

GENDER EQUALITY PLAN OF THE UNIVERSITY OF PARDUBICE

(GEP UPCE)

2026–2029



**UNIVERSITY
OF PARDUBICE**

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

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

It elaborates on the above-mentioned documents and other related documents, as well as the objectives of the Strategic Plan of the University of Pardubice 2021+ at the University of Pardubice (UPCE) level. 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 adheres as an institution that has been awarded the international certificate of standardisation of institutional conditions for human resources development, the so-called "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.

MAIN OBJECTIVE OF THE UPCE GENDER EQUALITY PLAN:

Systematically, consistently, and openly strengthen and promote:

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

Planes of change:

In university culture:

- mission, vision, ethical aspects, values, standards,
- communication and language used, including the wording of recruitment advertisements, sensitive language, highlighting the achievements of women/female employees, etc.,
- influencing attitudes and perceptions of equal opportunities.

Institutional:

- setting rules, conditions, processes,
- systematic evaluation of gender-disaggregated data and information,
- career advancement rules and management transparency,

- conditions for career breaks due to parenthood,
- conditions for work-life balance.

Interpersonal:

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

Individual:

- breaking down stereotypes,
- training, courses, and programmes for managers, popularisation and education on gender issues and gender-sensitive language, and breaking down stereotypes.

GEP UPCE IMPLEMENTATION CONDITIONS:

- adoption of a formal GEP document and its publication in Czech and English on the university website,
- allocation of financial resources for the implementation of the GEP and appointment of a person responsible for its implementation,
- a person responsible for promoting and monitoring the implementation of equal opportunities at the university and its constituent parts,
- coordination and implementation of individual GEP tasks at the faculties and at the university level according to the adopted schedule,
- regular collection, evaluation, and publication of gender-segregated data,
- educational activities to raise awareness of gender-balanced approaches, behaviour, and culture at the university, including gender-sensitive communication.

The GEP will be continuously evaluated and updated in line with the needs and developments in gender issues in general and at the University of Pardubice.

SOURCE DOCUMENTS FOR THE GEP UPCE DRAFT:

- documents on gender issues adopted by the European Union and the Czech Republic,
- recommendations from research by professional institutions dealing with equal opportunities,
- Methodology for Evaluating Research Organisations and RD&I Purpose-tied Aid Programmes in the higher education segment (Methodology 2017+),
- gender analysis based on segregated data provided by the university and its faculties for the past 3 years, carried out in the 4th quarter of 2025 by an external auditor, and the resulting recommendations,
- analysis of data collected by the university in HR and employment, contained in particular in the annual reports on the activities of UPCE,
- questionnaire survey conducted at the University of Pardubice in 2023 in connection with the analyses related to 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 UPCE Gender Equality Plan 2026-2029:

- Strategic Management Support Programme,
- Centralised Development Programmes for Public Universities,
- Operational programmes: OP JAK
- and the University of Pardubice's own resources.

GENDER EQUALITY PLAN OF THE UNIVERSITY OF PARDUBICE

ACTIVITIES WILL BE DEVELOPED IN 5 PRIORITY AREAS:

Area of measures	Planned activities	Indicator/Output	Timeframe	Responsibility
PRIORITY 1: Gender equality in careers, work-life balance for all employees, and a gender-sensitive culture within the organisation. <i>Shared values, a policy of equal opportunities in employment, fairness, consideration for human resources and capacities, and work-life harmony determine the achievement of the university's goals and further development.</i>				
Strengthening systematic reporting and data management: Systematic and long-term collection of gender-segregated data and regular evaluation of equal opportunities at the university, including their publication. Inclusion in personnel management and planning (succession, career growth, key positions, etc.).	<ol style="list-style-type: none"> 1. Monitoring and evaluating gender-segregated data. 2. Creating gender statistics for subsequent decision-making processes. 3. Implementing longitudinal monitoring of key gender equality indicators. 	Creation of a unified reporting framework Publication of data in the annual report on gender equality at UPCE	by 4Q/2026 regularly from 4Q/2026	Vice-Rector for Internal Affairs + Faculties
Development of flexible forms of work: Use of reduced working hours according to workplace possibilities, work performance, and employee needs. Possibility and conditions for negotiating telework as a fully-fledged form of work performance.	<ol style="list-style-type: none"> 1. Introduction of a university framework for flexible working hours binding on all departments. 2. Formalisation of rules for flexible forms of work in accordance with legislation and the needs of the university. 3. Implementation of training for managers in flexibility management and work-life balance support. 4. Systematisation of the recording of requests for flexible forms of work. 5. Active work with stereotypes associated with flexible forms of work and support for the use of flexible forms of work. 	Amendment of the Work Regulations Existence of methodological guidelines for the use of flexible forms of work Inclusion of the topic in the content of training for managers Number of persons trained Existence of methodological guidelines for recording requests for flexible forms of work Number of persons using flexible forms of work Number of persons trained or information campaigns on the topic	by 4Q/2026 by 4Q/2026 by 4Q/2027 by 4Q/2027 regularly from 4Q/2027	Bursar + Vice-Rector for Internal Affairs
Support for balancing personal and professional life	<ol style="list-style-type: none"> 1. Improving awareness of opportunities for balancing personal and professional life. 	Creation of informational/training materials for employees and managers (e.g., in Knowee or the EDU portal)	by 2Q/2027	Vice-Rector for Internal Affairs

<p>Gender-sensitive communication: Formulation of recommended principles for sensitive communication. Conducting communication with an emphasis on equal access, non-discriminatory expression, and the elimination of discriminatory questions where appropriate. Enrich internal/external documents and communication with dual forms, and avoid overuse of the generic masculine form.</p>	<ol style="list-style-type: none"> 1. Creating recommendations for gender-sensitive communication at UPCE. 2. Raising awareness of the principles of gender-sensitive language. 3. Modifying the terminology used for job titles and positions in the university's internal systems to enable the use of gender-appropriate designations for persons working at the given positions. 4. Systematically incorporating the principles of gender-sensitive communication into the university's internal documents, methodologies, and communication. 	<p>Existence of methodological support/guidelines/recommendations for the use of gender-sensitive language and communication within and outside the university. Number of training sessions / information events</p> <p>Revision and updating of job titles carried out in selected internal systems (YES/NO)</p> <p>Degree of application of gender-sensitive communication in internal documents and communication outputs (qualitative assessment).</p>	<p>by 4Q/2027</p> <p>continuously from 4Q/2028 by 4Q/2028</p> <p>continuously from 1Q/2028</p>	<p>Vice-Rector for Internal Affairs + Vice-Rector for External Relations + Bursar</p>
<p>Education and strategic support for gender equality: Raising awareness of gender equality in general, equal opportunities, services and support at the university, opportunities for involvement on maternity/parental leave, gender-sensitive language, behaviour, and unconscious biases or stereotypes.</p>	<ol style="list-style-type: none"> 1. Strengthening educational and awareness-raising activities promoting gender equality among employees and students. 2. Ensuring active verbal and practical support for gender equality from senior management. 3. Strengthening the positive presentation of gender equality as part of the institution's development and quality. 	<p>Number of activities implemented per year</p> <p>Involvement of senior management (YES/NO; form of support)</p> <p>Number of communication outputs aimed at promoting gender equality</p>	<p>regularly from 4Q/2027</p> <p>by 4Q/2026</p> <p>regularly from 4Q/2027</p>	<p>University management + Vice-Rector for Internal Affairs + Vice-Rector for External Relations</p>
<p>PRIORITY 2: Gender balance in decision-making processes and bodies. <i>The representation of women and men at each level of management and in all decision-making processes should reflect the overall structure of the employee population, thereby demonstrating in practice that there are no mechanisms of gender inequality within the organisation that prevent the equal employment of women and men and the utilisation of their full potential.</i></p>				
<p>Strengthening and maintaining balanced representation in decision-making bodies: Focus on the systematic collection, processing, and regular evaluation of data on the gender composition of the university's decision-making and management bodies. Creation of a database for transparent decision-making and possible follow-up measures in the area of gender equality.</p>	<ol style="list-style-type: none"> 1. Active support for the diversification of decision-making bodies in terms of gender, age, and other relevant aspects. 2. Continuation of regular monitoring of gender and other representation in decision-making positions. 3. Expansion of data processing to identify long-term trends and potential barriers to career advancement. 4. Publishing monitoring results as part of university reporting. 	<p>Regular assessment of the level of diversity in decision-making bodies (as part of the UPCE Gender Equality Report)</p> <p>Regular assessment of data obtained, status, and trends as part of the UPCE Gender Equality Report</p> <p>Trend analyses prepared (YES/NO)</p> <p>Monitoring outputs published transparently (YES/NO).</p>	<p>regularly from 4Q/2026</p> <p>regularly from 4Q/2026</p> <p>regularly from 4Q/2027</p> <p>regularly from 4Q/2026</p>	<p>Faculties + Vice-Rector for Internal Affairs</p>

PRIORITY 3: Gender equality in recruitment and career advancement. <i>Gender-neutral recruitment is a key step in the personnel process, aimed at ensuring high-quality recruitment based on evidence of specific individuals' qualities rather than prejudice. At the same time, this approach expands the candidate pool, leading to better selection and the recruitment of highly qualified individuals. Creating transparent and equal conditions for the development of both female and male employees is key to their further growth and the realisation of their full potential.</i>				
Gender-equitable and transparent recruitment: Providing and strengthening consistent and predefined selection rules that ensure equal opportunities for women and men and minimise the risk of gender bias throughout the recruitment process.	<ol style="list-style-type: none"> 1. Striving for gender balance in selection committees. 2. Training managers and members of selection committees in human resources, labour law, and other competencies, including gender-sensitive human resources management. 	Existence of methodological guidelines on the balance of selection committees (YES/NO) Monitoring of gender balance in the composition of selection committees Existence of training, education, and development for leaders and members of selection committees (YES/NO) Number of persons trained	by 4Q/2028 by 4Q/2027	Faculties + Vice-Rector for Internal Affairs
Equal and transparent remuneration and evaluation: Creation of a unified institutional system for regular monitoring, analysis, and evaluation of differences in remuneration between women and men at the level of the entire university and its constituent parts.	<ol style="list-style-type: none"> 1. Creation and implementation of a systematic mechanism for monitoring the gender pay gap. 2. Monitoring and evaluation of the remuneration of women and men (by department and by the university as a whole). 3. Strengthening the system of symbolic, verbal, and financial recognition (e.g., work milestones). 	Existence of a mechanism for monitoring the gender pay gap at the university (YES/NO) Proportion of university departments where pay is regularly analysed from a gender perspective Number of employees recognised in the given period	by 2Q/2029 regularly from 4Q/2029 regularly from 4Q/2029	Faculties + Vice-Rector for Internal Affairs + Bursar
Support for gender-sensitive career growth, leadership, and return from parental leave: Ensuring equal opportunities for professional development for women and men at all stages of their careers. This includes measures to support work-life balance and facilitate a return from parental leave without negatively impacting career progression.	<ol style="list-style-type: none"> 1. Supporting career growth and scientific leadership through mentoring and networking activities. 2. Monitoring the success of return grants. 3. Ensuring the sustainability of support measures even after the end of projects. 4. Raising awareness of opportunities for international mobility with family. 	Number of mentoring and networking meetings held Number of female participants in professional mentoring and educational meetings Number of return grants and their success rate Maintenance of support measures after the end of the project (YES/NO) Number of information events	regularly from 4Q/2026 regularly from 4Q/2026 4Q/2029 regularly from 4Q/2027	Vice-Rector for Internal Affairs + Vice-Rector for Research + Vice-Rector for External Relations

PRIORITY 4:
Integration of the gender dimension into research, innovation, and education content.
The integration of gender content into scientific research, development, innovation, and other creative activities, taking into account the needs and characteristics of a particular population group, is essential for safety, human rights and opportunities, human health, and other areas that closely affect both everyday and individual life, as well as the relevance of research for the further technological and economic development of society ("One size does not fit all").

<p>Integrating the gender dimension into research content: Ensuring awareness of the gender dimension in research and education through events and training.</p>	<p>1. Education and popularisation in gender perspective application possibilities in various scientific areas. 2. Integration of the topic of the gender dimension of research into the education of senior employees. 3. Support for the implementation of gender topics into the content of qualification theses and scientific projects, in the form of awards granted by the university management.</p>	<p>Number of educational and awareness-raising events Number of persons trained Existence of awards for work on gender issues (YES/NO) Number of award holders</p>	<p>regularly from 4Q/2029 regularly from 4Q/2029 by 4Q/2029</p>	<p>Faculties + Vice-Rector for Research + Vice-Rector for Internal Affairs</p>
<p>The gender dimension in the curriculum and pedagogical process: Support for the systematic integration of gender aspects into the content of study programmes and teaching.</p>	<p>1. Support for teachers in creating gender-sensitive syllabi, teaching materials, and methods.</p>	<p>Existence of methodological recommendations for integrating gender into teaching (YES/NO)</p>	<p>by 4Q/2029</p>	<p>Vice-Rector for Education</p>
<p>Enhancing the visibility of women in scientific and academic activities: Supporting the presentation of professional work, achievements, and contributions of female scientists with the aim of contributing to a more equal representation of women in professional discourse and public and institutional representation.</p>	<p>1. Implementation of events to support female researchers.</p>	<p>Number of promotional events</p>	<p>continuously from 4Q/2026</p>	<p>Vice-Rector for Internal Affairs + Vice-Rector for External Relations</p>

PRIORITY 5: Preventive measures focused on non-discrimination and gender-based violence, including sexual harassment. <i>A fair and open approach to individuality, respect for diversity and the needs of individuals is a fundamental university value, which is ensured by a system of tools for addressing negative phenomena and providing effective assistance and protection by creating an environment in which these issues can be discussed, addressed and resolved, thereby facilitating victims' access to assistance.</i>				
Prevention of discrimination and strengthening of a socially safe environment: Creating a safe and respectful academic environment through systematic education, prevention, accessible support tools, and clearly defined mechanisms for addressing inappropriate behaviour.	1. Implementation of educational, preventive, and informational activities to prevent discrimination and gender-based violence. 2. Expanding opportunities for safely reporting cases of inappropriate behaviour. 3. Systematic training of student ambassadors in the area of social safety. 4. Continuation and development of the SAFE UPCE concept focused on preventing discrimination and strengthening social safety.	Number of training, preventive, and informational events held Existence of a functional tool for reporting inappropriate behaviour, e.g., FACE UP (YES/NO) Number of trained student ambassadors Number of faculties involved in the student ambassador system Existence of methodological support for student ambassadors (YES/NO) Existence of an authorised person/coordinator for the SAFE UPCE concept (YES/NO) Number of activities carried out within the SAFE UPCE concept	regularly from 4Q/2026 by 4Q/2028 regularly from 4Q/2028 regularly from 4Q/2026	Faculties + Vice-Rector for Internal Affairs + Vice-Rector for Education + Vice-Rector for External Relations

List of abbreviations:

GEP – Gender Equality Plan

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

UPCE – University of Pardubice