



Gender Equality Programme

Police Academy of the Czech Republic in Prague

Prague 2022

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List of abbreviations

R	Rector
GC	gender counsellor
AS	academic staff
HoD	heads of departments
DS&R	Dean for Science and Research
D	Deans
VRS&R	Vice-Rector for Science and Research
S&R	Science and Research department
HR	Human Resources department
PA CR	Police Academy of the Czech Republic in Prague
NCC	National Contact Centre
Mol	Ministry of the Interior of the Czech Republic
Vice-Rector for S&R	Vice-Rector for Science and Research
Act	Act No. 111/1998 Coll., on Higher Education Institutions and on Amendments to Other Acts (Higher Education Act)
Statute of the PA CR	Statut Policejní akademie České republiky v Praze (Statute of the Police Academy of the Czech Republic in Prague)
Organisational Rules of the PA CR	Organizační řád Policejní akademie České republiky v Praze (Organisational Rules of the Police Academy of the Czech Republic in Prague)
Development Programme of the PA CR	Rozvojový program Policejní akademie České republiky v Praze jako výzkumné organizace na léta 2021–2026 (Development Programme of the Police Academy of the Czech Republic in Prague as a Research Organisation for 2021–2026)
Incentive Programme	Motivační program rozvoje Policejní akademie České republiky v Praze jako výzkumné organizace (Incentive Programme of the Police Academy of the Czech Republic in Prague as a Research Organisation)
Career Rules	Kariérní řád Policejní akademie České republiky v Praze (Career Rules of the Police Academy of the Czech Republic in Prague)
Code of Conduct of the PA CR	Etický kodex zaměstnanců Policejní akademie České republiky v Praze (Code of Conduct for employees of the Police Academy of the Czech Republic in Prague)
Rector's Advisory Board	Advisory Board of the Rector of the Police Academy of the Czech Republic in Prague
Scientific Council	Scientific Council of the Police Academy of the Czech Republic in Prague
DSP Board	Doctoral Study Programme Board
Academic Senate	Academic Senate of the Police Academy of the Czech Republic in Prague

THE COMPREHENSIVE GOAL AND PROCEDURE FOR THE DEVELOPMENT OF THE GENDER EQUALITY PROGRAMME

The introductory part of the Gender Equality Programme of the Police Academy of the Czech Republic in Prague focuses primarily on the rationale behind the need to prepare another important document in the conditions of our institution. Subsequently, it presents the process of its creation, from the initial decision-making stage and the analysis and audit stage, to the stage of the final refinement and approval of the final document.

The creation of the document, more precisely a management tool called the Gender Equality Programme, aims to achieve the following **comprehensive goal: to strengthen the creative, yet gender-balanced environment** and space for improving and using the professional and creative potential of everyone, based on equal access. The implementation of the Gender Equality Programme should contribute to **strengthening the institution's position** as a research organisation not only in the setting of Czech universities, but especially in the environment of European and global research. According to the idea presented at the 7th Gender & Science national scientific conference, held on 14 June 2022 at the Academy of Sciences of the Czech Republic,¹ “science, research, and innovation must not be created for the ‘universal man’ – the so-called default male”. The above-mentioned premise in the conditions of application at the Police Academy of the Czech Republic in Prague means that from the very beginning, **all scientific effort should be directed to precise respect for all specifics** (social, physiological, economic, health, as well as any other) that distinguish women from men. All members of our institution must be provided with **the same/equal opportunities** in terms of creating material, financial, and relationship prerequisites for their scientific and research activities, scientific and career prospects and continuous professional growth, financial and non-financial reward for their research achievements, and in all other areas.

In the sense of the principles of the authentically prepared Gender Equality Programme, aimed at equal opportunities of all research efforts of the institution,² the **progress of its creation** was carefully planned and discussed by the management of the Police Academy of the Czech Republic in Prague. At the same time, the management of the institution determined the form of preparing the Gender Equality Programme and designated an expert team to be responsible for the implementation of an in-depth audit and, subsequently, the creation of the Gender Equality Programme. In this context, on 8 April 2022, the Rector's Advisory Board provided that both the audit and the creation of the Gender Equality Programme will take place in an **internal form**, i.e., through an internal audit, and the development of the Programme by its **own expert team**, with close cooperation of all academic staff, as well as heads of departments, faculties, and the university. The prerequisite, in particular, is a careful and thoroughly considered procedure and involvement of all academic staff.

The following employees were appointed by the Rector of the Police Academy of the Czech Republic in Prague as members of the **expert team** for the implementation of the gender equality audit and the preparation of the Gender Equality Programme:

¹ On 14 June, the seventh conference on Gender & Science, organised by the National Contact Centre, took place at the headquarters of the Academy of Sciences of the Czech Republic. The conference was held under the auspices of Helena Langšádlová, Minister of Science, Research, and Innovation. This edition was titled Plans for Gender Equality: The Path to Change. Since 2022, these plans have been a condition for participation in Horizon Europe, the new EU's funding programme for research and innovation. Support providers in the Czech Republic have also started to demand them. These plans should bring more openness and a level playing field for all talented people in science. They also contribute to creating a safer environment and improving the quality of research results.

² Principles presented within the 6 modules of the Gender Equality in the Institution and Plans for Gender Equality educational programme, organised by the NCC – Gender & Science, implemented under the auspices of the EU in 2022; <https://genderaveda.cz/plany-genderovnosti/skolici-modul/>

- prof. Ing. Martina Blašková, Ph.D. (Vice-Rector for Science and Research + team leader)
- Mgr. Kristýna Parolová (head of the Science and Research department)
- Bc. Kristýna Štaff Holcová (HR department officer)
- doc. JUDr. Mgr. Jan Bajura, Ph.D. (Dean of the Faculty of Security Management)
- Col. ret. Mgr. Lukáš Habich, Ph.D. (Dean of the Faculty of Security and Law)

The membership of the officially appointed team was identical to that of the initially designated working team. At the same time, the members of the expert team were asked to complete all six modules of the Gender Equality in the Institution and Gender Equality Plans educational programme, organised by the Department of the National Contact Centre – Gender & Science of the Institute of Sociology of the Academy of Sciences of the Czech Republic. They were also asked to obtain a certificate of successful completion. According to established practice, obtaining the certificate in the case of the majority of members of the expert team will allow the whole team to be considered sufficiently qualified to carry out the relevant audit as well as to prepare the entire Gender Equality Programme.

Subsequently, at the following meeting of the Rector’s Advisory Board on 13 May 2022, all members of the Rector’s Advisory Board were officially asked to cooperate and the established procedure for auditing gender equality (the gender audit) and subsequent preparation of the Gender Equality Programme were presented in detail. The content is presented in Table 1.

Over time, it can be positively stated that two members of the expert team received the above-mentioned **Certificate** of completion of the Gender Equality in the Institution and Gender Equality Plans educational course. Two other team members took individual approach to becoming deeply familiar with the topic of gender equality during the three months of 2022 (April – June 2022). Throughout the process, the expert team met regularly, consulted each other and exchanged knowledge, and jointly defined various suggestions and inspirations regarding the schedule, content, and individual steps of the process. The whole team was constantly looking for suitable solutions and effective procedures that should be included in the Gender Equality Programme. Especially in this area, the management experience of both participating Deans was successfully used. It is necessary to mention that in repeated discussions of the head of the expert team with the Rector, the conclusion was adopted to call the upcoming document “**Gender Equality Programme**”. Semantically, this title corresponds more closely to the terminology used within the Science and Research department and, in particular, to the formal and semi-formal communication applied at the Police Academy of the Czech Republic in Prague.

In the later stages of the preparation of the Gender Equality Programme, a **discussion team** was also proposed at the initiative of the expert team. Its role will be to discuss the content of the Gender Equality Programme at the appropriate stages of its preparation, propose possible additions or clarifications, and generally clarify individual wordings and measures in order to cover all key elements and areas of the Gender Equality Programme and, at the same time, to make it fully applicable in the conditions of the Police Academy of the Czech Republic in Prague.

Table 1. Plan for the preparation of the Gender Equality Programme

Title of the audit activity	Object and form of implementation	Entity/responsibility	Implementation period
Proposing the intentions of the Gender Equality Programme, its philosophy, and title of the final document and assembling the working team	• Discussion by the PA CR management and Rector's Advisory Board	• Rector and Rector's Advisory Board	III. – IV. 2022
	• Discussion with Vice-Rectors, Deans, and selected departments	• Vice-Rector for Science and Research	III. – IV. 2022
	• Acquiring knowledge through the NCC programme and individually	• Initially designated team	II. – V. 2022
Appointment of the official expert team	• Discussion with the initially designated working team	• Vice-Rector for Science and Research	IV. 2022
	• Handover of appointment decrees to members of the expert team	• Rector	V. 2022
Establishing the objectives of the Gender Equality Programme and the schedule for its preparation	• Discussion by the Rector's Advisory Board, discussion with the managements of the faculties, university, Science and Research department of the PA CR, and expert team	• Rector and Rector's Advisory Board • Expert team	V. 2022
Preparation of the gender equality audit	• Determination of the list of documents and processes to be audited	• Expert team	V. 2022
	• Preparation of the content of interviews with the management of the university, faculties, and departments	• Head of the expert team*	V. 2022
	• Preparation of questionnaires for the academic staff	• Head of the expert team*	V. 2022
Implementation of the gender equality audit	• Conducting interviews with the management of the university, faculties, and departments	• Head of the expert team*	V. – VI. 2022
	• Distribution of questionnaires to academic staff	• Head of the expert team*	VI. – VII. 2022
		• Faculty managements	VIII. 2022
	• Collection of completed questionnaires and preparation of their evaluation	• Head of the expert team*	VIII. 2022
	• Evaluation of the sociological survey completed	• Head of the expert team*	VIII. 2022
	• Analysis of the Statute of the PA CR and the Organisational Rules of the PA CR from the perspective of gender equality	• Head of the expert team • Expert team/head of the S&R department	VII. – VIII. 2022
• Analysis of the Development Programme of the PA CR as a research organisation for 2021–2026 from the perspective of gender equality	• Head of the expert team • Expert team/head of the S&R department	VII. – VIII. 2022	

	<ul style="list-style-type: none"> • Analysis of the Incentive Programme for Development of the PA CR from the perspective of gender equality 	<ul style="list-style-type: none"> • Head of the expert team 	VII. – VIII. 2022
	<ul style="list-style-type: none"> • Analysis of the Career Rules of the PA CR from the perspective of gender equality 	<ul style="list-style-type: none"> • Head of the expert team 	VII. – VIII. 2022
	<ul style="list-style-type: none"> • Analysis of the Code of Conduct for employees of the PA CR from the perspective of gender equality 	<ul style="list-style-type: none"> • Head of the expert team 	VII. – VIII. 2022
	<ul style="list-style-type: none"> • Analysis of research activities from the perspective of gender equality 	<ul style="list-style-type: none"> • Expert team/head of the S&R department 	VII. – VIII. 2022
	<ul style="list-style-type: none"> • Analysis of the representation of women and men in management positions and bodies of the university 	<ul style="list-style-type: none"> • Head of the expert team 	VII. – VIII. 2022
	<ul style="list-style-type: none"> • Analysis of wages and personal allowances from the perspective of gender equality 	<ul style="list-style-type: none"> • Expert team/HR department 	VII. – VIII. 2022
Presentation of the completed gender equality audit to the PA CR management	<ul style="list-style-type: none"> • Presentation of the results of the conducted opinion survey 	<ul style="list-style-type: none"> • Expert team • Rector • Rector's Advisory Board 	IX. 2022
	<ul style="list-style-type: none"> • Presentation of the analysis of key documents and processes 		
	<ul style="list-style-type: none"> • Initial proposal of key topics/parts of the Gender Equality Programme 		
Establishment and appointment of the discussion team	<ul style="list-style-type: none"> • Proposal of the discussion team for fine-tuning the Gender Equality Programme 	<ul style="list-style-type: none"> • Head of the expert team • Rector and Rector's Advisory Board 	IX. 2022
	<ul style="list-style-type: none"> • Handover of appointment decrees to the discussion team 	<ul style="list-style-type: none"> • Rector 	IX. 2022
Creating the Gender Equality Programme	<ul style="list-style-type: none"> • Discussing options for the content of the Gender Equality Programme 	<ul style="list-style-type: none"> • Expert team • Rector and Rector's Advisory Board 	IX. 2022
	<ul style="list-style-type: none"> • Preparation of the text of the Gender Equality Programme 	<ul style="list-style-type: none"> • Expert team 	IX. – X. 2022
	<ul style="list-style-type: none"> • Fine-tuning the current version of the Gender Equality Programme 	<ul style="list-style-type: none"> • Expert team • Discussion team 	IX. – X. 2022
Presentation of the proposed Gender Equality Programme to the PA CR management	<ul style="list-style-type: none"> • Presentation of the completed Gender Equality Programme 	<ul style="list-style-type: none"> • Expert team • Rector • Rector's Advisory Board 	X. – XI. 2022
	<ul style="list-style-type: none"> • Discussion of the PA CR management on the content of the Gender Equality Programme 		
	<ul style="list-style-type: none"> • Proposal for potential amendments to the Gender Equality Programme 		
Approval of the Gender Equality Programme by the PA CR	<ul style="list-style-type: none"> • Approval of the final wording of the Gender Equality Programme 	<ul style="list-style-type: none"> • Rector 	XI. – XII. 2022

* N.b.: In order to maintain the highest level of confidentiality of the statements received from the respondents involved (all of academic staff, including heads of departments and faculty and university managements), the topics for interviews and questions in questionnaires were developed by the head of the expert team (based on regular discussions with the expert team and the university management), who subsequently collected all the acquired knowledge and statements from the respondents.

GENDER EQUALITY AUDIT

The necessary basis for the preparation of the Gender Equality Programme is primarily a responsibly implemented **audit in the field of compliance with the principles of equal treatment**. In terms of the set schedule, the audit was composed of several stages and activities, some of which were carried out simultaneously and others were carried out sequentially, depending on the nature of the area concerned.

In terms of content, the audit focused on analysing of the management documents of the Police Academy of the Czech Republic in Prague, analysing the quality of interpersonal relations and identifying any disruption to the social system of the institution, analysing the level of the conditions established, analysing the applied procedures of HR work, as well as analysing equal pay.

In terms of the methods and techniques used, both qualitative and quantitative methods were used in the audit. In addition to deduction, induction, abstraction, concretisation, comparison, generalisation, etc., the following methods and techniques of **qualitative methods** were mainly applied:

- Content analysis of documents (the following documents were analyzed: Statute of the PA CR, Organisational Rules of the PA CR, Development Programme of the PA CR as a research organisation for 2021–2026, Career Rules of the PA CR, Incentive Programme of the PA CR, Code of Conduct of PA CR employees, documentation for study programmes, etc.);
- Analysis of the quality of the processes and procedures involved (in particular, compliance with legislation in the field of employment and law, equal treatment of female and male participants in selection procedures, career progression, etc.);
- Method of sociological research applied using the interview technique (interviews were conducted with the management of the PA CR, namely with the heads of departments, Vice-Deans, Deans, Vice-Rectors, and Rector);
- Technique of formal and informal discussions (live discussions were conducted especially within the expert team responsible for carrying out the audit and preparing the Gender Equality Programme);
- Method of observation (applied on the occasion of working and social events of the PA CR, for example, working meetings, state examinations, graduation celebrations, celebrations of the 30th anniversary of the institution, etc.).

The group of **quantitative methods** was represented in the gender equality audit by the following methods and techniques:

- Method of sociological research applied using the questionnaire technique (questionnaires were distributed to the academic part of the staff of the PA CR, to all employees of the departments of the institution, including the head of the Science and Research department);
- Quantitative analysis of the representation of women and men in the management positions of the institution (the numbers of women versus men in the management of departments, faculties, and senior management of the institution were analysed);
- Quantitative analysis of the level of wages and salaries from the perspective of gender, including the amount of personal allowances (wages and allowances were examined in a structured manner according to age, education/degree achieved, length of job experience).

Sociological research as part of the gender audit

An important part of the gender audit is the survey of the opinions of the largest possible number of respondents, both women and men in a balanced manner. For this reason, all academic staff of the Police Academy of the Czech Republic in Prague were approached, including managing staff in the academic field as well as departments that significantly contribute to the effective scientific-research and teaching activities of the academic staff. In addition to the heads of departments, the survey was also attended by the Bursar, head of the Science and Research department, and academic staff delegated with managing departments currently with no officially appointed management. Structured interviews were conducted with 20 managers across the entire vertical of the university: the university level, faculties, academic departments, and concerned organisational departments.

Questions for **interviews with managers** were divided into three basic areas. The answer could be either “yes” or “no”. There were also invitations for proposals for changes that should be made at the university in order to achieve a more equitable approach towards women (compared to the approach towards men). The logic of the questions and invitations was based both on the questions recommended in the literature on gender issues and on the effort to verify the gender-specific areas of the Police Academy of the Czech Republic in Prague together with the effort to obtain initial inspiration for the proposal of the Gender Equality Programme in question. The questions and invitations focused on the following areas:

1. **Occurrence of negative phenomena in the operation of departments, faculties, and the university**, which were subsequently divided into:
 - Direct discrimination (such action, including omission, where a person of one gender is treated less favourably than a person of the other gender is or would be treated in a comparable situation);
 - Indirect discrimination (an act or omission in which, on the basis of a seemingly neutral provision, criterion, or practice, a person of one gender is at a disadvantage vis-à-vis persons of the other gender);
 - Harassment (undesirable conduct aimed at or resulting in the degradation of someone’s dignity and creation of an intimidating, hostile, degrading, humiliating, or offensive environment or which may reasonably be perceived as a condition for a decision that affects the exercise of rights and obligations arising from legal relationships);
 - Sexual harassment (the harassment described above, which is of a sexual nature).
2. **Non-compliance/violation in key documents of the PA CR from the perspective of gender equality**, which included the following:
 - Statute of the PA CR;
 - Organisational Rules of the PA CR;
 - Career Rules of the PA CR;
 - Incentive Programme of the PA CR;
 - Code of Conduct of the PA CR.
3. **Quality of managerial conduct from the point of view of equal treatment of female and male staff**, examined via the following areas:
 - Creating an equally friendly working environment and working conditions;
 - Applying equal access in the provision of benefits (indisposition leave, home office, reduction

of working time in childcare, maternity/parental leave, etc.);

- Enabling equally inclusive opportunities for further personal and qualification growth;
- Compliance with equal access and application of criteria of substantive correctness, originality, workplace dispositions, etc. when approving submitted projects;
- Adherence to equal access when approving business trips (study/research stays, conferences, internships, etc.);
- Adherence to equal access when approving funds (for purchasing equipment, conference or publication fees, etc.);
- Applying the same fair approach and taking into account only the actual results when granting personal allowances and rewards.

The questions and invitations in the **questionnaires for academic staff** were the same as the questions and invitations in the interviews. The difference was that the respondents had the opportunity to answer each of the questions using a 5-point scale. The nature of the scale used varied depending on the content of the question asked, namely: yes, often, sometimes, rarely, no; or: yes, mostly, sometimes, rarely, no. All of the academic staff participated in the survey, with a total of 92 completed questionnaires received. The entire survey was anonymous, with respondents submitting their completed questionnaires directly to the email address of the head of the gender team (Vice-Rector for Science and Research). Also, the statistical evaluation was carried out strictly anonymously, the only two identifiers of the respondents being their age and gender.

SUMMARY OF THE GENDER AUDIT

The gender audit confirmed that most of the processes and systems at the Police Academy of the Czech Republic in Prague were implemented in the right way. Apart from the confirmed disharmony in the allocation of financial rewards and determination of personal allowances, only shortcomings of negligible importance were identified. However, from the point of view of the strategic perception of the progress of the university, it is also necessary to take into account these small indications and take appropriate managerial measures so that they do not take on bigger dimensions in the future.

In order to prepare and implement effective measures more effectively, it will be helpful to briefly summarise the most important results of the gender audit. In the indicated plan, the summarisation will be structured into logical units in the same form in which the audit itself was carried out.

Summary of the sociological survey

The sociological survey was aimed at obtaining: opinions of the academic and management staff of the university on the potential occurrence of basic forms of discrimination and harassment, opinions on compliance with key documents of the university, and opinions on the quality of managerial approach in departments, faculties, and the university. The survey incorporated two methods of obtaining statements and evaluation:

- a) Structured interviews with managers and staff of departments, faculties, and the university;
- b) Structured questionnaires to be completed by the academic staff.

The specific of the audit was that two groups of questions in interviews and questionnaires served as the only source of investigation in the given area. These groups of questions concerned the areas of discrimination and harassment and the quality of managerial conduct. The obtained responses to these questions will be summarised in Table 2 and Table 3. The third group of questions served as a counter-view and complement to a comprehensive picture of the actual level of key university documents, which were also examined by another method, namely logic and content analysis. For this reason, answers to these questions will be included in the section on summarising the analysis of management documents.

Table 2. Summary of statements of respondents about discriminatory and aggressive tendencies

Form of negative behaviour															
Occurrence of direct discrimination				Occurrence of indirect discrimination				Occurrence of harassment				Occurrence of sexual harassment			
Management staff		Academic staff		Management staff		Academic staff		Management staff		Academic staff		Management staff		Academic staff	
Answer	%	Answer	%	Answer	%	Answer	%	Answer	%	Answer	%	Answer	%	Answer	%
Yes	0	Yes	1	Yes	0	Yes	1	Yes	0	Yes	1	Yes	0	Yes	0
No	100	No	98	No	100	No	98	No	100	No	97	No	100	No	99

Despite the positive comments from managers and academics on the discriminatory statements examined, it will be appropriate to formulate appropriate measures and emphasise the responsibility of managers and academics in order to maintain the status quo and prevent deterioration in the future.

Table 3. Summary of statements of respondents about the quality of the managerial approach

Form of managerial approach	Statement of the management staff		Statement of the academic staff	
	Statement	%	Statement	%
Friendly working environment and working conditions	Yes	100	Yes	96
	No	0	No	1
Equality in the provision of benefits	Yes	100	Yes	93
	No	0	No	1
Equality in personal and qualification growth	Yes	100	Yes	93
	No	0	No	1
Equality in the approval of submitted projects	Yes	100	Yes	90
	No	0	No	1
Equality in the approval of business trips	Yes	100	Yes	95
	No	0	No	0
Equality in the approval of the purchase of equipment	Yes	100	Yes	92
	No	0	No	0
Equality in the allocation of personal allowances and rewards	Yes	100	Yes	80
	No	0	No	1

From the point of view of gender equality, the most positive perception is the friendliness of the working environment and working conditions (96% of satisfied respondents). Minor discrepancies were expressed in all other areas of equal approach. However, a significantly reduced level of compliance was expressed in the allocation of personal allowances and rewards. This discrepancy was also confirmed by the analysis of the allowances and bonuses actually paid out (discussed in a separate summary section), therefore, it will receive increased attention in the form of defining strategic goals and strategies for gender equality.

Summary of the analysis of management documents

The focus of the gender audit were the key documents of the Police Academy of the Czech Republic in Prague, supporting its dynamic, yet ethical functioning and development. Table 4 summarises the findings obtained from the analysis of the Statute, Organisational Rules, Development Programme, Incentive Programme, Career Rules, and Code of Conduct of the Police Academy of the Czech Republic in Prague.

The logical and content analysis confirmed that all the examined documents were drafted in an absolutely gender-correct way. Also, managers did not find any non-compliance in their implementation. In the case of two documents, this has been also approved by the academic staff. Minor shortcomings were indicated in three documents: Incentive Programme, Career Rules, and Code of Conduct.

Table 4. Summary of the analysis of key university documents

Analysed document	Logic and content analysis	Statement of the management staff on non-compliance		Statement of the academic staff on non-compliance	
		Statement	%	Statement	%
Statute of the PA CR	Gender-correct, neutral expression	Yes	0	Yes	0
		No	100	No	100
Organisational Rules of the PA CR	Gender-correct, neutral expression	Yes	0	Yes	0
		No	100	No	100
Development Programme of the PA CR	Gender-correct, neutral expression	Yes	*	*	*
		No	*	*	*
Incentive Programme of the PA CR	Gender-correct, neutral expression	Yes	0	Yes	1
		No	100	No	97
Career Rules of the PA CR	Gender-correct, neutral expression	Yes	0	Yes	1
		No	100	No	97
Code of Conduct of the PA CR	Gender-correct, neutral expression	Yes	0	Yes	1
		No	100	No	98

* This document was not examined in the sociological survey.

Summary of the analysis of research activities

Research activities of the Police Academy of the Czech Republic in Prague respond to the needs of the whole society and equally perceive the needs of the female and male part of the population. The funds earmarked for targeted support projects as well as institutional research projects are allocated strictly in accordance with the criteria of originality and social contribution by the evaluators of the Ministry of the Interior of the Czech Republic and the evaluators at the university, while gender equality of financial support is consistently maintained.

While in the gender composition of the university staff, men outnumber women (68% to 32%), the situation in the composition of the research teams is much worse: 77% to 23%. As Table 5 shows, the statements made by the academics in the opinion poll also signal a certain disharmony.

Table 5. Summary of the analysis of gender compliance of research activities

Logical analysis of the project approval mechanism	Numerical analysis of representation of women and men in research teams	Equal access when approving projects			
		Statement of the management staff		Statement of the academic staff	
Findings	Findings	Statement	%	Statement	%
Criteria: originality and contribution of the project, respect for the gender perspective	Higher number of men in teams, exceeding the ratio of men to women in the university's staffing structure	Yes	100	Yes	90
		No	0	No	1

Summary of the analysis of the gender ratio in leading positions and bodies of the university

The conducted analysis revealed a disproportionately higher number of men in the leading functions of the Police Academy of the Czech Republic in Prague, namely in the management of departments, faculties, and important university bodies (Table 6). The exceptions are the Vice-Rector functions and the Academic Senate. The management of the university will have to direct increased future attention to the harmonisation of this area.

Table 6. Summary of the analysis of the state of women and men in management positions and university bodies

Title of the leading function or body of the university	Gender representation			
	Women		Men	
	Number	%	Number	%
Rector	0	0	1	100
Vice-Rectors	2	67	1	33
Deans	0	0	2	100
Bursar	0	0	1	100
Vice-Deans	1	25	3	75
Heads of departments	3	21	11	79
Rector's Advisory Board	3	30	7	70
Scientific Board	7	20	28	80
DSP Board	4	24	13	76
Academic Senate	6	50	6	50

Summary of the analysis of staff composition, wages, and personal allowances

The university's academic staff includes 32% women and 68% men, with the percentage corresponding to similar departments and institutions in Europe and the world. Compared to 2018, the situation has been constantly improving. In the case of service positions occupied by 1 woman and 5 men, the situation in the tariff classes and grades is correct, with men having a lower average personal allowance. However, in the case of job positions, the disproportion in the amount of personal allowances granted has remained significant, to the detriment of women (Table 7).

Table 7. Summary of the analysis of staffing composition, wages, and personal allowances

Examined characteristics	Women		Men	
	Number	%	Number	%
Number of academics	35	32.41	73	67.59
• Pay grade (range) Ø	13.94 (9.29)		14.07 (10.48)	
• Personal allowance Ø	12.46% (CZK 5,386)		18.88% (CZK 8,314)	
Number of Police of the CR members at the PA CR	1	16.67	5	83.33
• Tariff class (level) Ø	9 (8)		8.8 (9.8)	
• Personal allowance Ø	17.86% (CZK 9,500)		15.13% (CZK 7,928)	

GENDER EQUALITY PROGRAMME – APPLICATION PART

The gender audit conducted at the Police Academy of the Czech Republic in Prague sought to objectively analyse the situation in terms of compliance with the current requirements of equal approach to female and male academic staff. In its implementation, several scientific methods were used, in particular, the method of content and terminological analysis and logical synthesis of the key management documents of the university, the method of sociological research carried out using controlled interviews and a semi-structured questionnaire, the method of analogy, abstraction, induction, deduction, comparison, etc.

The acquired knowledge was compiled into interconnected context and repeatedly discussed and clarified by the expert team. Subsequently, suitable graphic and presentation forms were prepared and supplemented with explanatory comments and measures that can be assumed to be able to either maintain the current positive state or to improve and eliminate the indicated shortcomings in the future.

On 25 October 2022, the results of the audit were presented to the Advisory Board of the Rector of the Police Academy of the Czech Republic in Prague. With the consent of the Rector, the Advisory Board was asked, based on the presentation of the procedure and the results of the gender audit, to propose measures that should be included in the application part of the Gender Equality Programme.

Objectives of the Gender Equality Programme

The summary of findings and inspirations obtained from all the analyses completed, supplemented by proposals from the management of the university and faculties, has led to the definition of the following **strategic goals** in the field of gender equality:

1. Maintain a positive situation in the field of non-discriminatory behaviour (maintain relationships without aggression);
2. Harmonise the terminology of the wording of key documents (incorporate female equivalents of terms);
3. Maintain the quality of managerial conduct (maintain and strengthen equal approach in managerial decision-making);
4. Maintain the quality of HR management processes (maintain and strengthen human potential development processes);
5. Harmonise the level of personal allowances of female vs. male academic staff (eliminate the pay gap);
6. Improve the gender composition of research teams (increase the involvement of women in research activities);
7. Maintain a positive tendency to reconcile work and personal life (promote comprehensive satisfaction);
8. Create the position of a gender counsellor (define the role and competencies);
9. Establish a mechanism for addressing gender shortcomings (establish a procedure to address non-compliances);
10. Periodically evaluate and improve the Gender Equality Programme (maintain progress in gender issues).

All of the aforementioned strategic gender-related goals are logically interconnected and support each other in their implementation. In other words, despite the different moments of their actual implementation, all goals are interdependent and systemically interrelated whereas failure to meet any of the goals will jeopardise the achievement of all other goals and expected effects.

This fact demonstrates the need for a **highly responsible approach** on the part of all managers (universities, faculties, departments, and expert workplaces), as well as all academic staff of the university.

Strategy to achieve the objectives

Achieving each of the set gender-related objectives will require considerable effort. Each of the objectives can be achieved through several ways, measures, and decisions, with different amounts of financial, material, time, and psychological expenses. Therefore, it will be necessary not only to harmonise all gender-related objectives with each other, but also to harmonise the ways and methods in which all objectives will be achieved, both partially (each objective individually) and comprehensively, in mutual alignment (in systemic connection).

Strategy to maintain a positive situation in the field of non-discriminatory behaviour

The implementation of the first of the university's gender-related objectives will be oriented towards maintaining positive interpersonal relationships, characterised by their non-discriminatory and non-aggressive nature.

Implementation process. It is intended to continue to develop an open approach and partnership between the university management and academic staff, thus contributing to the increased willingness and enthusiasm of the academic staff.

In order to maintain a positive and collegial atmosphere in the long term, it will be necessary not to rely solely on the dissemination of positive effects of defined standards and principles. Their effects, however strong they may be, may not withstand any new discriminatory elements that may arise. For this reason, it will be necessary to immediately, at the moment of the first indications, signal any manifestations of discrimination or aggressive behaviour, regardless of age, (senior) job position, or education and scientific rank of the potential aggressor.

Appropriate measures to meet the strategy of maintaining positive situation in the field of non-discriminatory behaviour can be defined as follows:

- **Continue the existing non-discriminatory behaviour** of all members of the university, both academic and administrative staff as well as management staff.
- **Promptly respond to signalled manifestations of discrimination and harassment.** In this spirit, it will be necessary to examine negative manifestations, define effective measures against them, implement these without delay, and evaluate their effectiveness in the short and long term.
- **Prevent possible future discriminatory and aggressive manifestations,** based on adherence to high relationship standards and ethical principles, which are: mutual respect and esteem, collegiality and partnership, shared pride in the results achieved, active assistance and friendly cooperation, tolerance, and helpfulness.

Responsibility. All members of the academic staff of the Police Academy of the Czech Republic in Prague shall be responsible for maintaining non-discriminatory practices and also for prompt signalling of deviations from the desired status. The specified responsibilities shall be assumed by:

- Managers (heads of departments, workplaces, faculties, and the university);
- Academic staff;
- Staff and head of the Science and Research department;
- Gender counsellor.

Timing. Maintaining non-discriminatory conditions, reporting, and preventing any occurrence of aggressive behaviour is of a permanent nature. Timing of implementation:

- Consistency and continuity of the maintaining process (all academic staff);
- Immediate (momentary) reporting in the event of signs of non-compliance (all academic staff);
- Immediate response and intervention against repeated and spreading aggressive manifestations (management);
- Annual evaluation of the situation in the field of discrimination and harassment (Vice-Rector for Science and Research, Science and Research department, gender counsellor).

Financial, material, and non-financial requirements. Any prospective costs associated with maintaining a non-discriminatory atmosphere, preparing and implementing appropriate measures, and carrying out an annual assessment of the level of non-aggression in the environment will be covered by the institutional support of the Police Academy of the Czech Republic in Prague and, if necessary, other procured resources. Non-financial requirements will include, in particular, interest, willingness, helpfulness, support, tolerance, etc. of all staff.

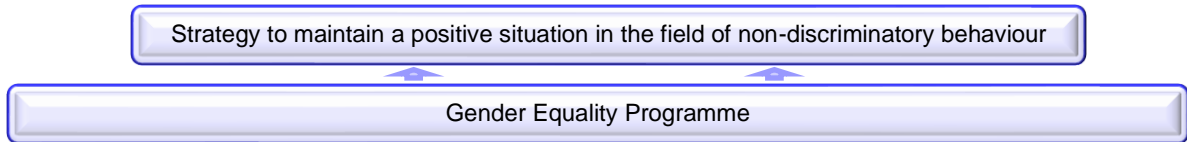
Risks. The biggest personnel risk consists in possible personal aggression and hostility on the part of the potential aggressor and concerns arising from possible consequences in the event of reporting inappropriate behaviour of one's colleagues or superiors. The timing risk may consist in the delay between the detection and identification of a negative situation and its effective resolution. The biggest process risk may involve ignorance of appropriate procedures for eliminating discriminatory behaviour and the time lag between detecting and identifying a negative situation and its effective resolution.

Expected benefits. The major positive will comprise maintaining the non-violent nature of working conditions, maintaining a positive image of the Police Academy of the Czech Republic in Prague as an ethical employer, willingness to share knowledge with colleagues across the university, maintaining existing and acquiring new domestic and international contacts and cooperating partners in the field of cooperative scientific and research activities, etc.

Indicators of success of the strategy. The indicators of the success of the strategy of maintaining a positive situation in the field of non-discriminatory behaviour enable us to perceive the set criteria (parameters), through which it will be possible to monitor the ongoing state of implementation. Specifically, the following indicators can be determined:

- Number of reported cases of discrimination or harassment in a given year (quantitative indicator).
Sources of information: notifications from the individuals concerned, interview surveys, questionnaire survey, department meetings, advisory board meetings, observations.
- Severity of cases of discrimination or harassment in a given year (qualitative indicator).
Sources of information: notifications from individuals concerned, interviews with individuals concerned, dialogue with the gender counsellor (gender-related meetings), advisory board meetings, observation.
- Development of the number and severity of cases of discrimination or harassment in the year-on-year trend (quantitative-qualitative indicator).
Sources of information: notifications from individuals concerned, interviews with individuals concerned, gender meetings, interview surveys, questionnaire survey, department meetings, advisory board meetings, observations.

- Satisfaction of the individuals concerned with the resolution of inappropriate behaviour (qualitative indicator).
Sources of information: interviews with individuals concerned, gender meetings, interview surveys, questionnaire survey, department meetings, advisory board meetings, observations.



Strategy to harmonise the terminology of the text of key documents of the university

Content analysis of the text of the key management documents of the Police Academy of the Czech Republic in Prague identified an absolutely correct approach towards the academic staff in terms of gender.

Implementation process. On the basis of the above and in accordance with the latest standards of the European Union and the Czech Republic, the intention of the second gender objective, in an appropriate form, will be to:

- **Improve the terminology used in university documents**, in particular: Statute, Organisational Rules, Development Programme, Incentive Programme, Career Rules, and Code of Conduct of the Police Academy of the Czech Republic in Prague. From the point of view of implementation in practice, when updating the above-mentioned documents, it will only be necessary to incorporate in the text adequate female equivalents in the Czech language of the terms used, such as worker (pracovník – pracovnice), employee (zaměstnanec – zaměstnankyně), manager/head (vedoucí pracovník – vedoucí pracovnice), member of the research team (člen výzkumného týmu – členka výzkumného týmu), etc.
- **Incorporate female equivalents also into all other and newly drawn university documents.** In this way, all management documentation will be fully compliant with the requirements and rules for equal treatment of women and men.

Responsibility. Harmonising the terminology of documents will be a task for all authors of university documents as well as concerned managers. Specifically, responsibility will be distributed between:

- Authors (gestors) of the university's management documents (in preparing documentation);
- Heads of departments and faculties (in getting acquainted with their content and suggesting any comments);
- Management of the university (in getting acquainted with their content and suggesting any comments and in their direct application in the university's practice);
- Gender counsellor (in indications of possible misunderstandings in the process of applying documents in the university's conditions, notified by any member of the academic or management staff).

Timing. All management documents will be improved on a continuous basis. In the shortest possible time, it will also be necessary to respond to any warnings or suggestions regarding incorrect terminology or non-compliance with the wording of the considered documents in everyday operation of the university. The timing of the implementation will be as follows:

- Consistency and continuity of the harmonisation process (the entire team of authors and gestors);
- Immediate (momentary) notification shortcomings in terminology or application (all of academic and management staff);
- Immediate response and measures to improve the indicated condition (management staff in cooperation with the authors/gestors);
- Annual evaluation of the level of improvement and compliance of existing and newly created documents (Vice-Rector for Science and Research, Science and Research department, gender counsellor).

Financial, material, and non-financial requirements. The harmonisation of the terminology of documents does not foresee a significant increase in direct operating costs. However, it may be associated with the potential cost of implementing the necessary managerial and administrative measures aimed at eliminating the incorrect implementation of university documents, costs associated with the possible payment of target and disciplinary rewards for the preparation and implementation of larger managerial interventions, etc. These will be covered from the funds of institutional support of the Police Academy of the Czech Republic in Prague and, if necessary, other procured resources. Non-financial requirements will include readiness, responsibility, intellectual and communication skills of managers, knowledge of effective measures and interventions, and in particular the ability to talk to each other.

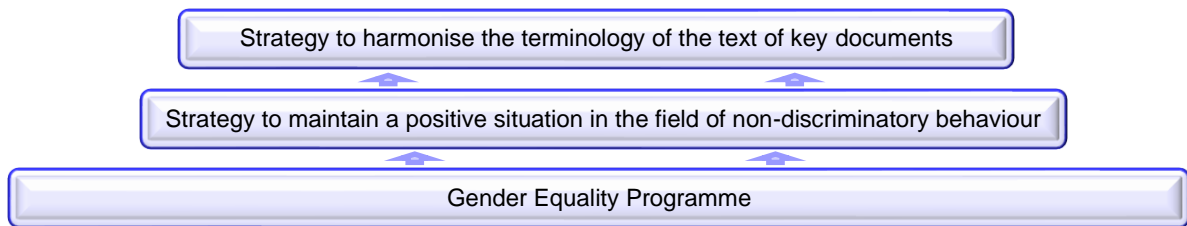
Risks. The personnel risk will consist in possible reluctance of authors and/or gestors of existing and newly drawn documents to use gender-correct terminology in the documents. However, there may be a bigger risk in the reluctance of the academic and, in particular, management staff to apply all university documentation properly and without favouring any group of the university staff. The biggest procedural risk may be the complexity in harmonising the preparation and course of eliminating all application discrepancies.

Expected benefits. The comprehensive positive will comprise an easier and more correct implementation of all priorities and objectives, both in the short and especially in the long term, and in particular the goal-oriented and systematic progress of the Police Academy of the Czech Republic in Prague. The analysed key documents (Statute, Organisational Rules, Development Programme, Incentive Programme, Career Rules, and Code of Ethics of the PA CR) determine basic activities, values, and principles of behaviour. The harmonisation of the management documentation will reassure all stakeholders (inside and outside the university) of the systematic effort to continuously improve the university.

Indicators of success of the strategy. The following indicators can be established to monitor the success of the implementation of the terminological harmonisation strategy of the wording of the key documents of the university:

- Occurrence of gender-incorrect terminology in documents (quantitative-qualitative indicators).
Sources of information: content and terminological analysis of documents, notifications of occurrence, interview surveys, questionnaire survey, department meetings, advisory board meetings.
- Number of reported or detected cases of non-compliance (violations) in university documents (quantitative indicator).
Sources of information: whistleblowing, interview surveys, questionnaire survey, meetings.
- The severity of cases of non-compliance (violations) in documents (qualitative indicator).
Sources of information: whistleblowing, interviews with individuals concerned, dialogue with the gender counsellor, advisory board meetings, observation, deduction.
- Development of the number and severity of cases of non-compliance (violations) in documents in the year-on-year trend (quantitative-qualitative indicator).
Sources of information: whistleblowing, interviews with whistleblowers, gender meetings, interview surveys, questionnaire surveys, department meetings, advisory board meetings, observations.
- Satisfaction of whistleblowers with the resolution of non-compliances in documents (qualitative indicator).

Sources of information: interviews with whistleblowers, gender meetings, interview surveys, questionnaire survey, department meetings, advisory board meetings, observations.



Strategy to maintain and improve the quality of management actions and decision-making

Pursuing the third gender objective is aimed at maintaining the existing high level of managerial skills of university managers and continuous improvement of their decision-making as well as all decisions taken. It is crucial to decide on the equal friendliness of the working environment and conditions for work towards women and men, on gender-equal provision of benefits, on the creation of equal conditions for personal and qualification growth, on the same and objective criteria for approving submitted projects, on the same approach to approving work trips and purchase of equipment, and above all on gender-equal allocation of personal allowances and rewards.

Implementation process. The content of the strategy will help achieve an ever higher quality of decision-making processes, thus also achieving a higher quality level of managerial decision-making and the application of equal access of female and male managers. The improved and gender-correct decision-making of university managers is likely to encourage academic and management staff in joint scientific and research work, motivate members of the academic staff to voluntarily and reciprocally share their accumulated knowledge, cultivate interpersonal relations within departments, improve the quality of relations between the department heads and faculty managers and the female and male part of the academic staff, etc.

Specific pathways and measures for the implementation of the strategy of improving managerial decision-making will be as follows:

- **Continue the trend of regular meetings**, namely meetings of the university management with the managements of faculties and university components (meetings of the Rector's Advisory Board), meetings of faculty managements with the managements of departments (meetings of the Dean's Advisory Board), and meetings of department managements with members of departments (meetings of departments). The listed work meetings serve to deepen cooperation, set future priorities, evaluate the results and outputs so far, assess the effects of previous decisions and measures, etc., which should significantly help improve the quality of all decision-making and enable better knowledge of and respect for the necessary gender-related rules and principles.
- **Continue organising workshops and informative meetings**, organised by the Science and Research department, which contribute to better preparedness of the management and academic staff for deciding on the specific targeting of future research activities of individuals and departments and facilitate inter-departmental and inter-faculty projects (better information and facilitation of decision-making on the possible establishment and implementation of gender-balanced and beneficial interdisciplinary cooperation at the university).
- **Establish a mechanism for more effective decision-making** for managers as well as academics by gathering evidence for research-related decision-making (deciding on the targeting of the scientific efforts of research teams and departments), faster retrieval of the information needed for research-related decision-making, through the planned acquisition and deployment of a comprehensive information system for science and research.

Responsibility. The primary responsibility for the quality of their own decision-making lies with the university managers themselves. However, with respect to academic freedoms, creative research, and above all, based on the top intellectual level of all university staff, indirect assistance in the

development of decision-making should also come from other members of the academic staff. Responsible for a higher quality of managerial and gender-related decision-making will be:

- University management staff, i.e., heads of departments and workplaces involved, Vice-Deans, Deans, Vice-Rectors, Rector (in operational, tactical, and strategic decision-making);
- Academic staff (in improving their own academic and research decision-making and assisting in the decision-making by their managers);
- The head and team of the Science and Research department and Vice-Rector for Science and Research (in organising workshops, providing feedback on past decisions, implementing a comprehensive system for science, providing appropriate methodological assistance, etc.);
- The head and team of the HR department (in dealing with possible decision failures, providing appropriate professional assistance, etc.).

Timing. Improving the quality of managerial and gender-related decision-making is a permanent and continuous process. It can be said that the implementation of the gender audit, from the moment of its beginning, addressed all the management and academic staff of the university and it raised a significant response as well as many questions. The questions in the interviews with the heads of departments and faculties as well as the questionnaires for the academic staff themselves called for reflecting and highlighted the areas of decision-making that were important. In view of the above, the time course of improving the quality of decision-making is and will be as follows:

- Consistent and continuing process of improving the quality of decision-making (all management and academic staff, from the beginning of the gender audit);
- Immediate (momentary) notification of incorrect managerial and/or gender-related decisions (all academic and management staff);
- Immediate response and measures to improve decision-making (management staff in cooperation with the science and research department, HR department, and gender counsellor);
- Annual evaluation of the level of managerial and gender-related decision-making (Vice-Rector for Science and Research, Science and Research department, gender counsellor).

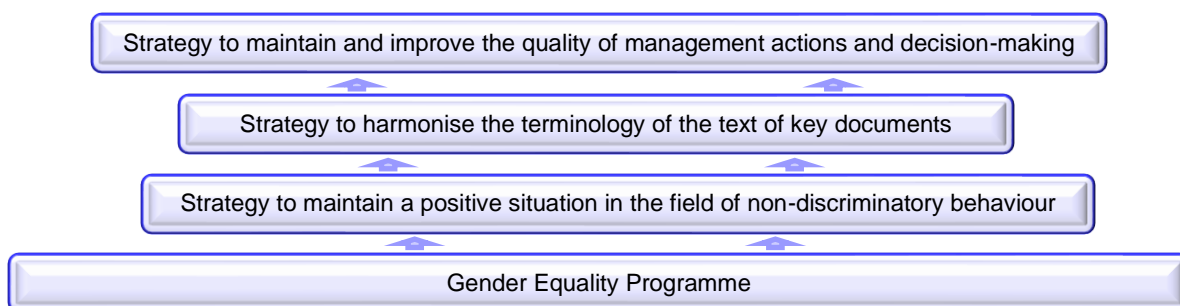
Financial, material, and non-financial requirements. The costs of implementing the necessary managerial and development measures aimed at eliminating gender-incorrect decision-making, costs associated with the implementation of more substantial managerial interventions, procurement and operation of a comprehensive information system for science and research, etc., will be covered from the funds of institutional support of the Police Academy of the Czech Republic in Prague and, if necessary, other procured resources. Non-financial requirements will include, in particular, willingness, patience, decision-making skills, mediation skills, motivational and inspirational competencies, expertise in effective measures and interventions, as well as the skills of respect, tact, and diplomacy.

Risks. The personnel risk will consist in the potential reluctance of managers to admit the impaired quality of their decision-making and the resulting reluctance to improve their decision-making skills. The risk in decision-making may be the inability to choose the right and true information from among all the information available and to be always strictly objective and fair when making gender-related decisions. The biggest procedural risk may consist in the difficulty (financial, time, intellectual) in removing the existing decision-making stereotypes across the university.

Expected benefits. The comprehensive positive will comprise more inclusive working atmosphere at departments, faculties, and the university, resulting in higher satisfaction, perceived justice and motivation of both female and male parts of the academic staff as well as the management.

Indicators of success of the strategy. The following indicators can be set to monitor the success of the strategy of maintaining and improving the quality of managerial actions and decision-making:

- Occurrence of gender-incorrect managerial decisions and actions (quantitative indicator).
Sources of information: notifications of occurrence, interview surveys, questionnaire survey, department meetings, advisory board meetings.
- The severity of cases of unfair management decisions and actions (qualitative indicator).
Sources of information: whistleblowing, interviews with individuals concerned, dialogue with the gender counsellor, advisory board meetings, observation, deduction.
- Development of the number and severity of cases of unfair decision-making in the year-on-year trend (quantitative-qualitative indicator).
Sources of information: notifications of unfair decision-making, interviews with whistleblowers, gender meetings, interview surveys, questionnaire surveys, department meetings, advisory board meetings, observations.
- Satisfaction of whistleblowers with the resolution of injustice in decision-making (qualitative indicator).
Sources of information: interviews with whistleblowers, gender meetings, interview surveys, questionnaire survey, department meetings, advisory board meetings, observations.



Strategy to maintain and improve the quality of HR management processes

Pursuing the fourth gender objective aims at maintaining and strategically improving the level of interpersonal processes, i.e., HR management processes at the Police Academy of the Czech Republic in Prague.

Implementation process. The content of the strategy will be to improve the course of support and creative processes of management and development of academic workplaces (departments) through a balanced and functional system of work with the human potential of the university.

In order to better grasp the entire system of working with people at the university and to manage the entire network of human resource processes and measures that will be necessary to prepare and implement, it is appropriate to structure the strategy of improving human resource management into the following strategic measures:

- a) **Improve the process of setting the strategic objectives of the university.** The aim is to respect equal opportunities and to maintain equal access to professional development for women and men when designing and continuously fulfilling all long-term, medium-term, and short-term goals of the university, faculties, and departments. In such endeavour, it will be appropriate to:
 - Continue to see the university as a dynamic, self-developing, and internally balanced whole that operates based on the principles of mutual participation and dignity of all colleagues;
 - Strengthen the university's ability to respond immediately and with full commitment to appropriate opportunities and to involve all individuals and groups across the university in the challenges;
 - Maintain high esteem and social prestige of the university in the eyes of the professional public, cooperating security entities, and the society.
- b) **Improve the process of human resource planning.** When planning any processes of working with the human potential at the university, the intention is to pay attention to the absolute fairness of all activities, ethical utilisation and development of strengths and talents of all individuals and teams, and support in overcoming imperfections so that the university can effectively fulfil its social role and contribute to the development of security sciences. To achieve these objectives, it will be appropriate to:
 - Continue professional and gender-balanced staff coverage of the existing systemised jobs;
 - Strengthen the assistance and support for the female part of the academic staff in order to increase their aspiration to management positions;
 - Ensure the systemic interconnection of all processes of management and development of human resources so that professional-personal synergies and original academic effects can be stimulated to a greater extent.
- c) **Improve the process of recruitment and selection of new academic staff.** The aim is to provide equal opportunities for male and female applicants when filling new or vacant systemic positions and to maintain absolute professionalism when assessing the comprehensive potential of all applicants. In the spirit indicated, it will be appropriate to:
 - Continue using gender-correct terminology in publishing vacant systemic jobs, both academic and managerial;
 - Continue observing the same chances for all candidates, rigorously respecting the professional qualities and personal prerequisites of all applicants;

- Intensify the attractiveness of jobs for suitable female candidates in the potential effort (but not developing pressure) to increase the share of female academic and management staff.
- d) **Improve the process of orientation and adaptation of new employees.** The aim is to focus the orientation and adaptation support in an equally accommodating manner to all newly admitted academic and management staff. It will be appropriate to:
- Maintain the high quality of the orientation (adaptation) processes carried out to date and familiarise all new colleagues equally thoroughly with important facts;
 - Strengthen the orientation support for newly admitted young colleagues and familiarise them with the available benefits for parents (parental leave and welcoming approach after returning to work);
 - Increase the effectiveness of orientation processes by introducing appropriate management tools, such as information packages, orientation programmes, orientation interviews, teambuildings, etc.
- e) **Improve the process of managing the academic staff.** The aim is to choose appropriate styles of management that enable full use and cultivation of the potential of the academic staff. In the spirit indicated, it will be appropriate to:
- Apply, in particular, a participatory style, characterised by mutual communication and involvement of academic staff in the management and decision-making on the future direction of departments;
 - Delegate appropriate activities and tasks to academic staff, in order to enable them to gain further experience, develop interpersonal skills, and possibly prepare them to take on relevant managerial responsibilities;
 - Prepare managers for the possible application of a transformational (style of) leadership, which can transform the needs and ambitions of female and male academic staff to a qualitatively higher level.
- f) **Improve the process of training and development of academic staff.** The aim is to assist in the professional development and personal growth of academic as well as management staff. Although the training of university teachers is not easy, it is extremely important – only an erudite teacher can prepare valuable lectures and courses that can subsequently properly direct the future careers of students, and thus responsibly fulfil the role of a higher education institution. It will be appropriate to:
- Continue offering high-quality educational activities (courses, trainings, workshops, etc.) for academic and management staff;
 - Ensure provision of equal opportunities and open access to training and development for academic and management staff;
 - Enable all members of academic and management staff to acquire new skills, competencies, and knowledge, apply them in their work, and share them with their colleagues as well as students.
- g) **Improve the process of motivating academic staff.** The aim is to develop the motivational skills of managers, expand the offer of motivational tools and benefits, and generally contribute to the higher work motivation of all members of the university's academic and management staff. It will be appropriate to:
- Continue the proper implementation of the Incentive Programme of the Police Academy of the Czech Republic in Prague as a research organisation;

- Strengthen the use of an individual approach in motivating individuals and conduct motivational interviews with academics as well as managers;
- Pay attention to the prospects of self-realisation, fulfilling one's own potential, achieving a sense of success at work and in life and overall satisfaction of all academics and managers.

Responsibility. Fulfilling the strategy of maintaining and improving the quality of human potential development processes is a common task across the entire administrative, academic, and management staff of the university. Specifically, responsibility will be distributed between:

- The management staff (female and male managers) of the university (jointly defining appropriate management measures and applying real work with human resources at departments, faculties, and the university);
- The head and team of the HR department (in strategic management and planning of human resources, evaluation of the level of university, faculty, and departmental processes of human resource management, and designing methodological assistance in the application of appropriate personnel-related decisions and measures to improve the quality of these processes);
- Academic staff (in cooperation with management in the implementation of the processes of management and development of their own potential and appropriate development of the potential of others, suggesting possible improvements and their implementation into the university's practice);
- Gender counsellor (for indications of various shortcomings in HR processes, reported by individuals or groups from the level of departments, faculties, or university-wide workplaces).

Timing. The improvement of human resource management processes must be carried out on a continuous basis. It will be necessary to immediately respond to all suggestions and findings regarding improper performance of the HR work, use of inappropriate styles of management and motivation, including insufficient interpersonal skills of managers at all levels of the university. The timing of the implementation will be as follows:

- Consistency and continuity of human resource management processes (administrative, academic, and management staff of the university);
- Immediate notification of shortcomings in application (academic and management staff);
- Immediate response and measures to improve the indicated condition (management staff in cooperation with the HR department and academic staff);
- Annual evaluation of the level of improvement of management processes and human potential development processes (management staff in cooperation with the HR department, academic staff, and gender counsellor).

Financial, material, and non-financial requirements. The costs of implementing the necessary managerial and administrative measures aimed at improving the quality of personnel processes and maintaining the gender balance will be covered from the funds of the institutional support of the Police Academy of the Czech Republic in Prague and, if necessary, other procured resources. Non-financial requirements will include mainly professionalism, ethical approach, cultured behaviour, communication, motivational, and leadership competencies, knowledge of legislation in the field of labour and civil law, knowledge of gender issues, etc.

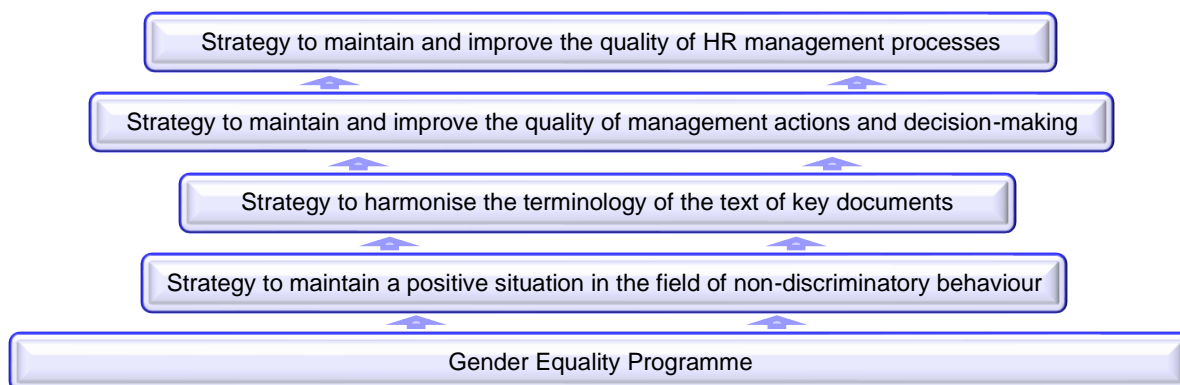
Risks. The personnel risks will include possible reluctance of managers to improve their interpersonal skills and competencies (skills of working with people), insufficient will of the academic and administrative staff to improve the system and processes of human resource management, etc.

The biggest timing-psychological risk may be the time lag between the introduction of corrective measures and their manifested effects. The biggest process risk may be the difficulty in maintaining a functional and internally fine-tuned human resource management system.

Expected benefits. A comprehensive positive will be a simpler and better quality course of the process and more valuable results of all university activities, obligations, and commitments. Non-conflict relations at work, high motivation, continuous professional and personal growth of all employees of the university, mutual cohesion and sharing of positive and negative experiences and ideas, which can be expected as a real result of the improvement of the HR management system, can be a guarantee of continuous improvement and progress of the entire Police Academy of the Czech Republic in Prague, its faculties, departments, teams, and individuals.

Indicators of success of the strategy. The following indicators can be set to monitor the success of the strategy of maintaining and improving the quality of HR management processes:

- Occurrence of gender-related complaints at the level of processes and measures of HR management (quantitative indicator).
Sources of information: whistleblowing (complaints), letters of reproach, interview surveys, questionnaire survey, departments meetings, advisory board meetings.
- Severity of the shortcoming or fault indicated in the HR management process(es) (qualitative indicator).
Sources of information: notifications of shortcomings, interviews with individuals concerned, dialogue with the gender counsellor, advisory board meetings, observation, deduction.
- Development of the number of cases and severity of faults in personnel-related processes and insufficient application of interpersonal competencies (quantitative-qualitative indicator) in the year-on-year trend.
Sources of information: notifications of shortcomings, interviews with whistleblowers, gender meetings with the managers concerned, interview surveys, questionnaire surveys, department meetings, advisory board meetings, observations, informal discussions, decline in academic performance, etc.
- Satisfaction with the rectification of the shortcoming (qualitative indicator).
Sources of information: interviews with whistleblowers, gender meetings with managers and staff concerned, interview surveys, questionnaire survey, department meetings, advisory board meetings, observations, quality of behaviour at work and results.



Strategy to harmonise the personal allowances of female vs. male academic staff

Pursuing the fifth objective is directed towards the gradual equalisation of the average level of personal allowances and remuneration of female academic and management staff versus male academic and management staff.

Implementation process. The content of the strategy will be to re-evaluate the amount of personal allowances granted to women versus men at all departments and in an appropriate timeframe, to look for the causes of the current discrepancies and financial favoritism of men, and to systemically redefine the amount of personal allowances in strict dependence on the work done and overall academic results. The specific pathways and measures for the implementation of the strategy of harmonising personal allowances and rewards will be as follows:

- **Analyse the current method of granting personal allowances.** The aim will be to identify the causes of the current financial advantage of male academics over female academics, discuss the severity of differences and their impact on the motivation of the female academics, at all academic departments of the university.
- **Define objective criteria for fair assessment of the comprehensive contribution of female and male members of the academic and management staff.** The aim will be to eliminate the gender pay gap through consistent objectivity and fairness in assessing the individual work contribution of each academic staff member.
- **Redefine the existing personal allowances into the proposal of new allowances** determined on the basis of unbiased assessment (evaluation) of overall work (academic performance) and **proceed in the same objective manner when proposing disciplinary and target rewards.**

Responsibility. Fulfilling the strategy of harmonising the personal allowances of female academic staff vs. male academic staff is again a shared task for the administrative, academic, and management staff of the university. Specifically, responsibility will be distributed between:

- University management (in analysing the existing practices in the calculation of personal allowances and rewards, unbiased assessment of the work results of academic and management staff, proposal of new personal allowances and rewards);
- Head and team of the HR department (in analysing the differences in remuneration across the university, methodological assistance in objective and fair evaluation of academic performance, administrative processing of new decrees, procedural processing of any complaints about violations of gender equality in remuneration, etc.);
- Academic staff (in cooperation with the managers in the process of defining new objective criteria for the evaluation of academic performance, evaluating their own performance – through self-assessment, and assistance in the evaluation of the results of collaborating colleagues at departments);
- Gender counsellor (in providing comprehensive assistance and advice in dealing with documentary, statistical, or announced indications of various shortcomings in the remuneration process).

Timing. Removing the pay gap between female and male academic staff will take a long time and will need to be monitored and corrected on a regular basis. It will be necessary to respond without delay to all findings and suggestions concerning remuneration unfair in gender terms. The timing of the implementation of the strategy will be as follows:

- Strategic priority in the solution and consistency in evaluating the differences (administrative, academic, and management staff of the university);
- Continuous and immediate attention to shortcomings in remuneration (academic and management staff);
- Immediate response and measures to eliminate differences in personal allowances and remuneration (management staff in cooperation with the HR department and academic staff);
- Annual evaluation of gender harmonisation of remuneration (management staff in cooperation with the HR department, academic staff, and gender counsellor).

Financial, material, and non-financial requirements. The costs of implementing the necessary managerial and administrative measures aimed at improving gender fairness will be covered by the institutional support of the Police Academy of the Czech Republic in Prague and, if necessary, other procured resources. Non-financial requirements will include mainly professionalism, objectivity, personal honesty, empathy, knowledge of legislation in the field of labour and civil law, knowledge of gender issues, etc.

Risks. The personnel-related risks will include possible reluctance of managers to become aware of and admit existing gender bias in remuneration in favour of men (personal allowances and disciplinary or target rewards), potential lagging in the application of the new method of calculating allowances and rewards, etc. The biggest timing-psychological risk may be the time lag between the impulse to define new performance evaluation criteria and the revising of personal allowance decrees based on them in cases where there was an actual bias. The biggest procedural risk may be the difficulty of defining new evaluation criteria on the one hand and the difficulty of applying them at the stage of drafting new remuneration decrees on the other.

Expected benefits. A comprehensive positive will be greater equity in university conditions along with the resulting higher loyalty, higher motivation to overcome demanding challenges and create new (original) solutions, projects, scientific papers, research tasks, etc., and overall higher willingness of the academic staff to put maximum effort and knowledge and skills into their work. Both professional literature and practical experience indicate that remuneration (both financial and non-financial) is the most sensitive area of all work efforts. In the field of demanding intellectual work of academic staff, this finding suggests that the perceived correctness in the remuneration of women and men can bring the Police Academy of the Czech Republic in Prague many other positives, not only in the short term, but especially in the long term development and in achieving sustainable development.

Indicators of success of the strategy. The following indicators can be set to monitor how successfully the strategy of harmonising the personal allowances and remuneration of female academic staff versus male academic staff is being implemented:

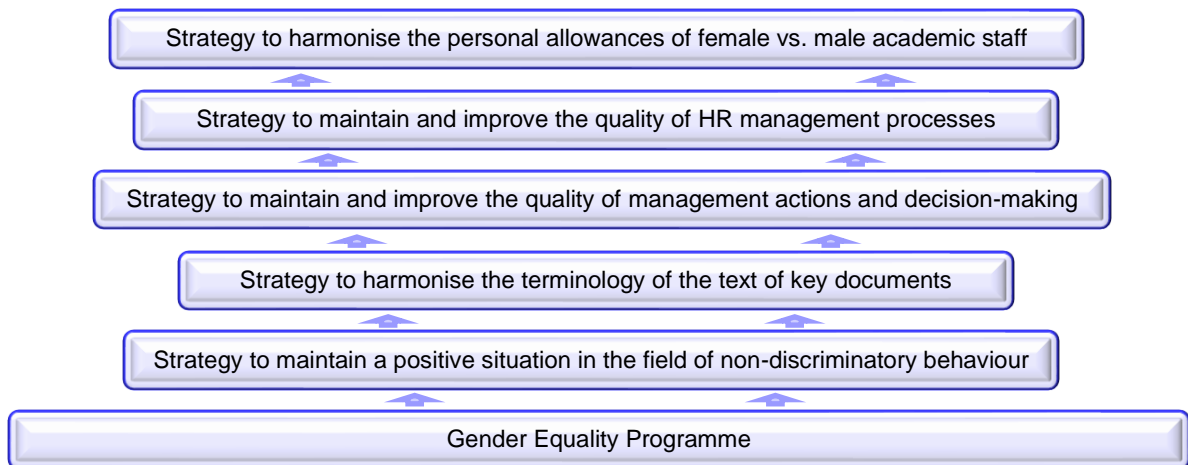
- Occurrence of gender-related statistical differences in financial remuneration (quantitative indicator).
Sources of information: payroll surveys, whistleblowing (complaints), interview surveys, questionnaire surveys, department meetings, advisory board meetings.
- Severity and legitimacy of the notification of gender-incorrectness in financial remuneration (qualitative indicator).
Sources of information: notifications of shortcomings, HR department investigation, interviews with individuals concerned, dialogue with the gender counsellor, advisory board meetings, observation, deduction.
- Development of the number of cases and severity of faults in granting personal allowances

and rewards in the year-on-year trend (quantitative-qualitative indicator).

Sources of information: payroll surveys, notifications of shortcomings, interviews with whistleblowers, gender meetings with the managers concerned, interview surveys, questionnaire surveys, department meetings, advisory board meetings, observations, informal discussions, decline vs. increase in academic performance, etc.

- Satisfaction with the rectification of the shortcoming (qualitative indicator).

Sources of information: interviews with whistleblowers, gender meetings with managers and staff concerned, interview surveys, questionnaire survey, department meetings, advisory board meetings, observations, quality of behaviour at work and results.



Strategy to improve the gender composition of research teams

Pursuing the sixth objective is aimed at a gradual improvement of the percentage of the share of women – academics and managers – in research teams operating under internal (institutional support projects) and external (grant competitions and public contracts) research projects.

Implementation process. The content of the strategy consists in increasing the engagement of women in the research activities not only at the departments, but also at the faculty and the entire university levels. Specific pathways and measures for the implementation of the strategy will be as follows:

- **Make scientific and research activities more attractive for the academic staff.** The aim will be to attract female academics to engage in scientific and research work, by guaranteeing the same opportunities as men (material, time, capacity, etc.) as well as by providing appropriate incentives and assistance (for example, a flexible working regime in the care of the needy, etc.).
- **Embrace projects, challenges, and cooperation that will bring new knowledge useful for the female population** (projects with outputs that respect the physiological, health, cultural, anthropogenic, and intellectual differences between women and men). The intention will be to provide women scientists with the opportunity to bring new solutions that will be intended not only for the benefit of the male part of the population, but that will also benefit the female population.
- **Organise consultative-collegial counselling for aspiring female scientists.** The intention will be to connect older, more experienced scientists with younger female scientists, to share appropriate experience, provide advice and recommendations, in an appropriate form and under appropriate conditions (especially under the conditions of proper scientific modesty and humility), to share their knowledge and contacts with them, and thus prepare them for their scientific career.

Responsibility. Implementing the strategy of improving the gender composition of research teams is again a shared task for the administrative, academic, and management staff of the university. Specifically, responsibility will be distributed between:

- University management staff (in making scientific and research work more attractive to [young] female scientists, drawing them into the secrets of science and introducing them into existing projects implemented by the department or faculty);
- Experienced academic staff (in making scientific and research work more attractive to young female scientists, sharing their own knowledge and experience, transferring pride in achievements and awards);
- Academic staff (in reporting violations of the same approach towards women compared to men, expressing the will to participate in a respective project, receiving advice and inspiration from more experienced colleagues);
- Science and Research department (in providing information on appropriate project calls and schemes, consulting on appropriate procedure for drafting project documentation);
- HR department (in providing information on available benefits and procedural processing of any complaints about violations of gender equality in scientific and research opportunities);
- Gender counsellor (in providing comprehensive assistance and counselling in addressing the violation of gender correctness of the scientific-research operation of the university).

Timing. Achieving a higher representation of women academics in research teams will require sufficient time, in units of months to years, and even a minor failure can reverse the entire effort. The timing of the implementation of the strategy will be as follows:

- Strategic priority in the solution and consistency in progress (administrative, academic, and management staff of the university);
- Continuous and immediate attention to gender-related shortcomings (academic and management staff);
- Immediate response and measures to eliminate faults (management staff in cooperation with the HR department, Science and Research department, academic staff, and gender counsellor);
- Annual evaluation of improving the involvement of women in research teams (management staff in cooperation with the HR department, academic staff, and gender counsellor).

Financial, material, and non-financial requirements. The costs of implementing the necessary managerial and administrative measures aimed at improving the quality of the gender composition of the research teams will be covered by the institutional support of the Police Academy of the Czech Republic in Prague and, if necessary, other procured resources. Non-financial requirements will include mainly scientific humility and modesty, professionalism, personal and moral credit, friendliness, knowledge of gender issues, etc.

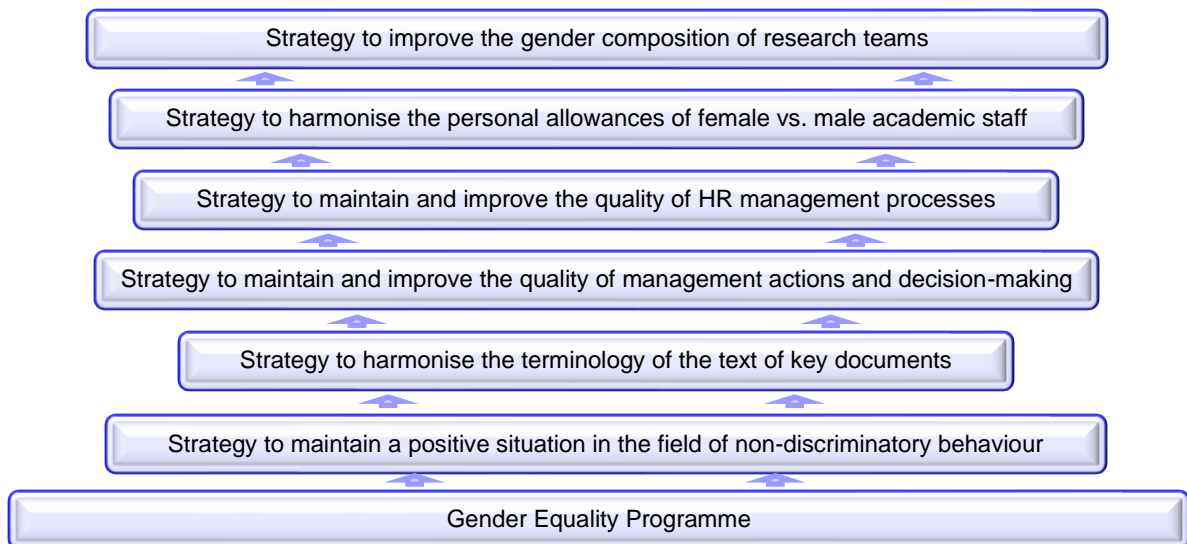
Risks. The personnel-related risks may consist in the reluctance of managers to involve (both new and stable) female academic workers in ongoing projects and research tasks and/or in the reluctance of experienced scientific staff to share their knowledge and contacts (accumulated by their hard work over many years). The biggest timing-psychological risk may be the time lag between the launch of incentive measures and incentive tools and the actual increase in the number of women in research teams. The biggest procedural risk may consist in the difficulty in initiating new female academics into the requirements and criteria required by various schemes and calls (especially international projects are complicated not only in terms of inevitable originality of ideas, but also in terms of administrative processing of project documentation).

Expected benefits. Increased involvement of women in scientific and research activities will strengthen the university's social credit overall and will successfully integrate the Police Academy of the Czech Republic into the European Research Area. Women can bring along a different way of thinking and higher dynamics of solutions to purely male teams, making team results and outputs more valuable, numerous, and original. By targeting the emergence of research projects that will bring new knowledge and benefits not only to the male, but also to the female population, the motivation of university academics to join research teams, and even to submit new projects and lead research teams, is likely to start and/or increase effectively.

Indicators of success of the strategy. To monitor the success of the strategy of increasing the number of female academics in research teams, the following indicators can be set:

- Percentage of female academic staff in research projects (quantitative indicator).
Sources of information: project documentation, interview surveys, questionnaire survey, department meetings, advisory board meetings.
- Number of cases and severity of notifications of gender incorrectness in research activities of the university (quantitative-qualitative indicator).
Sources of information: notifications of shortcomings, statistics of the science and research department, HR department investigation, interviews with individuals concerned, dialogue with the gender counsellor, advisory board meetings, observation, deduction.

- Development of the composition of research teams and the nature of faults in the year-on-year trend (quantitative-qualitative indicator).
Sources of information: statistics of the Science and Research department, notifications of shortcomings, interviews with whistleblowers, gender meetings with the individuals concerned, interview surveys, questionnaire surveys, department meetings, advisory board meetings, observations, informal discussions, decline vs. increase in the involvement of female academics, etc.
- Satisfaction of female academic staff with the use of their research potential (qualitative indicator).
Sources of information: interviews with female academics, gender meetings with the management staff concerned, interview surveys, questionnaire survey, department meetings, advisory board meetings, observations, quality of research activities and results reported.



Strategy to maintain a positive trend towards reconciliation of work and personal life

Pursuing the seventh goal is aimed at helping achieve comprehensive work-private satisfaction (Work Life Balance) of the entire academic as well management staff, both women and men.

Implementation process. The strategy will consist in continuing the positive activities of the university so far regarding the harmonisation of work and family. This is due to the fact that in society not only the roles of women (mothers, wives, partners) are changing, but so are the roles and reciprocity of relationships on the part of men (men become real partners in family life and help in fulfilling the career of their female life partners). Specific pathways and measures for the implementation of the strategy will be as follows:

- **Proceed with the existing activities and application of work life balance tools.** The aim is to continue using the effects of the existing offer of benefits, aimed at facilitating the situation of the academic staff in achieving proportionality between job careers and fulfilling family obligations. Benefits include, for example, the possibility of a flexible working regime, working from home in justified situations, 5 days of indisposition leave per year, gender-equal career development opportunities, etc. As already mentioned, the measures are designed equally for both female and male academic and management staff.
- **Continue activities to make working life more attractive and to implant personal (private) aspects into work.** The aim is to continue to seek and apply appropriate options that can make the work environment more pleasant and at least partially compensate for high work demands and a significant pace of work duties (greenery in workplaces and on the campus of the university, mutual informal [friendly] meetings, birthday and holiday wishes, Christmas concert, appreciation of above-average efforts, etc.).
- **Eliminate negative factors of the working environment that prevent achieving balance between success at work and satisfaction in life.** The intention will be to eliminate any contradictions that prevent anyone from being a successful employee and at the same time a good parent and partner. It will be primarily aimed at eliminating work overload, underappreciation, relationship indifference, discrimination, gender incorrectness of all kinds, etc.

Responsibility. Administrative, academic, and management staff of the university shall participate in the implementation of the strategy of reconciling work and personal life. Specifically, responsibility will be divided between:

- University managers (while continuing the existing practices, making work more attractive to themselves and their colleagues, and eliminating negative influences);
- Academic staff (in making their work environment more attractive, harmonising career ambitions and their own life mission, reporting violations of work ethics and conditions);
- HR department (in providing information on available benefits, providing employment and legislative advice, procedural processing of possible complaints);
- Gender counsellor (while continuing the set activities, providing comprehensive help in resolving disturbance of the work-life balance).

Timing. The process of balancing work and personal life at the university has already started and it will continue intensively and systematically. The timing of the implementation of the strategy will be as follows:

- Consistency in the continuation and implementation of new measures (administrative, academic, and management staff of the university);
- Continuous and immediate attention to gender- and/or balance-related shortcomings (academic and management staff);
- Immediate removal of negatives (management staff in cooperation with the HR department, academic staff, and gender counsellor);
- Annual evaluation of the balance achieved (management staff in cooperation with the HR department, Science and Research department, academic staff, and gender counsellor).

Financial, material, and non-financial requirements. The costs of implementing the necessary managerial and administrative measures aimed at addressing the shortcomings in the reconciliation of work and private life will be covered from the funds of the institutional support of the Police Academy of the Czech Republic in Prague and, if necessary, other procured resources. Non-financial requirements will include, in particular, collegiality, willingness to cooperate and help, empathy, knowledge of gender issues and career development issues, etc.

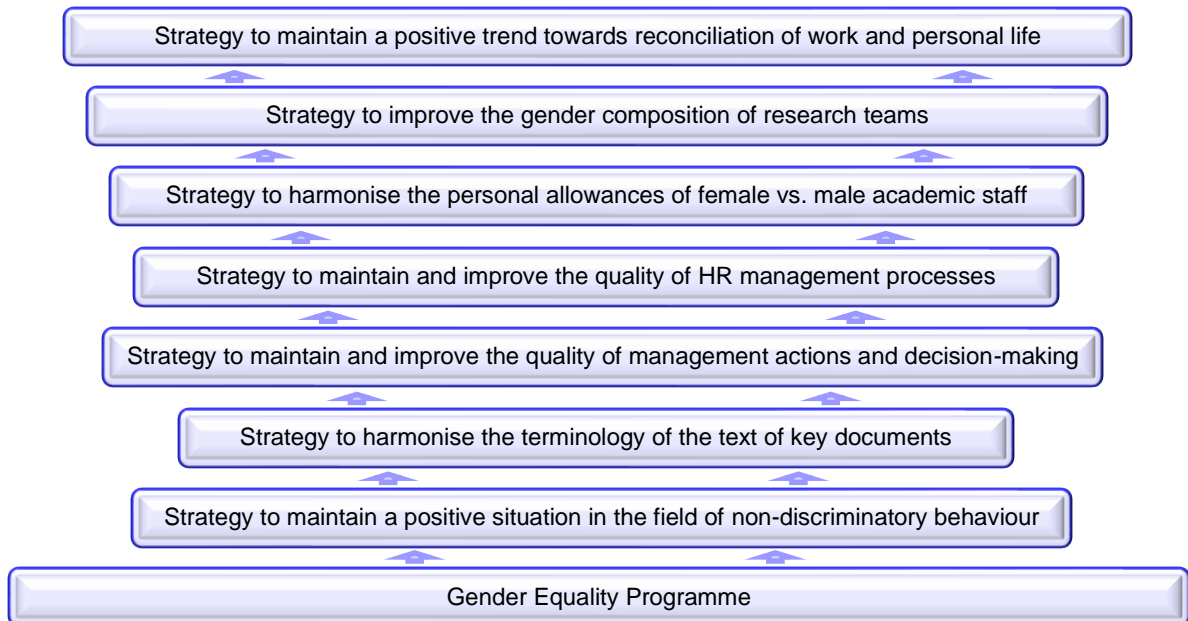
Risks. The personnel-related risks may consist in the reluctance of managers to continue making work life more attractive and connecting it with private happiness and unwillingness to respond appropriately to indicated problems. The biggest timing-psychological risk may be the time lag between the notification of a possible shortcoming or the proposal of a new balancing measure and the visible results resulting from it. The biggest process risk may be the difficulty in finding balance and connecting the two relatively closed worlds: work and family.

Expected benefits. Continuing efforts to find a balance between work and private life, and even to reveal and introduce new benefits, will increase the degree of loyalty of academic and management staff and find a positive reflection in increased work commitment, higher number of projects submitted, innovation in the taught subjects, the number and especially the quality of the publications created, etc. The university will strengthen its reputation as an employer and achieve a higher esteem among potential cooperating partners (universities, research institutes) and guarantors (Ministry of the Interior of the Czech Republic, Ministry of Education, Youth, and Sports of the Czech Republic).

Indicators of success of the strategy. The following indicators can be used to monitor success in the implementation of the work-life harmonisation strategy:

- Number of voluntary departures of female and male academic staff due to inadequate working conditions (quantitative indicator).
Sources of information: HR agenda, interview surveys, questionnaire survey, department meetings, advisory board meetings.
- Number of cases and severity of notifications of gender and/or bias inappropriateness (quantitative-qualitative indicator).
Sources of information: notifications of shortcomings, statistics of the Science and Research department, HR department investigation, interviews with individuals concerned, dialogue with the gender counsellor, advisory board meetings, observation, deduction.
- Development of voluntary departures and the nature of shortcomings in the year-on-year trend (quantitative-qualitative indicator).
Sources of information: statistics of the HR department and the Science and Research department, notifications of shortcomings, interviews with whistleblowers, gender meetings with the individuals concerned, interview surveys, questionnaire surveys, department meetings, advisory board meetings, observations, informal discussions, decline vs. increase in the quantity and quality of work performed, etc.

- Satisfaction of female and male academic staff with the achieved work-family balance (qualitative indicator).
Sources of information: interviews with academic and management staff, gender meetings with the individuals and groups concerned, interview surveys, questionnaire survey, department meetings, advisory board meetings, observations, quality of research activities and results reported.



Strategy to create the position of a gender counsellor

Pursuing the eighth objective is aimed at creating a new, yet independent and unaffected position of a counsellor on gender equality issues.

Implementation process. The content of the strategy will include defining the expectations placed on the newly prepared position of a gender specialist, accepting the conditions and requirements necessary for the effective functioning of this position, and identifying the duties and competencies of the position considered. Specific pathways and measures for the implementation of the strategy will be as follows:

- **Define the role of the gender counsellor at the university.** The aim will be to collect and unbiasedly evaluate a sufficient amount of information and materials for determining the basic rights and obligations of the gender counsellor and subsequently develop a competency model for this position (indicating the basic and specific competencies necessary for the effective performance of such a specialised role).
- **Identify a suitable person from among the academic, management, or administrative staff of the university and then officially appoint them as the gender counsellor.** A survey carried out by the university's expert team on the determination of the personality of the appropriate executor or performer of such a role has shown that at majority of European universities this role is held by a woman. However, it is crucial that the person concerned meets, in particular, the requirements linked to that role. In this context, the following can be identified as key professional and personality attributes:
 - knowledge of gender equality issues;
 - knowledge of labour law;
 - general intelligence (IQ) and emotional intelligence (EQ);
 - rational and unbiased (critical) thinking;
 - constructive approach and innovation;
 - communication skills (active listening, empathy, assertiveness, art of persuasion);
 - strategic thinking;
 - tact and diplomacy.
- **Establish an employment and legal framework, create material conditions, and determine the financial evaluation** of the position of the gender counsellor. The intention will be to prepare plausible and practical prerequisites for the effective performance of this role and to ensure the independence and impartiality of all actions and interventions in the university environment.

Responsibility. The implementation of the strategy of creating the position of a gender counsellor will require intensive cooperation of several individuals from among the administrative, academic, and management staff of the university. Specifically, responsibility will be divided between:

- The expert team responsible for the preparation of the Gender Equality Programme (in defining professional and personality requirements for the holder of the position concerned);
- Science and Research department and Vice-Rector for Science and Research (in completing the desired competency model for the gender counsellor);
- HR department (in providing personal documents for a proper selection of the gender counsellor);

- Bursar (in ensuring appropriate legal, material, and financial conditions associated with the effective operation of the gender counsellor);
- Rector of the university (in the final decision on the correct selection and appointment of the gender counsellor).

Timing. The process of forming the primary image of a suitable gender counsellor began at the moment of the decision to create the Gender Equality Programme. However, it will still continue. The timing of the implementation will be as follows:

- January to February 2023 – setting up the competency model (Science and Research department);
- March 2023 – assembling a database of suitable candidates for the considered position (HR department);
- April 2023 – creation of the legal framework, physical and salary conditions of the considered position, appointment of a suitable person (Bursar, Rector);
- Consistency and continuity of performance of the role (gender counsellor).

Financial, material, and non-financial requirements. The costs of developing a competency model and ensuring all conditions for an undisturbed work of the gender counsellor will be covered from the funds of the institutional support of the Police Academy of the Czech Republic in Prague and other available resources. Non-financial requirements will include mainly intellectual skills, strategic thinking, analytical thinking, creative approach, cooperation between several departments of the university, etc.

Risks. Risks may include an incorrectly defined competency model, insufficient conditions for impartial activity of the gender counsellor, rejection of the authority of the counsellor on the part of the academic or management staff, etc. The biggest timing risk may be the time delay in selecting a suitable individual. The biggest functional risk may be the considerable complexity of the newly formed position and maintaining its permanent impartiality and executive authority.

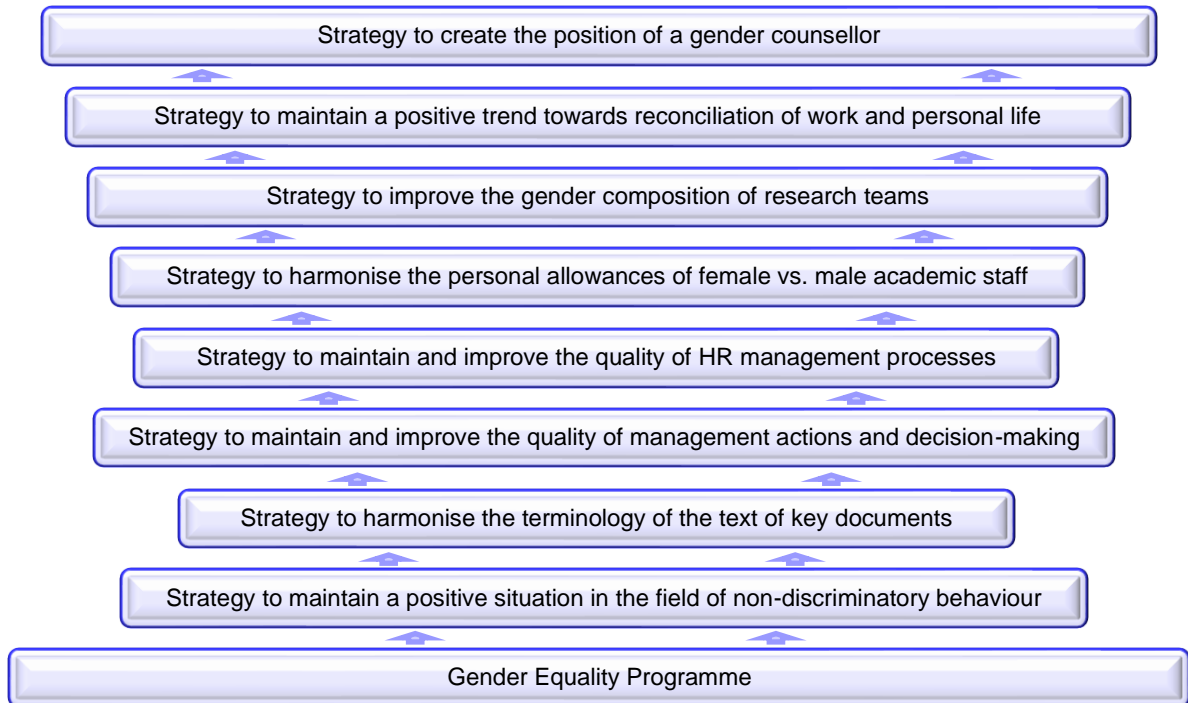
Expected benefits. The definition of the gender position, and especially its proper performance, can be reflected in the increase in the academic performance of all staff (higher number and international credit of research projects and cooperation, higher scientific originality of published works, higher satisfaction of students) along with a decrease in negative elements of the university's activities (lower number of conflicts and complaints, lower rate of employee turnover). Overall, the university acquires greater activity and is able to better fulfil the role of the state's only university that provides erudite training of managers and specialists in the field of ensuring internal security of the state.

Indicators of success of the strategy. The following indicators can be used to assess the success of the strategy of creating the position of the gender counsellor:

- (Meeting the deadline for) preparing a competency model for the position of a gender counsellor (quantitative-qualitative indicator).
Sources of information: agenda of the Vice-Rector and Science and Research department.
- List of suitable candidates for the gender position and appointment of the best individual (quantitative-qualitative indicator).
Sources of information: agenda of the HR department, interviews with the individuals concerned, agenda of the Rector.
- Satisfaction of the gender counsellor with the created conditions and content of the position itself and satisfaction of the academic and management staff with the work of the gender

counsellor (qualitative indicator).

Sources of information: interviews with the gender counsellor and academic and management staff, questionnaire survey, department meetings, advisory board meetings.



Strategy to establish a mechanism to address gender-related shortcomings

Pursuing the ninth goal is directed to the creation of a new, original mechanism, namely a complex system of recommended principles, procedures, methods, and specific steps that will be applied in the event of violation of the gender balance.

Implementation process. The strategy will consist in defining the basic form of the mechanism to be used by the gender counsellor, management, HR department, and other individuals concerned in addressing the signalled and latent imperfections of the application of equal approach to women and men at the university. Specific pathways and measures for the implementation of the strategy will be as follows:

- **Define the meaning and key pillars of the newly created mechanism for addressing gender imperfections.** The aim is to identify:
 - the primary philosophy of the expected gender mechanism, which can be defined as mutual cooperation in maintaining an atmosphere of collegiality and partnership, a joint effort to eliminate all misunderstandings and problems of a gender nature, and a systematic effort to prevent the emergence of new violations;
 - rules and principles of the functioning of the gender mechanism, which can be understood to include, in particular, urgency, precise analysis of the situation, strict impartiality, effectiveness of the solution, consultation with the individuals concerned, and the search for consensus.
- **Define the structure of the gender mechanism, i.e., determine the basic implementation elements – the processes** by which the mechanism will be applied in the university's practice. The aim is to identify the basic stages of various forms of gender issues resolution processes, i.e., the most appropriate procedure for:
 - submission of proposals and inspirations for maintaining or improving the current state in the field of gender equality, while the stages of the process should primarily include the analysis of the obtained proposal, comparison of potential costs and expected benefits from the application of the new element, determination of measures necessary for the introduction of the new element, implementation of measures (putting into practice), evaluation of effectiveness (process feedback);
 - notification of a gender-related violation, where the stages of the process should primarily include an analysis of the situation, comparison with past developments, setting goals and necessary measures, implementation of measures (achieving improvement), evaluation of effectiveness (process feedback);
 - verifying the effectiveness of the implemented measures, while the stages of the process should primarily include an analysis of the original problem and parameters of the improved situation, a comparison of the expected effects and the resulting state (comparison of the plan versus the real output), defining new improvement goals and necessary measures (in the event of failure to achieve the expected state), implementation of measures (achieving improvement), evaluation of effectiveness (process feedback).
- **Define the signalling-warning part of the gender mechanism.** The intention is to determine the basic control parameters and set the values at which it will be necessary to immediately intensify the mechanism (even during a period of relatively trouble-free operation) and pay

maximum and immediate attention to it (for more detail, see a separate section of the Gender Equality Programme).

Responsibility. The implementation of the strategy for the creation of a mechanism for addressing gender-related imperfections requires the participation of several entities, with responsibility being assumed, in particular, by:

- Expert team responsible for the creation of the Gender Equality Programme (in defining the key pillars, structure and signalling-warning part);
- Science and Research department and Vice-Rector for Science and Research (in defining the key pillars, structure, and signalling-warning part of the gender mechanism);
- HR department (in defining the key pillars, structure and signalling-warning part of the gender mechanism);
- Gender counsellor (in the process of developing other appropriate rules, principles, and structure of the current mechanism).

Timing. The process of creating a mechanism for dealing with gender-related imperfections began at the moment of the establishment and appointment of the expert team. However, it will continue, as the members of the team include the Vice-Rector for Science and Research and the head of the Science and Research department, while the current form of the Gender Equality Programme focuses primarily on correctness in scientific and research activities. The timing of the implementation will be as follows:

- January to February 2023 – completion of the pillars and structure of the mechanism (Science and Research department, HR department);
- Consistent and continuing harmonisation of the mechanism (gender counsellor, Science and Research department, academic and management staff, HR department).

Financial, material, and non-financial requirements. The costs of creating a mechanism for dealing with gender imperfections, ensuring an effective course of all processes set up, and the supervision efforts of the gender counsellor will be covered from the funds of the institutional support of the Police Academy of the Czech Republic in Prague and other available resources. Non-financial requirements will mainly comprise managerial erudition, thought abstraction, analytical thinking, logical-deductive approach, strategic thinking, creative approach, mutual friendliness and cooperation, etc.

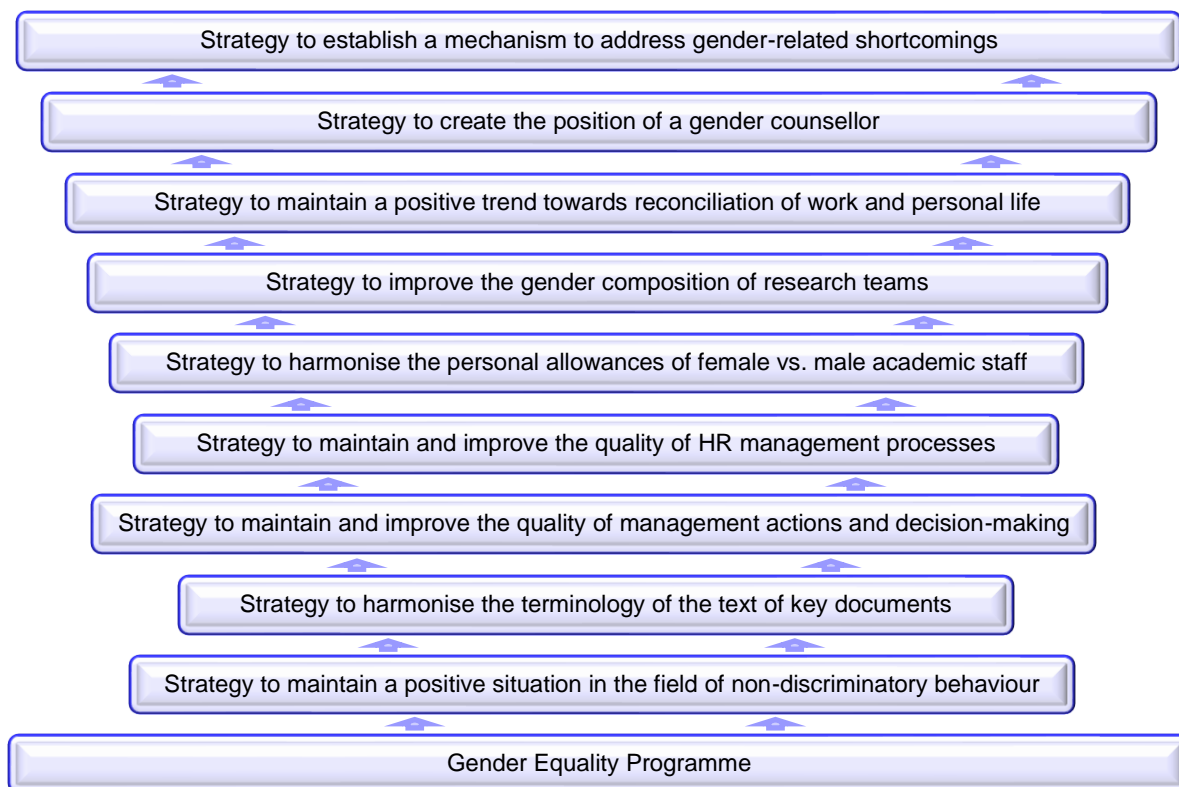
Risks. Risks can include inappropriately defined philosophy, rules, and principles, inappropriately defined forms and content of gender-related processes, and the unwillingness of the new gender counsellor to align their own ideas about gender correctness with those of the university management. The biggest time threat may be the excessive duration of gender-related processes or the looping of those processes if the first process is insufficiently managed (with the subsequent need to repeatedly resolve contradictions that should have been resolved by the upstream process). The biggest functional risk may be the malfunction of the established mechanism, caused by its poor quality and/or too high demands for implementation.

Expected benefits. The proper establishment of a viable mechanism for dealing with gender imperfections (gender mechanism) will prepare good conditions for the work of the gender counsellor, management staff, and especially academic staff. Unnecessary incorrectness, contradictions, and conflicts will be avoided, thus, all academic energy can be devoted to scientific, research, publishing, and teaching work. This in itself will be the greatest benefit.

Indicators of success of the strategy. The success of the implementation of the strategy of

creating a gender mechanism can be assessed by the following indicators:

- Meeting the deadline and quality of the development of the pillars and structure of the mechanism (quantitative-qualitative indicator).
Sources of information: expert team, agenda of the Vice-Rector and Science and Research department, HR department, gender counsellor, Rector’s Advisory Board, Rector.
- Satisfaction of the gender counsellor with the completion of the original pillars and the content of the mechanism and the newly created form of the mechanism (qualitative indicator).
Sources of information: interviews with the gender counsellor and academic and management staff, questionnaire survey, department meetings, advisory board meetings.



Strategy for periodic evaluation and improvement of the Gender Equality Programme

Pursuing the tenth (last) goal is aimed at maintaining progress in the gender issues through regular reassessment of the quality of the existing Gender Equality Programme and its continuous improvement. The implementation of this objective, i.e., the strategy for the sustainability of gender correctness at the university, completes the overall mosaic of strategies and interconnects them (Figure 1, built gradually and through individual strategies).

Implementation process. The strategy will consist in creating a mechanism for continuous improvement of the Gender Equality Programme and making sure that equal opportunities are permanently (and in the future) available at the university to both female and male members of the academic and management staff. Specific pathways and measures for the implementation of the strategy will be as follows:

- **Determine the basic attributes of the Gender Equality Programme evaluation system.** The intention will be to determine the following for the system for periodic assessment of the functionality and quality of the Gender Equality Programme:
 - The subject of the evaluation, i.e., to determine the individual or preferably the team that will carry out the process, the recommendation being to proceed in a similar way as in the process of conducting a gender audit, and to entrust the periodic evaluation to the Vice-Rector for Science and Research, in cooperation with the Deans of the faculties and the HR department.
 - The object of the evaluation, i.e., to determine the areas that will be subject to repeated assessment, while the evaluative attention can again be focused on the occurrence of discrimination and aggression, management documentation, managerial decision-making, interpersonal processes, representation of women in leading positions and research teams, and, in particular, remuneration, and, if appropriate, other appropriate topics that will arise from the proposals of the academic and management staff and the gender counsellor.
 - Appropriate frequency of repetition and time horizon of implementation, while it may be recommended to carry out assessments with a frequency of at least once a year, at the turn of the spring and summer periods, in duration of 2-3 months.
 - Methods of evaluating the quality and overall effectiveness of the Gender Equality Programme and its contribution to the university, while it is possible again to recommend the methods of analysis, synthesis, meta-analysis, comparison, logical deduction, induction, abstraction of the insignificant, generalisation, sociological research carried out using the semi-structured interview technique and the technique of combined (semi-structured) questionnaires, and an appropriate statistical apparatus.
- **Carry out an annual evaluation of the effectiveness of the Gender Equality Programme.** The intention will be to establish a precise process schedule (with all procedural requirements) and then to implement the process. The following procedure may be recommended:
 - Appoint the lead evaluator, entrust them with the supervision of the evaluation process and, based on their recommendation, assemble an evaluation team.
 - Appoint and formally authorise the evaluation team to carry out the evaluation of the effectiveness of the Gender Equality Programme.

- Instruct the leader and the entire evaluation team on the principles of correct and impartial performance of the effectiveness evaluation (in particular, the principles of personal honesty, responsibility, not concealing negative findings, ethical behaviour, etc.).
 - Establish the timetable and content of the evaluation process, identify specific stages, activities, and tasks, and assign them to the members of the evaluation team.
 - Carry out the evaluation within the specified timeframe and in a logical sequence of individual activities.
 - Process the obtained information and knowledge, evaluate it statistically, and transform it into a suitable graphic form.
 - Present the most important findings to the university management (at the Rector's Advisory Board meeting), discuss their severity, potential impacts, and possibilities for improving the state in the future.
- **Define key measures and proposals for improving the Gender Equality Programme.** The aim will be to creatively use both positive and negative findings resulting from the assessment of effectiveness, quality, and overall satisfaction with and effects of the current version of the Gender Equality Programme. It is recommended to apply a similar procedure as in the case of partial proposals for the introduction of new elements or measures to improve the working environment and gender correctness:
 - Analysis of the suitability of the proposal in view of the current situation at the university;
 - Comparison of the potential costs and expected benefits from the application of the proposals for improvement;
 - Defining the measures needed for the implementation of the improvement (identification of the improvement network);
 - Implementation of measures;
 - Evaluation of the effectiveness (feedback) → new improvement process (continuous cyclical process).

Responsibility. The implementation of the strategy of evaluating and improving the Gender Equality Programme requires intensive cooperation between many individuals and teams. Responsibility shall be assumed by:

- Rector of the University (in selecting, appointing, and delegating the head and evaluation team);
- Vice-Rector for Science and Research and Science and Research department (in the process of counselling and cooperating in the evaluation of the effectiveness of the Gender Equality Programme and its improvement);
- Gender counsellor (in the process of evaluating the effectiveness and improving the quality of the Gender Equality Programme);
- HR department (providing personnel documents for periodic evaluation of the effectiveness of the Gender Equality Programme);
- Management staff (submitting proposals and expressing (dis)satisfaction with the level of the current Gender Equality Programme);
- Academic staff (submitting proposals and expressing (dis)satisfaction with the level of the current Gender Equality Programme).

Timing. The process of periodically assessing the overall level and effects of the Gender Equality Programme will be permanent and long-term and should take place in an endless time/process loop. The timing of the implementation will be as follows:

- March of the given year – appointment and assignment of the evaluation team and its head (Rector);
- March to April of the given year – instructing the evaluation team, setting up an evaluation schedule (Vice-Rector for Science and Research, head + evaluation team);
- May to July – carrying out the evaluation of the Gender Equality Programme, processing the findings and proposals (head + evaluation team, gender counsellor, HR departments, Deans, academic and management staff, Science and Research department);
- August to September – graphic processing of the results of the evaluation and drafting measures to improve the Gender Equality Programme, presentations to the Rector’s Advisory Board, and discussions (head + evaluation team, gender counsellor, Rector’s Advisory Board);
- October to December – preparing and approving a revised version of the Gender Equality Programme (Vice-Rector for Science, gender counsellor, Science and Research department, Rector’s Advisory Board, Rector);
- Consistency and continuity of the process (Vice-Rector for Science, gender counsellor, Science and Research department, HR department, academic and management staff).

Financial, material, and non-financial requirements. The costs of periodic evaluation of the effectiveness and continuous improvement of the Gender Equality Programme will be covered from the funds of the institutional support of the Police Academy of the Czech Republic in Prague and other available resources. Non-financial requirements will primarily include critical and unbiased thinking of the participants, efforts to help the university, willingness to cooperate, sharing own proposals, cooperation in the implementation of the proposals of others, changing the perspective of vision, etc.

Risks. Risks may consist in insufficiently completed evaluation, underestimating (so far) minor signals, unwillingness to change the current course of processes, routine, indolence, selfishness, lack of interest of members of academic and management staff, etc. The biggest timing risk can be the time delay in the process of evaluating the quality of the current version of the Gender Equality Programme and the resulting lack of time to prepare and implement improvement measures. The biggest functional risk may be the considerable time, material, psychological, and procedural complexity of impartial evaluation and development of a new version of the programme.

Expected benefits. Continuous improvement of the Gender Equality Programme can detect any inappropriateness from the very beginning, at the same time, the severity of the deviation from the desired state will be defined through the signalling and warning mechanism. In this way, equal opportunities and team fostering atmosphere will be under constant scrutiny and intensive improvement of all discrepancies will be required and implemented. In summary, **all internal and external effects, which were presented during individual gender equality strategies, will occur.**

Indicators of success of the strategy. In order to evaluate the success of the strategy of continuous improvement of the Gender Equality Programme, the following indicators can be established:

- Compliance with all set terms and schedule in the required deadlines and quality (quantitative-qualitative indicator).
Sources of information: agenda of the Vice-Rector and the Science and Research department, agenda of the gender counsellor, response of the HR Department.
- Summary of the findings of the completed evaluation of the effectiveness of the Gender Equality Programme, including the proposals for improvement (qualitative indicator).
Sources of information: agenda of the Vice-Rector and the Science and Research department, agenda of the gender counsellor, questionnaire survey and statements of the academic staff,

interviews with the management staff, Rector’s Advisory Board.

- Number and quality of new elements of the Gender Equality Programme (quantitative-qualitative indicator).
Sources of information: statements of the Vice-Rector for Science and Research and gender counsellor, questionnaire survey, interviews conducted.
- Satisfaction of the academic community with the improved version of the Gender Equality Programme (qualitative indicator).
Sources of information: interviews with the gender counsellor and academic and management staff, questionnaire survey, department meetings, advisory board meetings.

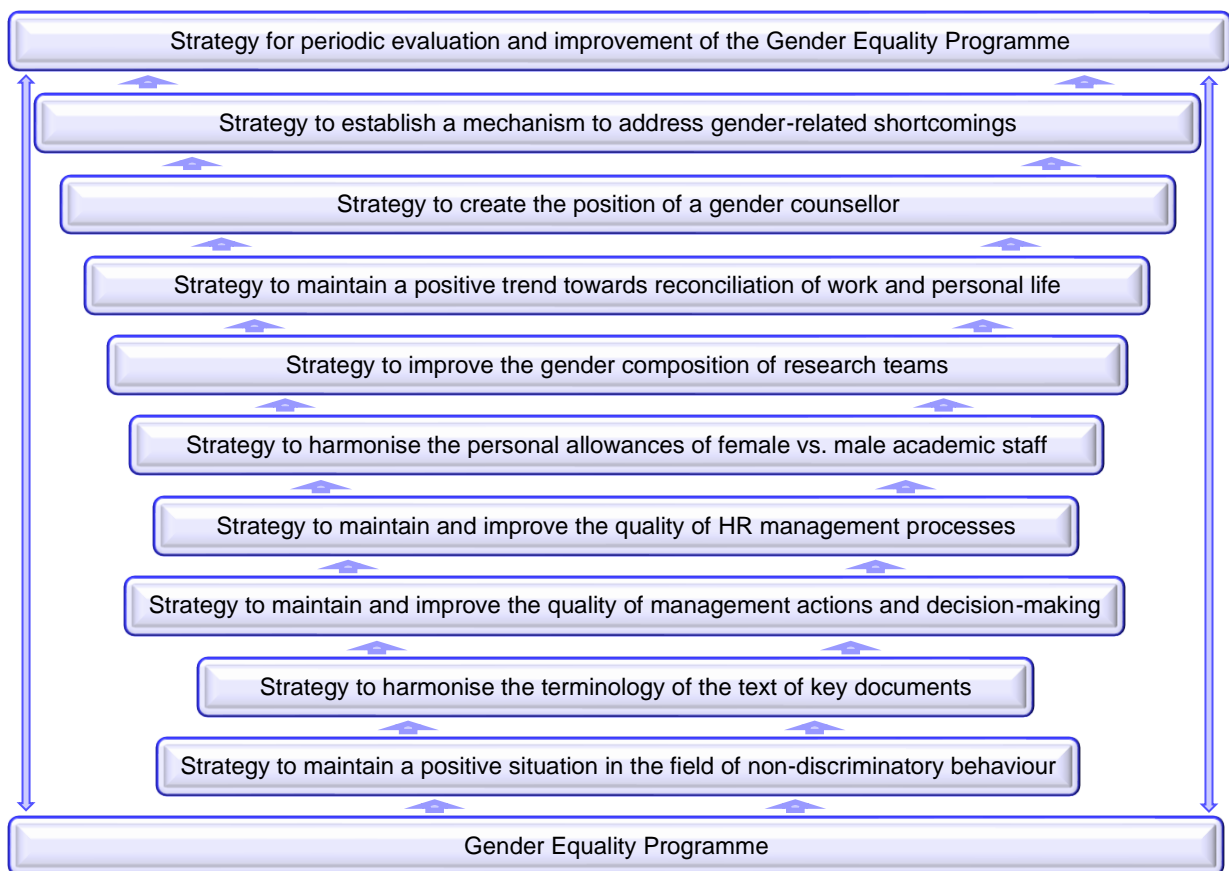


Figure 1. Systemic approach to the strategies of the Gender Equality Programme

RISKS OF THE GENDER EQUALITY PROGRAMME

The implementation of the Gender Equality Programme and all of its ten strategies entails many potential risks. These risks were presented in more detail under the different strategies. For the sake of greater clarity and awareness of their severity and recurrence in several of the strategies, it will be appropriate to jointly list all risks in the summary table (Table 8). The following table (Table 9) will then indicate the expected levels of risk at the onset of each of the risks, as well as the degree of likelihood of each risk arising in relation to the implementation of the programme. At the same time, individuals and/or groups from the academic, management, and administrative staff of the Police Academy of the Czech Republic in Prague will be proposed in the table, as those responsible for eliminating individual risks.

Summary of risks of the Gender Equality Programme

Table 8 summarises all the risks associated with the individual strategies defined. It provides a breakdown of risks into personnel, time, and procedural risks. As shown in the table, many risks occur in several strategies at the same time, which predicts the logical nature of the risk. These are mainly the risks associated with the personality features and competencies of the university's academic and management staff, the time lag between the action performed and the achievement of a manifested result, and the risks associated with the difficulty of implementing the respective measures and proposals.

Defining responsibility for eliminating the risks of the Gender Equality Programme

Table 9, on the one hand, narrows down the information scope of the previous table by a certain accumulation of individual risks and by omitting the affiliation of risks with individual strategies. On the other hand, it expands the content of the previous table by distinguishing the degree of threat to each of the risks (low, medium, and high threat) and by distinguishing the degree of likelihood of the occurrence of each of the risks (low, medium, and high likelihood).

The last column of Table 9 includes the proposal for the university's workplaces or individual academic, management, and administrative staff who should be responsible for reducing the impact of each of the risks involved, or preferably eliminating the respective risk entirely.

Table 8. Summary of the risks associated with the implementation of the Gender Equality Programme

Comprehensive goal of the Gender Equality Programme:			
Enhance the creative yet gender-balanced environment and space for improvement and exploitation of the professional and creative potential of everyone, based on equal access.			
Strategy		Measures for the implementation of the strategy	Risks associated with the implementation of the strategy
No.	Title of the strategy		
1.	Strategy to maintain a positive situation in the field of non-discriminatory behaviour	Continue the existing non-discriminatory behaviour of all members of the university	<p>Personnel risks: Personal aggression and hostility on the part of the aggressor and concerns arising from possible consequences in the event of reporting inappropriate behaviour.</p> <p>Timing risk: Delay between recognising and identifying a negative situation and effectively addressing it.</p> <p>Process risk: Ignorance of appropriate procedures for eliminating discriminatory behaviour.</p>
		Promptly respond to signalled manifestations of discrimination and harassment	
		Prevent any possible future discriminatory and aggressive manifestations	
2.	Strategy to harmonise the terminology of the text of key documents of the university	Improve the terminology used in university documents	<p>Personnel risks: Unwillingness to use gender-correct terminology in documents, unwillingness of staff to apply documentation correctly and without favouring any of the groups of staff.</p> <p>Process risk: Complexity of aligning the preparation and course of eliminating any application discrepancies.</p>
		Incorporate female equivalents of terms also into all other and newly drawn university documents	
3.	Strategy to maintain and improve the quality of management actions and decision-making	Continue the trend of regular meetings (meetings of the Rector's Advisory Board, meetings of the Dean's Advisory Boards, and department meetings)	<p>Personnel risks: Reluctance of the management to acknowledge the impaired quality of their decision-making and unwillingness to improve it.</p> <p>Decision-making risk: Inability to choose truthful information from all information available and to act objectively when making decisions.</p> <p>Process risk: Difficulty (financial, time, intellectual) in removing existing decision-making stereotypes.</p>
		Continue to organise workshops and informative meetings on the targeting of research activities and the streamlining of projects	
		Create a mechanism for more effective decision-making for research activities	

Strategy		Measures for the implementation of the strategy	Risks associated with the implementation of the strategy
No.	Title of the strategy		
4.	Strategy to maintain and improve the quality of HR management processes	Improve the process of setting the strategic objectives of the university	<p>Personnel risks: Reluctance of managers to improve their interpersonal skills and competencies (skills of working with people), insufficient willingness of the academic and administrative staff to improve the system and processes of human resource management, etc.</p> <p>Timing risk: Time lag between the introduction of corrective measures and their manifested effects.</p> <p>Process risk: Difficulty in maintaining a functional and internally fine-tuned HR management system.</p>
		Improve the process of HR planning.	
		Improve the process of recruitment and selection of new academic staff	
		Improve the process of orientation/adaptation of new academic staff	
		Improve the academic staff management process	
		Improve the process of training and development of academic staff	
		Improve the process of motivating academic staff	
5.	Strategy to harmonise the personal allowances of female vs. male academic staff	Analyse the current method of granting personal allowances.	<p>Personnel risks: Reluctance of managers to admit gender bias in favour of men in remuneration, delays in the application of the new method of calculating allowances and rewards, etc.</p> <p>Timing risk: Time lag between the introduction of corrective measures and their manifested effects.</p> <p>Process risk: Difficulty in defining evaluation criteria and application in the preparation of new remuneration decrees.</p>
		Define objective criteria for fair assessment of the contribution of academic and management staff.	
		Redefine the existing personal allowances and approach proposing rewards in an objective way.	
6.	Strategy to improve the gender composition of research teams	Make scientific and research activities more attractive for the female members of the academic staff.	<p>Personnel risks: Reluctance of managers to involve academic staff in projects and tasks and unwillingness of experienced scientific staff to share their knowledge.</p> <p>Timing risk: Time lag between the start of incentives and the actual increase in the number of women in research teams.</p> <p>Process risk: Difficulty in initiating new female workers into the requirements posed by various schemes and calls.</p>
		Grasp projects, calls, and collaborations that will bring new knowledge useful for the female population.	
		Organise consultative-collegial counselling for aspiring female scientists.	

Strategy		Measures for the implementation of the strategy	Risks associated with the implementation of the strategy
No.	Title of the strategy		
7.	Strategy to maintain a positive trend towards reconciliation of work and personal life	Proceed with the existing activities and application of work-life balance tools.	Personnel risks: Reluctance of managers to continue making work life more attractive, linking it to private happiness, and their unwillingness to respond appropriately to problems.
		Continue activities to make working life more attractive and to implant personal (private) aspects into work.	Timing risk: Delay between the notification of a shortcoming or the proposal for a new measure and the manifested results.
		Eliminate negative factors that prevent balance between success at work and satisfaction in life.	Process risk: Difficulty in finding balance and connecting work and family.
8.	Strategy to create the position of a gender counsellor	Define the role of the gender counsellor at the university.	Personnel risks: Incorrectly defined competency model, insufficient conditions for impartial activity, rejection of the authority of the counsellor, etc.
		Identify a suitable person and then officially appoint them as the gender counsellor.	Timing risk: Time delay in selecting a suitable person for the function of the gender counsellor.
		Establish an employment-legal framework, create material conditions, and determine the financial evaluation of the gender position.	Functional risk: Considerable complexity of the newly formed position and maintaining its permanent impartiality and executive authority.
9.	Strategy to establish a mechanism to address gender-related shortcomings	Define the meaning and key pillars of the newly created mechanism for addressing gender-related imperfections.	Personnel risks: Incorrectly defined philosophy, rules, principles, and processes and unwillingness to unify views.
		Define the structure of the gender mechanism, i.e., identify the basic implementation elements – processes.	Timing risk: Excessive duration of processes or looping of processes if the first process is completed insufficiently.
		Define the signalling-warning part of the gender mechanism.	Functional risk: Failure of the mechanism due to its poor quality and/or excessive demand for implementation.

Strategy		Measures for the implementation of the strategy	Risks associated with the implementation of the strategy
No.	Title of the strategy		
10.	Strategy for periodic evaluation and improvement of the Gender Equality Programme	Determine the basic attributes of the Gender Equality Programme evaluation system.	<p>Personnel risks: Insufficient evaluation, underestimation of signals, unwillingness to change existing processes, routine, indolence, selfishness, disinterest, etc.</p> <p>Timing risk: Time lag in the programme quality evaluation process and lack of time for improvement measures.</p> <p>Functional risk: Material, psychological, and procedural complexity of impartial evaluation and preparation of a new programme.</p>
		Carry out an annual evaluation of the effectiveness of the Gender Equality Programme.	
		Define key measures and proposals for improving the Gender Equality Programme.	

Table 9. Severity and likelihood of risks and responsibilities for risk elimination

Risks	Frequency of risk occurrence	Threats			Probability			Responsibility for elimination
		Low	Medium	High	Low	Medium	High	
Personnel risks (HR risks)								
Aggressive personality trait and hostility of the relational aggressor	1			•	•			AS, HoD, HR, R
Concerns about possible consequences in the event of reporting inappropriate behaviour	1		•			•		GC, HoD, VDS&R, D, VR, R
Reluctance and unwillingness of the academic and managerial staff	9			•			•	AS, HoD, VDS&R, D, VR, R
Delay in the application of the new methods	1			•		•		AS, HoD, VDS&R, D, VR, R
Incorrectly defined new document, rules, roles, etc.	2			•			•	GC, VRS&R, HR, DS&R
Insufficient conditions for impartiality	1			•		•		GC, D, VRS&R, R
Not respecting the authority of the counsellor	1		•			•		GC, AS, HoD, VDS&R, D, VRS&R, R
Insufficient evaluation and underestimation of signals	1			•			•	GC, AS, HoD, VDS&R, D, VRS&R, R
Routine and indolence	1			•			•	AS, HoD, VDS&R, D, VRS&R, R
Selfishness	1			•			•	AS, HoD, VDS&R, D, VRS&R, R
Lack of interest	1			•			•	AS, HoD, VDS&R, D, VRS&R, R
Decision-making risks								
Failure to choose truthful information and to make objective decisions	1			•			•	GC, HoD, VDS&R, D, VRS&R, R
Timing risks								
Time lag between detection and effective solution	5			•			•	GC, HoD, VDS&R, D, VRS&R, R
Delay in selecting a suitable person for the gender function	1		•		•			HR, VRS&R, R
Duration of processes or looping of processes	1			•			•	GC, HoD, VDS&R, D, VRS&R, R
Delay in the quality assessment process	1		•			•		GC, AS, HoD, VDS&R, D, VRS&R, R

Risks	Frequency of risk occurrence	Threats			Probability			Responsibility for elimination
		Low	Medium	High	Low	Medium	High	
Process and functional risks								
Ignorance of appropriate procedures for eliminating discriminatory behaviour	1			•		•		GC, AS, HoD, VDS&R, D, VRS&R, R
Complexity in harmonising the preparation and course of eliminating discrepancies	1			•			•	GC, AS, HoD, VDS&R, D, VRS&R, R
Difficulty in eliminating the existing decision-making stereotypes	1			•			•	GC, HoD, VDS&R, D, VRS&R, R
Difficulty in maintaining a functional and internally fine-tuned system	1			•		•		GC, AS, HoD, VDS&R, D, VRS&R, R
Difficulty in defining evaluation criteria and application in practice	1			•			•	GC, HoD, VDS&R, D, VRS&R, R
Difficulty in initiating new female workers into the requirements of schemes and calls	1			•		•		GC, AS, HoD, VDS&R, D, VRS&R, R
Difficulty in finding balance and connecting work and family	1		•			•		GC, AS, HoD, VDS&R, D, VRS&R, R
Complexity of the new position and maintaining permanent impartiality and executive authority	1			•		•		GC, VDS&R, D, VRS&R, R
Mechanism malfunction due to poor quality and/or high demand	1			•			•	GC, VRS&R, R
Complexity of impartial evaluation and preparation of the new programme	1			•		•		GC, AS, HoD, VDS&R, D, VRS&R, R

R	Rector	D	Deans
GC	gender counsellor	VRS&R	Vice-Rector for Science and Research
AS	academic staff	HR	Human Resources department
HoD	heads of departments	S&R	Science and Research department
VDS&R	Vice-Dean for Science and Research		

RESPONSIBILITY MATRIX, SCHEDULE, AND PERFORMANCE INDICATORS OF THE GENDER EQUALITY PROGRAMME

The following table (Table 10) provides a clear summary of the main activities and the necessary implementation measures, respectively, aimed at the actual implementation of all ten strategies of the Gender Equality Programme of the Police Academy of the Czech Republic in Prague. Individual measures are assigned time milestones – deadlines and time attributes – for their expected implementation and personal (functional) responsibility for their completion.

The last column of the table also presents performance indicators, i.e., quantitative, qualitative, or quantitative-qualitative indicators, assessing the success rate of partially defined measures of each strategy. The indicators will help better target the improvement efforts of all academic, management, and administrative staff of the university and focus attention on the high quality of achievement and continuous improvement.

It is worth recalling once again that all strategic objectives, strategies, and implementation measures for the implementation of the Gender Equality Programme are and must be mutually aligned and systemically interconnected. In this way, the chances are increased that they will not only bring the desired synergies, but will also be able to generate creative multiplications of interaction and cooperation of academic and management staff. Thus, scientific-research activities, i.e., all research projects, tasks, and participations, all scientific publications (research papers in peer-reviewed and impacted journals, contributions to scientific symposia and conferences), and all efforts (organised or co-organised scientific forums, symposia, conferences, workshops, and professional discussion platforms) will reach a higher level of quality and provide the Police Academy of the Czech Republic in Prague with the desired awards and opportunities in ensuring the security of the Czech Republic, all its inhabitants, and all critical infrastructure.

Table 10. Strategy, Implementation Measures, Time Milestones, Personnel Responsibility, and Performance Indicators of the Gender Equality Programme

Strategy		Measures for the implementation of the strategy	Time milestones	Responsibility	Indicators
No.	Title of the strategy				
1.	Strategy to maintain a positive situation in the field of non-discriminatory behaviour	Continue the existing non-discriminatory behaviour of all members of the university	<ul style="list-style-type: none"> Consistency and continuity of the maintenance process Immediate (momentary) reporting in the event of non-compliance Immediate response and intervention against repeated and spreading aggressive manifestations Annual assessment of discrimination and harassment 	<ul style="list-style-type: none"> Academic staff Management staff Vice-Rector for Science and Research Science and Research department Gender Counsellor 	<ul style="list-style-type: none"> Number of reported cases of discrimination or harassment in a given year. Severity of cases in a given year. Development of the number of cases and severity of discrimination or harassment in the year-on-year trend. Satisfaction of the individuals concerned with the resolution of inappropriate behaviour.
		Promptly respond to signalled manifestations of discrimination and harassment			
		Prevent any possible future discriminatory and aggressive manifestations			
2.	Strategy to harmonise the terminology of the text of key documents of the university	Improve the terminology used in university documents	<ul style="list-style-type: none"> Consistency and continuity of the harmonisation process Immediate (momentary) notification of shortcomings Immediate response and measures for improvement Annual evaluation of the improvement and compliance of documents 	<ul style="list-style-type: none"> Authors of university management documents Management and staff of departments and faculties Management and staff of the university Gender counsellor 	<ul style="list-style-type: none"> Occurrence of gender-incorrect terminology in documents. Number of cases of non-compliance. Seriousness of the cases of non-compliance. Development of the number and severity of non-compliance in the year-on-year trend. Satisfaction of whistleblowers with the resolution of violations.
		Incorporate female equivalents also into all other and newly drawn university documents			
3.	Strategy to maintain and improve the quality of management actions and decision-making	Continue the trend of regular meetings (meetings of the Rector's Advisory Board, meetings of the Dean's Advisory Boards, and department meetings)	<ul style="list-style-type: none"> Consistency and continuity of the improvement process Immediate (momentary) notification of inappropriate managerial and gender-related decisions Immediate response and measures to improve decision-making Annual evaluation of the level of decision-making 	<ul style="list-style-type: none"> Heads of departments Vice-Deans and Deans Vice-Rectors and Rector Academic staff Science and Research department HR department 	<ul style="list-style-type: none"> Occurrence of gender-incorrect managerial decisions and actions. Severity of unfair decisions and actions. Development of the number of cases and severity of unfair decision-making in the year-on-year trend. Satisfaction of whistleblowers with the resolution of unfairness.
		Continue to organise workshops and informative meetings on the targeting of research activities and the streamlining of projects			
		Create a mechanism for more effective decision-making for research activities			

Strategy		Measures for the implementation of the strategy	Time milestones	Responsibility	Indicators
No.	Title of the strategy				
4.	Strategy to maintain and improve the quality of HR management processes	Improve the process of setting the strategic objectives of the university	<ul style="list-style-type: none"> • Consistency and continuity of the improvement process • Immediate (momentary) notification of inappropriate managerial and gender-related decisions • Immediate response and measures to improve decision-making • Annual evaluation of the level of decision-making 	<ul style="list-style-type: none"> • University management • Academic staff • Gender counsellor • HR department 	<ul style="list-style-type: none"> • Occurrence of gender-related complaints at the level of processes and measures of HR management. • Severity of the shortcoming or fault indicated in the HR management process(es). • Development of the number of cases and severity of faults in personnel-related processes and insufficient application of interpersonal competencies in the year-on-year trend. • Satisfaction with the rectification of the shortcoming.
		Improve the process of human resource planning			
		Improve the process of recruitment and selection of new academic staff			
		Improve the process of orientation/adaptation of new academic staff			
		Improve the academic staff management process			
		Improve the process of training and development of academic staff			
		Improve the process of motivating academic staff			
5.	Strategy to harmonise the personal allowances of female vs. male academic staff	Analyse the current method of granting personal allowances	<ul style="list-style-type: none"> • Strategic priority in resolving and consistency in evaluating differences • Continuous and immediate notification of shortcomings in rewarding • Immediate response and measures to eliminate differences in personal allowances and rewards • Annual evaluation of harmonisation of remuneration in terms of gender 	<ul style="list-style-type: none"> • University management • HR department • Academic staff • Gender counsellor 	<ul style="list-style-type: none"> • Occurrence of gender-related statistical differences in financial remuneration. • Severity and legitimacy of the notification of gender-incorrectness in financial remuneration. • Development of the number of cases and severity of faults in granting personal allowances and rewards in the year-on-year trend. • Satisfaction with the rectification of the shortcoming.
		Define objective criteria for fair assessment of the contribution of academic and management staff			
		Redefine existing personal allowances and approach proposing rewards in an objective way			

No	Strategy	Measures for the implementation of the strategy	Time milestones	Responsibility	Indicators
	Title of the strategy				
6.	Strategy to improve the gender composition of research teams	Make scientific and research activities more attractive for the academic staff	<ul style="list-style-type: none"> Strategic priority in resolving and consistency in progressing Continuous and immediate notification of gender-related shortcomings Immediate response and measures to eliminate faults Annual evaluation of the improvement of women's participation in research teams 	<ul style="list-style-type: none"> University management Experienced academic staff Academic staff Science and Research department HR department Gender counsellor 	<ul style="list-style-type: none"> Percentage of female academic staff in projects. Number of cases and severity of notifications of gender-incorrectness in research activities of the university. Development of the composition of research teams and the nature of faults in the year-on-year trend. Satisfaction of female academic staff with the use of their research potential.
		Grasp projects, calls, and collaborations that will bring new knowledge useful for the female population			
		Organise consultative-collegial counselling for aspiring female scientists			
7.	Strategy to maintain a positive trend towards reconciliation of work and personal life	Proceed with the existing activities and application of work-life balance tools	<ul style="list-style-type: none"> Consistently continue maintaining and introducing new measures Immediately notify of imperfections in terms of gender and/or balance on a continuous basis Immediately remove negatives Annually evaluate the achieved balance 	<ul style="list-style-type: none"> University management Academic staff Gender counsellor HR department 	<ul style="list-style-type: none"> Number of voluntary departures due to unsatisfactory conditions. Number of cases and severity of notifications of incorrectness in gender and/or balance. Development of voluntary departures and nature of shortcomings in the year-on-year trend. Satisfaction with the achieved balance.
		Continue activities to make working life more attractive and to implant personal (private) aspects into work			
		Eliminate negative factors that prevent balance between success at work and satisfaction in life			
8.	Strategy to create the position of a gender counsellor	Define the role of the gender counsellor at the university	<ul style="list-style-type: none"> January to February 2023 – creation of the competency model March 2023 – creation of a candidate database for the considered position April 2023 – creation of a legal framework and conditions for the position, appointment of a suitable person Consistency and continuity of performance of the role 	<ul style="list-style-type: none"> Expert team responsible for the preparation of the Gender Equality Programme Science and Research department and Vice-Rector for Science and Research HR department Bursar Rector 	<ul style="list-style-type: none"> Developing a competency model of the position (within the specified deadline). List of suitable candidates for the gender position and appointment of the best individual. Satisfaction of the gender counsellor with the conditions and position and satisfaction of the academic and management staff.
		Identify a suitable person and then officially appoint them as the gender counsellor			
		Establish an employment-legal framework, create material conditions, and determine the financial evaluation of the gender position			

No	Strategy	Measures for the implementation of the strategy	Time milestones	Responsibility	Indicators
	Title of the strategy				
9.	Strategy to establish a mechanism to address gender-related shortcomings	Define the meaning and key pillars of the newly created mechanism for addressing gender imperfections	<ul style="list-style-type: none"> January to February 2023 – completion of the pillars and structure of the mechanism Consistency and continuity of harmonisation of the mechanism 	<ul style="list-style-type: none"> Expert team responsible for the preparation of the Gender Equality Programme Science and Research department and Vice-Rector for Science and Research HR department 	<ul style="list-style-type: none"> Meeting the deadline and quality of the development of the pillars and structure of the mechanism. Satisfaction of the gender counsellor with the completion of the original pillars and the content of the mechanism and the newly created form of the mechanism.
		Define the structure of the gender mechanism, i.e., identify the basic implementation elements – processes			
		Define the signalling-warning part of the gender mechanism			
10.	Strategy for periodic evaluation and improvement of the Gender Equality Programme	Determine the basic attributes of the Gender Equality Programme evaluation system	<ul style="list-style-type: none"> March of the given year – appointment and assignment of the evaluation team and its head March to April of the given year – instructing the evaluation team, creating an evaluation schedule May to July – performing the evaluation, processing the findings and proposals August to September – graphic processing of results and drafting of improvement measures, presentations to the Rector’s Advisory Board, and discussions October to December – creation and approval of a revised version of the Gender Equality Programme Consistency and continuity of the process 	<ul style="list-style-type: none"> Rector Vice-Rector for Science and Research Gender counsellor HR department Management staff Academic staff 	<ul style="list-style-type: none"> Developing a competency model of the position (within the specified deadline). Satisfaction of the gender counsellor with the completion of the original pillars and the content of the mechanism and the newly created form of the mechanism.
		Carry out an annual evaluation of the effectiveness of the Gender Equality Programme			
		Define key measures and proposals for improving the Gender Equality Programme			

PERFORMANCE INDICATORS OF THE GENDER EQUALITY PROGRAMME

The overall complexity and expected difficulty of meeting the individual goals and strategies of the Gender Equality Programme predetermine that it will be appropriate to set a more precisely defined level of fulfilment for the defined indicators – values or value ranges, at which the need for additional management measures will be indicated, in a positive (appreciation) or negative (intensification) sense. This means developing a signalling and warning mechanism for the implementation of the Gender Equality Programme.

Signalling and warning mechanism for the implementation of the Gender Equality Programme

The role of the mechanism will be to define, in the initial phase, the **threshold levels for meeting the key indicators**. Subsequently, it will be possible to **monitor the development of the implementation** of individual strategies and measures of the Gender Equality Programme within the specified threshold levels of indicators, continuously, throughout the entire process of pursuing the strategic goal of the Gender Equality Programme.

The comprehensive objective and intention of the programme, as set out in the introduction to this document, is to enhance a creative yet gender-balanced environment and a space for the improvement and exploitation of the professional and creative potential of all, on the basis of equal access. The intention defined in this way necessarily implies the creation and implementation of an entire network of various measures and decisions. Their considerable number and interdependence require the pursuit of the greatest possible clarity and good orientation throughout the Gender Equality Programme.

Threshold values of key indicators can be determined on the basis of the acquired knowledge and experience of the current development in individual gender-targeted areas. Unlike other management documents of the university (Development Programme, Incentive Programme), it will be desirable that some of the indicators show the lowest possible values in the practical application. This includes, in particular, the incidence of discrimination and harassment, as well as the gender pay gap. Indeed, the levels of indicators will reflect the number of cases of aggressive expression and/or gender inappropriateness – the fewer there are, the more successful the university will be in the respective area.

However, the set of indicators will also consist of variables for which achieving the highest values will be very important – they will reflect a positive effort in improvement and collegiality. It is necessary to state that these values have also been relatively negative from a long-term perspective – more proposals from academic and management staff, on the one hand, will mean a manifestation of mutual and helpful attitude. On the other hand, the high number of new proposals, especially those that are necessary, will indicate that there is a constant need of improvement in the field of gender equality, in other words, that there are significant shortcomings.

The structure of the baselines and consequently the specific values (Table 11) can be determined for all the indicators as follows:

- **Desirable (expected) level**, at which it will be appropriate to continue all measures with the same or only slightly higher, i.e., perfecting intensity. In the table, these values are shown in black.
- **Excellent (above-average) level**, at which it will be appropriate to continue all measures with the same intensity. In the table, these values are shown in blue.

- **Insufficient (below average – warning) level**, at which an immediate and very intensive effort will be required to eliminate the negatives and improve the trend. In the table, these values are shown in red.

In achieving results at positive levels (i.e., with expected or excellent results), the mechanism will serve as a **warning system** and will **recommend measures** to maintain the status quo and potentially acknowledge the individuals and teams who have contributed to particularly positive developments in the field of gender equality.

With an actual deviation from the positive levels and attainment of insufficient levels, the mechanism will serve as a **warning system** signalling the **need to intervene** with appropriate managerial-administrative measures in order to eliminate the detected condition as soon as possible, improve the situation significantly in the future, and prevent repeating thereof.

Performance indicators of the Gender Equality Programme

All of the indicators set up are designed in such a way as to cover the possible states of future development in the field of equal opportunities at the university. At the same time, their task is to signal the quality of a successful, relatively good, or improper development. For this reason, a holistic system of key indicators can be considered. All indicators are interconnected and there is a legitimate expectation that they will influence each other in time, quality, and quantity.

An important fact is that the indicators contained in Table 11 are set at the time of the creation of this document, namely in 2022. It is likely that in the coming years, in particular, on the basis of the results of the annual evaluation of the Gender Equality Programme, it will be desirable to re-evaluate and define the levels of indicators in a new way. The indicated need for a certain “completion” of new thresholds of indicators is indicated in the table by the respective symbols.

Table 11. Values of performance indicators for the Gender Equality Programme established in 2022 on the basis of periodic evaluation (accumulated average for academic and management staff)

Year	Occurrence of discrimination and harassment			Compliance with key university documents			Quality of management decision-making in the field of equal opportunities			Representation of women in management positions and bodies of the university			Representation of women in research teams			Equal approach to remuneration of women and men			Difference in personal allowances of women and men		
	Sufficient level	Excellent level	Inadequate level	Sufficient level	Excellent level	Inadequate level	Sufficient level	Excellent level	Inadequate level	Sufficient level	Excellent level	Inadequate level	Sufficient level	Excellent level	Inadequate level	Sufficient level	Excellent level	Inadequate level	Sufficient level	Excellent level	Inadequate level
2022	1.09% *			99.13% **			96.41% **			23.7% ***/**			23.00% ***/**			90.22% **			35.22% *		
2023	1.1%	0.0%	1.2%	99.1%	100.0%	95.0%	96.4%	100.0%	93.0%	23.7% ***	32.4% ***	21.0% ***	23.00% ***	32.4% ***	21.0% ***	90.2%	100.0%	88.0%	35.2%	0.0%	37.0%
2024	1.1%	0.0%	1.2%	99.1%	100.0%	95.0%	96.4%	100.0%	93.0%	23.7% ****	32.4% ****	21.0% ****	23.00% ****	32.4% ****	21.0% ****	92.0%	100.0%	89.0%	30.0%	0.0%	35.0%
2025	1.1%	0.0%	1.2%	99.1%	100.0%	95.0%	96.4%	100.0%	93.0%	23.7% ****	32.4% ****	21.0% ****	23.00% ****	32.4% ****	21.0% ****	93.0%	100.0%	90.0%	25.0%	0.0%	30.0%
2026	1.1%	0.0%	1.2%	99.1%	100.0%	95.0%	96.4%	100.0%	93.0%	23.7% ****	32.4% ****	21.0% ****	23.00% ****	32.4% ****	21.0% ****	94.0%	100.0%	91.0%	20.0%	0.0%	25.0%
2027	1.1%	0.0%	1.2%	99.1%	100.0%	95.0%	96.4%	100.0%	93.0%	23.7% ****	32.4% ****	21.0% ****	23.00% ****	32.4% ****	21.0% ****	95.0%	100.0%	92.0%	15.0%	0.0%	20.0%

* Negative occurrence indicator (expected to approximate 0)

** Positive occurrence indicator (expected to approximate 100)

*** Equality indicator (expected to approximate the value of the average share of women in the university's academic staff; it was 32.41% in 2022)

**** Indicator of sufficient/excellent/insufficient performance should be adjusted to the share of women in the academic staff of the university in a given year.