

GENDER EQUALITY PLAN OF THE UNIVERSITY OF PARDUBICE – GEP UPCE

(PLÁN ROVNÝCH PŘÍLEŽITOSTÍ UNIVERZITY PARDUBICE)

2022-2025



STRATEGY FOR EQUAL OPPORTUNITIES FOR ALL EMPLOYEES OF THE UNIVERSITY OF PARDUBICE

It is based on European and national legislation and activities, elaborates the documents of the European Commission and the Czech Republic on the conditions of the University of Pardubice (Gender Equality Strategy 2020-2025, Gender Equality Strategy 2021-2030 of the Government of the Czech Republic). It follows the rules of the European Research Area (ERA) advocating gender equality in research teams, gender balance in decision-making and evaluation and integration of the gender dimension into the content of research and innovation.

It elaborates at the level of the University of Pardubice (UPCE) the above-mentioned and other documents on the issues and the objectives of the Strategic Plan of the University of Pardubice 2021+. It builds on the adopted HRS4R Action Plan ("The Human Resources Strategy for Researchers"), which reflects the principles of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers of the European Commission, to which the University of Pardubice subscribes as an institution that has been awarded the international certificate of standardisation of institutional conditions for human resources development "HR Award" (in October 2021) and which intends to systematically promote equal opportunities for women and men in higher education, research, development, management and human resources development.

THE MAIN OBJECTIVE OF THE GENDER EQUALITY PLAN:

Systematically, on a long-term and open basis, strengthen and promote:

- gender equality in careers, work-life balance for all employees and a gender-sensitive culture in the organisation,
- gender balance in decision-making processes and bodies,
- gender equality in recruitment and career development,
- integration of the gender dimension into the content of its own research and innovation and training process,
- preventive measures against non-discrimination and gender-based violence, including sexual harassment.

Planes of change:

In the culture of the University:

- mission, vision, ethical aspects, values, standards,
- communication and language used, including wording of recruitment advertisements, sensitive language, visibility of women's achievements, etc.,
- influencing attitudes and perceptions of gender equality.

Institutional:

- setting rules, conditions, processes,
- systemic evaluation of gender-disaggregated data and information,
- career advancement rules and management transparency,
- conditions for career breaks for parenthood,
- conditions for reconciling work and personal life.

Interpersonal:

- division of roles and teamwork, in publishing, presenting scientific research results, teaching,
- interpersonal communication.

Individual:

- breaking down stereotypes,
- trainings, courses and programmes for female and male supervisors, popularisation and education on gender issues and gender-sensitive language and breaking down stereotypes.

GEP UPCE IMPLEMENTATION CONDITIONS:

- adoption of the formal GEP document and its publication in Czech and English on the University's website,
- allocation of financial resources for the implementation of the GEP and the designation of a person responsible for the implementation of the GEP,
- a person responsible for promoting and monitoring the implementation of gender equality at the University and its units,
- coordination and implementation of the individual tasks of the GEP at faculties and at university level according to the adopted timetable,
- regular collection and evaluation and publication of gender segregated data,
- educational activities to raise awareness of gender-balanced attitudes, behaviour and culture at the University, including conducting gender-sensitive communication.

The GEP will be continuously evaluated and updated according to the needs and development of gender issues in general and at the University of Pardubice.

SOURCE DOCUMENTS FOR GEP UPCE DRAFT:

- documents on gender issues adopted by the European Union and the Czech Republic,
- recommendations of research by professional institutions dealing with gender equality,
- criteria for the Evaluation of Research Organisations and the Evaluation of Programmes of Targeted Support for Research, Development and Innovation in the Higher Education Segment (Methodology 2017+),
- gender analysis based on the provided segregated data of the University and its faculties for the past 3 years, carried out in the 1st quarter of 2022 by an external female auditor, and the resulting recommendations,
- analysis of data collected by the University in the area of HR and employment, mainly contained in the UPCE annual reports,
- a questionnaire survey carried out at the University in 2020 in connection with the analyses carried out for the application for the HR Award,
- UPCE Strategic Plan 2021+ and the HRS4R Action Plan of the University of Pardubice.

FINANCIAL RESOURCES FOR THE IMPLEMENTATION OF SYSTEMIC MEASURES

within the framework of the implementation of the UPCE Gender Equality Plan 2022-2025:

- Strategic Management Support Programme,
- Centralised Development Programmes for Public Universities,
- Operational Programmes of the Czech Republic 2022-2027 (OP JAK, Priority 1 Research)
- and own resources of the University of Pardubice.

GENDER EQUALITY PLAN OF THE UNIVERSITY OF PARDUBICE

ACTIVITIES WILL BE DEVELOPED IN 5 PRIORITY AREAS:

Planned activities	Indicator/Output	Timeframe	Responsibility
PRIORITY 1: Gender equality in careers, work-life balance for all employees and a gender-sensitive culture in the organisation. <i>Shared values, a policy of equal employment opportunities, fairness, consideration for human resources and capacities, and work-life harmony determine the achievement of the goals and further development of the University.</i>			
1. Enabling flexible forms of work. Flexible use of part-time work according to the possibilities of the workplace, the performance of the work and the needs of the employees. Support for career stabilisation through permanent contracts. Active access and participation of supervisors and WHR. The possibility and conditions for arranging the home/off-site office (even outside the Covid-19 pandemic) as a full form of off-site work.	Monitoring and evaluation of gender segregated data (for university and faculties) - Number of full-time and part-time jobs (full-time and part-time, depending on the scope) - Percentage of fixed-term/indefinite contracts - Number/proportion of contracts concluded for home/off-site office work Modification of the UPCE guidelines on home office even outside the "covid period" Number of home/off-site office work contracts concluded	regularly once a year in the Annual Activity Report from 2Q/2022 until 2Q/2023	Faculties + Vice-Rector for Internal Affairs + supervisors
2. Employee care. Providing counselling – job, career, personal - and expanding the services and capacities of the Academic Counselling Centre and the UPCE Career Centre for the employed, not only for students. Support for employees caring for dependants. The existence of a methodological framework supporting the possibility of reconciling caring for dependants with work.	Number of implemented aids for the employed Implementation of information events on the services of the employment counselling centre Number/proportion of contracts concluded for home/off-site office work	system prepared by 3Q/2023 until 4Q/2024	Vice-Rector for Education Vice-Rector for Internal Affairs
3. Support for motherhood and parenthood. Systematic and active support given to caregivers (women and men) by the organisation (university and faculty) and senior staff. Strengthening maternity/parental leave management (ML/PL work opportunities, ML/PL collaboration, nurturing the return-to-work process/guarantee of time and follow up on career development) and the supervisor's role in these processes.	Monitoring and evaluation of gender-segregated data (for university and faculties) - Number of people on maternity or parental leave (ML/PL), length of time on ML/PL - Amount of full-time and part-time employment (full and part-time, by scope) Existence of a methodological framework supporting the possibility of reconciling childcare with work	regularly once a year in the Annual Activity Report from 2Q/2022 until 4Q/2024	Faculties + Vice-Rector for Internal Affairs + supervisors

<p>Providing information to carers and training senior staff in approaches to carers.</p> <p>Provision of suitably equipped space for children for short term use by caring staff and students when they need to run errands at the University.</p>	<p>Disclosure/provision of information Training of senior staff</p> <p>Existence of space on the university campus or other university premises</p>	<p>until 2Q/2025</p> <p>3Q/2024</p>	
<p>4. Gender-sensitive communication. Formulation/implementation/information/popularisation of the recommended principles of cultivated communication taking into account the proportion of underrepresented groups operating in the University.</p> <p>Conduct communication with an emphasis on equal access, non-discriminatory expression, and elimination of discriminatory issues where appropriate. Linguistically enrich internal/external documents and communications with duplicated forms, not using generic masculinities.</p>	<p>Existence of methodological support/guidelines/recommendations for the use of gender-sensitive language and communication inside and outside the university</p>	<p>4Q/2022</p> <p>from 2Q/2023</p>	<p>Vice-Rector for Internal Affairs +</p> <p>Vice-Rector for External Relations</p>
<p>5. Ensuring awareness and promotion of gender issues, support, services and activities of the University. Raising awareness of gender equality in general, equal opportunities, services and support at the University, opportunities for involvement within ML/PL, gender sensitive language, behaviour and unconscious biases or stereotypes.</p> <p>Inclusion of information in the handbook/training for new staff and in the handbook for senior staff.</p> <p>Part of the training as part of the adaptation processes for new recruits and senior staff.</p> <p>Information and dissemination events on the issue of the support provided by the University.</p> <p>Training of professional staff and departments of the University and the faculties providing support and services in this area, including communication outward and inward to the University.</p>	<p>Creation/existence of a dedicated website Number of information events Number of seminars, workshops on the issue Number of participants in such events</p> <p>Existence of handbooks, their updating and publication on the University's website and intranet</p> <p>Number of training courses implemented Number of persons trained</p> <p>Number of such events and information/events published/in which information channels/media</p> <p>Number of persons trained</p>	<p>from 4Q/2022</p>	<p>Faculties +</p> <p>Vice-Rector for Internal Affairs + supervisors</p> <p>Faculties +</p> <p>Vice-Rector for External Relations</p>
<p>6. Systematic monitoring of equal opportunities. Systematic and long-term collection of gender-segregated data and regular assessment of equal opportunities at the University, including gender-sensitive publication.</p> <p>Person in charge of promoting and monitoring the implementation of gender equality and equal opportunities at UPCE.</p>	<p>Generating gender statistics for subsequent decision-making processes Publication of gender analyses conducted</p> <p>Existence of an authorised person</p>	<p>regularly once a year in the Annual Activity Report from 2Q 2022</p> <p>4Q/2022</p>	<p>Faculties +</p> <p>Vice-Rector for Internal Affairs</p>

PRIORITY 2:			
Gender balance in decision-making processes and bodies.			
<i>The representation of women and men at the various levels of management and in all decision-making processes should be in line with the overall structure of the employee population, thereby demonstrating in practice that there are no entrenched mechanisms of gender inequality in the organisation that prevent women and men from working equally and achieving their full potential.</i>			
1. Strengthening equal representation of women and men in the University's bodies and decision-making processes. Launching a debate to increase gender equality in decision-making, expert and advisory bodies, commissions and panels.	Conducting discussions at the level of University Executive Board, extended University Executive Board and Faculty Executive Board (agenda, minutes of meetings)	1Q/2023	Faculties + Vice-Rector for Internal Affairs
2. Systematic monitoring and evaluation of the representation of women and men in decision-making positions, in university bodies and at various levels of management, in professional advisory bodies, etc.	Regular evaluation of data, status and trends for subsequent decision-making processes (especially in the context of the preparation of annual reports on activities and implementation of the UPCE Strategic Plan)	regularly once a year in the Annual Activity Report from 2Q 2022	Faculties + Vice-Rector for Internal Affairs + supervisors
PRIORITY 3:			
Gender equality in recruitment and career development.			
<i>The gender-fair selection of male and female employees is a key step in the recruitment process, which aims to ensure a quality recruitment process that is not based on prejudices but on evidence of the qualities of specific individuals. At the same time, this procedure allows for a broader pool of candidates, which leads to better selection opportunities and the recruitment of highly qualified individuals. Creating transparent and equal conditions for the development of female employees as well as male employees is crucial for their further growth and the realisation of their full potential.</i>			
1. Ensuring equal opportunity and systematic and sustained compliance with OTM-R policies and procedures for selection and recruitment. Reflect the OTMR-policy in the basic documents for recruitment, in particular in the UPCE Rules of Selection Procedure. Rules for the publication of advertisements containing gender-sensitive language and motivating female candidates to be interested in working at UPCE. Ensure gender balance in the constitution of selection committees. Consider the qualifications, experience, knowledge and skills, and moral character of female and male applicants, not gender, age, ethnicity or other discriminatory factors, when assessing them. Increase the interest of female candidates in UPCE faculties – according to the status and gender assessment/ specifics of the fields.	Existence of a gender dimension in UPCE standards Existence of rules/templates for advertisements Monitoring of gender balance in the composition of selection committees Percentage of women in the number of new contracts (+ditto by time, type of contract, etc.)	gradually from 1Q/2023 from 4Q/2022 from 4Q/2022 continuously + regularly once a year in the Annual Activity Report from 2Q/2023	Faculties + Vice-Rector for Internal Affairs + supervisors
2. Providing a gender-sensitive adaptation process, mentoring and training in key competencies to novice and young female employees and students of doctoral programmes as part of their potential transition to employment and for their further career development at UPCE.	Existence of an adaptation package and system for new employees Implementation of a mentoring programme Number of mentees/mentors (proportion of women and men) involved in the mentoring programme	from 3Q/2022	Faculties + Vice-Rector for Internal Affairs + supervisors
3. Introduction of an adaptation process for those academic and scientific staff who are new to management positions and who participate in selection and recruitment procedures. Training of supervisors and selection committee members in HR, labour law and other competences, including gender-sensitive human resources management.	Existence of an adaptive training, education and development package for supervisors and selection committee members	from 3Q/2024	Faculties + Vice-Rector for Internal Affairs

<p>4. Supporting employees in their career development.</p> <p>Strengthen the financial evaluation of employees by gradually increasing the wage level and introducing motivational tools in relation to the results achieved. Eliminate possible gender inequalities in remuneration.</p> <p>Create opportunities for interchangeability so that a career break (due to burnout, caring for loved ones incl. ML/PL, etc.) does not lead to a career restart, but appropriate continuity is maintained.</p> <p>Seeking and using funding and grant schemes to support the involvement of carers and scientists with parental responsibilities in research teams, projects and mobilities, especially abroad.</p> <p>Use of sabbatical leave for qualification growth.</p>	<p>Monitoring and evaluation of gender pay (by unit and by the university as a whole)</p> <p>Evaluation of publications, participation in scientific teams and projects, participation in patents, etc. using gender-segregated data</p> <p>Gender assessment of career growth (number of new PhD, Assoc., Prof., in relation to ML/PL, etc.)</p> <p>Number of trips/mobilities (proportion of women/men)</p> <p>Number of "sabbaticals"/length in the academic year (proportion of women/men)</p>	<p>regularly once a year in the Annual Activity Report from 2Q/2023 and regularly as part of staff appraisals by managers</p>	<p>Faculties + Vice-Rector for Internal Affairs + supervisors</p> <p>Faculties + Vice-Rector for Science and Research</p>
<p>PRIORITY 4: Integrating the gender dimension into the content of research, innovation and education. <i>Incorporating gender content into research, development, innovation and other creative activities, taking into account the needs and characteristics of a particular population group, is important for safety, human rights and opportunities, human health and other areas that closely touch both daily and individual life and the relevance of research for the further technological and economic development of society ("One size does not fit all").</i></p>			
<p>1. Inclusion of the gender dimension of research in the strategic and development documents of the University and the faculties in the field of R&D&I – as a space for innovation and development of priority, profile and unique fields of study of individual units of the University.</p>	<p>Implementation into the Implementation Schedule of the UPCE Strategic Plan (for 2023 and beyond)</p>	<p>3Q/2022</p>	<p>Faculties + Vice-Rector for Science and Research</p>
<p>2. Support the implementation of research containing gender themes/data/dimensions.</p> <p>Ensuring awareness of the gender dimension in research and education through seminars and training.</p> <p>Implementation of gender themes/data/dimensions in the content of final student theses and research projects.</p>	<p>Organisation of a seminar for academics and researchers on gender dimensions in teaching and research</p> <p>Training in gender-sensitive pedagogy and didactic methods used in practice</p> <p>Number of student papers/actualised research projects/publications containing gender themes and dimensions</p>	<p>Once a year</p> <p>periodically each academic year when announcing the topics of student papers/projects/competitions</p>	<p>Faculties + Vice-Rector for Science and Research</p> <p>Faculties</p>
<p>3. Popularising research with gender content</p> <p>Presentation of such research on the internet, social networks and in the media</p>	<p>Information and promotional activities on the University's website, intranet, in the media</p> <p>Statistical evaluation of media monitoring</p>	<p>Continuously</p> <p>Once a year</p>	<p>Faculties + Vice-Rector for External Relations</p>

PRIORITY 5: Preventive measures towards non-discrimination targeting gender-based violence, including sexual harassment. <i>A fair and open approach to individuality, respect for difference and the needs of the individual is a core university value, which is ensured by systemically setting up tools to address negative phenomena and providing effective assistance and protection by creating an environment in which these matters are discussed, opened up, addressed to facilitate victims' access to help</i>			
1. Inclusion of non-discrimination, measures and practices against gender-based violence in the University's core documents. Updating existing University standards (Code of Ethics, Guidelines on the Prevention of Sexual and Gender-Based Misconduct, etc.).	Existence of a document/standard/mechanism/procedures Updating documents	until 4Q/2023	Vice-Rector for Internal Affairs
2. Specification and concretisation of procedures against negative phenomena in this area, e.g. in the form of instructional material for victims of discrimination and violence, both for employees and students of the University. Extending the services of the Academic Counselling Centre to provide qualified counselling and crisis management in this area as well.	Existence of instructional material Use of Academic Counselling Centre services/information/number of assistance provided	until 4Q/2024	Vice-Rector for Internal Affairs Vice-Rector for Education
3. Internal communication of ethically problematic areas , awareness of support and systemic solutions to crisis situations and negative phenomena in the workplace. Awareness of gender-based violence.	Information events/articles on the website, university intranet, social networks Seminars and discussions on the topic/number of events held/number of participants	continuously after the date above	Vice-Rector for Education + Vice-Rector for External Relations + Faculties individually according to specifics

List of abbreviations:

GEP – Gender Equality Plan

AP HRS4R – Action Plan of the Human Resources Development Strategy for Researchers

ML/PL – maternity/parental leave

UPCE – University of Pardubice

R&D&I – Research & Development & Innovation