

INTERNATIONAL UNIVERSITY OF SARAJEVO

IUS Gender Equality Plan

Executive Summary

This document describes *GEP* (Gender Equality Plan) of the *SAGE* (*Systemic Action for Gender Equality*) – Horizon 2020 *project* for which the International University of Sarajevo, Bosnia and Herzegovina is responsible as Work Package leader. The GEP has been tailored to meet the specific conditions and culture in the institution. The GEP has been designed to be employed to remove barriers to the recruitment, retention and career progression of female researchers; address gender imbalances in decision-making processes; and strengthen the gender dimension in research programmes. The proposed changes are evidence based and were developed using the SAGE Wheel Model.

Methodology for creating and constructing the GEP

IUS GEP was designed by the IUS SAGE Project Team and additional researchers from the University (it included staff from the following disciplines: Economics (with specialty in human resources and gender economics), Psychology, and Statistics. In order to draft the GEP, various data were collected and analysed.

Collection and analysis of gender-disaggregated data

In order to find evidence and gaps where the GEP would be helpful, we collected and conducted an analysis of gender disaggregated data relating to the governing structure, student body, recruitment, retention and career progression of academic and research staff, work life balance provisions and maternity and paternity leave. First data was collected through Preliminary Data Gathering, and gave first glimpse at the institutional basic data information. Upon that, institutional data collection was extended to including all academics' information, related to the research projects, administration duties, maternity and paternity leaves, etc. In addition, we also collected the gendered data for advisors of completed MA/MS and PhD degrees as we deemed it relevant for our institution.

Institution audit and gender impact assessment of policies, practices and procedures

We conducted a series of interviews. They helped us find out about policies and practices relating to gender equality in the University. We interviewed academic high management as well as key people in the administration. The audit included data on Institutional Governance (including policies and practices), Career Progression, Work-Life Balance, and EnGendering Knowledge.

A quantitative survey of academics

We designed a quantitative survey based on the survey provided in “Primary Data Collection Tools”. The questions in the survey were adopted to the local setting and all academics were invited to participate. The overall response rate to the survey was above 30% which is higher than reported in similar studies. The questions were designed to assess all four areas of interest again: Institutional Governance (including policies and practices), Career Progression, Work-Life Balance, and EnGendering Knowledge.

A qualitative study of academics

We designed a qualitative survey based on the study provided in “Primary Data Collection Tools”. The guidelines given were used to create a study for the local setting at the University. Within Qualitative Study, members of the SAGE team made interviews and focus groups, where open discussion took place.

All the collected information has been useful to identify critical gaps and challenges; assess the level of resources allocated to gender activities; establish a baseline for possible improvements and innovations, and feed into the design of Gender Equality Plan (GEP).

IUS Gender Equality Plan

SAGE Quadrant	SAGE Theme	Issues to be addressed	Planned Action	Measure of success
<p align="center">Career Progression</p>	<p align="center">Professional Development</p>	<p>Lack of applications to external research funding (raw numbers suggest fewer female applications but significance of gender needs to be evaluated)</p> <p>Also, there is a lack of awareness of including gender in all research grant proposals on European level (as evidenced from the record of research projects)</p>	<p align="center">Training on applying to research funding that includes good practice of including gender in all discipline research</p>	<p align="center">Training developed and taken place (at least 20 early career professors trained – 10 females and 10 male)</p>
	<p align="center">Raising Profile of Academics</p>	<p align="center">Glass ceiling at Associate Professor level</p>	<p align="center">Academic leadership Programs for Women</p>	<p align="center">At least 5 early career female professors trained</p>
	<p align="center">Raising Profile of Academics</p>	<p align="center">Glass ceiling at Associate Professor level</p>	<p align="center">Media training to disseminate research and project outputs</p>	<p align="center">At least 10 early career female professors trained</p>

	Raising Profile of Academics	Glass ceiling at Associate Professor level	Peer mentoring for women	At least 10 early career female professors assigned senior professors (both male and female) as career mentors
	Raising Profile of Academics	Glass ceiling at Associate Professor level	Skill enhancement for women (workshops to support networking, reading/writing groups and guidance on publishing)	At least 10 early career female professors attended the workshop
	Raising Profile of Academics	Women attract fewer graduate students for mentoring PhD thesis	Review PhD supervision selection and PhD advising processes to remove gender bias if there is any	Policy for PhD supervision selection and PhD advising examined for gender biases
	Raising Profile of Academics	Lower Visibility of Female Role Models	Unconscious bias lectures for the academic community. Examination of PR materials for gender bias	More female invited speakers, all university material examined for possible gender bias
	Professional Development	Perceived lack of transparency around promotions	Disseminate new promotion policy to academic, start a record of successful promotions to be available for viewing, also monitoring gender ratios for those eligible to apply; applicants and successful	New promotion policy established and examined for possible gender biases. Increase in satisfaction with the promotion process reported amongst academics. Gendered data on all stages of promotion process available

SAGE Quadrant	SAGE Theme	Issues to be addressed	Planned Action	Measures of success
Work-life Balance	Culture and Management Practice	Late afternoon meeting scheduled	Develop policy to schedule meetings between 10:00 am – 4:00 pm unless prior notice of at least one week is given	Policy drafted and adopted. Increase in satisfaction reported by academics
	Culture and Management Practice	Lack of transparency regarding Workload Allocation Junior level female staff spend higher percentage of their time working on administrative duties	Develop & Pilot a Workload Model which is fair and transparent in one faculty. Apply Model with lessons learned to all faculties	Model drafted and adopted
	Policy	Undeveloped maternity/paternity leave policy	Develop maternity/paternity leave policy where all genders are presented. Currently, the law is followed but items not specified in the law are variably interpreted	Policy drafted and adopted

	<p style="text-align: center;">Culture and Management Practice</p>	<p>Perhaps younger babies (less than 1 year) can be left there? We need to explore this option as it is needed for both staff and students. Otherwise, we need more flexibility and support for parents that return to work before child is one year old</p>	<p>Convert rooms on campus for use by mothers (feeding/expressing milk). Make available rooms for baby changing and feeding (accessible to all genders). No such rooms exist currently. Consider extending on-campus child care to babies. Currently it starts at 1 year old. Consider introducing channels of communication with mothers on maternity leave to ease their integration when returning to work</p>	<p>Rooms introduced on campus. At least one for mothers (feeding and expressing milk) and one for all genders for changing and feeding. Child care policy considered. Flexible hours considered for parents that return to work before child is one year old. Keep-in-touch whilst on leave channels considered and effective communication practice established. Returning mother report satisfaction with integration to work upon giving birth.</p>
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Institutional Governance	Leadership Training and Management	Capacities for GEP creation and implementation	Unconscious bias training for GEP Team	GEP Team members trained
	Leadership and Training and Management	Capacities for GEP creation and implementation	Inclusive Representation on GEP team	GEP Team inclusive
	Leadership and Management	No Vice-Rector for Gender Equality	Appoint Vice-Rector for Gender Equality	Vice-Rector for Gender Equality appointed
	Monitoring Policy and Practice	No office for Gender Equality	Establishment of Gender Equality Function	A person designated for (gender) equality at university appointed
	Monitoring Policy and Practice	Gendered data not easily available	Monitor gender ratio at all grades	Gendered data available across administrative offices
	Monitoring Policy and Practice	Lack of knowledge regarding reason for staff departures and any associated gender differences	Introduce exit survey and/or interviews to make information available	Procedure of introduced. HR keeps record. Vice-Rector for Gender Equality and officer review annually

	Leadership Training and Management	Gender imbalance among Deans and Head of Departments	Review of female-male ratios	Gender balance increased by promoting or recruiting excellent female academicians. Target 40%
	Leadership Training and Management	No formal management training for Deans	Unconscious bias training	All deans completed training
	Leadership Training and Management	Women – less interested in position of Rector or Vice-Rector	Leadership training for women	At least 10 female members completed the training
	Monitoring Policy and Practice	Women observed and experienced sexist remark	Gender-proof policies. Introduce a bullying/harassment policy which will introduce a designated “contact person” that alleged victims can speak with	Policy developed, reduction in observation and experience of sexist remarks reported
	Leadership Training and Management	Women served less frequently on committees	Unconscious bias training for management Evaluate and revise the committee structures to make it possible for women to participate in committees more (target 40%)	Training organized for management Committee structures examined to include greater female participation
	Monitoring Policy and Practice	Gender Pay Gap	Annual gender pay gap review established	Annual review policy established

	Monitoring Policy and Practice	Lack of awareness of gender issues among committee members	Unconscious bias training for committee and potential committee members	Training organized for (potential) committee members
	Monitoring Policy and Practice	Equality policy does not exist at the university	Establish University Equality Policy	Equality policy established
	Monitoring Policy and Practice	Low % of international female undergraduate students	Review recruitment procedure for international students and introduce actions to mitigate	Procedure examined to attract more female students and actions taken (target 40%)
	Monitoring Policy and Practice	No gender equality embedded in Strategic Plan	Gender equality embedded in IUS's strategic plan, KPIs or equivalent-mission/vision statements, etc.	Include gender equality in strategic plan and all actions that follow from it
	Monitoring Policy and Practice	Current staff induction processes are inadequate	Establish induction process for new staff	Booklet produced (both hard copy and an online version), induction planned (orientation sessions attended by new appointees)

SAGE Quadrant	SAGE Theme	Issues to be addressed	Planned Action	Measures of success
EnGendering Knowledge	Culture and Curriculum	Not enough gendered knowledge in curriculum	Integration of gender knowledge into teaching all disciplines by providing at least two weeks teaching chosen discipline with the gendered perspective	All study programs have introduced at least two weeks of gender knowledge in required courses
	Gender and Research Content	Lack of gender component in research	Training on applying to research funding that includes practice of including gender in all disciplines research	Academicians aware of importance of gender components across disciplines