

FACULTY OF MEDICINE IN RIJEKA GENDER EQUALITY PLAN 2022–2026



Sveučilište u Rijeci
University of Rijeka



SVEUČILIŠTE U RIJECI - MEDICINSKI FAKULTET

medri

UNIVERSITY OF RIJEKA, FACULTY OF MEDICINE
MEDRI Gender Equality Plan 2022–2026

FOUR STRATEGIC AREAS OF GENDER EQUALITY / 16 GOALS AND INDICATORS:

- I. **Institutional culture of gender equality** – gender equality in decision-making processes and systems
- II. **Gender equality in scientific research** – strengthening gender equality in career development
- III. **Gender equality in teaching and training** – integrating gender perspective into study programmes and transferring knowledge on gender equality to the community
- IV. **Harmonisation of personal and professional life** – improving the quality of life and work

The MEDRI Gender Equality Plan was created in accordance with strategic national, European and global strategies and monitoring policies and criteria:

1. Constitution of the Republic of Croatia (Article 3)
2. Strategic Development Plan of the Faculty of Medicine in Rijeka 2019–2025
3. Science Strategic Plan of the Faculty of Medicine in Rijeka 2021–2025
4. Science Strategic Plan 2021–2025
5. Code of Ethics for Teachers, Associates and Scientists of the Faculty of Medicine of the University of Rijeka
6. University of Rijeka Strategy 2021–2025
7. University of Rijeka Code of Ethics
8. YUFE Diversity and Inclusivity Strategy
9. YERUN Strategic Plan 2021–2025
10. The Republic of Croatia Science, Education and Technology Strategy
11. International Labor Organisation Convention on Elimination of Violence and Harassment in the World of Work
12. The Republic of Croatia National Plan to Combat Discrimination for the period 2017–2022
13. The Republic of Croatia National Development Strategy 2030
14. EU – Gender Equality Strategy 2020–2025
15. Council of Europe – Gender Equality Strategy 2018–2023
16. European Institute for Gender Equality (Beijing Platform for Action; Gender Equality Index)
17. The European Charter and Code of Conduct
18. Human Resources Strategy for Researchers (HRS4R)
19. Horizon Europe Program
20. United Nations' Sustainable Development Goals (*Goal 5: Gender equality; Goal 8: Decent work and economic growth; Goal 10: Reduced inequalities*)
21. Global Gender Gap Report (World Economic Forum)
22. Directive (EU) 2019/1158 of the European Parliament and of the Council on work-life balance for parents and carers
23. Report of the Committee on Women's Rights and Gender Equality on women's careers in science and universities and glass ceilings encountered, 2015

24. Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), 1979
25. Recommendations of the Committee on the Elimination of Discrimination against Women for Croatia, 2015 (CEDAW/C/HRV/CO/4-5)
26. Beijing Declaration and Platform for Action, 1995
27. Convention on preventing and combating violence against women and domestic violence, i.e. the Istanbul Convention

1. Structure of employees and students according to gender at the Faculty of Medicine in Rijeka in the academic year 2020-2021

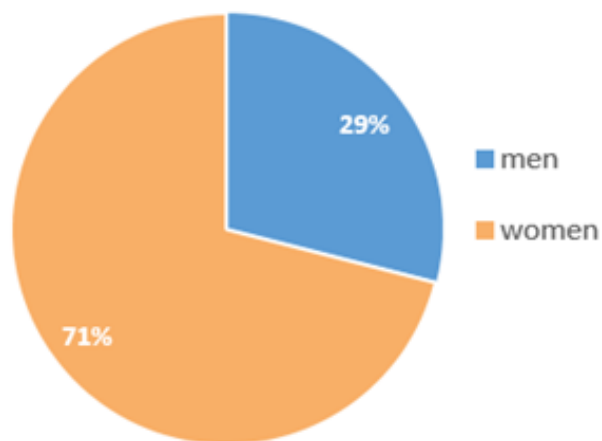


Figure 1.1. Total number of employees in the academic year 2020-2021

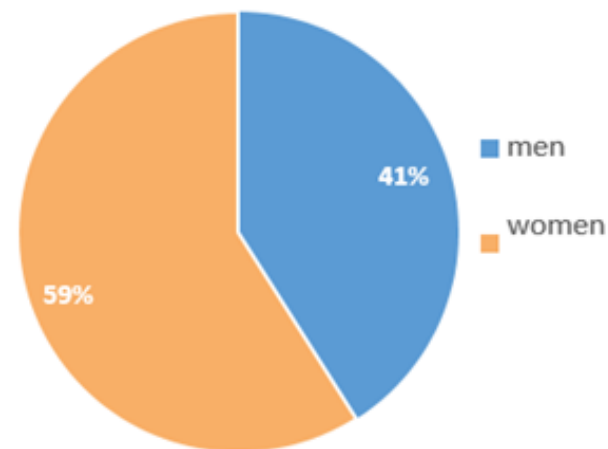


Figure 1.2. Composition of the Faculty Council

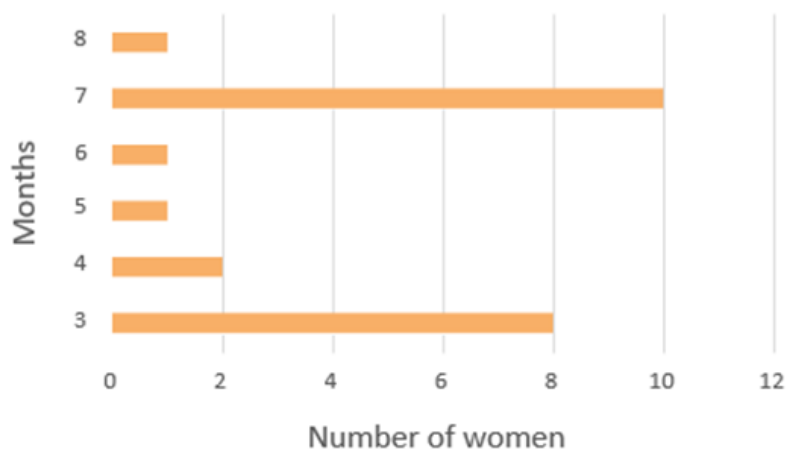


Figure 1.3. Maternity leave in the academic year 2020-2021

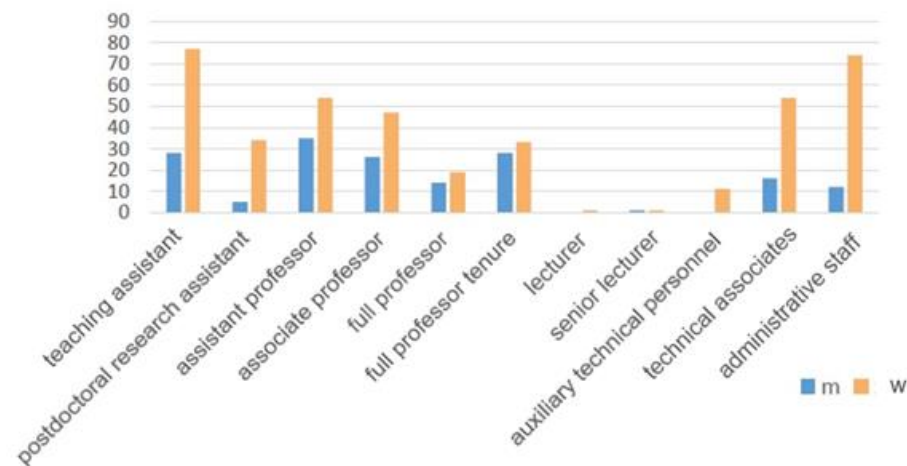


Figure 1.4. Distribution of employees according to gender, rank and workplace in the academic year 2020-2021

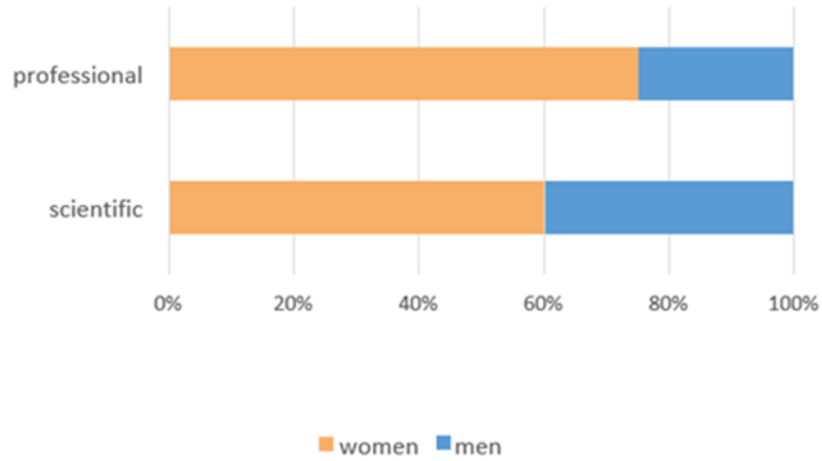


Figure 1.5. Project leaders/managers

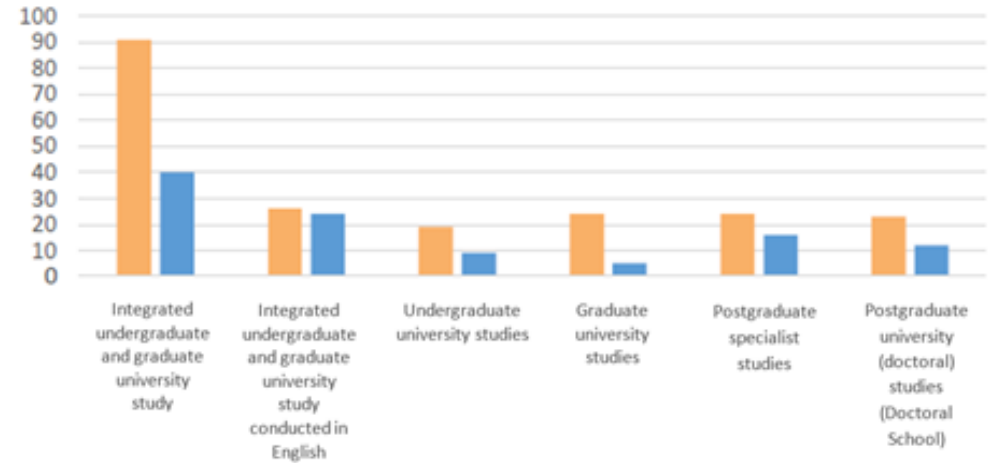


Figure 1.6. Gender structure of students according to enrolled study programmes in the academic year 2020-2021

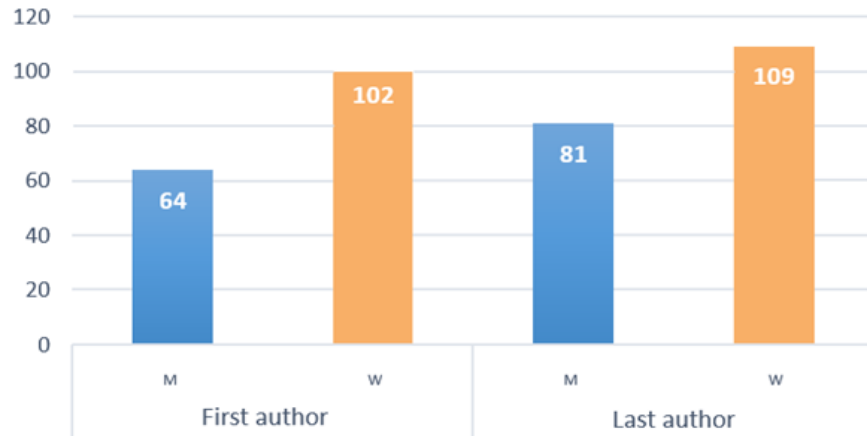


Figure 1.7. Gender structure according to scientific productivity

* The corresponding authorship category is excluded due to the complexity of database analysis and the fact that certain journal publishers list several corresponding authors in one scientific paper.

2. Institutional culture of gender equality – gender equality in decision-making processes and systems

Goal	Indicator	Measures	Implementation	Responsible bodies
What are we trying to accomplish?	What indicates our success?	How are we going to achieve it?	Who will implement it?	Who is responsible?
1. Become recognisable in promoting and implementing gender equality policies in the higher education system	Positioning in national and international surroundings based on gender equality indicators: positioning in gender equality ranking systems	<ul style="list-style-type: none"> Adapting Faculty regulations to implement the MEDRI Gender Equality Plan (MEDRI-GEP) Appointing Faculty representatives responsible for implementing MEDRI-GEP: <i>MEDRI Gender Equality Committee</i> Establishing processes to continuously conduct institutional research and collect data on gender equality for international ranking and reporting systems Liaising with civil society stakeholders and other private and public organisations to promote and implement MEDRI-GEP 	<ul style="list-style-type: none"> dean Faculty Council vice deans Faculty secretary 	<ul style="list-style-type: none"> dean Faculty Council vice deans department heads Faculty secretary
2. Build an institutional/organisational culture of gender equality and diversity	Continuous progress in or maintenance of a desirable state of gender equality in all spheres of the Faculty's action	<ul style="list-style-type: none"> Establishing procedures for systematic collection of gender-related quantitative and qualitative data in digital form Establishing procedures for annual qualitative reporting on the implementation of MEDRI-GEP Preparing annual reports and 	<ul style="list-style-type: none"> MEDRI Gender Equality Committee (<i>Prof. Dubravka Jurišić-Eržen, MD, PhD, Valentina Belašić, M.Ec., Raul Kevrić, LLM, student Eugen Car</i>) 	<ul style="list-style-type: none"> dean Faculty Council vice deans department heads Faculty secretary

		<p>annual action plans based on data analysis</p> <ul style="list-style-type: none"> • Systematic monitoring of the implementation of the MEDRI-GEP and accompanying action plans and analysis of the situation after the end of the strategy cycle • Using gender-sensitive language and visual representations in Faculty documents • Introducing continuous training for managers at different levels regarding policies and implementation of MEDRI-GEP • Improving public communication and organising promotional activities and campaigns inside and outside the institution to mark anniversaries and promote gender equality and diversity (website, social networks, and the like) 		
3. Develop an employment and career advancement system sensitive to gender equality	Equal gender distribution in Faculty bodies, among newly employed teaching and non-teaching staff and among promoted staff	<ul style="list-style-type: none"> • Respecting gender diversity in the appointment of members of election committees • Developing guidelines to address gender representation in appointment, recruitment and promotion processes • Promoting the practice of members of election committees disclosing their familiarity with the principles of gender equality • Supervising hiring and promotion 	<ul style="list-style-type: none"> • MEDRI Gender Equality Committee • Office of Legal, Personnel and General Affairs 	<ul style="list-style-type: none"> • dean • Faculty Council • vice deans • department heads • Faculty secretary

		processes through data analysis and proposing further activities to eliminate gender inequality		
4. Eliminate gender-based stereotypes, prejudices and practices that encourage gender inequality	Equal participation of women and men in decision-making bodies	<ul style="list-style-type: none"> Improving women's representation in managerial positions and maintaining the state where the "glass ceiling" has been eliminated Promoting good practice and the role-model principle for women by, for example, showcasing the outstanding work of women at the Faculty, emphasising the consequences of epistemic injustice, etc. Offering educational programmes/workshops to (i) increase the visibility of positive examples in higher education institutions, (ii) empower and improve the self-awareness of marginalised gender groups and empower them and (iii) develop negotiation and management skills that can be used to improve gender equality 	<ul style="list-style-type: none"> MEDRI Gender Equality Committee 	<ul style="list-style-type: none"> dean Faculty Council vice deans department heads Faculty secretary
5. Improve student, teacher and employee satisfaction with gender equality at the Faculty	Greater satisfaction with the state of gender equity and/or the maintenance of a desirable state	<ul style="list-style-type: none"> Integrating chapters/sections/queries on satisfaction with the state and practices of gender equality into regular student, teacher and staff satisfaction questionnaires Proposing to the Faculty Council action plans for improving gender equality policies and practices at the Faculty 	<ul style="list-style-type: none"> MEDRI Gender Equality Committee Quality Assurance and Improvement Committee 	<ul style="list-style-type: none"> dean Faculty Council vice deans

3. Gender equality in scientific research – strengthening gender equality in career development

Goal	Indicator	Measures	Implementation	Responsible bodies
What are we trying to accomplish?	What indicates our success?	How are we going to achieve it?	Who will implement it?	Who is responsible?
1. Enhance gender equality in supporting scientific work and production	Increased number of men/women who publish in Q1 and Exc categories and who are project managers in science	<ul style="list-style-type: none"> Tracking and analysing gender assorted data on research: funding, publication of papers (Scopus, WoS), publication of books and edited volumes, artistic production, the proportion of female managers and collaborators in university, national and European competitive research projects Proposing action plans to improve gender equality in research (e.g., special awards for women scientists in areas of most significant inequality) Ensuring adequate support for young women scientists during pregnancy and early motherhood, ensuring support for international mobility, etc.) Including the elements of maternity leave, parental leave and motherhood in research evaluation processes to prevent the emergence of the “maternal 	<ul style="list-style-type: none"> MEDRI Gender Equality Committee Office of Science, Projects and Doctoral Studies Biomedicine and Health Library in Rijeka 	<ul style="list-style-type: none"> dean vice dean for scientific research activity

		<p>wall”</p> <ul style="list-style-type: none"> • Respecting gender diversity in the appointment of members of evaluation committees for research projects in science and arts • Developing protocols/guidelines for gender mainstreaming in research 		
2. Encourage gender-sensitive research and research on gender-related topics	Increased number of student papers, scientific publications and artistic works that integrate the gender perspective	<ul style="list-style-type: none"> • Defining the status of gender-sensitive research in science and research on gender-related topics • Conducting doctoral training (elective courses/workshops) that emphasise gender perspectives in research to increase recognition of its value for economic and social development and innovation culture • Institutional acknowledgement of successful integration of gender perspectives, e.g., by awarding student work that integrates gender perspectives • Encouraging scientific and artistic projects and production on gender-related topics (e.g., by providing institutional financial support) 	<ul style="list-style-type: none"> • MEDRI Gender Equality Committee • Doctoral School Council • FOSS MEDRI – Faculty Committee of all students of the Faculty of Medicine in Rijeka • Teaching Committee • Biomedicine and Health Library in Rijeka 	<ul style="list-style-type: none"> • dean • vice dean for scientific research activity • vice dean for teaching
3. Increase the representation of women in the STEM area	Equal gender representation in the STEM area	<ul style="list-style-type: none"> • Identifying and analysing the reasons for the underrepresentation of women and removing obstacles to their greater participation in areas where they are underrepresented • Conducting popularisation and motivational activities and 	<ul style="list-style-type: none"> • MEDRI Gender Equality Committee • Office of Legal, Personnel and General Affairs • Committee for Election of Teachers, Scientists and Associates 	<ul style="list-style-type: none"> • dean • vice deans • Faculty secretary

		<p>activities that recognise, support and promote representation of women in areas where they are traditionally underrepresented</p> <ul style="list-style-type: none">• Conducting educational and motivational activities for female pupils and students in areas where women are underrepresented: digital technologies, data analytics, innovation incubators (start-up), blue and green technology, energy research, climate change, and the like• Introducing specific programmes to support women in submitting research projects		
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4. Gender equality in teaching and training – integrating gender perspective into study programmes and transferring knowledge on gender equality to the community

Goal	Indicator	Measures	Implementation	Responsible bodies
What are we trying to accomplish?	What indicates our success?	How are we going to achieve it?	Who will implement it?	Who is responsible?
1. Integrate gender perspective into study programmes	Increased number of study programme courses that integrate gender equality topics	<ul style="list-style-type: none"> Defining the status and criteria for obtaining the status of a course that integrates the gender equality topics Producing guidelines and conducting workshops for teachers on how to integrate the topics of gender equality and inclusive practice into curricula, course structures and teaching methods Producing generic educational materials suitable for courses at all academic levels: undergraduate, graduate and postgraduate study programmes Recognising and valorising completed education for teaching staff on introducing gender perspective in curricula 	<ul style="list-style-type: none"> MEDRI Gender Equality Committee Teaching Committee Quality Assurance and Improvement Committee 	<ul style="list-style-type: none"> dean vice dean for teaching vice dean for quality assurance

<p>2. Enhance student education on gender equality</p>	<p>Increased number of courses and educational programmes on gender equality</p>	<ul style="list-style-type: none"> • Accrediting specific communis courses, educational programmes and lifelong learning programmes for students on gender equality topics, which are created and implemented in cooperation with experts/organisations from the community • Recognising and acknowledging completed training on gender equality within study programme curricula (and including it in the diploma supplement) • Designing and implementing various forms of non-formal educational programmes on gender issues through service learning, e.g.: creative workshops for teaching and non-teaching staff, students, associates and the community 	<ul style="list-style-type: none"> • MEDRI Gender Equality Committee • Teaching Committee • Centre for Improvement of Teacher Competencies and Communication Skills 	<ul style="list-style-type: none"> • dean • Faculty Council • vice dean for quality assurance
<p>3. Become leaders in the provision of digital (online) educational programmes on gender equality, diversity and inclusivity</p>	<p>Increased number of online courses/education on gender equality, diversity and inclusivity</p>	<ul style="list-style-type: none"> • Designing and delivering online courses on gender equality, diversity and inclusivity • Delivering webinars and online training for employees, teachers and managers • Recognising and acknowledging completed online training on gender perspectives for staff, teachers and managers 	<ul style="list-style-type: none"> • MEDRI Gender Equality Committee • Teaching Committee • Centre for Improvement of Teacher Competencies and Communication Skills • Department of Humanities and Social Sciences in Medicine 	<ul style="list-style-type: none"> • dean • vice dean for teaching • head of the Department of Humanities and Social Sciences in Medicine

5. Harmonisation of personal and professional life – improving the quality of life and work

Goal	Indicator	Measures	Implementation	Responsible bodies
What are we trying to accomplish?	What indicates our success?	How are we going to achieve it?	Who will implement it?	Who is responsible?
1. A work environment that enables employees to balance their professional and personal duties and responsibilities	Improved index of employee satisfaction with their work environment	<ul style="list-style-type: none"> • Generating guidelines to support employees who use maternity or parental leave or who are caregivers of their family members (administrative procedures, financial support, advice for pregnant women regarding laboratory work and safety measures) • Including gender equality in policies and regular human resources management • Generating guidelines for scheduling meeting times to balance professional and personal duties • Designing and implementing institutional practices that neutralise the impact of repetitive work and workplace stress on mental health (e.g., personal training and development, mobility, empowerment programmes, organising and offering recreational activities, and the like) • Improving communicational 	<ul style="list-style-type: none"> • MEDRI Gender Equality Committee • Office of Legal, Personnel and General Affairs • Quality Assurance and Improvement Committee 	<ul style="list-style-type: none"> • dean • Faculty secretary • vice deans • department heads

		<p>practices and teamwork (e.g., through regular meetings of nonteaching staff to empower them to form meaningful relationships and articulate common interests that improve the quality of work)</p> <ul style="list-style-type: none"> • Implementing bidirectional employee and manager evaluations to identify workplace difficulties quickly and efficiently 		
2. Strengthening employee trust	Prevention of gender-based violence	<ul style="list-style-type: none"> • Raising awareness of prejudice and prevention of discrimination and hate speech • Ensuring psychological support is provided to victims of discrimination • Creating programmes to raise awareness of gender-based violence among employees • Encouraging a zero-tolerance policy against discrimination 	<ul style="list-style-type: none"> • MEDRI Gender Equality Committee 	<ul style="list-style-type: none"> • dean • Faculty secretary • Faculty Council • vice dean for business affairs • department heads
3. Ensure that the Faculty is a “safe place” free from sexual harassment and discrimination	Promoting good practices to encourage open speech and reduce instances of sexual and gender-based harassment and discrimination	<ul style="list-style-type: none"> • Generating special policies/press releases that all types of sexual harassment are reprehensible • Introducing a special holistic protocol/guidelines for prevention and acting upon cases of sexual harassment and violence and preventing secondary victimisation • Ensuring psychological support is provided to victims of sexual harassment • Creating educational 	<ul style="list-style-type: none"> • Ethics Committee for Protection of Academic Integrity • person authorised for receiving and resolving complaints regarding the protection of employee’s dignity 	<ul style="list-style-type: none"> • dean • Faculty secretary • Faculty Council • vice dean for business affairs • department heads

		<p>programmes/materials to raise awareness of bias and combat sexist language and hate speech</p> <ul style="list-style-type: none"> • Creating annual action plans and programmes to raise awareness of gender-based violence 		
<p>4. Support practices of diversity and inclusivity regardless of sexual orientation and identification</p>	<p>Developing additional institutional policies and practices to strengthen gender diversity and inclusivity</p>	<ul style="list-style-type: none"> • Generating special policies/press releases that all forms of discrimination based on sex and/or gender are reprehensible • Building a network of allies with community stakeholders to support employees and students • Establishing empowerment and support systems for employees and students regardless of their gender orientation or identification • Creating annual action plans and programmes to raise awareness of gender diversity and inclusivity (consistent with the YUFE Diversity and Inclusivity Strategy) 	<p><i>Implementation in the context of the UNIRI Gender Equality Plan and YUFE Strategy</i></p>	<ul style="list-style-type: none"> • dean • Faculty Council • vice deans • department heads

The Gender Equality Plan of the Faculty of Medicine of the University of Rijeka was adopted by the Faculty Council on 17 January 2023 (CLASS: 007-06/23-02/31, REG. NO.: 2170-1-42-01-23-1).