

Gender Equality Plan

of the University of South Bohemia
in České Budějovice

2021-
2024



Jihočeská univerzita
v Českých Budějovicích
University of South Bohemia
in České Budějovice

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1 INTRODUCTION AND CONTEXT

Equality between women and men is one of the fundamental values of the Czech Republic expressed *inter alia* in the Charter of Fundamental Rights and Freedoms. Nevertheless, a number of gender inequalities persist in Czech society. Various international and European comparisons show that Czechia is a below-average country in the EU in terms of the level of equality between women and men. The main problems include inequalities in the labour market (including the high gender pay gap), economic inequalities (higher at-risk-of-poverty rate among women), very low representation of women in decision-making positions, horizontal gender segregation in education and stereotypical division of roles in care for the household and family. Sexual and domestic violence is a specific problem related to inequality between women and men. Gender inequalities have a negative impact primarily on the position of women in Czech society. However, many of these inequalities also negatively affect men's lives – this mostly applies to health and gender stereotypes in general.¹

Gender equality refers to the situation where the opportunities for women and men in society are similar in terms of redistribution of power and resources, representation in public space and recognition, as well as the situation where individuals can freely develop their personal abilities and make decisions without the restrictions imposed on them by culturally and socially set roles (and associated stereotypes) regardless of sex (biological differences between men and women) and gender (social differences between women and men, which are learned). Several factors are important to ensure this equality: not only equal conditions but also consideration and balancing of factors that may affect women and men differently (e.g. parenthood).²

USB is aware of the importance of the issue of gender equality and is committed to its promotion, both within the social policies for which it is responsible and within its own organisation. USB thus strives to ensure the fulfilment of commitments in the field of equal opportunities both at the national and international levels. In its strategic documents, such as in the USB Long-Term Plan for 2016–2020 and in the USB Strategic Plan 2021–2030, it defines itself as a leading centre of education, independent knowledge and creative activity. It focuses on the scientific, cultural, social, and economic development of society and its activities fulfil the mission of a university pursuant to Section 1 of the Higher Education Act. One of the main prerequisites for fulfilling the visions and missions is to strengthen the development and management of human resources, and addressing these issues is an integral part of such efforts.

The USB Gender Equality Plan 2021–2024 is a strategic document that serves as a tool for initiating and maintaining systematic support for equality between women and men at USB. The analytical part briefly maps the area of equality between men and women in the national context and describes the situation at USB in greater detail. Its gender audit selected relevant available data, these data were subsequently used to describe trends, statistical contexts, and the main characteristics of the selected groups. A SWOT analysis was then defined on the basis of the outputs.

The strategic part contains measures, including indicators, which USB will implement, evaluate, and monitor in terms of impact during the term of validity of this document.

The USB Gender Equality Plan 2021–2024 is in compliance with the relevant documents for this area, in particular with:

- USB Strategic Plan 2021–2030,
- Gender Equality Strategy 2021–2030 (Office of the Government of the Czech Republic),³
- Gender Equality Support Plan 2021–2024 of the Ministry of Education, Youth and Sports

¹ Gender Equality Strategy 2021–2030

² How to go about a change, Gender equality in a research institution, available online at https://genderaveda.cz/wp-content/uploads/2021/01/NKC_jak-na-zmenu-A5_2021_WEB-1_jednostrany.pdf

³ This document was discussed by the Government of the Czech Republic on 8 March 2021. The strategy formulates the measures necessary to increase the quality of life of women and men in the Czech Republic to a level comparable to other European countries

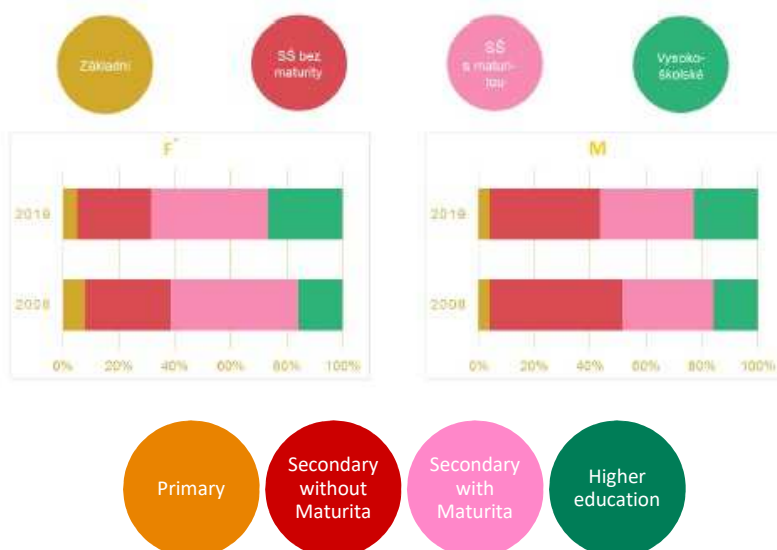
2 ANALYSIS OF THE CURRENT STATE

2.1 Nationwide trend⁴

The following chapter briefly describes and analyses the current nationwide trend in the area.

The Gender Equality Strategy 2021–2030 was approved in March 2021. As stated in the mentioned document, the Czech labour market has long been characterised by several facts. The Czech Republic has one of the highest differences in the employment rate of women and men in the EU. In 2019 this difference was 15.8%, with unemployment being higher among women. The large difference in the employment rate is mainly due to the long absence of women from the labour market due to having to care for children or other dependants. Another characteristic is the high difference in the average wages of women and men. Even in this indicator, Czechia has long been one of the worst EU countries (in 2018 the so-called gender pay gap was higher only in Estonia and Germany). A related problem is the low representation of women in leadership positions and the horizontal segregation of the labour market – women are concentrated in less valued fields. These inequalities then negatively affect women's lives not only during their productive age. They are reflected (in addition to other reasons such as the lower retirement age of women and thus a shorter period of insurance) in the fact that women have lower old-age pensions than men, almost by a fifth. In the age group of over 65, one in five women is at risk of income poverty (compared to almost a tenth of men). There are many reasons for these inequalities, one of the reasons being the different life expectancy for men and women. In addition to direct discrimination based on sex and gender stereotypes, three other systemic problems (insufficiently addressed in the long term) play a key role – insufficient capacity of the childcare service for children under three years of age, lack of flexible forms of work and unequal distribution of care responsibilities (not only for children but e.g. also for seniors).

In relation to the gender employment gap, it can be concluded that the past decade has been characterised by a gradual increase in women's employment. In addition to the growth of women's employment, a trend of changes in the educational structure of the population has been characteristic of recent years. Especially among women, there was a significant increase in the number of employees with a university degree, as their share increased by 11.5% between 2008 and 2019, from the initial 15.8% to 27.3%. Throughout the observed period, this share was higher than for men, in whose case it increased from the same initial value of 15.8% to 23%. In general, women show a higher level of formal qualifications in the labour market, as secondary education with the *Maturita* (i.e. secondary school leaving examination) is also more strongly represented among women than among men. 41.7% of employed women and 33.8% of men achieved this level of education in 2018.



Source: Gender Equality Strategy 2021–2030

⁴ The source of information for this chapter was mainly the Gender Equality Strategy 2021–2030, as well as information from the Czech Statistical Office

Equality between women and men in the teaching profession

The education system is a gateway to active professional life. The representation of women and men among the teaching staff differs with regard to the level of education and the division of individual disciplines. In general, the higher the expertise or the decision-making function and the higher the level of education, the more men and fewer women appear in the given positions.

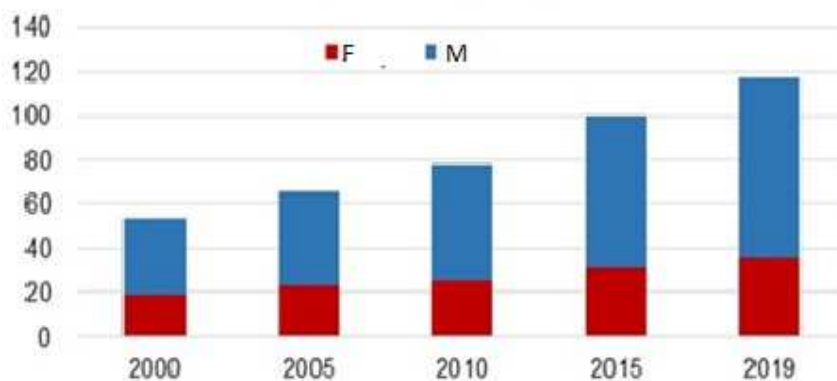
Although women make up the majority of teaching staff, their representation in management positions does not correspond to this situation. There are disproportionately more men in leadership positions than what corresponds to their overall representation in education.

Equality between women and men in the scientific profession

Scientific professions are considered to be crucial in the economic, cultural, social, and technical development of our entire society. However, gender stereotypes are reproduced in them, both in the personnel area (selection of people, team formation, communication with others) and in the content remit (teaching content and research focus). Although women study extensively in master's and doctoral degree programmes at universities, they are under-represented in decision-making positions in research institutions and appear in financially undervalued areas of research.

According to the Czech Statistical Office, the number of employees in research and development in the Czech Republic from 2000 to 2019 recorded a significant increase, especially among men. Between the observed years, the number of men increased from about 34 000 to about 82 000, which is 2.4 times more. There was not such a great increase among women. In 2000 there were about 19 000 of them, in 2019 there were 35 000. Not only is the proportion of women among research and development staff low, but it is also declining over time. In 2000 they constituted 36 % and only 30 % in 2019.

Development of research and development staff in total in the monitored years by sex (thousands of people)



Source: Czech Statistical Office

Work and care

The main reasons for the low employment rate of women in the 25–34 age group include long parental leave (which is rarely taken by men) and the lack of affordable and locally available childcare. The Czech Republic provides a parental leave of up to 208 weeks, which is the most of all EU countries. Studies also show that women have 1.4 times (i.e. 40 %) higher chance of unemployment than men and parenthood (with small children) slightly increases their chances of unemployment; unmarried people, similarly to divorced or widowed people, have 1.7 times and 1.6 times higher chance of unemployment than married people respectively.

The possibility of using part-time and flexible forms of work is one of the basic preconditions for an effective reconciliation of family and working life for parents with young children, especially for women whose employment is very strongly affected by motherhood. The employment rate of women with a pre-school child has long been less than 50 % and is one of the lowest compared to other EU countries.

According to the gender equality strategy, the Czech labour market has long shown a smaller share of part-time work. In recent years, however, the share of part-time workers in the total employment has been increasing, especially among women.

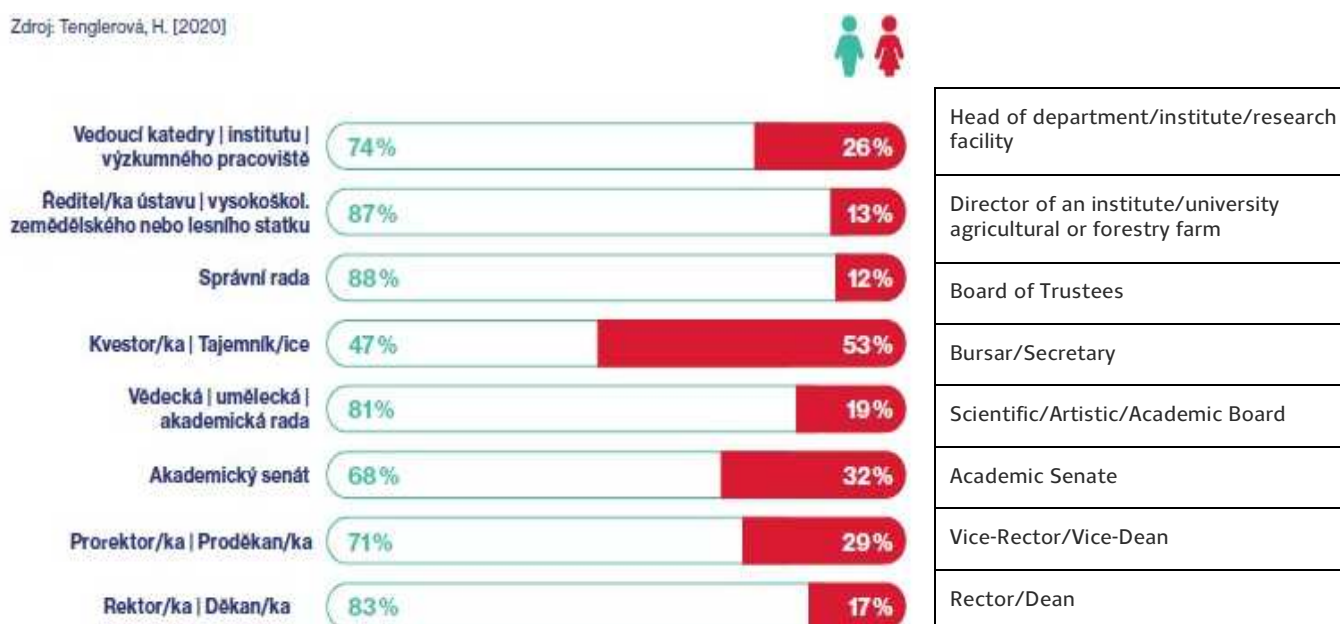
On the one hand, part-time work is one of the appropriate forms of employment at the time of return to the labour market after parental leave or after a period of long-term care. A sufficient supply of part-time work is thus perceived as one of the measures to increase the employment of women (especially mothers of pre-school children). At the same time, however, part-time work or work under non-employment agreements poses a number of risks. A specific form of flexibility in employment is provided by working from home (so-called home office).

Representation of men and women in leadership positions at universities – a nationwide view

Data on leadership positions at the surveyed universities, i.e. a total of 10 655 persons in leadership positions, show that women have the lowest representation, in addition to the positions of director of an institute, university agricultural or forestry farm or administrative board, in the positions of rectors/deans, which were only held by 28 women (16.7 %) out of a total of 168 positions in 2018. A quarter of women (25.9 %) hold the position of head of an institute/department. The largest share of women can be found in the position of bursar/secretary, where the representation of women is more than parity-based, namely 53.2 %. In short, men predominate quite significantly in almost all of the positions, except for the latter one. One explanation for the position of bursar/secretary may be that the position of secretary of a department often has some limited decision-making rights and secure quite a few administrative steps, which are associated with women.

Percentages of men and women in leadership positions at public universities in 2018⁵

Zdroj: Tenglerová, H. [2020]



⁵ *Jak na změnu, Genderová rovnost ve výzkumné instituci* [How to go about a change, Gender equality in a research institution], available online at https://genderaveda.cz/wp-content/uploads/2021/01/NKC_Jak-na-zmenu-A5_2021_WEB-1_jednostrany.pdf



2.2 USB gender audit

2.2.1 Institutional analysis

Although USB has not yet developed a gender equality plan, it has been dealing with this issue for a long time, enshrining it in its strategic documents and internal guidelines and monitoring it annually in annual activity reports.

One of the most important strategic documents of a public university is its strategic plan. *'The Strategic Plan of the University of South Bohemia in České Budějovice (USB) is an anchored vision of the academic community of USB – particularly of its management, Board of Trustees, Academic Senate and other academic bodies – concerning the development and the course of USB in the next 10 years.'*⁶

In its 2021–2030 strategic plan, USB also specifically focuses on the area of personnel policy. The expected activities and outputs are, e.g. support for the development of managerial competencies, methodological support in publishing, promotion and administration of open selection procedures, including the use of the Euraxess platform, support for young and beginning workers in connection with career rules, mentoring, salary regulation updates, and especially **active shaping of the gender policy**.

USB subscribed to the principles enshrined in the European Charter for Researchers and the Code of conduct for the recruitment of researchers in December 2017, in keeping with its Long-term Plan 2016–2020. The aim was to obtain the prestigious HR Award certificate that is awarded by the European Commission to research institutions that implement the HRS4R (The Human Resources Strategy for Researchers). The main benefit of the implementation of the HRS4R is to ensure that the relationship between the University of South Bohemia as the employer and its employees as researchers contributed to successful work during the creation, transfer, sharing, and disseminating knowledge and technological development and to the development of the career of researchers. Work toward obtaining the HR Award certificate was handled under the OP RDE project entitled 'USB Development – R&D Capacities'. The HR Award was awarded to the University of South Bohemia on 22 July 2019.

The steps envisaged in the **Action Plan** are currently being implemented, focusing on four basic areas: ethical and professional aspects, recruitment and selection of staff (OTM-R strategy and revision of the USB Academic Staffing Rules, development of selection rules for non-academic staff, including recommendations for a balanced representation of women and men in evaluation commissions), working conditions and education and training. The internal evaluation and the creation of an updated Action Plan will take place in 2021. The completion of individual phases is supervised by the Steering Committee chaired by the Rector of USB. It comprises members of USB's management and senior expert employees of the University.

The **USB Ethics Committee** was also established, and the **USB Code of Conduct** was issued in accordance with the Rector's ordinance No R 432. The Ethics Committee of the University of South Bohemia in České Budějovice is an advisory body to the Rector of the University of South Bohemia and discusses matters beyond labour law standards and employee duties related to general and professional ethics in the university environment of higher education and research, artistic activities and other creative activities. The ethical principles which USB undertakes to follow are declared in the USB Code of Conduct.

On 19 May 2020, Amendment No 1 to the Rector's ordinance No R 253 on the establishment of the Ethics Committee of the University of South Bohemia in České Budějovice was issued. This amendment stipulates that the **ombudsman** is also a member of the USB Ethics Committee. On 27 May 2020, doc. MUDr. Jiří Šimek, Csc., was elected the first ombudsman at the session of the Ethics Committee of the University of South Bohemia

On 19 May 2020, the University of South Bohemia in České Budějovice published **Rector's ordinance No R 434 dealing with harassment in the workplace**, which replaced Rector's ordinance No R 374 from 21 February 2018. As part of the OP RDE project 'USB Development – R&D Capacities', topics related to sexual and gender harassment are being elaborated at USB, among other things.

⁶ Strategic Plan of the University of South Bohemia in České Budějovice 2021–2030, note from the USB Rector



Although the project described above is by its nature focused on researchers, places suitable for extension to the field of gender equality were identified during its preparation and implementation. Updates to regulations and measures taking into account gender issues were adopted, which are also transferable to regulations and measures concerning the academic and non-academic staff of the University of South Bohemia.

USB also observes the given issues in the **Collective Agreement**, where they are stipulated in the working conditions under paragraph 3.10; it lays down that employees caring for a child until the end of compulsory schooling or for a person dependent on the care of another person (pursuant to Act No 108/2006, as amended, and its implementing Decree 505/2006) are granted their request for a reduction in working hours or another adjustment of working hours unless serious operational reasons prevent this.

The **USB Conditions of Employment** (Rector's ordinance No R 238) stipulate, in Part II(b), that the employer is obliged to ensure equal treatment of all employees with regard to their working conditions, including remuneration for work and other monetary benefits, training and the opportunity to achieve functional or other career advancements. Any discrimination based on statutory discriminatory features is prohibited, both direct discrimination and conduct that could discriminate only in its consequences. Restrictions that result from the preconditions and requirements for the performance of a specific job cannot be considered discrimination if their fulfilment is a necessary condition for the performance of that job, or for reasons of work safety and protection of the employee's health.

Pursuant to paragraph (c), no one may abuse the exercise of rights and obligations arising from employment relationships to the detriment of another participant or to harm their human dignity. Harming of human dignity refers to any undesirable conduct that is inappropriate or offensive or may reasonably be perceived as a condition for decisions that affect the exercise of rights and obligations arising from employment relationships.

As stipulated in Part V(h), employees caring for a child until the end of compulsory schooling or for a person dependent on the care of another person (pursuant to Act No 108/2006, as amended, and its implementing Decree 505/2006) who ask the employer for shorter working hours shall be granted their request by the employer. With reduced working hours, the salary is proportionally reduced pursuant to generally valid regulations.

The gender area is directly addressed at some constituent parts of USB in the **career regulations**. USB has long focused on the topic of supporting parenthood among its employees. Emphasis is placed on flexibility and a supportive working environment. USB's personnel policy treats pregnant women and mothers/fathers of young children with the utmost friendliness. A specific example is the possibility of working part-time, under an agreement, working from home (R 421 from 17 March 2020, **Rector's ordinance on performing work of USB staff outside the employer's workplace – homeworking**). During parental leave, contact is maintained with employees and their corporate email address is usually preserved, thanks to which information about current events and activities such as Christmas parties, children's days, etc. is transmitted. USB is fully aware of investments in education and development of employees who would leave, i.e. newly incurred costs for the search, selection, and training of new employees.

USB operates **preschool facilities** of the University of South Bohemia in České Budějovice, which consist of two children's groups with a total capacity of 30 children. One group offers a capacity of 20 children and the other a capacity of 10 children. Language support in English and German for children from bilingual families is provided by carers, and for children who do not speak English or German, a student assistant who speaks the child's native language can be provided. A functioning children's group helps employees return to the work process.

Parenthood and care for students by parents and people who have taken the child into care replacing the care of their parents are addressed in the **USB Study and Examination Regulations**, in particular in Article 11. Among other things, the student has the right to extend the deadlines for fulfilling their study obligations, as well as to meet the conditions for advancement to the next semester, year or block of study for a period that would otherwise be taken by their maternity leave, provided that during this period they do not interrupt their study. This right is exercised through the parent's individual study plan. At the same time new measures concerning parenthood, not only for students but also for employees, are regularly monitored in annual activity reports.

All the listed documents are publicly available on the USB website, both in Czech and English.



2.2.2 Analysis of statistical data within USB

The following chapter presents the relevant data for the period of 2017–2020, available to USB in the data warehouse.

Attention has been paid mainly to the adjustment of employees in individual jobs and a more detailed analysis of wages with regard to the male/female distribution. The categories of doctoral studies, senior staff, newly appointed professors and associate professors were also monitored. Other monitored categories include applicants for study, number of studies at USB, graduates, trips abroad and the study failure rate.

In this document, basic categories and divisions are presented for clarity; deeper analyses and other values are available and can be provided and presented, based on information from the data warehouse, on the more detailed level of faculties and other USB parts using Power BI.

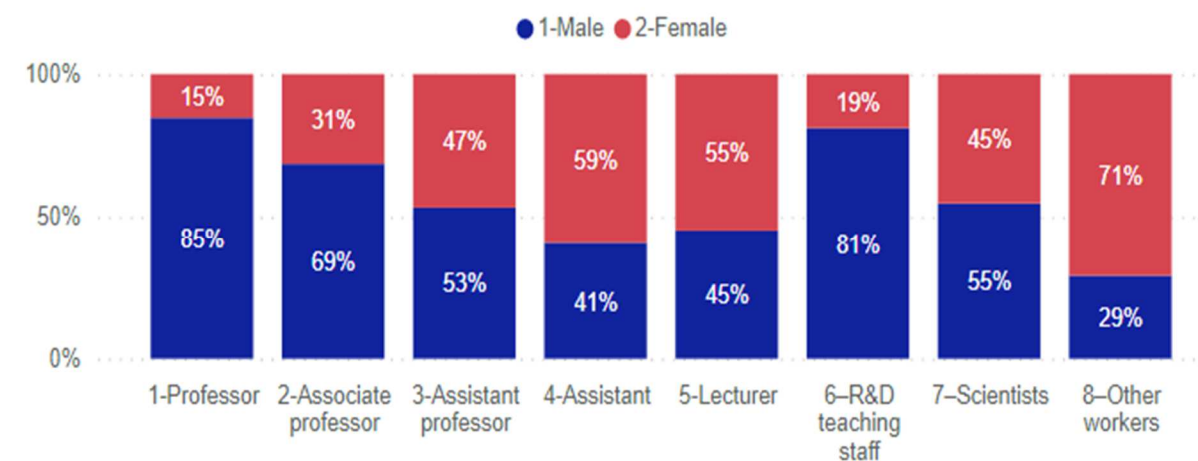
Workforce at USB

As the table and chart below show, the workforce has been approximately the same in recent years. In terms of sex distribution, men outweigh women in the category of professors and associate professors, and the numbers are beginning to equalise in the category of assistant professors with an academic degree. On the contrary, women are mostly represented in the group of other workers.

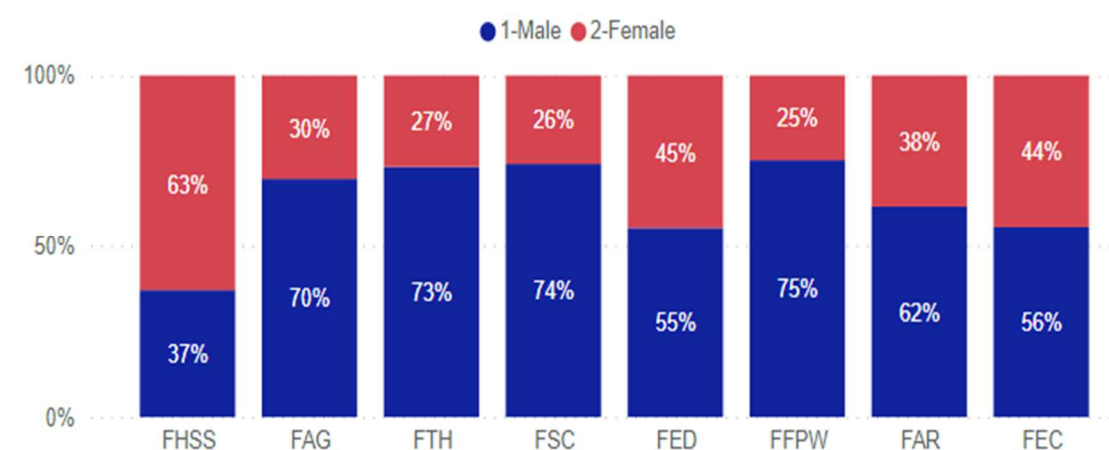
Table 1 Adjusted workforce

Group	Category of education	Sex	2017	2018	2019	2020
1-Academic	1-Professor	1 - Male	44.4	41.7	39.5	42.1
		2 - Female	5.6	5.6	7.5	7.6
	1-Professor total		50.0	47.3	47.0	49.7
	2-Associate professor	1 - Male	91.2	89.5	86.1	88.7
		2 - Female	37.9	36.0	38.1	40.7
	2-Associate professor total		129.1	125.5	124.2	129.4
	3-Assistant professor	1 - Male	207.3	198.0	191.6	192.6
		2 - Female	182.8	176.6	170.5	169.5
	3-Assistant professor total		390.1	374.7	362.1	362.1
	4-Assistant	1 - Male	0.7	3.0	5.6	5.4
		2 - Female	9.7	9.1	10.3	7.9
	4-Assistant total		10.3	12.1	15.9	13.3
	5-Lecturer	1 - Male	4.0	5.5	6.8	6.7
		2 - Female	11.8	10.5	9.8	8.1
	5-Lecturer total		15.8	15.9	16.6	14.8
6-R&D teaching staff	1 - Male	34.6	48.0	57.1	52.2	
	2 - Female	12.6	12.5	12.6	12.2	
6-R&D teaching staff total		47.1	60.5	69.7	64.3	
TOTAL		642.4	636.1	635.3	633.7	
2-Scientists	7-Scientists	1 - Male	56.7	68.5	78.8	80.0
		2 - Female	40.3	54.1	66.6	66.2
	7-Scientists total		97.0	122.7	145.5	146.2
TOTAL		97.0	122.7	145.5	146.2	
3-Other	8-Other workers	1 - Male	190.0	201.4	200.7	197.9
		2 - Female	452.6	476.5	487.2	482.4
	8-Other workers total		642.7	677.9	687.9	680.2
TOTAL		642.7	677.9	687.9	680.2	
TOTAL		1 382.0	1 436.7	1 468.7	1 460.2	

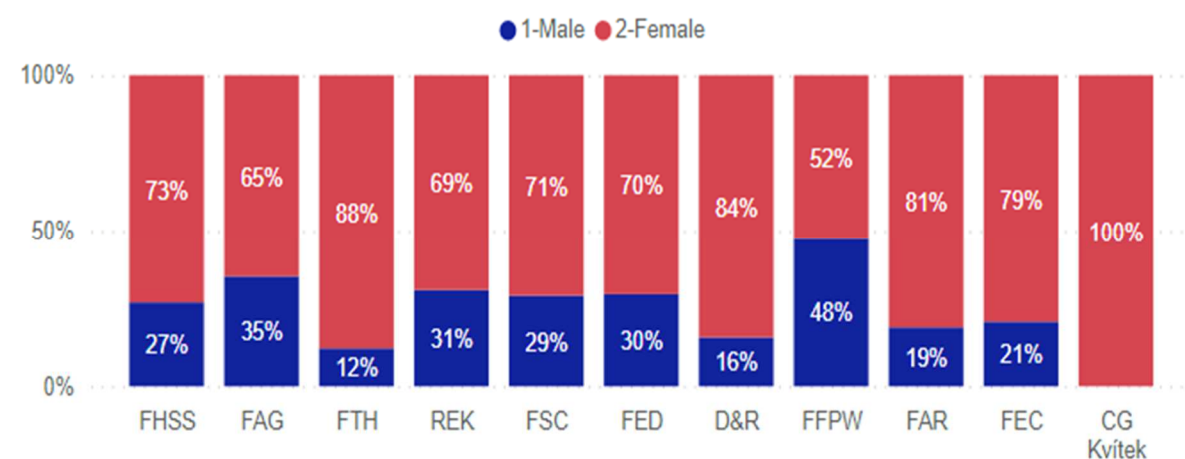
Adjusted workforce in 2020



Adjusted number of academics in 2020



Adjusted number of other employees in 2020

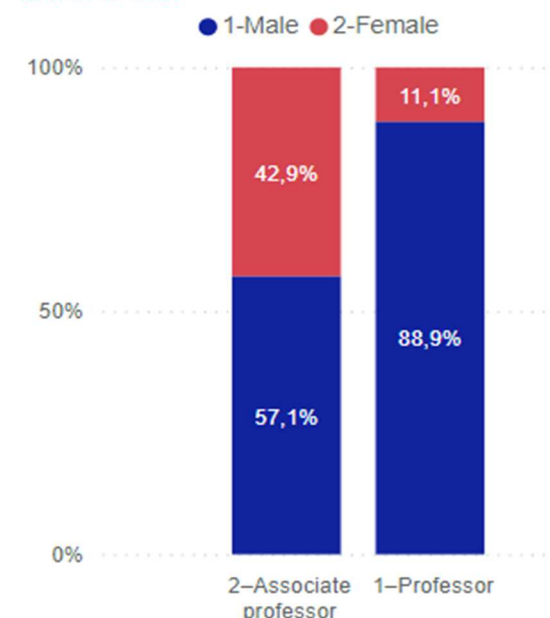


According to surveys concerning the matching of the numbers of female professors presented in the document 'Gender equality in a research institution', the proportion of female researchers has been in the range of 26–29 % in the last decade. Although the number of graduates in master's fields is increasing, in 2018 there were only 26.6 % female researchers. Over the last 10 years, the number of female professors in the Czech Republic has only increased by 4 %. Studies point out that if institutions relied on the slow linear increase in the number of women in research, there would only be a balanced representation of female professors in 2098.⁷

Table 2 Newly appointed professors and associate professors

Year	Male/Female	Numbers appointed at USB			Permanent staff of USB appointed to other universities		
		Associate professors total	Professors total	Of which permanent USB staff	Associate professors	Professors	Total
2017	Male	11	2	11	2	1	3
	Female	4	1	2	1	0	1
	Total	15	3	13	3	1	4
2018	Male	6	3	5	0	0	0
	Female	3	1	2	1	0	1
	Total	9	4	7	1	0	1
2019	Male	3	1	2	0	1	1
	Female	10	2	8	2	0	2
	Total	13	3	10	2	1	3
2020	Male	7	2	8	0	2	2
	Female	0	0	0	3	0	3
	Total	7	2	8	3	2	5

Newly appointed professors and associate professors at USB in the period of 2017–2020



⁷ T. Crofony, J. Dvořáčková, P. Rypáčková, H. Víznerová. 2020. How to go about a change: Gender equality in a research institution.

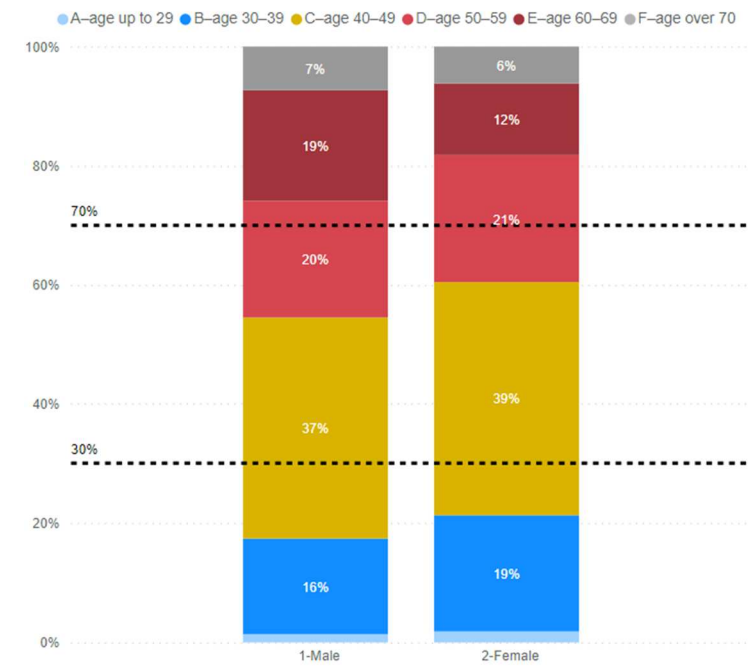
Age structure of USB employees

In addition to the division between women and men, the age structure of USB employees is also monitored with regard to job classification according to the category of education. The category of academics includes professors, associate professors, assistant professors with an academic title, assistants, lecturers, R&D teaching staff.

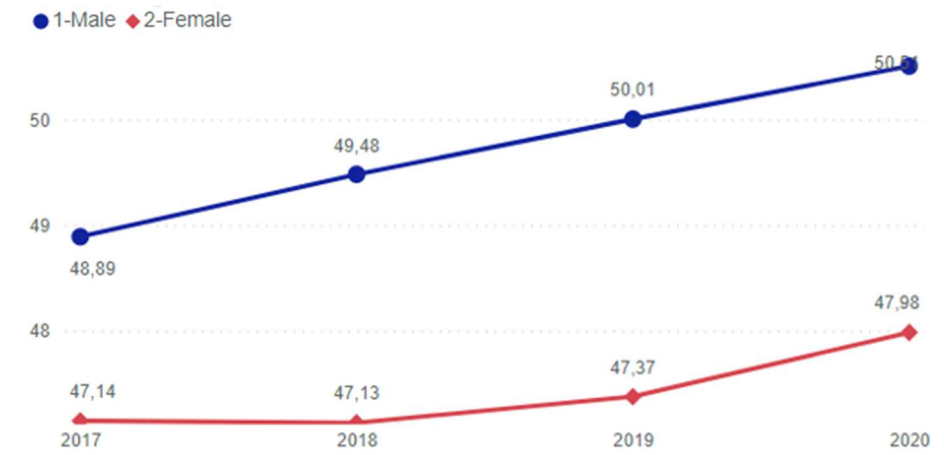
Table 3 Age structure of academics

Age category	Male	Female	Total
A-age up to 29	7	6	13
B-age 30–39	81	63	144
C-age 40–49	188	127	315
D-age 50–59	99	69	168
E-age 60–69	94	39	133
F-age over 70	37	20	57
Total	506	324	830

Age structure of academics



Development of the average age of academics in 2017–2020

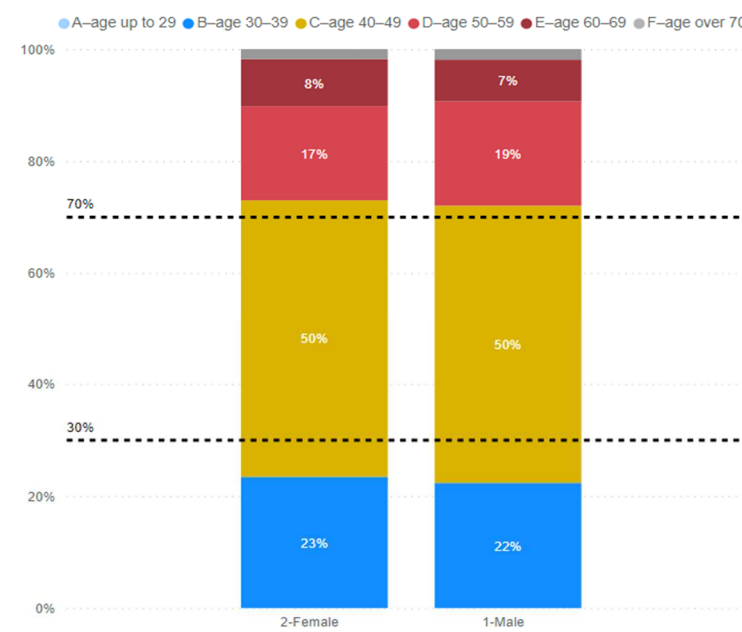


A detailed view of the age structure of assistant professors with an academic degree, as groups of women and men with the potential to obtain the title of professor.

Table 4 Age structure of assistant professors with an academic degree

Age category	Male	Female	Total
A-age up to 29	0	0	0
B-age 30–39	53	36	89
C-age 40–49	112	80	192
D-age 50–59	38	30	68
E-age 60–69	19	12	31
F-age over 70	4	3	7
Total	226	161	387

Age structure of assistant professors with an academic degree



Development of the average age of assistant professors with an academic degree in 2017–2020

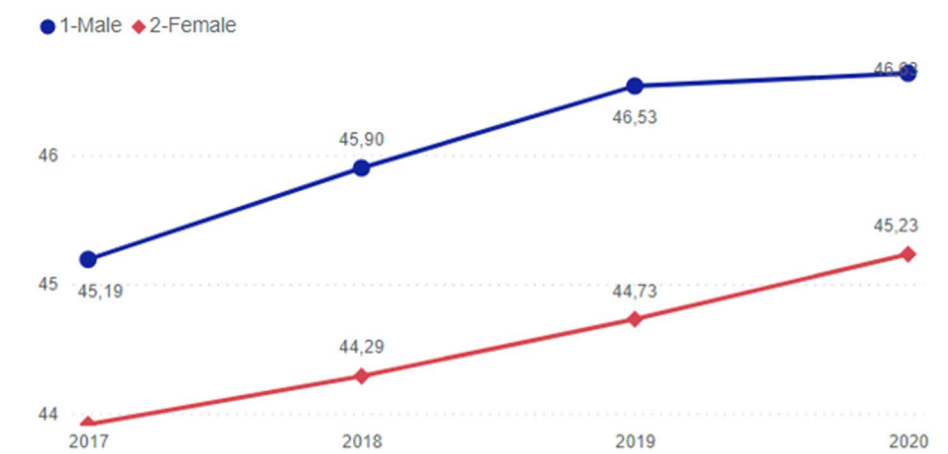
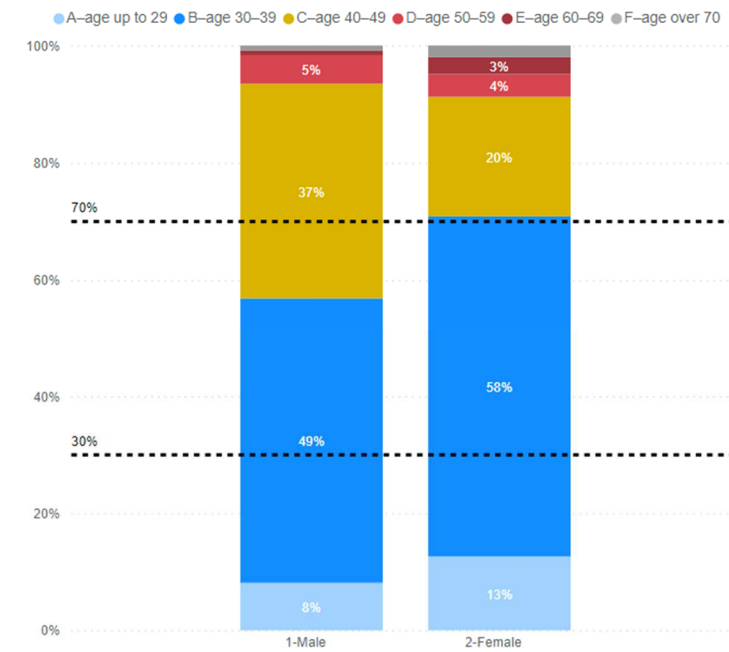


Table 5 Age structure of scientists

Age category	Male	Female	Total
A-age up to 29	10	13	23
B-age 30–39	60	60	120
C-age 40–49	45	21	66
D-age 50–59	6	4	10
E-age 60–69	1	3	4
F-age over 70	1	2	3
Total	123	103	226

Age structure of scientists



Development of the average age of scientists in 2017–2020

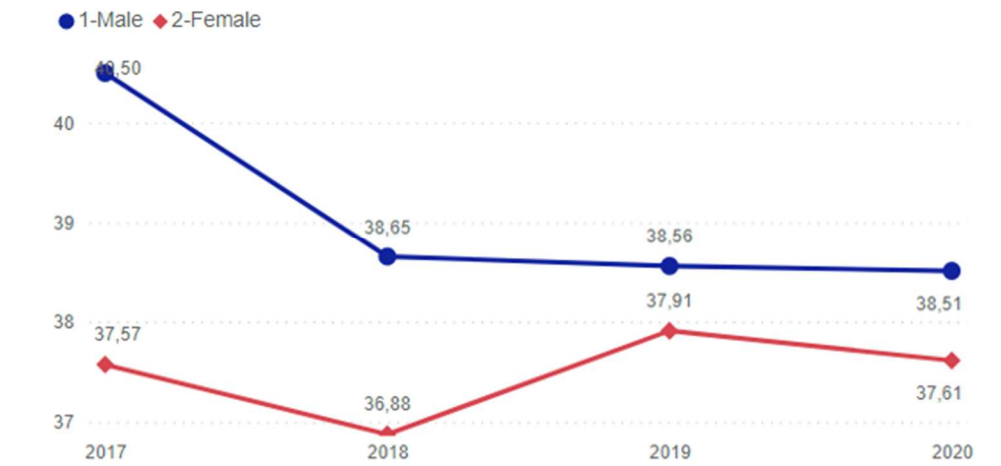
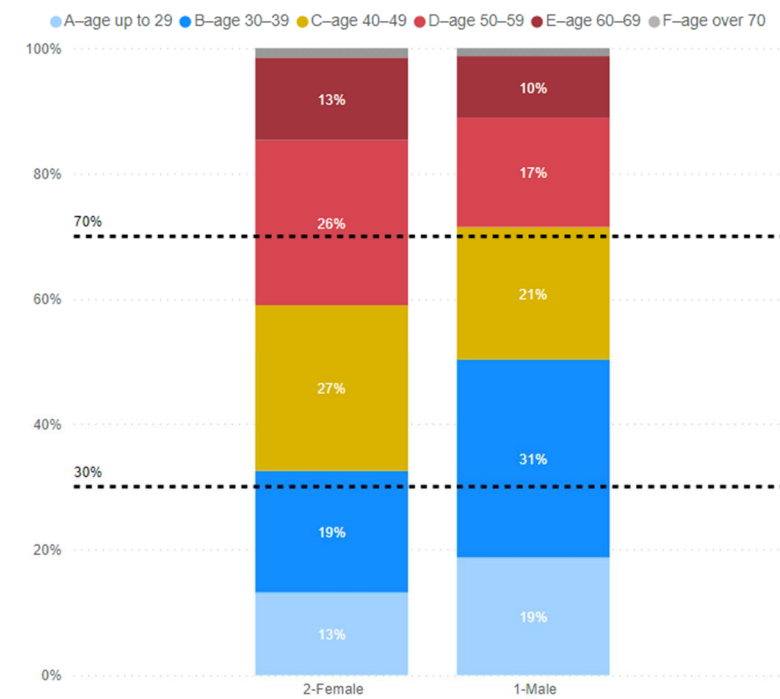


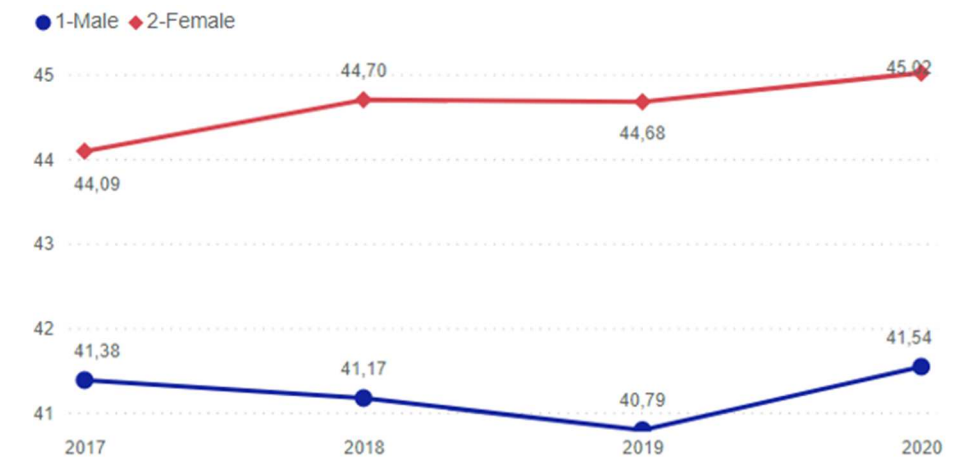
Table 6 Age structure of other employees

Age category	Male	Female	Total
A-age up to 29	44	70	114
B-age 30–39	74	103	177
C-age 40–49	50	141	191
D-age 50–59	41	140	181
E-age 60–69	23	70	93
F-age over 70	3	8	11
Total	235	532	767

Age structure of other employees



Development of the average age of other employees in 2017–2020



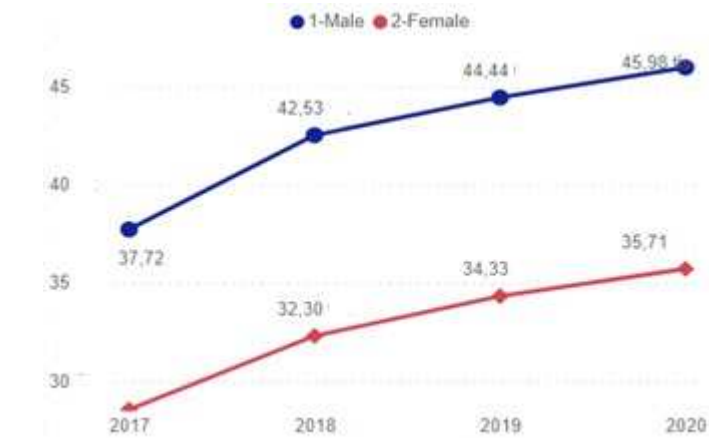
Wages at USB

The charts above show the average wages for employees, including the development in 2017–2020. At the same time, charts dealing with the average wages of academic staff and other staff are given for comparison. Available data show that wages at the University of South Bohemia increased during the period under review. However, in most categories, there are obvious differences in wages between men and women. It is interesting to look at the wages of men and women in the categories of associate professor and professor, where women had higher wages than men in the observed period.

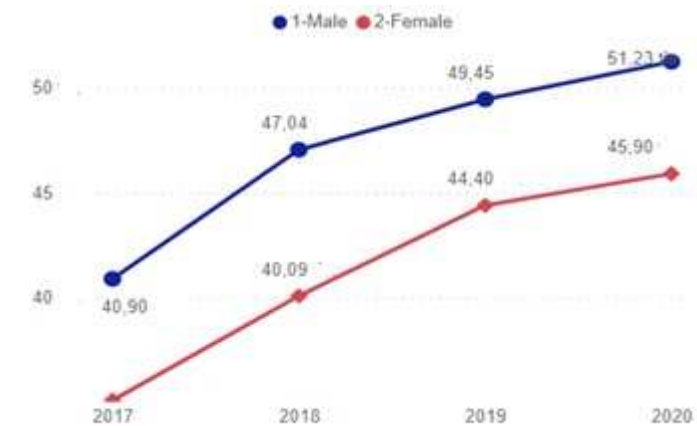
Table 7 Average wages of employees

Group	Education category	Sex	2017	2018	2019	2020
1-Academic	1-Professor	1 – Male	59 168	67 609	69 294	69 923
		2 – Female	69 185	73 084	83 333	85 507
	1-Professor total		60 290	68 261	71 520	72 304
	2-Associate professor	1 – Male	46 751	52 180	55 222	57 504
		2 – Female	48 059	54 650	61 667	59 667
	2-Associate professor total		47 135	52 889	57 198	58 184
	3-Assistant professor	1 – Male	34 102	39 319	41 682	43 730
		2 – Female	32 158	36 499	39 962	41 408
	3-Assistant professor⁸ total		33 191	37 990	40 872	42 643
	4-Assistant	1 – Male	30 101	31 747	34 463	39 490
		2 – Female	23 600	27 842	29 227	34 233
	4-Assistant total		24 011	28 809	31 060	36 369
	5-Lecturer	1 – Male	28 787	28 824	29 117	36 085
		2 – Female	26 102	27 868	30 902	34 417
5-Lecturer total		26 774	28 197	30 173	35 169	
6-R&D teaching staff	1 – Male	44 312	54 513	56 907	56 329	
	2 – Female	41 150	53 128	52 063	53 066	
6-R&D teacher total		43 469	54 228	56 030	55 712	
TOTAL		38 552	44 304	47 468	49 164	
2-Scientists	7-Scientists	1 – Male	37 030	40 532	43 159	44 243
		2 – Female	31 027	35 721	36 899	38 408
	7-Scientists total		34 537	38 409	40 291	41 600
TOTAL		34 537	38 409	40 291	41 600	
3-Other	8-Other workers	1 – Male	31 552	34 555	35 313	36 381
		2 – Female	24 549	27 818	28 833	30 148
	8-Other workers Total		26 620	29 820	30 723	31 962
	TOTAL		26 620	29 820	30 723	31 962

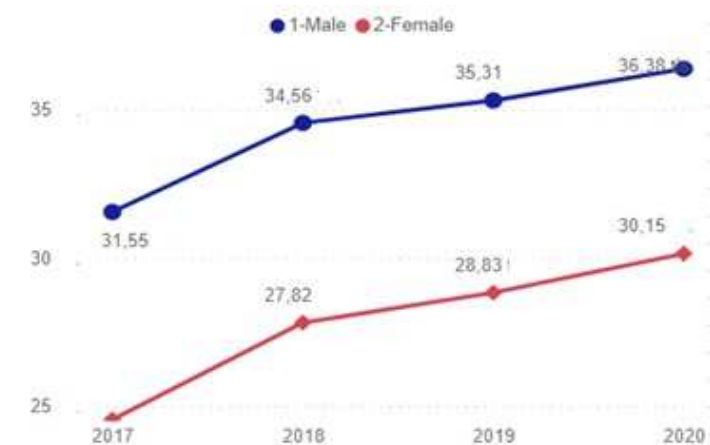
Average wages of all employees in 2017–2020 (in ths.)



Average wages of academic employees in 2017–2020 (in ths.)



Average wages of other workers in 2017–2020 (in ths.)



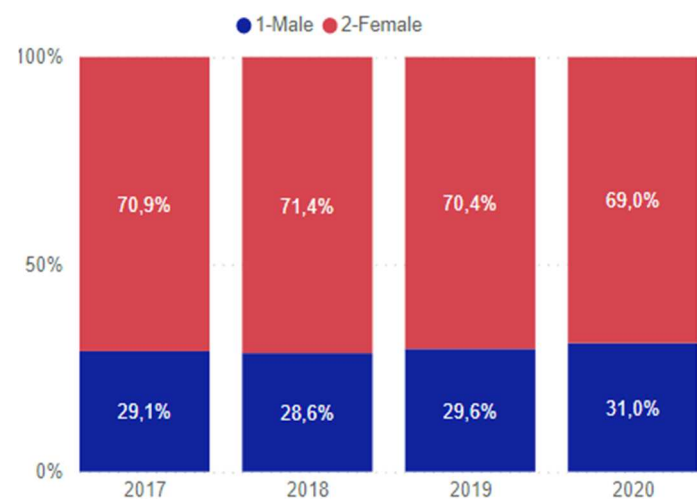
⁸ Assistant professors with academic and non-academic degrees

Two categories were selected as representative samples to show the workforce in relation to wages: **Other employees** excluding senior employees and blue-collar professions and **Assistant professors with an academic degree**. Average wages incl. bonuses, without funding from the Structural Funds were monitored.

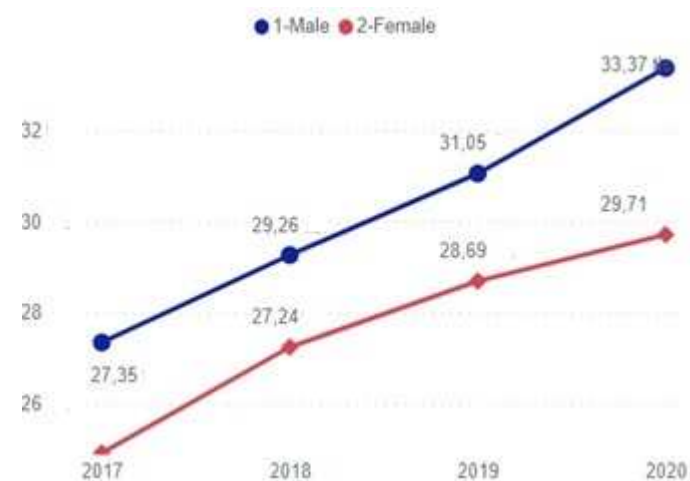
Women have long outweighed men in positions in the category of other employees; the ratio between men and women changes only with minor deviations. However, when comparing wages, it is clear that women have lower wages and the increase is not the same as for men.

For assistant professors with an academic degree, the ratio between men and women is almost the same, and so is the growth and wages. The chart 'Average salary and full-time equivalents in 2020 – assistant professors with an academic degree' also shows which age category of men and women should be the focus of attention with regard to the levelling of wages.

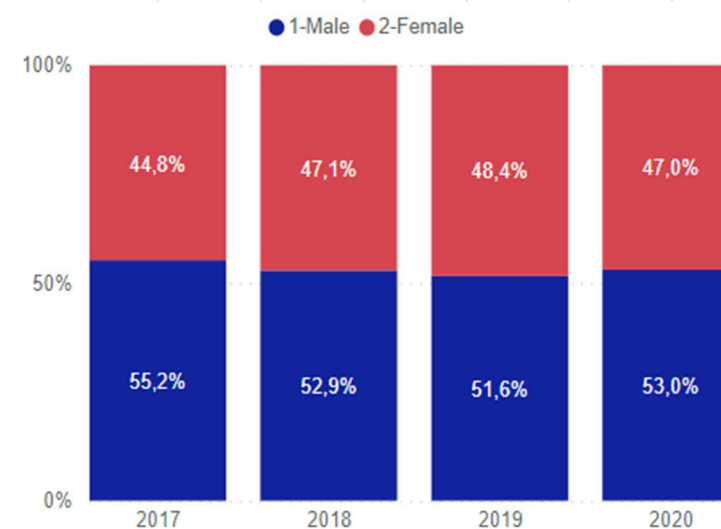
Ratio of employees in the category other employees in 2017–2020



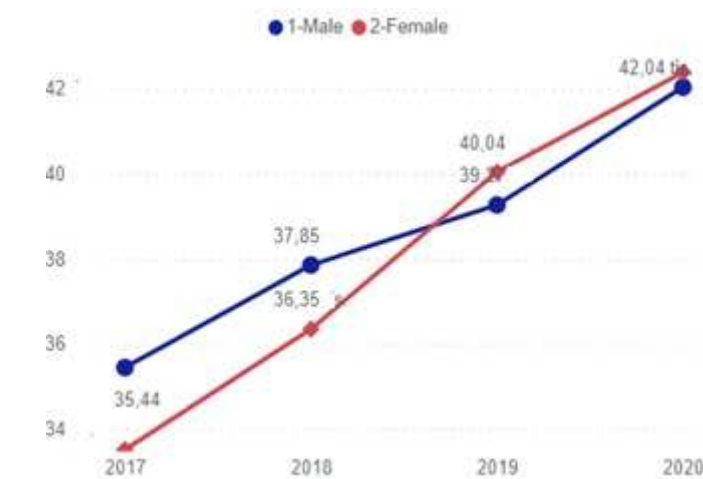
Average wages – other employees in 2017–2020 (in ths)



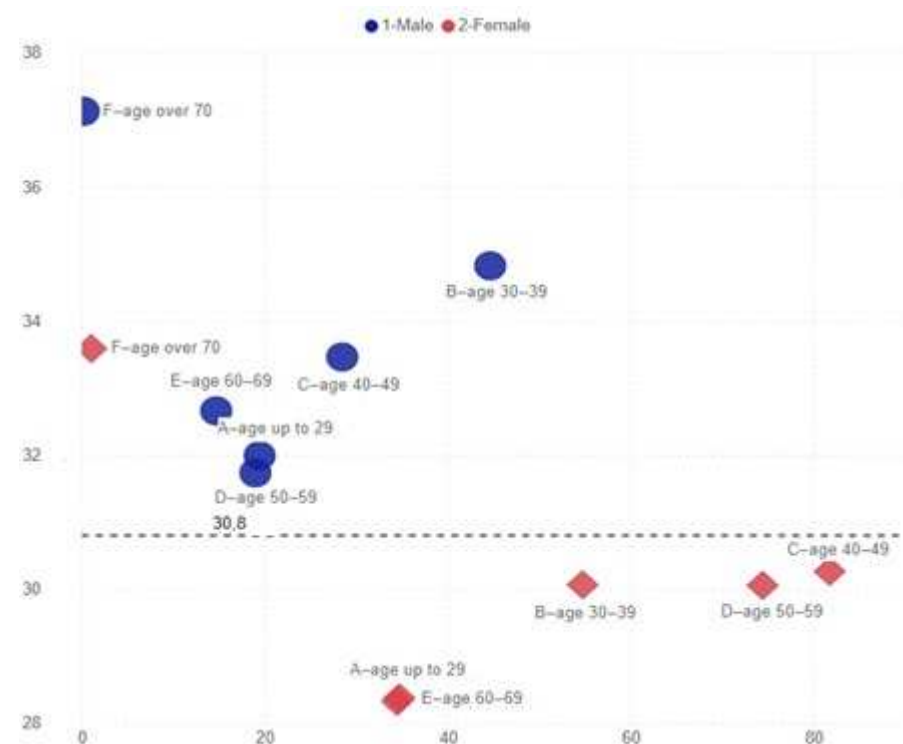
Ratio of employees in the category of assistant professors with an academic degree in 2017–2020



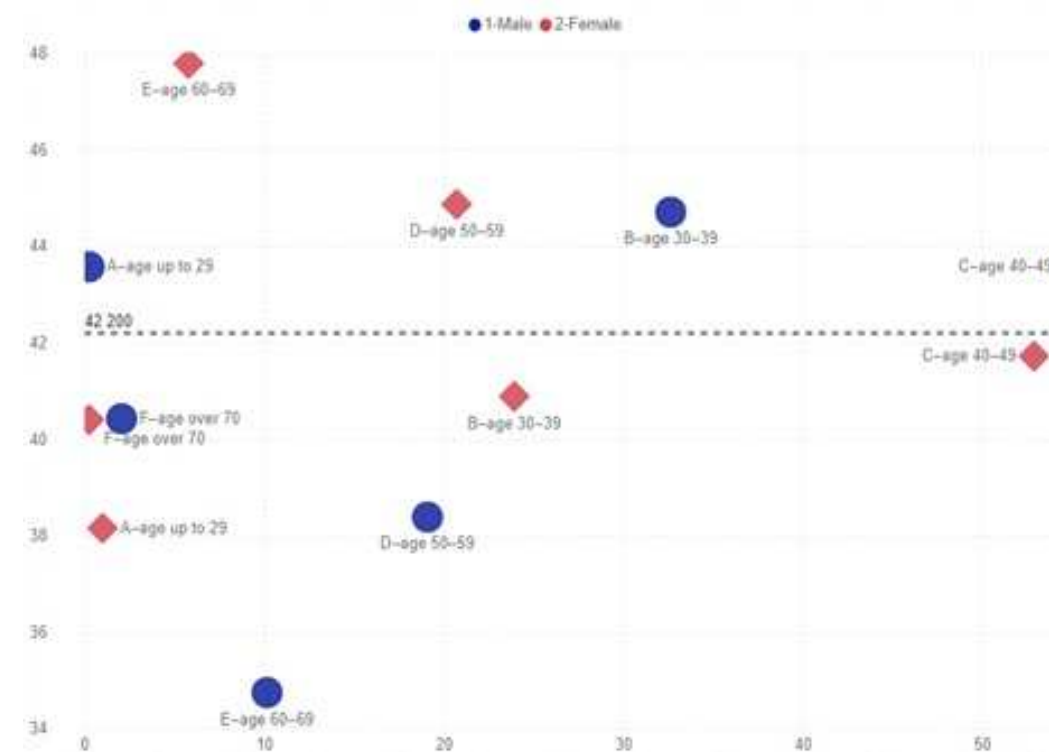
Average wages – assistant professors with an academic degree in 2017–2020 (in ths)



Average wages and full-time equivalents in 2020 – other employees (in ths)



Average salary and full-time equivalents in 2020 – assistant professors (in ths)



Managing employees

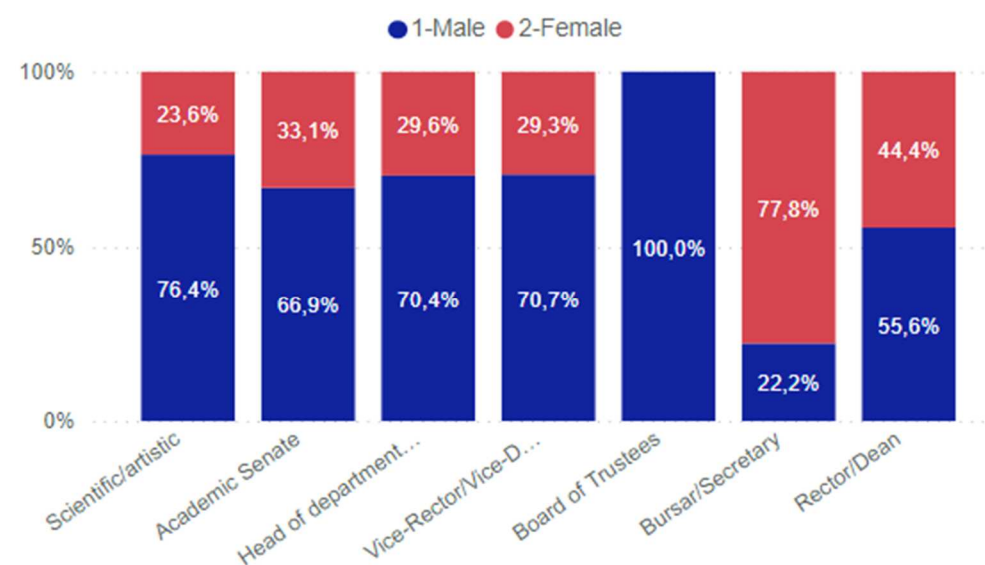
The table and chart below show the numbers and ratio of managers at USB, where it is necessary to take into account the method of selection for the position. The final composition of the Academic Senate from the point of view of the representation of men and women cannot be easily influenced, as it is an elected office. For example, in the elections to the Academic Senate of the University of South Bohemia for the period of 2020–2023, 70 men and 44 women were among the candidates, 26 men and 14 women were elected.

Table 8 Senior employees of USB

Year	Male/Female	Scientific/Artistic/Academic Boards	Academic senates	Head of department/ institute/research facility	Vice-Rector/Vice-Dean	Administrative board	Bursar/Secretary ⁹	Rector/Dean
2017	Male	150	82	61	29	12	4	8
	Female	34	36	27	8	0	5	1
	Total	184	118	88	37	12	9	9
2018	Male	214	99	51	29	12	4	7
	Female	54	47	26	10	0	5	2
	Total	268	146	77	39	12	9	9
2019	Male	210	103	50	31	12	4	5
	Female	62	52	23	12	0	5	4
	Total	272	155	73	43	12	9	9
2020	Male	204	95	69	29	12	2	5
	Female	63	47	29	12	0	7	4
	Total	267	142	98	41	12	9	9

As can be seen, there is a balanced representation of women in positions in the category Bursar/Secretary and Rector/Dean, in the case of Bursar/Secretary women are even in a majority.

Ratio of men and women in leadership positions at USB in 2020



⁹ This is the position of faculty secretary.

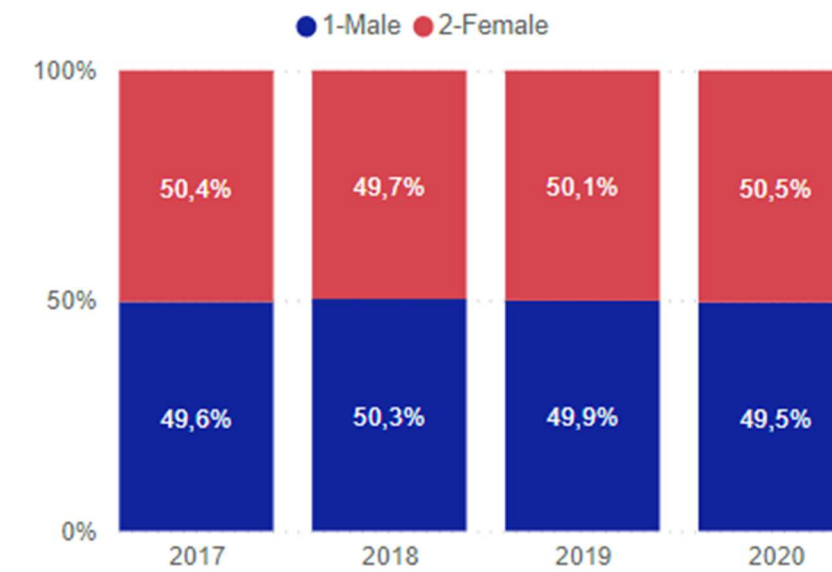
Part-time employment

One of the factors that is often monitored in a gender audit is part-time employment. The table and chart below show the numbers and ratio of part-time positions utilised at USB by sex and job. The chart shows that women and men utilised part-time employment in approximately the same way in the observed period. The most obvious differences are in the case of other staff, where more women utilise the option of part-time employment. In the case of professors and associate professors, on the contrary, more men have part-time positions.

Table 9 Part-time positions

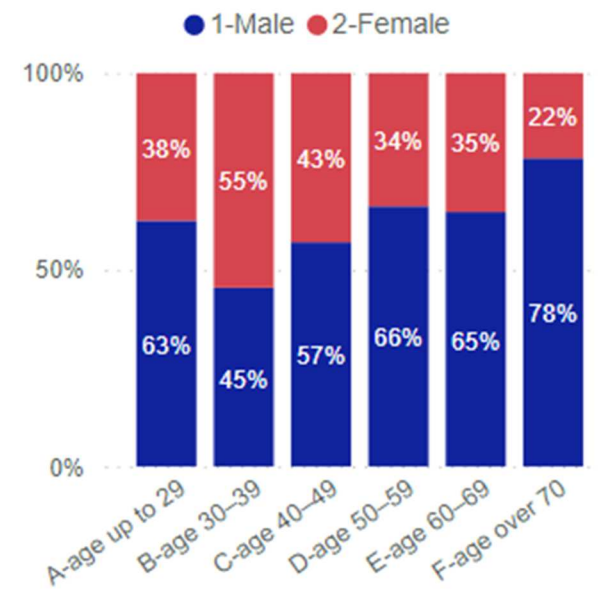
Group	Education category	Sex	2017	2018	2019	2020
1-Academic	1-Professor	1 – Male	47.0	43.0	45.0	45.0
		2 – Female	4.0	4.0	3.0	6.0
	1-Professor total		51.0	47.0	48.0	51.0
	2-Associate professor	1 – Male	45.0	37.0	38.0	38.0
		2 – Female	8.0	8.0	10.0	11.0
	2-Associate professor total		53.0	45.0	48.0	49.0
	3-Assistant professor	1 – Male	131.0	136.0	114.0	111.0
		2 – Female	117.0	115.0	98.0	103.0
	3-Assistant professor total		248.0	251.0	212.0	214.0
	4-Assistant	1 – Male	2.0	9.0	6.0	6.0
		2 – Female	16.0	17.0	9.0	14.0
	4-Assistant total		18.0	26.0	15.0	20.0
	5-Lecturer	1 – Male	3.0	2.0	4.0	3.0
		2 – Female	3.0	3.0	7.0	8.0
5-Lecturer total		6.0	5.0	11.0	11.0	
6-R&D teaching staff	1 – Male	14.0	17.0	18.0	17.0	
	2 – Female	4.0	6.0	8.0	3.0	
6-R&D teaching staff total		18.0	23.0	26.0	20.0	
TOTAL		394.0	397.0	360.0	365.0	
2-Scientists	7-Scientists	1 – Male	50.0	54.0	68.0	89.0
		2 – Female	49.0	64.0	73.0	73.0
	7-Scientists total		99.0	118.0	141.0	162.0
TOTAL		99.0	118.0	141.0	162.0	
3-Other	8-Other workers	1 – Male	79.0	102.0	99.0	71.0
		2 – Female	176.0	179.0	186.0	170.0
	8-Other workers Total		255.0	281.0	285.0	241.0
TOTAL		255.0	281.0	285.0	241.0	

Ratio of part-time employees in 2017–2020

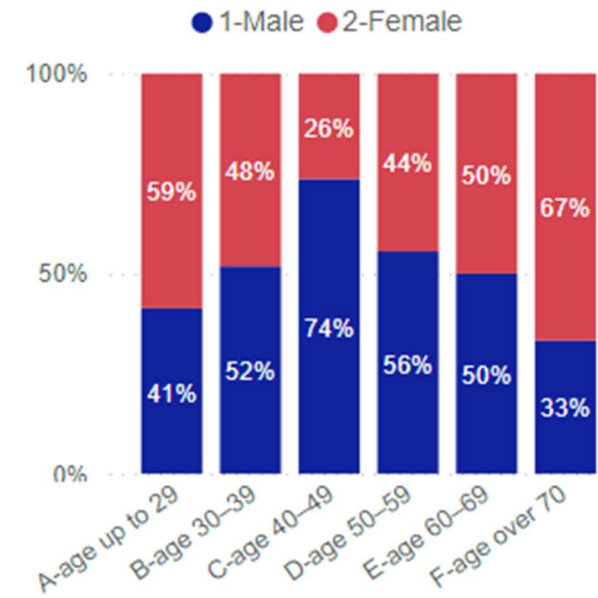


In connection with part-time employment at USB, selected categories, divided into male/female and age, were monitored – specifically, these categories were academics, scientists, and other employees. In the case of men, there are higher numbers of part-time positions for academics and scientists. Conversely, for other employees, more women utilise the option of part-time employment in all age categories.

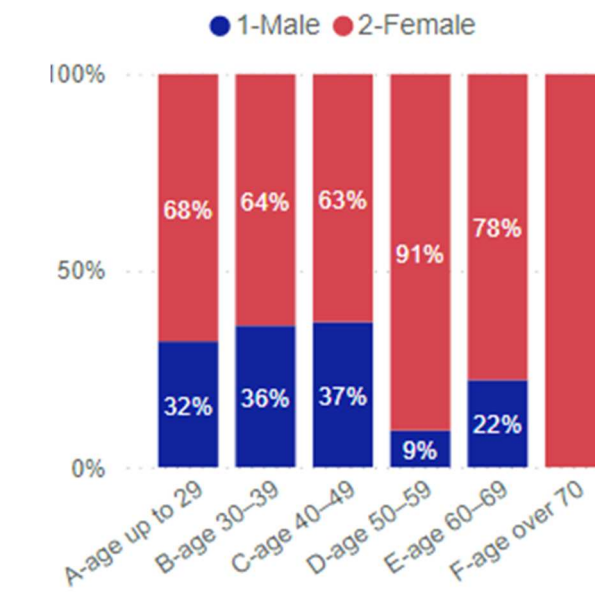
Ratio of part-time employees in 2017–2020
– academics



Ratio of part-time employees in 2017–2020
– scientists



Ratio of part-time employees in 2017–2020
– other employees



Applicants, USB students and graduates

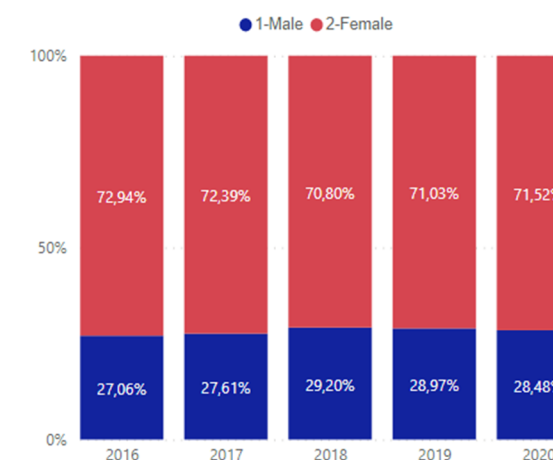
In the category of applicants and USB students, the data refer to the period of 2016–2020. The source is a data warehouse and data monitored in the annual activity reports of USB.

The table 'Applicants' shows the numbers of applicants, applications, accepted and enrolled not only by sex but also in total values. Candidates who did not eventually attend the admission procedure are also taken into account. The figures show that women are more interested in studying at USB, and eventually about half of the applicants, both men and women, will enrol. The charts show the ratio of women and men applying in the observed period of 2016–2020.

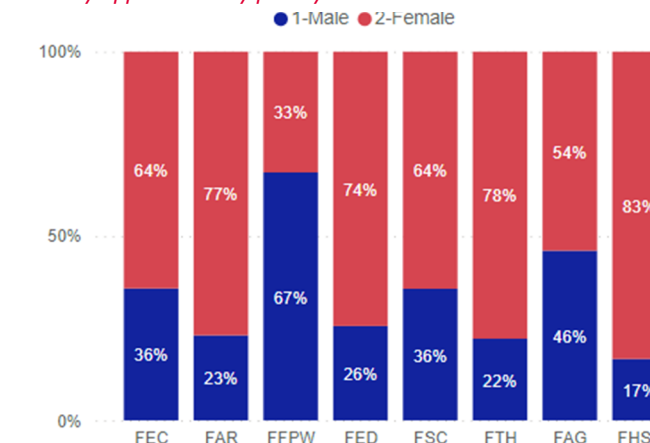
Table 10 Applicants

Year	Applicants		Applications		No-shows		Admissions		Entries		Applicants Total	Applications Total	No-shows Total	Admissions Total	Entries Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female					
2016	2 315	5 826	2 970	8 005	330	1 086	1 823	4 226	1 305	2 823	8 141	10 975	1 416	6 049	4 128
2017	2 189	5 211	2 751	7 213	352	1 029	1 715	3 975	1 227	2 631	7 400	9 964	1 381	5 690	3 858
2018	2 030	4 559	2 572	6 237	287	882	1 611	3 615	1 268	2 532	6 589	8 809	1 169	5 226	3 800
2019	2 083	4 683	2 596	6 366	282	838	1 628	3 742	1 197	2 524	6 766	8 962	1 120	5 370	3 721
2020	2 007	4 552	2 473	6 210	136	583	1 864	4 390	1 202	2 603	6 559	8 683	719	6 254	3 805

Ratio of study applications in 2016–2020



Study applications by faculty in 2020

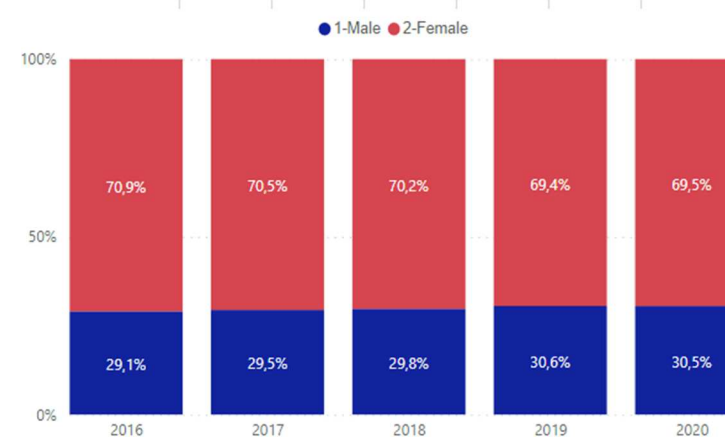


The table below with charts shows the numbers of students at USB in the period of 2016–2020, by study programmes and in the male/female distribution. It is clear from the numbers that mostly women study at USB. USB's FFPW USB is, however, sought after by more male students, followed by FAG USB, with a ratio of 47.1%.

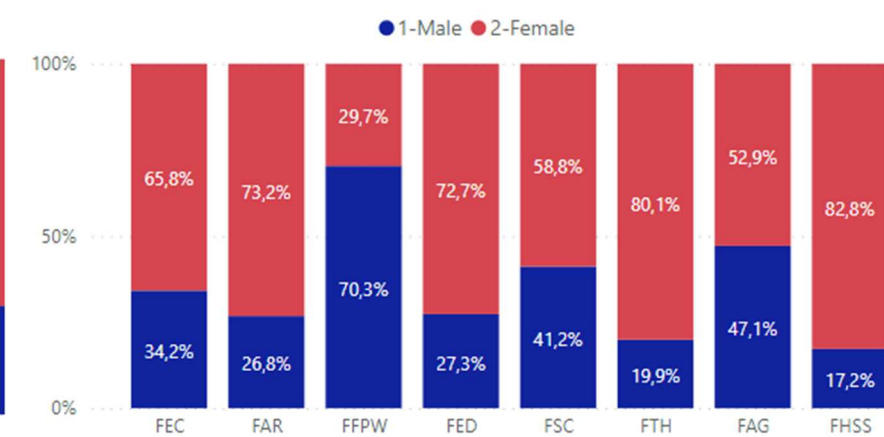
Table 11 Numbers of students at USB

Year	1-Bachelor's			2-Master's			3-Consecutive			4-Doctoral			Total
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
2016	2 076	5 067	7 143	10	255	265	635	1 574	2 209	240	335	575	10 192
2017	1 900	4 683	6 583	11	206	217	626	1 453	2 079	252	334	586	9 465
2018	1 783	4 358	6 141	10	219	229	588	1 318	1 906	257	329	586	8 862
2019	1 793	4 194	5 987	12	216	228	587	1 338	1 925	276	316	592	8 732
2020	1 896	4 287	6 183	11	245	256	547	1 320	1 867	261	326	587	8 893

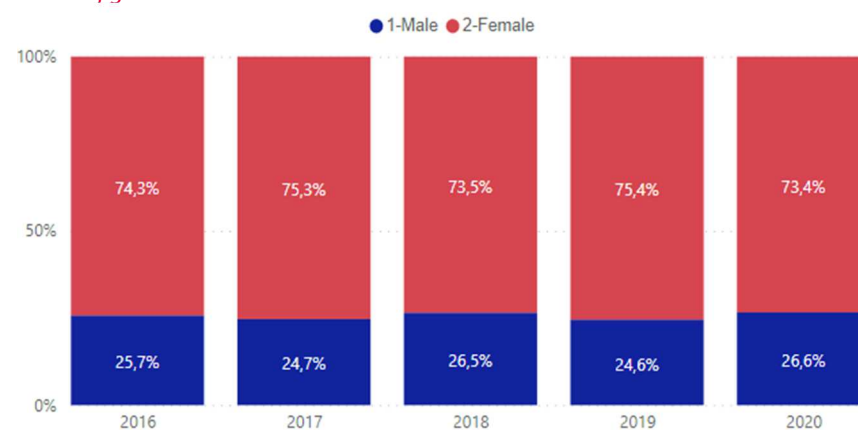
Ratio of studies as of 31 December in 2016–2020



Ratio of studies by faculty in 2020



Ratio of graduates in 2016–2020



The proportion of graduates is related to the fact that the vast majority of USB students are women.

There are logically more women in this category as well. According to the available data, the situation among graduates practically did not change in the observed period

Doctoral studies

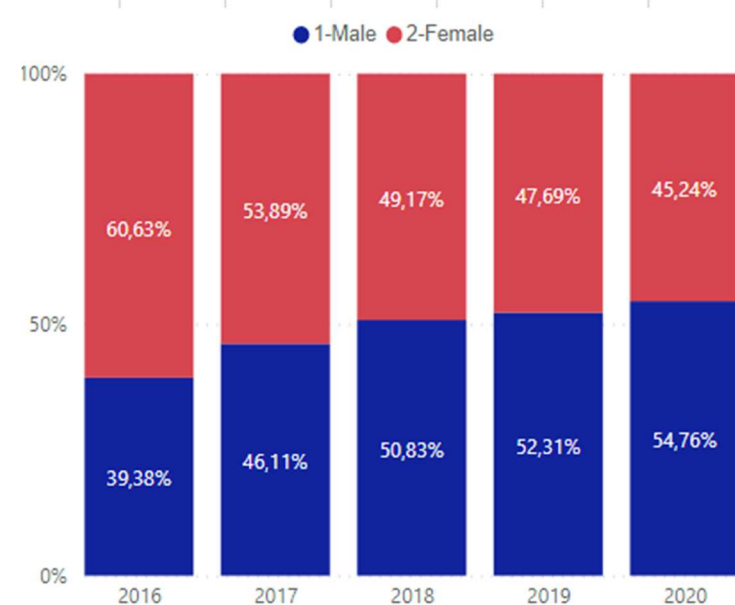
The table below shows the numbers of applicants for doctoral studies, including submitted applications, applicants who did not attend the admission procedure, accepted and eventually enrolled students. The chart 'Applications for doctoral studies' shows the ratio of men and women enrolled in doctoral studies. It clearly shows that the interest of men in doctoral studies was increasing in the observed period and its further growth can be expected.

The number of doctoral graduates is interesting. Although more female students enrol in this form of study, this difference changed in the proportion of graduates in the last monitored year – in 2020 there were more male graduates of doctoral studies than female graduates. **At present, the reason cannot be determined with certainty. However, it would be desirable to monitor the development and, if more permanent, to identify the reasons and determine measures as appropriate.**

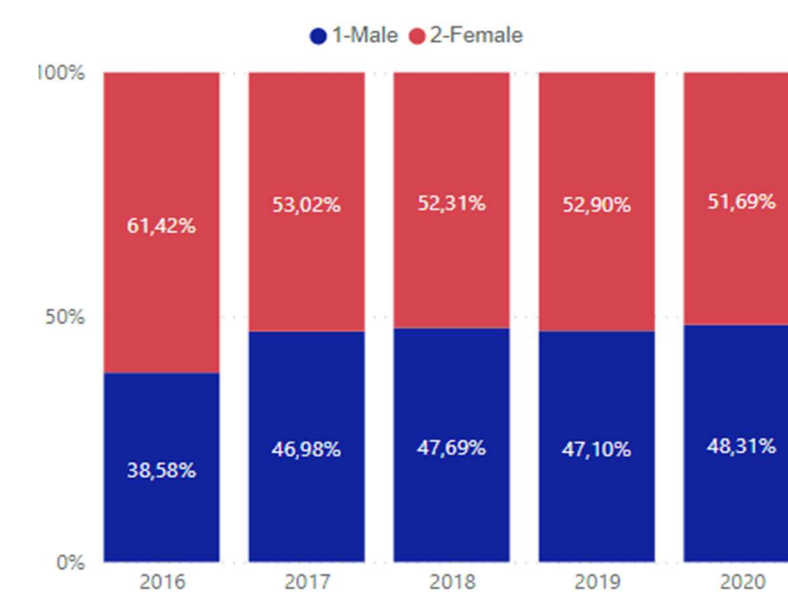
Table 12 Doctoral studies at USB

Year	Applicants		Applications		No-shows		Admissions		Entries		Applicants Total	Applications Total	No-shows Total	Admissions Total	Entries Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female					
2016	62	95	63	97	3	4	52	85	49	78	157	160	7	137	127
2017	88	102	89	104	1	6	71	85	70	79	190	193	7	156	149
2018	89	86	92	89	4	8	70	73	62	68	175	181	12	143	130
2019	101	89	102	93	5	5	76	77	65	73	190	195	10	153	138
2020	88	75	92	76	1	3	74	67	57	61	163	168	4	141	118

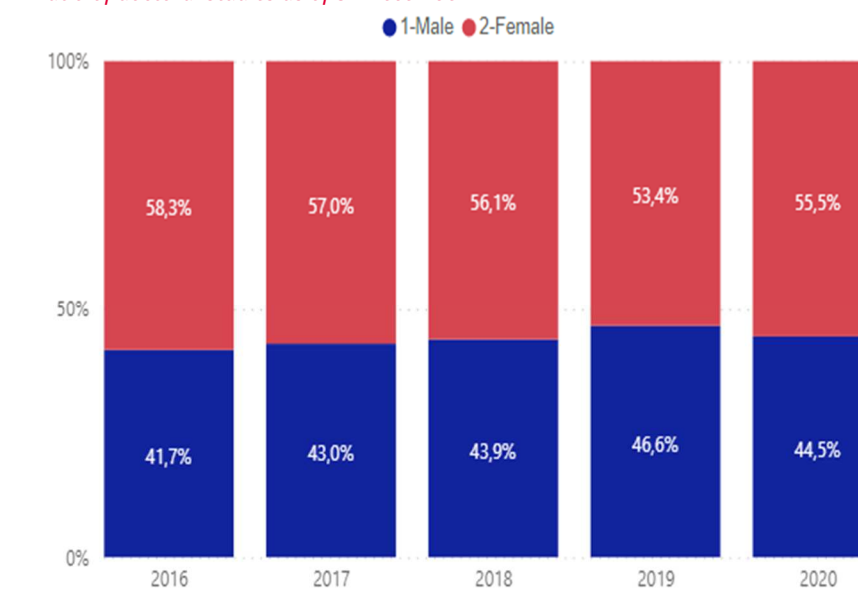
Ratio of applications for doctoral studies



Ratio of enrolments in doctoral studies



Ratio of doctoral studies as of 31 December



Ratio of doctoral graduates

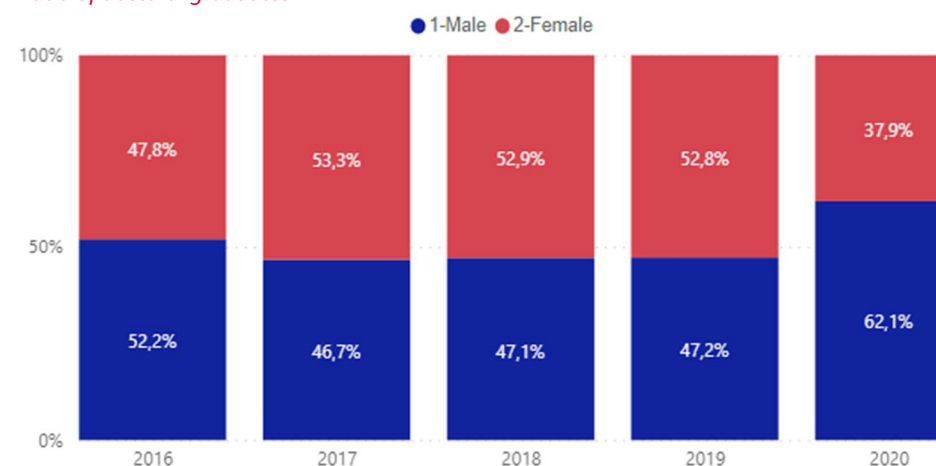


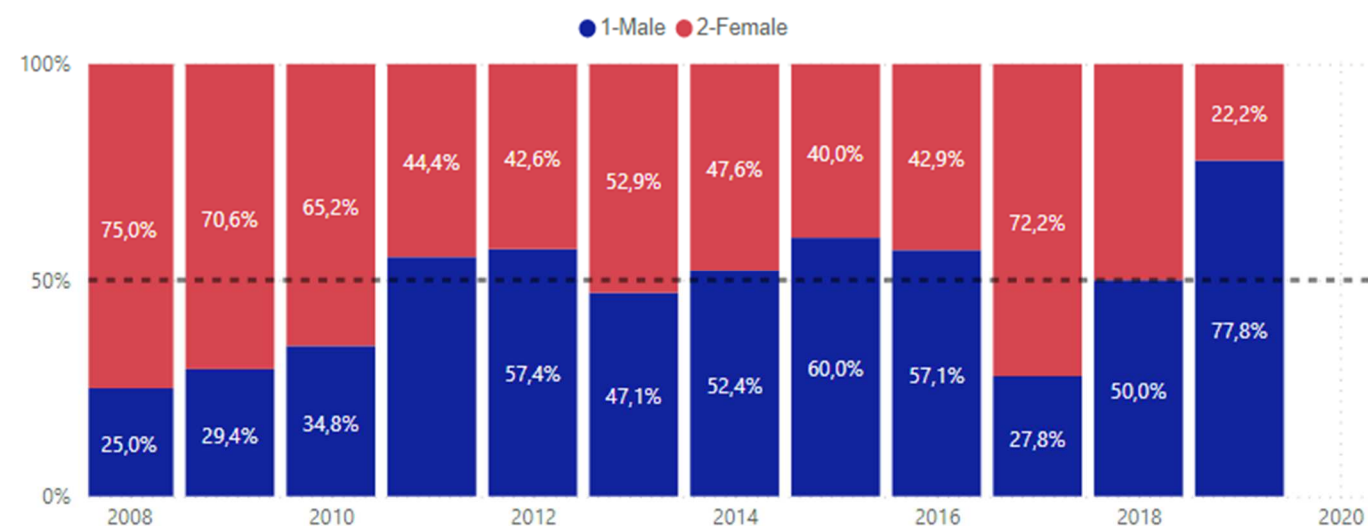
Table 13 Graduates of doctoral studies by year of completion and start of studies at USB

Year of completion	2016		2017		2018		2019		2020		TOTAL			% WOMEN	moving average (5 years)
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	TOTAL		
2008	1	2		1							1	3	4	75.0 %	
2009	2	6	3	4		1		1			5	12	17	70.6 %	
2010	4	7	2	7	2			1			8	15	23	65.2 %	
2011	11	9	8	5	4	4	1	1	1	1	25	20	45	44.4 %	
2012	8	2	14	9	6	9	4	4	3	2	35	26	61	42.6 %	50.7 %
2013	2	2	3	5	8	9	6	8	5	3	24	27	51	52.9 %	50.8 %
2014	4			2	8	6	9	7	1	5	22	20	42	47.6 %	48.6 %
2015	1	2	4	2		1	9	8	13	5	27	18	45	40.0 %	45.5 %
2016			1	4	2	2	2		7	3	12	9	21	42.9 %	45.5 %
2017				1	3	4		6	2	2	5	13	18	72.2 %	49.2 %
2018						1	2	2	3	2	5	5	10	50.0 %	47.8 %
2019							1		6	2	7	2	9	22.2 %	45.6 %
2020															
TOTAL	33	30	35	40	33	37	34	38	41	25	176	170	346	49.1 %	

Start of studies	TOTAL			% WOMEN	moving average (5 years)
	Male	Female	TOTAL		
		2	2	100.0 %	
		1	1	100.0 %	
		4	4	100.0 %	
		1	1	100.0 %	
		4	4	100.0 %	100.0 %
5	8	13	61.5 %	78.3 %	
2	6	8	75.0 %	76.7 %	
13	11	24	45.8 %	60.0 %	
25	37	62	59.7 %	59.5 %	
39	46	85	54.1 %	56.3 %	
45	42	87	48.3 %	53.4 %	
52	62	114	54.4 %	53.2 %	
65	70	135	51.9 %	53.2 %	
246	294	540	54.4 %		

The table above shows the number of doctoral graduates with regard to the start of studies and the year of completion. The second part of the table shows still active, unfinished studies for the period of 2008–2020. A long-term view of the development in this area is also shown in the charts – Graduates by year of study commencement and Active studies by year of commencement. Furthermore, the total length of studies (including suspensions as well as after its deduction) is given below, where the values are relatively balanced.

Graduates by year of commencement



Active studies by year of commencement

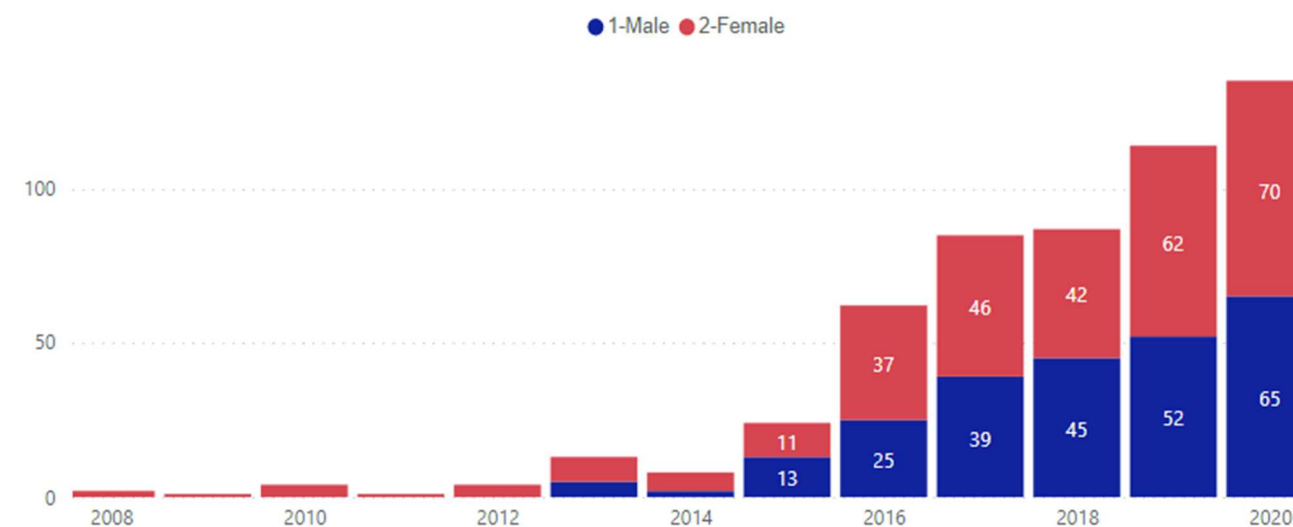


Table 14 Total duration of doctoral studies

Academic year	Male	Female	TOTAL
2016	4.45	5.31	4.86
2017	4.79	4.61	4.69
2018	4.58	4.48	4.52
2019	4.43	4.53	4.49
2020	4.18	4.63	4.35
TOTAL	4.47	4.70	4.58

Table 15 Total study time – interruption deducted

Academic year	Male	Female	TOTAL
2016	3.89	4.12	4.00
2017	4.36	3.79	4.05
2018	4.07	3.80	3.93
2019	4.18	3.90	4.04
2020	3.72	4.07	3.85
TOTAL	4.03	3.92	3.98

USB students departing on stays abroad

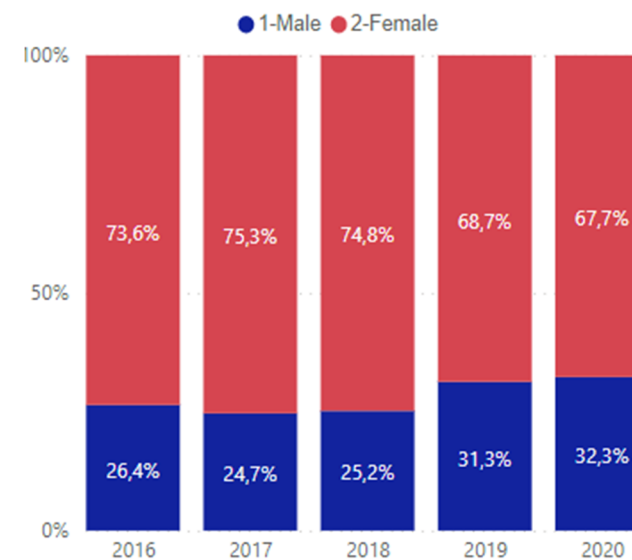
As for the number of stays abroad, female students use the opportunity to gain experience abroad in the bachelor's and consecutive degree programmes to a greater degree. Conversely, in the category of doctoral studies, the numbers change although there are more female students in this category.

In 2020 there was a decrease in the total value of stays abroad, which is related to the restrictions associated with the Covid-19 pandemic.

Table 16 Student stays of at least 30 days

Year	1-Bachelor's			2-Master's			3-Consecutive			4-Doctoral			Total
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
2016	19	97	116				9	44	53	32	26	58	227
2017	22	78	100	2	3	5	13	69	82	20	24	44	231
2018	17	75	92	1	4	5	16	75	91	28	30	58	246
2019	20	101	121		11	11	27	73	100	56	41	97	329
2020	20	66	86		6	6	19	54	73	35	29	64	229

Student stays of at least 30 days



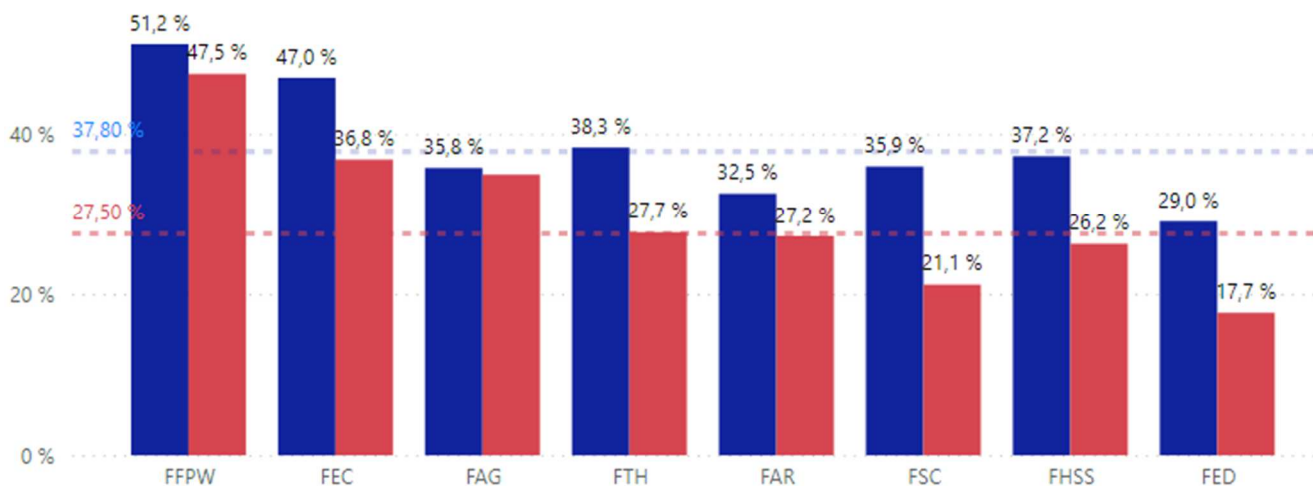


Study failures of students in the 1st year

The study failure of students in the 1st year in 2020 provides an interesting view. Although there are more female students at USB, more male students actually face study failure in the period under review. As the chart below shows, the highest study failure is in the 1st year of students of FFPW USB and FEC USB, while at FAG USB the proportions of studying women and men are balanced.

Study failures of the 1st year in 2020

● 1-Male ● 2-Female



2.3 SWOT analysis

Based on the available data within USB, described in the previous chapter, a SWOT analysis was compiled, defining opportunities, threats (external factors) and strengths and weaknesses (internal factors) in the field of approach to gender equality at USB. This gender audit serves as a tool and starting point in setting strategic measures and goals in the area addressed.

Strengths

- Existence of internal measures supporting gender equality (e.g. USB Code of Conduct, Rules for Selection Procedures, Rector's ordinances determining the procedure in cases of harassment in the workplace, etc.)
- Regular monitoring of the issue in annual activity reports and other strategic documents
- Existing measures to better reconcile work and private life (possibility of part-time work or working from home)
- Possibility of extending the study or individual plan for students caring for children or other persons entrusted to them pursuant to the study regulations
- Active CG Kvítek and the possibility of suburban camps for children of USB employees
- Relatively balanced representation of women in the highest positions (Bursar/Secretary, Rector/Dean)
- Improving trend in the number of newly appointed female associate professors
- Available, regularly updated quantitative data in relevant categories (data warehouse)
- USB is the holder of the HR Award (implementation phase)
- Regular evaluation of employees

Weaknesses

- Unbalanced financial evaluation in some jobs (for example, for women in the category of other employees or for academic employees)
- Low number of male students
- Lack of a University-wide strategy, fragmentation in several documents
- Qualitative data are missing (unknown obstacles, due to which, for example, the number of doctoral students is decreasing, women are not in leadership positions at the level of departments, research institutes)

Opportunities

- Strengthening cooperation with international organisations
- Utilisation of the possibilities of each person with regard to reconciling work and private life
- Existence of national framework strategies in the field of gender
- Developed lifelong learning system – the possibility of a coordinated offer for USB employees concerning education in the field of gender equality (by specialisation – project preparation, human resources management, etc.)
- New eligibility criterion for access to the Horizon Europe funding programme: public bodies, research organisations and higher education institutions will be required to have a Gender Equality Plan (GEP) from 2022 onwards
- Existence and possibility of using manuals, e.g. [Příručka pro vyhodnocení genderové dimenze \[Handbook for evaluating the gender dimension in research content\]](#) (Technology Agency of the Czech Republic, ZÉTA Programme)
- Possibility of consultations, monitoring and use of seminar offers or establishing cooperation with relevant partners and organisations

Threats

- Negative perception of the gender area as such
- Resistance to change
- Addressing gender equality without reference to current data
- Limited availability/loss of statistics because of data anonymisation due to GDPR requirements
- Insufficient capacity of the CG Kvítek with regard to the expected demographic development



3 STRATEGY

3.1 Vision

The concept of gender equality is often seen as primarily aimed at women. The purpose is not to disrupt the diversity of the environment, but to ensure equal opportunities and quality of life for women and men, identify specific barriers in the institution resulting from gender stereotypes and prejudices and prevent them with appropriately set measures, and motivate the full use of human potential.

Through systematic changes leading to the promotion of equality between men and women at the cultural, institutional, interpersonal, and individual levels, the goal of USB is to:

- create fair working conditions for all employees,
- reduce the risks associated with the inefficient use of human resources potential and the associated economic losses,
- support research excellence and societal relevance of research,
- seek opportunities for sharing and gaining experience in the field of equality between women and men,
- lead an open debate and respond flexibly to trends in equality between women and men in line with institutional, national and transnational policies.

3.2 Responsibility

The Vice-Rector for USB Development is responsible for the elaboration, coordination, implementation, and evaluation of the USB Gender Equality Plan 2021–2024.

3.3 Sources

In particular, we anticipate the involvement of the following organisational units: Strategy and Development Office (overall administration and coordination of cooperation with other offices), Management Reporting Office, Human Resources Office, Marketing Office.

The expected funding resources for the implementation of system measures are: USB Institutional Plan 2021, Programme for the support of strategic management of higher education institutions 2022–2025, Centralised development programme for public universities in 2022 and subsequent years, operational programmes of the Czech Republic 2021–2027 and own resources. The funds used to include the gender dimension in research and innovation will be taken, for example, from Horizon Europe, etc.

3.4 Implementation plan

Initial activities (2021–2022)

- adoption of the draft USB Gender Equality Plan 2021–2024 at the level of the USB management, the USB Academic Senate and the management of USB faculties
- USB Gender Equality Plan 2021–2024 published on the USB website
- translation of the USB Gender Equality Plan 2021–2024 into English and its publication on the USB website
- establishing contacts with relevant partners, finding out the conditions for training and coaching in the field of gender equality plans, news monitoring, development of cooperation
- participation in the CDP 2022 project focused on strengthening ethical principles in the university environment, including measures against discrimination against various groups of people and sexual harassment; increasing the relevance of awareness of gender issues among students and staff as well as university management (*active involvement in project preparation, in case of project approval to support active participation in the implementation of outputs and sharing good practices*)

Educational activities (2022–2024)

- implementation of courses/training/information meetings focused on the creation of applications for programmes that require the inclusion of a gender dimension, including the sharing of



successful practices of other applicants

- implementation of courses/training/information meetings aimed at including the gender dimension in the content of teaching
- implementation of courses/training/information meetings for managers to increase competences in the field of human resources management, focusing on the topic of gender-balanced conditions for women and men

Systemic measures

- creation of a section on the USB website focusing on equality between women and men, where for example links to USB documents (from the institutional analysis), a link to the NKC-gender and science website, links to interesting articles (e.g. the university magazine Universitas) will be placed, along with news and tips concerning the approach to the requirements for the integration of the gender dimension into research (Horizon Europe handbook, Technology Agency of the Czech Republic), etc. (2022, news updates)
- questionnaire survey to ensure qualitative data on equality between women and men, identification of barriers in the career advancement of women and men, suggestions for improving measures to reconcile work and family life, benefits, etc., its evaluation and discussion to integrate ideas into existing measures (motivation of women for candidacy in selection procedures for senior positions) (2022/2023)
- support for an open discussion on the topic of equality between women and men as part of the socially responsible behaviour of USB (continuously)
- update of the USB Gender Equality Plan 2021–2024 on the basis of the discussed topics for an expansion of activities to promote equality between women and men (continuously)
- active cooperation with the team caring for the HR AWARD, systematic coordination of activities (continuously)
- inclusion of the above courses/training in the manual for systematisation of training plans at USB (until 2024 pursuant to the schedule of the Action Plan for the Implementation of HR AWARD)

3.5 Evaluation of implementation success

The evaluation will take place annually in the form of preparation of a report with data on the monitored indicators. In 2024 a final report assessing the implementation of activities and their impact will be prepared, and a gender equality plan for the next period will be compiled.

Indicators monitored for the term of validity of the document:

- number of employees in terms of representation of women and men
- number of newly appointed associate professors and professors from the point of view of the representation of women and men
- age structure of female and male employees in terms of representation of women and men and job classification
- average wage levels in terms of representation of women and men and job classification
- representation of women and men in leadership positions
- use of part-time work from the perspective of women and men
- numbers of applicants, students and graduates in terms of representation of women and men
- trips of students abroad from the point of view of the representation of women and men
- failure rate of students in the 1st year of studies from the point of view of the representation of women and men
- number of courses for staff, especially in management positions, on human resources management from the perspective of equality between women and men
- number of courses for researchers on integrating the gender dimension into research projects
- number of stays abroad of university staff in terms of their position classification and representation of women and men¹⁰

¹⁰ This indicator can be monitored based on the received travel orders. However, the data are inconsistent, not always accurate.



Once the project database is fully implemented, the indicators of the USB Gender Equality Plan will be expanded by:

- project success rate submitted to foreign grant agencies/programmes (e.g. Horizon Europe for which integration of the gender dimension is required, etc.),
- share in the representation of men and women in the role of scientific team leaders.

For the purposes of the evaluation, data will be submitted in the scope and form as in the gender audit. Detailed analyses with breakdowns into components, age categories or job positions are modelled in the data warehouse.



OVERVIEW OF BASIC TERMS IN THE FIELD OF GENDER¹¹

The source for the next chapter was the document Gender Equality Support Plan of the Ministry of Education, Youth and Sports 2021–2024. The basic terms and definitions in the global concept of the issue are presented.

Gender

A term referring to social differences between women and men, which are culturally and socially conditioned, constructed – i.e. historically and locally variable. They are not a natural and unchanging characteristic of men and women but reflect the current state of social relations between them. As such, gender contrasts with the biological differences between women and men.

Gender-sensitive language

A way of communication that helps highlight and recognise disadvantaged or less represented groups of people in a given environment.

Gender mainstreaming (official definition used by the Council of Europe)

Gender mainstreaming is the (re)organisation, improvement, development, and evaluation of conceptual, decision-making and evaluation processes so that the gender perspective is integrated into all policies at all levels and at all stages by those stakeholders usually involved in their creation.

Gender stereotypes

Simplistic and biased ideas about the characteristics, views, and roles of women and men in society, at work and in the family. The generalisation of male and female characteristics can often lead to the disadvantage of those whose behaviour deviates from the stereotype (e.g. pressure on boys and men who are interested in the so-called women's activities and vice versa).

Equality between women and men/gender equality

Equality between women and men means equal visibility, status, and participation of both sexes in all spheres of public and private life at all levels, including decision-making processes and leadership positions. Gender equality aims to promote the full participation of women and men in society. Gender equality is a more complex term than the term equality between women and men, it does not only include the categories of men and women but further extends them, e.g. men and women with a different sexual orientation.

Reconciling work and personal life

Development of the structure and organisation of the work environment so as to enable a combination of work and family/domestic responsibilities for both women and men. It describes ways to reconcile childcare with employment. It concerns the approach of employees to work and personal life and the strategies and policies of employers towards their employees. State policy and the setting of the legislative environment also play a crucial role here.

Principle of equal treatment for men and women

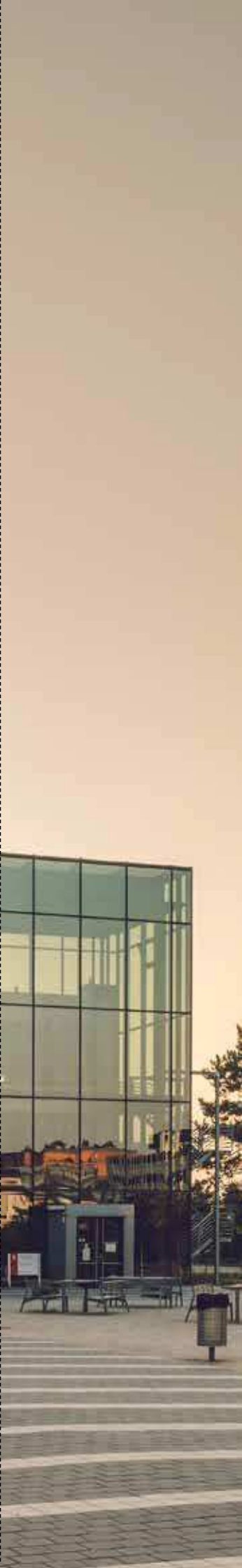
No direct or indirect discrimination.

¹¹ GENDER EQUALITY SUPPORT PLAN of the Ministry of Education, Youth and Sports 2021–2024



ACRONYMS AND ABBREVIATIONS

CDP	Centralized Development Programme
CG	Children group (preschool facility)
D&R	Dormitories and Refectories
EU	European Union
FAG	Faculty of Agriculture
FAR	Faculty of Arts
FEC	Faculty of Economics
FED	Faculty of Education
FFPW	Faculty of Fisheries and Protection of Waters
FHSS	Faculty of Health and Social Science
FSC	Faculty of Science
FTH	Faculty of Theology
GDPR	General Data Protection Regulation
GEP	Gender Equality Plan
HRS4R	The Human Resources Strategy for Researchers
OP RDE	Operational Programme Research, Development and Education
R&D	Research and Development
REK	Rectorate
ths	thousand
USB	University of South Bohemia in České Budějovice



Gender Equality Plan of the University of South Bohemia in České Budějovice 2021–2024 was:

- 1) discussed by the Ethics Committee of the University of South Bohemia in České Budějovice on 30 August 2021
- 2) discussed by the management of the University of South Bohemia in České Budějovice on 31 August 2021
- 3) discussed by the Rector's Board of the University of South Bohemia in České Budějovice on 21 September 2021
- 4) discussed by the Scientific Board of the University of South Bohemia in České Budějovice on 6 October 2021
- 5) discussed by the Academic Senate of the University of South Bohemia in České Budějovice on 19 October 2021
- 6) discussed by the Board of Trustees of the University of South Bohemia in České Budějovice on 20 October 2021

Published by: University of South Bohemia in České Budějovice

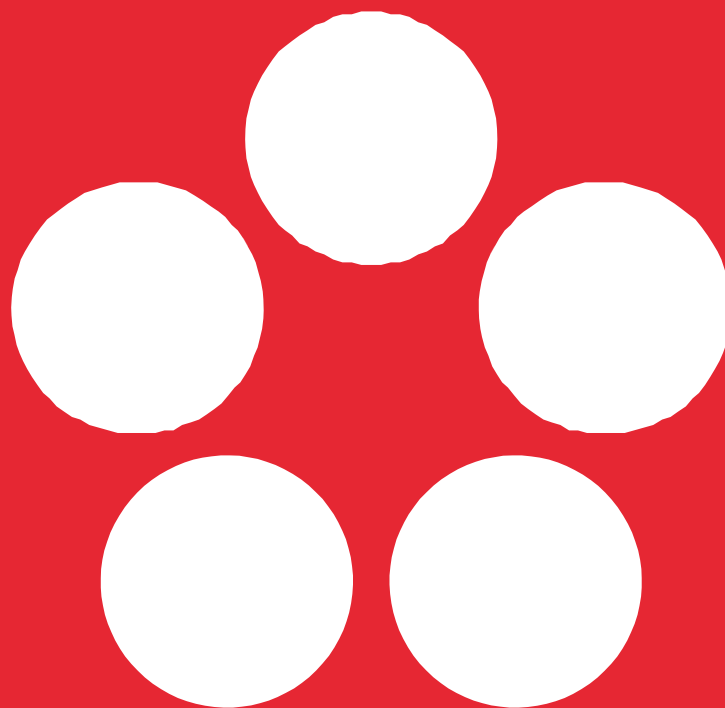
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Edition: 1st edition 2021

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