

# Gender Equality Plan

University of South Bohemia  
in České Budějovice

2025

2028



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

[www.jcu.cz](http://www.jcu.cz)

# Vision

**The University of South Bohemia wishes to be:**

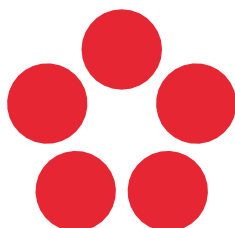
- a sought-after friendly university with a motivating learning and working environment
- a competitive university in Europe and the world
- a university with an unmistakable identity that benefits the city and the region
- an academic institution supporting students and staff

# Mission

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The University of South Bohemia in České Budějovice (USB), as a top centre of education, independent knowledge and creative activity, is oriented towards the scientific, cultural, social and economic development of society and its activities fulfil the mission of a university higher education institution according to Section 1 of the Higher Education Act: it develops education, supports independent knowledge and creative activity in research and development and actively fulfils its social responsibility in the cultural, economic, social and environmental field.

As a research organisation, USB's main mission is to independently conduct basic and applied research or experimental development and to publicly disseminate the results of these activities through teaching, publications or knowledge transfer. Educational and related scientific and research, development and innovation, artistic or other creative activities are developed at the USB in the natural sciences, agriculture, humanities, social sciences and health, at an international level. In addition to educational and creative activities, USB also carries out complementary activities to help fulfil the USB mission.



# Values

## Professionalism

The University of South Bohemia relies on highly qualified and competent staff in all areas of its activities.

## Ambition

The University of South Bohemia is a responsive institution and aims high in all areas of its activities.

## Responsibility

The University of South Bohemia is committed to social responsibility and the principles of sustainable living.

## Integration

The University of South Bohemia connects internal and external partners and is a free environment for the expression and implementation of their ideas.

## Openness

The University of South Bohemia subscribes to the principles of democracy and freedom and is open to accepting and sharing new ideas and approaches, as well as forging new partnerships.

## Internationalisation

The University of South Bohemia relies on international cooperation to achieve its mission.



## Table of Contents

1	Introduction and context .....	5
2	Evaluation of the implementation of the USB Gender Equality Plan for 2021–2024.....	6
3	Monitoring, statistical data.....	10
	Adjusted number of employed persons in terms of gender representation by education category.....	11
	Number of newly appointed professors, associate professors and assistant professors .....	13
	Representation of women and men in management positions .....	22
	Use of part-time employment contracts.....	23
	Numbers of applicants, students and graduates from the perspective of representation of women and men .....	27
	Doctoral studies .....	33
	Student departures .....	39
	Student arrivals .....	40
	Problematic statistical data .....	42
4	Strategy.....	43
	Vision .....	43
	Responsibility .....	43
	Sources .....	43
5	Implementation plan.....	44
	Organisational and administrative area .....	45
	Work-life balance and organisational culture.....	47
	Gender balance in leadership and decision-making .....	48
	Area of Gender equality in recruitment and promotion .....	49
	Gender mainstreaming in research and instruction .....	50
	Area of action against gender-based violence, including sexual harassment.....	51
6	List of abbreviations .....	52

# 1 INTRODUCTION AND CONTEXT

The USB Gender Equality Plan of the University of South Bohemia in České Budějovice (USB) for 2025–2028 is a continuous continuation of the plan for the period 2021–2024 and is the second strategic document of USB, a tool for human resources management with an emphasis on equal opportunities, not only in terms of gender, but also age, life stage, position held, equal pay, etc.

The implementation period is 2025–2028. This four-year cycle has been set to take into account the standard terms of office of USB management. It is therefore true that the new leadership, which took office on 1 April 2024, is already involved in setting the gender policy and developing new measures and undertakes the responsibility for their implementation throughout their term of office (31 March 2028).

The USB Gender Equality Plan for 2025–2028 is consistent with relevant documents in this area, in particular:

- USB Strategic Plan for 2021–2030,
- Strategy for Gender Equality 2021–2030 (Office of the Government of the Czech Republic).

The basic structure and content of the document are set according to the methodological recommendations<sup>1</sup> of the [National Contact Centre – Gender and Science](#) (NKC – Gender and Science) to which a great debt of gratitude is owed for all available inspirational materials, consultations, training offers and networking partners for creating a fair working and learning environment in research and higher education institutions.

The USB Gender Equality Plan for 2025–2028 does not include an overall institutional analysis of documents as the previous plan. Documents that variously touch on human resource management, rights and responsibilities, career advancement, ethical values, and issues or procedures for undesirable behaviour are continuously posted or updated on the [USB Social Welfare website](#).

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<sup>1</sup> [How to change: gender equality in the institution](#)  
[How to monitor and evaluate gender equality plans](#)  
[How to have a safe and respectful working and learning environment](#)  
[Training module](#), etc.

## 2 EVALUATION OF THE IMPLEMENTATION OF THE USB GENDER EQUALITY PLAN FOR 2021–2024

Beyond the outputs listed below, it is important to highlight the activities in the area of integrating the gender dimension into the research content, specifically the publication of [Annexe No 2 to the USB Rector's Decision on the establishment of the USB Ethics Committee \(R 253\)](#) and the [Methodological Guideline to Annexe No 2 to the Rector's Decision R 523](#). These documents define the remit of the USB Ethics Committee (whose main role is to assess compliance with the USB Code of Ethics) and of the faculty ethics committees (who issue opinions and recommendations on proposals for research projects or studies involving human participants or identifiable biological material or data).

Since 2009, MEYS has been awarding the Milada Paul Award for Lifetime Contribution to Science. Each year is focused on a different field of work. In 2023, the competition focused on the field of bioeconomics. [The Milada Paulová Prize for 2023 was awarded to doc. Ing. Eva Cudlínová, CSc.](#), from the USB Faculty of Economics. For the year 2024, focused on the field of psychology, USB nominated prof. PaedDr. Iva Stuchlíková, CSc., from the USB Faculty of Education.

Activity	Output	Implementation period	Evaluation	Prepared by/Responsibility	Recommendations
Adoption of the draft of the USB Gender Equality Plan for the period 2021–2024 at the level of the USB management, USB Academic Senate, management of USB faculties	Approved USB Gender Equality Plan for 2021–2024	2021	Fulfilled (indicator RIZ_14_V_D according to SZ USB 2021+) Ethics Committee: 30.8.2021 USB management: 31.8.2021 Rector's Board: 21.9.2021 Scientific Board: 6. 10. 2021 Academic Senate: 19. 10. 2021 Board of Trustees: 20. 10. 2021	Vice-Rector for Development + Strategy and Development Office	Develop area 5 (consultation with NKC – Gender and Science),
Published USB Gender Equality Plan for 2021–2024 on the USB website	USB Gender Equality Plan for 2021–2024 on the USB website	2021	Fulfilled Available <a href="#">here</a> Available <a href="#">here</a>	Vice-Rector for Development + Strategy and Development Office	Place the updated USB Gender Equality Plan for the next period in the same section of the website (the link is used by units as proof of the existence of the document)
Translation of the USB Gender Equality Plan 2021–2024 into English and its publication on the USB website	English translation of the USB Gender Equality Plan 2021–2024 and its subsequent publication on the USB website	2021	Fulfilled Available <a href="#">here</a>	Vice-Rector for Development + Strategy and Development Office + Translation Coordinator	Place the updated translation of the Gender Equality Plan for the next period in the same section of the website (the link is used by units as proof of the existence of the document)

Activity	Output	Implementation period	Evaluation	Prepared by/Responsibility	Recommendations
Establishing contacts with relevant partners, identifying conditions for training and training in gender equality plans, monitoring new developments, developing cooperation	Informal communication, sharing news (e.g. participation in the Milada Paul Award) External analysis of the Gender Equality Plan	2021–2024	Fulfilled – ongoing NKC – Gender and Science Technology Agency of the Czech Republic Czech Science Foundation PHEI (project platforms and contact persons) Institute of Sociology, Academy of Sciences	Vice-Rector for Development + Strategy and Development Office /individually	Communicating partnerships within USB and partner offers, reviewing measures and reflecting on recommendations
Participation in the CRP 2022 (2023) project focused on strengthening ethical principles in the HEI environment	Project documentation, project outputs, social welfare website	2022–2023	Fulfilled Available <a href="#">here</a>	Vice-Rector for Development + Strategy and Development Office	Involvement in other projects related to social welfare, ethics, etc.
Implementation of courses/training/information sessions focused on the development of applications to programmes that require the inclusion of a gender dimension, including the sharing of successful practices of other applicants	Courses, training	2021–2024	No central training database – difficult monitoring, reporting The offer of free courses under the auspices of the NKC Gender and Science is available on the website	Posting the training offer – Strategy and Development Office  Participation in the training –	For example, implementing a Moodle course Staff and students covered Allocate project resources for those interested in training
Implementation of courses/training/information sessions aimed at incorporating the gender dimension into the content of instruction	Courses, training	2021–2024	No central training database – difficult monitoring, reporting The offer of free courses under the auspices of the NKC Gender and Science is available on the website	Posting the training offer – Strategy and Development Office  Participation in the training – voluntary	For example, implementing a Moodle course Allocate project resources for those interested in training
Implementation of courses/training/information sessions for senior staff to increase competencies in human resource management, with a focus on the topic of gender-balanced conditions for women and men	Courses, training	2021–2024	The offer of free courses under the auspices of the NKC Gender and Science is available on the website	Posting the training offer – Strategy and Development Office  Participation in the training – voluntary	For example, implementing a Moodle course Staff and students covered Allocate project resources for those interested in training



Activity	Output	Implementation period	Evaluation	Prepared by/Responsibility	Recommendations
<p>Creation of a section on the USB website focused on gender equality, where links to USB documents (from the institutional analysis), a link to the NKC – Gender and Science website, links to interesting articles (e.g. Universitas University magazine), news on the approach to the requirements for the inclusion of the gender dimension in research (Horizon Europe handbooks, Technology Agency of the Czech Republic), etc.</p>	<p>Social Welfare Website</p>	<p>2021–2024</p>	<p>Fulfilled <a href="#">Here</a></p>	<p>Strategy and Development Office + web management</p>	<p>Translate into English – EN version of the site – select relevant information, not all content is required. Further development and website update</p>
<p>A questionnaire survey to provide qualitative data on gender equality, identification of barriers to career advancement for women and men, suggestions for improving measures to reconcile work and family life, benefits, etc., its evaluation and discussion to incorporate the suggestions into existing measures (motivation of women to apply for leadership positions)</p>	<p>Data from the questionnaire survey (as part of the HR Award – all 5 recommended areas covered)</p>	<p>2024</p>	<p>Fulfilled</p>	<p>Vice-Rector for Development + Strategy and Development Office</p>	<p>Evaluation of the questionnaire, discussion and proposal of measures for the updated USB Gender Equality Plan for the period 2025–2028 In collaboration with the HR Award team, set up the next round of questionnaire survey and participate in its content for the purpose of monitoring the recommended areas</p>
<p>Promoting an open debate on gender equality in the context of USB's socially responsible behaviour</p>	<p>Interviews (Journal), seminars (USB Career Centre)</p>	<p>2021–2024</p>	<p>Ongoing</p>	<p>Voluntary/individual</p>	<p>Commitment to further pursue the topic</p>

Activity	Output	Implementation period	Evaluation	Prepared by/Responsibility	Recommendations
Update of the USB Gender Equality Plan for the period 2021–2024 on the basis of the ideas discussed for expanding activities to promote gender equality	Evaluation of the USB Gender Equality Plan 2021–2024 and Updated Action Plan for the next period	2021–2024	Ongoing – to be completed by 31 December 2024	Vice-Rector for Development + Strategy and Development Office	Incorporate mandatory elements <ul style="list-style-type: none"> <li>• Discussed by the authorities (same process as 2021–2024)</li> <li>• Document publication + translation</li> <li>• Breakdown into 5 recommended areas, including indicators</li> <li>• Objectives of the measures</li> <li>• Timeline</li> <li>• Allocation of human and financial resources</li> <li>• Tracking gender-segregated data</li> <li>• Training</li> </ul>
Active cooperation with the HR AWARD team, systematic coordination of activities	Questionnaire survey, sharing of materials	2021–2024	Ongoing	Vice-Rector for Development	Revision of the role of the ombudsperson, code of ethics



### 3 MONITORING, STATISTICAL DATA

In the previous period, data were selected to be continuously monitored. The following section provides only basic information, however, USB has developed data models in the Power BI environment that allow for detailed analysis or, for example, focusing on different work groups. Selected detailed graphs are also included in the overview to demonstrate the variability of the data display.

For clarity, the data series builds on the previous period or provides detail for 2023, and for 2024 if current data is available.

The report includes new data related to the monitoring of maternity, paternity and parental leave. Data that are not yet in the central record or are not currently connected to the data warehouse are not reported but are kept here for future inclusion.

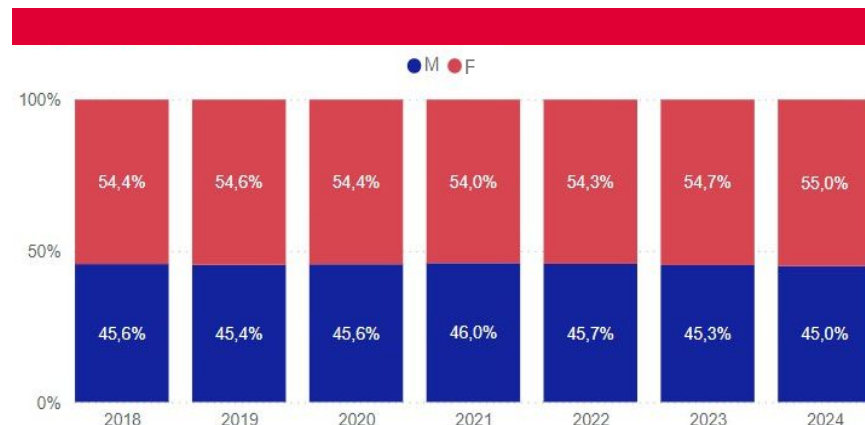
## Adjusted number of employed persons in terms of gender representation by education category

Segregated data RIZ\_04\_V\_H; benchmark 2018 /target 2025 value according to SP USB 2021+: 1 437.32/1520)

The area of Gender equality in recruitment and promotion

### 1 Adjusted number of employed persons in terms of gender representation

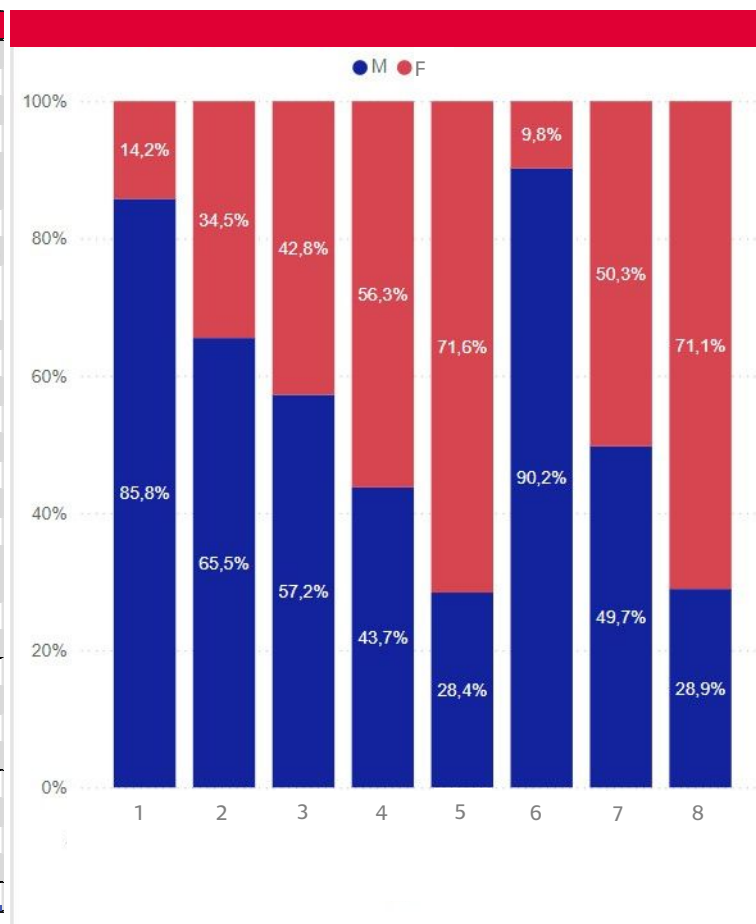
Category	2018	2019	2020	2021	2022	2023	2024
<b>1-Academic</b>	<b>636,07</b>	<b>635,35</b>	<b>633,70</b>	<b>627,98</b>	<b>657,74</b>	<b>670,62</b>	<b>683,79</b>
<b>1-Professor</b>	<b>47,29</b>	<b>46,98</b>	<b>49,73</b>	<b>60,75</b>	<b>62,92</b>	<b>67,48</b>	<b>69,52</b>
M	41,66	39,53	42,13	52,55	54,74	57,88	59,67
F	5,63	7,45	7,60	8,20	8,18	9,60	9,85
<b>2-Associate professor</b>	<b>125,52</b>	<b>124,19</b>	<b>129,39</b>	<b>146,47</b>	<b>154,78</b>	<b>149,11</b>	<b>149,29</b>
M	89,50	86,12	88,69	99,35	102,49	97,67	97,12
F	36,02	38,07	40,69	47,12	52,29	51,44	52,17
<b>3-Assistant professor</b>	<b>374,69</b>	<b>362,08</b>	<b>362,14</b>	<b>386,98</b>	<b>338,00</b>	<b>338,00</b>	<b>348,01</b>
M	198,05	191,57	192,64	218,33	193,47	193,39	199,91
F	176,65	170,51	169,50	168,65	144,54	144,60	148,10
<b>4-Assistant</b>	<b>12,14</b>	<b>15,85</b>	<b>13,32</b>	<b>14,75</b>	<b>66,08</b>	<b>71,73</b>	<b>72,29</b>
M	3,01	5,55	5,41	5,52	31,96	31,37	30,58
F	9,13	10,30	7,91	9,23	34,12	40,36	41,71
<b>5-Lecturer</b>	<b>15,93</b>	<b>16,56</b>	<b>14,81</b>	<b>16,86</b>	<b>23,93</b>	<b>26,27</b>	<b>28,02</b>
M	5,48	6,76	6,68	7,17	7,38	7,46	7,70
F	10,45	9,80	8,14	9,70	16,55	18,81	20,32
<b>6-R&amp;D teaching staff</b>	<b>60,49</b>	<b>69,69</b>	<b>64,31</b>	<b>2,17</b>	<b>12,04</b>	<b>18,03</b>	<b>16,66</b>
M	48,04	57,08	52,16	1,98	10,29	16,27	14,09
F	12,45	12,61	12,15	0,18	1,74	1,76	2,56
<b>2-Scientists</b>	<b>122,68</b>	<b>145,46</b>	<b>146,23</b>	<b>158,49</b>	<b>147,23</b>	<b>138,15</b>	<b>131,41</b>
<b>7-Scientists</b>	<b>122,68</b>	<b>145,46</b>	<b>146,23</b>	<b>158,49</b>	<b>147,23</b>	<b>138,15</b>	<b>131,41</b>
M	68,54	78,82	80,00	83,53	72,10	68,68	67,06
F	54,13	66,64	66,23	74,96	75,13	69,47	64,35
<b>3-Other (non-academic)</b>	<b>677,95</b>	<b>687,86</b>	<b>680,24</b>	<b>672,36</b>	<b>671,31</b>	<b>651,56</b>	<b>653,55</b>
<b>8-Other</b>	<b>677,95</b>	<b>687,86</b>	<b>680,24</b>	<b>672,36</b>	<b>671,31</b>	<b>651,56</b>	<b>653,55</b>
M	201,45	200,66	197,88	202,03	202,66	188,50	184,62
F	476,50	487,19	482,36	470,34	468,65	463,06	468,94
<b>Total</b>	<b>1436,69</b>	<b>1468,66</b>	<b>1460,17</b>	<b>1458,84</b>	<b>1476,28</b>	<b>1460,32</b>	<b>1468,75</b>





## 2 Adjusted number of employed persons by education and faculty category in 2023

Category	1 - FEC	2 - FAR	3 - FED	4 - FSC	5 - FFPW	6 - FTH	7 - FHSS	8 - FAT	9 - Other units	Total
<b>1-Academic</b>	<b>62,85</b>	<b>66,38</b>	<b>129,40</b>	<b>151,91</b>	<b>41,85</b>	<b>38,07</b>	<b>91,74</b>	<b>85,58</b>	<b>2,84</b>	<b>670,62</b>
<b>1-Professor</b>	<b>4,80</b>	<b>11,18</b>	<b>3,75</b>	<b>23,23</b>	<b>6,45</b>	<b>3,90</b>	<b>5,93</b>	<b>8,23</b>		<b>67,48</b>
M	3,09	9,60	2,75	21,73	6,35	3,90	4,23	6,23		57,88
F	1,71	1,58	1,00	1,51	0,10		1,70	2,00		9,60
<b>2-Associate professor</b>	<b>20,24</b>	<b>16,38</b>	<b>23,28</b>	<b>33,54</b>	<b>12,67</b>	<b>9,05</b>	<b>14,33</b>	<b>19,23</b>	<b>0,39</b>	<b>149,11</b>
M	11,67	10,62	12,20	24,04	11,04	8,05	6,23	13,83		97,67
F	8,57	5,77	11,08	9,50	1,63	1,00	8,10	5,40	0,39	51,44
<b>3-Assistant professor</b>	<b>29,35</b>	<b>35,89</b>	<b>86,46</b>	<b>58,60</b>	<b>19,17</b>	<b>21,18</b>	<b>41,64</b>	<b>43,74</b>	<b>1,96</b>	<b>338,00</b>
M	18,63	16,95	48,34	41,50	12,06	12,28	15,01	26,96	1,66	193,39
F	10,73	18,95	38,12	17,10	7,11	8,90	26,63	16,78	0,30	144,60
<b>4-Assistant</b>	<b>3,26</b>		<b>8,45</b>	<b>17,09</b>	<b>0,60</b>	<b>3,94</b>	<b>27,19</b>	<b>11,20</b>		<b>71,73</b>
M	0,72		3,74	10,39	0,60	1,44	21,12	2,36		40,36
F	2,54		4,71	6,70		2,50	6,08	8,84		31,37
<b>5-Lecturer</b>	<b>5,20</b>	<b>2,92</b>	<b>7,46</b>	<b>3,03</b>	<b>1,90</b>		<b>2,65</b>	<b>2,63</b>	<b>0,49</b>	<b>26,27</b>
M	3,20	1,25	5,43	1,30	1,90		2,62	2,63	0,49	18,81
F	2,00	1,67	2,03	1,73			0,03			7,46
<b>6-R&amp;D teaching staff</b>				<b>16,43</b>	<b>1,05</b>			<b>0,55</b>		<b>18,03</b>
M				14,67	1,05			0,55		16,27
F				1,76						1,76
<b>2-Scientists</b>	<b>1,93</b>	<b>6,09</b>	<b>1,75</b>	<b>73,25</b>	<b>41,51</b>	<b>2,98</b>	<b>4,56</b>	<b>6,06</b>		<b>138,15</b>
<b>7-Scientists</b>	<b>1,93</b>	<b>6,09</b>	<b>1,75</b>	<b>73,25</b>	<b>41,51</b>	<b>2,98</b>	<b>4,56</b>	<b>6,06</b>		<b>138,15</b>
M	1,10	1,20	0,54	42,15	17,11	0,20	3,56	3,62		69,47
F	0,83	4,89	1,21	31,11	24,41	2,78	1,01	2,44		68,68
<b>3-Other (non-academic)</b>	<b>23,77</b>	<b>18,66</b>	<b>62,90</b>	<b>98,02</b>	<b>87,99</b>	<b>21,20</b>	<b>42,39</b>	<b>49,61</b>	<b>247,02</b>	<b>651,56</b>
<b>8-Other</b>	<b>23,77</b>	<b>18,66</b>	<b>62,90</b>	<b>98,02</b>	<b>87,99</b>	<b>21,20</b>	<b>42,39</b>	<b>49,61</b>	<b>247,02</b>	<b>651,56</b>
M	18,12	16,10	50,29	74,49	44,89	20,28	33,02	28,86	177,00	463,06
F	5,65	2,56	12,61	23,53	43,10	0,92	9,36	20,75	70,02	188,50
<b>Total</b>	<b>88,55</b>	<b>91,12</b>	<b>194,05</b>	<b>323,19</b>	<b>171,35</b>	<b>62,25</b>	<b>138,69</b>	<b>141,25</b>	<b>249,87</b>	<b>1460,32</b>



## Number of newly appointed professors and associate professors

AAR Table 6.6

The area of Gender equality in recruitment and promotion

### 3 Newly appointed professors and associate professors

Year	Associate professors			Professors			Total
	Appointed at USB	Appointed to other universities	Total	Appointed at USB	Appointed to other universities	Total	
2017	12	3	15	1	1	2	17
M	10	2	12	1	1	2	14
F	2	1	3	0	0	0	3
2018	6	1	7	1	0	1	8
M	4	0	4	1	0	1	5
F	2	1	3	0	0	0	3
2019	9	2	11	1	1	2	13
M	2	0	2	0	1	1	3
F	7	2	9	1	0	1	10
2020	6	3	9	2	2	4	13
M	6	0	6	2	2	4	10
F	0	3	3	0	0	0	3
2021	7	3	10	1	0	1	11
M	7	2	9	1	0	1	10
F	0	1	1	0	0	0	1
2022	10	3	13	3	7	10	23
M	7	2	9	3	5	8	17
F	3	1	4	0	2	2	6
2023	4	4	8	2	4	6	14
M	3	3	6	2	3	5	11
F	1	1	2	0	1	1	3
<b>Total</b>	<b>54</b>	<b>19</b>	<b>73</b>	<b>11</b>	<b>15</b>	<b>26</b>	<b>99</b>



## Age structure of employed persons from the perspective of representation of women and men and the category of education

Segregated data RIZ\_05\_V\_H; benchmark 2018/target 2025 value: 45/45, AAR Table 6.2

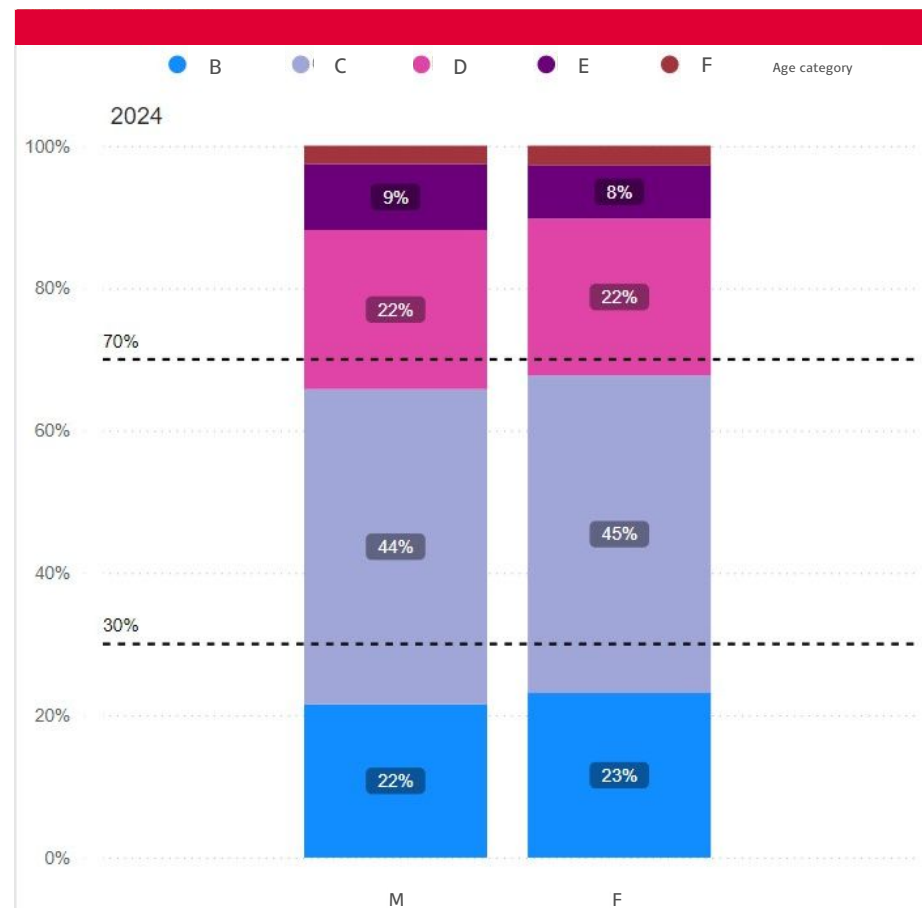
### 4 Age structure of academics

Age category	Male		Female		Total Number
	Number	%	Number	%	
A-age up to 29	10	52,6%	9	47,4%	<b>19</b>
B-age 30–39	81	55,1%	66	44,9%	<b>147</b>
C-age 40–49	191	58,8%	134	41,2%	<b>325</b>
D-age 50–59	125	58,7%	88	41,3%	<b>213</b>
E-age 60–69	97	68,3%	45	31,7%	<b>142</b>
F-age over 70	42	68,9%	19	31,1%	<b>61</b>
<b>Total</b>	<b>546</b>	<b>60,2%</b>	<b>361</b>	<b>39,8%</b>	<b>907</b>



5 Age structure of assistant professors

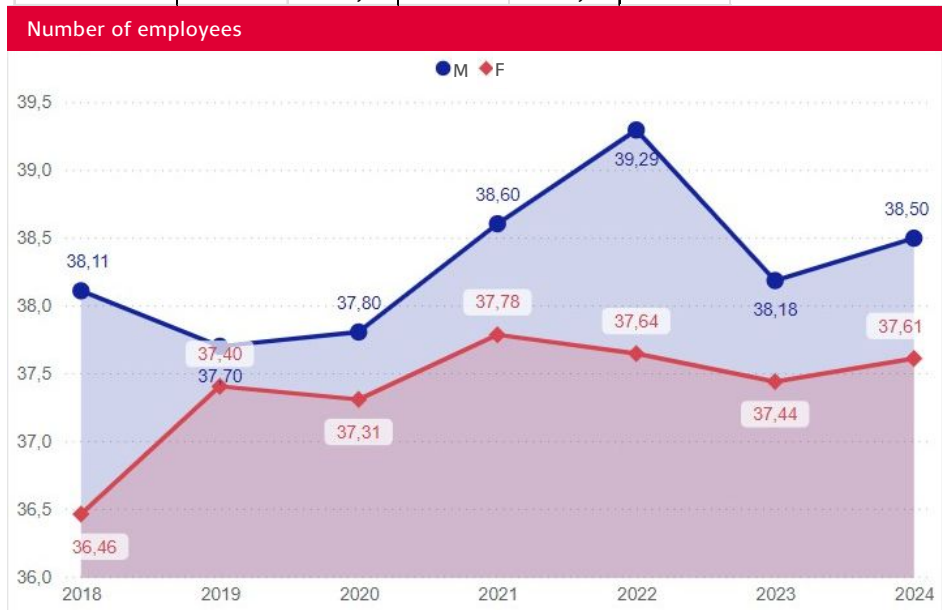
Age category	Male		Female		Total Number
	Number	%	Number	%	
B-age 30–39	51	54,3%	43	45,7%	<b>94</b>
C-age 40–49	105	55,9%	83	44,1%	<b>188</b>
D-age 50–59	53	56,4%	41	43,6%	<b>94</b>
E-age 60–69	22	61,1%	14	38,9%	<b>36</b>
F-age over 70	6	54,5%	5	45,5%	<b>11</b>
<b>Total</b>	<b>237</b>	<b>56,0%</b>	<b>186</b>	<b>44,0%</b>	<b>423</b>





## 6 Age structure of scientists

Age category	Male		Female		Total Number
	Number	%	Number	%	
A-age up to 29	12	42,9%	16	57,1%	28
B-age 30–39	53	53,0%	47	47,0%	100
C-age 40–49	25	44,6%	31	55,4%	56
D-age 50–59	8	72,7%	3	27,3%	11
E-age 60–69	2	33,3%	4	66,7%	6
F-age over 70	1	50,0%	1	50,0%	2
<b>Total</b>	<b>101</b>	<b>49,8%</b>	<b>102</b>	<b>50,2%</b>	<b>203</b>



7 Age structure of other employees (non-academics)

Age category	Male		Female		Total Number
	Number	%	Number	%	
A-age up to 29	39	41,9%	54	58,1%	<b>93</b>
B-age 30–39	72	38,1%	117	61,9%	<b>189</b>
C-age 40–49	45	22,5%	155	77,5%	<b>200</b>
D-age 50–59	39	21,7%	141	78,3%	<b>180</b>
E-age 60–69	24	29,6%	57	70,4%	<b>81</b>
F-age over 70	2	33,3%	4	66,7%	<b>6</b>
<b>Total</b>	<b>221</b>	<b>29,5%</b>	<b>528</b>	<b>70,5%</b>	<b>749</b>

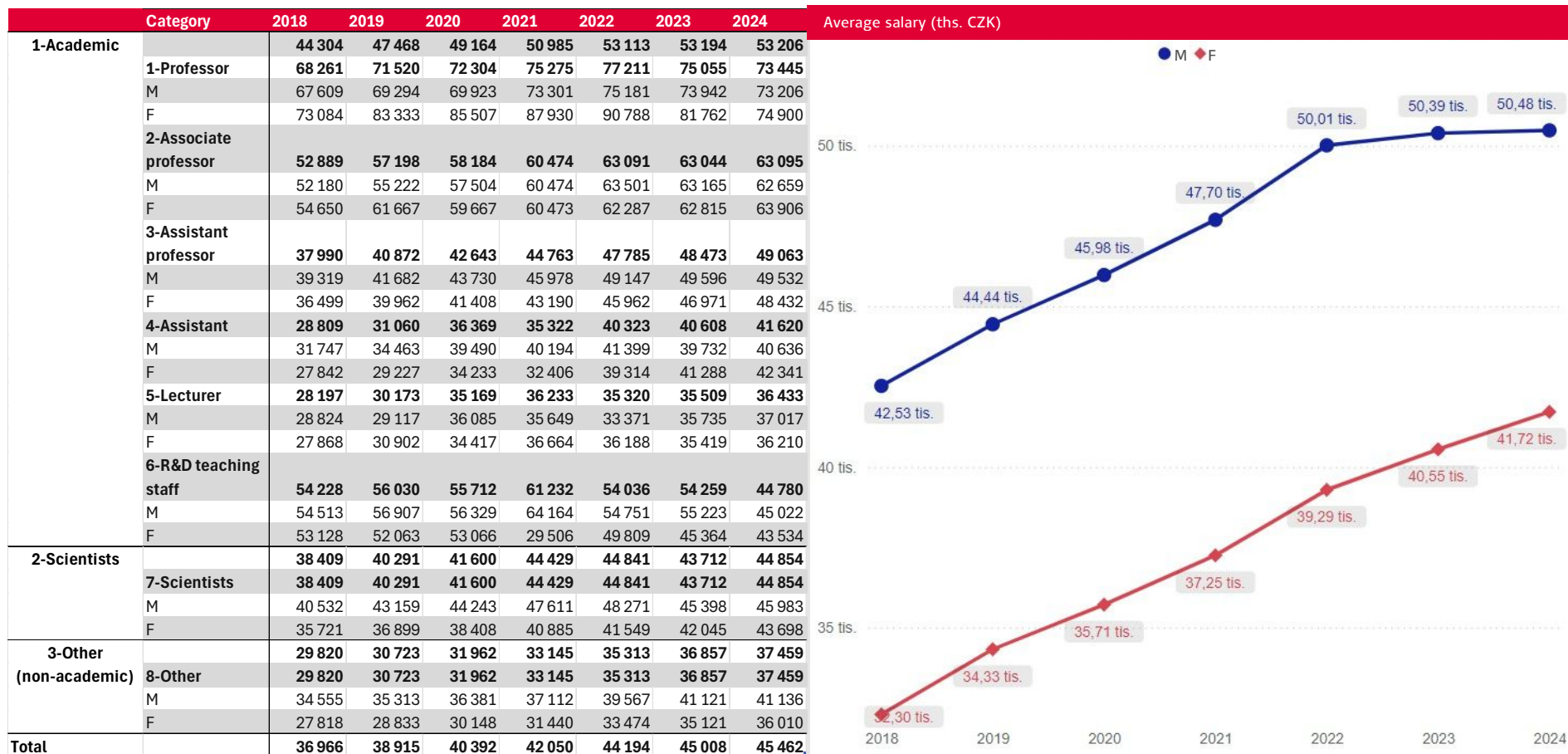


## Average salary levels from the perspective of representation of women and men and the category of education

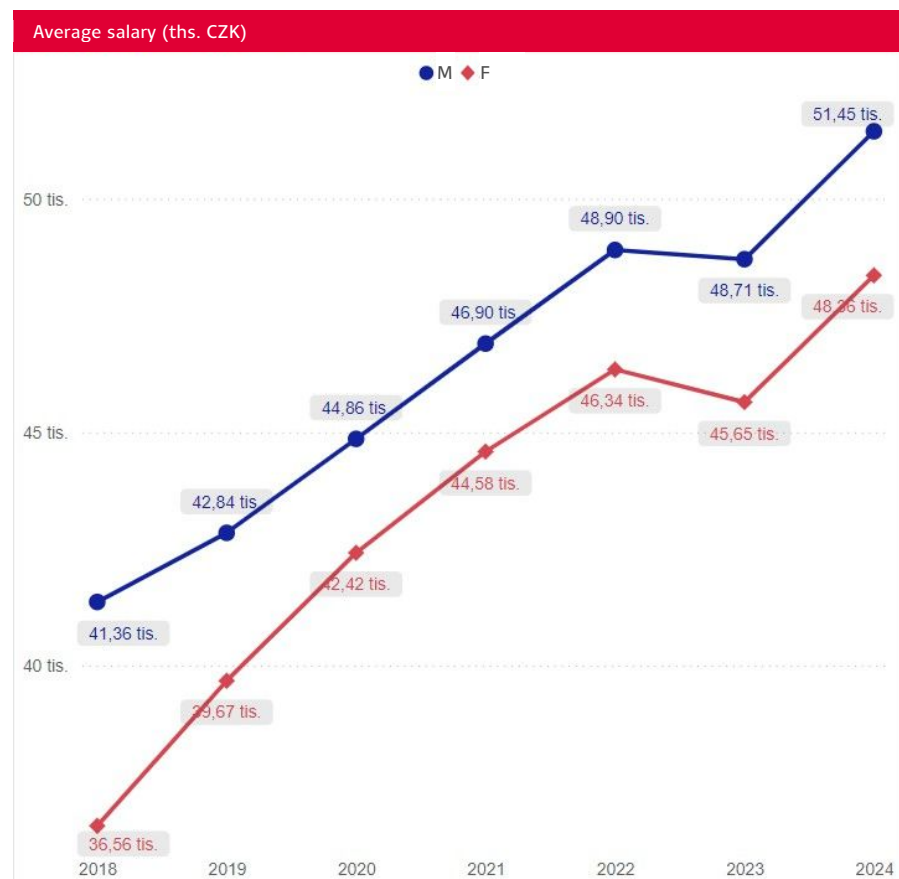
Segregated data RIZ\_02\_V\_H; benchmark 2018/target 2025 value: CZK 36 922 / CZK 45 000

The area of Gender equality in recruitment and promotion

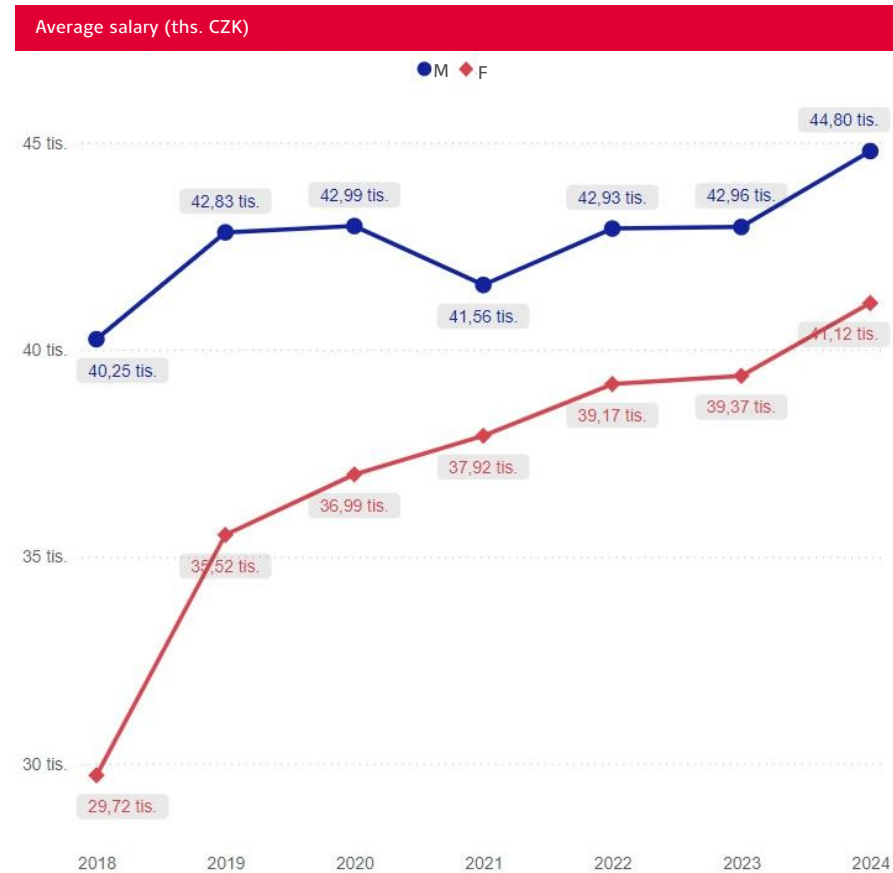
### 8 Average salary levels of employed persons



10 Average salary levels of academics

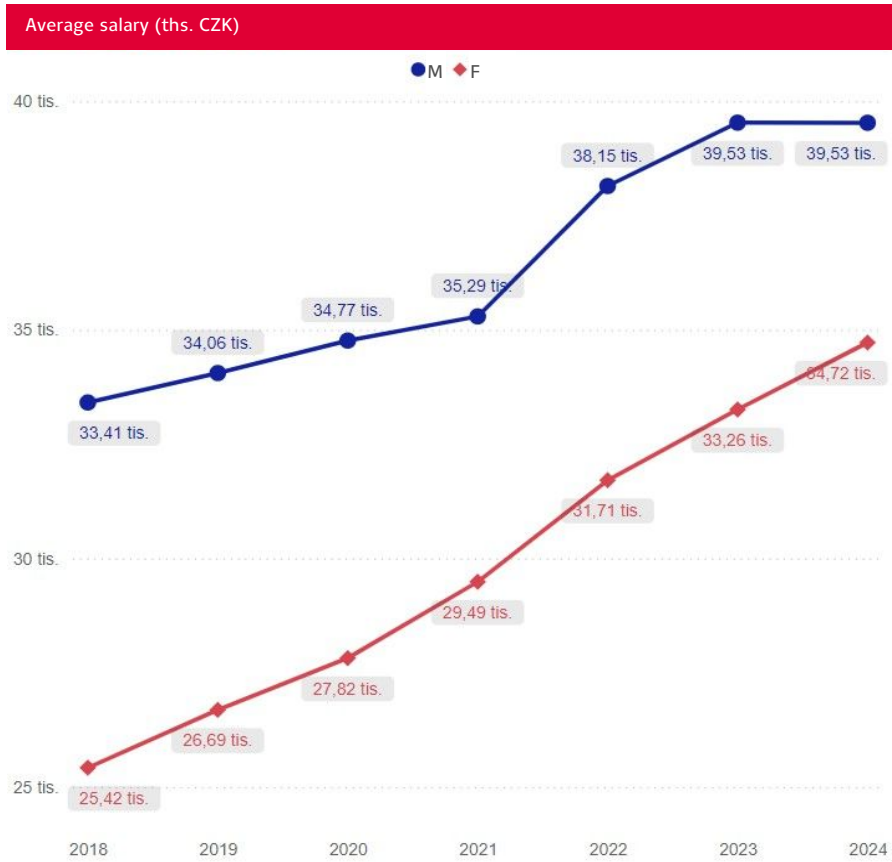


9 Average salary levels of scientists

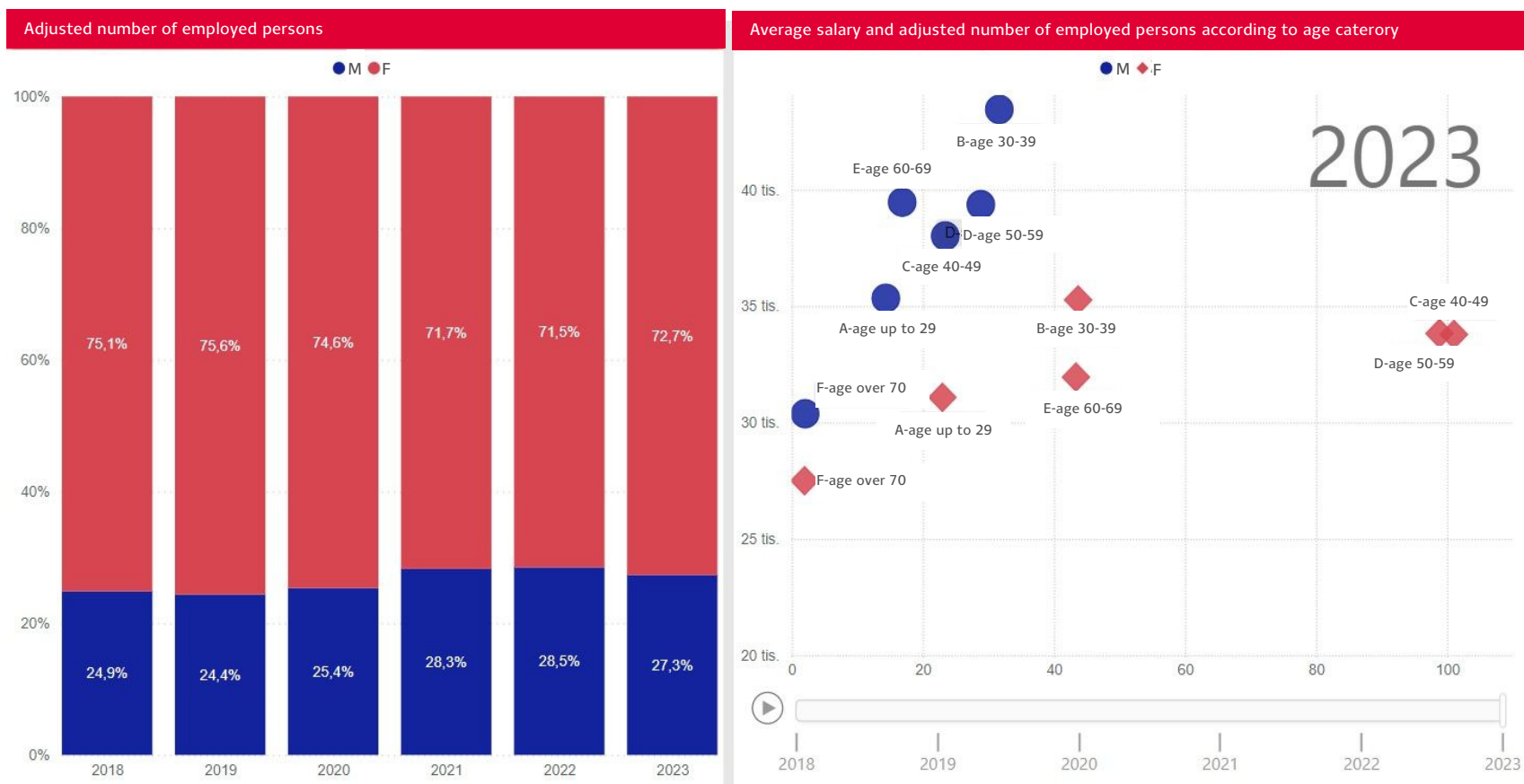




### 11 Average salary levels of other employees (non-academics)



12 Average salary levels according to adjusted employment contracts and age – other employees (non-academics) in 2023





## Representation of women and men in management positions

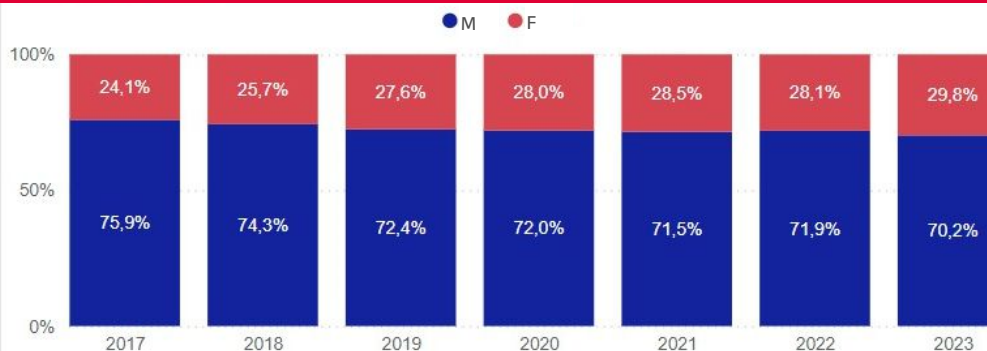
Segregated data RIZ\_15\_V\_D, AAR Table 6.4; target value (2030): an increase of 10%

The area of Gender balance in leadership and decision-making positions

### 13 Gender representation in management positions, detail of the year 2023

Management positions	2017	2018	2019	2020	2021	2022	2023
<b>1 - Scientific/Artistic/Academic Boards</b>	<b>184</b>	<b>268</b>	<b>272</b>	<b>267</b>	<b>266</b>	<b>259</b>	<b>249</b>
M	150	214	210	204	204	195	189
F	34	54	62	63	62	64	60
<b>2 - Academic senates</b>	<b>118</b>	<b>146</b>	<b>155</b>	<b>142</b>	<b>145</b>	<b>145</b>	<b>140</b>
M	82	99	103	95	91	95	86
F	36	47	52	47	54	50	54
<b>3 - Head of department/ institute/research facility</b>	<b>88</b>	<b>77</b>	<b>73</b>	<b>98</b>	<b>110</b>	<b>110</b>	<b>109</b>
M	61	51	50	69	80	81	81
F	27	26	23	29	30	29	28
<b>4 - Vice-Rector/Vice-Dean</b>	<b>37</b>	<b>39</b>	<b>43</b>	<b>41</b>	<b>41</b>	<b>43</b>	<b>43</b>
M	29	29	31	29	29	31	29
F	8	10	12	12	12	12	14
<b>5 - Board of trustees</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>
M	12	12	12	12	12	12	9
F	0	0	0	0	0	0	3
<b>6 - Bursar/Secretary</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>
M	4	4	4	2	2	3	1
F	5	5	5	7	7	6	8
<b>7 - Rector/Dean</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>
M	8	7	5	5	5	5	6
F	1	2	4	4	4	4	3
<b>Total</b>	<b>461</b>	<b>560</b>	<b>573</b>	<b>578</b>	<b>592</b>	<b>587</b>	<b>571</b>

Gender representation in management positions



Gender representation in management positions according to decision and leadership bodies

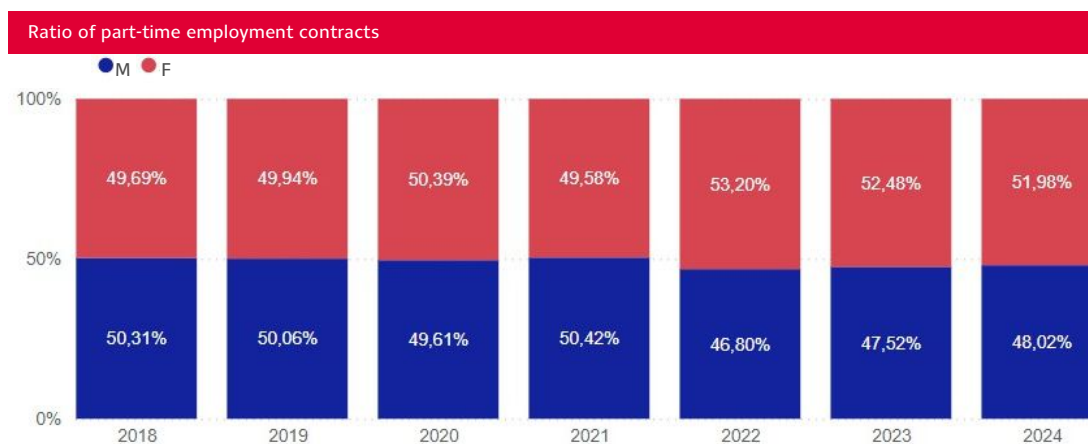


2023

Use of part-time employment contracts from the perspective of representation of women and men, age, and the category of education  
 Segregated data of the AAR Table 6.3 with the addition of the category of non-academic other employees  
 The area of Work-life balance and organisational culture

14 Use of part-time employment contracts

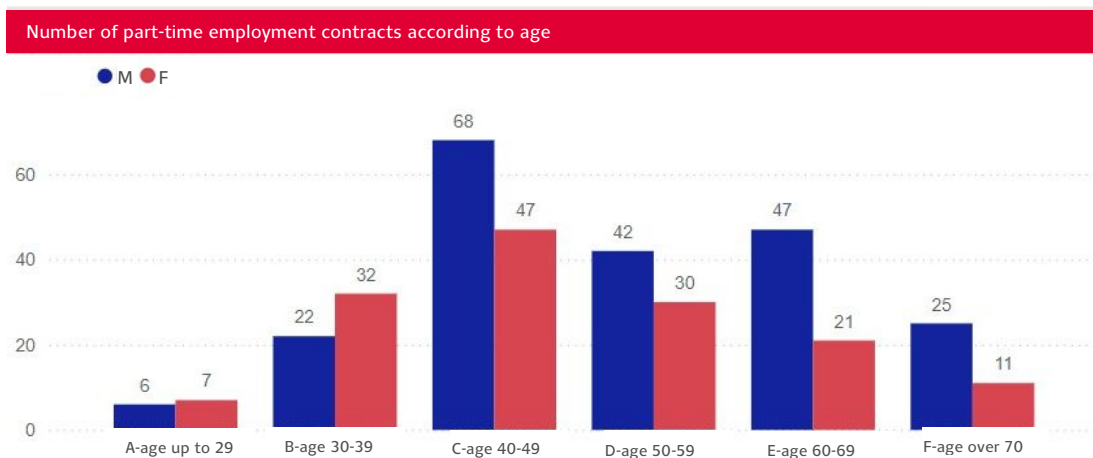
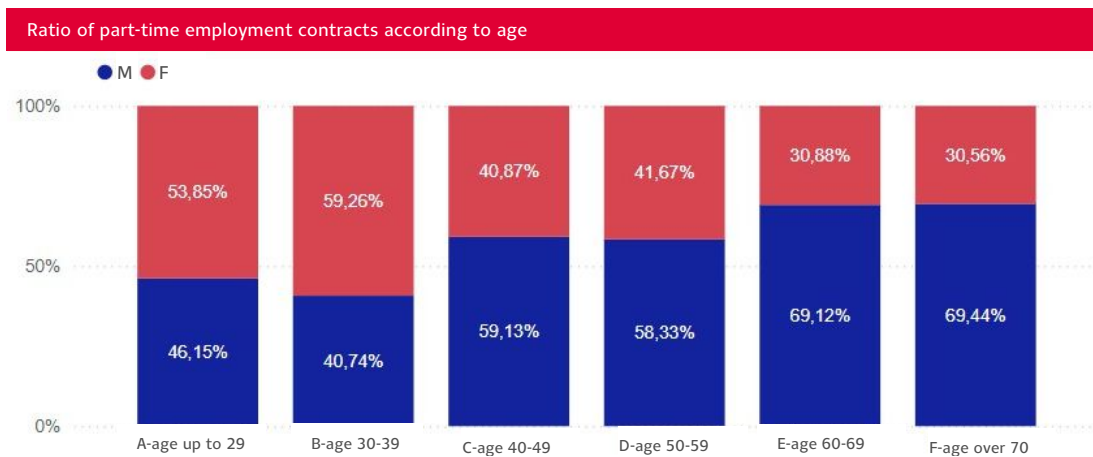
Category	2018	2019	2020	2021	2022	2023	2024
<b>1-Academic</b>	<b>399</b>	<b>362</b>	<b>366</b>	<b>358</b>	<b>371</b>	<b>358</b>	<b>367</b>
1-Professor	48	49	51	50	49	53	58
M	44	46	45	43	43	47	52
F	4	3	6	7	6	6	6
2-Associate professor	45	48	49	50	50	51	49
M	37	38	38	38	31	36	36
F	8	10	11	12	19	15	13
3-Assistant professor	249	210	211	211	164	150	149
M	134	112	109	112	87	81	77
F	115	98	102	99	77	69	72
4-Assistant	27	16	22	35	80	80	81
M	10	7	7	10	31	35	37
F	17	9	15	25	49	45	44
5-Lecturer	5	11	11	9	19	18	20
M	2	4	3	3	6	6	6
F	3	7	8	6	13	12	14
6-R&D teaching staff	25	28	22	3	9	6	10
M	19	20	19	3	7	5	9
F	6	8	3		2	1	1
<b>2-Scientists</b>	<b>116</b>	<b>140</b>	<b>161</b>	<b>136</b>	<b>121</b>	<b>132</b>	<b>127</b>
7-Scientists	116	140	161	136	121	132	127
M	52	66	87	79	66	66	63
F	64	74	74	57	55	66	64
<b>3-Other (non-academic)</b>	<b>280</b>	<b>283</b>	<b>239</b>	<b>226</b>	<b>211</b>	<b>217</b>	<b>212</b>
8-Other	280	283	239	226	211	217	212
M	102	100	72	75	58	60	59
F	178	183	167	151	153	157	153
<b>Total</b>	<b>795</b>	<b>785</b>	<b>766</b>	<b>720</b>	<b>703</b>	<b>707</b>	<b>706</b>





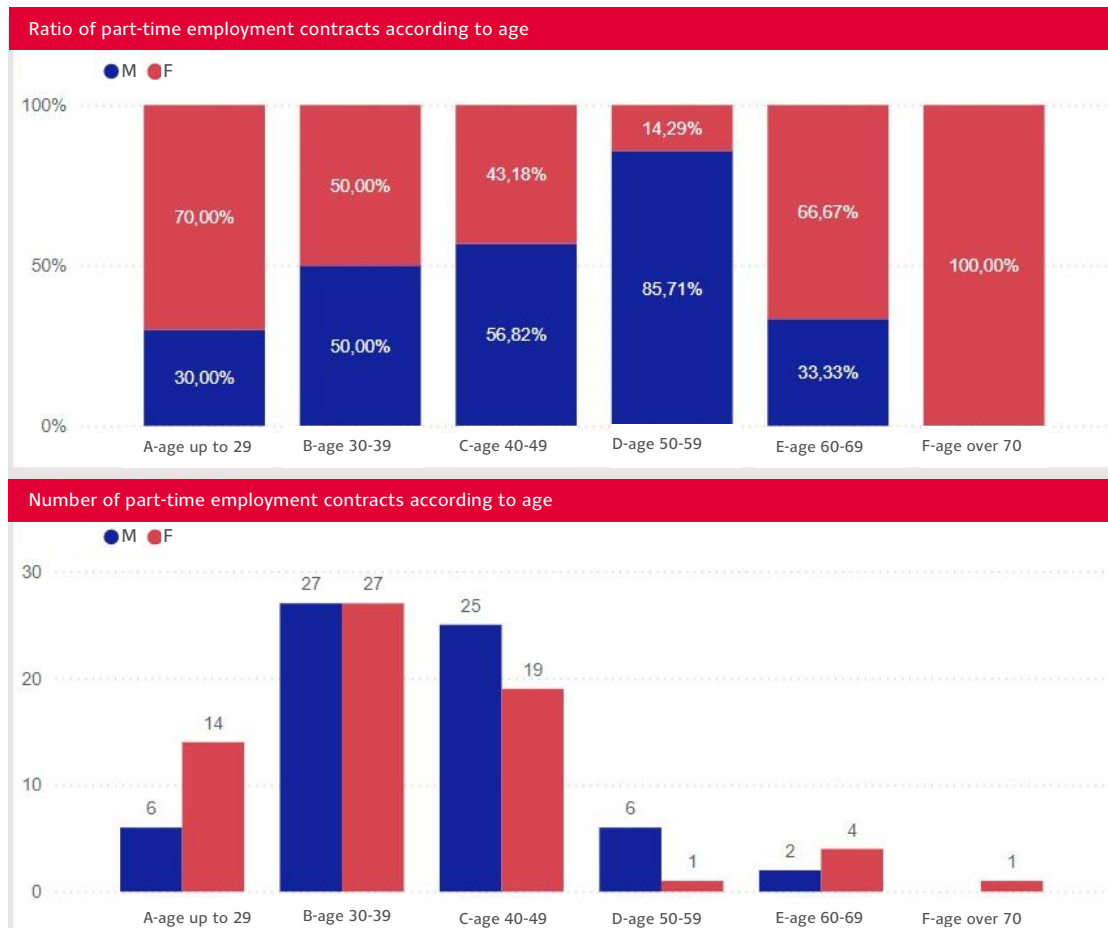
15 Use of part-time employment contracts from the perspective of women and men, age, education category – academics, in 2023

Category	M	F
<b>1-Academic</b>	<b>210</b>	<b>148</b>
1-Professor	47	6
2-Associate professor	36	15
3-Assistant professor	81	69
4-Assistant	35	45
5-Lecturer	6	12
6-R&D teaching staff	5	1
<b>Total</b>	<b>210</b>	<b>148</b>



16 Use of part-time employment contracts from the perspective of women and men, age, education category – scientists, in 2023

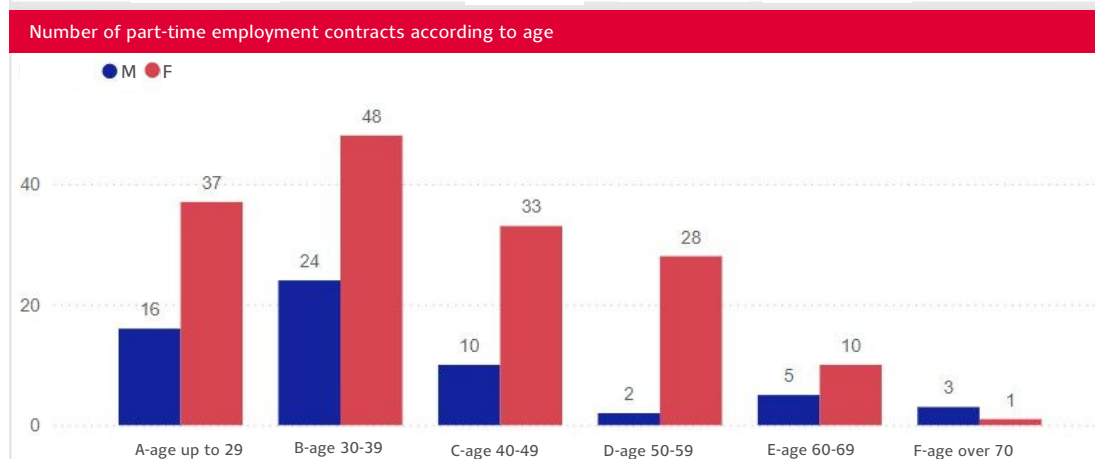
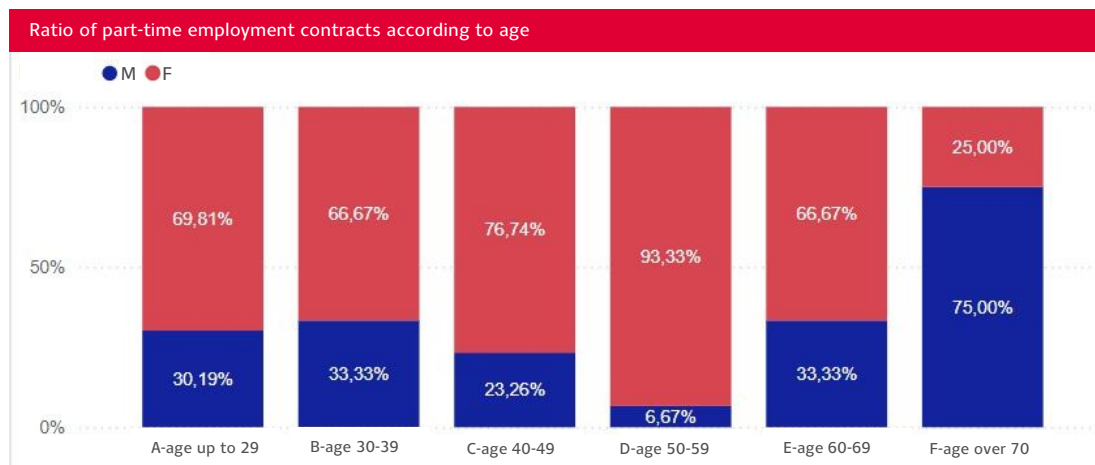
Category	M	F
2-Scientists	66	66
7-Scientists	66	66
<b>Total</b>	<b>66</b>	<b>66</b>





17 Use of part-time employment contracts from the perspective of women and men, age, education category – other employees (non-academics), 2023

Category	M	F
3-Other (non-academic)	60	157
8-Other	60	157
<b>Total</b>	<b>60</b>	<b>157</b>

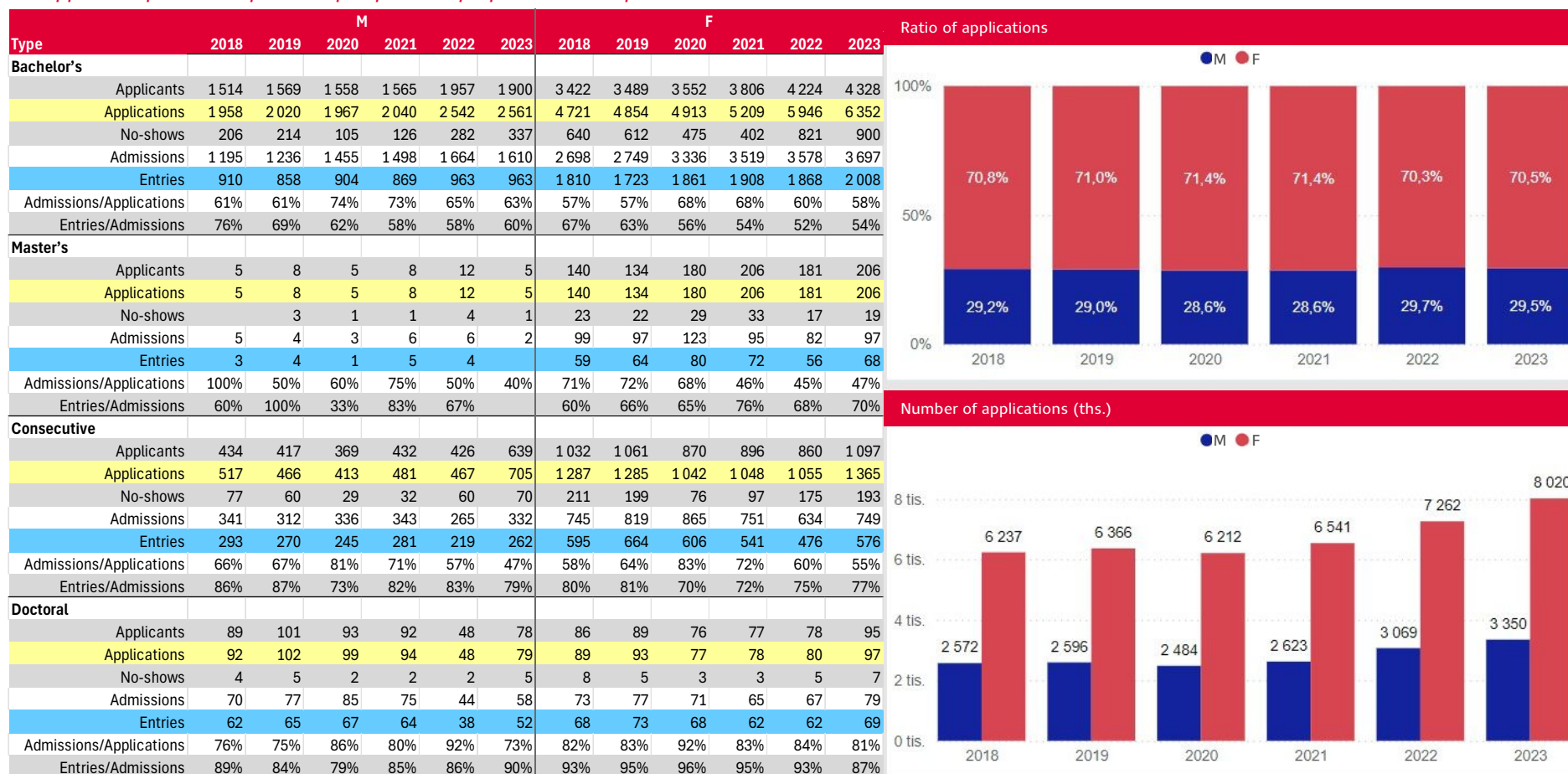


## Numbers of applicants, students and graduates from the perspective of representation of women and men

Segregated data VZ\_01\_V\_H, VZ 04\_V\_H, VZ 07\_V\_H; VZOC Tables 3.1, 4.1, 5.1; benchmark 2018/target 2025 value: 8 791/10 000; 9 263/9 600, 2 420/2 520

The area of Work-life balance and organisational culture

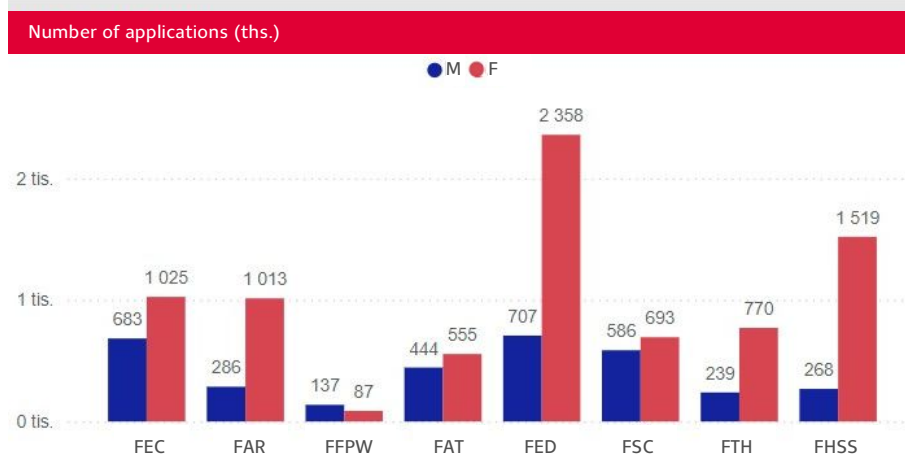
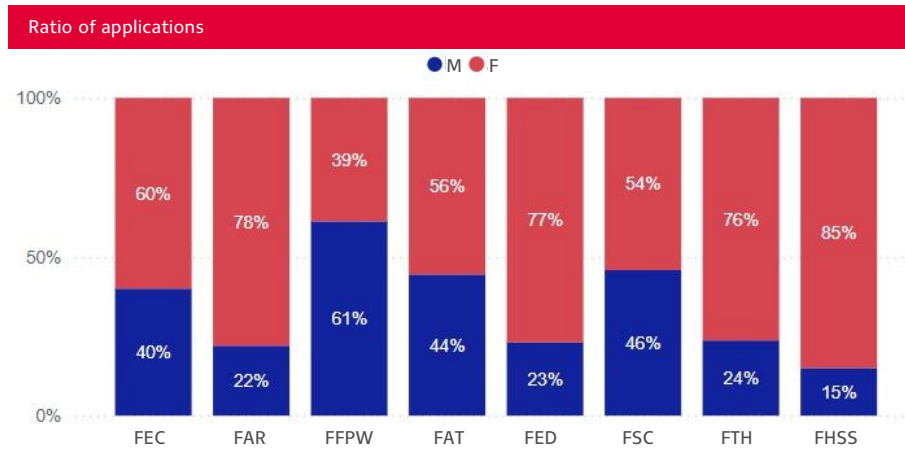
### 18 Applicants for studies from the perspective of representation of women and men





19 Applicants for studies from the perspective of representation of women and men by faculties in 2023

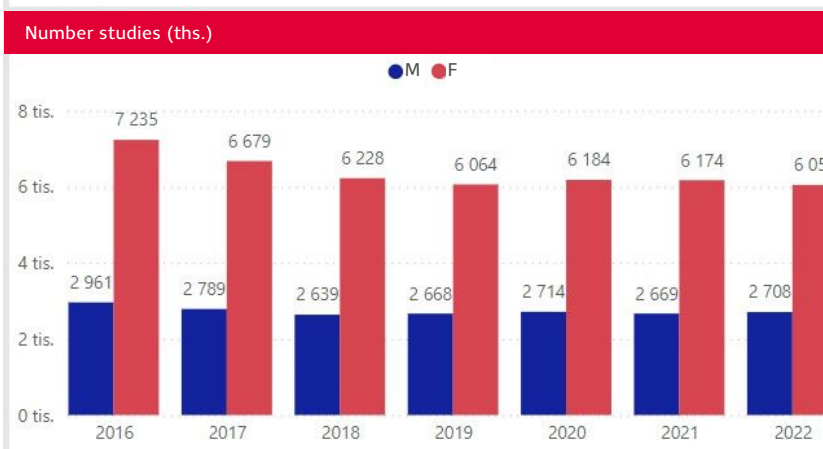
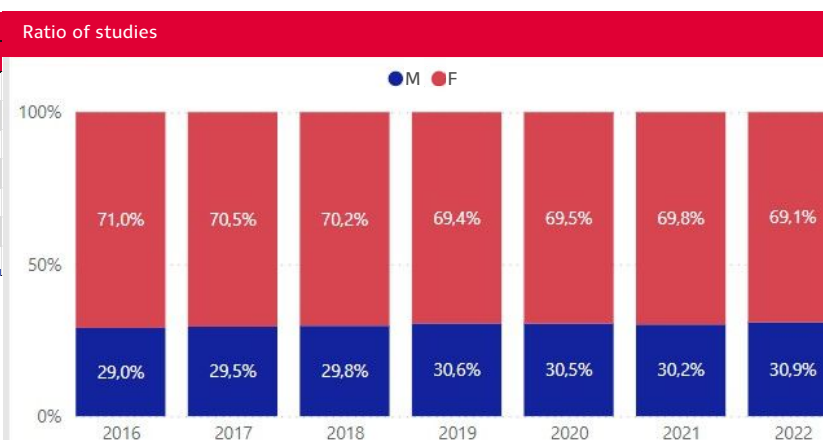
Faculties		FEC	FAR	FFPW	FAT	FED	FSC	FTH	FHSS	Total
M	Applicants	577	247	126	366	577	546	208	237	2 605
	Applications	683	286	137	444	707	586	239	268	3 350
	No-shows		80		26	121	108	39	39	413
	Admissions	463	150	95	402	315	254	164	159	2 002
	Entries	301	107	74	219	205	178	95	98	1 277
	Admissions/ Applications	68%	52%	69%	91%	45%	43%	69%	59%	60%
	Entries/ Admissions	65%	71%	78%	54%	65%	70%	58%	62%	64%
F	Applicants	875	807	84	492	1 805	587	674	1 117	5 573
	Applications	1 025	1 013	87	555	2 358	693	770	1 519	8 020
	No-shows		196		33	416	118	135	221	1 119
	Admissions	765	611	57	510	830	404	418	1 027	4 622
	Entries	476	338	39	279	505	270	254	560	2 721
	Admissions/ Applications	75%	60%	66%	92%	35%	58%	54%	68%	58%
	Entries/ Admissions	62%	55%	68%	55%	61%	67%	61%	55%	59%
Total	Applicants	1 452	1 054	210	858	2 382	1 133	882	1 354	8 178
	Applications	1 708	1 299	224	999	3 065	1 279	1 009	1 787	11 370
	No-shows		276		59	537	226	174	260	1 532
	Admissions	1 228	761	152	912	1 145	658	582	1 186	6 624
	Entries	777	445	113	498	710	448	349	658	3 998
	Admissions/ Applications	72%	59%	68%	91%	37%	51%	58%	66%	58%
	Entries/ Admissions	63%	58%	74%	55%	62%	68%	60%	55%	60%



20 Number of studies from the perspective of representation of women and men

Type	1-Bachelor's			2-Master's			Consecutive			Doctoral			Total
Year	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
2016	2 076	5 069	<b>7 145</b>	10	255	<b>265</b>	635	1 576	<b>2 211</b>	240	335	<b>575</b>	<b>10 196</b>
2017	1 900	4 685	<b>6 585</b>	11	206	<b>217</b>	626	1 454	<b>2 080</b>	252	334	<b>586</b>	<b>9 468</b>
2018	1 784	4 360	<b>6 144</b>	10	220	<b>230</b>	588	1 319	<b>1 907</b>	257	329	<b>586</b>	<b>8 867</b>
2019	1 793	4 194	<b>5 987</b>	12	216	<b>228</b>	587	1 338	<b>1 925</b>	276	316	<b>592</b>	<b>8 732</b>
2020	1 895	4 285	<b>6 180</b>	11	245	<b>256</b>	547	1 328	<b>1 875</b>	261	326	<b>587</b>	<b>8 898</b>
2021	1 851	4 379	<b>6 230</b>	13	259	<b>272</b>	533	1 242	<b>1 775</b>	272	294	<b>566</b>	<b>8 843</b>
2022	1 889	4 397	<b>6 286</b>	13	267	<b>280</b>	543	1 101	<b>1 644</b>	263	285	<b>548</b>	<b>8 758</b>

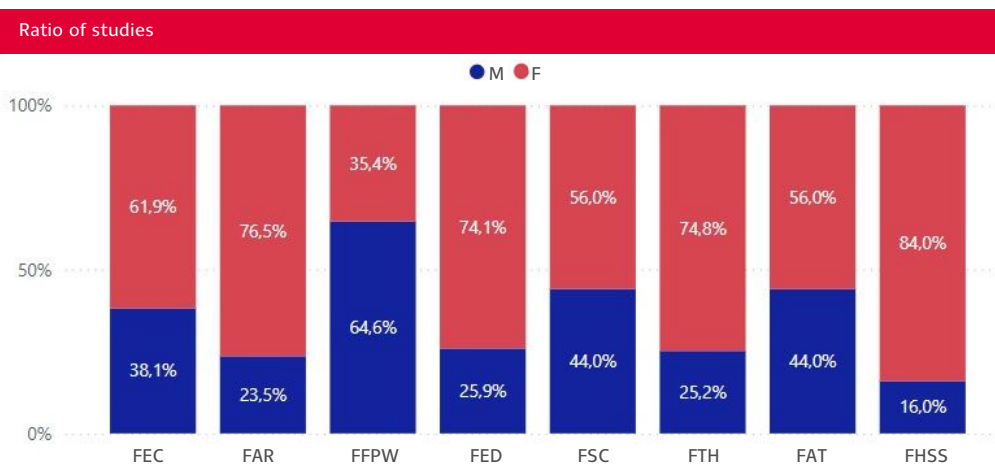
Form of study	Full-time			Part-time			Total
Year	M	F	Total	M	F	Total	
2016	2 298	5 232	<b>7 530</b>	663	2 003	<b>2 666</b>	<b>10 196</b>
2017	2 170	4 897	<b>7 067</b>	619	1 782	<b>2 401</b>	<b>9 468</b>
2018	2 068	4 562	<b>6 630</b>	571	1 666	<b>2 237</b>	<b>8 867</b>
2019	2 119	4 433	<b>6 552</b>	549	1 631	<b>2 180</b>	<b>8 732</b>
2020	2 191	4 610	<b>6 801</b>	523	1 574	<b>2 097</b>	<b>8 898</b>
2021	2 188	4 733	<b>6 921</b>	481	1 441	<b>1 922</b>	<b>8 843</b>
2022	2 325	4 778	<b>7 103</b>	383	1 272	<b>1 655</b>	<b>8 758</b>



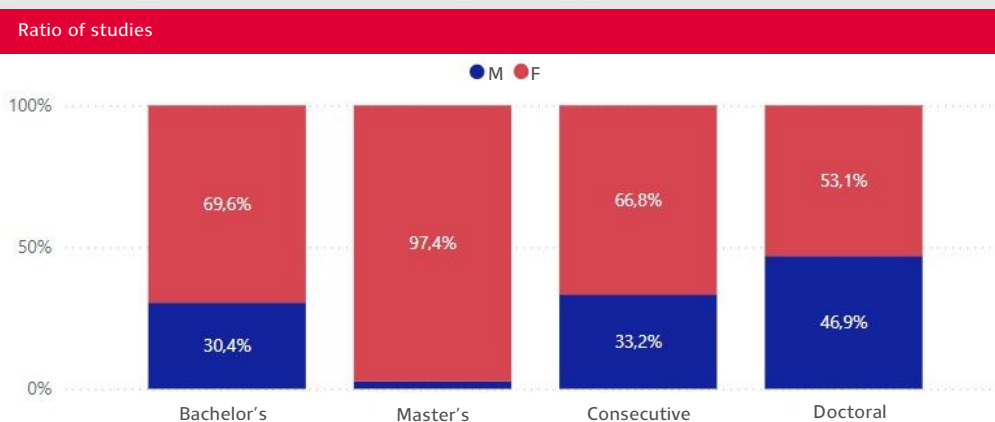


21 Number of studies from the perspective of representation of women and men by faculty in 2023

Faculties	FEC	FAR	FFPW	FED	FSC	FTH	FAT	FHSS	Total
<b>Bachelor's</b>	<b>1 029</b>	<b>816</b>	<b>118</b>	<b>1 374</b>	<b>686</b>	<b>564</b>	<b>715</b>	<b>1 377</b>	<b>6 679</b>
M	399	180	88	400	276	143	305	240	2 031
F	630	636	30	974	410	421	410	1 137	4 648
<b>Master's</b>				<b>306</b>					<b>306</b>
M				8					8
F				298					298
<b>Consecutive</b>	<b>288</b>	<b>165</b>	<b>37</b>	<b>371</b>	<b>335</b>	<b>170</b>	<b>258</b>	<b>189</b>	<b>1 813</b>
M	102	42	19	120	163	32	116	8	602
F	186	123	18	251	172	138	142	181	1 211
<b>Doctoral</b>	<b>44</b>	<b>30</b>	<b>40</b>	<b>22</b>	<b>239</b>	<b>25</b>	<b>125</b>	<b>38</b>	<b>563</b>
M	18	16	19	9	116	16	62	8	264
F	26	14	21	13	123	9	63	30	299
<b>Total</b>	<b>1 361</b>	<b>1 011</b>	<b>195</b>	<b>2 073</b>	<b>1 260</b>	<b>759</b>	<b>1 098</b>	<b>1 604</b>	<b>9 361</b>



Form of study	FEC	FAR	FFPW	FED	FSC	FTH	FAT	FHSS	Total
<b>Full-time</b>	<b>1 075</b>	<b>1 005</b>	<b>139</b>	<b>1 818</b>	<b>1 251</b>	<b>315</b>	<b>840</b>	<b>1 188</b>	<b>7 631</b>
M	420	234	87	522	550	72	400	183	2 468
F	655	771	52	1 296	701	243	440	1 005	5 163
<b>Part-time</b>	<b>286</b>	<b>6</b>	<b>56</b>	<b>255</b>	<b>9</b>	<b>444</b>	<b>258</b>	<b>416</b>	<b>1 730</b>
M	99	4	39	15	5	119	83	73	437
F	187	2	17	240	4	325	175	343	1 293
<b>Total</b>	<b>1 361</b>	<b>1 011</b>	<b>195</b>	<b>2 073</b>	<b>1 260</b>	<b>759</b>	<b>1 098</b>	<b>1 604</b>	<b>9 361</b>

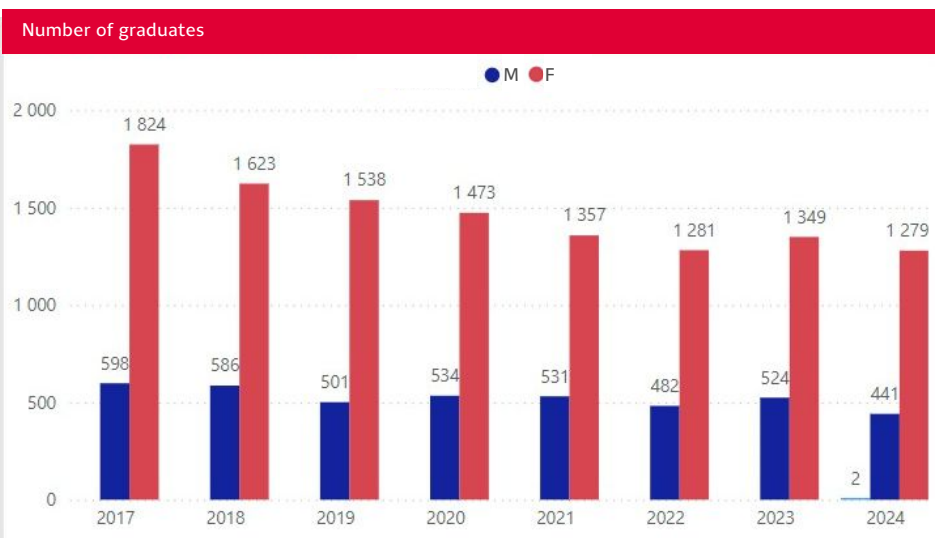
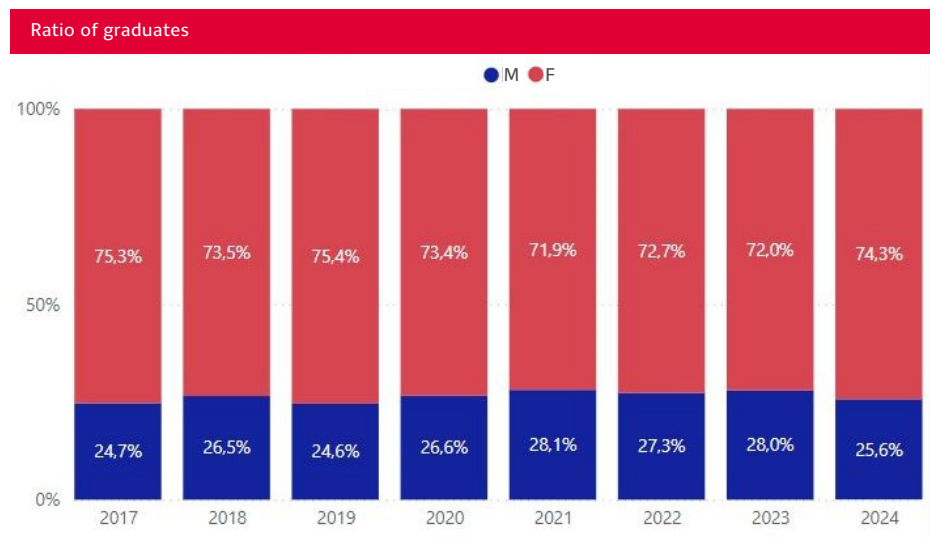


22 Number of graduates, including duration of studies and the duration of interruption from the perspective of representation of women and men

Type	1-Bachelor's			2-Master's			Consecutive			Doctoral			Total
Year	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
2017	353	1 146	1 499	46	46	210	592	802	35	40	75	2 422	
2018	314	959	1 273	3	38	41	236	589	825	33	37	70	2 209
2019	284	969	1 253	2	51	53	181	480	661	34	38	72	2 039
2020	289	962	1 251	1	31	32	203	455	658	41	25	66	2 007
2021	321	846	1 167	1	37	38	184	443	627	25	31	56	1 888
2022	294	800	1 094	2	23	25	156	415	571	30	43	73	1 763
2023	308	913	1 221	2	24	26	181	375	556	33	37	70	1 873
2024	261	835	1 096	2	66	68	151	356	507	27	22	49	1 720
<b>Total</b>	<b>2 424</b>	<b>7 430</b>	<b>9 854</b>	<b>13</b>	<b>316</b>	<b>329</b>	<b>1 502</b>	<b>3 705</b>	<b>5 207</b>	<b>258</b>	<b>273</b>	<b>531</b>	<b>15 921</b>

Duration of studies			
Year	M	F	Total
2017	2,99	2,90	2,92
2018	2,89	2,91	2,91
2019	3,06	3,01	3,02
2020	3,08	3,05	3,06
2021	2,93	3,03	3,00
2022	3,07	3,09	3,08
2023	3,04	3,03	3,03
2024	3,10	3,06	3,07
<b>Total</b>	<b>3,01</b>	<b>3,00</b>	<b>3,01</b>

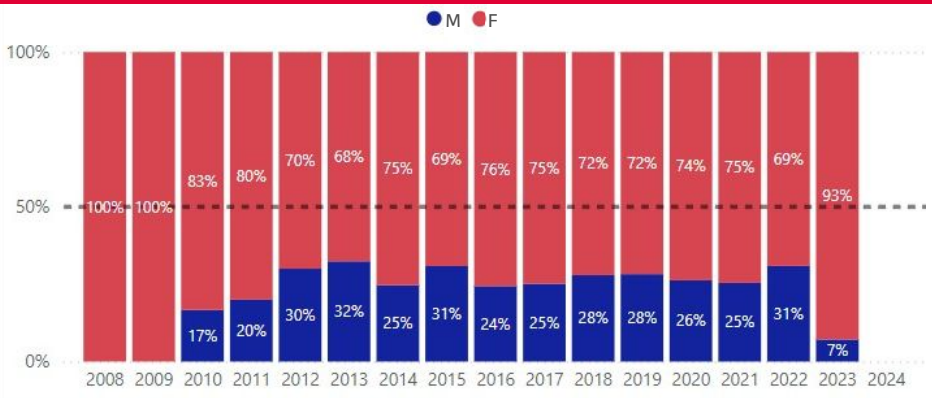
Duration of interruption			
Year	M	F	Total
2017	2,87	2,76	2,78
2018	2,75	2,76	2,76
2019	2,93	2,84	2,86
2020	2,94	2,87	2,88
2021	2,82	2,80	2,80
2022	2,95	2,82	2,86
2023	2,93	2,84	2,86
2024	3,02	2,87	2,91
<b>Total</b>	<b>2,90</b>	<b>2,81</b>	<b>2,84</b>



### 23 Graduates by year of graduation and start of studies

Year	2019		2020		2021		2022		2023		2024		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
2008		0		0		2		1					3
2009	0	2		0		1		1		0			4
2010	1	1	0	0		2		2		0			6
2011	1	2	1	5	1	3		1		0		1	15
2012	9	17	3	5	0	3		2		1			40
2013	20	43	8	13	3	6	4	9		2			108
2014	30	109	16	32	2	12	0	6	5	5	2	4	223
2015	113	272	41	79	13	31	7	15	7	8	2	5	593
2016	202	740	108	253	31	88	15	35	7	9	2	6	1496
2017	118	331	208	770	100	215	34	71	8	25	10	9	1899
2018	6	21	135	294	238	673	79	202	33	77	16	42	1816
2019	1	0	14	22	137	306	237	676	99	222	32	94	1840
2020			0	0	6	15	104	245	240	773	86	191	1660
2021					0	0	2	15	122	214	196	710	1259
2022							0	0	3	13	94	204	314
2023									0	0	1	13	14
<b>Total</b>	<b>501</b>	<b>1538</b>	<b>534</b>	<b>1473</b>	<b>531</b>	<b>1357</b>	<b>482</b>	<b>1281</b>	<b>524</b>	<b>1349</b>	<b>441</b>	<b>1279</b>	<b>11290</b>

Ratio of graduates by start of studies



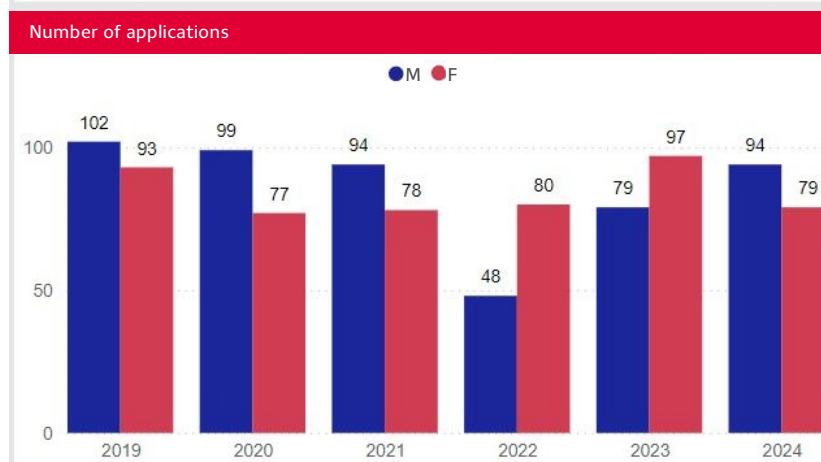
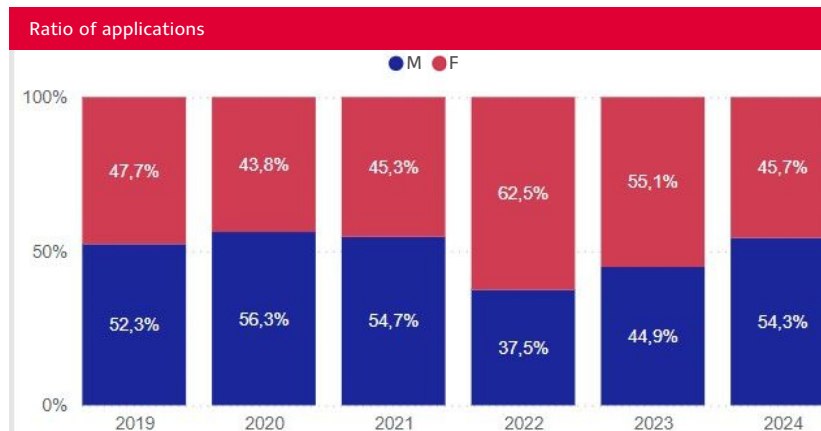
Number of graduates by start of studies



## Doctoral studies

24 Applicants for doctoral studies from the perspective of representation of women and men

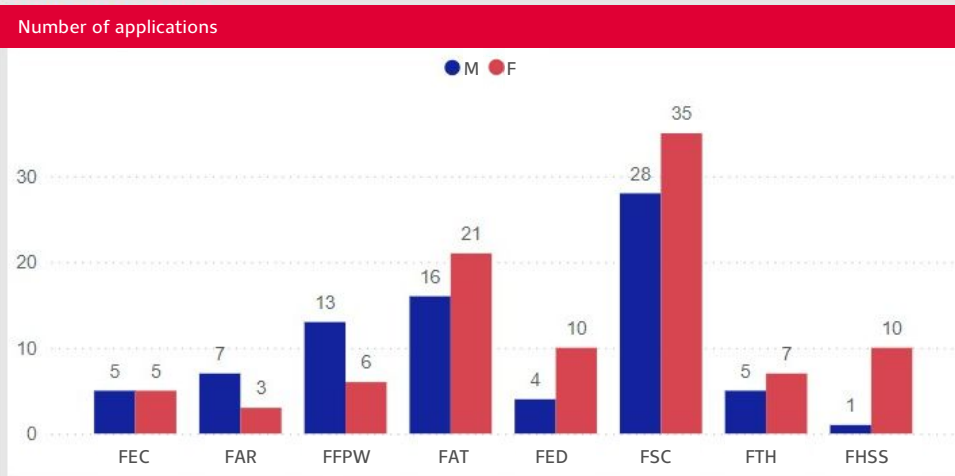
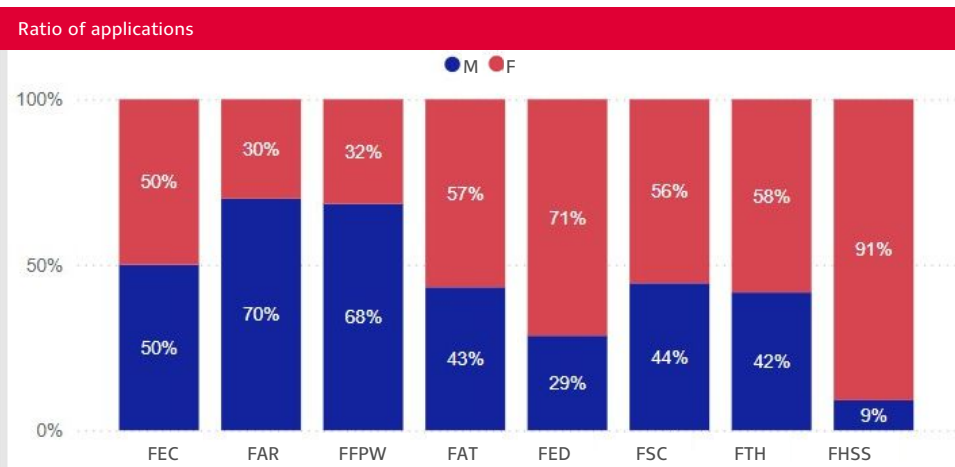
Type	M						F					
	2019	2020	2021	2022	2023	2024	2019	2020	2021	2022	2023	2024
<b>Doctoral</b>												
Applicants	101	93	92	48	78	93	89	76	77	78	95	76
Applications	102	99	94	48	79	94	93	77	78	80	97	79
No-shows	5	2	2	2	5	5	5	3	3	5	7	5
Admissions	77	85	75	44	58	57	77	71	65	67	79	58
Entries	65	67	64	38	52	45	73	68	62	62	69	49
Admissions/ Applications	75%	86%	80%	92%	73%	61%	83%	92%	83%	84%	81%	73%
Entries/ Admissions	84%	79%	85%	86%	90%	79%	95%	96%	95%	93%	87%	84%





25 Applicants for doctoral studies from the perspective of representation of women and men by faculty in 2023

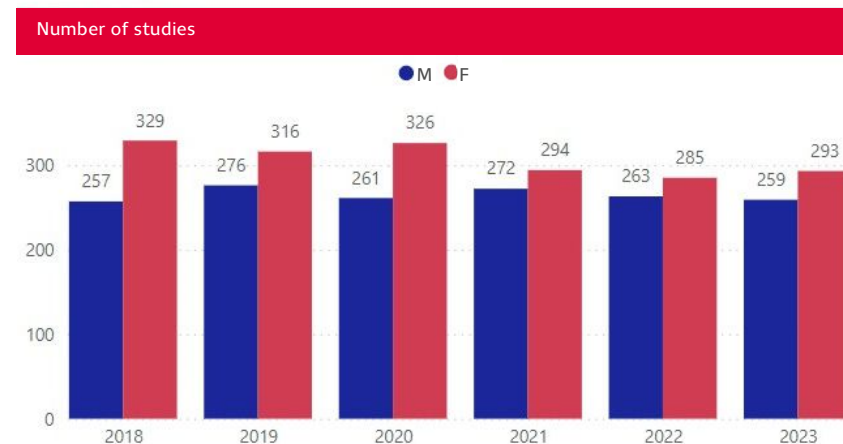
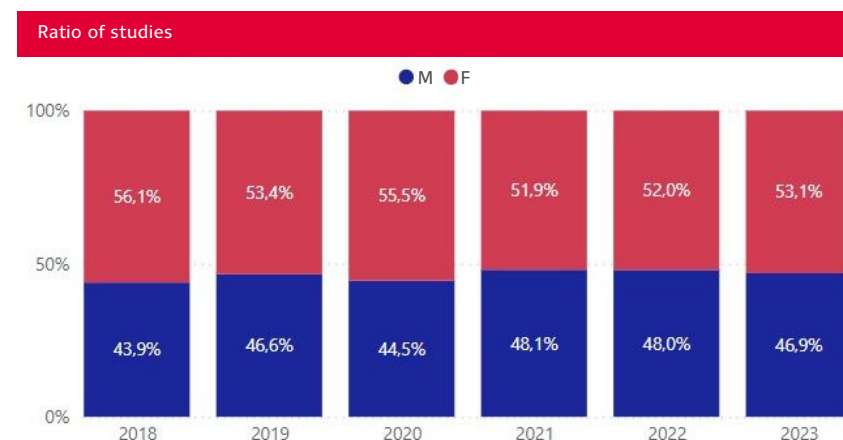
Faculties		FEC	FAR	FFPW	FAT	FED	FSC	FTH	FHSS	Total
M	Applicants	5	7	13	15	4	28	5	1	78
	Applications	5	7	13	16	4	28	5	1	79
	No-shows		1		1		3			5
	Admissions	5	5	5	14	4	21	3	1	58
	Entries	5	5	6	11	4	17	3	1	52
	Admissions/ Applications	100%	71%	38%	88%	100%	75%	60%	100%	73%
	Entries/ Admissions	100%	100%	120%	79%	100%	81%	100%	100%	90%
F	Applicants	5	3	6	20	10	34	7	10	95
	Applications	5	3	6	21	10	35	7	10	97
	No-shows				5	1			1	7
	Admissions	4	3	5	15	6	35	3	8	79
	Entries	3	3	5	12	6	31	3	6	69
	Admissions/ Applications	80%	100%	83%	71%	60%	100%	43%	80%	81%
	Entries/ Admissions	75%	100%	100%	80%	100%	89%	100%	75%	87%
Total	Applicants	10	10	19	35	14	62	12	11	173
	Applications	10	10	19	37	14	63	12	11	176
	No-shows		1		6	1	3		1	12
	Admissions	9	8	10	29	10	56	6	9	137
	Entries	8	8	11	23	10	48	6	7	121
	Admissions/ Applications	90%	80%	53%	78%	71%	89%	50%	82%	78%
	Entries/ Admissions	89%	100%	110%	79%	100%	86%	100%	78%	88%



26 Number of doctoral studies from the perspective of representation of women and men

Type	Doctoral		
Year	M	F	Total
2018	257	329	586
2019	276	316	592
2020	261	326	587
2021	272	294	566
2022	263	285	548
2023	259	293	552

Form of study	Full-time			Part-time			Total
	M	F	Total	M	F	Total	
2018	190	238	428	67	91	158	586
2019	204	244	448	72	72	144	592
2020	197	245	442	64	81	145	587
2021	219	229	448	53	65	118	566
2022	215	224	439	48	61	109	548
2023	217	229	446	42	64	106	552

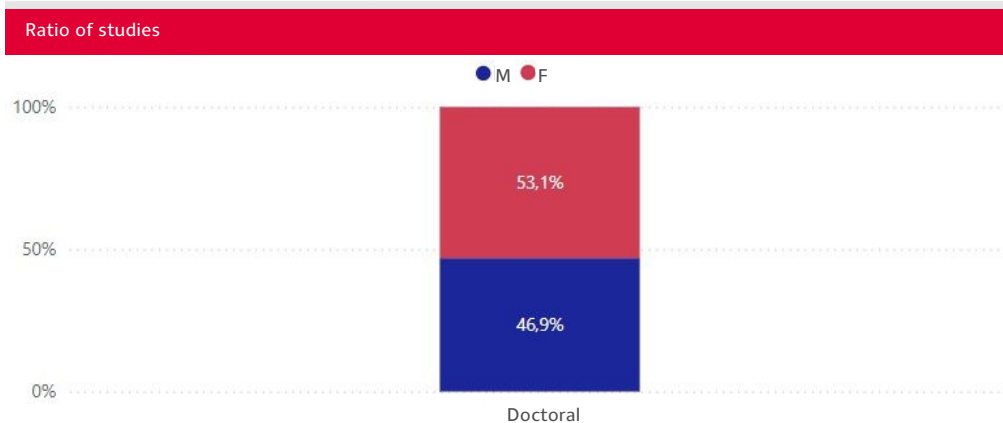
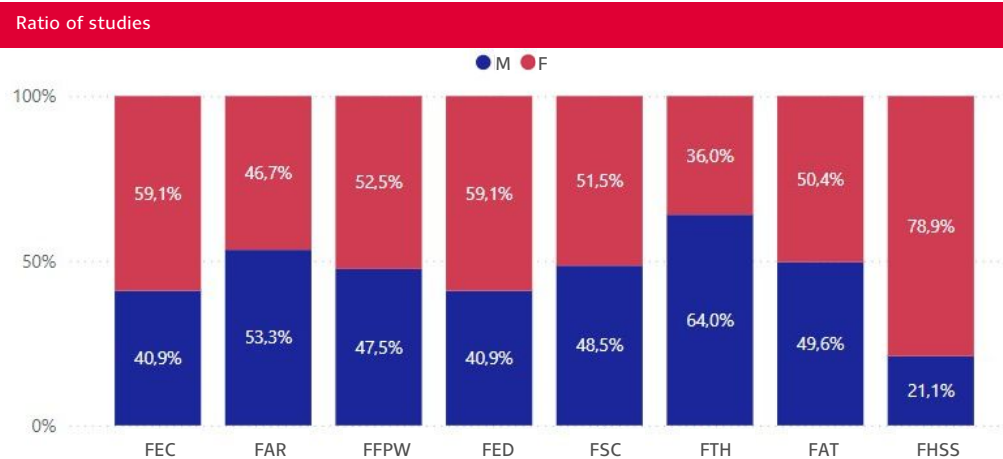




27 Number of doctoral studies from the perspective of representation of women and men by faculty in 2023

Faculties	FEC	FAR	FFPW	FED	FSC	FTH	FAT	FHSS	Total
<b>Doctoral</b>									
M	18	16	19	9	116	16	62	8	264
F	26	14	21	13	123	9	63	30	299
<b>Total</b>	<b>44</b>	<b>30</b>	<b>40</b>	<b>22</b>	<b>239</b>	<b>25</b>	<b>125</b>	<b>38</b>	<b>563</b>

Form of study	FEC	FAR	FFPW	FED	FSC	FTH	FAT	FHSS	Total
<b>Full-time</b>	<b>25</b>	<b>24</b>	<b>36</b>	<b>14</b>	<b>230</b>	<b>18</b>	<b>90</b>	<b>8</b>	<b>445</b>
M	8	12	16	6	111	13	49	2	217
F	17	12	20	8	119	5	41	6	228
<b>Part-time</b>	<b>19</b>	<b>6</b>	<b>4</b>	<b>8</b>	<b>9</b>	<b>7</b>	<b>35</b>	<b>30</b>	<b>118</b>
M	10	4	3	3	5	3	13	6	47
F	9	2	1	5	4	4	22	24	71
<b>Total</b>	<b>44</b>	<b>30</b>	<b>40</b>	<b>22</b>	<b>239</b>	<b>25</b>	<b>125</b>	<b>38</b>	<b>563</b>



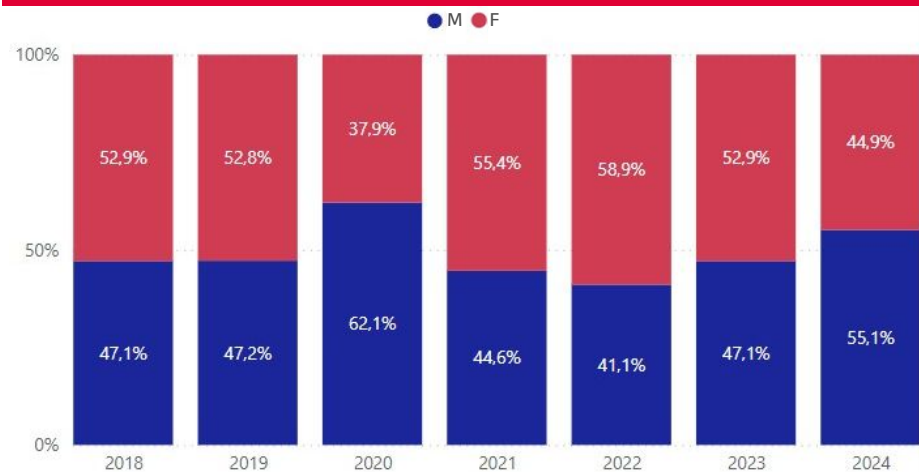
28 Number of doctoral graduates, including duration of studies and the duration of interruption from the perspective of representation of women and men

Type	Doctoral		
Year	M	F	Total
2018	33	37	70
2019	34	38	72
2020	41	25	66
2021	25	31	56
2022	30	43	73
2023	33	37	70
2024	27	22	49
<b>Total</b>	<b>223</b>	<b>233</b>	<b>456</b>

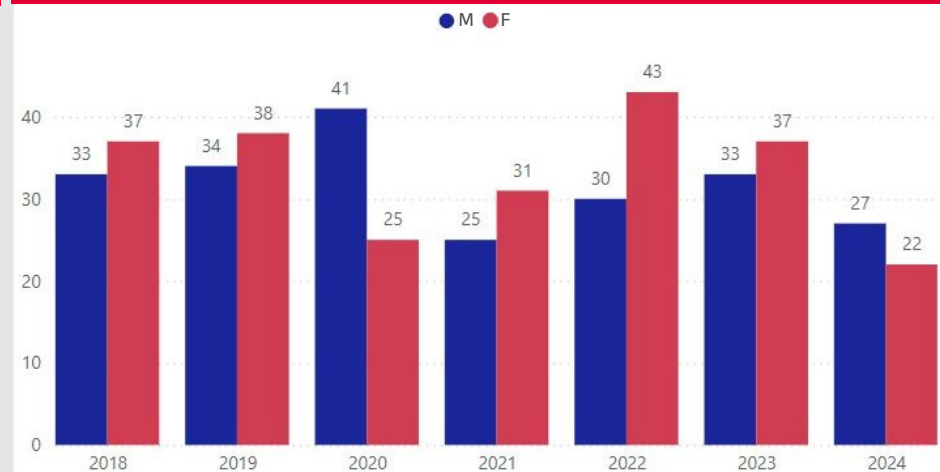
Duration of studies			
Year	M	F	Total
2018	4,58	4,48	4,52
2019	4,43	4,53	4,49
2020	4,18	4,63	4,35
2021	4,37	5,94	5,24
2022	5,46	6,58	6,12
2023	5,81	5,40	5,60
2024	5,90	6,51	6,18
<b>Total</b>	<b>4,92</b>	<b>5,43</b>	<b>5,18</b>

Duration of interruption			
Year	M	F	Total
2018	4,07	3,80	3,93
2019	4,18	3,90	4,04
2020	3,72	4,07	3,85
2021	3,84	3,46	3,63
2022	4,82	3,69	4,15
2023	4,94	4,35	4,63
2024	5,44	4,38	4,97
<b>Total</b>	<b>4,39</b>	<b>3,92</b>	<b>4,15</b>

Ratio of graduates



Number of graduates

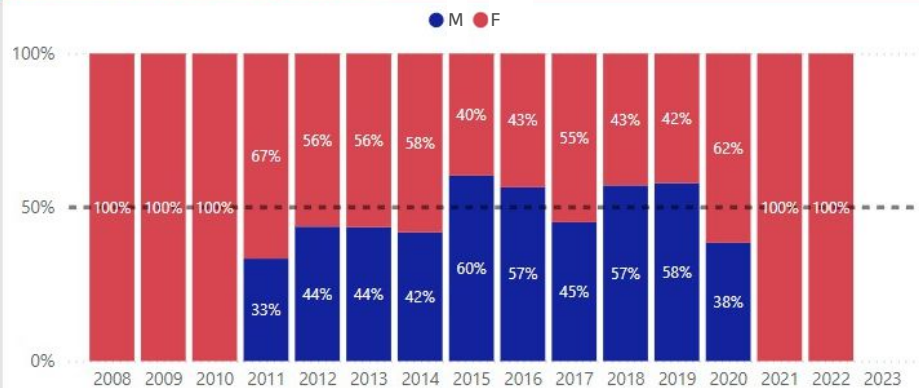




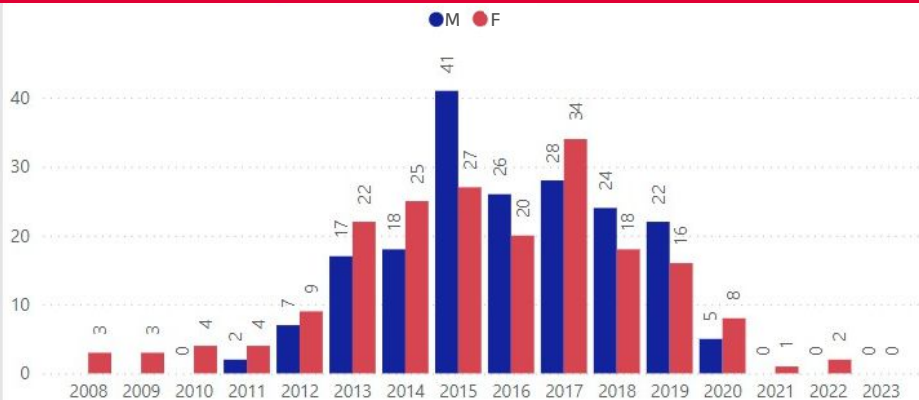
### 29 Graduates of doctoral degree programmes by year of completion and start of studies

Year	2019		2020		2021		2022		2023		2024		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
2008		0		0		2		1					3
2009		1				1		1		0			3
2010		1	0	0		1		2		0			4
2011	1	1	1	1		1		1		1		0	6
2012	4	4	3	2		1		2		0			16
2013	6	8	5	3	2	5	4	5		1			39
2014	9	7	1	5	1	3	0	3	5	4	2	3	43
2015	9	8	13	5	8	3	5	5	4	3	2	3	68
2016	2	0	7	3	5	3	5	8	6	4	1	2	46
2017	0	6	2	2	3	5	11	8	4	8	8	5	62
2018	2	2	3	2	0	0	5	4	7	7	7	3	42
2019	1	0	6	2	5	3	0	1	5	5	5	5	38
2020				0	1	3	0	1	2	3	2	1	13
2021					0	0	0	1	0	0	0	0	1
2022							0	0	0	2	0	0	2
<b>Total</b>	<b>34</b>	<b>38</b>	<b>41</b>	<b>25</b>	<b>25</b>	<b>31</b>	<b>30</b>	<b>43</b>	<b>33</b>	<b>37</b>	<b>27</b>	<b>22</b>	<b>386</b>

Ratio of graduates by start of studies



Number of graduates by start of studies



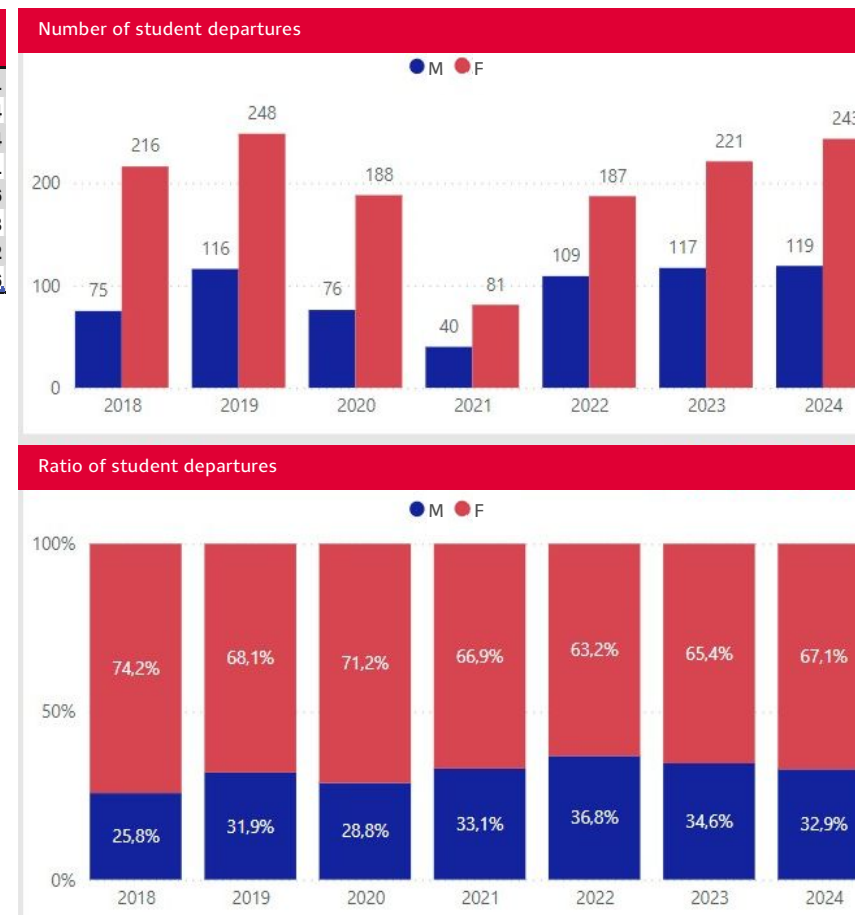
## Student departures

Segregated data INT\_04\_V\_H; benchmark 2018/target 2025 value: 246/270; partially AAR Table 7.2

The area of Work-life balance and organisational culture

### 30 Student departures from the perspective of representation of women and men

Type	Bachelor's			Master's			Consecutive			Doctoral			Total
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
2018	18	84	102	2	4	6	16	83	99	39	45	84	291
2019	21	106	127		11	11	28	74	102	67	57	124	364
2020	20	77	97		6	6	20	59	79	36	46	82	264
2021	7	28	35		2	2	13	26	39	20	25	45	121
2022	19	57	76		5	5	17	54	71	73	71	144	296
2023	23	83	106		2	2	18	58	76	76	78	154	338
2024	35	99	134		6	6	31	69	100	53	69	122	362
<b>Total</b>	<b>143</b>	<b>534</b>	<b>677</b>	<b>2</b>	<b>36</b>	<b>38</b>	<b>143</b>	<b>423</b>	<b>566</b>	<b>364</b>	<b>391</b>	<b>755</b>	<b>2036</b>





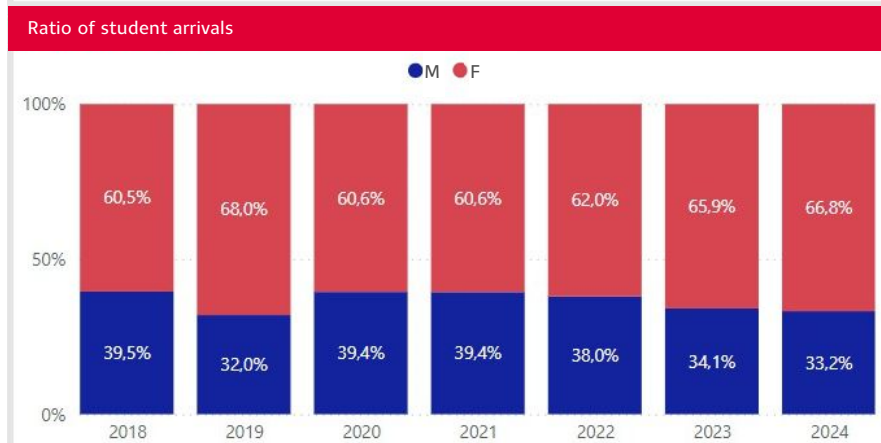
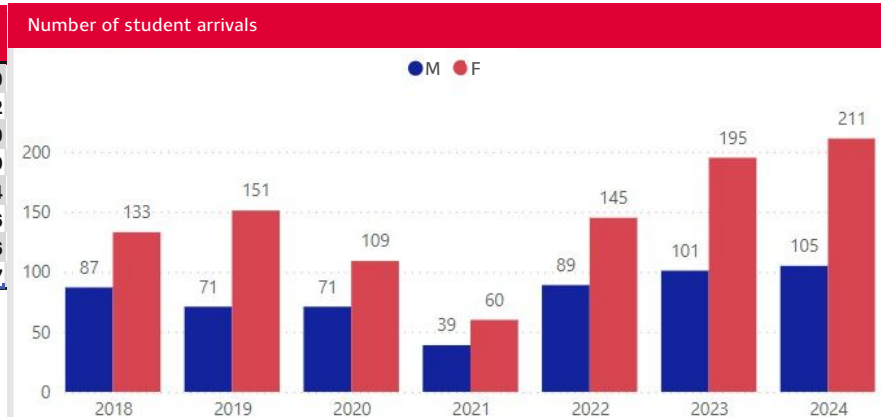
## Student arrivals

Segregated data INT\_04\_V\_H; benchmark 2018/target 2025 value: 246/270; partially AAR Table 7.2

The area of Work-life balance and organisational culture

### 31 Arrivals of students from the perspective of representation of women and men

Type	Bachelor's			Master's			Consecutive			Doctoral			Total
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
2018	43	80	123	7	1	8	32	38	70	5	14	19	220
2019	47	109	156	1		1	19	33	52	4	9	13	222
2020	40	64	104	3	5	8	26	37	63	2	3	5	180
2021	23	33	56				14	21	35	2	6	8	99
2022	34	93	127	1	5	6	51	41	92	3	6	9	234
2023	58	120	178	3	11	14	36	56	92	4	8	12	296
2024	60	113	173	4	14	18	29	70	99	12	14	26	316
<b>Total</b>	<b>305</b>	<b>612</b>	<b>917</b>	<b>19</b>	<b>36</b>	<b>55</b>	<b>207</b>	<b>296</b>	<b>503</b>	<b>32</b>	<b>60</b>	<b>92</b>	<b>1567</b>



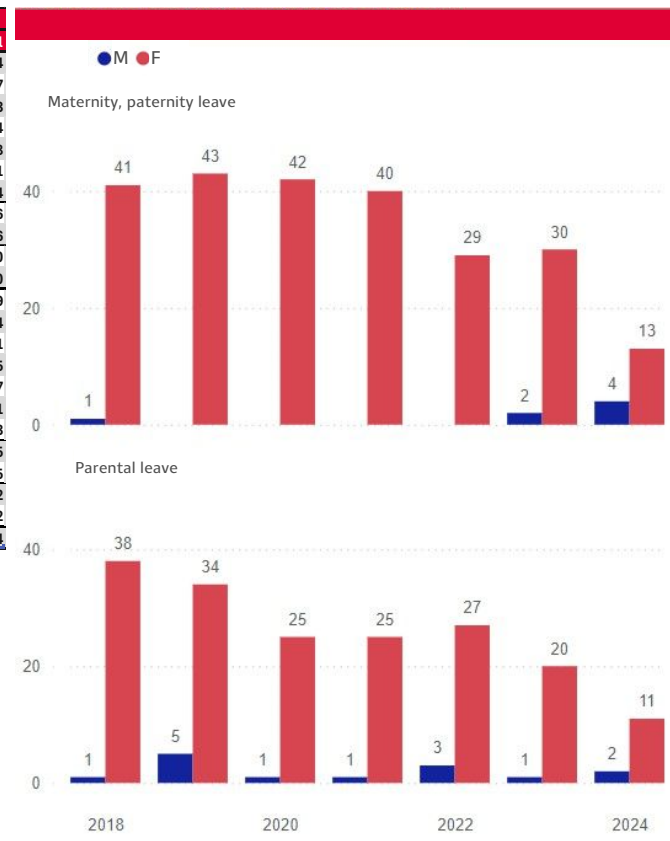
### Commencements of maternity, paternity, and parental leave

Segregated data INT\_04\_V\_H; benchmark 2018/target 2025 value: 246/270; partially AAR Table 7.2

The area of Work-life balance and organisational culture

#### 32 Commencements of maternity, paternity, and parental leave

			M							F									
			2018	2019	2020	2021	2022	2023	2024	Total	2018	2019	2020	2021	2022	2023	2024	Total	
Commencements of maternity, paternity	<b>Total</b>		1					2	4	7	41	43	42	40	29	30	13	204	
	1-Academic	<b>Total</b>							1	1	11	14	8	11	11	8	3	57	
		2-Associate professor										1	1	1				3	
		3-Assistant professor							1	1	10	11	4	10	10	4	2	44	
		4-Assistant									1	2				4	1	8	
		5-Lecturer													1			1	
		6-R&D teaching staff										1	3					4	
		2-Scientists	<b>Total</b>						1		1	8	8	10	6	6	7	4	46
			7-Scientists						1		1	8	8	10	6	6	7	4	46
		3-Other (non-academic)	<b>Total</b>	1					1	3	5	24	21	24	25	14	16	7	110
		8-Other	1					1	3	5	24	21	24	25	14	16	7	110	
Parental leave	<b>Total</b>		1	5	1	1	3	1	2	14	38	34	25	25	27	20	11	149	
	1-Academic	<b>Total</b>						1		2	12	10	8	6	6	9	2	44	
		2-Associate professor											1					1	
		3-Assistant professor						1		2	9	9	5	6	5	6	1	35	
		4-Assistant									1	1	1		1	2	1	7	
		5-Lecturer														1		1	
		6-R&D teaching staff									2	1	1					3	
		2-Scientists	<b>Total</b>			1			1		2	5	6	3	3	3	2	3	25
			7-Scientists			1			1		2	5	6	3	3	3	2	3	25
		3-Other (non-academic)	<b>Total</b>	1	5			1	1	1	10	21	19	14	16	18	10	6	82
		8-Other	1	5			1	1	1	10	21	19	14	16	18	10	6	82	
	<b>Total</b>		2	5	1	1	3	3	5	18	60	59	55	54	46	41	24	214	



## Problematic statistical data

- Departures of employed persons from the perspective of representation of women and men

The data will be included in the report according to the possibility of linking the digitised travel order records to the data warehouse.

- Number of courses for employees, especially in managerial positions, on human resources management from the gender equality perspective
- Number of courses for female researchers on integrating the gender dimension into research projects

The data will be included in the report after the deployment of the e-learning course, which will enable central recording.

- The success rate of projects submitted to foreign grant agencies/programmes (e.g. Horizon Europe, which require the inclusion of a gender dimension, etc.) (VYZ\_02\_V\_H, VYZ 05\_V\_H)
- The proportion of men and women in the role of scientific team leaders

The data will be included in the report after the upgrade of the project database, which will enable central registration.

## 4 STRATEGY

### Vision

The purpose of the activities is to ensure equal opportunities and quality of life for women and men, to identify specific barriers in the institution resulting from gender stereotypes and prejudices and to prevent them with appropriate measures and to motivate them to use their full human potential.

Through systematic actions leading to the promotion of equal opportunities at the cultural, institutional, interpersonal and individual levels, the USB aims to:

- create fair working conditions for all employees,
- create the conditions for preventing the gender pay gap,
- reduce the risks associated with inefficient use of human resource potential and the associated economic losses,
- promote research excellence and the societal relevance of research,
- seek opportunities to share and learn from experiences in the field of gender equality,
- to have an open debate and respond flexibly to gender equality trends in line with institutional, national and transnational policies,
- development of human resources care with an emphasis on well-being, work-life balance, and social welfare.

### Responsibility

At of July 1, 2025, the responsibility for developing, coordinating the implementation and evaluation of the USB Gender Equality Plan for the period 2025–2028 rests with the USB Vice-Rector for Public Affairs, Sustainability, and Human Resource Development<sup>2</sup>

The sub-responsibilities are further elaborated for individual measures in such a way that the USB management member who primarily manages the implementation of activities through the above-mentioned offices and teams is responsible for the achievement of the objective. The document, the activities are also overarching for the USB units that adopt the outputs, participate in their implementation or actively support and create a fair and equal opportunity environment themselves according to their specific conditions.

### Sources

The expected financial sources for the implementation of the systemic measures are the Support Programme for the Strategic Management of Higher Education Institutions for 2022–2025 and 2026+ (SPSM), the Operational Programmes of the Czech Republic 2021–2027 (OP), Fund of USB Strategic Priorities or own sources. To include the gender dimension in research and innovation, funds will be used, for example, under Horizon Europe, etc.

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<sup>2</sup> Until June 30, 2025, the Vice-Rector for Development was responsible for implementing the JU Gender Equality Plan.



## 5 IMPLEMENTATION PLAN

The implementation plan was designed to build on the activities of the previous period and was suitably enhanced by the findings of the joint meetings of higher education institutions, joint project outputs and recommendations relating to the recommended areas addressed, and, most importantly, reflection on the experiences and needs of the staff, employees and students themselves (questionnaire survey).

The implementation plan is divided into 6 areas.

The first area is organisational and administrative, cross-cutting activities such as training topics, statistical data management, securing resources,<sup>3</sup> and web management and development.

The other 5 areas are so-called recommended areas:<sup>4</sup>

- Work-life balance and organisational culture
- Gender balance in leadership and decision-making positions
- Gender equality in recruitment and promotion
- Integrating the gender dimension into the content of research and instruction
- Measures against gender-based violence, including sexual harassment

In planning and subsequent implementation of the selected measures, cooperation and coordination with the HR Award team is necessary to avoid inefficient duplication of activities or, on the contrary, to ensure that activities implemented in the recommended areas of the HR Award are reflected in this plan (the principles of HRS4R are not only applied to scientists in the USB environment but, where possible, to all employees)

Some of the activities are already institutionally anchored, implemented at USB. We are trying to develop further, to react more promptly to new stimuli, or to revise measures that are not working and to look for solutions, lessons derived from good/bad practices and positive motivation for institutional and individual acceptance of the set processes.

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<sup>3</sup> training, statistical data maintenance, sourcing and publication of the document are the so-called minimum requirements of the European Commission

<sup>4</sup> as required by Horizon Europe

Organisational and administrative area

Objective	Measure/Activity	Output/Indicator	Period of implementation	Responsibility	Sources
<b>Sustainability of equal opportunities policy</b>	Institutionalisation of the USB Gender Equality Plan for the period 2025–2028	Implementation of the measures and their evaluation in the document USB Gender Equality Plan for 2029+ (CZ, EN)  Evaluation – questionnaire survey  Report under the relevant chapters of the Annual Activity Report	Ongoing 1/2025–12/2028  1/2028  Annually	<b>Vice-Rector for Public Affairs, Sustainability, and Human Resource Development Strategy</b>  HR Award team	Own/project (especially SPSM, OP according to calls)
	Promoting open discussion on gender equality in the context of socially responsible USB behaviour, popularisation	Interviews, articles, declarations of support in documents, on the web, participation in the Milada Paul Award, cooperation with Universitas, etc.	Ongoing 1/2025–12/2028	<b>Rector</b>  Individual responsibility of employees and learners	Own/project (especially SPSM)
	Ensuring human and financial resources for the management and development of the equal opportunity remit	Implemented USB Gender Equality Plan for 2025–2028	Ongoing 1/2025–12/2028	<b>Vice-Rector for Public Affairs, Sustainability, and Human Resource Development Bursar</b>	Own/project (especially SPSM, OP according to calls)
	Training offer/invitation, encouragement of interest and participation in training	E-learning course implementation (all areas)  Support for individual/group training in recommended areas (gender dimension in research, conducting interviews, conducting evaluations, managing staff, learners, preventing/resolving unwanted behaviour in the workplace, etc.)	12/2024–3/2025  Ongoing 1/2025–12/2028	<b>Vice-Rector for Public Affairs, Sustainability, and Human Resource Development</b> HR Award team  Director of the School of Doctoral Studies  USB Career Centre  Individual responsibility of employees	Own/project (especially SPSM, OP according to calls)



Objective	Measure/Activity	Output/Indicator	Period of implementation	Responsibility	Sources
	Continuing to keep statistics – gender, age, remuneration, representation in leadership positions, etc.	Statistical model in Power BI, possible revisions of monitored data according to needs, trends, data warehouse options The report is part of the updated document of the USB Gender Equality Plan for the next period	Ongoing 1/2025–12/2028	Strategy and Development Office + Management Reporting Office	Own
	To continue to participate in projects on equal opportunities, networking, experience sharing	Participation in project calls, development according to examples of good practices	Ongoing 1/2025–12/2028	<b>Vice-Rector for Public Affairs, Sustainability, and Human Resource Development Bursar</b>	
	Development and management of the social welfare section of the website, including the English version	Updated website	Ongoing 1/2025–12/2028	<b>Vice-Rector for Public Affairs, Sustainability, and Human Resource Development</b>	Own/project (especially SPSM)

## Work-life balance and organisational culture

Target	Measure/activity	Output/indicator	Period of implementation	Responsibility	Sources
<b>A fair, supportive and barrier-free working environment</b>	Mapping HR processes, including the possibilities of flexible forms of work, homeworking, etc.	A manual/process guide to various life situations – starting/returning maternity, paternity, parental leave, retirement, caring for a loved one, etc.	Draft by 12/2025 Manual by 8/2026 + continuous updates according to changes in legislation, internal regulations	<b>Bursar</b> Human Resources Office, Payroll Accounting Office, Legal Office	Own/project (especially SPSM, OP according to calls)
	Analysis of the fulfilment of legal requirements for the rights of employees – parents, individual topics	Recommendations for removing barriers and ensuring legal requirements (e.g. improvement of the breastfeeding room, baby changing stations available to fathers, etc.), discussion and implementation of selected recommendations	by 12/2025 + operationally by 12/2028	<b>Vice-Rector for Public Affairs, Sustainability, and Human Resource Development</b> Bursar Human Resources Office, Legal Office	Own/project (especially SPSM)
	Revision of the benefits offer, incl. activities of CG Kvitek	Discussion, assessment, recommendation, inclusion in the offer. Satisfaction rating will be part of the questionnaire survey	by 12/2025 + operationally by 12/2028	<b>Bursar</b> Human Resources Office HR Award team	Own/project (especially SPSM, OP according to calls)
	Specifically targeted support for early career scientists	Offer of mentoring in the field of work-life balance within the School of Doctoral Studies	1/2025–12/2028	<b>Vice-Rector for Research</b> Director of the School of Doctoral Studies	Own/project (especially SPSM, OP according to calls)
	Analysis of the possibilities of involving own experts according to capacities	Development and promotion of the soft-skills training offer through the career centre, deepening awareness of the services of the University Psychological Counselling Centre, consultations with specialists from the Faculty of Health and Social Sciences (antenatal courses, lactation counselling), etc.	by 12/2025 + operationally by 12/2028	<b>Vice-Rector for Public Affairs, Sustainability, and Human Resource Development</b> Centre for Equal Opportunities	Own/project (especially SPSM)



## Gender balance in leadership and decision-making

Target	Measure/activity	Output/indicator	Period of implementation	Responsibility	Sources
<b>Assessing the potential of diversity management</b>	Application of the principles of gender balance in leadership positions, advisory bodies, committees, etc.	Evaluation of compliance with balanced representation in decision-making will be part of the questionnaire survey Monitored by monitoring (leaders, councils)	1/2025–12/2028	<b>Vice-Rector for Public Affairs, Sustainability, and Human Resource Development</b> HR Award team Individual responsibility of employees	Own
	Specifically targeted support for early career scientists	Offering mentoring in the area of gender balance in leadership and decision-making within the School of Doctoral Studies	1/2025–12/2028	<b>Vice-Rector for Research</b> Director of the School of Doctoral Studies	Own/project (especially SPSM, OP according to calls)

## Gender equality in recruitment and promotion

Target	Measures	Output/indicator	Period of implementation	Responsibility	Sources
<b>Assessing the potential of all USB employees, breaking down unconscious stereotypical prejudices and attitudes</b>	Compliance with set recruitment processes within the HR Award – OTM-R, review of internal documents related to recruitment from an equal opportunities perspective	Uniform ad template using gender-sensitive language (standardized since 2017)	1/2025–12/2028	<b>Vice-Rector for Public Affairs, Sustainability, and Human Resource Development</b> Human Resources Office  HR Award team  Individual responsibility of employees	Own/project (especially SPSM, OP according to calls)
		Recommendations for modification of selected internal rules/ordinances	12/2025		
		Evaluation of compliance and functionality of the measures will be part of the questionnaire survey	1/2028		
	Application of the USB Career Regulations (R 479)	Evaluation of compliance and functionality of the measures will be part of the questionnaire survey	Ongoing	Office Head HR Award team	Own/project (especially SPSM, OP according to calls)
	Ongoing monitoring, evaluation and compliance with transparency, equal and fair remuneration principles	Analysis (internal)  External analysis (according to project calls)	Annually	<b>Bursar</b> Management Reporting Office Human Resources Office	Own/project (OP)
	Specifically targeted support for early career scientists	Mentoring in the field of career advancement offered within the School of Doctoral Studies	by 12/2025	<b>Vice-Rector for Research</b> Director of the School of Doctoral Studies	Own/project (especially SPSM, OP according to calls)
Specifically targeted support for foreign employees, students	Maintenance and further development of the Czech language courses, welcome office, etc., guides and manuals in English versions	Ongoing	<b>Vice-Rector for International Relations</b> HR Award team	Own/project (especially SPSM, OP according to calls)	



## Gender mainstreaming in research and instruction

Target	Measures	Output/indicator	Period of implementation	Responsibility	Sources
<b>Evaluating the potential of research and instruction with regard to the real impact on society</b>	Fulfilling the mission of the USB Research Strategy	Evaluation of strategy implementation	Ongoing	<b>Vice-Rector for Research</b> Individual responsibility of employees	Own/project (especially SPSM, OP according to calls)
	Methodological support and implementation of gender equality and gender dimensions of research in internal and external project calls	Activities of the Ethics Committees according to Annexe N. 2 to Rector's Decision R 253  Other systematic activities in response to grant calls, etc.	Ongoing	<b>Vice-Rector for Research</b> HR Award team	Own/project (especially SPSM, OP according to calls)
	Specifically targeted support for early career scientists	Mentoring offer to integrate the gender dimension into the research and teaching content of the School of Doctoral Studies	1/2025–12/2028	<b>Vice-Rector for Research</b> Director of the School of Doctoral Studies	Own/project (especially SPSM, OP according to calls)

Action against gender-based violence, including sexual harassment

Target	Measures	Output	Period of implementation	Responsibility	Sources
Safe working, research, learning USB environment	Adherence to the process set out in Rector's Ordinance R 434 setting out the procedure in cases of harassment in the workplace	Evaluation of compliance and functionality of the measures will be part of the questionnaire survey	Ongoing	According to the measure  HR Award team	Own
	USB ethical infrastructure review	Recommendations for revisions to the USB Code of Ethics – discussion – revised document	by 12/2025	<b>Vice-Rector for Public Affairs, Sustainability, and Human Resource Development</b> Legal Office HR Award team Ethics Committee	Own/project (especially SPSM, OP according to calls)
		Recommendations on revisions to the ombudsperson position – discussion – revised document	by 12/2025		
Supporting members of the ethical infrastructure (information, networking, etc.)	1/2025–12/2028				
Specifically targeted support for early career scientists	Offering mentoring on the prevention of unwanted behaviour and how to address the occurrence of unwanted behaviour within the School of Doctoral Studies	1/2025–12/2028	<b>Vice-Rector for Research</b> Director of the School of Doctoral Studies	Own/project (especially SPSM, OP according to calls)	



## 6 LIST OF ABBREVIATIONS

<b>AAR</b>	Annual activity report
<b>EN</b>	English language
<b>HR</b>	Human resources
<b>OP</b>	Operational programmes
<b>SPSM</b>	Support programme for the strategic management of higher education institutions
<b>USB</b>	University of South Bohemia in České Budějovice

USB Gender Equality Plan of the University of South Bohemia in České Budějovice for 2025–2028  
Submitted by the USB Rector prof. Ing. Pavel Kozák Ph.D.

- 1) Was discussed by the Management of the University of South Bohemia in České Budějovice on 11 October 2024,
- 2) was discussed by the Ethics Committee of the University of South Bohemia in České Budějovice on 18 October 2024,
- 3) discussed by the Rector's Board of the University of South Bohemia in České Budějovice on 29 October 2024,
- 4) was discussed by the Scientific Board of the University of South Bohemia in České Budějovice on 30 October 2024,
- 5) discussed by the Academic Senate of the University of South Bohemia in České Budějovice on 12 November 2024,
- 6) was discussed by the Board of Trustees of the University of South Bohemia in České Budějovice on 20 November 2024.

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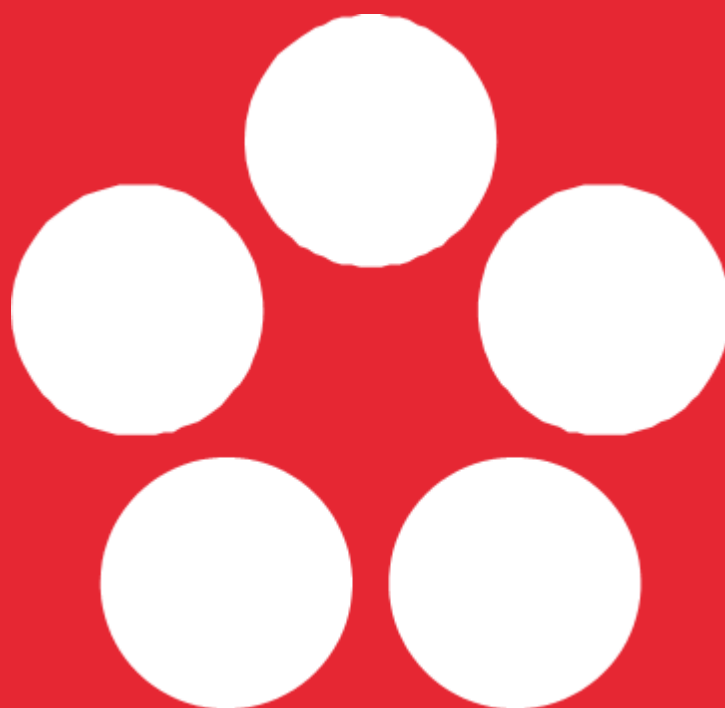
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