

University of Veterinary Sciences Brno

**Report
on
Gender Equality
at the
University of Veterinary Sciences
Brno

for 2023**

Brno 2024

Table of Contents

Introduction

1. Gender culture
2. Implementing gender fairness at the University
 - 2.1 Management, self-governing and other bodies of the University
 - 2.2. University Gender Fairness Coordinator
 - 2.3. University Gender Fairness Commission
 - 2.4. University Social Safety Ombudsperson
3. Monitoring (data collection and evaluation) of gender fairness at the University
4. Gender fairness in the internal regulations of the University
5. Gender fairness in University management processes
6. Gender fairness in recruitment and career development
7. Gender fairness in University education
8. Gender fairness in science and research at the University
9. Social safety at the University, including measures against gender-based violence and harassment
10. Reconciliation of study and work with parenting and caring for family members
11. Gender fairness training
12. Evaluating gender fairness at the University
13. Resources for developing gender fairness
14. Overall assessment of gender fairness at the University
15. Measures to develop gender fairness at the University

Conclusion

Introduction

The report includes an assessment of the gender culture at the University in each of the main objectives of gender fairness at the University. It is based on the goals of gender fairness at the University, the measures to achieve the defined objectives, and uses information from the University's activities and support for gender-segregated data and individual indicators of gender fairness at the University to assess the achievement of the goals and defined measures. The report provides a comprehensive gender fairness assessment of the University for 2023.

1. Gender culture

Gender culture at the University focuses on gender fairness in the University's internal regulations, gender fairness in the University's management processes, gender fairness in recruitment and career development, gender fairness in the University's education, and gender fairness in the University's science and research, social safety at the University, including measures against gender-based violence and harassment, reconciling work and parenting and caring for family members, training in gender fairness, evaluating gender fairness at the University, and identifying resources to develop gender fairness at the University.

Part of the gender culture at the University was the implementation of the strategy, priorities in the implementation and development of gender fairness at the University and the implementation of the conditions of the *Gender Equality Plan* at the University of Veterinary Sciences Brno.

The implementation of gender culture at the University for 2023 is shown in Table 1.

Table 1: Implementation of gender culture at the University

		FVM	FVHE	Rector's Office
1	Strategies for the development of gender fairness at the University	Implementation of the strategy for the development of gender fairness at the faculty	Implementation of the strategy for the development of gender fairness at the faculty	Implementation of the strategy for the development of gender fairness in the Rector's Office of the University
2	Priorities to promote gender fairness at the University	Achieving priorities to promote gender fairness at the faculty	Achieving priorities to promote gender fairness at the faculty	Achieving priorities to promote gender fairness at the Rector's Office of the University
3	<i>Gender Equality Plan</i> in its areas at the University	Implementation of the <i>Gender Equality Plan</i> at the faculty	Implementation of the <i>Gender Equality Plan</i> at the faculty	Implementation of the <i>Gender Equality Plan</i> at the Rector's Office of the University

To assess the implementation of gender culture at the University, three indicators were established.

A partial assessment of the individual indicators shows that a strategy for developing gender equality at the University was set, priorities were identified, and a *Gender Equity Plan* was created in its particular areas at the University. The strategy and priorities for developing gender fairness at the University are being accomplished, and the University *Gender Equality Plan* is being implemented.

Recommendations for the next period: none

A summary assessment of the fulfilment of the indicators for implementing gender fairness is presented in Table 14 of the Annex.

The summary assessment of the individual indicators of the implementation of gender fairness focusing on gender culture at the University shows that all three indicators were met in 2023.

2. Implementing gender fairness at the University

2.1 Management, self-governing and other bodies of the University

Gender fairness at the University was implemented at the level of the Rector of the University in the context of their management activities, by the management of the University in the context of the implementation of the Rector's decisions, by other management bodies of the University in the implementation of the educational, creative and other related activities of the University, and by the Academic Senate of the University in the context of its self-governing activities, in the meetings and decisions of the Scientific Council of the University in the context of the implementation of the mission of the Scientific Council at the University, within the legal and personnel department of the University in the development of the University's internal standards and in the assessment of legal issues at the University, as well as in the implementation of personnel measures at the University, within the activities of the University's counselling centres in the provision of study, career and psychological counselling, and by other University managers in the provision of administrative, economic and other activities related to the operation and development of the University. Furthermore, gender fairness was implemented by the Deans of the faculties in their management activities, by the management of the faculties in the implementation of the decisions of the Deans, and by other management bodies of the faculties in the implementation of the educational, creative and other related activities of the faculties, by the academic senates of the faculties in their self-governing activities, by the scientific councils of the faculties in their activities, it was also implemented by the guarantors of study programmes in the provision of educational activities, by other management staff at the faculties in the implementation of education, research and other activities at the faculties, as well as by the heads of the University units and other University bodies authorised by the Rector in the implementation of educational, creative and other related activities of the University units.

2.2. University Gender Fairness Coordinator

The University Gender Fairness Coordinator was appointed to coordinate gender fairness at the University. Within their responsibilities, the Coordinator obtains information and data from individual activities at the University or obtains targeted input from individual University managers, faculties and other units related to gender fairness at the University. Based on gender-segregated data and individual indicators of gender fairness at the University, the Coordinator monitors gender fairness at the University. If necessary, the Coordinator shall submit ongoing measures to improve gender fairness at the University to the Rector. The Coordinator, with the support of the Gender Fairness Commission, shall draw up an annual *Report on Gender Equality at the University*.

2.3. University Gender Fairness Commission

To support the implementation of gender fairness, a Gender Fairness Commission was established at the University. It is composed of four members, i.e. the head of the Commission, a representative of the University management, a representative of the management of the Faculty of Veterinary Medicine, and a representative of the management

of the Faculty of Veterinary Hygiene and Ecology. Administrative support to the Commission is provided by the Secretary of the Commission appointed from the staff of the Rector's Office. The Commission shall provide support to the Gender Fairness Coordinator in obtaining information and data from individual activities at the University or in obtaining targeted input on the University's activities, and the Commission shall provide support to the Coordinator in obtaining gender-segregated data and in assessing individual indicators of gender equality at the University. The Commission participates in the annual production of the *Report on Gender Equality at the University*.

2.4. University Social Safety Ombudsperson

In the context of social safety issues and measures against gender-based violence and harassment, the University Gender Fairness Coordinator works with the University Social Safety Ombudsperson. From the Ombudsperson, the University Gender Equality Coordinator receives information on the implementation of social safety counselling for students and staff at the University, on possible investigations of incidents of social safety violations at the University, and the overall level of social safety at the University.

The implementation of gender fairness at the University for the year 2023 is shown in Table 2.

Table 2: Implementation of gender fairness at the University

		FVM	FVHE	Rector's Office
4	University Gender Fairness Coordinator	irrelevant	irrelevant	yes
5	University Gender Fairness Commission	irrelevant	irrelevant	yes
6	Management processes directed to the various units of the University to promote gender fairness at the University	yes	yes	yes

To assess the implementation of gender fairness, three indicators were established.

The sub-assessment of each indicator shows that the Coordinator and the University Gender Fairness Committee were established, and management processes were set up directed to the different units of the University to promote gender fairness at the University.

Recommendations for the next period: none

A cumulative assessment of the achievement of the indicators for implementing gender fairness is presented in Table 14 of the Annex.

The cumulative assessment of the individual indicators for implementing gender fairness shows that all three indicators were met in 2023.

3. Monitoring (data collection and evaluation) of gender fairness at the University

To assess the level of gender fairness, monitoring (including data collection and evaluation) of gender fairness at the University was carried out. In this activity, information and data from individual activities at the University were used, and where appropriate, additional input was obtained from individual University managers, faculties and other units related to gender fairness at the University. The information and data focused on key areas of

gender culture at the University. Where the monitoring revealed opportunities for further development of gender fairness at the University, a proposal was made to the Rector for action to increase the level of gender fairness in the University's activities.

Gender fairness monitoring for 2023 is presented in Table 3.

Table 3: Monitoring gender fairness at the University

		FVM	FVHE	Rector's Office
7	Parameters for monitoring and evaluation of gender fairness at the University	yes	yes	yes
8	Monitoring gender fairness at the University	yes	yes	yes

To assess the monitoring of gender fairness, two indicators were set.

A partial assessment of the individual indicators shows that the parameters for monitoring and evaluating gender fairness at the University were set, and monitoring of gender fairness at the University was implemented.

Recommendations for the next period: none.

A cumulative assessment of the implementation of the indicators for monitoring gender fairness is presented in Table 14 of the Annex.

A cumulative assessment of the individual indicators of the monitoring of gender fairness shows that both indicators were met in 2023.

4. Gender fairness in the internal regulations of the University

Gender fairness legislation at the University was addressed by:

- (a) Rector's Directive on Gender Equality, a separate internal standard of the University regulating the conditions for developing gender fairness at the University. The Directive establishes the rules for further development of gender equality at the University of Veterinary Sciences Brno. It determines the most critical areas of ensuring gender fairness at the University and the processes for safeguarding and evaluating gender fairness at the University.
- (b) the review and possible modification of the most critical internal regulations and other internal standards of the University from the perspective of the development of gender fairness in education, creative activities and cooperation with practice and the University's social responsibility.

Gender fairness in the University's internal regulations for 2023 is shown in Table 4.

Gender fairness in the internal regulations of the University

		FVM	FMHE	Rector's Office
9	A separate internal standard of the University regulating the conditions for the development of gender fairness at the University	Rector's Directive Gender Equality	Rector's Directive Gender Equality	Rector's Directive Gender Equality
10	Review and possible modification of related internal regulations and standards of the University concerning the development of gender fairness in the management processes at the University	Statute, Budgeting Rules	Statute, Budgeting Rules	Statute, University Budgeting Rules, Code of Ethics
11	Review and possible modification of related internal regulations and standards of the University from the perspective of the development of gender fairness in education at the University	<i>Study and Examination Rules for Bachelor's and Master's Degree Programmes of the University, Study and Examination Rules for Doctoral Degree Programmes of the University, Regulations for Lifelong Learning of the University, University Scholarship Regulations</i>	<i>Study and Examination Rules for Bachelor's and Master's Degree Programmes of the University, Study and Examination Rules for Doctoral Degree Programmes of the University, Regulations for Lifelong Learning of the University, University Scholarship Regulations</i>	<i>Study and Examination Rules for Bachelor's and Master's Degree Programmes of the University, Study and Examination Rules for Doctoral Degree Programmes of the University, Regulations for Lifelong Learning of the University, University Scholarship Regulations</i>
12	Review and possible modification of related internal regulations and standards of the University from the perspective of the development of gender fairness in science and research at the University	<i>Evaluation of Creative Activities at the University, Rules for Providing Special Purpose Support for Specific University Research (University IGA), Rules for Providing Support for University Institutional Research through University ITA (University ITA)</i>	<i>Evaluation of Creative Activities at the University, Rules for Providing Special Purpose Support for Specific University Research (University IGA), Rules for Providing Support for University Institutional Research through University ITA (University ITA)</i>	<i>Evaluation of Creative Activities at the University, Rules for Providing Special Purpose Support for Specific University Research (University IGA), Rules for Providing Support for University Institutional Research through University ITA (University ITA)</i>
13	Review and possible modification of related internal regulations and standards of the University from the point of view of the development of gender fairness in cooperation with practice and fulfilling the	Evaluation of cooperation with practice and fulfilment of social responsibility	Evaluation of cooperation with practice and fulfilment of social responsibility	Evaluation of cooperation with practice and fulfilment of social responsibility

	social responsibility of the University			
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To assess gender fairness in the internal regulations of the University, five indicators were established.

A partial assessment of individual indicators shows that a separate internal standard of the University was developed to regulate the conditions for developing gender fairness at the University. A review and possible adjustment of related internal regulations and standards of the University were carried out from the perspective of the development of gender fairness in the management processes at the University concerning education, creative activities, and cooperation with practice and social responsibility of the University.

Recommendations for the next period: none

A cumulative assessment of the fulfilment of indicators in the University's internal regulations is presented in Table 14 of the Annex.

A cumulative assessment of the individual indicators in the University's internal regulations shows that all five indicators were met in 2023.

5. Gender fairness in University management processes

Gender fairness in University management processes includes maintaining gender fairness in the processes of staff representation in the University's self-governing bodies and the decisions of the self-governing bodies, as well as maintaining gender fairness in the processes of staff representation in the University's management bodies, in the decisions of the University's management bodies, and in the staffing of the University's advisory committees.

The gender fairness in management processes at the University for 2023 is shown in Table 5.

Table 5: Gender fairness in University management processes

		FVM	FVHE	Rector's Office
14	Gender fairness in the processes of setting the staff representation in the self-governing bodies of the University – procedures in the election of the composition of the Academic Senate	yes	yes	yes
15	Gender fairness in the decisions of self-governing bodies	yes	yes	yes
16a	Monitoring of gender representation in the University's self-governing bodies – the composition of the Academic Senate (men/women)	31 % / 69 %	50 % / 50 %	61 % / 39 %
16b	Monitoring of gender representation in the advisory committees of the University's self-governing bodies respecting the representation of the University's gender groups (men/women)*	irrelevant (not established)	irrelevant (not established)	73 % / 27 %
17	Gender fairness in the processes of staff representation in the management structure of the University –	yes	yes	yes

	procedures for the election/appointment of management staff			
18	Gender fairness in the decisions of University management bodies	yes	yes	yes
19a	Monitoring gender representation in University management bodies – University/faculty management (men/women)	75 % / 25 %	25 % / 75 %	75 % / 25 %
19b	Monitoring gender representation in University management bodies – heads of departments (men/women)	92 % / 8 %	50 % / 50 %	63 % / 37 %
20	Monitoring of gender representation in the advisory committees of the University's management bodies respecting the representation of the University's gender groups (men/women)*	88 % / 12 %	39 % / 61 %	68 % / 32 %

Note: * = average calculated from the values of individual committees

To assess gender fairness in management processes at the University, seven indicators were defined.

A partial assessment of individual indicators shows that gender fairness was examined in the processes of setting the personnel representation in the self-governing bodies of the University and the implementation of the decisions of the self-governing bodies of the University. The monitoring of gender representation in the bodies and advisory committees of self-governing bodies shows a different representation of men and women, which includes representation of both gender groups.

Gender fairness was examined in setting the personnel representation in the University management structure and in implementing the decisions of the University management bodies. The monitoring of gender representation in the bodies and advisory committees in the University's management structure shows a different representation of men and women, which includes representation of both gender groups. However, the FVM shows a skew towards the male gender group.

Recommendations for the next period: adjust the representation of gender groups in the management bodies of the faculty (indicator 19b) and the advisory committees (indicator 20) of the faculty's management structure.

A summary assessment of the achievement of indicators in the management processes at the University is presented in Table 14 of the Annex.

The assessment of the individual indicators in the University's management processes shows that all seven indicators were achieved in 2023.

6. Gender fairness in recruitment and career development

Gender fairness in recruitment and career development includes setting procedures for recruitment that include gender fairness as an internal standard at the University, maintaining gender composition of recruitment committees that respect the representation of gender groups on University committees, maintaining gender fair approaches in work activities at the University, setting career development for staff that includes gender fairness as an internal standard at the University, maintaining a gender-fair approach in the composition of habilitation and professorship committees concerning gender groups at the University and the career development of staff, setting gender-fair pay conditions for staff in the form of an

internal University standard, and maintaining a gender equality in pay of staff concerning gender groups at the University.

Gender fairness in recruitment and career development for 2023 is shown in Table 6.

Table 6: Gender fairness in recruitment and career development

		FVM	FVHE	Rector's Office
21	Hiring procedures incorporating gender fairness as an internal standard at the University	yes	yes	yes
22	Gender composition of recruitment committees respecting the representation of the University's gender groups on the committees (men/women)*	100 % / 0 %	38 % / 62 %	38 % / 62 %
23a	A gender-fair approach in work activities at the University (men/women) – academic staff	49 % / 51 %	30 % / 70 %	27 % / 73 %
23b	A gender-fair approach in work activities at the University (men/women) – non-academic staff	17 % / 83 %	10 % / 90 %	37 % / 63 %
24	Career development for staff incorporating gender fairness in the internal standard at the University	yes	yes	yes
25a	A gender-fair approach in the career development of academic staff (men/women) – career progression or awards	17 % / 83 %	30 % / 70 %	0 % / 0 %
25b	A gender-fair approach in the career development of non-academic staff (men/women) – career progression or awards	0 % / 0 %	0 % / 0 %	0 % / 0 %
26	Conditions for the habilitation procedure and the procedure for the appointment of professor in accordance with the conditions of gender fairness at the University	yes	yes	yes
27	A gender-fair approach in the composition of committees for habilitation and professorship procedures (men/women)*	60 % / 40 %	100 % / 0 %	–
28	A gender-fair approach in habilitation and professor appointment procedures – number of procedures (appointments) (men/women)	100 % / 0 %	0 % / 100 %	–
29	Wage conditions for staff, including gender fairness as an internal standard at the University	yes	yes	yes
30a	A gender-fair approach in staff remuneration – average monthly salary of academic staff (men/women)	57 % / 43 %	55 % / 45 %	42 % / 58 %
30b	Academic staff evaluation (HAP) – the average number of points evaluating quantitatively and qualitatively the performance of an academic staff member (men/women)	56 % / 44 %	54 % / 46 %	49 % / 51 %
30c	A gender-fair approach in staff remuneration – average monthly salary of non-academic staff (men/women)	55 % / 45 %	56 % / 44 %	52 % / 48 %
30d	Non-academic staff evaluation (HNAP) concerning gender groups at the University – average score of non-academic staff (men/women)	52 % / 48 %	51 % / 49 %	50 % / 50 %

Note: * = average calculated from the values of the individual committees

To assess gender fairness in recruitment and career development, ten indicators were defined.

A partial assessment of the individual indicators shows that the recruitment procedures align with gender fairness. However, the composition of the selection committees for recruitment at FVM shows a gender bias towards men. There is a gender bias towards women in the number of both academic and non-academic staff.

Career development procedures are in line with gender fairness, and the numbers of promotions and other awards for both academic and non-academic staff show a gender bias towards women but are broadly in line with the numbers of staff in the gender groups.

The procedures for the habilitation procedure and the procedure for the appointment of a professor are in line with gender fairness. However, the composition of the committees in the habilitation procedure and the procedure for the appointment of a professor at FVHE show a gender bias towards men. However, the numbers of procedures are so low (only lower units) that the evaluation of the representation of gender groups is irrelevant.

Wage conditions are set in line with gender fairness. In the salary evaluation for academic staff at both the FVM and the FVHE, there is a lower level for the female gender group, but this is almost identical to the lower level of the range and quality of activities found for the female gender group (by the HAP system). There is a slight bias towards the female gender group in the salary evaluation for academic staff at the Rector's Office, with the scores for the range and quality of activities being approximately identical. The wages of non-academic staff are lower for the female gender group at the FVM, but this corresponds roughly with the lower level of scope and quality of activities found for the female gender group (by the scoring system) at the FVM. The wage remuneration of non-academic staff shows a slightly lower level for the female gender group at FVHE, which corresponds to a lower level of the scope and quality of activities for the female gender group (using a point system). The salary remuneration of non-academic staff shows approximately the same level for both gender groups at the Rector's Office; this corresponds to the range and quality of activities in the gender groups (by the scoring system) at the Rector's Office.

Recommendation for the next period: adjust the representation of gender groups in the composition of selection committees for recruitment at the FVM (Indicator 22). Adjust the representation of gender groups in the composition of habilitation and professorship committees at the FVHE (Indicator 27). Adjust the gender gap in the salary of academic staff at the Rector's Office, where the scores for the scope and quality of activities are approximately the same for both gender groups (Indicator 30a).

A summary assessment of the achievement of the indicators of gender fairness in recruitment and career development is presented in Table 14 of the Annex.

An assessment of the individual indicators focused on recruitment and career development shows that all ten indicators were met in 2023.

7. Gender fairness in University education

Gender fairness in University education focuses on setting up procedures for the admission of learners, including gender fairness as an internal standard at the University, admission of learners according to gender fairness at the University, maintaining the composition of academic staff representing gender groups of the University in education in individual study programmes, continuing to provide study, career and psychological counselling to learners of all gender groups at the University, maintaining gender representation in the composition of state examination and thesis defence committees for individual study programmes, and continuing to conduct academic ceremonies, in particular matriculation and graduation ceremonies, in a gender-fair manner.

Gender fairness in education at the University for 2023 is shown in Table 7.

Table 7: Gender fairness in education

		FVM	FVHE	Rector's Office
31	Procedures for the admission of learners incorporating gender fairness as an internal standard at the University	yes	yes	–
32a	Admission of students to the University in terms of gender fairness – applications (men/women)*	17 % / 83 %	11 % / 89 %	–
32b	Admission of students to the University in terms of gender fairness – admissions (men/women)*	15 % / 85 %	13 % / 87 %	–
33	Composition of academic staff representing gender groups of the University for individual study programmes (men/women)*	54 % / 46 %	39 % / 61 %	–
34	Study, career and psychological counselling for students of all gender groups at the University (men/women)	20 % / 80 %	20 % / 80 %	–
35a	Composition of state examination and thesis defence committees for individual study programmes representing gender groups of the University – state examinations (men/women)*	67 % / 33 %	49 % / 51 %	–
35b	Composition of state examination and thesis defence committees for individual study programmes representing gender groups of the University – defence (men/women)*	73 % / 27 %	49 % / 51 %	–
36a	Academic ceremonies, especially matriculation and graduation, in terms of gender fairness – matriculation (men/women)*	16 % / 86 %	15 % / 85 %	–
36b	Academic ceremonies, especially matriculation and graduation, in terms of gender fairness – graduation (men/women)*	20 % / 80 %	16 % / 84 %	–

Note: * = average calculated from the values of individual study programmes

To assess gender fairness in education, six indicators were defined.

A partial assessment of the individual indicators shows that the admission procedures align with gender fairness. The number of applications from female applicants is significantly skewed in favour of the female gender group due to the different interests of gender groups in

studying in the University's study programmes. Enrolment numbers are significantly skewed in favour of the female gender group due to the number of applications for studies within the gender groups. The numbers of the matriculated are significantly skewed in favour of the female gender group due to the number of applications and admissions within the gender groups. The numbers of learners are significantly skewed in favour of the female gender group due to the number of applications and admissions within the gender groups. The numbers of learners taking up counselling are significantly skewed in favour of the female gender group to the number of female learners. The numbers of graduates (attending graduation) are significantly skewed in favour of the female gender group due to the number of female learners.

The total numbers of academic staff in the gender groups correspond to the representation of both genders. The numbers of academic staff for state examinations in gender groups correspond to the representation of both genders. The numbers of academic staff on thesis defence committees in the gender groups correspond to the representation of both genders. Still, they are skewed toward the female gender group at the FVM.

Recommendation for the next period: the FVM should adjust the gender representation in the number of academic employees on thesis defence committees (indicator 35b).

A summary assessment of the fulfilment of the indicators of gender fairness in education is presented in Table 14 of the Annex.

The assessment of individual indicators focusing on gender fairness in education shows that all six indicators were met in 2023.

8. Gender fairness in science and research at the University

Gender fairness in science and research at the University includes promoting gender fairness in the formation of research teams at the University, maintaining a gender-representative composition on the University's grant review panels, promoting gender fairness in opportunities to apply the results of scientific and research activities, and maintaining gender fairness in the recognition of staff for significant scientific and research achievements.

Gender fairness in science and research at the University for 2023 is shown in Table 8.

Table 8: Gender fairness in science and research

		FVM men/women	FVHE men/women	Rector's Office men/women
37	Research teams at the University in terms of composition representing the gender groups of the University*	32 % / 68 %	23 % / 77 %	24 % / 76 %
38a	Gender composition of the University's grant review panels (IVA) (men/women)	irrelevant	irrelevant	83 % / 17 %
38b	Gender composition of the University's grant review panels (IGA) (men/women)	irrelevant	irrelevant	86 % / 14 %
38c	Gender composition of the University's grant review panels (IMA) (men/women)	irrelevant	irrelevant	67 % / 33 %
38d	Gender composition of the University's grant review panels (ITA) (men/women)	irrelevant	irrelevant	78 % / 22 %
39	Gender fairness in applying the results of scientific and research activities (publication collectives in IF journals)**	56 % / 44 %	56 % / 44 %	51 % / 49 %
40	Gender fairness in rewarding staff for significant scientific and research achievements (men/women)	0 % / 0 %	33 % / 67 %	0 % / 0 %

Notes:

* = average representation of men and women calculated from individual research teams

** = average representation of men and women calculated from individual IF publications

To assess gender fairness in science and research, four indicators were established.

A partial assessment of each indicator shows that the numbers of academic staff in research teams in gender groups correspond to the representation of both genders. However, there is a significant skew towards the female gender group, which corresponds to the representation of genders in the total number of academic staff.

The numbers of academic staff on grant review panels (IVA, IGA, ITA) in gender groups are consistent with the representation of both genders. However, there is a skew towards the male gender group.

The application of scientific and research activities results is lower for the female gender group, but this corresponds to the lower scope and quality of activities found for the female gender group (by the HAP system).

Recommendation for the next period: the numbers of academic staff on grant review panels (IVA, IGA, ITA) (indicators 38a, 38b, 38d) should be adjusted for gender representation.

A summary assessment of the fulfilment of the indicators of gender fairness in education is presented in Table 14 of the Annex.

The assessment of individual indicators focusing on gender fairness in education shows that all four indicators were met in 2023.

9. Social safety at the University, including measures against gender-based violence and harassment

Social safety, including measures against gender-based violence and harassment, at the University includes the establishment of conditions for social safety at the University in the form of an internal standard, the appointment of a University Social Safety Ombudsperson, counselling for students and staff on social safety at the University, investigation of possible incidents of social safety violations at the University, the actual activities of the University Social Safety Ombudsperson, and the evaluation of social safety at the University in the form of a separate annual report on social safety at the University.

An assessment of the social safety conditions, including measures against gender-based violence and harassment at the University for 2023, is provided in Table 9.

Table 9: Assessment of social safety conditions, including measures against gender-based violence and harassment

		Implementation	More details	Note
41	Social safety conditions at the University, including measures against gender-based violence and harassment in the form of an internal standard	Rector's Directive <i>Social Safety</i> governing social safety conditions at the University	yes	
42	Counselling for students and staff on social safety at the University, including protection against gender-based violence and harassment	Counselling centres carry out counselling on social safety, including protection from gender-based violence and harassment	yes	number of cases 0
43	Appointment of a University Social Safety Ombudsperson	Social Safety Ombudsperson appointed by the Rector of the University	yes	
44	Activities of the University Social Safety Ombudsperson	The ombudsperson carries out their activities per their mission and keeps documentation of their activities	yes	hours 4 h/w
45	Investigation into possible occurrences of social safety violations at the University	In the event of an occurrence of social security violations at the University, the Ombudsperson would conduct investigations and maintain appropriate documentation	yes (if they occur)	number of cases 0
46	Assessment of social safety at the University by an annual report	An annual report on social security at the University produced by the Ombudsperson	yes	

To assess the conditions of social safety, including measures against gender-based violence and harassment, six indicators were established.

A partial assessment of the individual indicators shows that social security practices are set up in accordance with gender fairness. University Social Safety Ombudsman is established and working accordingly.

Social safety counselling was not requested (0 cases), and no investigation of social safety violations was carried out (0 cases).

Social safety at the University was assessed as part of the Annual Report on Social Safety at the University.

Recommendations for the next period: none.

A summary assessment of the fulfilment of indicators to assess social safety conditions, including measures against gender-based violence and harassment, is provided in Table 14 of the Annex.

The assessment of the individual indicators to assess social safety conditions, including measures against gender-based violence and harassment, shows that all six indicators were met in 2023.

10. Reconciliation of study and work with parenting and caring for family members

Reconciliation of study and work with parenting and caring for family members emphasises support for undergraduates in pregnancy and parenthood through individual study plans to enable them to extend their studies. Similarly, it emphasises support for postgraduates in pregnancy and parenthood through individual study plans to extend their studies or through a high degree of home or distance learning if the subject of work and the organisational, pedagogical and scientific conditions of their studies allow so. It shall also be possible to change the work activities for expectant mothers in accordance with the protection measures for pregnancy, implement specific conditions for the integration of parents into work upon their return from parental leave, create conditions for flexible working hours for mothers with children up to six years of age, support the placement of University employees' children in a kindergarten with a contractual status with the University, support the placement of children of University employees in primary school, support employees caring for close relatives in terms of their assignment to a place of work outside the University if the operational, organisational and pedagogical-scientific conditions of the workplace allow so.

The Reconciliation of study and work with parenting and caring for family members at the University for 2023 is shown in Table 10.

Table 10: Reconciliation of study and work with parenting and caring for family members

		Applications (number)	Realised (number)	Note
47	Support for undergraduates in pregnancy and parenthood through individual study plans	4	3	-
48	Support for postgraduates in pregnancy and parenthood through individual study plans to extend their studies or through a high degree of home or distance learning if the subject of work and the organisational, pedagogical and scientific conditions of their studies allow so	0	0	-
49	Allowing changes in work activities for expectant mothers in accordance with the protection measures for pregnancy	1	1	-
50	Implementation of specific conditions for the integration of parents into work upon their return from parental leave	0	0	-
51	Support for University employees to place their children in a kindergarten with a contractual status with the University	5	4	-
52	Support for University employees to place their children in primary school with a contractual status with the University	0	0	-
53	Support for employees caring for close relatives in terms of their assignment to a place of work outside the University if the operational, organisational and pedagogical-scientific conditions of the workplace allow so	0	0	-

Seven indicators were established to assess the reconciliation of study and work with parenthood and care for family members.

A partial assessment of individual indicators shows that the reconciliation of study and work with parenthood and care for family members is set within the University, although it is only used in isolated cases.

Recommendation for the next period: none.

A summary assessment of the fulfilment of the indicators on reconciliation of work and parenthood and care for family members is given in Table 14 of the Annex.

The assessment of the individual indicators on reconciling work and parenthood and caring for family members shows that all seven indicators were met in 2023.

11. Gender fairness training

Employees and students are trained at the faculty and University level to increase the gender culture at the University. The training of staff and students included training of University employees on gender fairness, training of employees of faculties and other University units on gender fairness and training of University students on gender fairness.

The fulfilment of the University's gender fairness training requirement for 2023 is shown in Table 11.

Table 11: Gender fairness training

		Competence	Date	Note
54	Training of University staff	Rector's Office	commencement date	-
55a	Training of employees of faculties and other units of the University – FVM	FVM	commencement date	-
55b	Training of employees of faculties and other units of the University – FVHE	FVHE	commencement date	-
55c	Training of employees of faculties and other units of the University – other units	other units of the University	commencement date	-
56a	Training of University students – FVM	FVM	enrolment date	-
56b	Training of University students – FVHE	FVHE	enrolment date	-

To evaluate the process of gender fairness assessment, three indicators were established.

A partial assessment of individual indicators shows that training of employees in gender fairness is carried out at the level of the University, as well as at the level of the FVM, FVHE and other University units.

Training of students in gender fairness is carried out at FVM and FVHE.

Recommendations for the next period: none.

A summary assessment of the fulfilment of the indicators in gender fairness training is presented in Table 14 of the Annex.

The assessment of each indicator focusing on training in gender fairness shows that all three indicators were met in 2023.

12. Evaluating gender fairness at the University

The evaluation of gender fairness at the University includes setting the time frame, determining the competence and procedures for collecting information and data for the assessment of gender fairness at the University, as well as determining the format for evaluating information and data, and setting the time frame for the evaluation of gender fairness at the University, defining the structure and content framework of the *Report on Gender Equality at the University*, and determining the measures that arise from the results of the evaluation and aim at further development of gender equality at the University.

The implementation of the gender fairness evaluating process at the University for 2023 is presented in Table 12.

Table 12: Gender fairness evaluating process

		Competence	Date	Note
57	Setting the time frame to evaluate gender fairness	Gender Fairness Commission	15 June 2023	-
58	Determining the competence and procedures for obtaining information and data	Gender Fairness Commission	15 June 2023	-
59	Determining the format to evaluate information and data	Gender Fairness Commission	15 June 2023	-
60	Setting interpretive rules for evaluation	Gender Fairness Commission	15 June 2023	-
61	Defining the structure and content framework of the <i>Report on Gender Equality at the University</i>	Gender Fairness Commission	15 June 2023	-
62	Producing the <i>Report on Gender Equality at the University</i>	Gender Fairness Commission	December 2023	-
63	Determining the measures that arise from the results of the evaluation	Gender Fairness Commission	December 2023	-

To assess the gender fairness evaluating process, seven indicators were established.

A partial assessment of individual indicators shows that the evaluation of gender fairness was carried out at the level of setting the time frame for the evaluation, determining the competence and procedures for obtaining information and data, determining the format for their evaluation, setting the interpretive rules, defining the structure and content framework of the *Report on Gender Equality at the University*, and producing the *Report on Gender Equality at the University* and the resulting measures.

Recommendations for the next period: none.

A summary assessment of the fulfilment of the indicators for evaluating and developing gender fairness is presented in Table 14 of the Annex.

The assessment of the individual indicators focused on evaluating gender fairness shows that all seven indicators were met in 2023.

13. Resources for developing gender fairness

The resources for developing gender fairness are mainly personnel and financial determination, specifically of personnel for the administrative provision of the development of gender fairness at the level of the University and its units and the determination of financial resources for the administrative provision and evaluation of the development of gender fairness at the University and its units.

The resources for developing gender fairness for 2023 are listed in Table 13.

Table 13: Resources for developing gender fairness

		Rector's Office		
64	Staffing for the administrative area of ensuring the development of gender fairness at the University level (converted to number of staff)	0.1	-	
65	Financial support for the administrative provision and evaluation of the development of gender fairness at the University (thousands of CZK)	not separately identified in the budget	-	
		FVM	FVHE	University Agricultural Farm (ŠZP) and other units
66	Staffing for the administrative area of ensuring the development of gender fairness at the faculties and University units (faculties, ŠZP)	not separately identified	not separately identified	not separately identified
67	Financial support for the administrative provision and evaluation of the development of gender fairness at the faculties and University units (faculties, ŠZP)	not separately identified in the budget	not separately identified in the budget	not separately identified in the budget

To assess the resources for developing gender fairness, four indicators were established.

A partial assessment of individual indicators shows that the development of gender fairness was ensured in the administrative area by staff at the University level. Still, no staffing was specified at the level of faculties and other parts of the University.

Financial support for the administrative provision and evaluation of developing gender fairness at the University level was not separately identified, nor was it separately identified at the level of faculties and other units of the University.

Recommendations for the next period: to identify the staffing for the development of gender fairness at the level of the faculties and other units of the University (indicator 66); to identify separately the financial support for the administrative provision and evaluation of the development of gender fairness at the level of the University (indicator 65) and the faculties and other University units (indicator 67).

A summary assessment of the fulfilment of the indicators for evaluating and developing gender fairness is presented in Table 14 of the Annex.

The assessment of the individual indicators focusing on resources for the development of gender fairness shows that one indicator was fulfilled in 2023, while three indicators need to be further addressed in the following period.

14. Overall assessment of gender fairness at the University

Gender fairness at the University in 2023 was governed by the University's internal regulations and standards. The requirements for gender fairness were implemented at the management and self-governing level of the University, faculties and other University units. To assess the level of gender fairness, monitoring (including data collection and evaluation) of gender fairness at the University was carried out retrospectively. To assess gender fairness for 2023, information and data from the activities of the University, faculties and other University units related to gender fairness were collected. Overall, 67 indicators of gender fairness at the University were assessed, resulting in the fulfilment of 57, partial fulfilment of seven and non-fulfilment of three. The *Report on Gender Equality at the University* for 2023 was prepared, summarising the level of gender fairness at the University and formulating measures to develop gender culture at the University.

15. Measures to develop gender fairness at the University

15.1. Recommendations

The following recommendations for the development of gender culture at the University are derived from the gender fairness assessment for 2023:

Concerning gender fairness in management processes, it is recommended that the FVM adjust the representation of gender groups in the management bodies of the Faculty and the advisory committees of the management structure at the Faculty.

Concerning gender fairness in recruitment and career development, it is recommended to adjust the representation of gender groups in the composition of recruitment selection committees at the FVM and to adjust the representation of gender groups in the composition of committees for habilitation and professor appointment procedures at the FVHE. Furthermore, it is recommended to adjust the difference between gender groups in the salary of academic staff at the Rector's Office, since the scores for the scope and quality of activities are approximately the same for both genders.

Concerning gender fairness in education at the University, it is recommended that the FVM adjust the representation of gender groups in the numbers of academic staff on thesis defence committees.

Concerning gender fairness in science and research at the University, it is recommended to adjust the representation of gender groups in the number of academic staff on grant review committees (IVA, IGA, ITA).

15.2. Measures

The assessment of gender fairness at the University for 2023 results in the following measures for the development of gender culture at the University:

1. The need for a specific definition of staffing for the administrative area of ensuring the development of gender fairness at the faculties and units of the University (faculties, ŠZP and other units).
2. The need to define specific financial support for the administrative provision and evaluation of the development of gender fairness at the University and also at the faculties and units of the University (faculties, ŠZP and other units).

Conclusion

Overall, it can be concluded that the level of gender culture was adequate at the Veterinary University of Brno in 2023 and that the activities of the University show compliance with the requirements for gender fairness. Implementing the proposed recommendations and measures for the development of gender culture at the University is a prerequisite for increasing the level of gender culture at the University in the next period.

In Brno on 24 April 2024

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Rector

Annex

Table 14: Assessment of the fulfilment of indicators to evaluate and develop gender fairness

	Objective/Measure	Requirement (indicator)	Reality	Fulfilment (yes=1)	Fulfilment (yes/no no=1)	Fulfilment no=1)
	Gender culture					
1	Strategies for the development of gender fairness at the University	Fulfilling the University's Gender Fairness Plan in its gender fairness development strategy	Fulfilling the University's Gender Fairness Plan in its gender fairness development strategy	1	0	0
2	Priorities to propose gender fairness at the University	Fulfilling the University's Gender Fairness Plan in its gender equality priorities	Fulfilling the University's Gender Fairness Plan in its gender equality priorities	1	0	0
3	Gender Equality Plan in its areas at the University	Fulfilling the Gender Fairness Plan in its areas at the University	Fulfilling the Gender Fairness Plan in its areas at the University	1	0	0
4	Gender Fairness Coordinator at the University	Appointment of the Gender Fairness Coordinator at the University	Gender Fairness Coordinator at the University appointed	1	0	0
5	University's Gender Fairness Commission at the University	Establishment of the Gender Fairness Commission at the University	Gender Fairness Commission at the University established	1	0	0
6	Management processes directed to the various components of the University to promote gender fairness at the University	Implementation of management processes directed to the various components of the University to promote gender fairness at the University by the Gender Fairness Commission	Implementation of management processes directed to the various components of the University to promote gender fairness at the University by the Gender Fairness Commission	1	0	0
7	Parameters for monitoring and evaluation of gender fairness at the University	Development of parameters for monitoring and evaluation of gender fairness at the University	Development of parameters for monitoring and evaluation of gender fairness by the Gender Fairness Commission	1	0	0

8	Monitoring gender fairness at the University	Implementation of monitoring gender fairness at the University	Collection of ongoing information and data to assess gender fairness at the University and possible suggestions for continuous improvement of the level of gender fairness	1	0	0
Gender fairness in the internal regulations of the University						
9	A separate internal standard of the University regulating the conditions for the development of gender fairness at the University	Implementation of a separate internal standard regulating the conditions for the development of gender fairness	Implementation of the Rector's Directive <i>Gender Equality</i>	1	0	0
10	Review and possible modification of related internal regulations and standards of the University concerning the development of gender fairness in the management processes at the University	Review of selected internal regulations and standards from the point of ensuring gender non-discrimination and gender-fair practices at the University in the management processes	Review of essential internal regulations and standards from the perspective of guaranteeing gender fairness at the University (Statutes, University Budgeting Rules for 2023, Code of Ethics)	1	0	0
11	Review and possible modification of related internal regulations and standards of the University concerning the development of gender fairness in education at the University	Possible modification of selected internal regulations and standards of the University related to education at the University	Review of essential internal regulations and standards of the University related to education at the University (modification of the <i>Study and Examination Regulations in Bachelor and Master Degree Programmes of the University, Study and Examination Regulations in the Doctoral Study Programmes of the University, Regulations for Lifelong Learning of the University, Scholarship Regulations of the University</i>)	1	0	0

12	Review and possible modification of related internal regulations and standards of the University concerning the development of gender fairness in science and research at the University	Possible modification of selected internal regulations and standards of the University related to science and research at the University	Control of the essential internal regulations and standards of the University related to creative activities at the University (Evaluation of Creative Activities at the University, Rules for Providing Special Purpose Support for Specific University Research (University IGA, Rules for Providing Support for University Institutional Research through University ITA (University ITA)	1	0	0
13	Review and possible modification of the related internal regulations and standards of the University concerning the development of gender fairness in cooperation with practice and social responsibility of the University	Possible modification of selected internal regulations and standards of the University related to the collaboration with practice and social responsibility of the University	Review of the internal regulations and standards of the University related to the collaboration with practice and the social responsibility of the University (Evaluation of Cooperation with Practice and Fulfilment of Social Responsibility)	1	0	0
Gender fairness in University management processes						
14	Gender fairness in the processes of setting staff representation in the University's self-governing bodies	Evaluation of the processes of setting the staff representation in the University's self-governing bodies from the perspective of gender fairness in the personnel selection procedure	Corresponding processes of staff representation in the University's self-governing bodies (University AS, AS FVM, AS FVHE)	1	0	0
15	Gender fairness in the decisions of the self-governing bodies	Assessment of the resolutions of the University's self-governing bodies from the perspective of gender fairness	The resolution of the University's self-governing bodies favours no gender group (University AS, AS FVM, AS FVHE)	1	0	0

16	Monitoring gender representation in the University's self-governing bodies respecting fairness in the representation of the University's gender groups	Assessment of the composition of staff representation in the University's self-governing bodies from the perspective of gender fairness	Appropriate representation of gender groups in the University's self-governing bodies (University AS, AS FVM, AS FVHE)	1	0	0
17	Gender fairness in the processes of staff representation in the University management structure	Assessment of the processes of setting the staff representation in the University management structure from the perspective of gender fairness – procedures for the election/appointment of management staff	Corresponding processes for setting the staff representation in the University management structure	1	0	0
18	Gender fairness in the decisions of the University's management bodies	Assessment of significant decisions of the University's authorities from the perspective of gender fairness	The decisions of the University's management bodies favour no gender group	1	0	0
19	Monitoring gender representation in University management bodies – University/faculty management and department management	Assessment of the composition of staff representation in the management bodies of the University – University/faculty management and department management	Appropriate representation of gender groups in University management bodies – University/faculty management and department management	0	1	0
20	Monitoring gender representation in advisory committees of management bodies at the University	Gender composition of staff representation in University advisory committees from the perspective of gender fairness – appropriate representation of gender groups	Appropriate representation of gender groups in University advisory committees	0	1	0

	Gender fairness in recruitment and career development					
21	Recruiting procedures incorporating gender fairness as an internal standard at the University	Procedures regulating the conditions of selection for employment activities at the University from the perspective of gender fairness	<i>Internal Rules on Selection Procedures for Filling Positions of Academic Staff and Other University Employees</i> regulate the conditions of selection procedures for employment activities at the University in accordance with the conditions of gender fairness	1	0	0
22	Gender composition of recruitment committees respecting the representation of the University's gender groups on the committees	Composition of the University's recruitment committees respecting the representation of the University's gender groups	Appropriate representation of gender groups on the University's recruitment committees	0	1	0
23	Gender fair approach in work activities at the University – academic staff	Possible investigation of gender-nonconforming cases in work activities at the University	There was no need to investigate cases of gender-nonconforming conduct in work activities at the University during the reporting period	1	0	0
24	Career development for staff incorporating gender fairness in the internal standard at the University	An internal standard regulating the conditions of career development at the University prepared in accordance with the conditions of gender fairness	The internal <i>Career Code</i> of the University regulating the conditions of career development at the University complies with the conditions of gender fairness	1	0	0
25	Gender fair approach in the career development of academic staff – career progression or awards	Assessment of staff career development concerning gender groups at the University	Staff career development included both gender groups at the University	1	0	0

26	Conditions for the habilitation procedure and the procedure for appointment as a professor in accordance with the University's gender fairness requirements	An internal standard regulating the conditions of the habilitation procedure and the procedure for appointment as a professor at the University prepared in accordance with the criteria for gender fairness	Internal standards <i>Requirements for Applicants for the Habilitation Procedure and the Procedure for Appointment as a Professor at the University and Rules for the Habilitation Procedure and the Procedure for Appointment as a Professor at the University</i> correspond to the requirements for gender fairness	1	0	0
27	Gender-fair approach in the composition of committees for habilitation and professorship procedures	The composition of evaluation committees for habilitation and professorship procedures concerning gender groups at the University	The composition of evaluation committees for habilitation and professorship procedures concerning gender groups at the University complies with the requirements for gender fairness	0	1	0
28	Gender-fair approach in habilitation and professor appointment procedures	Evaluation of the gender-fair approach in habilitation and professor appointment procedures concerning gender groups at the University	Habilitation and professor appointment procedures included both gender groups at the University	1	0	0
29	Wage conditions for staff, including gender fairness as an internal standard at the University	An internal standard regulating wage conditions at the University prepared in accordance with the requirements for gender fairness	The University's <i>Internal Wage Regulation</i> governing wage conditions at the University complies with the criteria for gender fairness	1	0	0
30	Gender-fair approach in staff remuneration	Gender-responsive staff remuneration concerning gender groups at the University, considering staff evaluation	Gender-responsive staff remuneration concerning gender groups at the University, considering staff evaluation	0	1	0
Gender fairness in University education						

31	Procedures for the admission of learners incorporating gender fairness as an internal standard at the University	An internal standard regulating the conditions of admission in accordance with the requirements for gender fairness	Concerning admission of learners, <i>Study and Examination Regulations in Bachelor and Master Degree Programmes of the University</i> , <i>Study and Examination Regulations in the Doctoral Study Programmes of the University</i> , <i>Regulations for Lifelong Learning of the University</i> , and <i>University Scholarship Regulations</i> comply with the requirements for gender fairness	1	0	0
32	Admission of students in terms of gender fairness at the University	The course of the admission procedure in accordance with a gender-fair approach	The course of the admission procedure is consistent with a gender-fair approach	1	0	0
33	Composition of academic staff in student education representing gender groups of the University for individual study programmes	Staff representation of academic staff in each study programme in the gender composition of the University	Staff representation of academic staff in each study programme includes gender groups at the University	1	0	0
34	Providing academic, career and psychological counselling to students of all gender groups at the University	Providing academic, career and psychological counselling to students of all gender groups at the University	The provision of academic, career and psychological counselling includes all gender groups at the University	1	0	0
35	Composition of state examination and thesis defence committees for individual study programmes, representing gender groups at the University	Composition of the state examination and thesis defence committees for individual study programmes, representing gender groups at the University	The composition of the state examination and thesis defence committees for the individual study programmes includes gender groups at the University	0	1	0
36	Academic ceremonies, especially matriculation and graduation, in terms	The conduct of academic ceremonies at the University in a gender-fair approach	The conduct of academic ceremonies at the University conforms to a gender-fair approach	1	0	0

	of gender fairness					
	Gender fairness in science and research at the University					
37	Gender fairness in the formation of research teams at the University in terms of composition representing the gender groups of the University	Gender composition of research teams at the University representing gender groups at the University	Gender composition of research teams at the University reflects gender groups at the University	1	0	0
38	Gender composition of the University's grant review panels (IVA, IGA, IMA, ITA)	Gender composition of the University's grant review panels reflecting gender groups at the University	Gender composition of the University's grant review panels reflects gender groups at the University	0	1	0
39	Gender fairness in applying the results of scientific and research activities	Gender composition in applying the results of scientific and research activities (IF journals) reflecting gender groups at the University	Gender composition in applying the results of scientific and research activities (IF journals) reflects gender groups at the University	1	0	0
40	Gender fairness in rewarding staff for significant scientific and research achievements	Gender composition in rewarding scientific and research achievements reflecting gender groups at the University	Gender composition in rewarding scientific and research achievements reflects gender groups at the University	1	0	0
	Social safety at the University, including measures against gender-based violence and harassment					
41	Social safety at the University, including measures against gender-based violence and harassment in the form of an internal standard	An internal standard regulating the conditions of social safety at the University, including measures against gender-based violence and harassment	Internal standard <i>Social Safety at the University</i> regulates the conditions of social safety at the University	1	0	0

42	Counselling for students and staff on social safety at the University, including protection against gender-based violence and harassment	Activities of counselling centres at the University providing counselling for students and staff on social safety at the University, including protection against gender-based violence and harassment	Counselling centres – Study Counselling and Psychological Counselling – provide counselling on social safety at the University, including protection against gender-based violence and harassment	1	0	0
43	University Social Safety Ombudsperson	University Social Safety Ombudsperson appointed by the Rector of the University	Social Safety Ombudsperson appointed by the Rector of the University	1	0	0
44	Activities of the University Social Safety Ombudsperson	Maintaining documentation on the activities of the University Social Security Ombudsperson	The ombudsperson carries out activities per their mission and keeps documentation of their activities	1	0	0
45	Investigation into possible occurrences of social safety violations at the University	Investigation into and keeping documentation of possible occurrences of social safety violations at the University	The Ombudsperson would conduct investigations and keep appropriate documentation in the event of social safety violations at the University	1	0	0
46	Assessment of social safety at the University	Preparation of the <i>Annual Report on Social Safety at the University</i> by the Ombudsperson and its discussion at the Rector's College	The <i>Annual Report on Social Safety at the University</i> was prepared by the Ombudsperson and discussed at the Rector's College	1	0	0
	Reconciliation of study and work with parenting and caring for family members					
47	Support for undergraduates in pregnancy and parenthood through individual study plans	Possible implementation of individual study plans in undergraduate studies to enable the extension of studies due to pregnancy or parenthood	Individual study plans in undergraduate studies to allow the extension of studies due to pregnancy or parenthood are possible and have been implemented	1	0	0

48	Support for postgraduates in pregnancy and parenthood through individual study plans to extend their studies or through a high degree of home or distance learning if the subject of work and the organisational, pedagogical and scientific conditions of their studies allow so	Possible implementation of individual study plans in postgraduate studies to enable the extension of their studies or study with a high degree of home or distance learning, if the subject of work and other conditions allow so, due to pregnancy or parenthood	Individual study plans in postgraduate studies to enable the extension of their studies or study with a high degree of home or distance learning, if the subject of work and other conditions allow so, due to pregnancy or parenthood are possible and have been implemented	1	0	0
49	Allowing changes in work activities for expectant mothers in accordance with the protection measures for pregnancy	The implementation of changes in work activities for expectant mothers in accordance with the protection measures for pregnancy	The changes in work activities for expectant mothers in accordance with the protection measures for pregnancy have been implemented	1	0	0
50	Implementation of specific conditions for the integration of parents into work upon their return from parental leave	Creating the conditions for the integration of parents into work upon their return from parental leave	The conditions for the integration of parents into work upon their return from parental leave have been created and incorporated	1	0	0
51	Support for University employees to place their children in a kindergarten with a contractual status with the University	Support for University employees to place their children in a kindergarten with a contractual status with the University	The support for University employees to place their children in a kindergarten with a contractual status with the University has been implemented	1	0	0
52	Support for University employees to place their children in primary school with a contractual status with the University	Support for University employees to place their children in primary school with a contractual status with the University	The support for University employees to place their children in primary school with a contractual status with the University has been implemented	1	0	0
53	Support for employees caring for close relatives in terms of their assignment to a place of work outside the University if the operational, organisational and	Support for employees caring for close relatives in terms of their assignment to a place of work outside the University if the operational, organisational and pedagogical-scientific	The support for employees caring for close relatives in terms of their assignment to a place of work outside the University, if the operational, organisational and	1	0	0

	pedagogical-scientific conditions of the workplace allow so	conditions of the workplace allow so	pedagogical-scientific conditions of the workplace allow so, has been implemented			
	Gender fairness training					
54	Training of University staff in gender fairness	Implementation of training of University staff in gender fairness	Training of University staff in gender fairness was carried out	1	0	0
55	Training of employees of faculties and other units of the University in gender fairness	Implementation of training of employees of faculties and other units of the University in gender fairness	Training of employees of faculties and other units of the University in gender fairness was carried out	1	0	0
56	Training of University students in gender fairness	Implementation of training of University students in gender fairness	Training of University students in gender fairness was carried out	1	0	0
	Evaluating gender fairness at the University					
57	Time frame to evaluate gender fairness at the University	Setting the time frame to evaluate gender fairness at the University	The time frame to evaluate gender fairness at the University was developed as part of the work of the University Gender Fairness Commission	1	0	0
58	Competence and procedures for obtaining information and data to assess gender fairness at the University	Determining the competence and procedures for obtaining information and data to assess gender fairness at the University	The competence and procedures for obtaining information and data to assess gender fairness at the University were developed as part of the work of the University Gender Fairness Commission	1	0	0

59	Format for assessing information and data to evaluate gender fairness at the University	Determining the format for assessing information and data to evaluate gender fairness at the University	The format for assessing information and data to evaluate gender fairness at the University was developed as part of the work of the University Gender Fairness Commission	1	0	0
60	Interpretive rules for the evaluation of gender fairness at the University	Setting the interpretive rules for the evaluation of gender fairness at the University	Interpretive rules for the evaluation of gender fairness at the University were developed as part of the work of the University Gender Fairness Commission	1	0	0
61	The structure and content framework of the <i>Report on Gender Equality at the University</i>	Defining the structure and content framework of the <i>Report on Gender Equality at the University</i>	The structure and content framework of the <i>Report on Gender Equality at the University</i> were defined as part of the work of the University Gender Fairness Commission	1	0	0
62	<i>Report on Gender Equality at the University</i>	Producing an annual <i>Report on Gender Equality at the University</i>	The <i>Report on Gender Equality at the University</i> was produced by the University Gender Fairness Coordinator with the support of the University Gender Fairness Commission	1	0	0
63	Measures that arise from the results of the evaluation and aim at further development of gender equality at the University	Determining the measures that arise from the results of the evaluation and aim at further development of gender equality at the University	The measures that arise from the results of the evaluation and aim at further development of gender equality at the University were described as a part of the <i>Report on Gender Equality at the University</i>	1	0	0
Resources for developing gender fairness						

64	Staffing for the administrative area of ensuring the development of gender fairness at the University level	Staffing for the administrative support for the development of gender fairness at the University level	A person was designated to provide administrative support for the development of gender fairness at the University level	1	0	0
65	Financial support for the administrative provision and evaluation of the development of gender fairness at the University	University budget with specific provision of funds for the administration of gender fairness development	Funding was identified for the administration of gender fairness development at the University level	0	0	1
66	Staffing for the administrative area of ensuring the development of gender fairness at the University units	Determination of staffing for the administrative support for the development of gender fairness at the University units	Persons were designated for the administrative support for the development of gender fairness at the faculties and other units of the University (faculties, ŠZP)	0	0	1
67	Financial support for the administrative provision and evaluation of the development of gender fairness at the University units	Budget of the University units with specific provision of funds for the administrative provision of gender fairness development	Financial resources of the faculties and other units of the University for the administrative provision of gender fairness development (faculties, ŠZP) were identified	0	0	1
	Parameters (number)	67	Fulfilment (number)	57	7	3
	Parameters (%)	100	Fulfilment (%)	85.0	10.5	4.5