

# **FAMU GENDER EQUALITY PLAN**

## **(FAMU GEP for 2024–2027)**

### **Introductory provisions**

Gender equality is a value that is not only shared on a European level and enshrined in the individual states' legislation, but also formulated directly on the level of the European Research Area and supported through the requirement of adopting a GEP for all project grant applicants under the Horizon Europe programme. The Charter of Fundamental Rights and Freedoms, the Anti-Discrimination Act, the Labour Code, the European Social Charter and the EU's 2020–2025 Gender Equality Strategy provide the principal framework; the Gender Equality Plan 2021–2024 of the Ministry of Education, Youth and Sports of the Czech Republic is a relevant reference document for the research sector.

The Gender Equality Plan (GEP) is a strategic document that addresses gender inequality in the institution, defining steps towards achieving equality and diversity in a systematic and structured manner. By adopting this strategic document, FAMU publicly undertakes to support gender equality as one of its development goals and declares that equal opportunities are an integral part of its policy.

The GEP includes specific activities and measures leading towards permanent/sustainable changes, performance indicators, and change evaluation.

Its potential priority axes are as follows:

Priority Axis 1: Work-life balance and organisational culture

Priority Axis 2: Gender equality in leadership and decision-making

Priority Axis 3: Gender equality in recruitment and career progression

Priority Axis 4: Integration of the gender dimension into research and teaching content

Priority Axis 5: Measures against gender-based violence

FAMU GEP is based on and complements AMU GEP. It responds to the specific insights obtained through recommendations and an equal opportunity audit undertaken at FAMU. GEP AMU logically operates as the umbrella strategy, with FAMU GEP being a complementary document that binds FAMU to adopt specific measures geared towards the development of the gender equality agenda in terms of FAMU's specificities. In this respect, it focuses primarily on Priority Axis 1 connected with the development of internal organisational culture, specifically thematising the further development of the procedural aspect of human resource management, process transparency, and setting processes to be equal and fair.

## **Vision and objectives**

The GEP defines both short- and long-term objectives. The current action plan is set up for a four-year period with respect to the feasibility of adopting the proposed measures as well as purely practical inclusion of GEP preparation and implementation within the term of office of FAMU's leadership.

FAMU's priority is to create an environment that is helpful and non-discriminatory, with all HR processes from recruitment to career progression being fair and transparent. The primary focus is centred on Priority Axis 1 – creating a fair and transparent organisational culture, Priority Axis 3 – gender equality in recruitment and career development, and Priority Axis 5 – creating a safe and respectful study and working environment at FAMU.

FAMU GEP will also cover other processes related to this area: support for non-biased fair evaluation and efficient feedback as the prerequisites for further career development. In this respect, it will be imperative to enhance the competences of employees in leading positions of human resource management and non-biased evaluation and development under the specific conditions at FAMU marked with a horizontal organisational structure, job precarity, high rate of stress, and the intertwining of professional artistic careers and academic careers.

## **Special-purpose financing sources**

During the initial four-year period of GEP implementation, internal resources will be used primarily with respect to the content and focus of the various measures – change in organisational culture and setting up a fair working environment by placing emphasis on the development of competences for gender-sensitive people management. For the future, we plan on using multi-source financing through internal and project opportunities (such as PPROVŠ and OP JAK projects) subject to availability.

The responsibility for implementing the agenda will stem from the structures set up and a responsibility matrix arising from the AMU GEP (i.e. shared between the Rector of AMU, the Dean of FAMU, FAMU Ombud, and the Equal Opportunities Group). A part of the agenda falls within the scope of responsibility of HR specialists. The training and capacity building agenda also overlaps with the agenda of the ombuds.

## **Training and capacity building**

Integral parts of the GEP include raising the awareness of gender equality issues among all leaders, developing their competences for gender-sensitive HR management, and educating and training all FAMU employees in gender equality and improving the awareness of the related topics.

Students are indispensable for a change in organisational culture. They will also be the audiences to whom educational activities and training programmes will be targeted. The change includes support for a bottom-up approach and creating an environment for participative forms of approaching change in organisational culture towards greater inclusiveness and fairness.

## **Monitoring and evaluation**

Gender statistics are essential for the gender equality agenda. The systemisation of HR processes with an emphasis on promoting gender equality and inclusion necessitates creating tools for the monitoring and reporting of gender-segregated data in the individual agendas. FAMU undertakes to annually monitor the gender structure of all employees, both in the individual hierarchical positions and on career stages. An internal reporting system for the HR agenda will be set up to collect and monitor the way that measures and activities are targeted to women and men.

At the same time, all the priority axes will include an initial mapping of both processes and the prevalence of negative phenomena such as gender-based discrimination, harassing, and violence both between students and between educators at FAMU.

The action plan is not a goal unto itself. Its observance will be monitored as well as evaluated on an ongoing basis. To that end, responsibilities and deadlines for delivering the individual measures and activities were set. At the same time, the four-year perspective allows for incorporating this stage as a part of the individual measures as well as evaluating the plan as part of the preparation for the future period of the next GEP.

Prague, April 15<sup>th</sup>, 2024

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Dean



## Priority Axis 1: Work-life balance and organisational culture

Measure	Activity	Objective/target group	Indicator	Responsibility /resources	Date
<b>Fair people management and leadership</b>	<b>Map the processes tied to the HR cycle and individual responsibilities of specific players within FAMU</b> (recruitment, tendering procedures, internal communication and information sharing, evaluation and support for career growth, training, and development of other competences)	<b>All employees</b> – to obtain input data and reveal any weaknesses that may give rise to potential inequalities	<b>Creating a HR process matrix at FAMU</b>	<b>Secretary/ Dean/ persons in charge of individual HR agendas</b>	<b>8/2024</b>
	Present the results of the mapping and inform the employee population about the recommendations and other measures arising from the mapping – use the bottom-up principle for prioritising the settings of new measures	<b>All employees</b> – to reveal weaknesses that may give rise to potential inequalities, defining and prioritising corrective measures	<b>Presentation of results</b>	<b>Dean</b>	<b>10/2024</b>
	<b>Create a checklist of leading employees' responsibilities to anchor the HR agenda of sensitive people management</b>	<b>Employees in leading and managerial positions</b> – to eliminate potential inequalities, facilitate handing over agendas and adapting to leading and	<b>Checklist of each job position's HR responsibility (leader)</b>	<b>Secretary/ Dean/ HR personnel, Heads of Departments</b>	<b>6/2025</b>

		managerial positions at FAMU			
	<b>Train individual players in gender-sensitive people management</b> (working with non-conscious biases, improving the leaders' managerial skills), including a focus on both academic and non-academic employees	<b>Employees in leading and managerial positions</b> – to eliminate potential inequalities	<b>Training for employees with HR responsibility</b>	<b>Secretary, HR expert</b>	<b>Annually</b>
<b>Calibration and compliance of individual HR processes and creating a transparent and equal environment for everyone</b>	<b>Introduce</b> a system of one-off individual consultations to inform employees on how their salary is defined, how they can transition from one payroll category to another, and how the criteria for obtaining bonuses are set.	<b>Employees in leading and managerial positions</b> – to eliminate potential inequalities as part of human resource management and development	<b>Defined minimum standard of HR processes at FAMU</b>	<b>Dean's Office, HR specialist, secretary</b>	<b>3/2025</b>
	Set up a <b>systematic process of attaching verbal or written explanations to all exceptional bonuses</b> with regard to the specific activity for which the bonus is awarded, so that the employees get a clear idea of what the bonus is for.	<b>Employees in leading and managerial positions</b> – support motivation and give efficient feedback to everyone	<b>Introduce written/ verbal feedback given along with bonuses</b>	<b>HR and payroll agenda, leading employees</b>	<b>11/2024</b>

	<b>Introduce an exit interview system</b> as a tool for monitoring feedback on the topic of fair leadership and people management (including negative phenomena, (sexual) harassment, mobbing and bossing at workplace)	<b>Departing employees</b>	<b>Semi-structured questionnaire as the basis for the exit interview</b>	<b>Secretary, persons in charge of individual HR agendas</b>	<b>12/2024</b>
	<b>Map the status of pay equality at FAMU (analyse employee remuneration according to the Pay equality Audit Standard).</b>	<b>All employees</b> – to identify any unjustified differences in remuneration	<b>Pay equality analysis</b>	<b>FAMU leadership, Dean, HR and payroll agenda</b>	<b>11/2025</b>
	<b>Create a plan for gradual achievement of pay equality</b> (Pay Equality Plan according to the Pay Equality Audit Standard)	<b>All employees</b> – to identify any unjustified differences in remuneration	<b>Pay Equality Plan</b>	<b>FAMU leadership, Dean, HR and payroll agenda</b>	<b>2/2026</b>
	<b>Present the results of remuneration analysis, inform the employee population of recommendations and measures included in the Pay Equality Plan</b>	<b>All employees</b> – to identify any unjustified differences in remuneration	<b>Presentation of findings of the pay equality analysis and measures in support of pay equality at FAMU</b>	<b>FAMU leadership, Dean, HR and payroll agenda</b>	<b>12/2025</b>

<b>Support for internal communication and a helpful work culture</b>	<b>Develop internal communication, foster helpful relationships and cohesion at FAMU and gradually eliminate barriers between Departments</b> (the choice of activities will be based on the preferences of FAMU employees identified by means of a poll – e.g. inter-Departmental events at Poněšice, shared cultural events, building more chill out zones etc.)	<b>All employees</b>	<b>At least two shared activities across Departments per academic year</b>	<b>Ombud</b>	<b>Continuously from 1/2025</b>
	<b>Create a HR specialist position at FAMU to the extent of 0.5 FTE</b>	<b>All employees</b>	<b>Creating a job and a job description</b>	<b>Dean/source: OP JAK ESF+</b>	<b>1/2025</b>
	<b>Secure the option of free individual supervision for the Ombud and educators based on their needs</b>	<b>Educators and the Ombud</b>	<b>Individual supervision meetings</b>	<b>Ombud</b>	<b>Continuously from 4/2024</b>

### **Priority Axis 3: Gender equality in recruitment and career progression**

	<b>Monitoring and reporting on HR processes related to equal representation, career growth and development (i.e. monitoring by sex/gender participation in educational and development activities, evaluation interviews, creating career plans,</b>	<b>Employees in leading and managerial positions</b> – to eliminate potential inequalities as part of human resource	<b>Annual data reporting</b>	<b>Leading employees</b>	<b>4/2025, then on an annual basis (as the input for the annual</b>
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	<b>bonuses awarded etc.)</b>	management and development			<b>report)</b>
	<b>Enshrine, in Article 15 of the collective agreement, the option for taking a paid creative leave (sabbatical) for preparing and completing dissertation theses for the academic workers who are also primary caregivers for children aged up to ten or other dependent persons.</b>	<b>Academic workers caring for children aged up to ten and other dependent persons as primary caregivers</b> – to eliminate potential disadvantages related to care for children and other dependent persons	<b>Collective agreement provision</b>	<b>Dean, AMU trade unions AMU (in cooperation with the Rector of AMU)</b>	<b>12/2024</b>
<b>Measures in support of management of maternal and parental leaves</b>	Prepare an information package about the rights, obligations, and entitlements of parents (and potential parents) from among the employee population and students (focus on the issue of communication prior to a maternal and parental leave, choice of the duration of parental leave, options for work during parental leave and for collaboration with FAMU, preparation for returning from parental leave, subsequent measures in support of achieving work-life balance at FAMU)	<b>Young children’s parents, students, employees</b> – to eliminate disadvantages based on gender/parenthood	<b>Information package/ leaflet for employees Information package/ leaflet for students</b>	<b>Secretary, Dean’s Office</b>	<b>12/2024</b>
	<b>Prepare an information package on the rights, obligations and responsibilities of leading employees for managing the</b>	<b>Leading employees</b> – to eliminate disadvantages based	<b>Information package/ leaflet for</b>	<b>Secretary, Dean’s office, HR specialist</b>	<b>4/2025</b>



	<b>persons taking maternal and parental leave, communicate with them during the parental leave, options for collaboration during parental leave, and facilitate their return to position/work</b>	on gender/parenthood	<b>leading employees</b>		
	Train leading employees in the management of maternal and parental leaves	<b>Leading employees</b> – to eliminate disadvantages based on gender/parenthood	<b>Training</b>	<b>HR specialist</b>	<b>6/2025</b>
	<b>Monitor the rate of return of employees from maternal and parental leaves back to FAMU</b>	<b>Parents</b> – to eliminate disadvantages based on gender/parenthood	<b>Regular return rate monitoring</b>	<b>HR specialist</b>	<b>1/2026 and then on an annual basis</b>

### Priority Axis 5: Measures against gender-based violence

Measure	Activity	Objective/target group	Indicator	Responsibility /resources	Date
<b>Identify current challenges in creating a safe and respectful</b>	<b>Map the situation at FAMU in terms of a safe and respectful environment and map the students’ needs in this respect – identify negative phenomena at FAMU and their incidence and ascertain students’ experience of unequal</b>	<b>Students</b> – to obtain input data and reveal weaknesses and room for improvement in creating a safe and	<b>Survey Analysis of the survey</b>	<b>Dean and Ombud</b>	<b>9/2024</b>

<b>environment at FAMU</b>	<b>treatment, gender-based violence, (sexual) harassment, and mental health impact</b>	respectful environment			
	<b>Map negative phenomena at FAMU, their incidence, and employees' experience of inequal treatment, gender-based violence, and (sexual) harassment</b>	<b>All employees</b> - to obtain input data and reveal weaknesses that may give rise to potential negative phenomena	<b>Survey Analysis of the survey</b>	<b>Dean and Ombud</b>	<b>12/2024</b>
	<b>Communicate the output of the survey, suggest recommendations and measures to eliminate negative phenomena</b>	<b>Students and all employees</b> - to communicate across the school the topics geared towards creating a safe and respectful study environment and the related measures in preparation	<b>Presentation of findings, recommendations and measures in support of safe and respectful environment</b>	<b>Dean and Ombud</b>	<b>11/2024</b>
	<b>Communicate the output of the survey, suggest recommendations and measures to eliminate negative phenomena</b>	<b>All employees</b> - to communicate the topics geared towards creating a safe and respectful study environment and the related measures in	<b>Presentation of findings, recommendations and measures in support of safe and respectful</b>	<b>Dean and Ombud</b>	<b>2/2025</b>

		<b>preparation</b>	<b>environment</b>		
	<b>Further to the findings of the survey, provide training and workshops in support of students' wellbeing and mental health</b>	<b>Students - to enhance students' resilience in difficult and stressful situations</b>	<b>Training and workshops</b>	<b>Dean and Ombud</b>	<b>12/2025</b>
	<b>Further to the findings of the survey, provide training and workshops in support of employees' wellbeing and mental health</b>	<b>All employees - to enhance employees' resilience in difficult and stressful situations, prevent burnout syndrome in employees</b>	<b>Training and workshops</b>	<b>Ombud</b>	<b>3/2026</b>
<b>Evaluation of measures to support safe and respectful study and working environment</b>	<b>Analyse the climate at FAMU from the viewpoint of students' safety, equal treatment, and mental health, assess the implementation of measures, and set the measures for the subsequent period on the basis of the findings</b>	<b>Students</b>	<b>Survey among students and evaluation of the findings</b>	<b>Ombud</b>	<b>10/2026</b>
	<b>Analyse the climate at FAMU from the viewpoint of employees' safety, equal treatment, and mental health, assess the implementation of measures, and set the measures for the subsequent period on</b>	<b>All employees</b>	<b>Survey among employees and evaluation of the findings</b>	<b>Ombud</b>	<b>11/2026</b>

	<b>the basis of the findings</b>				
	<b>Communicate the results of the study environment evaluation</b>	<b>Students and all employees</b>	<b>Presentation of findings and measures proposed for the future</b>	<b>Ombud</b>	<b>11/2026</b>
	<b>Communicate the results of the working environment evaluation</b>	<b>All employees</b>	<b>Presentation of findings and measures proposed for the future</b>	<b>Ombud</b>	<b>12/2026</b>
<b>Support for ombuds' cooperation across FAMU and DAMU</b>	<b>Set up and formally define cooperation between the FAMU Ombud and the DAMU Ombud so that they can collaborate on selected cases</b>	<b>Ombuds at FAMU and DAMU</b>	<b>Formally defined cooperation between FAMU and DAMU ombuds</b>	<b>Dean and secretary</b>	<b>9/2024</b>