



# **GENDER EQUALITY PLAN of Tomas Bata University in Zlín**

Gender Equality Plan

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Human Resources Development

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# Gender Equality Plan of Tomas Bata University in Zlín

## Introduction

This document presents the Plan for Setting Gender Equality at Tomas Bata University in Zlín (hereinafter referred to as “TBU in Zlín”). The acronym GEP (Gender Equality Plan) is used in foreign literature and will also be used throughout this text.

To make the document clear and intelligible, we often use gender-neutral forms of the terms ‘employee’, ‘worker’, ‘member’, etc., with the proviso that all of them include a variant of both genders.

The GEP describes the objectives, mechanisms and measures that TBU in Zlín will implement in order to establish a higher level of gender equality in its work environment and to implement its vision of the institution as a workplace – to be one of the best employers in the Zlín Region, which enables its employees to reach the maximum possible level of self-fulfilment and offers equal opportunities in career growth, evaluation and remuneration.<sup>1</sup>

TBU in Zlín is an institution offering equal opportunities. For this purpose, the University has established job positions and advisory bodies that supervise the provision of equal opportunities, and also has equal opportunities built into its internal regulations: (1) Statute of TBU in Zlín (TBU Code of Ethics); (2) Salary Regulations of TBU in Zlín; (3) Rules Governing Selection Procedures for Academic Staff Positions at TBU.<sup>2</sup>

The plan formulated in the following paragraphs first presents the visions, missions and long-term strategic goals in the area of gender equality in reference to the Strategic Plan of TBU in Zlín towards 2030 (Chapter 1). Subsequently, it describes the staffing of activities related to the development of gender equality (Chapter 2) and summarizes the legislative embedding of gender issues, data regarding the monitoring of gender issues at TBU in Zlín and data management related to it (Chapter 3). The set of the following six chapters (Chapters 4 to 9) then gradually presents the action goals in each GEP area for the period 2022 to 2025 and the measures that build on them. These are: (a) education and awareness-raising on gender equality; (b) work-life balance; (c) encouraging the representation of women in leadership positions; (d) ensuring equal opportunities in recruitment; (e) equal opportunities in science and research and (f) measures aimed at preventing sexual and gender-based harassment. The last chapter (Chapter 10) then summarizes the key principles, which permeate the implementation of all GEP activities.

The GEP conceived in this manner is based on a number of internal analyses carried out within the project of the OP RDE – Institutional Quality and Development of the Science Strategy at TBU in Zlín – IKAROS (CZ.02.2.69/0.0/0.0/18\_054/0014623), as well as an external audit of gender equality conducted in 2020, internal surveys of organisational culture and climate at

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<sup>1</sup> Cf: Human Resources Management Strategy at TBU in Zlín – Available in internal documents of TBU in Zlín.

<sup>2</sup> Cf: Internal Rules and Regulations of TBU in Zlín. Available online from: <https://www.utb.cz/en/university/official-board/internal-rules-and-regulations/rules-and-regulations/>, See Chapter 3 for further details.

TBU in Zlín (2019 and 2021), and last but not least an internal audit of job positions at TBU in Zlín.

## 1. GEP visions, missions and strategic goals

### Visions

Based on the implementation of the GEP, TBU in Zlín will be a higher education institution offering equal opportunities to all individuals in their employment and promoting diversity at all levels of the institution and within all organisational units.

### Missions

TBU in Zlín is committed to creating an inclusive environment that encourages equality of opportunity for every member of the academic community and every employee. At the same time, TBU in Zlín values diversity among its members and students and recognises the importance and benefits of such activities in enhancing the impact of education (pedagogical activities), understanding among members (internal communication), invention and creation (R&D and creative activities), and impact on the region and town in which it is located (the third role of the University).

### Strategic goals

Equality, diversity and inclusion are key building blocks for the implementation of the TBU Human Resources Development Strategy (“TBU HRDS”) towards 2030, when the University aspires to become an institution that: (1) has a reputation as one of the best employers in the Zlín Region and among domestic universities; (2) complies with all international standards of human resource management for higher education in the European education area, and meets all standards for long-term maintenance of the HR Award certificate; and (3) has fully integrated the principles of gender equality in terms of rights, obligations and opportunities for its employees and members of the academic community, without prioritising equal opportunities policy over quality and ability criteria.<sup>3</sup>

The key strategic goals in this area by 2030 are:

- **Create an inclusive work environment in which all employees of TBU in Zlín are perceived as valuable and are enabled to succeed based on their individual contribution to the institution** (*the principle of meritocratic equal opportunities*). This strategic goal will be implemented by strengthening staffing focused on this issue, by continuously monitoring and evaluating the system of key indicators of gender equality

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<sup>3</sup> Cf: Human Resources Development Strategy, p. 8. Available in the internal documents of TBU in Zlín.

at the University (see Chapters 2 and 3) and by creating targeted tools to support the reconciliation of family and working life (see Chapter 5).

- **Promoting diversity in the staffing of the representative bodies of TBU in Zlín and the leadership positions of the University's organisational units and subunits – departments/centres/studios** (*the principle of encouraging and valuing diversity*), as well as in the staffing of research teams. In order to achieve this strategic goal, measures will be taken to ensure a more equal gender representation in leadership positions and research teams (see Chapter 6).
- **Spreading awareness of the importance of equal gender opportunities, supporting diversity and the usefulness of these processes for the functioning of TBU in Zlín** (*the principle of awareness-raising*). This strategic goal will be implemented in particular through activities related to education focused on gender equality (see Chapter 4) and education on gender-nonconforming behaviour (see Chapter 9).
- **Systematically removing barriers to equal gender opportunities and creating tools to stimulate them** (*the principle of accelerating internal organisational change*). The last of the strategic goals will be implemented from the very commencement of employment at TBU in Zlín – the recruitment process, through activities focused on corporate benefits and reconciliation of family and working life (Chapter 5), to career planning reflecting potential gender barriers to further professional development (see Chapter 8).

## **2. GEP staffing**

A follow-up step to the creation of the Human Resources Development Strategy at TBU in Zlín is to strengthen the role of HR within the University. During 2021, the Human Resources Development office (HRD) was established to be responsible for the implementation of the strategic goals in this area. At the same time, the preparation and coordination of the implementation of the Gender Equality Plan falls within the competence of the HRD.

As the issue concerns the operation of the entire University, it is desirable to involve those affected at all levels in a cross-cutting manner when deciding on new approaches and priorities. In general, their sense of involvement and communality will be strengthened, and activities will be set according to their needs and interests.

### **Management Board of TBU in Zlín**

The strategic management of the implementation of the Gender Equality Plan is the responsibility of the TBU Management Board, headed by the Rector. Deans of the Faculties and Directors of TBU component parts are also responsible for implementing the outcomes of the action plan and delegate relevant activities to competent staff of the relevant component parts.

### **Human Resources Development**

The Human Resources Development, which was formally established on 15 February 2021 within the Human Resources office of TBU in Zlín, is involved in the preparation and implementation of activities. At the end of 2021, a position of Human Resources Development Specialist was created within the office; with the Specialist being in charge of the gender equality agenda. The Specialist coordinates all activities related to the preparation of the Gender Equality Plan, its implementation, monitoring and evaluation of the partial steps, and provides support and advice, cooperates with all units involved, organises events and ensures communication of activities and outputs within and outside the University.

### **Ombudsperson at TBU in Zlín**

As an independent mediator for dealing with complaints, concerns and appeals of employees in the field of gender issues and beyond, the position of Ombudsperson has been established at the University in 2019. Within the scope of his/her competences, the Ombudsperson provides ongoing support to students and staff.

### **Equal Opportunities Committee**

No equal opportunities committee has been established at TBU in Zlín as yet. Its establishment and the specification of its rules of procedure is one of the items of the Action Plan for the GEP

2022–2025. The committee will not handle concerns that are dealt with by the Ethics Committee of TBU in Zlín (see below), but will act as a pro-active support authority that will submit motions for change in the area of equal opportunities.

### **Other organizational units**

To informally deal with gender-related and other issues, there are other sub-units at the University that are available to both students and staff. These include primarily the **Counselling Centre**, which provides counselling in psychological, employment and legal matters within the scope of its competences. As an advisory body to the Rector, the **Ethics Committee of TBU in Zlín** deals with the submission and discussion of concerns regarding compliance with the TBU Code of Ethics. The **Centre for Special Needs Students** provides comprehensive counselling, technical, consultancy and intervention services and other support services to applicants and students with special educational needs. For staff, it offers methodological support for working with students with special needs.

### 3. Gender equality at TBU in Zlín: Current situation

#### Basic institutional and legislative environment

Promoting and ensuring true gender equality forms parts of all strategic documents of TBU in Zlín, internal rules and regulations. At the same time, it is carried out both in all areas of teaching or R&D and creative activity and in the performance of the work of other employees. TBU in Zlín practices the gender diversity of selection and evaluation panels as well as research project implementation teams in accordance with HR Award standards. However, for career advancement, recruitment and filling leader vacancies, the equal opportunities policy is not preferred over the criteria of quality and abilities. While gender balance in the bodies of TBU in Zlín is the goal of the University, it is not always immediately achievable. Examples include the TBU Academic Senate, whose members are representatives of the Faculties elected by the academic community. Similarly, the staffing of the TBU Scientific Board also needs to meet the requirements of the government regulation entitled *Standards for Accreditation in Higher Education* for the representation of specialists in the fields of habilitation procedures and professorial appointment procedures, where, in particular, in technical fields, there has been a higher number of men so far.

#### Strategic documents

The following strategic documents, international certificates, internal rules and regulations regulate the issues of gender equality, equal opportunities, promotion of diversity and inclusion at TBU in Zlín:

1. Strategic Plan of Tomas Bata University in Zlín for the Period 21+ is the key strategic document of TBU. Within Pillar E: Human Resources, Funding, Internal Environment of TBU in Zlín and Strategic Management, a key measure was defined: Prepare and implement the Human Resources Development Strategy at TBU in Zlín, including the integration of gender equality principles into rights, duties and opportunities, and integrate methodologies from the field of human resources management (Strategic goal 5.4: Strengthen the strategic management of human resources).
2. Implementation Plan of the Strategic Plan of Tomas Bata University in Zlín for the Period 21+ for 2021 – Specific implementation measures regarding gender equality were incorporated into the implementation document for 2021: Strategic aim 5.4: Strengthen the strategic management of human resources; Measure: Prepare a document entitled Human Resources Development Strategy at TBU in Zlín, including the integration of sub-methodologies for human resources management and an action plan for the implementation of the proposed measures, particularly:
  - Methodology for support of gender equality,
  - Methodology for work with human resources at TBU in Zlín,
  - Methodology for reconciling family and working life at TBU in Zlín,
  - Methodology for the inclusion and integration of the Code of Ethics of TBU in Zlín in internal regulations and processes,
  - Integration of the European Charter for Researchers into the internal structure of TBU in Zlín.



The afore-mentioned methodologies were prepared and implemented in 2021.

3. Implementation Plan of the Strategic Plan of Tomas Bata University in Zlín for the Period 21+ for 2022 – A measure was incorporated into the implementation document for 2022 to set up the integration of the Gender Equality Plan at TBU in Zlín.

## **HR Award**

In 2018, TBU in Zlín received the prestigious HR Award for two TBU research centres – Centre of Polymer Systems, which is part of the University Institute, and the Centre for Security, Information and Advanced Technologies – CEBIA-Tech – at the Faculty of Applied Informatics. These centres have set up a transparent working environment in accordance with the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers, including gender equality.

## **Internal rules and regulations:**

1. The Statute of Tomas Bata University in Zlín includes the TBU Code of Ethics (Annex 4 to the Statute), which is a binding regulation for all employees and students. The principles of gender equality and conduct that does not allow any sexual or gender-based harassment are also embedded in the TBU Code of Ethics. The Ethics Committee of TBU in Zlín assesses, as a Rector's advisory body, any complaints submitted in terms of observance of the principles of the Code of Ethics of TBU in Zlín. The Ethics Committee's actions are regulated by the Rector's Directive SR/4/2021 – Rules of Procedure of the Ethics Committee of TBU in Zlín. These Rules govern the procedural steps for lodging and dealing with complaints about observance of the Code. In accordance with the Code of Ethics of TBU in Zlín, the position of Ombudsperson has also been established as an independent mediator for resolving employee complaints and appeals, including in the area of gender issues.
2. The filling of academic vacancies is regulated by the Rules Governing Selection Procedures for Academic Staff Positions at Tomas Bata University in Zlín issued on 22 October 2020. It enshrines the principle of transparency in filling vacancies with reference to the Act No. 111/1998 Coll., on Higher Education Institutions, as well as recommendations by the European Commission on the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers.
3. Salary Regulations of Tomas Bata University in Zlín, issued on 29 July 2020 focus on the area of gender by referring to legislation currently in force, in particular Act No. 262/2006 Coll., the Labour Code. It defines non-discriminatory conditions for determining wages or remuneration based on agreements on work performed outside regular employment for all categories of employees (academic staff, researchers and other employees).

4. The Rules Governing the System of Quality Assurance of Educational, R&D, Creative and Related Activities and Internal Evaluation of Quality of Educational, R&D, Creative and Related Activities at Tomas Bata University in Zlín issued on 27 July 2020 is based on standards and procedures for quality assurance in the higher education sector in the Czech Republic and abroad. The evaluation includes a provision defining that it shall be carried out in a transparent manner according to material, scientific and ethical criteria.
  
5. Rector's Directive SR/7/2020 entitled Principles of the Policy for Equal Opportunities at Tomas Bata University in Zlín defines the basic principles of equal opportunities at TBU in Zlín, based on the relevant Czech legislation, in particular the Act on Equal Treatment and Legal Means of Protection against Discrimination and on Amendments to Some Acts (the Anti-Discrimination Act). The Directive defines the basic principles of equal opportunities for women and men that are applied at TBU in Zlín, both in terms of employment relations and in terms of access to education and its provision, including professional training. To ensure equal opportunities for men and women without preferring this policy over the criterion of quality and competence, TBU in Zlín particularly respects the following principles:
  - a) Gender equality is applied in all processes in the field of management, institutional and HR policies, teaching and R&D activities, as well as in other activities carried out at TBU in Zlín.
  - b) TBU in Zlín implements and supports measures to encourage representation of women and men at all levels and in all job positions.
  - c) TBU in Zlín maintains a policy of equal opportunities in recruitment as well as during the subsequent career advancement stages.
  - d) TBU in Zlín ensures the gender diversity of selection and evaluation committees as well as research implementation teams.
  - e) TBU in Zlín takes measures to balance both working and personal lives of men as well as women. TBU enables flexible working time patterns, part-time work and encourages employees taking their parental leave to resume their job after the termination thereof. In internal assessment processes, TBU takes into account a career break due to parenting, long-term illness, or taking care of close persons.
  - f) TBU in Zlín ensures a correct speech, whether written or spoken, which does not deride, highlight or discriminate between persons in terms of sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation and political beliefs.
  
6. The Work Regulations of Tomas Bata University in Zlín (Rector's Directive SR/19/2018) refers to the general regulation of the Labour Code in the area of gender equality. In accordance with generally binding legal regulations, TBU in Zlín guarantees women, in particular, equal status with other employees, equal working conditions, including remuneration for work, professional training and the opportunity to achieve functional or other promotion at work. However, it specifically enshrines the conditions of employment of female staff members in internal processes to achieve equality of

women in all areas of professional life. At the same time, it establishes the employer's obligation to set working conditions for the possible performance of work in accordance with the female employees' maternity duty. In order to reconcile family and working life, employees are offered flexible working hours, part-time work, six weeks of leave for non-academic staff, and the possibility of taking unpaid leave in addition to vacation.

7. Rector's Directive SR/7/201 Evaluation and Management of the Development of Teaching, R&D and Creative, Managerial and Other Activities Carried Out by TBU Academic Staff and Researchers defines the basic procedures for evaluating the performance of all academic staff and researchers involved in pedagogical, R&D and creative, management and other activities of TBU in Zlín. The evaluation and remuneration system consistently respects gender equality and takes into account career breaks due to maternity/parenting, or, where applicable, other unbiased obstacles on the part of employees.

## Data management

For the purpose of monitoring the state of gender equality at TBU in Zlín, the University has developed a management system for the collection and continuous evaluation of data, both from internal information systems and on the basis of internal employee surveys and external feedback. Subsequently, this data base is used not only for gender equality planning, but also as a source of information on the progress of the implementation of the GEP under its 2022 – 2025 Action Plan.

### Internal information systems

The core of the system is the monitoring of gender equality indicators in the representation of men and women in the organisational structure of TBU in Zlín. The default information system (the "IS") used for this purpose is the SAP IS for financial management. For the annual evaluation, data are taken from the SAP IS on the representation of men and women in the vertical structure of the institution (line staff, line management, middle management and top management) and on the horizontal structure of the institution (breakdown of staff by organisational units – faculties/component parts of TBU in Zlín). With regard to the mission of TBU in Zlín as a public higher education institution, data on academic, scientific and the so-called other staff are differentiated. In the case of academic staff and researchers, the level of qualification attained by their academic degree/scientific degree is taken into account, as it is a key prerequisite for the implementation of the University's strategic goals.<sup>4</sup>

The SAP IS for financial management is also the main source of analyses regarding the monitoring of remuneration of TBU employees. These are monitored for this purpose on the basis of the same principles as the organisational structure of TBU in Zlín mentioned above.

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<sup>4</sup> See Human Resources Management Strategy at TBU in Zlín for details. Available in the internal documents of TBU in Zlín.

## Feedback surveys

These data are supplemented by findings from internal surveys focused on working conditions, organisational culture, motivation for work and benefits. For the purpose of designing the GEP, results differentiated by sex and gender preferences are used. The following surveys have been carried out for the purpose of GEP in recent years:

- **2019:** Survey conducted among employees of TBU in Zlín – working conditions, motivation, work and educational needs (number of respondents: 440).
- **2020:** Survey conducted among employees of TBU in Zlín in the area of gender equality – mapping the environment for the purpose of formulating GEP within the project IKAROS – Institutional Quality and Development of Science Strategy at TBU in Zlín. CZ.02.2.69/0.0/0.0/18\_054/0014623 (number of respondents: 142).
- **2021:** Survey conducted among employees of TBU in Zlín – working conditions, motivation, work and educational needs (number of respondents: 316).

TBU in Zlín plans to continue this practice and intends, in 2024, to carry out another survey focused on working conditions and gender equality.

## External evaluation

Beyond these surveys, TBU in Zlín integrates recommendations from external evaluation institutions into its GEP plans. First and foremost, these are the recommendations made by the Institutional Evaluation Programme (IEP) of the European University Association (EUA). During this evaluation, an international team comprehensively assessed TBU's strategy and processes, including the University's approach to creating an inclusive environment and creating equal opportunities. The key recommendations of the IEP<sup>5</sup> were not only taken into account in the preparation of the TBU SP 2021+, but were also integrated into the activities of the Action Plan for the GEP 2022 – 2025.<sup>6</sup>

At the same time, in 2021, TBU commissioned an expert assessment of its organisational structure, remuneration, benefits and tools for equal opportunities in terms of gender.

A synthesis of the recommendations from these evaluations, together with a basic definition of the state of gender equality at TBU in Zlín, is included in the following subchapter.

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<sup>5</sup> Cf. TBU SP 21+, p. 3. Available online: <https://www.utb.cz/mdocs-posts/21-strategic-plan-of-tomas-bata-university-in-zlin/>

<sup>6</sup> <https://www.utb.cz/mdocs-posts/iep-evaluation-report/>

## The state of gender equality at TBU – external audit

### Analytics

If we look at the representation of men and women in individual job categories, we can conclude that the greatest disproportion between the representation of men and women at TBU in Zlín is observed in the positions referred to as “administration and technical staff” and “business administration staff”. These jobs are heavily represented by women.

Table 1: Percentages of men and women by job category in 2016 – 2020

		2016	2017	2018	2019	2020
Men	administration and technical staff	34 %	33 %	33 %	30 %	30 %
	researchers	71 %	67 %	66 %	64 %	72 %
	Senior Lecturers	42 %	52 %	55 %	62 %	55 %
	Associate Professors	68 %	65 %	66 %	64 %	63 %
	Assistant Lecturers	39 %	33 %	30 %	35 %	33 %
	Senior Lecturers	56 %	58 %	56 %	54 %	56 %
	Professors	86 %	87 %	83 %	78 %	78 %
	manual workers	42 %	39 %	40 %	37 %	42 %
	business administration staff	0 %	0 %	0 %	0 %	22 %
Women	administration and technical staff	66 %	67 %	67 %	70 %	70 %
	researchers	29 %	33 %	34 %	36 %	28 %
	Senior Lecturers	58 %	48 %	45 %	38 %	45 %
	Associate Professors	32 %	35 %	34 %	36 %	37 %
	Assistant Lecturers	61 %	67 %	70 %	65 %	67 %
	Senior Lecturers	44 %	42 %	44 %	46 %	44 %
	Professors	14 %	13 %	17 %	22 %	22 %
	manual workers	58 %	61 %	60 %	63 %	58 %
	business administration staff	100 %	100 %	100 %	100 %	78 %

In the case of the Professor category, the representation of women was 22% in 2020 compared to 2016, when only 14% of Professors were women at TBU in Zlín. We can therefore conclude that there is a gradual increase in the representation of female Professors at TBU in Zlín. Although there has been an increase in the category of female researchers over the years under review, in 2020 their number fell to 28%.

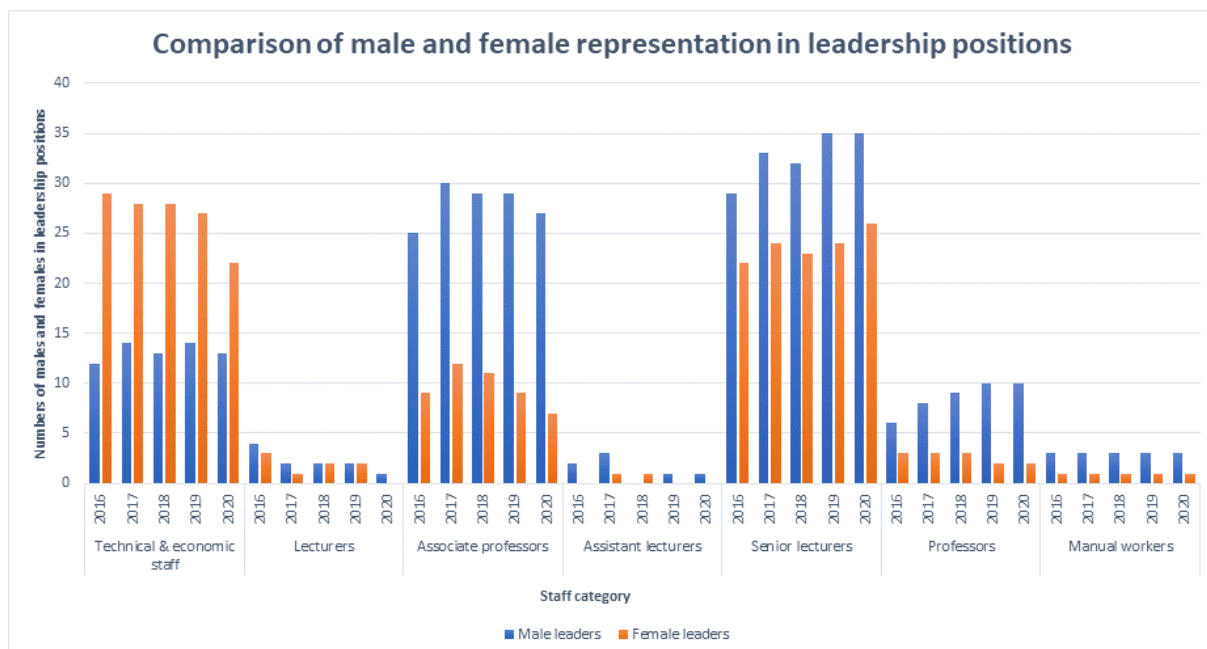
### Senior executive positions

The structure of senior posts may refer to a greater degree of disproportion between jobs that are largely filled by women, for example, but at the same time senior positions are more likely to be held by men. A typical example could be found in the case of administration and technical staff positions.

- The administration and technical staff positions are mainly represented by women. Between 2016 and 2020, women were approximately twice as represented in senior posts as men.
- Researchers are almost absent from senior positions during the reported period (one or two positions for men, no position for women), therefore, we do not take them into account.

- Male senior lecturers hold more senior positions, and there is also a slight reduction in the number of senior executive staff. In 2020, there were no women in any managerial positions, and men remained in managerial positions with one staff member.
- Associate Professors show the greatest disproportion in the representation of men and women. In the case of Associate Professors, the number of female Associate Professors in senior executive positions has been declining in proportion to male Associate Professors over the long term. The current ratio as of 2020 is 7 women to 27 men.
- Only a very small number of Assistant Lecturers hold senior posts, so it is not appropriate to monitor them and draw any conclusions.
- Senior Lecturers are more represented in senior executive positions by men than women in all the years surveyed.
- Professors dominate the senior positions as much as Associate Professors. The differences here are, again, remarkable. Data show that men are five times more likely to hold senior executive positions, and this trend is intensifying over time.
- Manual workers employed at TBU in Zlín are more represented by men than women, by more than three times. However, this corresponds to the general trend in the area and to the structure of the distribution and filling of specific positions, which are generally filled by men<sup>7</sup>.
- On the other hand, business administration staff positions are more represented by women. Consequently, senior executive positions are mainly held by women, too.

Chart 1: Comparison of male and female representation in leadership positions from 2016 to 2020



<sup>7</sup> See more at: <https://www.czso.cz/csu/czso/zaostreno-na-zeny-a-muze-s9uog5djz>

## Average annual pay per job category

To compare these data, information on individual remuneration with respect to salary determined according to the salary scale, extra pay for an employee, bonus payment for management and total annual pay was used. The range of workload is recorded as 0.1 to 1. Therefore, in order to make a fair comparison, all annual remuneration has been converted into full-time workloads.

Table 2: Specification (percentage) of differences in average annual pay – men vs. women by job category

	2016	2017	2018	2019	2020	Average over 5 years
administration and technical staff	1 %	5 %	3 %	-7 %	-8 %	-1 %
researchers	10 %	0 %	-15 %	-19 %	-3 %	-9 %
Senior Lecturers	-3 %	-4 %	7 %	-25 %	-15 %	-8 %
Associate Professors	3 %	-4 %	1 %	-7 %	-4 %	-2 %
Assistant Lecturers	-7 %	-14 %	-1 %	-5 %	-10 %	-8 %
Senior Lecturers	-5 %	-6 %	-12 %	-8 %	-5 %	-7 %
Professors	23 %	30 %	7 %	10 %	-3 %	13 %
manual workers	-33 %	-24 %	-24 %	-24 %	-21 %	-25 %
business administration staff*						

\* The category of business administration staff is not tracked as there are no relevant data between 2016 and 2020.

If we average the data over the last five years, we see that for almost all positions the values oscillate at a level of up to 10 %. A more pronounced deviation is evident in the Professor category, where female Professors were rated higher over the years under review. Balance is being achieved currently. The opposite situation can be observed for the manual worker category.

## Use of part-time jobs

The structure of the level of workloads remains almost unchanged between 2016 and 2020. Between 2016 and 2020, part-time employment contracts are in the order of 16% to 19%. More than 80% of all workloads in the years under review are full-time employment jobs.

Table 3: Development of the level of workload of employees in 2016-2020 (in percentage)

	2016	2017	2018	2019	2020
<b>0.1 – 0.49</b>	6 %	6 %	6 %	6 %	6 %
<b>0.50</b>	5 %	5 %	6 %	7 %	7 %
<b>0.51 – 0.99</b>	5 %	7 %	6 %	6 %	5 %
<b>1.00</b>	84 %	83 %	82 %	81 %	81 %

Part-time jobs fulfil a unique function of a tool that helps to partially, but not 100%, harmonise the work activities and family-related duties. To a large extent, part-time jobs are perceived as a measure that could be used primarily by women.

In terms of comparing the structure of part-time and full-time jobs, we found the opposite situation, with part-time jobs being used to a significant extent by men rather than women. Of all part-time jobs at TBU in Zlín, 57.40% are concluded with men, and 42.60% with women. If we look at the distribution of part-time and full-time jobs, we can see that 81.2% of full-time jobs during the period under review were taken up by men from 2016 to 2020, while 87.3% were taken up by women.

Table 4: Comparison of full-time and part-time jobs since 2016

		<b>Full-time</b>	<b>Part-time</b>
<b>Men</b>	Number of workloads	1,898 (81.2 %)	440 (18.8 %)
	Type of workload	46 %	57.4 %
<b>Women</b>	Number of workloads	2,231 (87.3 %)	326 (12.7 %)
	Type of workload	54 %	42.6 %

Men working at TBU are employed full-time mainly as Senior Lecturers, Assistant Lecturers and manual workers. In contrast, male administration and technical staff are employed part-time rather than full-time.

Part-time employment contracts are then concluded for men mainly at the positions of Professor and Associate Professor. Similarly, part-time jobs for women are mainly for Professors, Associate Professors and Senior Lecturers. On the other hand, female administration and technical staff work part-time the least, as well as do female manual workers.

The above-mentioned shows that part-time positions at TBU in Zlín are not used as an opportunity to balance personal and professional life, but rather as a use of the expertise and supporting knowledge of specific positions such as Professor and Associate Professor, where part-time positions are used to utilise specific staff members and their knowledge in selected projects or activities.

Over the next few years, we will continue to collect, monitor and evaluate gender-segregated data. In the context of the planned internal changes, it will be possible to monitor developments in the individual categories over the years. At the same time, we will also compare the collected data against external influences and draw relevant conclusions from them – internally or with the help of external evaluation institutions.



## **4. Education and awareness-raising on gender equality**

### **Internal documents**

The values and principles to which the University commits (transparency, non-discrimination, fairness, equal opportunities, diversity, etc.) and which are incorporated into its internal documents play an important role in setting gender equality. However, awareness raising and public statement of the University and fostering of these values in publicly accessible documents such as annual reports, website, etc., also play an essential role.

Education and awareness raising will be one of the priorities of the new communication with employees, not only in the field of equal opportunities. Based on an internal audit of the procedures for the protection of employees' rights, including equal opportunities principles, conducted in October 2021, it was verified that TBU in Zlín has well-established formal procedures and processes in its internal rules and regulations. However, the weakness is the low coherence of some of the procedures and low or no awareness of these opportunities among students and staff.

### **Communication**

Everyday communication and the language used therein both play an important role in shaping general attitudes, stereotypes and inequalities. The use of gender-balanced language in verbal, non-verbal and visual communication contributes to the elimination of these inequalities, stereotypes and implicit prejudices. The language should serve to give the disadvantaged/underrepresented groups greater visibility in the University environment. Communication in this area should also be supplemented by information campaigns and awareness-raising events (e.g. interviews with representatives of these groups, videos or leaflets) on the topics of discrimination, ethically inappropriate behaviour, reconciliation of family and working life, etc.

### **Educational events**

Theme-based seminars and workshops should be organised for different target groups at the University – for students and staff at all levels and in all categories: top management, middle management, administration, academic and research staff, members of evaluation and selection committees, early career researchers, etc.

Our educational activities will focus on gender equality in science and academic careers; gender equality policy; diversity management; reconciling family and working life; gender stereotypes, unconscious bias and evaluation; sexual harassment and gender culture in organisations, gender sensitive education, etc.

Awareness raising and education on the issue is needed in all areas, which is why it runs through most of the chapters of this document.

## **Goals**

1. Raise awareness of gender issues, deepen gender sensitivity, eliminate implicit prejudices and stereotypes.
2. Use gender-sensitive language across the University.
3. Support gender equality in the institution on the part of the Management Board.
4. Conduct regular surveys among staff and students.
5. Integrate gender equality into the internal rules and regulations of TBU in Zlín and its component parts.

## **Tools:**

- Organization of training courses and seminars for students.
- Organization of staff training and seminars for employees.
- Revision of the visual and linguistic levels of communication (TBU website, social media profiles, promotional materials, documents).
- Preparation of an internal guideline on gender issues (sensitive communication, selection procedures and recruitment interviews, teaching and learning materials, etc.).
- Public declaration of support on the website of TBU in Zlín – commitment to the principles of creating an equal, fair and safe environment; and to dealing with any problems.
- Inclusion of gender-specific/conforming questions in regular surveys.
- Revision of the Rules Governing Selection Procedures for Academic Staff Positions at TBU in Zlín.
- Revision of the Rector's Directive SR/7/2020 – Principles of the Policy for Equal Opportunities at Tomas Bata University in Zlín.

## 5. Reconciling family and working life

TBU in Zlín has been trying to focus on this issue for several years to prevent its employees from facing the difficult choice of whether to devote themselves to family or work, or how to combine these two key components of life. We are aware of the fact that this is an important topic not only at the individual level, but also from the employer's perspective, as employee satisfaction is closely linked to job performance and loyalty.

In the Work Regulations of Tomas Bata University in Zlín, we address the employment conditions of employed women in a separate provision so that their equal status in all areas of working life is achieved. At the same time, the employer's obligation to set employment conditions for the possible performance of work in accordance with the employees' maternity mission is enshrined in the document.

Employees are offered flexible working hours, part-time work, six weeks of leave for non-academic staff, and the possibility of taking unpaid leave in addition to annual leave.

An important employee benefit for parents is the existence of the TBU Nursery School. The TBU Nursery School helps to reconcile family life with employment as much as possible. It offers its services for two-year-old children and older, and the hours of operation are set to meet the time requirements of TBU's staff and students who are parents.

### Goals

1. Support employees in balancing work and personal life.
2. Optimise conditions for the use of flexible forms of work.
3. Create a family-friendly working environment.
4. Prepare and implement a policy to promote reconciliation of family and working life.

### Tools:

- Taking into account the needs of parents and caregivers when organizing work at the workplace.
- Scheduling of the return of parents from maternity leave (hereinafter referred to as the "ML") and parental leave (hereinafter referred to as the "PL"), after long-term illness, unpaid leave, etc.
- Review and update of the Work Regulations of TBU in Zlín – enshrining of the scope of basic and flexible working hours.
- Support for the activities of the TBU Nursery School, including the events for employees and their families (Lighting Up of the TBU Christmas Tree, Junior University, events organized by the TBU Nursery School, etc.).
- Organization of training focused on reconciling family a working life.
- Work-life balance policy posted on the website of TBU in Zlín.

## 6. Representation of women in leadership positions

In this strategic area, the focus should be on promoting women and underrepresented groups in leadership and decision-making positions, and on supporting the representation of women in academic positions of Associate Professor and Professor.

The activities and measures aim to overcome barriers, strengthen the position and competences of underrepresented gender, parents. These are forms of support aimed at the development of skills, knowledge or strengthening career aspirations.

In general, gender equality and diversity contribute to fair conditions for professional development and career advancement. Transparent rules and practices, where prejudices, stereotypes or nepotism do not play a role, contribute to creating an environment where everyone has an equal chance to participate in decision-making.

In an environment where women and underrepresented groups are not as empowered (see the above-mentioned data), it is important to gain the necessary competencies, boost self-confidence and acquire the ability to cope with obstacles. This can be achieved through a combination of several activities – e.g. by organising workshops focused on leadership, clarifying priorities and strategies for reconciling family and working life, or acquiring skills and knowledge for entry into managerial positions.

University's senior management can play an important role in influencing the culture of the institution and contributing to creating an inclusive environment. Examples include publicly espousing the values of gender equality, supporting underrepresented genders or groups, highlighting their achievements, etc.

In a fair and equitable environment, employees feel more belonging, motivation and satisfaction, work more creatively and effectively, and collaborate more.

### Goals

1. Promote equal representation of women in management, advisory and decision-making bodies at TBU in Zlín.
2. Monitor equal working and remuneration conditions.
3. Support women in scientific careers.
4. Give women and underrepresented groups greater visibility in leadership positions at all levels of communication at TBU.

### Tools:

- Organization of leadership training – offering workshops on management as part of the University-wide range of educational activities.
- Monitoring of the composition of TBU bodies – collection of gender-segregated data.
- Provision of open information on nomination processes and opportunities to run for managerial positions.
- Regular collection and evaluation of data on income by gender; publishing of statistics regarding the TBU senior management.

- Formalisation of the Career Code, focusing particularly on increasing the habilitation and professorial appointment procedure rate.
- Monitoring of the numbers of habilitation and professorial appointment procedures relating to women.
- Presentation of underrepresented gender and groups in leadership positions on the website of TBU in Zlín, social networks and in the media.
- Presentation of female experts and specialists and their career achievements.
- Presentation of gender representatives in unconventional roles.

## 7. Staff recruitment and equal opportunities

The Rectorate's HR office handles recruitment and hiring procedures at TBU in Zlín centrally. This ensures a uniform approach to the announcement of selection procedures, communication with job applicants and the way the recruitment process is evaluated.

At the end of 2020, the Rules Governing Selection Procedures for Academic Staff Positions at TBU in Zlín (hereinafter referred to as the "Rules") was revised; it provides for the participation of a representative of the Human Resources office as an advisory voice at the meetings of selection committees and personal interviews with candidates. The aim of this step is to provide expert HR advice to members of selection committees, to monitor the fairness and transparency of the hiring process and to ensure equal opportunities for all those interested in working at the University.

The Rules also emphasise the maintenance of maximum transparency, which is determined by the vote of the selection committee on the recruitment of new staff. Eligibility requirements in the form of achieved education and qualifications, scientific degree, time of work experience, quality of R&D and creative activity and language skills are now the key criteria.

The composition of the committee is regulated by the Rules in terms of expertise and affiliation with the Faculty/University bodies (the members of the committee are appointed by the announcing entity and include: the Chairperson, an academic or a researcher from the relevant constituent part, a representative of the Academic Senate (hereinafter referred to as the "AS") of the Faculty or the AS of TBU in Zlín, an academic staff member from the relevant TBU component part, an expert from outside the respective TBU component part with relevant expertise). The Rules do not favour the composition of the committee according to gender criteria over the condition of the professional expertise of the members, their affiliation to the desired workplace, etc.

The filling of non-academic positions at the University is not regulated by any internal regulation except the Director's Directive No. 04/2020 – Rules and Procedures for Researcher Staff Positions at TBU, which has been issued at the University Institute.

### Recruitment data

Until now, it has only been possible to track gender-segregated data through SAP IS for the number and composition of newly employed staff at TBU in Zlín.

Since 2020, data have been collected more systematically, tracking both the number of applicants and the number of recruits by gender (in 2020, there were 57% of female applicants within the 66 applicants for employment, and 50% of the recruits were women). The data show a general trend of higher interest of women in administrative positions and higher interest of men in technical and IT professions.

Even so, the data tracking needs to be expanded to include additional data – gender composition by staff category, differences between different component parts and constituent parts of the University, trends over the years, etc. It will then be possible to better evaluate information on the interest of female and male candidates in different professions as well as the percentage of

women and men recruited for different types of positions, even in comparison with the situation on the labour market in the Czech Republic.

In the following period, it is necessary to present job offers at TBU in Zlín in such a manner as to make them attractive to all potential applicants – not only from a gender perspective, but also with regard to age, experience and merit, nationality, membership of a minority or underrepresented group.

Such an environment can attract talented people not only from the Czech Republic, but also from abroad. At the same time, by including the gender equality principles in the recruitment process, the risk of departures and turnover among employees can be reduced.

## **Goals**

1. Upgrade the presentation of job offers at TBU in Zlín to make them attractive to both women and men.
2. Establish rules for transparent and fair process of selection.
3. Collect and monitor gender-segregated data in recruitment.

## **Tools:**

- Use of gender-balanced terminology/correctness in advertising texts.
- Preparation of a standardised advertisement template for the needs of TBU in Zlín (taking into account the working environment, social benefits, well-being).
- Preparation of an internal guideline on gender issues – see Goal 3.
- Ensuring an appropriately balanced composition of selection committees (revised Rules Governing Selection Procedures for Academic Staff Positions at TBU in Zlín) – efforts for representation of men and women in committees.
- Setting of rules of recruitment also for non-academic positions.
- Organization of training courses for selection committee members on implicit prejudices and stereotypes in the evaluation of candidates.

## 8. Equal opportunities in science and research

In this strategic area, the focus should be on offering specific programmes and activities for early career researchers or groups that are underrepresented or disadvantaged at the University or in the given field of expertise. The aim is to promote equal opportunities in science and research as well as individual support to complement measures at institutional level and to overcome the barriers faced by these target groups.

The representation of women among Master's students has been rather stagnant over the last 10–11 years (in 2017 at almost 60%), while among doctoral students it is on an upward trend (currently 45%). However, in the long term, this situation does not affect the situation in research itself: The biggest drop in the representation of women in the imaginary study-professional pathway is among doctoral graduates and researchers themselves (a loss of 13.8 percentage points)<sup>8</sup>.

TBU in Zlín does not have a career code for academic staff at the institutional level. The process of career advancement, development and remuneration is part of the responsibility of the respective TBU component parts, which also set remuneration incentives in their own manners, depending on the results achieved. The pre-condition is that these incentive tools must respect the University-wide system of evaluating members of the academic staff (hereinafter referred to as the “AS”) and researchers (hereinafter referred to as the “R”) as well as the Salary Regulations of TBU in Zlín currently in force.

The system of the evaluation of academic staff and researchers is embedded in the Rector's Directive which regulates both AS/R work areas (pedagogical, R&D and creative, managerial and other activities) that are subject to evaluation, and their specific scope, content, the manner of evaluation in the so-called “work performance points” and the feedback implementation system itself. The purpose of the evaluation system is to provide all employees with systematic and objective feedback on their work activities, as well as identify barriers and opportunities for further development. Regular interviews between chief executives and employees are the key component of the evaluation system, where an employee career plan is defined and evaluated for a period of 1 to 2 years. This is monitored at the level of the Head of the Department and the Dean of the relevant Faculty. The faculties, in accordance with their career schemes, individually allow free participation in educational programmes, participation in academic mobility abroad, study leaves and adjustment of work duties.

In 2021, TBU in Zlín established a Programme to Support the Transition of PhD Graduates to Employment at Their Early Academic Career at TBU in Zlín. This Programme takes into account maternity and parental leaves, long-term illness or time spent on a long-term mobility abroad. It also allows for a reduction in working hours if the postdoctoral employee is caring for a child or a dependent.

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<sup>8</sup> Source: <https://genderaveda.cz/zeny-ve-vedel/>



## **Goals**

1. Provide support to postdoctoral employees.
2. Promote equal opportunities for researchers.

## **Tools:**

- Revision of the postdoctoral employee support programme – SR/9/2021.
- Monitoring of the representation in the programme by gender.
- Increasing of the transparency in selection procedures for scientists, see Staff recruitment and equal opportunities (Chapter 7),
- Support of diversity during the formation of project teams.
- Equal opportunities awareness/training for senior supervisors.

## **9. Measures aimed at preventing sexual and gender-based harassment**

The Code of Ethics of TBU in Zlín, which is a binding rule for all employees and students, enshrines the principles of gender equality and conduct that does not allow any sexual or gender-based harassment.

Behaviour that is of a sexual nature and which has the intention or effect of reducing a person's dignity and creating an intimidating, hostile, humiliating, degrading or offensive environment, or which may reasonably be perceived as a condition for a decision affecting the exercise of rights and obligations arising from legal relationships, is defined as particularly unacceptable behaviour at TBU by the Rector's Directive SR/7/2020 Principles of the Policy for Equal Opportunities at Tomas Bata University in Zlín.

In the period ahead, the University will focus not only on fine-tuning formal procedures and strategies, but also on implementing preventative measures such as workshops and training courses for students and staff across all categories. This includes raising awareness of the issue through communication campaigns, promoting the activities of the Counselling Centre and its services, and presenting the activities and competencies of the Ombudsperson or the Ethics Committee of TBU in Zlín.

Tomas Bata University in Zlín, together with other Czech universities, has joined a centralised development project entitled "Social Security at Czech Universities in the Context of Academic Ethics". Within the project we will map current trends in the field of social security at Czech and foreign higher education institutions, analyse the needs of relevant target groups and use proven experience from elsewhere. At the time this document was being prepared, it was unclear whether the project would be approved, but even without such an umbrella, the University will strive to promote a safe, fair and ethical environment in the above-mentioned areas.

### **Goals**

1. Prepare a concept of social safety at TBU in Zlín.
2. Raise awareness of the topic of social safety in the University environment.
3. Monitor and identify, on a periodic basis, latent conflict potential.
4. Specify competences and promote activities of the Ombudsperson at TBU in Zlín in the field of social safety.

### **Tools:**

- Preparation of a guideline on how to identify inappropriate behaviour and what to do if inappropriate behaviour is identified.
- Implementation of workshops and training courses conducted on the topic of social safety for both academic and non-academic communities.
- Inclusion of issues aimed at identifying latent gender-related conflicts in regular surveys (see also Goal 6 of the Action Plan).

- Specification of the Ombudsperson's competences.
- Raising awareness of the Ombudsperson's activities.

## 10. Why promote gender equality at TBU in Zlín

The journey towards gender equality, diversity and equity is a long-term process. It requires a change in the approach, thinking and actions taken by the institution, but also by individuals in everyday reality. We are aware of the fact that we are at the beginning of a difficult process, but we are confident that, thanks to the goals and the action plan, we will succeed in building an environment at TBU in Zlín that supports diversity at all levels and within all organisational units. At the same time, we want to make a change, step by step, in these areas:

### Better working conditions for all:

- Setting up fair conditions for professional development and career advancement.
- Diversity of the environment in terms of gender, age, experience, etc. brings enhancement and a wide range of perspectives and life experiences to working teams and management.

### Social responsibility:

- Gender equality is an integral part of the concept of socially responsible research (for more information see <https://ec.europa.eu/programmes/horizon2020/en/h2020-section/responsible-research-innovation>).
- Science that produces knowledge that is useful and applicable to all, and that responds to the needs of all groups in society, is more credible.
- The diversity of working groups reflects the diversity of the society as a whole.

### Quality and innovation:

- Enhancement of the quality of science through the diversity of scientific teams – opening up to new ideas and innovative approaches.

### Good reputation, competitiveness and new research opportunities:

- Enhancement of the good reputation of the University by committing to the values of gender equality and by reflecting them in the internal processes of the University.
- It is standard practice in the international environment to focus on human resource development and the promotion of gender equality.
- At present, many grant applications are already conditional on an active gender equality policy in the institution.

### Economic benefits:

- Reduced risk of wasting human resources and skilled workers – e.g. the outflow of women from scientific professions after completing their doctoral studies, after maternity and parental leave.
- Transparent processes and the removal of gender stereotypes will lead to the selection, attraction and retention of talented people.
- A precondition for participation in grant competitions.

### Legislative obligations:

- The necessity to comply with commitments and obligations arising from legislation and national and international policy.

## **Conclusion**

In order to make the steps we plan to take within the TBU Gender Equality Plan in the coming years more clear and understandable, we have prepared an Action Plan for the GEP 2022 – 2025, which is presented on the following pages.

The Action Plan summarises all the proposed measures for each of the areas under consideration, clearly articulating the main goals, measures and activities, and setting them within a timeframe. At the same time, it sets indicators for individual activities, the fulfilment of which can be monitored over the years.

## Additional information

The GEP was prepared by the Human Resources Development of TBU in Zlín in cooperation with other constituent parts of TBU in Zlín.

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## ACTION PLAN FOR THE GEP 2022 – 2025

## MEASURES PROPOSED

Field	Goal	Measure – action/activity	Target group	Time schedule / period	Indicator	Person/ constituent part in charge	Type of change <sup>i</sup>
GEP staffing	1. Ensuring the preparation, coordination, implementation and monitoring of GEP activities	<ul style="list-style-type: none"> <li>Creation of the job position of Human Resource Development Specialist</li> </ul>	Staff, students	Job position created in the 4 <sup>th</sup> quarter of 2021	Permanent job position	HRD, Rector	Institutional
	2. Establishment of the Committee for Equal Opportunities	<ul style="list-style-type: none"> <li>Ensuring a gender-balanced committee</li> </ul>		2022	Committee established, Rules of Procedure		
Education and awareness-raising on gender equality	3. Raising of awareness of gender issues, deepening of gender sensitivity, elimination of implicit prejudices and stereotypes	<ul style="list-style-type: none"> <li>Organization of training sessions and seminars for students*</li> </ul>	Staff, students	Twice per year	Training event held / participation	HRD	Interpersonal
		<ul style="list-style-type: none"> <li>Organization of training sessions and seminars for staff*</li> </ul>		Twice per year	Training event held / participation		
	4. Use of gender-sensitive language across the University	<ul style="list-style-type: none"> <li>Revision of the visual and linguistic level of communication (university web presentation, social networks, promotional materials, documents)</li> <li>Preparation of an internal guideline on gender issues (sensitive communication,</li> </ul>	Staff, students, general public	Continuously	Gender-balanced communication - checklist containing comparison	HRD	Symbolic Institutional
		Staff, students	2025	Guideline on gender issues	HRD		

		selection procedures, evaluation interviews, teaching materials, etc.)					
	5. Support of gender equality in the institution by the Management Board	<ul style="list-style-type: none"> <li>Public declaration of support on the website of TBU in Zlín – commitment to the principles of creating an equal, fair and safe environment</li> </ul>	Staff, students, general public	2022	Posting of the GEP on the website of TBU in Zlín	HRD, Rector	Institutional
	6. Regular surveys conducted among employees and students	<ul style="list-style-type: none"> <li>Inclusion of gender-oriented/correct questions in regular surveys</li> </ul>	Staff, students	Continuously	Questions correct in terms of gender, gender-oriented surveys	HRD, Assistant to Vice-Rector for Quality Management	Interpersonal
	7. Inclusion of principles of gender equality in internal rules and regulations of TBU in Zlín and its component parts	<ul style="list-style-type: none"> <li>Revision of the Rules Governing Selection Procedures for Academic Staff Positions at TBU in Zlín</li> <li>Revision of the SR 7/2020 – Principles of the Policy for Equal Opportunities at Tomas Bata University in Zlín</li> </ul>	Participants in selection procedures**, members of committees, staff, students	2025	Revised internal rules and regulations	HRD, Internal Audit, Legal Services	Institutional
Reconciling family and working life	8. Supporting employees in reconciling their family and working lives	<ul style="list-style-type: none"> <li>Taking into account the needs of parents and carers in the organization of work at TBU constituent parts</li> <li>Planning the return of parents to work after maternity/parental leave, long-time illness, unpaid leave, etc.</li> </ul>	Staff	Continuously	Setting of rules for processes	HRD, relevant constituent parts	Institutional
				2023	Manual for returning after maternity/parental leave, long-time illness, unpaid leave		Interpersonal
	9. Optimization of the conditions for the use of flexible forms of work	<ul style="list-style-type: none"> <li>Revision and update of the Work Regulations of TBU in Zlín – setting of the extent of</li> </ul>	Staff	2023	Revised regulation,	HRD, Legal Services	Institutional



		the basic and flexible part of the working hours			revised internal documents		
	10. Creating of a family-friendly working environment	<ul style="list-style-type: none"> <li>Support for the activities of the TBU Nursery School, support for events intended for employees and their families (Lighting Up of the TBU Christmas Tree, Junior University, events organized by the TBU Nursery School, etc.)</li> </ul>	Staff	Continuously	Number of children in the TBU Nursery School, number of events for families with children	TBU Nursery School, HRD, Marketing and Communications, Vice-Rector for Internal and External Relations	Interpersonal
	11. Preparation and implementation of a policy to support the reconciliation of family and working life	<ul style="list-style-type: none"> <li>Organization of staff training related to the reconciliation of family and working life</li> <li>Posting of the policy of support for the reconciliation of family and working life on the website of TBU in Zlín</li> </ul>	Staff	Twice per year  2023	Training event held/participation  Posting of the policy on the website of TBU in Zlín  Supporting information materials (brochures, leaflets, etc.)	HRD	Interpersonal
<b>Representation of women in leadership positions</b>	12. Support for the representation of women in management, advisory and decision-making bodies of TBU in Zlín	<ul style="list-style-type: none"> <li>Organization of staff training in the managerial skills – offer of management workshops at TBU within the institutional offer of educational activities</li> <li>Monitoring the composition of TBU bodies in Zlín – collection of gender-segregated data</li> </ul>	Staff	Twice per year  Annually	Training event held/participation  Statistics	HRD  HRD, Strategic Development – Analyst	Interpersonal

	<ul style="list-style-type: none"> <li>Open provision of information about nomination processes, possibilities of running for managerial positions</li> </ul>		Continuously	Number of nominations announced	HRD, relevant constituent parts	
13. Monitoring of equal working conditions and salary rules	<ul style="list-style-type: none"> <li>Regular collection and evaluation of data on salaries sorted by gender, publication of statistics of the Management Board of TBU in Zlín</li> <li>Provision of information to senior executives regarding the setting of fair remuneration*</li> </ul>	Staff	Annually  Twice per year	Statistics, analyses  Training event held/participation	HRD, Strategic Development – Analyst	Institutional
14. Support of women pursuing a scientific career	<ul style="list-style-type: none"> <li>Formalization of the Career Regulations, particularly focusing on an increase in the number of habilitation/professorial appointment procedures</li> <li>Monitoring of the number of habilitation/professorial appointment procedures where the candidates are women</li> </ul>	Staff	2025  Continuously	Elaboration of Career Regulations  Statistics	HRD, relevant constituent parts	Institutional
15. Giving greater visibility to women and to underrepresented groups holding leadership positions in all communication activities of the University	<ul style="list-style-type: none"> <li>Presentation of women and underrepresented groups holding leadership positions on the TBU website in Zlín, social networks and in the media</li> <li>Presentation of female experts and specialists and their career achievements</li> </ul>	Staff, students	Continuously	Overview of activities  Number of interviews, articles, etc.	HRD Marketing and Communications, Press Office	Symbolic

		<ul style="list-style-type: none"> <li>▪ Presentation of gender representatives in non-traditional roles</li> </ul>					
<b>Staff recruitment and equal opportunities</b>	<p>16. Improving the presentation of vacancies at TBU in Zlín in order to make them attractive for both women and men</p>	<ul style="list-style-type: none"> <li>▪ Use of gender-balanced terminology / correctness in the texts of advertisements</li> <li>▪ Creation of a standardized sample of advertising for the needs of TBU in Zlín (taking into account the working environment, social benefits, well-being)</li> </ul>	<p>Staff, general public, candidates seeking employment at TBU in Zlín</p>	<p>Continuously  2022</p>	<p>Use of correct language in advertisements  Standardized advertisement</p>	<p>HRD</p>	<p>Institutional  Symbolic</p>
	<p>17. Establishing of rules for a transparent and fair selection procedure</p>	<ul style="list-style-type: none"> <li>▪ Preparation of an internal guideline on gender issues – see Goal 3</li> <li>▪ Ensuring of a reasonably balanced composition of selection committees (revision of the Rules Governing Selection Procedures for Academic Staff Positions at TBU in Zlín) – efforts aimed at ensuring of representation of both men and women in the committees</li> <li>▪ Setting of recruitment rules for non-academic positions</li> <li>▪ Organization and training of selection committee members in matters of implicit prejudices, stereotypes in the evaluation of candidates</li> </ul>	<p>Staff, members of selection committees</p>	<p>2025  2022  2022  Twice per year</p>	<p>Guideline on gender issues  New regulation for selection procedures related to academics Recruitment Strategy  Training event held/participation</p>	<p>HRD  HRD, Legal Services  HRD  HRD</p>	<p>Institutional</p>

	18. Collection of gender-segregated data in recruitment and monitoring	<ul style="list-style-type: none"> <li>Monitoring and regular evaluation of recruitment data as regards equal opportunities</li> </ul>	Staff	Annually	Statistics	HRD	Institutional
Equal opportunities in science and research	19. Provision of support to post-docs	<ul style="list-style-type: none"> <li>Revision of the programme of support for post-docs – SR/9/2021</li> <li>Monitoring of the representation of genders in the programme</li> </ul>	Staff	2023  Continuously	Updated Directive  Statistics	HRD, relevant constituent parts	Institutional
	20. Support of equal opportunities for researchers	<ul style="list-style-type: none"> <li>Increase in the transparency of selection procedures seeking candidates for research positions – see Staff Recruitment and Equal Opportunities (Chapter 7)</li> <li>Support of diversity during the formation of project teams</li> <li>Awareness/education for supervisors in the area of equal opportunities *</li> </ul>	Staff	2022  Continuously  Annually	Recruitment strategy  Statistics  Training event held/participation	HRD  HRD, team creators  HRD, relevant constituent parts	Institutional
Measures aimed at preventing sexual and gender-based harassment	21. Preparation of a concept of social safety at TBU in Zlín	<ul style="list-style-type: none"> <li>Preparation of a manual for identification of inappropriate behaviour and listing of steps to be taken in case of identification of inappropriate behaviour</li> </ul>	Staff, students	2024	Manual	HRD	Institutional
	22. Raising of awareness of the topic of social safety in the university environment	<ul style="list-style-type: none"> <li>Organization of workshops and staff training on the topics processed for the academic and non-academic community *</li> </ul>	Staff, students	Twice per year	Training event held/participation	HRD, TBU Counselling Centre	Interpersonal

	23. Regular monitoring and identification of potential latent conflicts	<ul style="list-style-type: none"> <li>▪ Inclusion of questions oriented towards the identification and resolution of latent gender-related conflicts in regular surveys (see also Goal 6)</li> </ul>	Staff, students	Continuously	Surveys carried out	HRD, Assistant to Vice-Rector for Quality Management	Interpersonal
	24. Specification of competences and promotion of activities carried out by the Ombudsperson at TBU in Zlín in the field of social security	<ul style="list-style-type: none"> <li>▪ Specification of the Ombudsperson's competence</li> <li>▪ Promotion of the Ombudsperson's activities</li> </ul>	Staff, students	2023	Revised internal regulations Supporting information materials	HRD, TBU Counselling Centre, Ombudsperson, Ethics Committee	Institutional

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<sup>i</sup> **Types of change:**

**INSTITUTIONAL**     Setting of conditions, rules and processes to be applied at the University (e.g. work organization, systems, setting of working conditions, rules for selection procedures, evaluation processes, etc.)

**SYMBOLIC**         Culture of the working environment (e.g. values, norms, communication, language used, etc.)

**INTERPERSONAL**   Relationships, attitudes and behaviour (e.g. everyday interaction in the workplace, distribution of roles, teamwork)

\* Awareness-raising events (training courses, workshops, etc.) completed within one coherent educational block.

\*\* Selection procedure