

Gender Equality Plan CZU

Czech University of Life
Sciences Prague

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Czech University of
Life Sciences

University full of life

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Czech University of Life Sciences Prague

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Introduction

The Gender Equality Plan (GEP), meaning a plan for equal gender opportunities and gender mainstreaming, is one of the important elements forming the structure of CZU strategic documents, which are covered by the Strategic Plan for Educational, Creative and Other Activities of the Czech University of Life Sciences Prague for the period beginning in 2021. In relation to the Gender Equality Plan of the CZU 2021+ Strategic Plan, this is its specific objective 5.4 and the objective of measure 5.4.4.: “To set up a system of appropriate monitoring and evaluation of equality from a gender perspective”, which is formulated as a measure as follows: “To ensure that the newly set mechanisms and systems at CZU meet gender equality requirements (opportunities, treatment, evaluation) – so-called gender mainstreaming. These will then be regularly monitored and evaluated and revised if necessary”.

The GEP expresses the interest of CZU and its commitment to gender mainstreaming and equal gender opportunities in a systematic and long-term manner, in such a way that gender issues and the elimination of cumulative inequalities (not desirable differences and diversity associated with gender issues) become a matter of everyday life and enable CZU to function smoothly. This plan will not be an empty slogan, but instead a specific measure to avoid the occurrence of problems related to cumulative inequalities preventing the effective operation of CZU that have their roots in gender inequalities. The objective of this plan is, exactly in accordance with the concept of the meaning of the word “mainstreaming,” to achieve a state where gender issues will be a common part of the operation of CZU and will be addressed in the 2030-2040 horizon, not through plans and strategies, but rather it will become a lifelong agenda of the university.

1 Evaluation of the current situation at CZU Prague (self-evaluation)

Based on the self-evaluation presented in this chapter, key areas have been prepared in which the process of gender mainstreaming will be targeted, helping to facilitate equal gender opportunities in the CZU environment. After a brief description reflecting the situation involved with gender issues at CZU, the relevant areas are highlighted in bold and underlined.

Even though CZU does not have an implicit gender mainstreaming strategy until this plan exists, the analysis of relevant documents shows that the issue has received increased attention in recent years. This plan was created to make focusing on gender issues more targeted and coordinated at various CZU

levels. This will require gender-targeted tools that provide information on gender issues at CZU, which are thus far still fragmented. The starting point in this context is the implementation of own quantitative (questionnaire) and qualitative (e.g., focus group) research. This research should provide the necessary information about the problem areas of gender issues at CZU, but also about its strengths. Gender issues in this research must be perceived in the context of the whole of the management of CZU and its areas of operation: conducting research at CZU focused on gender issues in its broader context.

It was the fragmentation of various measures related to issues of gender equality and equal gender opportunities that caused them to be ineffective, as confirmed by analyses of the internal CZU environment; for example, a representative questionnaire survey amongst CZU employees showed low awareness of respondents on gender issues that are associated with existing CZU documents such as the CZU Code of Ethics (20% of respondents know them), or the CZU Strategic Plan (35% of respondents know them). It is therefore necessary to intensively disseminate the issue of gender equality and equal gender opportunities more intensively amongst members of the academic community and other CZU staff: raising awareness of gender issues and gender equality and equal gender opportunities in a broader context (e.g., work-life balance).

Gender statistics are gradually being introduced in CZU documents (e.g., the Annual Report for 2015 has only one table with gender disaggregated content, whilst there are now 8 in the Annual Report for 2020, and for employees they cover all reported indicators in a gender disaggregated form. This development also suggests that for university management, there are still no fully gender-sensitive statistics and other data providing information which should have a strong gender dimension. Therefore, given a clearer understanding of what is happening, it is necessary to support further steps towards providing gender-oriented data about the situation at CZU: support for the preparation, presentation and use of gender-oriented data on the functioning of CZU.

The CZU Annual Report for 2020 used gender-sensitive language for the first time wherein more than the generic masculine was used. As shown by some submissions to the CZU Ethics Committee, which concern relations between people at CZU, gender sensitivity requires much more intensive communication, which is associated with common language, and it is thus advisable to work towards gender-sensitive language, which will become an appropriate and natural tool facilitating the continuous formation of equal gender opportunities: support for gender-sensitive language in internal and external CZU communication and support for general communication related to gender issues.

The issue of gender equality is considered with varying intensity at individual components of the university. Particularly faculties that are in some way oriented on the social sciences also offer a certain

focus on gender issues as part of their subjects. The Faculty of Tropical AgriSciences offers an elective subject “Gender in Agriculture and Rural Development,” and the faculty already offers training on the topic of gender in development, non-discriminatory practices and approaches of academics and technical staff towards students, and equal gender opportunities in terms of gender and an intersectional approach. The Faculty of Forestry and Wood Sciences, in turn, offers work-life balance training. At the Institute of Education and Communication, students enrol in the Career Counselling and Education bachelor study programme. Here, gender issues are also part of the teaching of subjects such as employment Counselling or Counselling for Disadvantaged Groups. Subjects with a gender component (e.g., sociology) are offered at the Faculty of Economics and Management, which also includes the Department of Humanities. Some projects dealt with at the Faculty of Economics and Management have a strong presence of gender mainstreaming (e.g., the EVINA project – effective return of women after maternity leave to the work process). However, in the entire area referred to in this paragraph, in addition to the various intensities already indicated, the fragmentation of gender-related activities and the failure to exploit their synergistic potential is generally evident, to which the implementation of this plan should contribute. As is evident, there are already certain activities or cases at CZU that indicate the use and usefulness of promoting gender equality and opportunities. These examples of good practice will need to be intensively presented to members of the academic community, to other employees, and to the public outside CZU: to work intensively with examples of good practice of gender mainstreaming.

CZU also draws experience from abroad in addressing issues of gender equality and equal gender opportunities. For example, CZU is a member of the Euroleague for Life Sciences (ELLS). As part of this network, a conference was held in 2017 at the University of Copenhagen in Denmark entitled ELLS Conference “Challenges and Opportunities of Gender and Diversity in Life Science Universities” (University of Copenhagen). In this network, great importance is placed on gender equality and all conferences organized by ELLS are conducted in an effort to achieve gender equality and equal gender opportunities, even in terms of the people attending these events. This plan will also thereby draw on the sharing of foreign experience (including the use of Erasmus) in the field of gender equality and equal gender opportunities in its broader sense (associated with, for example, family and personal life, intersectional approach): the use of foreign experience in addressing gender equality issues, equal gender opportunities and gender mainstreaming. The fragmentation of gender-beneficial measures and activities at CZU runs through this plan and this self-evaluation as a leitmotif. Institutionally, it is necessary to set comprehensive formal (and later informal) “rules of the game” that will reflect and address gender issues at all levels of work with both employees and students: gender-sensitive institutionalization of work with employees and students promoting gender equality and equal gender opportunities.

2 Data collection and identification of the needs for change

The text in the previous section, which briefly described the situation at CZU, also indicated the need for additional data that would allow for a clearer understanding of what is happening in the area of gender equality and equal gender opportunities at CZU. On this basis, it will be possible to prepare further necessary measures, which may not yet be seen as key in this three-year plan (2022-2024). The entire GEP is understood as a “living” document that will be modified based on existing data. Therefore, one of the identified areas of the implementation of this plan is to carry out research (or several different types of research – qualitative and quantitative and their triangulation) at CZU focused on gender issues in their broader context. This will make it possible to specify the proposed measures, which will be based on clear and comprehensive records (the so-called evidence-based policy) in terms of decisions on targeting gender mainstreaming at CZU.

3 Determining strategic areas for change

It is evident from the previous chapters (particularly Chapter 1) that the fundamental change to which this plan will contribute will be the creation of a comprehensive approach of a strategic nature to gender issues, gender equality and equal gender opportunities at CZU.

CZU will focus on the following areas in terms of GEP:

- a) conducting research at CZU focused on gender issues in their broader context,
- b) raising awareness of gender issues, gender equality and equal gender opportunities in a broader context (e.g., work-life balance),
- c) support for the preparation, presentation and use of gender-oriented data on the operation of CZU,
- d) support of gender sensitive language in the internal and external communication of CZU,
- e) promoting communication related to gender issues,
- f) working intensively with examples of good practice in gender mainstreaming,
- g) use of foreign experience in resolving issues of gender equality and gender mainstreaming,
- h) gender-sensitive institutionalization of work with employees and students promoting gender equality and equal gender opportunities.

4 Proposal of specific activities and measures

Proposal of specific activities and measures			
Area	Event / Measure	Start	End
Carrying out research at CZU focused on gender issues in their broader context.	Conducting quantitative research.	01/2022	12/2022
	Conducting qualitative research such as a focus group or individual interviews.	01/2022	12/2022
Gender-sensitive institutionalization of work with employees and students supporting gender equality and equal gender opportunities.	Creation a concept of a partner mentoring programme for young scientists and academics.	01/2023	12/2024
	Creating guidelines for the recruitment of employees leading to impartial and fair recruitment processes.	07/2022	06/2023
	To take into account gender aspects (e.g., parental leave and requirements for creative activities) as part of the prepared employee evaluation system.	01/2022	12/2023
	Creation/expansion of childcare services.	06/2022	12/2024
	Providing care for children during school holidays or providing access to external care options.	06/2022	12/2024
	Providing breastfeeding rooms and changing rooms.	01/2022	12/2024
	Creating a guideline for work-life balance.	01/2022	12/2022

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	Proactively identify and contact potential male and female candidates for management positions (faculty and senior management positions) and submit these proposals to the management of the relevant university component.	01/2022	12/2024
	To support women in coping with a dual career, i.e., the role of mother and the role of scientist by identifying suitable job opportunities, e.g., part-time.	01/2022	12/2024
<u>Support for the preparation, presentation and use of gender-oriented data on the operation of CZU.</u>	Monitoring of gender representation in each phase of the recruitment process and for each advertised job vacancy.	01/2022	12/2024
	When evaluating activities at CZU (reports on pedagogical activities, science and research, international relations, staff matters, etc.), to strive to provide data in a gender-disaggregated form (gender-sensitive data). To provide this information to the relevant CZU bodies.	06/2022	12/2024
	Identification of gender sensitive indicators to be regularly collected and evaluated.	06/2022	06/2023
<u>Awareness raising on gender issues, gender equality and equal gender opportunities in a broader context (e.g., balancing employment and non-work life).</u>	Prepare an information sheet/brochure on aspects of work and work-life balance, on the Poníček kindergarten, on dual career opportunities (facilitating the role of parents and employees) and the forms to be included in the submission of job offers or submitted to candidates during personal interviews.	09/2022	09/2023
	Organization of training on raising awareness of gender bias, e.g., training on unconscious prejudices and gender stereotypes, on the integration of gender aspects into science and research and pedagogical activities and other activities.	01/2022	12/2024
	Deepening existing case studies in life sciences and biomedicine to demonstrate the importance of gender analysis and to understand the associated challenges and values.	01/2022	12/2024
<u>Work intensively with examples of good practice.</u>	Creation and implementation of a campaign promoting the benefits of work-life balance (posters, screens in buildings, lectures and others).	06/2022	12/2024

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	Revision of the www.czu.cz website (in cooperation with the Marketing and Promotion Department in order to demonstrate a working environment that includes diversity.	01/2022	12/2024
	Creation of a section on website www.czu.cz dedicated to work-life balance, i.e., describing the social benefits of CZU employees improving work-life balance.	06/2022	06/2023
	Preparation of materials involving gender PR (e.g., posters presenting women successful in science, brochures, Living University newsletter) in order to present a more inclusive environment.	01/2022	12/2024
<u>Use of foreign experience in resolving issues of gender equality and gender mainstreaming.</u>	Identify national/international groups with experience in gender research in science and research.	01/2022	12/2024
	Organizing visits and work seminars for researchers in order to get acquainted with the practical implementation of the gender aspect in their research.	01/2022	12/2024
<u>Promotion of gender-sensitive language in internal and external communication of CZU and support of general communication related to gender issues.</u>	Analysis of internal documents in terms of gender sensitive language and the relevant changes thereto.	01/2022	12/2024

5 Division of responsibilities and securing staff

Gender mainstreaming associated with ensuring equal gender opportunities and gender equality issues is the responsibility of the coordination panel for equal gender opportunities. At the time of the preparation of the GEP, which was created under the responsibility of the members of the panel, its composition was as follows.

Name and surname	Job positions	CZU component
prof. PhDr. Michal Lošťák, Ph.D.	1. Vice-rector, Vice-rector for International Relations, Chairman of the Ethics Committee	Rectorate
doc. Ing. Petr Valášek, Ph.D.	Vice-rector for the Quality of Educational and Creative Activities	Rectorate
Ing. Iva Hrabánková, Ph.D.	Chancellor	Rectorate
Ing. Jakub Kleindienst	Bursar	Rectorate
Bc. Jana Immerová	Director of the Department of Human Resource Management	Rectorate
Ing. Mgr. et Mgr. Karla Mráčková	Director of Public Relations Office, Spokeswoman	Rectorate
Ing. Lukáš Pospíšil	Head of the International Relations Department	Rectorate
<i>To be filled-in</i>	GEP administrative employee	Rectorate
Bc. Marie Konečná	Deputy Director of the Library	Library
PhDr. Pavla Rymešová, Ph.D.	Vice-dean for Study and Pedagogical Activities	FEM
prof. Ing. Ivana Jankovská, Ph.D.	Academic employee	FAFNR
Ing. Kateřina Černý Pixová, Ph.D.	Vice-Dean for Faculty Development	FES
Ing. et Ing. Markéta Kalábová Ph.D.	Vice-dean for Study Activities	FFWS
Ing. Hana Tesson, MBA	Dean's Assistant	FE
Ing. Jana Mazancová, Ph.D.	Vice-Dean for Faculty Development	FTA
Ing. Nada Rašíňová, Ph.D.	IEC Secretary	IEC
Ing. Ondřej Dvořák	DSP student	CZU Academic Senate

The Coordination Panel for Equal Gender Opportunities is an open body open to all those who wish to take an active part in gender mainstreaming and who, through their activities, wish to contribute not only to the formulation of activities necessary for this area, but also significantly help to achieve their goals. The aim is also to make the coordination panel as diverse as possible in terms of gender or age, as well as in terms of status, decision-making powers, CZU job positions or specific professional

and personal experience (e.g., parents, beginning researchers, people in leadership positions, foreign employees, etc.)

6 Expected resources for implementation of the plan

For the implementation of the proposed activities and measures, CZU assumes the use of multi-source financing, which will utilize the possibilities of Centralized Development Programmes, the Programme to Support CZU Strategic Management until 2025, and projects financed from the European Structural and Investment Funds through relevant operational programmes and other resources.



Prof. Ing. Petr Sklenička, CSc.
Rector of The Czech University of Life Sciences Prague