrated into the Final Institutional Report.

Areas, where gender parity at IEDC is reached:

- In the highest decision-making bodies, as shown in the Table 1 below, where there is a 50% representation of women and 50% representation of men.

TABLE 1: COMPOSITION OF THE HIGHEST DECISION-MAKING BODIES PER GENDER

Highest management	
Women (%)	Men (%)
50	50



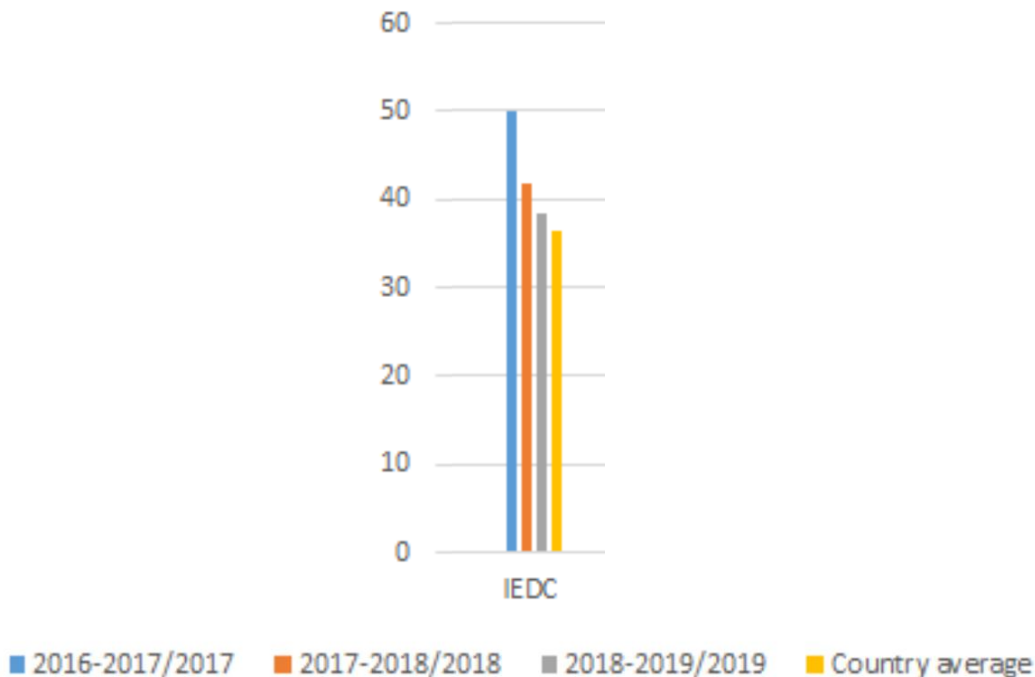
- Gender parity is reached within the Faculty core in the observing three years, shown in the Table 2 below. (It is important to note that the trend is moving downwards, so we need to set some measures not to exceed the 60-40 ratio, as agreed on the Equal4Europe Consortium.)

TABLE 2: COMPOSITION OF FACULTY CORE PER GENDER

2017		2018		2019		3-year trend	Women researchers per country, 2015 (%)
Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)		
50	50	41.7	58.3	38.5	61.5	▼ -11.5	36.5 (SI)

As explicated in the Figure 1 below, the women faculty members in Academic Years 2017 to 2019 have been closing to the national average.

FIGURE 1: FACULTY MEMBERS IN THE ACADEMIC YEARS 2017-2019





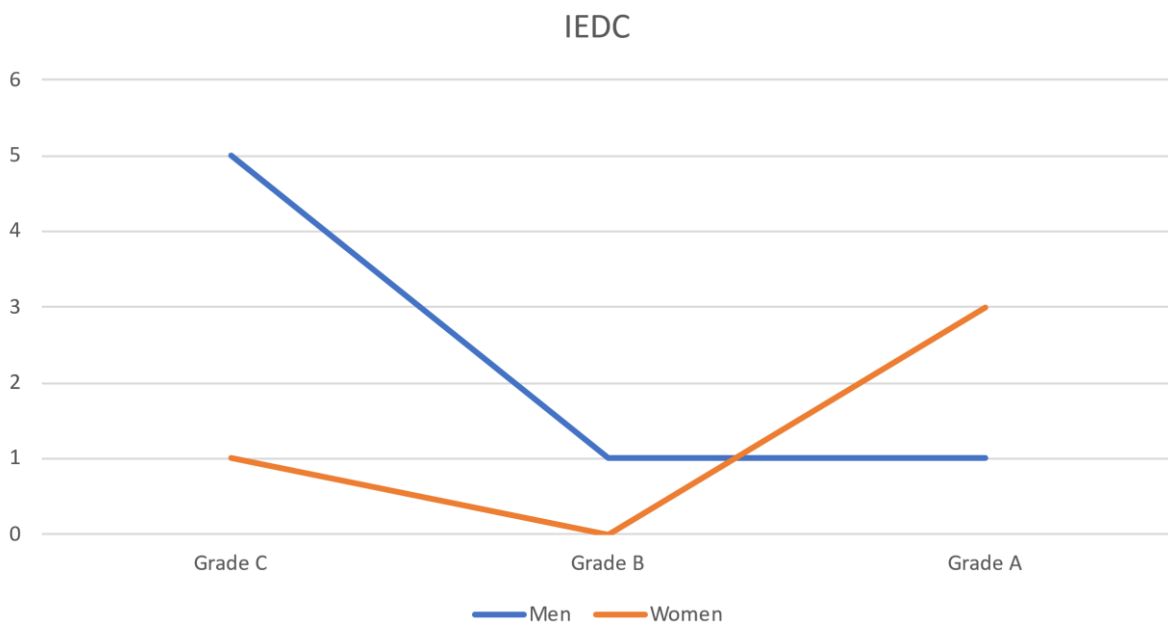
- There is gender parity within the shares of female and male professors at IEDC, with 38,5% of women faculty, as shown in the 'Total Women Faculty' column in the Table 3 below. However, within the grades A, B and C there are gender inequalities. In Grade A, there were more women than men, while in grade B and C more men than women.

TABLE 3: SHARES OF MALE AND FEMALE PROFESSORS

Grade A *		Grade B		Grade C		Total Women Faculty
Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)	
75	25	0	100	1 (16.7)	5 (83.3)	38.5

* Faculty members at IEDC were organized into three categories, as follows: Grade A (full professors), Grade B (associate professor) and Grade C (assistant professors).

Explicated in this Figure 2 below is the unique situation at IEDC, where there are more women than men in the highest grade, while less women in the lower two grades.

FIGURE 2: GRADE PIPELINE AT IEDC




- IEDC has reached gender parity within the part-time faculty, as shown in the Table 4 below.

TABLE 4: COMPOSITION OF PART-TIME FACULTY PER GENDER

% of all faculty	Women % *	Men % *
61.5	60	62.5

**Percentages were calculated based on the corresponding number of women and men faculty.*

There are two areas at IEDC, where gender parity is not reached, but the three-year trend is showing the positive direction toward gender parity.

- Among the PhD students there are more men than women at IEDC. However, in the three observing academic years, IEDC has reached the positive trend in gender equality among Ph.D. students, as shown in the Table 5 below.

TABLE 5: COMPOSITION OF PHD STUDENTS PER GENDER

2017		2018		2019		Women Ph.D., 3-year trend
Women	Men	Women	Men	Women	Men	
25	75	50	50	33.3	66.7	▲ +8.3%

- There are more men than women invited academic speakers, but in the three academic years IEDC has reached the positive trend in gender parity, as shown in Table 6.

TABLE 6: COMPOSITION OF INVITED ACADEMIC SPEAKERS PER GENDER

2017		2018 *		2019		Women, 3-year trend
Women	Men	Women	Men	Women	Men	
43.1	56.9	N/A	N/A	45.5	54.5	▲ +2.4%

**For Year 2018 we do not have data.*



Areas at IEDC, where gender parity is not reached:

- Within the composition of the school staff, where there are more men than women in Executive Management, Faculty core, and more women than man in Administrative staff, as presented in Table 7.

TABLE 7: COMPOSITION OF SCHOOL STAFF PER GENDER

Executive Management		Faculty core		Administrative Staff	
Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)
33.3	66.6	38.5	61.5	82	18

Gender imparity is the highest in the administrative staff, in Table 8 disaggregated by gender, per year.

TABLE 8: COMPOSITION OF STAFF PER GENDER

2017		2018		2019	
Women (%)	Men N (%)	Women (%)	Men (%)	Women (%)	Men (%)
83.3	16.7	83.3	16.7	82.6	17.4

- There is gender imparity among the MBA students. In the Table 9 below there are number of enrolled students presented for year 2019, where there were more male students than female.

TABLE 9: COMPOSITION OF MBA STUDENTS PER GENDER

MBA students	
Women (%)	Men (%)
21.3	78.7



- There is gender imparity among visiting professors and researchers. Presented in the Table 10 below, there were more men than women in year 2019 visiting IEDC.

TABLE 10: COMPOSITION OF VISITING PROFESSORS AND RESEARCHERS PER GENDER

2019	
Women (%)	Men (%)
19.7	80.3

- There are more men than women supervising students, as shown in table 11 below, presenting year 2019.

TABLE 11: GENDERED RATIO OF THE SUPERVISION OF STUDENTS

Students supervised by women (%) *	Students supervised by men (%)*
0.80	1.5

* Percentage of the faculty body involved in supervision.

- There is gender imparity within the decision-making bodies, where in year 2019 there were more men than women, as shown in Table 12.

TABLE 12: COMPOSITION OF DECISION-MAKING BODIES PER GENDER

Executive Management		Supervisory Board	
Women (%)	Men (%)	Women (%)	Men (%)
33.3	66.6	0	100

2.2 FORMAL AND INFORMAL POLICIES AND MECHANISMS ON GENDER EQUALITY AT IEDC

In the Table 13 below is an overview of the policies and measures at IEDC that are already implemented regarding gender equality, inclusion and equal treatment of employees and students.

Measures can be divided into two sections, one on national policies and legislation and one on formal and informal mechanisms and actions that relate to the institutional context.

TABLE 13: FORMAL AND INFORMAL POLICIES ON GENDER EQUALITY AT IEDC

<i>FORMAL POLICIES</i>	
Policy	Description
Gender parity in grade promotion	Gender parity in decision-making positions is one of the priority areas in the Resolution on the National Programme for Equal Opportunities for Women and Men 2015–2020
Equal Treatment (against labour market discrimination)	Employment Relationships Act
Equal pay policies	Employment Relationships Act
Anti-discrimination policy	Employment Relationships Act
Sexual harassment policy	Employment Relationships Act
Part-time work with policies and guidelines	Employment Relationships Act
Childcare cost contributions	Benefits in the case of parenthood: Parental Protection and Family Benefits Act
Part-time work with policies and guidelines	Regulated on a national basis: Kindergartens Act
Permanent childcare solutions	Universal Healthcare
Access to health plan	Parental Protection and Family Benefits Act
Support services (expert support, counselling services, well-being, ...)	Employment Relationships Act
Access to maternity leave	Regulated on a national basis.
Access to paternity leave	Regulated on a national basis.
<i>INFORMAL POLICIES</i>	
Policy	Description



Active cooperation with the ministry or government entity in charge of women's affairs	
Career mentoring	Informal mentoring for colleagues and students (giving advice on research, teaching, funding, introducing to professional networks, suggesting strategies for career, role-modelling)
Quotas or preferences of hiring or promoting female candidates	Informally considered.
Minimum presence of women in selection/hiring committees	Informally considered.
Minimum presence of women in evaluation/promotion committees	Informally considered.
Minimum presence of women in management positions	Informally considered.
Minimum presence of women in invited speakers	Informally considered.
Minimum presence of women in invited lecturers	Informally considered.
Standard/recommendation for the presence of social responsibility and ethics in teachings	Informal incentives.
Telework/remote work without policies and guidelines	Informally considered.
Flexible working hours with policies and guidelines	Informally considered.

2.3 AREAS IN NEED OF INTERVENTION IDENTIFIED IN THE SURVEY ANALYSIS

Survey was conducted in the Equal4Europe consortium to examine the experiences and perceptions of staff and students at the institutions. Institutions distributed the standardized questionnaires among four target groups, faculty, staff, young researchers and PhD students, and MBA students.

This section presents the analysis of employees and students' perceptions at IEDC. The survey gathered socio-demographic data (gender, ethnic minority), perceptions about working/study conditions (about current job, recruitment & promotion, work-life balance, parental leave), organizational culture & climate (about gender equality, recruitment, retention, job satisfaction and masculine contest climate) and interpersonal behaviour (sexual harassment, possibility of reporting) at IEDC.

Given a very small number of faculty and staff members at IEDC, and to avoid the risk of possible identification and association of responses with participants, the survey data is presented only in a way that ensures complete



anonymization. The response rate from MBA students was minimal, therefore we excluded the presentation of results of the survey targeting them since it is not representable. We therefore only include PhD students.

There was 40% response rate among the faculty, 48% response rate among the administrative staff, and 30% response rate among PhD students.

2.3.1 SURVEY RESULTS

According to the survey, male faculty and staff are generally more satisfied with the current state of affairs regarding gender equality at the institution. Male faculty members see gender subjects for their field of studies as less important than women do.

However, as mentioned above, the numbers of IEDC staff, therefore survey respondents, are low and cannot be used to draw any ongoing gender (in)balanced pattern of phenomenon, especially not in a time-span of three years.

Regarding the survey results, below are presented four topics that we identified as most meaningful and insightful:

- Organizational culture and equal opportunities,
- Institutional commitment to gender equality,
- Gender dimension in the field of research,
- Sexual harassment, victim's rights and policies.

1. Organizational culture and equal opportunities

- It seems among administrative staff there is a more versatile understanding of their position and their opportunities and how they perceive the organizational culture. In the staff survey, there are almost always answers that involve all 5 options (from strongly agree, agree, neither agree nor disagree, disagree to strongly disagree).
- Satisfaction with the organizational culture is in general good among faculty and PhD students, while average among staff. Among all employees most strongly agree or agree with the non-threatening environment established at the school and they are satisfied with the opportunities to collaborate with other colleagues. Administrative staff are a bit less satisfied than faculty with the organizational culture; especially in terms of how their perceptions are (not) included in the decision-making, (most neither agree nor disagree with the current level of inclusion of their perceptions).
- Largest difference in answers among staff and faculty is with the matter connected to (1) admitting not knowing the answer which might result into looking weak; (2) taking days off and this being frowned upon in the organization, and (3) standing up for yourself, where if you don't, people will step on you. Among all three statements, administrative staff perceives there is less equality and inclusivity than faculty staff.



2. Institutional commitment to gender equality

- The belief in the GE commitment and women's equal access to decision-making is similar across three groups. As stated above in the descriptive analysis, this topic is most positively assessed since there are most answers that 'strongly agree' with the IEDC's current level of commitment to GE. The belief is the strongest among PhD students, and the least among administrative staff. There are no respondents among PhD students that disagree with the level of commitment, while there are some among administrative staff that strongly disagree.

3. Gender dimension in the field of research

- The relevance of gender dimension in curricula and research is in the perception of faculty and PhD students very much absent.
- Majority of students neither agrees nor disagrees that gender/sex is particularly relevant for their field while the faculty in majority strongly disagrees. This fact is to some extent worrisome, especially in the light of possible willingness of raising awareness among faculty of the importance of the inclusion of gender-related topics in business, and on the other hand, it is highlighting the lack of knowledge of how gender affects the management as a scientific field and in practice. Among students, there is apparently more openness to the idea of introducing gender in their field of research, which we have to consider as an area of possible opportunity to encourage students to bring in the new content. This could be observed in which questions they open, which topics they address in their assignments, what are their thoughts, what are their activities or hobbies outside academia, etc.

4. Sexual harassment, victim's rights and policies

- Majority of survey respondents would know where to turn to in cases of sexual harassment, while the awareness of one's rights in such cases is not present among all three groups. All staff responded there is no policy against sexual harassment at the institution, while almost all faculty and PhD students (except one in each group) responded there is. In this case, while there are no existent policies against sexual harassment at the school, this displays the lack of the level of awareness of institutional policies, and it points out the lack of promotion of such policies.
- Even so, majority of respondents would know whom to contact in case of experiencing or witnessing sexual harassment or assault. This again, confirms the existence of informal measures for gender equality at IEDC (and in this case against the misconduct), that could be formalized and institutionalized by being written in the official documentation.
- While majority of employees have not encountered or experienced sexual harassment, there is room for improvement in the prevention of any form of sexual harassment and misconduct since the goal is that no one would have to experience any. This relates with a need to put in place more visible mechanisms of prevention, reporting and action.



2.4 CONCLUSION

There are several fields where men were more represented at the institution. Those were significantly higher numbers of male students at MBA, PhD, as well as Executive Education level. There are more men among attendants of various types of events organized at IEDC (which is problematic for women not networking at the same rates as men do). There are higher numbers of men than women as academic speakers and visiting professors. Men dominate in membership of decision-making bodies, as well as in leading positions of those bodies, while there is gender parity in the highest executive bodies. Men have more teaching hours, as well as number of courses and number of students, male and female, that they supervise.

Women, on the other hand, are doing better in higher numbers of Full Professorships at the school. There are generally more women employed at the institution. In the Final Institutional Report, IEDC has also identified that women have applied in higher numbers than men as Principal Investigators and received more external grants than men. They published more publications than men did in the last ten years. Women take on more family-related leaves than men do.

The most gender-equal section of the school is the gender equal ratio of faculty employees, which is throughout all three years, from 2017 until 2019, very near the 50-50 division of job positions.

To sum up, there are still gender unequal practices and types of gender-discrimination present at the IEDC, despite formal and informal policies based on national and institutional legislation.

- We have to work on formally documenting all informal diversity/equality policies and strategies that are already in place at school and work on the promotion of those.
- We have to work on the development of the sex-disaggregated data and annual (or at least longitudinal) collection of such data in order to follow study/career development of women and to identify the points where the pipeline in the career advancement leaks.
- We need to raise awareness among faculty and staff on the importance of the inclusion of gender-related topics in business, accompanied with the lack of knowledge of how gender affects the management as a scientific field and in practice among faculty and students.
- We have to take actions to raise sensitivity on gender-related issues in the business and management field, for academic staff, students and support staff.
- We have to work with faculty and students on raising the awareness of the relevance of gender dimension in curricula and research in the scientific fields of management and leadership.
- We have to take actions and enthuse them about gender-related topics.



- We also have to equip them with the knowledge and positive examples on how to integrate gender dimensions and perspectives into research, curricula and study programmes.
- We have to work on increasing the share of women Faculty, visiting professors and guest lecturers. We have to target potential women students and increase the level of women in classrooms.
- We have to work on establishing an institutional reference point for collecting the information on work-life balance related rights, awareness-raising actions about the importance of gender equality and for the prevention of the cases of misconduct and sexual harassment.
- We need to work on the better inclusion of all employees in the decision-making process, especially staff.
- We need to increase the share of women in decision-making bodies.



3. PRIORITY AREAS & OBJECTIVES OF THE GENDER EQUALITY PLAN

The areas and underlying principles of the Gender Equality Plan, as well as the measures which are proposed and adopted by IEDC in order to meet the set objectives, have been listed. Proceedings from the activities and possibilities of IEDC for improving the state of gender equality, the main areas for the time period 2022-2024 are as follows:

1. Adhering to the principles of gender equality and equal treatment,
2. Raising gender awareness among the employees of IEDC,
3. Advancing gender equality in recruitment and career progression,
4. Integrating gender dimension and perspectives into research and teaching,
5. Improving gender balance among the members of the decision-making bodies.

Prioritization of areas of intervention for IEDC

The prioritisation of areas has been collaborated on with management and executive staff of IEDC and we assessed the possibilities of long-term institutional change towards gender equality, corroborated on the existent good practices and built on what is already achieved, but have possibly been put aside in times of gender fatigue. Those are definitely the areas of recruitment and retention, where the gender ratio has been steady in the last three years and the work-life balance of employees. However, the hardest task that awaits IEDC is connected to the area of gender in research and teaching since there have been neither formal, nor informal incentives for its integration, while also faculty survey results show gender or sex is not sufficiently perceived as a relevant topic for the scientific and teaching fields that are established at IEDC. Subject curricula are proposed by teachers responsible for the subject and have to be approved at the level of the study program/department/faculty. The detailed content of the curricula is not heavily regulated, and lecturers also have a significant share of academic autonomy in its execution. While some Faculty members consider gender sensitivity of the curricula as a necessary ethos, it is mostly as part of an individual's culture. As such, gender content in subject curricula depends on individual teacher sensitivity and research interest with regard to these issues.



4. ACTION PLAN REGARDING GENDER EQUALITY AT IEDC

Under every area, there are various objectives with accompanying indicators, timeline and responsible person identified at IEDC. Below is an overview of all.

4.1. ADHERING TO THE PRINCIPLES OF GENDER EQUALITY AND EQUAL TREATMENT

Diagnosis	Gender unequal practices and discrimination are still present despite formal and informal policies.
Objectives	<p>Developing a Gender Equality Plan with specified objectives, timeline and responsible people.</p> <p>Implementing GEP's objectives and reaching goals.</p> <p>Conducting exit survey in 2024 – on the basis of the one conducted in 2020/2021 and assess the goals/objectives reached and the particular development of areas of intervention.</p> <p>Aligning the GEP implementation with the self-assessment activities and reporting.</p>
Timeline	2022 – 2024
Responsible person	Gender Equality & Diversity workgroup
Potential outcome/measure of success	<ul style="list-style-type: none"> - Adopted Gender Equality Plan. - GEP's objectives and goals reached. - Exit survey conducted in 2024. - Sex/gender dimension integrated in the self-assessment activities and reporting.

Diagnosis	There is no institutional department or reference point for issues regarding gender equality, work-life balance and worker's rights.
Objectives	Establishing an institutional subdepartment and reference point called 'Gender Equality & Diversity workgroup' for raising awareness on the



importance of the gender equality in academia and the prevention of sexual harassment.

Formalizing and establishing the Gender Equality & Diversity workgroup and appoint one member of the group as the Gender Equality Officer. The process of the establishment of that workgroup should be open and inclusive; it should be embedded in the general institutional core activities.

Organizing awareness-raising campaigns and training events.

Establishing a repository of documents regarding gender-equality and prevention of sexual harassment on the intranet (targeting the employees) and Bled MiTeams online platform (targeting students and programme participants).

Ensure the school's adherence to the prevention of gender inequalities, gender-based discrimination and sexual harassment and mistreatment in school's campus and online platforms (include the information in students' handbooks).

Develop principles for the Ethical code of conduct and include it on the website.

Working on including the 'adherence to gender equality' in school's strategy.

Adding gender equality and anti-harassment clauses in the regulation documents (IEDC's Statute, MBA/DBA Regulations for students, Visiting Faculty Handbook).

Ensuring 50% representation of women on the IEDC website and social media posts, in promotion of programmes, and at IEDC events.

When organizing events, aiming for at least 40% representation of women among lecturers.

Establishing a "returner scheme" for faculty and staff to support a smooth transition after parental leave or career break. Promote the effective use of parental leaves.

Supporting work-life balance by setting-up rules for flexible working hours and remote work and publishing them (on the intranet). Providing clear information to faculty, staff and students regarding all types of work-life balance measures.



Timeline	2022-2024
Responsible person	Gender Equality & Diversity workgroup
Potential outcome/measure of success	<ul style="list-style-type: none"> - Established 'Gender Equality & Diversity workgroup'. - Awareness-raising campaigns and training events organized. - Repository of documents established at the website. - Information on the adherence to GE, prevention of the gender-based discrimination and sexual harassment on school's campus and online platforms. - Developed principles for the ethical code of conduct. - Included 'adherence to gender equality' in school's strategy. - Included gender equality and anti-harassment clauses in the regulation documents. - 50% representation of women on the IEDC website and social media posts. - 40% representation of women among lecturers in events organized. - Set and published rules for flexible working hours and remote work.

4.2. RAISING GENDER AWARENESS AMONG THE EMPLOYEES OF IEDC

Diagnosis	Majority of gender equal practices that exceed national regulation are mostly only informal, which leads to their non-transparent and non-obligatory use.
Objectives	<p>Reviewing institutional documents, procedures and decision-making mechanisms from a gender perspective.</p> <p>Formally documenting relevant informal diversity/equality policies and strategies that are already in place. Include these documents and the revisions in the repository.</p> <p>Organizing awareness-raising activities and training events or seminars on gender equality for IEDC staff.</p>

	<p>Preparing suggestions for the integration of gender-related topics in the existent programmes, events and conferences.</p> <p>Organizing training on gender equality for staff, professors and leaders.</p>
Timeline	2022-2024
Responsible person	Gender Equality & Diversity workgroup
Potential outcome/measure of success	<ul style="list-style-type: none"> - Reviewed institutional documents, procedures and decision-making mechanisms from a gender perspective. - Formally documented relevant informal diversity/equality policies and strategies that are already in place, included in the repository. - Organized awareness-raising activities and training events or seminars on gender equality for IEDC staff. - Prepared suggestions for the integration of gender-related topics in the existent programmes, events and conferences. - Organized training on gender equality for staff, professors and leaders.

Diagnosis	IEDC is not collecting sex-disaggregated data for students or employees in databases.
Objectives	<p>Preparing the plan for annual collection of the sex-disaggregated data that would be at disposal for the gender-analysis.</p> <p>Collecting and reporting sex-disaggregated data. Including it in the annual self-assessment reporting.</p> <p>Preparing grounds for the integration of gender dimension in the quality assurance process.</p>
Timeline	2022-2023
Responsible person	Gender Equality & Diversity workgroup



Potential outcome/measure of success	<ul style="list-style-type: none"> - Prepared plan for annual collection of the sex-disaggregated data that would be at disposal for the gender-analysis. - Collected and reported sex-disaggregated data and included in the annual self-assessment reporting. - Integrated sex/gender dimension in the quality assurance process.
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Diagnosis	Observed gender-unequal distribution of the awards for academic accomplishments.
Objectives	Reviewing criteria for the award schemes and applying gender equality standards (Alumni achievement Awards, Professor of the Year Award).
Timeline	2022-2024
Responsible person	Gender Equality & Diversity workgroup
Potential outcome/measure of success	<ul style="list-style-type: none"> - Reviewed criteria for the award schemes and applied gender equality standards.

4.3. GENDER EQUALITY IN RECRUITMENT AND CAREER PROGRESSION

Diagnosis	Barriers to study advancement and career progression of women in academia.
Objectives	Establishing a mentoring programme for fast-tracking the academic careers of young female academics.
Timeline	2022-2024
Responsible person	Dean



Potential outcome/measure of success	<ul style="list-style-type: none"> - Four young female academics mentored or involved in the mentoring programme.
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Diagnosis	Lower number of women among students in classrooms.
Objectives	<p>Decreasing the current underrepresentation of women in the classrooms through targeted marketing efforts.</p> <p>Targeting MA/MBA female students and promoting the continuing of the studies on the doctoral level.</p> <p>Developing coaching support for women in career progression.</p> <p>Enhance the visibility of women faculty and their research within the university and as part of the publicity events.</p>
Timeline	2022-2024
Responsible person	Gender Equality & Diversity workgroup
Potential outcome/measure of success	<ul style="list-style-type: none"> - Underrepresentation of women in the classrooms decreased. - Developed coaching support for women in career progression. - Enhanced visibility of women faculty and their research within the university and as part of the publicity events.

4.4. INTEGRATING GENDER DIMENSION AND PERSPECTIVES INTO RESEARCH AND TEACHING

Diagnosis	Observed low awareness among faculty and researchers of the importance of the inclusion of gender-related topics and the lack of knowledge of how gender affects the management as a scientific field and in practice.
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<p>Objectives</p>	<p>Raising sensitivity on gender-related issues, for academic staff, students and support staff through organizing awareness campaigns.</p> <p>Presenting research to faculty on how gender affects management of the scientific field and practice.</p> <p>Encouraging faculty personnel to include gender topics in their scientific fields and practice (developing examples, assignment proposals, ...).</p> <p>Disseminating and enhancing the visibility of research projects that incorporate a gender perspective or dimensions, for example on IEDC website and social media.</p>
<p>Timeline</p>	<p>2022-2024</p>
<p>Responsible person</p>	<p>Gender Equality & Diversity workgroup</p>
<p>Potential outcome/measure of success</p>	<ul style="list-style-type: none"> - Awareness campaigns on gender-related issues, for academic staff, students and support staff organized. - Research presented to faculty on how gender affects management as a scientific field and practice. - Disseminated and enhanced visibility of research projects that incorporate a gender perspective or dimensions on IEDC website and social media.

<p>Diagnosis</p>	<p>Observed lower number of women among Faculty, visiting professors and guest lecturers.</p>
<p>Objectives</p>	<p>Increasing the share of women Faculty, visiting professors and guest lecturers to 50%.</p> <p>Ensuring a gradual increase of women faculty.</p> <p>Ensuring representation of women candidates in all appointment processes.</p>



Timeline	2022-2024
Responsible person	Gender Equality & Diversity workgroup, Programme Directors
Potential outcome/measure of success	<ul style="list-style-type: none"> - Increased share of women Faculty, visiting professors and guest lecturers to 50%. - Ensured gradual increase of women faculty. - Ensured representation of women candidates in all appointment processes.

4.5. IMPROVING GENDER BALANCE AMONG THE MEMEBRS OF THE DECISION-MAKING BODIES

Diagnosis	Unequal share of women in decision-making bodies, especially on top management positions in academia
Objectives	<p>Ensuring that all decision-making bodies and committees have gender parity (aim for minimum of 40% representation of women).</p> <p>Raising awareness on gender bias and equality among decision-makers.</p> <p>Allow for scrutiny of the decisions made by the decision making bodies and monitoring by the GE&D Group, and for corrective measures to be implemented.</p> <p>Research the participation of women in leadership positions.</p>
Timeline	2022-2024
Responsible person	Gender Equality & Diversity workgroup
Potential outcome/measure of success	<ul style="list-style-type: none"> - Ensured 40% representation of women in all decision-making bodies.



	<ul style="list-style-type: none">- Awareness- raising campaigns on gender bias and equality among decision-makers organized.- Participation of women in leadership positions researched.
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5. MONITORING, REPORTING AND EVALUATION

This section of the Gender Equality Plan is dedicated to **monitoring and evaluation of the measures and objectives adopted to assess the progress and impact of the Plan.**

5.1. PERIODICAL MONITORING AND EVALUATION OF THE GENDER EQUALITY PLAN

IEDC will periodically monitor and reporting of the implementation of the Gender Equality Plan. IEDC will conduct **a repeated survey every two years**, the first one in year 2024, to assess the possible improvements, stagnation and negative trends within every area and every objective.

IEDC is committing to the **periodical data gathering to assess the impact of the different measures adopted.** IEDC will develop a plan for annual collection of the sex-disaggregated data that would be at disposal for the gender-analysis. IEDC will include sex-disaggregated data in its reports related to the quality assurance process.

The **responsible entity for gathering the necessary information for the periodical monitoring, reporting and assessment will be Gender Equality & Diversity workgroup.** The workgroup will also develop criteria used to monitor, report and assess the Gender Equality Plan and the different measures included in the Plan. **The person responsible for supervising such periodical monitoring, reporting and assessment will be Gender Equality Officer at IEDC.**

5.2. PROCEEDING TO REVISE THE GENDER EQUALITY PLAN

The proceeding to revise the Gender Equality Plan will be highly dependent of the internal regulation. The Gender Equality Plan will be revised along the self-assessment process and reporting. The bodies or people entitled to call for the revision process are the Gender Equality & Diversity workgroup and the Gender Equality Officer, the Senate, The Student Council, or the Academic Assembly. The Gender Equality & Diversity workgroup and the Gender Equality Officer are entitled to decide on initiating the revision process. Gender Equality & Diversity workgroup and Gender Equality Officer can include other entities of IEDC to conduct the revision of the Plan.



6. TIMELINE OF THE GENDER EQUALITY PLAN

The duration of the gender equality plan will be two years, from March 2022 till December 2024, if not indicated otherwise in the Action Plan. Starting date of the implementation of each measure is March 2022. Monitoring activities will be first conducted in 2024, along with the exit survey, as indicated in the Action Plan above. Longest duration of the measure will be eight years, from 2022 till 2030 to implement the mentoring programme for your female academics, more in details described in the Action Plan above. In year 2030, the final revision the present Equality Plan will be conducted.

7. DISSEMINATION STRATEGY

The following dissemination actions will be included:

- IEDC will **publish the Gender Equality Plan in the institution's website**. The gender equality criteria of HORIZON EUROPE Program include the publication of the Plan, signed by high management, in the institution's website.
- IEDC will conduct the **information campaign among workforce**, identifying different dissemination actions and channels of communication to inform IEDC employees about the Gender Equality Plan and specific measures adopted.
- IEDC will organize the participation on the **trainings on the implementation of Gender Equality Plans** directed to Gender Equality Officers, relevant management, and staff of each partner institution.
- IEDC will **disseminate Gender Equality Plan among external stakeholders**.

Bled, 30.03.2022



Prof. Danica Pug
President

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