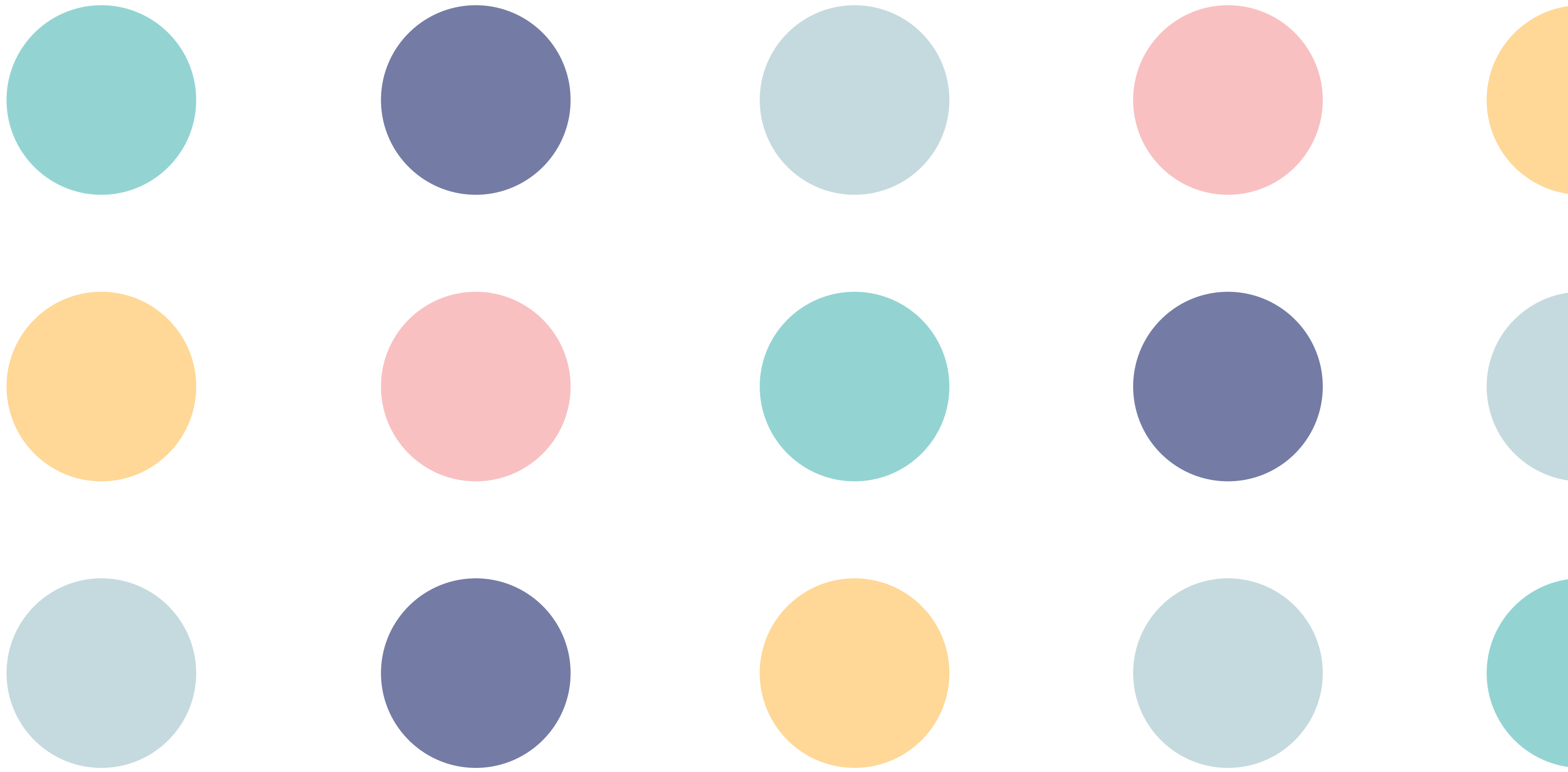# University of Rijeka Gender Equality Plan 2021-2025

UNIRI

Strategic areas of gender equality plan

1) Institutional culture of gender equality

> Table 1

Gender equality in decision-making processes and systems.

4 QUALITY EDUCATION   **5** GENDER EQUALITY   **16** PEACE, JUSTICE AND STRONG INSTITUTIONS

2) Gender equality in scientific and artistic research

> Table 2

Strengthening gender equality in research and career development.

4 QUALITY EDUCATION   **5** GENDER EQUALITY   **16** PEACE, JUSTICE AND STRONG INSTITUTIONS

3) Gender equality in teaching and training

> Table 3

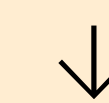Integration of gender perspective to study programs and transfer of knowledge on gender equality to the community.

4 QUALITY EDUCATION   **5** GENDER EQUALITY

4) Harmony between personal life and professional commitments
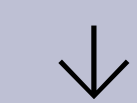
> Table 4

Improving the quality of life and work.

4 QUALITY EDUCATION   **5** GENDER EQUALITY   **8** DECENT WORK AND ECONOMIC GROWTH   **10** REDUCED INEQUALITIES

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 recognizable in promoting and administering gender equality policies at universities/in higher education	**Positions in our national and international surroundings based on gender equality indicators: positions in gender equality ranking systems, European certificates, and like**	• Adapting university regulations to implement the UNIRI Gender Equality Plan (UNIRI-GEP) • Establishing a University body and delegating representatives at each constituent responsible for implementing UNIRI-GEP: the University Gender Equality Committee and the Centre for Women's Studies/Lab for Gender Equality • 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 organizations to promote and implement UNIRI-GEP	• Rector • vice-rectors • Secretary General • Senate • Office for Institutional Research	• Rector • Senate – deans, heads of departments, directors
2. Build an institutional /organizational culture of gender equality and diversity	**Continuous progress in or maintenance of a desirable state of gender equality in all spheres of action of the University**	• Establishing procedures for systematic collection of gender-related quantitative and qualitative data in digital form • Establishing procedures for annual qualitative reporting by constituents' representatives on UNIRI-GEP's progress as a part of reports on UNIRI Strategy implementation progress • Preparing annual reports and annual action plans based on data analysis • Systematic monitoring of the implementation of the UNIRI-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 university documents • Introducing continuous training for managers at different levels on GEP policies and implementation • Involving European bodies, platforms, and professional organisations in our work to increase visibility and activities (e.g. EIGE-EuroGender, At Gender, etc.) • Improving public communication and organizing promotional activities and campaigns inside and outside the institution to mark anniversaries and promote gender equality and diversity (websites, social networks, and the like)	• University Gender Equality Committee • University Centre for Women's Studies/ Gender Equality Lab • Office for Institutional Research • Public Relations Office • Student Cultural Centre • Constituents (faculties and departments)	• Rector • vice-rectors • Senate – deans, heads of departments, directors
3. Develop an employment and career advancement system sensitive to gender equality	**Equal gender distribution in university bodies, among newly employed teaching and non-teaching staff, and among recently promoted staff**	• Respecting gender diversity in the appointment of members of election commissions • Developing guidelines to address gender representation in appointment, recruitment, and promotion processes • Promoting the practice of members of election commissions disclosing their familiarity with the principles of gender equality • Supervising hiring and promotion processes through data analysis and proposing further activities to eliminate gender inequality	• University Gender Equality Committee • University Centre for Women's Studies/ Gender Equality Lab • Human Resources Office	• Rector • vice-rectors • Senate – deans, heads of departments, directors
4. Eliminate gender-based stereotypes, prejudices, and practices that encourage gender inequality	**Equal participation of women and men in decision-making bodies**	• Improving the women 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 University, emphasising the consequences of epistemic injustice, etc. • Offering educational programs/workshops to (i) increase the visibility of positive examples in higher education institutions, (ii) improve the self-awareness of marginalized gender groups and empower them and (iii) develop negotiation and management skills that can be used to improve gender equality	• University Gender Equality Committee • University Centre for Women's Studies/ Gender Equality Lab	• Rector • vice-rectors • Senate – deans, heads of departments, directors

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| 5. | Improve student, teacher and employee satisfaction with gender equality at the University | **Greater satisfaction with the state of gender equity or the maintenance of a desirable state** | • Integrating chapters/sections/queries on satisfaction with the state and practices of gender equality into regular student, teacher, and staff satisfaction questionnaires
• Proposing analysis-based action plans for improving equality policies and practices to the Senate | • Centre for Quality Assurance
• University Centre for Women's Studies/ Gender Equality Lab
• Student Council | • Rector
• vice-rectors
• Senate |

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 scientific and artistic work and production	**An increased number of women who publish in Q1 and Exc categories and who are project managers in science and arts**	• Tracking and analysing gender assorted data on research: funding, publication of articles (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, the number of women with registered patents, and the like • Proposing action plans to improve gender equality in research (e.g., special awards for women scientists or artists in areas of most significant inequality, adequate support for young women scientists and artists during pregnancy and early motherhood, and the like) • Including the elements of maternity leave, parental leave and motherhood in research evaluation processes to prevent the emergence of the "maternal wall" • Respecting gender diversity in the appointment of members of evaluation committees for research projects in science and arts • Development of protocols/guidelines for gender mainstreaming in research	• University Gender Equality Committee • University Centre for Women's Studies/ Gender Equality Lab • University Library Rijeka • UNIRI Foundation • Centre for EU projects • Science and Arts Unit	• Rector • vice-rectors (for science and arts; for digitalisation and development) • Expert Council for Internationalization, Research and Projects
2. Improve scientific or artistic impact of women	**Equal gender representation in research projects in science and arts and managerial positions**	• Promoting and running campaigns that highlight the contribution of women in research teams • Promoting and running campaigns that highlight the impact of gender diversity in research teams on research quality • Conducting trainings/workshops on career development (doctoral studies) that strengthen students' research in line with gender equality objectives • Establishing and promoting profiles of women with successful careers	• University Gender Equality Committee • University Centre for Women's Studies/ Gender Equality Lab • Public Relations Office • Doctoral School	• Rector • Vice-rector for science and arts
3. Encourage gender-sensitive research and research on gender-related topics	**A higher number of student works, scientific publications, and artistic works that integrate the gender perspective**	• Defining the status of g*ender-sensitive research* in science and arts and *research on gender-related topics* • Conducting doctoral trainings (elective courses/workshops) that emphasize gender perspectives in research to increase recognition of its value for economic and social development and innovation • 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)	• University Gender Equality Committee • University Centre for Women's Studies/ Gender Equality Lab • Doctoral School • Student Council • Student Cultural Centre	• Rector • Vice-rector for science and arts
4. Increase the representation of women in the STEM area	**Equal gender representation in the STEM area**	• Identifying and analysing the reasons for the under-representation of women and removing obstacles to their greater participation in areas where they are underrepresented • Conducting popularizing and motivational activities and activities that recognize, support and promote women's representation in areas where they are traditionally underrepresented • 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 programs to support women in submitting research projects	• University Gender Equality Committee • University Centre for Women's Studies/ Gender Equality Lab • Constituents (STEM area) • Public Relations Office	• Rector • Vice-rector for science and arts

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5. Increase the representation of men in social sciences and humanities	**Equal gender representation in social sciences and humanities**	• Identifying and analysing the reasons for the under-representation of men and removing obstacles to their greater participation in areas where they are underrepresented • Conducting popularizing and motivational activities and activities that recognize, support, and promote the representation of men in areas where they are traditionally underrepresented • Conducting educational and motivational activities for male pupils and students in areas where they are underrepresented: Pedagogy and Education, Philology, Business Administration, Tourism and Hospitality, and the like • Introducing specific programs to support men in submitting research projects	• University Gender Equality Committee • University Centre for Women's Studies/ Gender Equality Lab • Constituents (social sciences and humanities) • Public Relations Office	• Rector • Vice-rector for science and arts

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 programs	**An increased number of study program courses that integrate gender equality topics**	• Defining the status and criteria for obtaining the status of a study program that integrates the gender equality topics • Producing guidelines and conducting workshops for teachers on how to integrate the topics of gender equality and diversity into curricula, course structures and teaching methods • Producing generic educational materials suitable for courses at all academic levels: undergraduate, graduate, and postgraduate • Recognizing and valorizing completed education for teaching staff on introducing gender perspective in curricula	• University Gender Equality Committee • University Centre for Women's Studies/ Gender Equality Lab • Centre for Studies Expert Council • Study Program Accreditation Committee	• Rector • Vice-rector for studies, students, and quality improvement
2. Enhance student education on gender equality	**An increased number of courses and educational programs on gender equality**	• Accrediting specific *communis* courses, educational programs and lifelong learning programs for students on topics of gender equality • Recognizing and acknowledging completed training on gender equality within study program curricula (and including it in the certificate) • Designing and implementation of various forms of non-formal educational programs on gender issues through service learning, e.g.: creative workshops for teaching and non-teaching staff, students, associates, and the community	• University Gender Equality Committee • University Centre for Women's Studies/ Gender Equality Lab • Study Program Accreditation Committee /Centre for Studies Expert Council • Lifelong Learning Committee • Constituents	• Rector • Vice-rector for studies, students, and quality improvement • Senate
3. Integrate gender perspective in primary and secondary school curricula and early childhood education	**Increased transfer of gender equality related knowledge to the community through educational programs**	• Creating educational programs and materials appropriate for primary and secondary schools' teaching programs and early childhood education • Producing *tailor-made* or lifelong learning educational programs on gender equality for principals and teachers in early education, primary schools and secondary schools • Promoting the introduction of sex education into formal education and partaking in the compilation of the secondary school curriculum	• University Gender Equality Committee • University Centre for Women's Studies/ Gender Equality Lab • Lifelong Learning Committee	• Rector • Vice-rector for studies, students, and quality improvement

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4.	Educate about the consequences of violence against women and the effects of gender/sex-related violence in general	**An increased number of outreach and educational materials for the community on the topics of gender/sex-based violence**	• Continuously designing, publishing and disseminating scientific materials on the prevention of violence against women and domestic violence • Designing and implementing *tailor-made* or lifelong learning educational programs on gender equality for institutions and teachers in early education, primary and secondary schools • Designing and implementing tailor-made or lifelong learning educational programs on gender equality for public and private companies	• University Gender Equality Committee • University Centre for Women's Studies/Gender Equality Lab • Lifelong Learning Committee • University Counselling Centre	• Rector • Vice-rector for studies, students, and quality improvement
5.	Become recognizable in the provision of digital (online) educational programs on gender equality, diversity and inclusivity	**An increased number of online courses/educations on gender equality, diversity and inclusivity**	• Designing and delivering online courses on gender equality, diversity and inclusivity • Delivering webinars and online trainings for employees, teachers and managers • Recognizing and acknowledging completed online trainings on gender perspectives for staff, teachers and managers	• University Gender Equality Committee • University Centre for Women's Studies/Gender Equality Lab • Online Courses Committee	• Rector • Vice-rector for studies, students, and quality improvement • Vice-rector for digitalisation and 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. A work environment that enables employees to balance their professional and personal duties and responsibilities	**Improved index of employee satisfaction with their work environment**	• Including gender equality into policies and regular human resources' management • Generating guidelines for scheduling meeting times to balance professional and personal duties • Introducing flexible working hours and flexible working conditions at the University • Designing and implementing institutional practices that neutralize the impact of repetitive work and workplace stress on mental health (e.g., personal training and development, mobility, empowerment programs, organizing and offering recreational activities, and the like) • Improving communicational practices and teamwork (e.g., through regular meetings of non-teaching staff to empower them to form meaningful relationships and articulate common interests that improve the quality of work) • Implementing bidirectional employee and manager evaluations to identify workplace difficulties quickly and efficiently	• University Gender Equality Committee • University Centre for Women's Studies/ Gender Equality Lab • Human Resources Office	• Rector • Secretary-general • deans, heads of departments, directors
2. Develop service and support systems that ensure equal career development for women and men	**More users of service systems that ensure gender equality in career development**	• Preparing financial sustainability and support studies for services that improve the quality of life and work (e.g., on-campus nursery school, care services for children and elderly family members, domestic help services, summer camps and content for children during summer schools or academic conferences, and the like) • Generating guidelines on how university constituents should support parents with children in preschool or lower elementary school, those with family members with disabilities, and those caring for elderly family members • Ensuring that there are nursing spaces on the Campus and at each faculty, as well as supervised spaces where employees' and students' children can temporarily stay (playrooms, classrooms for younger children, and the like) • Ensuring that men taking maternity or parental leave are provided with necessary information and support • Introducing a transparent system for rewarding excellence and organizing promotions for non-teaching staff • Monitoring and analyzing entrepreneurial intentions of male and female students and providing support to female students in entrepreneurial ventures	• University Gender Equality Committee • University Centre for Women's Studies/ Gender Equality Lab • Human Resources Office • University Counselling Centre – Career Office • Student Council • Centre for Studies Expert Council • Constituents	• Rector • Secretary-general • Vice-rector for finance and business • deans, heads of departments, directors
3. Reduce income inequality between men and women	**Improved gender equality in wages**	• Collecting data on gender equality in wages and income (discretionary income, service contracts, author fees, stimulations, etc.) and including them in the annual report • Developing action plans to increase gender equality in income for equal work • Developing transparent and gender-sensitive practices to ensure paid overtime work to reduce invisible work	• University Gender Equality Committee • University Centre for Women's Studies/ Gender Equality Lab • Office for Institutional Research • Centre for Finance and Accounting	• Rector • Vice-rector for finance and business • Senate - deans, heads of departments, directors

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4.	Ensure that the University of Rijeka 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**	• Generating policies/press releases on the University's stance that all types of sexual harassment are reprehensible • Introducing a holistic protocol for reporting and acting upon cases of sexual harassment and violence and preventing secondary victimization • Ensuring psychological support is provided to victims of sexual harassment • Creating educational programs/materials to raise awareness of bias and combat sexist language and hate speech • Creating annual action plans and programs to raise awareness of gender-based violence	• University Gender Equality Committee • University Centre for Women's Studies/ Gender Equality Lab • Council of Honour and Ethics Committees at constituents • Student Ombudsman • University Counselling Centre • Constituents	• Rector • vice-rectors • Senate – deans, heads of departments, directors
5.	Support practices of diversity and inclusivity regardless of sexual orientation and identification	**Additional institutional policies and practices to strengthen gender diversity and inclusivity**	• Generating policies/press releases on the University's stance that all forms of discrimination on the basis of sex and/or gender are reprehensible • Building a network of allies with community stakeholders to support staff and students • Establishing empowerment and support systems for employees and students regardless of their gender orientation or identification • Creating annual action plans and programs to raise awareness of gender diversity and inclusivity (consistent with the YUFE Strategy of Diversity and Inclusivity)	• University Gender Equality Committee • University Centre for Women's Studies/ Gender Equality Lab • YUFE Diversity & Inclusivity Ambassadors • Student Council • Constituents	• Rector • vice-rectors • Senate – deans, heads of departments, directors

UNIRI Gender Equality Plan adheres to strategic national, institutional as well as European and global strategies and tracking policies and criteria:

- Constitution of Republic of Croatia (art. 3)
- Republic of Croatia's Science, Education, and Technology Strategy
- Republic of Croatia's National Plan for Combating Discrimination 2017 – 2022
- Republic of Croatia's National Development Strategy until 2030
- University of Rijeka's Strategy 2021 – 2025
- University of Rijeka Code of Ethics
- YUFE Diversity and Inclusivity Strategy
- YERUN Strategic Plan 2021 - 2025
- EU - Gender Equality Strategy 2020 – 2025
- EU Directive 2019/1158 on work-life balance for parents and careers
- 2015 Report of the Committee on Women's Rights and Gender Equality on women's careers in science and universities, and glass ceilings encountered
- Council of Europe - Gender Equality Strategy 2018 – 2023
- Council of Europe Convention on preventing and combating violence against women and domestic violence i.e. *the Istanbul Convention*
- ILO Violence and Harassment Convention, 2019 (Convention No. 190), Recommendation No. 206 - the elimination of violence and harassment in the world of work
- Universl Declaration of Human Rights and and both International Covenants on Human Rights
- The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), 1979
- 2015 CEDAW Recommendations to Croatia (CEDAW/C/HRV/CO/4-5)
- 1995 Beijing Declaration and Platform for Action
- United Nations Sustainable Development Goals (*Goal 5: Gender Equality, Goal 8: Decent Work and Economic Growth, Goal 10: Reduced Inequalities*)
- European Institute for Gender Equality (Gender Equality Index, GEAR Tool)
- European Charter for Researchers and Code of Conduct for the recruitment of researchers
- Human Resources Strategy for Researchers (HRS4R)
- Horizon Europe Program (2021-2027)
- World Economic Forum's Global Gender Gap Report 2021

UNIRI Gender Equality Plan was adopted by the University Senate on 18 May 2021 (Class: 003-01/21-03/02, No.: 2170-57-01-21-191)

The measures of the Plan relate to all research/artistic-teaching and all other constituents of the University of Rijeka. The implementation of the activities aimed at achieving the objectives of the Plan takes place not only at the central, university level, but is also monitored at the University constituents within the mandate of the University Gender Equality Council and other responsible bodies.

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