

CLASS: 602-04/22-01/24

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Zagreb, 15 June 2022

Pursuant to Article 15 of the Statute of the Algebra University College, the Board of Trustees of the Algebra University College enacted, at its 90th regular session held on 15 June 2022, adopted the following:

GENDER EQUALITY POLICY AND GENDER EQUALITY PLAN OF THE ALGEBRA UNIVERSITY COLLEGE

Gender Equality Policy

ALGEBRA University College 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 College 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 College 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 College 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 College 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 the ALGEBRA University College and to receive appropriate acknowledgement and equitable reward for that participation and contribution.

ALGEBRA 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 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 and developing measures to achieve the objectives are based on the following institutional data.

	TOTAL	WOMEN (No)	WOMEN (%)
Total academic staff (employed)	64	26	40%
Researchers (employed)	7	0	0%
Teachers (employed)	28	7	25%
Academic staff with PhD	11	4	36%
Vice Deans	5	3	60%
Heads of Study Programmes	12	0	0%
Total staff members	142	88	62%
Institutional Boards (members)			
Board of Trustees (members)	5	2	40%
Economic Council	18	2	11%
Academic Board (members)	27	11	41%
Committee for Quality	7	4	57%
Ethic Committee	3	0	0%
Disciplinary Board	3	0	0%

Source: Internal data, annual report to the State Office for Statistics, cut-off date: 31 Dec 2020

Researchers – izvanredni(a) profesor(ica), docent(ica); Teachers – predavač(ica), viši(a) predavač(ica); Non-academic boards: Board of Trustees, Economic Council; Academic boards: Academic Council, Committee for Quality, Ethic 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%

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%

GRADUATE STUDY PROGRAMMES

Academic year	Applied Computer Engineering – WOMEN (%)	Digital Marketing – WOMEN (%)	Creative Market Communication Management – WOMEN (%)	MBA eLeadership – WOMEN (%)
2018/2019	16%	50%	/	30%
2019/2020	4%	50%	20%	50%
2020/2021	21%	59%	/	36%
2021/2022	19%	58%	100%	29%

Measures and issues to be addressed

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

1. Institutionalisation of 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

Formed in Spring 2022 and composed of key persons from the academic board members, heads of study programmes, human resources, research and development and project management departments as well as the marketing communications department. Algebra University College Gender Equality Task Force has played a constitutive role in the bottom-up drafting of Algebra University College GEP.

The Task Force will continue to be active (with possible additions) until December 2023, 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:

- Mislav Balković, Dean of Algebra University College
- Ana Tecilazić, Secretary General
- Nada Kaurin Knežević, Vice dean for students' affairs
- Silvija Grgić, Vice dean for Quality and Development
- Ines Bezjak Kožnjak, Head of HR department
- Maja Brkljačić, Head of Research and Development
- Martina Bašić, Head of Department for Preparation and Implementation of EU Projects
- Maja Puhovski, Department for Preparation and Implementation of EU projects
- Andrea Blažičević, Head of Department for Marketing

GENDER EQUALITY ACTION PLAN – 2022/2023

Area	1. Organisation, management and monitoring structure
Outcome	1.1 Task Force is established 1.2 Biannual Gender Equality Plan is developed, discussed and adopted 1.3 Data collection on staff and students, monitoring and annual reporting based on indicators completed 1.4 Report on the implementation of the GEP regularly presented to the Academic Council and to the Board of Trustees
Responsible	Gender Equality Task Force
Actions	<ul style="list-style-type: none"> Organizing regular meetings to raise awareness about the GEP and to discuss related issues to foster ownership and inclusion. Include departments that have the necessary statistics to collect relevant data on a regular basis and also designing a mechanism for monitoring and evaluation Make the necessary changes in GEP, on time and in accordance with current events
Deadline	EOY 2022
Q/Q Indicators	➔ Quantitative: one Biannual 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 Increase the number of women as boards' leaders and heads of study programmes
Responsible	Dean, HR department?
Actions	<ul style="list-style-type: none"> Set targets for boards and heads of study programs for raising the percentage of woman Identify the reasons for women not partaking in leadership positions. For example, interview women who refuse leadership positions; conduct blind, anonymous surveys with women regarding their "care" responsibilities and need for support mechanisms, etc. Develop gender-equality and gender sensitivity guidelines for decision-making processes Engage in awareness-raising activities regarding implicit biases and the use of gendered language in leadership definitions and communications Offer leadership training programs and other support mechanisms such as coaching for women in management positions, and periodically offer 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, aim for gender parity of at least 30%.
Deadline	EOY 2023
Q/Q Indicators	<p>→ Quantitative: increased number of women as leaders / heads for 30% - data provided in annual gender report</p> <p>→ Qualitative: <i>opinions, testimonials, assessments, surveys, lessons learned</i></p>

Area	3. Recruitment and career progression
Outcome	<p>3.1 Critical review of recruitment policy and procedures to remedying any biases and ensure that woman and man get equal chances to develop and advance their careers</p> <p>3.2 Increase 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 woman can take on and stay in leadership positions</p>
Responsible	Human Resources Department and the Gender Equality Task Force
Actions	<ul style="list-style-type: none"> • Set targets for boards and heads of study programs for raising the percentage of woman • Aim for gender balance in all promotion committees, ensuring that there is at least 30% of underrepresented genders • Publish a Handbook for Promotion and Performance Evaluation committees (both academic and administrative) to provide guidance on promotion and performance evaluation processes • Make the promotion processes and the criteria more transparent • Analyse gender wage gap at all academic and administrative levels • Establish returner schemes for faculty and staff to support a smooth transition after parental leave or other care-related career breaks • Create and actively disseminate job rotation and other related schemes for inter-departmental transfer or career advancement of administrative staff, especially for managerial positions • Organize regular training and mentoring programs
Deadline / Calendar	EOY 2023
Q/Q Indicators	<p>→ Quantitative: targets for raising the percentage of woman in study programmes, published Handbook for Promotion and Performance Evaluation, prepared</p>

analysis on gender wage gap, job shadowing with at least XY participants.; XY training and mentoring programs provided.

➔ Qualitative: *opinions, testimonials, assessments, surveys, lessons learned*

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 Department and the Gender Equality Task Force
Actions	<ul style="list-style-type: none"> • Develop and make visible policies and include an awareness of gender- and sexuality-based phobia, discrimination and implicit bias in all trainings. • Run projects and campaigns concerning gender equality awareness and culture • Partner with organisations that are promoting gender equality issues and running projects and campaigns • Appoint ambassadors advocating for gender equality issues and topics • Organize employee resource groups (ERG) to foster a diverse, inclusive workplace
Deadline	EOY 2023
Q/Q Indicators	<p>➔ Quantitative: number of trainings, number of projects, number of campaigns, number of ambassadors.</p> <p>➔ Qualitative: <i>opinions, testimonials, assessments, surveys, lessons learned</i></p>

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

	<ul style="list-style-type: none"> • Provide training and re-orientation opportunities and counselling support for women after maternity leave. • Conduct focus group discussions/ to identify and address needs and issues related to work-life balance and satisfaction. • Organize experience sharing workshops about work life balance. • Set a directive on working and communication hours, restraining administrative e-mailing and meetings to be set after work hours, on weekends or on short notice.
Deadline	EOY 2023
Q/Q Indicators	<p>➔ Quantitative: number of mechanisms, number of workshops, number of training opportunities, number of focus groups, % of course and workload reduction</p> <p>➔ Qualitative: <i>opinions, testimonials, assessments, surveys, lessons learned</i></p>

Area	6. Sexual harassment, gender-based violence and discrimination
Outcome	6.1 Institutional policy and regulations on achieving culture of zero tolerance towards sexual harassment and other forms of gender-based violence;
Responsible	Human Resources Department and the Gender Equality Task Force
Actions	<ul style="list-style-type: none"> • Provide 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). • Make the sexual harassment and domestic violence support mechanisms and documents available and visible on all university college platforms (online and offline) and include these 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. • Prepare a university college guideline for gender-neutral and inclusive communication.
Deadline	EOY 2023
Q/Q Indicators	<p>➔ Quantitative: number of established support mechanisms and documents, prepared guidelines, prepared online training program</p> <p>➔ Qualitative: <i>opinions, testimonials, assessments, surveys, lessons learned</i></p>

Area	7. Integrating gender balance/perspective in research
Outcome	7.1 Gender perspective is integrated in research in all fields
Responsible	Algebra Lab and the Gender Equality Task Force
Actions	<ul style="list-style-type: none"> • Prepare guidelines on the inclusion of gender perspective in research and scientific production. • Support, apply for and implement projects that incorporate a gender perspective • Disseminate and enhance the visibility of research projects that incorporate a gender perspective, e.g. by creating a pool of good practices. • Plan, organize and/or provide organizational 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. • Plan, organize and/or provide organizational 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: <i>opinions, testimonials, assessments, surveys, lessons learned</i></p>

Area	8. Integrating gender balance topics and perspective in Curriculum
Outcome	8.1 Gender perspective is integrated in curriculum in all fields and study programmes
Responsible	Vice Dean for Quality and Development and the Gender Equality Task Force
Actions	<ul style="list-style-type: none"> • Organize seminars on gender sensitive teaching and prepare a Guideline for Gender Sensitive Teaching Methods. • Design and include gender equality topics and other mainstreaming actions • Organize an inclusive classroom workshops • Incorporate a gender perspective into counselling and peer mentoring mechanisms. • Create incentive mechanisms for the integration of a gender perspective in teaching, e.g. teaching awards, making visible good examples of gender mainstreaming in teaching

Deadline	EOY 2023
Q/Q Indicators	<p>→ Quantitative: number of seminars on gender sensitive teaching, Guideline for Gender Sensitive Teaching Methods, number of workshops, awarded teacher awards.</p> <p>→ Qualitative: <i>opinions, testimonials, assessments, surveys, lessons learned</i></p>

Area	9. Communication strategy
Outcome	9.1 Increased share of female students and graduates
Responsible	Vice Dean for Students and the Gender Equality Task Force
Actions	<ul style="list-style-type: none"> • Prepare a comprehensive communication strategy with a goal of attracting more female students and graduates to different study programmes • Run campaigns in media and on social media channels • Support projects and campaigns aimed at increasing the number of women in the STEM area • Organise workshops, seminars, panels, conferences and other types of events for women in science and STEM areas • Develop a scholarship programme for women in science and women in STEM areas
Deadline	2023/2024
Q/Q Indicators	<p>→ Quantitative: prepared communication strategy, number of campaigns, number of events, developed scholarship programme</p> <p>→ Qualitative: <i>opinions, testimonials, assessments, surveys, lessons learned</i></p>

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