

**Conference**



# Gender Equality in Higher Education: International Good Practices and Local Contexts

**October 20, 2017.**  
Faculty of Law  
Conference Room



**Conference:**

Gender Equality in Higher Education:  
International Good Practices and Local Contexts

**Editors:**

Prof. dr Dragica Vujadinović

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# Conference

## “Gender Equality in Higher Education: International Good Practices and Local Contexts”

October 20, 2017.  
held in the Conference room

Faculty of Law, University of Belgrade  
Center for Human Rights, Institute of Social Sciences  
Bulevar kralja Aleksandra 67, Beograd

09:00 - 09:30    **Registration of participants**

09:30 - 09:45    **Conference Opening**

*Prof. Dr. Sima Avramović,*  
Dean, Faculty of Law, University of Belgrade  
*Prof. Dr. Zorana Mihajlović,*  
Deputy Prime Minister and President of the  
Coordination Body for Gender Equality  
*Prof. Dr. Ivana Krstić, Director,*  
Centre for Human Rights, Faculty of Law,  
University of Belgrade  
*Mr. Jan Lueneburg,*  
Head of Democratization Department,  
the OSCE Mission to Serbia

09:45 – 11:00

**Session 1:**

**Gender Equality in Academia:  
Transforming Knowledge, Organizations  
and Professions**

Gender Equality and Knowledge Production:

Hierarchies of Exclusions

*Prof. Dr. Marina Hughson,*

Institute for Criminological and Sociological Research,  
Belgrade, Serbia

Men and Masculinities in Academia, Higher Education  
and Science,

*Prof. Dr. Jeff Hearn,*

Management and Organisation, Hanken School  
of Economics, Finland; Gender Studies, Örebro  
University, Sweden; Sociology, University of  
Huddersfield, UK

Moderator and Discussant:

*Prof. Dr. Ivana Krstić,*

Faculty of Law, University of Belgrade

11:00 – 11:30

**Coffee break**

11:30 – 13:00

**Session 2:**

**Gender Mainstreaming in Higher Education**

Gender Mainstreaming in Higher Education:

Nordic Perspective,

*Prof. Dr. Liisa Husu,*

Gender Studies, School of Humanities, Education  
and Social Sciences, Örebro University, Sweden

Gender Equality and Diversity Policies, Construction  
of Scientific Excellence in Academia,

*Prof. Dr. Marieke van den Brink,*

Faculty of Social Sciences, Radboud University,  
The Netherlands

Gender Mainstreaming in Higher Education:  
Resistance and Contemporary Experiences,  
*Dr. Marcela Linkova*,  
Institute of Sociology of the Czech Academy of  
Science

Moderator and Discussant:  
*Prof. Dr. Miodrag Jovanović*,  
Faculty of Law, University of Belgrade

13:00-14:15 **Buffet Lunch**

14:15- 15:30 **Session 3:  
Gender Mainstreaming in Legal Education  
and Profession**

Teaching Gender Studies in Law:  
Opportunities and Challenges for Legal Profession  
*Prof. Dr. Susanne Baer*,  
Chair of Public Law and Gender Studies Humboldt  
University of Berlin and Justice of the Federal  
Constitutional Court of Germany

Gender Mainstreaming in Legal Education:  
Pilot Analysis of Curricula and Textbooks  
*Prof. Dr. Nevena Petrušić*,  
Faculty of Law, University of Niš and  
*Prof. Dr. Dragica Vujadinović*,  
Faculty of Law, University of Belgrade

Moderator and Discussant:  
*Prof. Dr. Tanasije Marinković*,  
Faculty of Law, University of Belgrade

15:30 - 15:45 Coffee break

15:45 - 17:15 **Round Table:  
Towards a Comprehensive Policy Approach in  
Gender Mainstreaming in Higher Education**

*Prof. Dr. Vladimir Bumbaširević,*

Rector, University of Belgrade

*Prof. Dr. Ivanka Popović,*

Vice-Rector, University of Belgrade

*Mr. Mladen Šarčević,*

Minister of Education, Science and Technological  
Development (tbc)

*Prof. Dr. Branka Drašković,*

Coordination Body for Gender Equality of the  
Government of the Republic of Serbia

*Mr. Meho Omerović,*

Chair of the Parliamentary Committee for Human  
and Minority Rights and Gender Equality

*Mr. Nicolas Bizel,*

Head of Section for Justice,  
Home Affairs and Social Inclusion,  
EU Delegation Serbia

*Prof. Dr. Tanja Mišćević,*

Head, Negotiation Team of the Government of  
Republic of Serbia

*Ms. Brankica Janković,*

Commissioner for the Protection of Equality

Moderator:

*Prof. Dr. Dragica Vujadinović,*

Faculty of Law, University of Belgrade

# ABSTRACTS

# GENDER EQUALITY AND KNOWLEDGE PRODUCTION: HIERARCHIES OF EXCLUSION

This key note presentation will have three parts. In the first part, I will set up a scene for the issue of gender equality in HE in Serbia, going beyond statistics, and showing the state of the art research and policy in that domain. In the second part, I will offer a broader theoretical perspective on a set of exclusions which create dominant hierarchies in academia, internationally and nationally (within Serbia). I will claim, that contrary to the ideal of meritocracy, scientific and academic systems are mainly created in a spirit of exclusions, and that present day global and transnational flows are increasing exclusions, rather than decreasing. Therefore, those hierarchies are “hierarchies of exclusions” and they dominantly shape organizational power, knowledge production and policy making to which academia is linked. Within such a context of “competition with limited meritocracy”, all “vulnerable” or “minority” groups suffer from additional risks of exclusions, including women.

Finally, I will give some concrete examples of how exclusion of gender as a research dimension and the lack of knowledge on gender issues, create three types of negative consequences: firstly, perpetuation of “old boys networks” in academia and exclusion of women, which cancels meritocracy; secondly, bad scholarship limited by androcentricism (where gender is not addressed, or when it is simply “added” without in depth analyses and critical thinking); and finally, dead-end and failure when dealing with the most fundamental problems of social and economic development of Serbia. The conclusion is that gender equality in academia, and within the broader sense of knowledge production, is inseparable from development of critical thinking, diversity, cooperation and meritocracy in science, as well as from constructive and progressive development policies.

Prof. Dr. Jeff Hearn

# MEN AND MASCULINITIES IN ACADEMIA, HIGHER EDUCATION AND SCIENCE

Gender inequalities persist in higher education. Gender and gender relations do not only concern the categories of women and girls; they also concern the categories of men and boys, as well as further gendered and sexual categories such as LGBTIQ+ people. In this presentation, I focus on neither “women as the problem” nor “gender mainstreaming” as “the solution” to gender inequalities in higher education, but rather on the gendering of men, even the “problem of men”, in academia, higher education and science.

You might imagine that it is quite difficult to talk about and discuss what happens in higher education and the academy without discussing men, masculinities and men’s practices, but this appears not to be so. This contrasts with debates in some countries on “failing boys”. Indeed many debates and documents on gender equality in academia are strangely silent on the question of men, that is, the majority of academics working there, especially at more senior and leadership levels: men are an “absent presence”. This careless avoidance, less or more conscious, is certainly rife in mainstream academia and “normal science”, and in turn mainstream, “normal” analyses thereof. So, in fact this avoidance seems to be rather easy – or at least rather easy to do without discussing men, masculinities and men’s practices in any kind of explicitly gendered way.

Naming men as men in academia still seems to be an obvious, yet awkward and uncomfortable task for many of those concerned in both academia and policy-making. I reflect on this in terms of long-term experience of working in different European countries, with different educational and research systems, yet also some pervasive similarities. Approaching the question of gender (in)equalities in this way is a matter of everyday experience, hard work in the academy, policy and politics, and challenging and difficult theorising – and their interrelations. Without attending to such questions, what likelihood is there of reducing gender inequalities in higher education?

Prof. Dr. Liisa Husu

# GENDER MAINSTREAMING IN HIGHER EDUCATION: NORDIC PERSPECTIVE

The Nordic countries - Finland, Denmark, Iceland, Norway and Sweden - can be characterized as global leaders when it comes to overall gender equality of society (WEF 2016). In all five countries, gender equality promotion in academia and science has been actively on the national policy agenda since the 1980s, especially so in Finland, Norway and Sweden, with equality planning, equality committees and equality advisers in HE institutions, national support structures, and various targeted measures. Sweden, Norway and Finland currently have the highest proportions of women among University Rectors in Europe (UAE 2017). However, if the proportion of women among full professors is used as an indicator of gender equality in academia, some countries in the Nordic region do not perform notably better than the EU average (She Figures 2015), and horizontal gender segregation of higher education is persistent.

Gender mainstreaming as a policy and governance principle has been applied in the Nordic countries to some extent since the mid-1990s, most systematically in Sweden, the main focus of this presentation. In 2013, the Swedish government initiated an ambitious gender mainstreaming programme of public authorities, that by now has covered 58 authorities, among them several relevant to the HE sector: the National Agency for Education, Swedish Council for Higher Education, public research funding agencies, and the National Innovation Agency. The programme continues until 2018, with nationally organised support. Most universities in Sweden are state-funded, but universities were not included in the Swedish gender mainstreaming programme of public agencies until 2016. In 2016 a Government directive gave all universities the task to develop a gender mainstreaming plan by 2017, to be continuously reported to the Government until the end of the programme period in 2019. The paper will discuss early experiences of this HE gender mainstreaming programme, challenges of implementation, and lessons learnt.

Prof. Dr. Marieke van den Brink

# GENDER EQUALITY AND DIVERSITY POLICIES, CONSTRUCTION OF SCIENTIFIC EXCELLENCE IN ACADEMIA

In the presentation I will discuss what is constructed as academic excellence at the micro-level, how evaluators operationalize this construct in the criteria they apply in academic evaluation, and how gender inequalities are imbued in the construction and evaluation of excellence. Today's academic labour market is characterized by precarisation, affecting men and women differently. Figures show that women academics are more often employed on fixed term contracts than men. In the competition for a declining number of permanent positions, the label of excellence can be key to early career researchers' inclusion or exclusion in academia.

In this presentation I will challenge the view that the academic world is governed by the normative principle of meritocracy in its allocation of rewards and resources. Based on European research on gender and precarious workers ([www.garciaproject.eu](http://www.garciaproject.eu)), and a study of professorial appointments in the Netherlands, I will show that academic excellence is an evasive social construct that is inherently gendered. In addition, I will present lessons learned on the crucial elements for success in the implementation of gender equality actions as well as dilemmas to anticipate.

Dr. Marcela Linkova

## GENDER MAINSTREAMING IN HIGHER EDUCATION: RESISTANCE AND CONTEMPORARY EXPERIENCES

In the past twenty years we have seen some positive developments regarding gender equality in research and higher education in Europe and beyond; the proportion of women among doctoral fellows and researchers has been growing, as has the awareness of gender equality issues in research. At the same time, research and innovation systems and governance of research have undergone equally significant changes, and some of these are having dire consequences for gender equality. Despite their seeming gender neutrality, the stress on performance and productivity, international mobility and a shift toward competitive funding and short-term contracts have particular effects which, if unattended, adversely affect careers in research in gendered ways.

To fix this highly complex situation governments as well as research and higher education institutions in Europe and in the US have moved in recent years toward structural, or cultural and institutional, approaches that tackle gender equality as a complex system unfolding in four inter-related levels: the symbolic, the institutional, the inter-personal and the individual. The approach entails three priority areas: gender balance in decision-making, gender balance in research careers, and the gendering of the content of research and innovation. This marks a shift from “fixing women” to “fixing institutions” to “fixing knowledge”.

Building on my experience from structural change projects and my active engagement in the European actions to advance gender equality in research, I will explore factors that have an impact on the implementation of gender equality actions. The experience from the field suggests that implementing gender equality plans is messier than may be gleaned from expert and policy documents, with historical, cultural, socio-economic, political, institutional, disciplinary and other factors contributing to and affecting the success of these actions. Structural change is a re-

cursive process which requires a high degree of flexibility, readiness to use arising opportunities on the go and constant negotiation at multiple levels. One particular obstacle lies in disciplinary differences and prestige between social sciences, gender expertise and feminist scholarship on the one hand and natural and technical sciences on the other, which casts a shadow over one of the main tenets of structural change initiatives: knowing the institution. In conclusion I will consider the need for a policy of solidarity (Warnke 2012) among the various stakeholders implementing gender equality actions and ask what manoeuvring space gender and feminist practitioners have to address gender inequality in higher education and research institutions.

Prof. Dr. Susanne Baer

*Justice of the Federal Constitutional Court, Germany*

## TEACHING GENDER STUDIES IN LAW: OPPORTUNITIES AND CHALLENGES FOR THE LEGAL PROFESSION

Law has, in most contexts, developed without a proper recognition of gender. As a result, legal systems and the theories that inform them have largely relied on a stereotypical image of the legal person or subject as male, and heterosexual, white, able-bodied, middle-aged, etc. In many regards, this has produced a biased order of social relations. With gender studies we are able to understand this process. A critical analysis of law with regard to gender also results in critical approaches that challenge not only the law. In fact, it also challenges the legal profession. A nuanced understanding of gender in law allows us to not only reconceptualize legal concepts and underlying theories. It also informs critique, and allows us to alter professional practice in legislation and administration, in the work of judges and lawyers as well as people who teach law. Thus, there are good reasons to include gender, as one aspect relevant to all areas of law, in legal education, be it in universities, professional schools or on the job. To date, gender studies in law have created the opportunity to enhance our understanding of the world by integrating gender into the mainstream of legal education. However, this is only worth doing if gender is not reduced to false ideas of man/woman, or to limited understandings of sex/sexuality, or denounced as a pre-defined political agenda. Rather, gender in law is an analytical concept that addresses particular, and constantly changing, utterly relevant aspects of social relations. Clearly, this is the case in family law and the law of intimate relationships, as well as in labour law and in social or welfare state regulation as well as in tax law. Also, a proper understanding of gender is extremely relevant in administrative law, be it on education or city planning, or in security regulation and police law. Overall, legal gender studies have produced many examples to demonstrate how gender in law allows us to acknowledge, and to properly address, the needs and interests of all people by legal means, thus contributing to a more just society.

Prof. Dr. Dragica Vujadinović  
Prof. Dr. Nevena Petrušić

## GENDER MAINSTREAMING IN LEGAL EDUCATION : PILOT ANALYSIS OF CURRICULA AND TEXTBOOKS

University education has the capacity to change mindsets of young people and to influence ways of life, value choices and gender identities. Gender equality is not possible without introducing a gender sensitive approach into the educational process, including legal studies.

Due to the highest value standards of modern international and national law, introducing a gender sensitive approach in legal education is quite necessary. Educating students of law – future lawyers, judges, prosecutors, administrative workers, members of parliamentary and governmental bodies – in a gender sensitive manner means a real investment into better legislation and a more correct interpretation and implementation of laws. Sensitizing judges in particular, but also legal professionals in all fields of their legal practice serves the fulfilment of what the essence of contemporary law is – equal respect and protection for each individual.

The mainstreaming of gender equality in legal education requires manifold institutional, pedagogical, educational changes in Serbia. It implies reconsidering all textbooks and syllabi from the point of gender sensitive content and language, overcoming gender stereotypes and prejudices among professors and students concerning understanding and interpreting legislation and particular fields of law, concrete laws, case law, as well as concerning multidisciplinary dimensions of legal education.

This presentation is based on the established methodology articulated for the sake of gender sensitive analysis of the most referential curricula and textbooks – Introduction into Jurisprudence, Sociology of Law, Constitutional Law, Family Law, Labor Law and Criminal Law – used at two

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state Universities' faculties of law in Serbia. On the basis of the collected data, the analyzed curricula and textbooks are differentiated into categories: gender negative, gender neutral and gender sensitive. Recommendations are also included, which could contribute to an improvement of curricula, textbooks and legal education in general.

**CVs**

→ **Marina Blagojević Hughson** is a sociologist (PhD.), a gender scholar and a gender expert, as well as an activist. She has almost 30 years of academic research experience in the field of women and gender studies, and 15 years of experience in gender related policies, on national and international level. Marina was one of the leaders of the women's movement in Serbia in the 90-s, co-founder of Women's Party Žest, and co-founder of the first Women's Study Centre in post-socialist Europe (in 1992), in Belgrade, as well as co-founder of the first academic programme in Eastern Europe on women and society, at the Faculty of Philosophy in Belgrade in 1992. She was President of the Serbian Sociological Association, and presently she is the President of the Feminist Section of that Association (Section for Feminist Research and Critical Studies on Masculinities). Marina is a member of GEXcel International Collegium in Sweden.

Marina has published extensively on women professionals, rural women, gender, masculinities, migrations, everyday life, parenthood, knowledge production etc. Her latest books include: *Knowledge Production at The Semiperiphery: A Gender Perspective* (2009), *The Semiperiphery and Gender: The Rebellion of the Context* (2015), *Tomorrow was Yesterday: Contribution to Social History of Women in Yugoslavia in the Second Part of the 20th Century* (2015), *Men in Serbia: The Other Side of Gender In/equality* (2017). In 2013 Marina co-edited a book with Jeff Hearn and Katherine Harrison: *Transnational Men: Beyond, Between and Within the Nations* (2013), and currently she is co-editing a book with Jeff Hearn and Ernesto Vasquez del Aguila: *"The Unsustainable Institutions of Men: Gender Power and the Contradictions of Transnational Dispersed Centres"* (Routledge, 2018).

→ **Jeff Hearn** is Senior Professor, Gender Studies, Örebro University, Sweden; Professor of Sociology, University of Huddersfield, UK; Professor Emeritus, Hanken School of Economics, Finland; honorary doctor, Social Sciences, Lund University, Sweden. He was part of the EU *Gender and Excellence in the Making* report 2004; recent EU projects include: genSET (gender equality in science and technology); and GenPort (Gender and STI Portal).

His many books include *Gender, Sexuality and Violence in Organizations*, 2001, Sage 2011; *The Limits of Gendered Citizenship*, Routledge 2011; *Rethinking Transnational Men*, Routledge 2013. He is co-managing editor of *Routledge Advances in Feminist Studies and Intersectionality* book series; co-editor, *NORMA: the International Journal for Masculinity Studies*; Co-chair, RINGS: the International Association of Institutions of Advanced Gender Studies.

Recent books include *Men of the World: Genders, Globalizations, Transnational Times*, Sage, London 2015. <https://uk.sagepub.com/en-gb/eur/men-of-the-world/book236923>

*Opening Up New Opportunities for Gender Equality Work*, with A.-M. Lämsä, I. Biese et al., Hanken/Edita, Helsinki 2015; *Men's Stories for a Change: Ageing Men Remember*, with R. Barber, V. Blake, D. Jackson, R. Johnson, Z. Luczynski and D. McEwan, Common Ground Publishing, Champaign, ILL. 2016. <http://agingandsociety.cgpublisher.com/product/pub.335/prod.4>

*Engaging Youth in Activist Research and Pedagogical Praxis: Transnational and Intersectional Perspectives on Gender, Sex, and Race*, co-edited with T. Shefer, K. Ratele & F. Boonzaier, Routledge, New York 2017. <https://www.routledge.com/Engaging-Youth-in-Activist-Research-and-Pedagogical-Praxis-Transnational/Hearn-Shefer-Ratele-Boonzaier/p/book/9781138283008>

*Revenge Pornography: Gender, Sexuality and Motivations*, with M. Hall, Routledge, UK 2017. <https://www.routledge.com/Revenge-Pornography-Gender-Sexuality-and-Motivations/Hall-Hearn/p/book/9781138124400>

'Are men getting more emotional? Critical sociological perspectives on men, masculinities and emotions', with S. de Boise, *Sociological Review*, 2017. <http://journals.sagepub.com/doi/pdf/10.1177/0038026116686500>

→ Professor **Liisa Husu** is a Finnish sociologist and gender expert, actively engaged in gender and science issues in research, policy and civil society since the early 1980s. She is Professor of Gender Studies at the Örebro University, Sweden, and Co-Director of *GEXcel International Collegium for Advanced Transdisciplinary Gender Studies*, and before her academic career worked in the Finnish gender equality machinery as a senior adviser. Her research and publications focus on gender in science, academia and knowledge production. She has lectured and presented her research in over thirty countries, and contributed extensively as a gender expert/adviser for R&D stakeholders in Europe and internationally, including ministries, international and national agencies, research funding organisations, universities, research institutes and advocacy organisations. Husu has played an active role in European research development and actions on gender and science in EC expert groups, European research projects (ADVANCE, PROMETEA, genSET, GEDII) and international networks. She was a partner of GenPORT, a major EU FP7 project pooling and organising international gender and science resources for research, policy and action into an interactive portal. Current engagements include a gender equality review of the Swedish Foundation for Humanities and Social Science (Riksbankens Jubileumsfond) project funding, and membership in an advisory group for the Swedish Ministry of Education on gender equality in European research policy development.

Husu was the co-author to the EC report *Gender and Excellence in the Making* (2004), and Rap-porteur of the EC expert group Gender and Excellence (*The Gender Challenge in Research Funding*, 2009). Other publications include *Sexism, Support and Survival in Academia* (2001), co-edited books *Hard Work in the Academy* (1999), *Women, Management and Leadership* (2011), *Leadership through the Gender Lens: Women and Men in Organizations* (2010), articles in national and international scientific journals, and chapters in books.

→ **Marieke van den Brink** is full professor of Gender & Diversity at Radboud Social and Cultural Research in Nijmegen, Netherlands. The central themes of her research and teaching are gender and diversity in organizations, organizational learning and change, power and resistance and she links these themes with macro developments such as migration, new public management and austerity. She is currently working on a large scale case study research on diversity, organizational learning and change. She was the principal investigator of the EU FP7 GARCIA project ('Gendering the Academy and Research: Combating Career Instability and Asymmetries'), which addressed the implementation of interventions in European Universities and research centers to counter gender inequality ([www.garcia.eu](http://www.garcia.eu)). She has been a visiting scholar at the London School of Economics, University of British Columbia in Vancouver, Northeastern University in Boston, University of Massachusetts Amherst, Institute of Technology in Stockholm Sweden, and University of Örebro, Sweden. Her work has been published in the *Journal of Management Studies*, *Organization Studies*, *Organization*, *Human Relations*, *Gender, Work & Organization*, and *Social Science & Medicine*. Marieke is member of the Editorial Board of the *British Journal of Management* and Associate Editor of *Gender Work and Organization*. She has been elected as member of the Young Academy of the Royal Netherlands Academy for Arts and Sciences (KNAW).

→ **Marcela Linková**, PhD, is the head of the Centre for Gender and Science at the Institute of Sociology of the Czech Academy of Sciences. Her research focuses on sociology of gendered organizations, research careers, governance of research and research assessment from a gender perspective. Having been engaged in gender equality work since 2001, she examines the material-discursive practices through which gender equality policies and initiatives are adopted and implemented at the European and Czech country level. Marcela has served as a member of expert and advisory bodies for the European Commission and Czech state administration. She was the Vice-Chair of genderSTE Cost Action TN 1201 (gender, science, technology, environment). She has coordinated and participated in several FP 6 and FP 7 projects on gender equality in science. She is now the coordinator of a Horizon 2020 project GENDERACTION which will create an innovative policy community working together to harness national efforts and advance implementation of gender equality policies in R&I in Europe. Since 2015 Marcela has been a member of the executive board of Research Network 24 Science and Technology of the European Sociological Association. In 2017 she participated in the “Women in STEM” International Visitor Leadership Programme in the USA.

→ Professor **Susanne Baer** serves as Justice of the Federal Constitutional Court in Germany, elected by parliament, the Deutscher Bundestag, in 2011 to the First Senate, for a 12 year term. She is also a Professor of Public Law and Gender Studies at Humboldt University Berlin and a James W. Cook Global Law Professor at the University of Michigan Law School, and has taught at CEU Budapest, in Austria, Switzerland and Canada. She received a honorary doctorate from the University of Michigan in 2014 and was elected a Corresponding Fellow of the British Academy in 2017. Justice Baer studied law and political science and joined movements against discrimination and domestic violence; she directed the GenderCompetenceCentre to advise the German federal government on gender mainstreaming 2003-2010 and co-drafted German standards for equality in research. At Humboldt University, she served as Vice-President and as Vice Dean and Director of Gender Studies, founded the Law and Society Institute Berlin and the Humboldt Law Clinic in Fundamental and Human Rights.

**Publications** in English include: *Comparative Constitutionalism*. 3rd edition, Thomson/West 2016 (with Norman Dorsen, Michel Rosenfeld, András Sajó, Susanna Mancini); *Privatizing Religion, Constellations 1*, 2013, 68-84; Equality, in: Rosenfeld/ Sajó, *The Oxford Handbook of Comparative Constitutional Law*, OUP 2012, 982-1001; Dignity, Liberty, Equality: A Fundamental Rights Triangle of Constitutionalism, *Toronto LJ* 4, 2009, 417-468; The Difference a Justice May Make: Remarks at the Symposium for Justice Ruth Bader Ginsburg, *Columbia J of Gender & Law* 25, 2013.

**Lectures online in English:** Adjudicating Inequalities (Duke University Bernstein Lecture 2013-2014); Rights Under Pressure: practising constitutional law in turbulent times (LSE London 2016); Inequalities, with Catharine MacKinnon (ICON-S Conference 2016, Plenary Session 2); “The Future of the University Community”, with Justice Sonia Sotomayor (University of Michigan, USA 2017).

→ **Nevena Petrušić** is full professor at the Faculty of Law, University of Niš, teaching Civil Procedure Law, Alternative Dispute Resolution, Children's Rights, Gender Studies and Gender-based Violence. She has also been the Head of Civil Law Department and the founder and coordinator of the Anti-discrimination Legal Clinic at the Faculty of Law.

She was the Commissioner for Equality of the Republic of Serbia from 2010 to 2015.

She was the editor-in-chief of *Temida*—the journal on victimization, human rights and gender and the coordinator of the national project *Access to Justice - Implementation of European Standards in the Legal System of the Republic of Serbia*, the Ministry of Education of Serbia (2006-2010).

She has published works on civil procedural law, rights of the child, antidiscrimination law, gender equality, gender based violence, mediation, etc. Her latest books include: *Legal Protection Against Domestic Violence in Judicial Practice of Serbia* (co-authored with S. Konstantinović-Vilić), Niš, 2010, *Women, Laws and Social Reality*, Book 1 and 2 (co-authored with S. Konstantinović-Vilić), Niš, 2010; *Education for Gender Equality* (co-authored with D. Zaharijevski, D. Gavrilović); *Introduction to Ageing and Human Rights of Older People: Pilot Research Study on Financial Elder Abuse* (co-authored with N. Todorović, M. Vračević), Belgrade, *Rights of the Child* (co-authored with N. Vučković Šahović), Niš, 2015, etc.

She is an activist in the women's-rights movement in Serbia. She was a co-founder and volunteer of the S.O.S. Phone for women and children victims of violence in Niš (1993) and Women's Research Center in Niš (1997).

→ **Dragica Vujadinović** is full professor at the Faculty of Law, University of Belgrade, teaching Political and Legal Theories and Gender Studies in undergraduate studies, and Introduction into the EU Political System in the Masters in European Integration programme. She has also been the Head of the Masters in European Integration programme.

She published the books: *The Budapest School – Theory of Radical Needs*, Nikšić 1988, the textbook *Political and Legal Theories*, Beograd 1996, *Political Philosophy of Ronald Dworkin*, Beograd 2007, *Civil Society and Political Institutions*, Beograd 2009, *Civil Society in Contemporary Context*, Belgrade 2009 (in English), *Democracy and Human Rights in the EU* (co-authored with M. Jovanović and R. Etinski; in English), Maribor/Belgrade 2009, *Serbia in the Maelstrom of Political Changes*, Belgrade 2009 (in English).

She is co-editor with V. Goati and L. Veljak, *Between Authoritarianism and Democracy: Serbia, Montenegro, Croatia*, Vol. I - *Institutional Framework*, 2003; Vol. II - *Civil Society and Political Culture*, 2005; Vol. III - *Serbia at the Political Crossroads*, 2009; with M. Jovanović, *Identity, Political and Human Rights Culture as Prerequisites of Constitutional Democracy*, Eleven International Publishing, Netherlands, 2013, with H. Brunkhorst and T. Marinkovic, *European Democracy in Crisis: Politics under Challenge and Social Movements*, Eleven International Publishing, Netherlands 2017, with V. Stanimirovic the textbook *Gender Studies*, Beograd 2017.

She also published articles in national and international scientific journals, and chapters in books, including: “Family Structures and Civil Society Perspectives in Present-day Serbia”, in: Paul Ginsborg *et.al.* *The Golden Chain: Family, Civil Society and the State*, Berghahn Publishers: Oxford and New York, 2011; “Gender Equality in Legal Environment - The Case of Serbia”, in: SEELS ed. *Legal Perspectives of Gender Equality in SouthEast Europe*, Skopje 2012; “Gender Mainstreaming in Law and Legal Education”, *Annals of the Faculty of Law in Belgrade - Belgrade Law Review*, Year LXIII. 2015, no.4.

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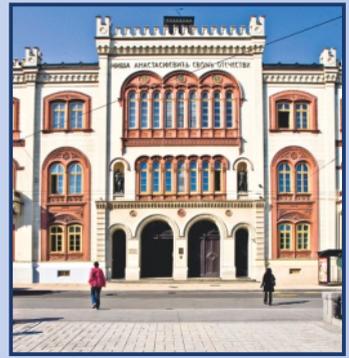


## University of Belgrade

The University of Belgrade is the oldest and the largest university in Serbia. It was the highest ranking educational institution in Serbia between 1808 and 1905, as the first Higher School (1808–1813), the Belgrade Lyceum (1838–1863), and the second Higher School (1863–1905). During its early history it had three departments: Philosophy, Engineering and Law. The Higher School formally became the University on February 27, 1905. The University of Belgrade witnessed a massive growth and expansion in the years before the Second World War and especially after the founding of the second Yugoslavia. The first woman graduated from the University of Belgrade's Law School in 1914.

The seat of the University of Belgrade is a significant site - the Captain Miša's Mansion.

The University has nearly 90,000 students (including around 1,700 postgraduates) and over 4,200 members of teaching staff. Since its founding, the University has educated more than 330,000 bachelors, around 21,300 magisters, 29,000 specialists and 12,600 doctors. The University comprises 31 faculties, 12 research institutes, the university library, and 9 university centers. The faculties are organized into 4 groups: social sciences and humanities; medical sciences; natural sciences and mathematics; and technological sciences.



## Faculty of Law

The University of Belgrade Faculty of Law is one of the top law schools in the region of Southeastern Europe and possesses a record of academic excellence and international scholarly influence. The Faculty of Law was the founding member of the University of Belgrade in 1808, originally formed as the Higher School, offering legal education with a curriculum similar to the Habsburg Royal Academies of that time. Since 1841 it has been continually evolving in accord with the European academic model and standards, acquiring an excellent reputation due to its educational, scholarly, and research mission and its many achievements. Over 45,000 students have graduated from the Faculty of Law in Belgrade since the end of World War II, and more than 1,500 students have earned their LL.M. degrees, in addition to approximately 950 candidates who have obtained their doctoral degrees.



Currently the University of Belgrade and its Faculty of Law are ranked among the top 300 universities according to the Shanghai Academic Ranking of World Universities and we continue to develop an internationally-oriented approach to the teaching of law. This commitment allows the Faculty of Law to attract students from different countries through the Erasmus Mundus program. In addition foreign students often enroll English-language master course Master in European Integrations. Furthermore, in cooperation with the Centre Européen Universitaire de Nancy - Université de Lorraine, it offers a French-language degree - Le Master «Etudes Européennes», 2e année, spécialité «Droit de la Construction européenne». Relying on the tradition which had secured its prestigious position, the University of Belgrade Faculty of Law strives to maintain its progressive and integrative approach for the welfare of Serbia and the entire legal-academic community.

## Center for Human Rights

Center for Human Rights is established in October 2015 as a part of the Institute for Legal and Social Sciences of the University of Belgrade, Faculty of Law. The main goal of the Center is to contribute to legal education of students and encourage them to improve their knowledge in the field of human rights. Center has already organized numerous activities such as guest lectures short courses for students and summer school on human rights in July 2016. Moreover, it has established cooperation with international institutions in the field of human rights. In the Center students are given an opportunity to access the relevant literature exchange ideas and experiences with their colleagues and to prepare for the international conferences and competitions in the area of human rights.