

CLASS: 029-03/24-01/78

REF. NO.: 251-785-01-02-24-01

Zagreb, 26th March 2024

Pursuant to Article 9 of the Statute of Algebra University, the Senate of Algebra University enacted at its 4th session, held on 26th March 2024, the following

GENDER EQUALITY POLICY AND GENDER EQUALITY PLAN OF ALGEBRA UNIVERSITY

Gender Equality Policy

Algebra University values the diverse skills and perspectives people bring to the workplace because of their gender, age, language, ethnicity, cultural background, disability, religious belief, sexual orientation, working style, educational level, professional skills, work and life experiences, job function, socio-economic background, geographical location, marital status and family responsibilities. Algebra University promotes an organisational culture which highly values equality and inclusiveness, ensuring all employees are able to access and enjoy the same rewards, resources and opportunities regardless of their gender.

Algebra University is committed to working towards widening access to, participation in and completion of higher education studies by providing equal opportunities for studying to all students in order to accommodate the needs of a diverse student population. Algebra University assures fair treatment for all students according to their respective needs which may include equal treatment or treatment that is different but is considered equivalent in terms of rights, benefits, obligations and opportunities.

Algebra University aims to engage fairly and equitably with all staff and community members, regardless of their gender, in a positive, respectful and constructive manner, promote a gender-aware and gender-responsive culture throughout the organisation that values gender equality and integrates gender considerations in each aspect of the workplace, overcome barriers to gender equality in the workplace, including gender biases and gender-based stereotypes, ensure all employees and officers understand gender issues and the objectives of this Policy and ensure all employees and officers have equal opportunity to participate in and contribute at all levels of Algebra University and to receive appropriate acknowledgement and equitable reward for that participation and contribution.

Algebra University strives to provide a vibrant and inclusive academic community, including a safe and supportive working and learning environment for all people. To realise these objectives, Algebra University has set a range of measures to prevent gender-based discrimination and promote flexible and inclusive provisions for students and staff. The measures are developed based on evidence and analytical screening of data on staff and students.

Analytical Background

The analytical background for setting up the Gender Equality Policy (GEP) and developing measures to achieve the objectives are based on the following institutional data:

| | TOTAL | WOMEN (No) | WOMEN (%) |
|--|-----------|------------|------------|
| Total academic staff (employed) | 61 | 19 | 31% |
| Researchers (employed) | 9 | 3 | 33% |
| Teachers (employed) | 32 | 9 | 28% |
| Academic staff with PhD | 19 | 7 | 37% |
| Vice-Rectors | 4 | 2 | 50% |
| Heads of Study Programmes | 18 | 0 | 0% |
| Total staff members | 165 | 100 | 61% |
| Institutional Boards (members) | | | |
| Economic Council | 29 | 8 | 28% |
| Senate (members) | 27 | 6 | 22% |
| Quality Committee | 6 | 5 | 83% |
| Ethics Committee | 3 | 1 | 33% |
| Disciplinary Board | 3 | 0 | 0% |

Source: Internal data, annual report to the State Office for Statistics, cut-off date: 31 Dec 2023
Researchers – izvanredni(a) profesor(ica), docent(ica); Teachers – predavač(ica), viši(a) predavač(ica); Non-academic boards: Economic Council; Academic boards: Senate, Quality Committee, Ethics Committee, Disciplinary Board

Students And Graduates by Field and Level

| Academic year | No of male students (all undergraduate) | No of female students (all undergraduate) | No of male students (all graduate) | No of female students (all graduate) | Undergraduate WOMEN (%) | Graduate WOMEN (%) |
|---------------|---|---|------------------------------------|--------------------------------------|-------------------------|--------------------|
| 2018/2019 | 41 | 12 | 34 | 13 | 23% | 28% |
| 2019/2020 | 53 | 26 | 35 | 11 | 33% | 24% |
| 2020/2021 | 62 | 18 | 46 | 23 | 23% | 33% |
| 2021/2022 | 53 | 17 | 39 | 18 | 24% | 32% |
| 2022/2023 | 81 | 36 | 28 | 25 | 31% | 47% |
| 2023/2024 | 32 | 18 | 29 | 16 | 36% | 36% |

UNDERGRADUATE STUDY PROGRAMMES

| Academic year | Applied Computer Engineering – WOMEN (%) | Digital Marketing – WOMEN (%) | Communication Design – WOMEN (%) | Multimedia – WOMEN (%) |
|---------------|--|-------------------------------|----------------------------------|------------------------|
| 2018/2019 | 4% | 59% | / | 9% |
| 2019/2020 | 13% | 68% | 86% | 13% |
| 2020/2021 | 5% | 52% | 75% | 15% |
| 2021/2022 | 12% | 63% | 33% | 0% |
| 2022/2023 | 16% | 38% | 73% | 30% |
| 2023/2024 | 14% | 61% | 60% | 20% |

GRADUATE STUDY PROGRAMMES

| Academic year | Applied Computer Engineering – WOMEN (%) | Digital Marketing – WOMEN (%) | Creative Market Communication Management – WOMEN (%) | MBA e-Leadership – WOMEN (%) |
|---------------|--|-------------------------------|--|------------------------------|
| 2018/2019 | 16% | 50% | / | 30% |
| 2019/2020 | 4% | 50% | 20% | 50% |
| 2020/2021 | 21% | 59% | / | 36% |
| 2021/2022 | 19% | 58% | 100% | 29% |
| 2022/2023 | 40% | 55% | 80% | 41% |
| 2023/2024 | 11% | 67% | 50% | 33% |

Measures and Issues to be Addressed

Measures to support the implementation of the Gender Equality Policy and the accompanying Gender Equality Plan of Algebra University comprise the following areas:

1. institutionalisation of the gender equality culture,
2. leadership and decision-making,
3. recruitment and career progression,
4. gender equality awareness and culture,
5. work-life balance,
6. prevention of sexual harassment, gender-based violence and discrimination,
7. integration of the gender perspective in research and in the curriculum in all fields,
8. communication strategy.

Gender Equality Task Force

The Gender Equality Task Force was formed in spring 2022 and is composed of key persons from the Senate members, heads of study programmes, human resources department, research and development and project management departments as well as the marketing communications department. The Algebra University Gender Equality Task Force played a constitutive role in the bottom-up drafting of the Algebra University GEP.

The Task Force will continue to be active (with possible additions) until December 2030, during which it will be coordinated by the Gender Equality Officer (GEO).

Task Force members:

- act as GEP change agents in their own units and communities,
- evaluate and report on the effectiveness and impact of the GEP actions,
- make suggestions to the GEO for further or new actions,
- advise on the further development and sustainability of the GEP.

The Task Force is composed of the following members:

- Ana Tecilazić, Vice-Rector for Quality,
- Nataša Trojak, Vice-Rector for Academic Affairs,
- Silvija Grgić, Head of Sector for Professional Services,
- Veronika Lukić Žiher, HR Expert,
- Maja Brkljačić, Head of University Institute Algebra LAB,
- Martina Bašić, Head of Department for Preparation and Implementation of EU Projects,
- Maja Puhovski, Department for Preparation and Implementation of EU projects.

GENDER EQUALITY ACTION PLAN – 2024/2030

| | |
|-----------------------|--|
| Area | 1. Organisation, management and monitoring structure |
| Outcome | <p>1.1 Task Force is established – changes in team members due to organisational changes within the University.</p> <p>1.2 Gender Equality Plan for the period of 7 years is developed, discussed and adopted.</p> <p>1.3 Data collection on staff and students, monitoring and annual reporting based on indicators is completed.</p> <p>1.4 Report on the implementation of the GEP is regularly presented to the Senate.</p> |
| Responsible | Gender Equality Task Force |
| Actions | <ul style="list-style-type: none"> Organising regular meetings to raise awareness about the GEP and to discuss related issues to foster ownership and inclusion. Including departments that have the necessary statistics to collect relevant data on a regular basis and also designing a mechanism for monitoring and evaluation. Making the necessary changes in GEP, on time and in accordance with current events. |
| Deadline | EOY 2024 |
| Q/Q Indicators | → Quantitative: one Gender Equality Plan is developed, discussed and adopted, meetings to be held, data to be collected. |

| | |
|--------------------|---|
| Area | 2. Leadership and decision-making |
| Outcome | 2.1 Increasing the number of women as board leaders and heads of study programmes. |
| Responsible | Human Resources Management Department, Sector for Professional Services, Rectorate |
| Actions | <ul style="list-style-type: none"> Setting targets for boards and heads of study programmes for raising the percentage of women. Identifying the reasons for women not partaking in leadership positions. For example, interviews with women who refuse leadership positions; conducting blind, anonymous surveys with women regarding their “care” responsibilities and need for support mechanisms, etc. Developing gender-equality and gender sensitivity guidelines for decision-making processes. Engaging in awareness-raising activities regarding implicit biases and the use of gendered language in leadership definitions and communications. Offering leadership training programmes and other support mechanisms such as coaching for women in management positions, and periodically offering leadership |

| | |
|-----------------------|---|
| | <p>training for all women faculty and staff interested in assuming leadership positions.</p> <ul style="list-style-type: none"> • If there is more than one management position at the same level, aiming for gender parity of at least 30%. |
| Deadline | EOY 2024 |
| Q/Q Indicators | <p>→ Quantitative: increased number of women as leaders/heads for 30% – data provided in annual gender report.</p> <p>→ Qualitative: opinions, testimonials, assessments, surveys, lessons learned.</p> |

| | |
|--------------------------|---|
| Area | 3. Recruitment and career progression |
| Outcome | <p>3.1 Critical review of recruitment policy and procedures to remedy any biases and ensure that women and men get equal chances to develop and advance their careers.</p> <p>3.2 Increasing the share of women researchers, teachers and academic staff with PhD and heads of study programmes.</p> <p>3.3 Critical review of academic career progression policy and procedures to increase the number of women in higher academic positions.</p> <p>3.4 Critical review of all the regulations and procedures to ensure that women can take on and stay in leadership positions.</p> |
| Responsible | Human Resources Management Department and Gender Equality Task Force |
| Actions | <ul style="list-style-type: none"> • Setting targets for boards and heads of study programmes for raising the percentage of women. • Aiming for gender balance in all promotion committees, ensuring that there is at least 30% of underrepresented genders. • Publishing a Handbook for Promotion and Performance Evaluation for committees (both academic and administrative) to provide guidance on promotion and performance evaluation processes. • Making the promotion processes and the criteria more transparent. • Analysing gender wage gap at all academic and administrative levels. • Establishing returner schemes for faculty and staff to support a smooth transition after parental leave or other care-related career breaks. • Creating and actively disseminating job rotation and other related schemes for inter-departmental transfer or career advancement of administrative staff, especially for managerial positions. • Organising regular training and mentoring programmes. |
| Deadline/Calendar | EOY 2024 |
| Q/Q Indicators | → Quantitative: targets for raising the percentage of women in study programmes, published Handbook for Promotion and Performance |

| | |
|--|--|
| | <p>Evaluation, prepared analysis on gender wage gap, job shadowing with at least 10 participants; 2 training and mentoring programmes provided.</p> <p>→ Qualitative: opinions, testimonials, assessments, surveys, lessons learned.</p> |
|--|--|

| | |
|-----------------------|--|
| Area | 4. Gender equality awareness and culture |
| Outcome | 4.1 Gender equality awareness and culture are integrated in trainings on gender equality and unconscious gender biases for staff and decision-makers. |
| Responsible | Human Resources Management Department and Gender Equality Task Force |
| Actions | <ul style="list-style-type: none"> • Developing and making visible policies and including awareness of gender- and sexuality-based phobia, discrimination and implicit bias in all trainings. • Running projects and campaigns concerning gender equality awareness and culture. • Partnering with organisations that are promoting gender equality issues and running projects and campaigns. • Appointing ambassadors advocating for gender equality issues and topics. • Organising employee resource groups (ERG) to foster a diverse, inclusive workplace. |
| Deadline | EOY 2025 |
| Q/Q Indicators | <p>→ Quantitative: number of trainings, number of projects, number of campaigns, number of ambassadors.</p> <p>→ Qualitative: opinions, testimonials, assessments, surveys, lessons learned.</p> |

| | |
|--------------------|---|
| Area | 5. Work-life balance in organisational culture |
| Outcome | 5.1 Regulations are reviewed to include mechanisms for work-life balance. |
| Responsible | Human Resources Management Department and Gender Equality Task Force |
| Actions | <ul style="list-style-type: none"> • Institutionalising mechanisms for different kinds of care leave by including different types of care leave in the directive taking into consideration performance indicators (i.e. parental leave, elderly care, partner sickness care). • Providing clear information to staff regarding all types of care leave. • Organising workshops on fatherhood and promoting the effective use of paternal leaves. • Establishing a course reduction mechanism for academic staff, and other reduced workload mechanisms for administrative staff in the six-month period following |

| | |
|-----------------------|--|
| | <p>maternity leave.</p> <ul style="list-style-type: none"> • Providing training and re-orientation opportunities and counselling support for women after maternity leave. • Conducting focus group discussions to identify and address needs and issues related to work-life balance and satisfaction. • Organising experience-sharing workshops about work-life balance. • Setting a directive on working and communication hours, restraining administrative e-mailing and meetings to be set after working hours, on weekends or at short notice. |
| Deadline | EOY 2026 |
| Q/Q Indicators | <p>➔ Quantitative: number of mechanisms, number of workshops, number of training opportunities, number of focus groups, percentage of course and workload reduction.</p> <p>➔ Qualitative: opinions, testimonials, assessments, surveys, lessons learned.</p> |

| | |
|-----------------------|--|
| Area | 6. Sexual harassment, gender-based violence and discrimination |
| Outcome | 6.1 Institutional policy and regulations on achieving a culture of zero tolerance towards sexual harassment and other forms of gender-based violence. |
| Responsible | Human Resources Management Department and Gender Equality Task Force |
| Actions | <ul style="list-style-type: none"> • Providing information on the University website on alternative complaint and support mechanisms and their relations to one another (ethics committee, sexual harassment prevention and support committee, discipline committee). • Making the sexual harassment and domestic violence support mechanisms and documents available and visible on all University platforms (online and offline) and including those documents in all orientation packages. Both staff and students shall sign a document indicating they have read the documents and been notified about the consequences of violations of sexual harassment and domestic violence prevention principles. • Preparing a University guideline for gender-neutral and inclusive communication. |
| Deadline | EOY 2025 |
| Q/Q Indicators | <p>➔ Quantitative: number of established support mechanisms and documents, prepared guidelines, prepared online training programmes.</p> <p>➔ Qualitative: opinions, testimonials, assessments, surveys, lessons learned.</p> |

| | |
|-----------------------|--|
| Area | 7. Integrating gender balance/perspective in research |
| Outcome | 7.1 Gender perspective is integrated in research in all fields. |
| Responsible | University Institute Algebra LAB and Gender Equality Task Force |
| Actions | <ul style="list-style-type: none"> • Preparing guidelines on the inclusion of the gender perspective in research and scientific production. • Supporting, applying for and implementing projects that incorporate the gender perspective. • Disseminating and enhancing the visibility of research projects that incorporate the gender perspective, e.g. by creating a pool of good practices. • Planning, organising and/or providing organisational and logistical support to activities such as trainings, seminars, conferences, mentoring sessions for women researchers, addressing issues such as applying to external research funding, research management, mentoring possibilities, etc. • Planning, organising and/or providing organisational and logistical support to activities such as trainings, seminars, conferences, mentoring sessions addressing the gender dimension of research. |
| Deadline | EOY 2023 |
| Q/Q Indicators | <p>➔ Quantitative: guidelines for gender perspective in research and scientific production, number of projects, established pool of good practices</p> <p>➔ Qualitative: opinions, testimonials, assessments, surveys, lessons learned</p> |

| | |
|--------------------|--|
| Area | 8. Integrating gender balance topics and perspective in the curriculum |
| Outcome | 8.1 Gender perspective is integrated in the curriculum in all fields and study programmes. |
| Responsible | Vice-Rector for Quality and Gender Equality Task Force |
| Actions | <ul style="list-style-type: none"> • Organising seminars on gender sensitive teaching and preparing Guidelines for Gender Sensitive Teaching Methods. • Designing and including gender equality topics and other mainstreaming actions. • Organising inclusive classroom workshops. • Incorporating the gender perspective into counselling and peer mentoring mechanisms. • Creating incentive mechanisms for the integration of the gender perspective in |

| | |
|-----------------------|--|
| | teaching, e.g. teaching awards, making visible good examples of gender mainstreaming in teaching. |
| Deadline | EOY 2025 |
| Q/Q Indicators | <ul style="list-style-type: none"> → Quantitative: number of seminars on gender sensitive teaching, Guidelines for Gender Sensitive Teaching Methods, number of workshops, awarded teacher awards. → Qualitative: opinions, testimonials, assessments, surveys, lessons learned. |

| | |
|-----------------------|---|
| Area | 9. Communication strategy |
| Outcome | 9.1 Increased share of female students and graduates |
| Responsible | Vice-Rector for Academic Affairs and Gender Equality Task Force |
| Actions | <ul style="list-style-type: none"> • Preparing a comprehensive communication strategy with the goal of attracting more female students and graduates to different study programmes. • Running campaigns in media and on social media channels. • Supporting projects and campaigns aimed at increasing the number of women in the STEM area. • Organising workshops, seminars, panels, conferences and other types of events for women in science and the STEM area. • Developing a scholarship programme for women in science and women in the STEM area. |
| Deadline | EOY 2024 |
| Q/Q Indicators | <ul style="list-style-type: none"> → Quantitative: prepared communication strategy, number of campaigns, number of events, developed scholarship programme. → Qualitative: opinions, testimonials, assessments, surveys, lessons learned. |

Assistant Professor, Mislav Balković, PhD

RECTOR