

靜宜大學性別平等教育實施要點

Providence University Gender Equality Education Implementation Guidelines

Amended and approved in the Gender Equality Education Committee on May 6, 2024

Article 1 Providence University is committed to achieving Substantive gender equality, eliminating gender discrimination, and upholding human dignity. We work to effectively enhance the educational resources and environment related to gender equality. Following the provisions of Article 12 of the Gender Equality Education Act, we have established the "Providence University Gender Equality Education Implementation Guidelines."

Article 2 Definition of Substantive Gender Equality and Gender Equality Education:

(1) Substantive Gender Equality: Refers to the equal treatment of all individuals, regardless of their biological sex, sexual orientation, gender characteristics, or gender identity. In cases of unequal treatment, proactive measures, such as providing resources and opportunities, should be taken to ensure equality of status and maintain their human dignity.

(2) Gender Equality Education: Involves educating individuals in a way that fosters respect for gender diversity, eliminates gender discrimination, and promotes substantive gender equality.

Article 3 The Gender Equality Education Committee is responsible for annually devising a Gender Equality Education Implementation Plan. This plan involves consolidating internal resources, allocating budgets, coordinating various units to organize gender equality education activities for faculty, staff, students, parents, and the community. The committee ensures the implementation of the plan and evaluates its effectiveness.

Article 4 All faculty, staff, and students must mutually respect each other's gender characteristics, gender identity, and sexual orientation.

Article 5 The university's admissions and educational permits must not discriminate based on gender, gender characteristics, gender identity, or sexual orientation. However, exceptions may apply for classes or programs established with the approval of the Ministry of Education based on historical traditions, specific educational goals, or other non-gender factors.

Article 6 All academic departments must not provide differential treatment in teaching, activities, assessments, rewards, punishments, benefits, or services based on students' gender, gender characteristics, gender identity, or sexual orientation. Exceptions may apply for situations specifically suited to a particular gender, gender characteristics, gender identity, or sexual orientation.

Article 7 The university should actively provide assistance to students who are in an unfavorable situation due to their gender, gender characteristics, gender identity, or sexual orientation to improve their circumstances.

Article 8 The university should actively safeguard the educational rights of pregnant students, utilize both on-campus and off-campus resources, provide appropriate education for pregnant or postpartum students, and implement flexible measures to assist them in completing their studies and offer relevant counseling.

Article 9 Pre-service education for university faculty and staff, training for new employees, ongoing professional development, and educational administrative leadership courses must incorporate content related to gender equality.

Article 10 Each college, the General Education Center, and the Extension Education Office may develop curriculum planning and assessment methods that align with gender equality principles and offer courses related to gender issues for students to choose.

Article 11 Faculty at our university are required to adhere to the following:

- (1) When using educational materials and engaging in educational activities, they must possess a gender equality awareness, eliminate gender stereotypes, avoid gender biases and discrimination, and encourage students to pursue non-traditional gender fields of study.
- (2) When advising students on course selection, choice of majors, or career exploration, they should promote students' diverse development and avoid gender-based specialization.
- (3) When designing curriculum and activities, they should encourage students to unleash their potential and must not treat students differently based on their gender.
- (4) The development, review, and selection of teaching materials should align with gender equality principles. The content of teaching materials should reflect the historical contributions and life experiences of different genders in a balanced manner, presenting diverse gender perspectives.

Article 12 The Office of General Affairs is responsible for regularly inspecting classrooms, restrooms, dormitories, lighting, security systems, public spaces, and sports facilities, among other physical facilities. The goal is to provide a gender-equal learning environment, make improvements as needed, and create a campus safe from gender biases. Additionally, the office should develop a campus safety map to establish safe and gender-neutral spaces.

Article 13 In terms of committee composition, any of the university's committees, including the Staff Evaluation Committee, the Appeals and Review Committee, and the Faculty Evaluation Committee, should have at least one-third of their total members representing any gender.