

*With a sense of social responsibility, we conduct innovative research
and educate the leaders of the future*

THE GENDER EQUALITY PLAN

OF THE POZNAŃ UNIVERSITY OF ECONOMICS AND
BUSINESS (PUEB) FOR 2022–2025

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1. INTRODUCTION

The Gender Equality Plan (GEP) of the Poznań University of Economics and Business (PUEB) includes a scheme of equality measures proposed for implementation from 2022 to 2025. The GEP is a multifaceted set of solutions and procedures, the implementation of which will lead to equalisation of gender opportunities and, consequently, to achieving gender equality at the PUEB.

The structure of the GEP is as follows. First, the gender situation at the PUEB is assessed. Students, graduates and employees as well as the institutional environment and research funding are analysed. On this basis, challenges are identified and the goals of the gender equality policy at the PUEB for the years 2022–2025 are formulated as follows:

Objective 1: raising the awareness of the academic community about the importance of gender equality and diversity at the PUEB;

Objective 2: increasing the flow of information on the situation of employees and students by gender;

Objective 3: supporting career development by making it easier to combine professional work and personal life, including family life;

Objective 4: ensuring a balanced gender representation;

Objective 5: closing the gender pay gap.

Each of the above objectives is characterised by specifying the appropriate target group, success indicator and institutions responsible for implementing changes and monitoring the effects.

The GEP uses inclusive language, taking account of not only men and women, but also non-binary people. The aim of using gender-neutral language is to recognise and appreciate diversity, and to ensure openness and respect for all people, regardless of gender and other characteristics.

The guidelines of the European Institute for Gender Equality (EIGE, 2021) as well as the GEP for the University of Warsaw (UW, 2021) were helpful in preparing the report.

Baha Kalinowska-Sufinowicz

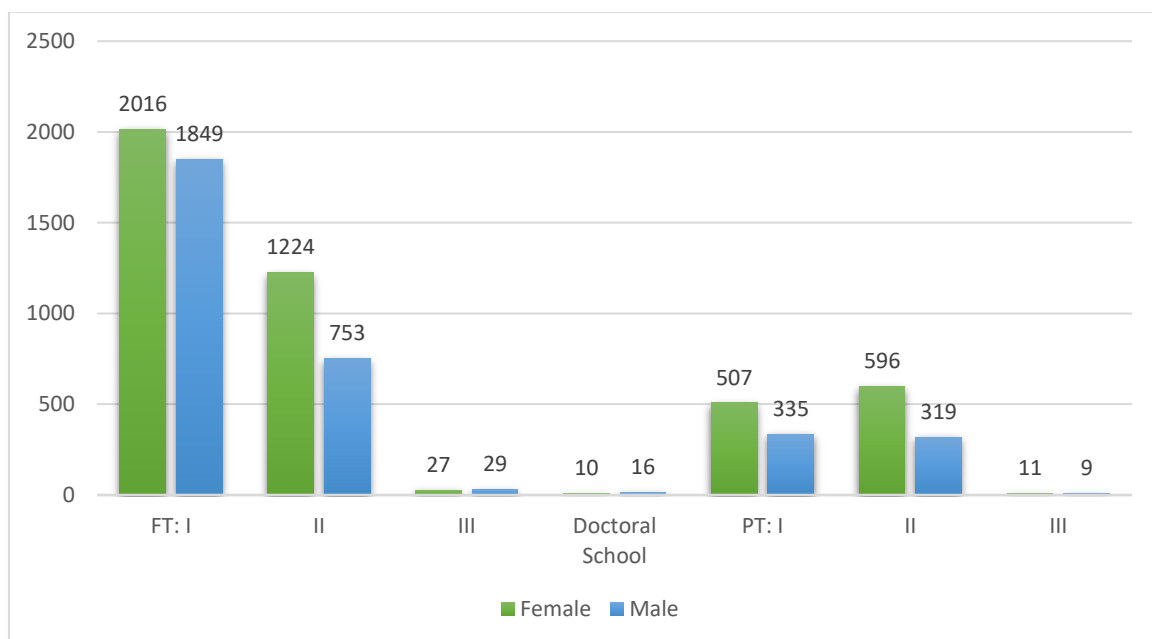
Rector's Plenipotentiary for Equal Treatment

2. ASSESSMENT FROM THE GENDER PERSPECTIVE

Students

The most recent data for the 2020/2021 academic year as at 31 December 2020 were selected for analysis for most groups. At that time, there were a total of 4,391 female and 3,310 male full-time, part-time and first-, second- and third-cycle students at the PUEB. Figure 1 shows the number of students by cycle and form of studies and gender. Meanwhile, Figure 2 presents the percentages of full-time and part-time students by cycle and form of studies and gender.

Figure 1. Number of students by cycle and form of studies and gender at the PUEB in the 2020/2021 academic year (as at 31 December 2020)



Abbreviations: PT – part-time studies, FT – full-time studies

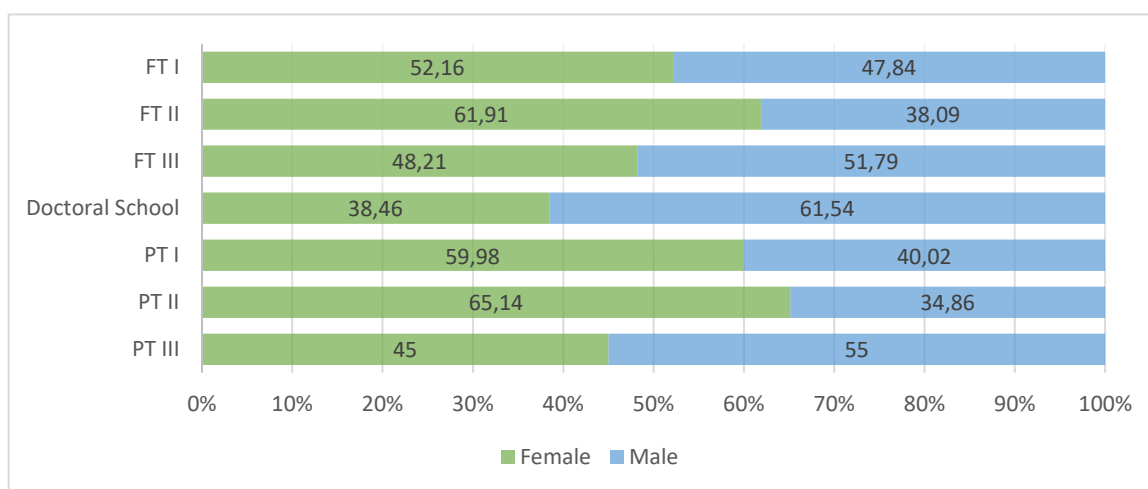
Source: own calculations based on data from the PUEB Educational Division

Considering the number and percentage distribution of students in subsequent groups, it can be seen that the largest group was full-time first-cycle students – 3,865 people in total. In this group, the gender representation was the most balanced: 52.16% female students and 47.84% male students. The second group in terms of the number of students was full-time

second-cycle students (1,977), of which nearly 62% were female and 38% were male students.

The smallest community was doctoral students, that is, full-time third-cycle students. In this group, male doctoral students outnumbered females, constituting nearly 52% of doctoral students (in other words, third-cycle studies) and nearly 62% in the Doctoral School. For third-cycle studies, women constituted a minority: approximately 48% for doctoral studies and 38% in the Doctoral School. Taking account of the overrepresentation of women among second-cycle students, it can be concluded that gender inequalities in the third-cycle studies are worth attention.

Figure 2. Structure of PUEB students by cycle and form of studies and gender in the 2020/2021 academic year (as at 31 December 2020, in %)



Abbreviations: PT – part-time studies, FT – full-time studies

Source: own calculations based on data from the PUEB Educational Division

Part-time students constituted a much smaller group. There were 1,098 first-cycle students, including 60% female and 40% male students. Part-time second-cycle students proved to be the most feminised. In this group, female students constituted over 65%, while male students were 35%. As far as doctoral studies are concerned, the number of male doctoral students (55%) was greater than female doctoral students (45%), as was the case for full-time studies.

When assessing the situation of students, it should be emphasised that the PUEB didactic offer currently includes courses that contribute to developing awareness of issues

related to gender equality, diversity and non-discrimination among students. The following courses (lectures) are conducted in Polish:

- Discrimination on the labour market,
- Discrimination in the public and professional spheres,

and in English (for people from both Poland and abroad):

- Labour market and gender inequality.

When assessing the situation of students and taking into account the results of research on harassment and sexual harassment among students at Polish universities, conducted by the Ombudsman in 2018 (Ombudsman, 2019) and at public universities by the Helsinki Foundation for Human Rights in 2019 year (Gerlich, 2019), attention should be paid to the high importance of raising awareness of existing procedures and the ability to protect against undesirable behaviour, reported much more often by women, but also by men.

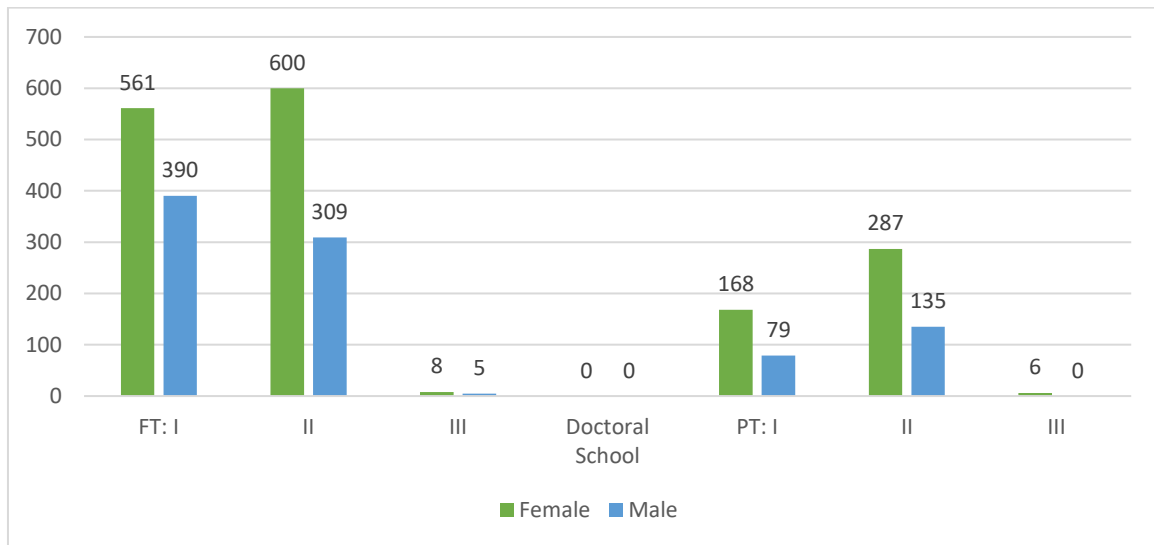
Graduates

PUEB graduates constituted a much smaller group of 1,630 women and 918 men. This population is presented according to the cycle and form of studies and gender in numbers in Figure 3 and in percentage points in Figure 4.

Most PUEB graduates completed full-time first-cycle studies. In 2020, there were 561 female and 390 male students. It is worth noting that in this group, the masculinisation rate was the highest, reaching 41%, while the feminisation rate was 59%. On the other hand, 600 female graduates and 309 male graduates completed second-cycle studies. The share of women in this form of studies was about 66%, and that of men was nearly 34%.

There were definitely fewer part-time graduates, but in this group the feminisation rates were the highest. And so, in 2020, first-cycle studies were completed by 168 female and 79 male students, with second-cycle studies by 287 women and 135 men, respectively. In both cases, the share of women was approximately 68% and of men – about 32%. Only women graduated from part-time doctoral (third-cycle) studies.

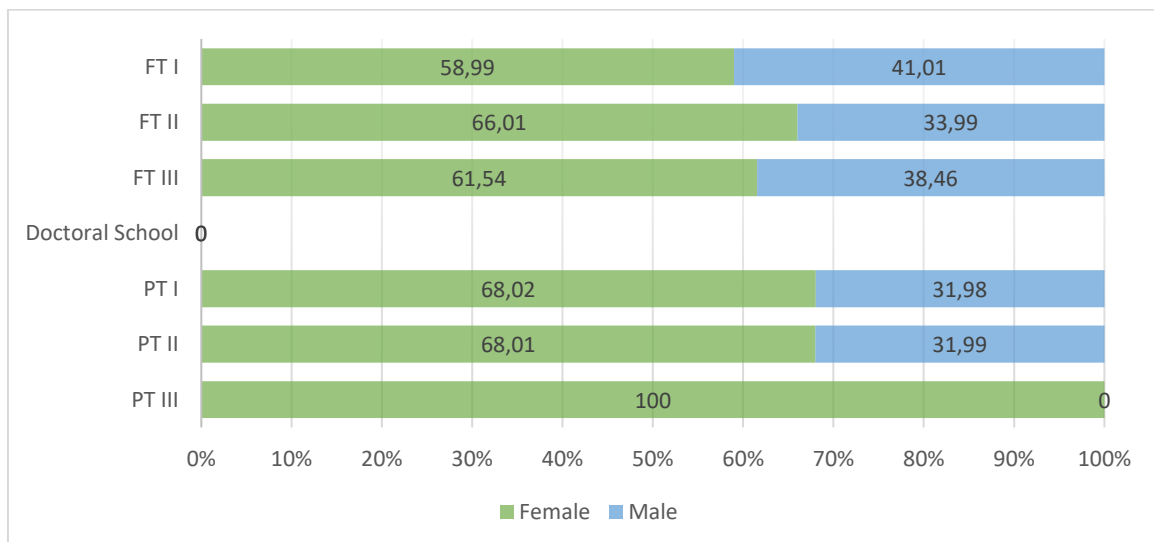
Figure 3. Number of PUEB graduates by cycle and form of studies and gender in the academic year 2020/2021 (as at 31 December 2020)



Abbreviations: PT – part-time studies, FT – full-time studies

Source: own calculations based on data from the PUEB Educational Division

Figure 4. Structure of PUEB graduates by cycle and form of studies and gender in the academic year 2020/2021 (as at 31 December 2020)

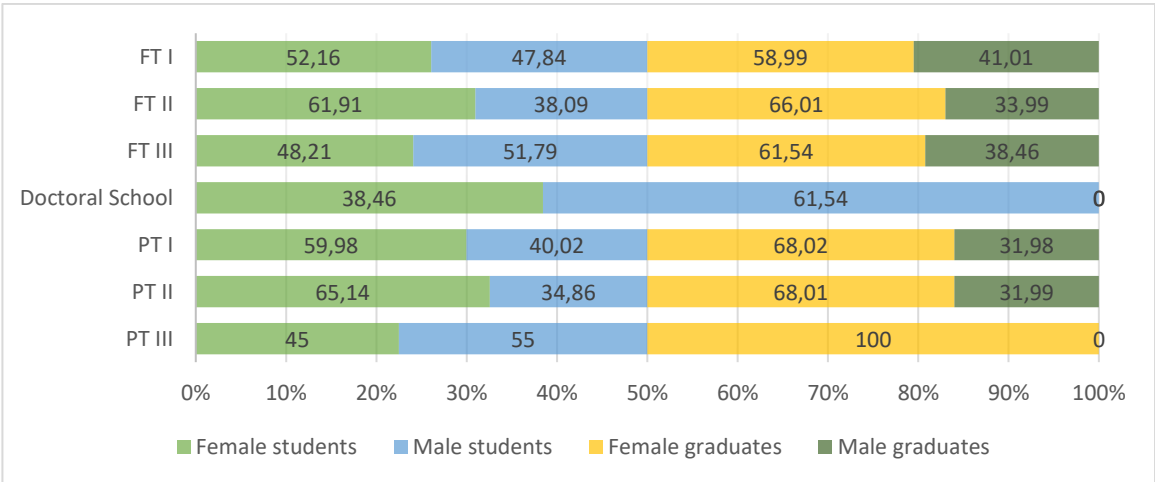


Source: own calculations based on data from the PUEB Educational Division

Comparing the data on the structure of students with the analogous values characterising graduates of individual cycles and forms of studies by gender (see Figure 5), it can be noticed that the success indicator understood as the ratio of the number of graduates

(right part of the figure) to the number of students (left part of the figure) was definitely higher among women than men. The greatest differences – in favour of women – occurred among doctoral students. Although the masculinisation rates at this level of education – in both full-time, part-time studies and in the Doctoral School – were higher each time than the corresponding feminisation rates, the situation was reversed for third-cycle graduates – the percentage of women was higher than that of men – in full-time studies by over 13%, while in part-time studies it was 55%. On the other hand, the predominance of the percentage of women completing full-time first-cycle studies was approximately 7% and part-time first-cycle studies was 8% compared to the corresponding number of students. Among second-cycle students, the share of female graduates was higher by approximately 4% for full-time studies and by almost 3% for part-time studies.

Figure 5. Summary of the structure of PUEB students and graduates by cycle and form of studies and gender in the academic year 2020/2021 (as at 31 December 2020)



Supplement: in 2020 no one graduated from the Doctoral School, therefore only students are presented

Source: own calculations based on data from the PUEB Educational Division

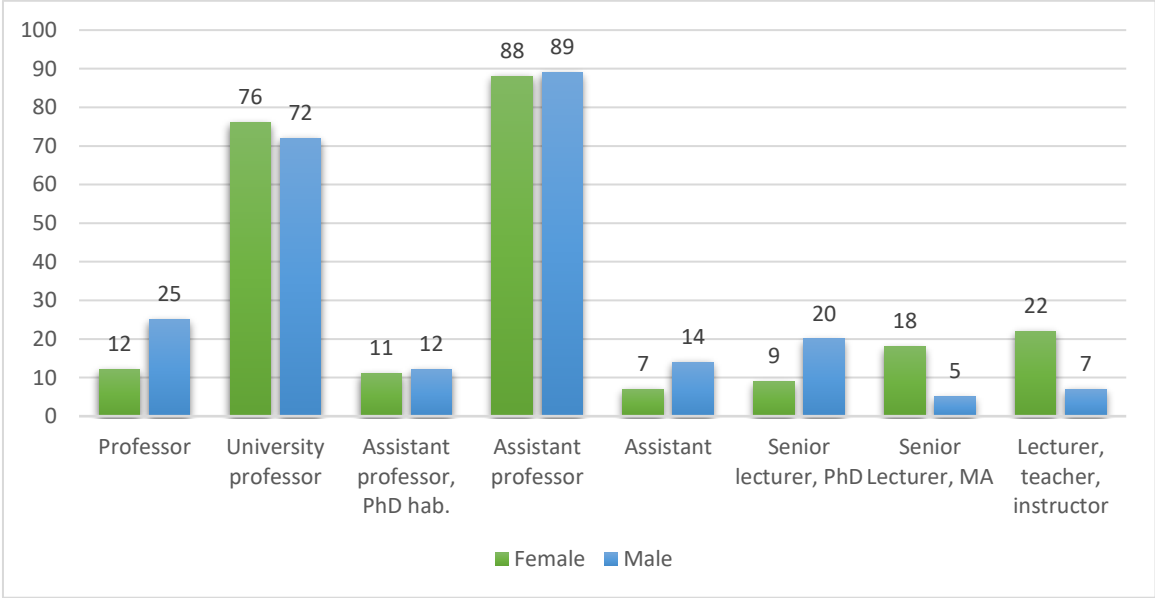
Employees

PUEB employees are divided into two groups: academic teachers and non-academic staff. First, the situation of teachers will be presented, and then that of people working in administration. The subject of the analysis from the gender perspective will be: the number and structure of people employed by position or employee group, the number part-time

employees, as well as pay levels and pay relations.

In total, in 2020, 487 academic teachers were employed at the PUEB, including: 243 women and 244 men, meaning that gender representation is equal in this group.

Figure 6. Number of PUEB academic teachers by position and gender (as at 31 December 2020)

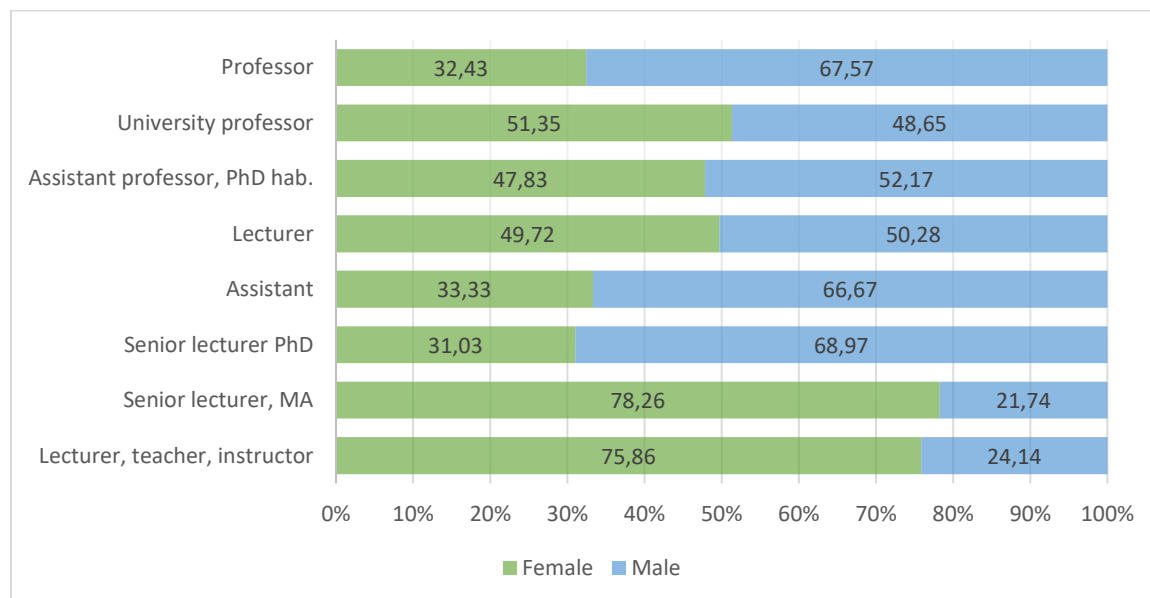


Source: own calculations based on data from the PUEB Human Resources Division

It is worth taking a closer look at the numerical distribution by job position and gender. Figure 6 shows the numbers, while Figure 7 shows the structure of PUEB academic teachers by job position and gender. Most people worked as assistant professors. There were 89 male and 88 female assistant professors in this group, so the share of both genders was highly balanced. Another large group included people employed as university professors, among whom there were slightly more women (approximately 51%) than men (approximately 49%). On the other hand, in the group of professors, men were definitely dominant, accounting for nearly 68% compared to 32% of women, which is worth considering. This may result from the fact that women’s professional careers are extended due to maternity leave, which delays women’s professional advancement and position on the career ladder, or the recent gradual equalisation of gender opportunities at the PUEB, which is clearly particularly evident in the number of assistant professors – habilitated doctors (post-doctoral degree) and university professors. Over the years, we should observe further equalisation of the share of men and women,

including for the group of professors.

Figure 7. Structure of PUEB academic teachers by position and gender (as at 31 December 2020, in percentage points)

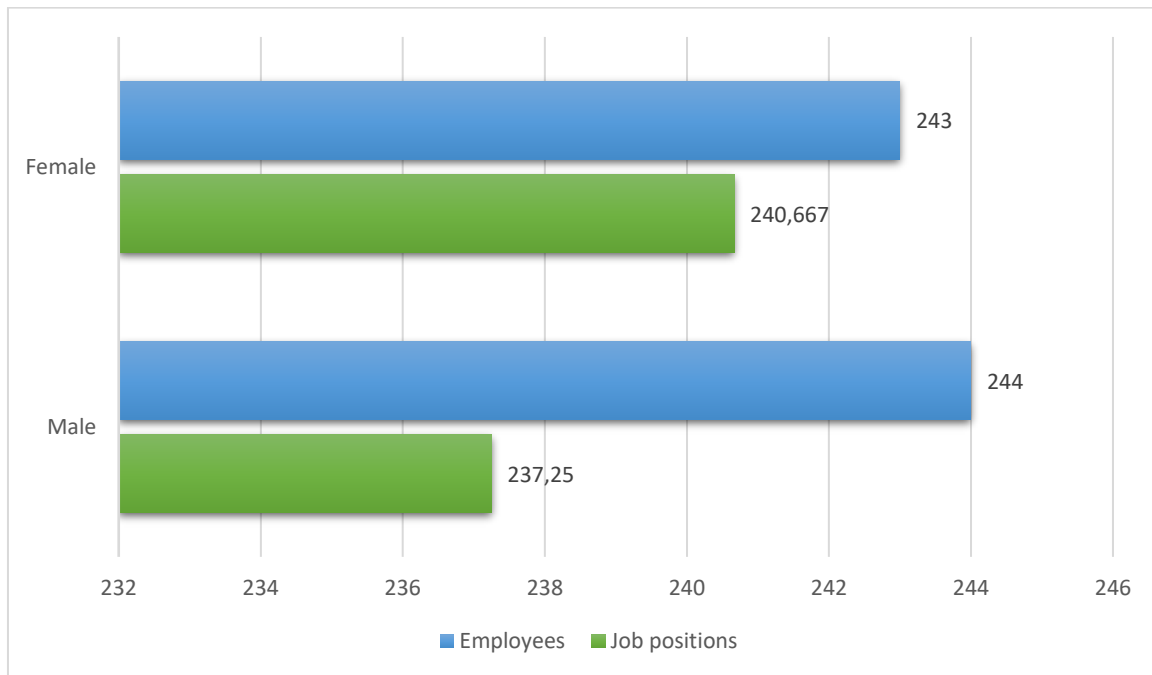


Source: own calculations based on data from the PUEB Human Resources Division

The greatest gender inequalities, with a greater number of women, can be seen among senior lecturers holding master’s degrees, in which women accounted for 78% and men 22%, and among lecturers, teachers and instructors, where the share of women was almost 76%, while of men it was 24%. In the latter group, there were many teachers employed in the Foreign Language Centre, which contributed to the high rate of feminisation. On the other hand, a significant range of gender inequalities with the majority of men was observed among senior lecturers holding PhD degrees, where the share of men amounted to 69% and women 31%, and among assistants, where these values were 67% and 33%, respectively.

When comparing the number of employees and job positions occupied by people employed as academic teachers, it is worth noting that men were more often employed part-time than women. This situation is radically different from what is generally observed in Poland. It is worth adding that part-time employment among men concerned such positions as: university professors, assistant professors, senior lecturers holding PhD degrees, as well as lecturers, teachers and instructors, while among women this concerned senior lecturers holding PhD degrees and senior lecturers holding master’s degrees.

Figure 8. Number of employees and job positions of people employed as PUEB academic teachers by gender (as at 31 December 2020)



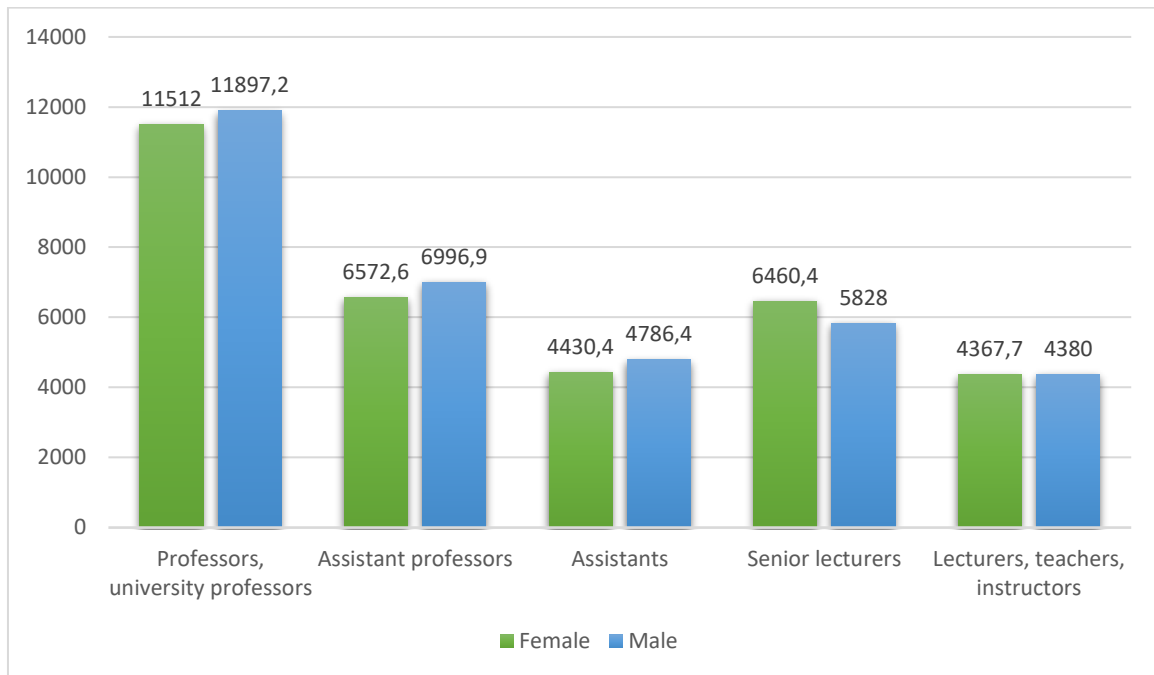
Source: own calculations based on data from the PUEB Human Resources Division

The analysis of pay levels among academic teachers by job position and gender was carried out using the median gross monthly remuneration (see Figure 9). On the other hand, to examine pay relations between genders, the k indicator (see Figure 10) was used. This informs about the share of remuneration of women (W_k) in the remuneration of men (W_m), and is calculated according to the formula:

$$k \text{ indicator} = \frac{W_k}{W_m} * 100\%$$

Taking account of gender pay differentiation on a national scale and depending on the sector of the economy, it can be concluded that the existing gender pay gap was not significant. There are many reasons for differences in pay levels between genders and the potential sources of this pay gap should undoubtedly be examined more closely in the future, including differences in working time and the number of overtime hours, years of service, as well as performing managerial functions.

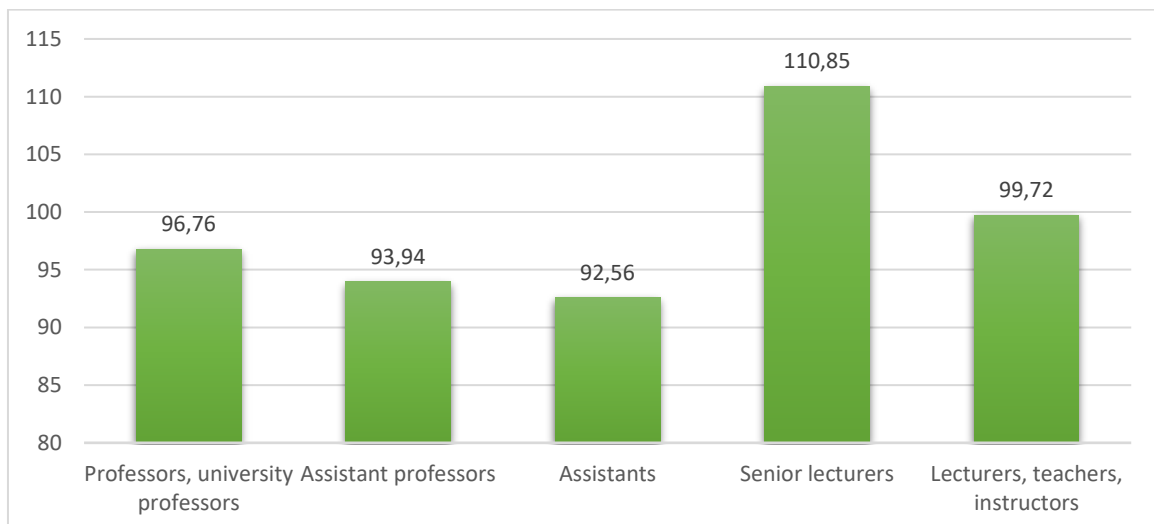
Figure 9. Median gross monthly salaries by position and gender of PUEB academic teachers (as at 31 December 2020, in PLN)



Supplement: Median in job position groups calculated from gross monthly salaries resulting from employment contracts/appointments converted to full-time employment (base salary, seniority allowance, functional allowance)

Source: own calculations based on data from the PUEB Human Resources Division

Figure 10. k indicator based on the median gross monthly salaries of PUEB academic teachers by position (as at 31 December 2020, in %)



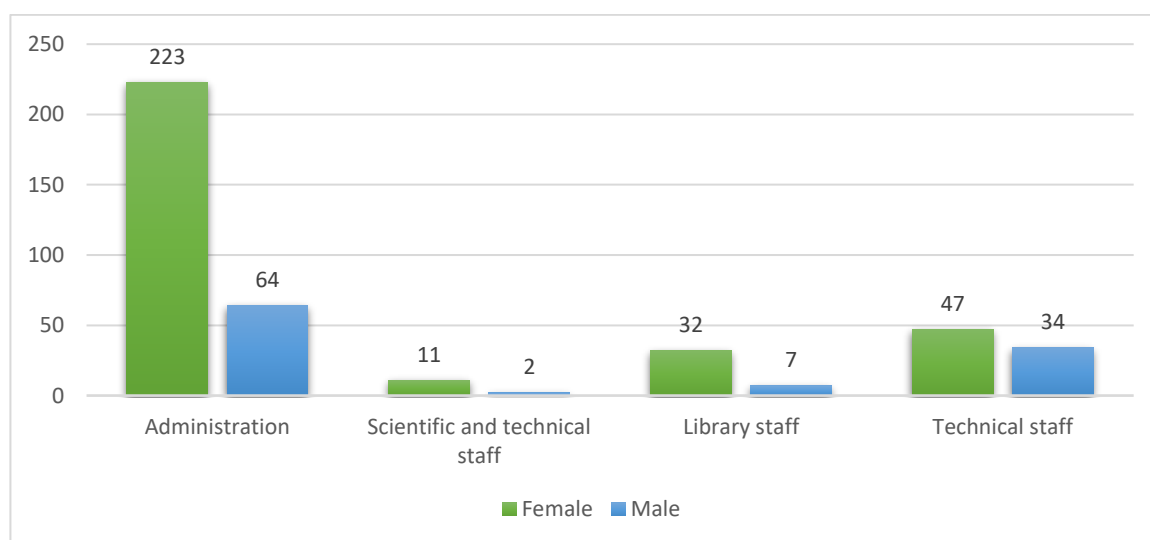
Supplement: the k indicator was calculated as the share of women's remuneration in the remuneration of men, multiplied by 100%

Source: Own calculations based on Figure 6

The greatest differences between the genders occurred – to the disadvantage of men – among male senior lecturers. The salaries of female senior lecturers accounted for nearly 111% of salaries of senior lecturers. In other groups, the opposite situation was true – which is also most common in the Polish economy in general – namely, the pay gap was to the detriment of women. The lowest k indicator (approximately 93%) and, at the same time, the greatest differences between the genders occurred among assistants. For assistant professors, the k indicator was almost 94%, while for professors it was nearly 97%. Lecturers, teachers and instructors were the only group in which earnings were essentially equal by gender.

In the next part of the considerations, an analysis of the situation of non-academic staff will be presented. Figure 11 shows the number and Figure 12 the structure of non-academic staff by employee group and gender.

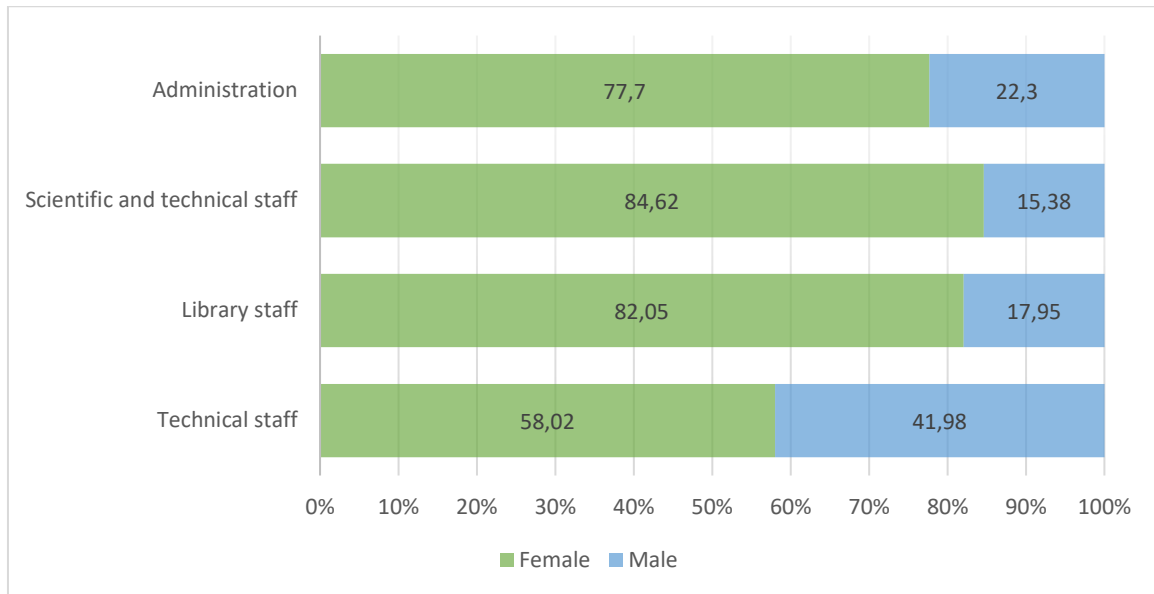
Figure 11. Number of PUEB non-academic staff by employee group and gender (as at 31 December 2020)



Source: own calculations based on data from the PUEB Human Resources Division

The largest number of people (287) was employed in administration, of which approximately 78% were women and 22% men. Fewer people definitely worked in technical support (81 people) and here the gender share was the most balanced among non-academic staff: 58% women and 42% men. In the next – less numerous – groups of people employed as library staff and research and technical staff, the share of women was approximately 82% and 85%, while the percentage of men was 18% and 15%, respectively.

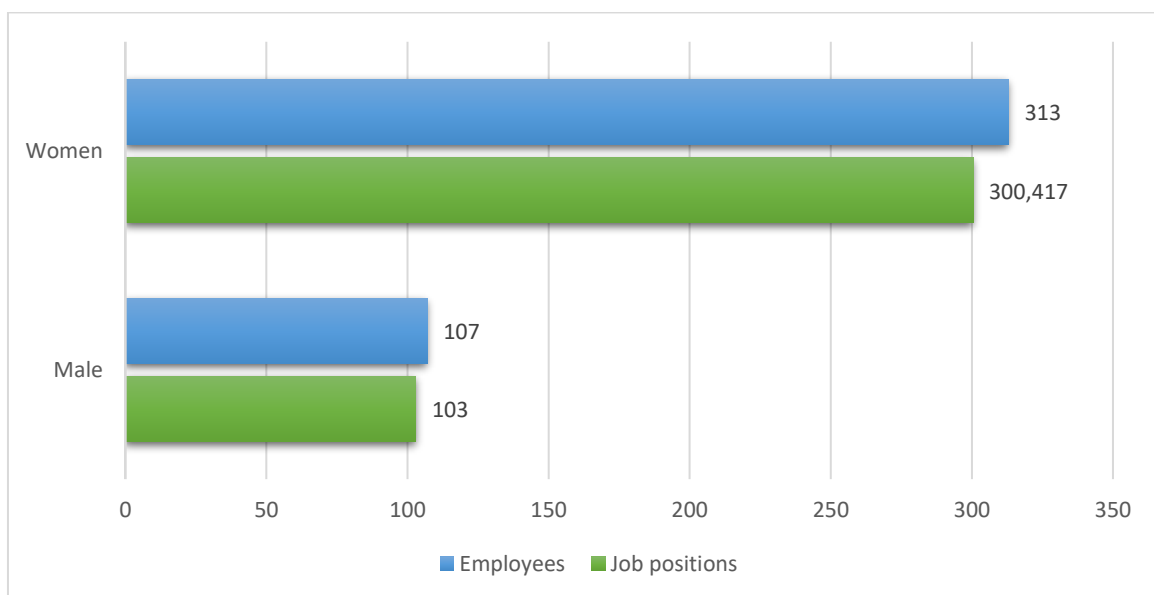
Figure 12. Structure of PUEB non-academic staff by employee group and gender (as at 31 December 2020, in %)



Source: own calculations based on data from the PUEB Human Resources Division

Overall, the analysis of the number and structure of non-academic staff by gender leads to the conclusion that this is a highly feminised group. Of the 420 people employed in this group, 75% were women and 25% men.

Figure 13. Number of PUEB non-academic staff and their job positions by gender (as at 31 December 2020)

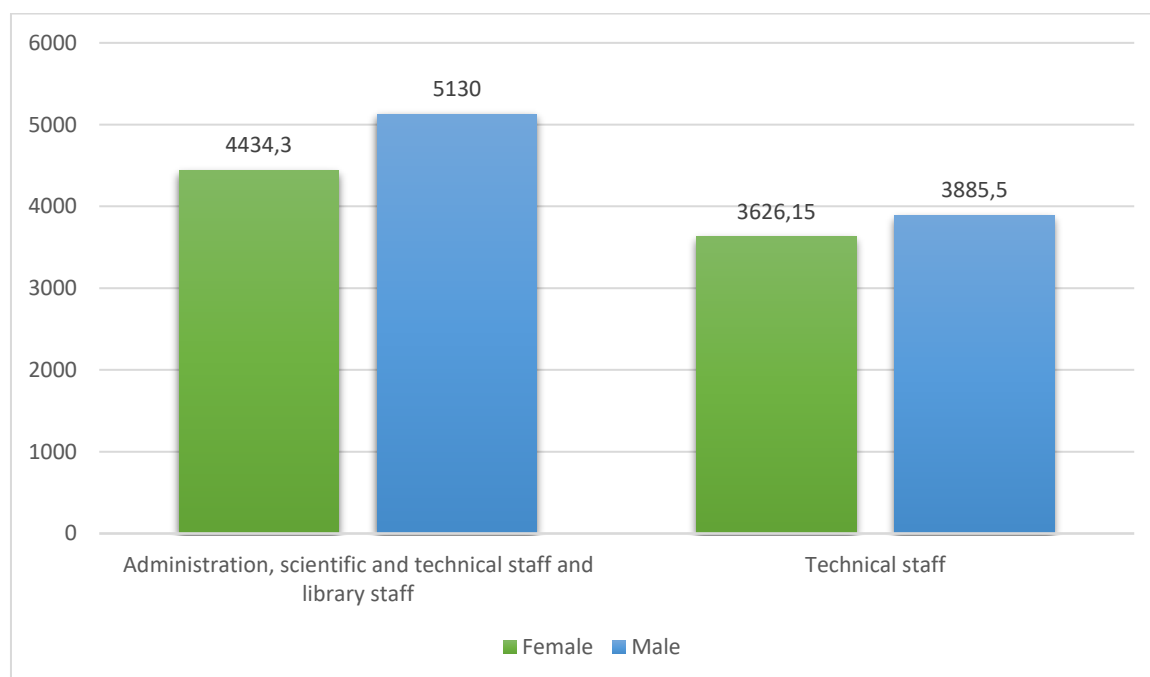


Source: own calculations based on data from the PUEB Human Resources Division

When considering the number of people and job positions occupied by non-academic staff, it is worth noting that – unlike academic teachers – women were more often employed part-time than men, which is similar to the average situation in the Polish economy. Part-time employment occurred in almost all groups of non-academic staff, with the exception of library staff – both men and women, as well as men employed in technical support.

As regards the analysis of pay levels, it should first be stated that, in all groups, women achieved a lower level of remuneration than men. Figure 14 shows the median gross monthly salary of PUEB non-academic staff by employee group and gender, while Figure 15 shows the development of the *k* indicator for the studied group of people.

Figure 14. Median gross monthly salaries of PUEB non-academic staff by position and gender (as at 31 December 2020, in PLN)



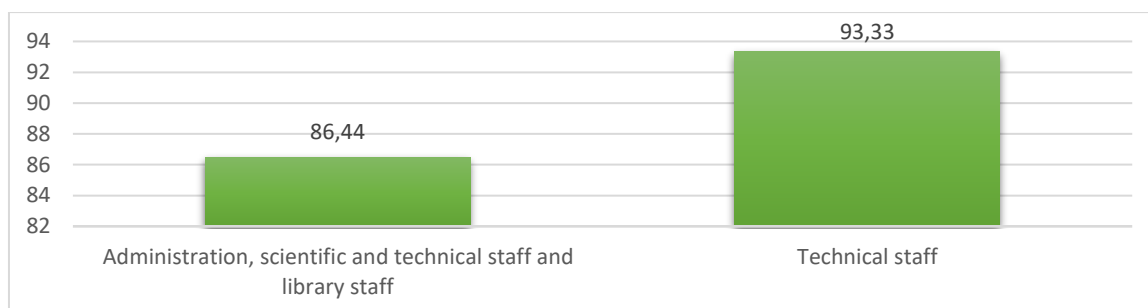
Supplement: the median in employee groups was calculated from gross monthly salaries resulting from employment contracts/appointments converted into full-time employment (base salary, seniority allowance, functional allowance)

Source: own calculations based on data from the PUEB Human Resources Division

While in technical support, women received over 93% of the value of men’s earnings, in other groups, such as administration, research and technical staff as well as library staff, the differences were more pronounced, to the disadvantage of women, whose remuneration accounted for 86% of men’s earnings. The gender pay gap could be – as was the case with

academic teachers – caused by differences in working time and the number of overtime hours, years of service, as well as performing managerial functions.

Figure 15. *k* indicator based on median gross monthly salaries of PUEB non-academic staff by employee groups (as at 31 December 2020, in %)



Supplement: the *k* indicator was calculated as the share of women’s remuneration in men’s remuneration, multiplied by 100%

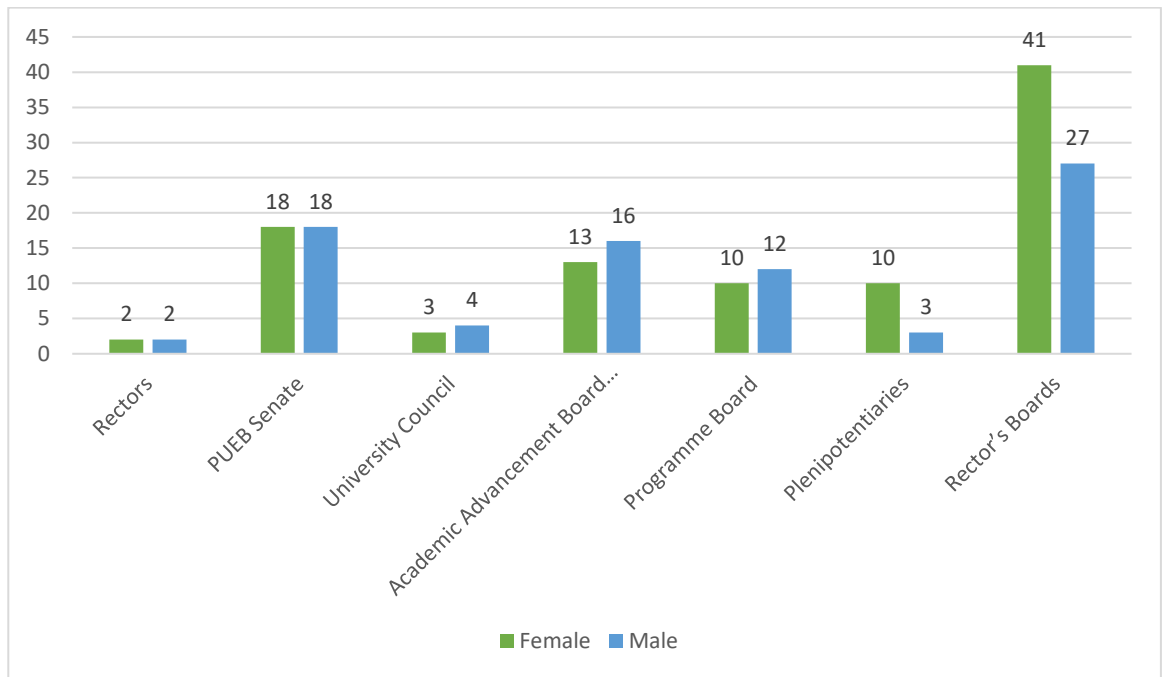
Source: own calculations based on Figure 11

Institutional environment

In the functioning of the university, the institutional environment of students and employees is extremely important. It can be represented by the number of people and the structure of people in both the PUEB authorities and in the PUEB administration by department and gender. This allows the assessment of gender equality in managerial positions at the PUEB.

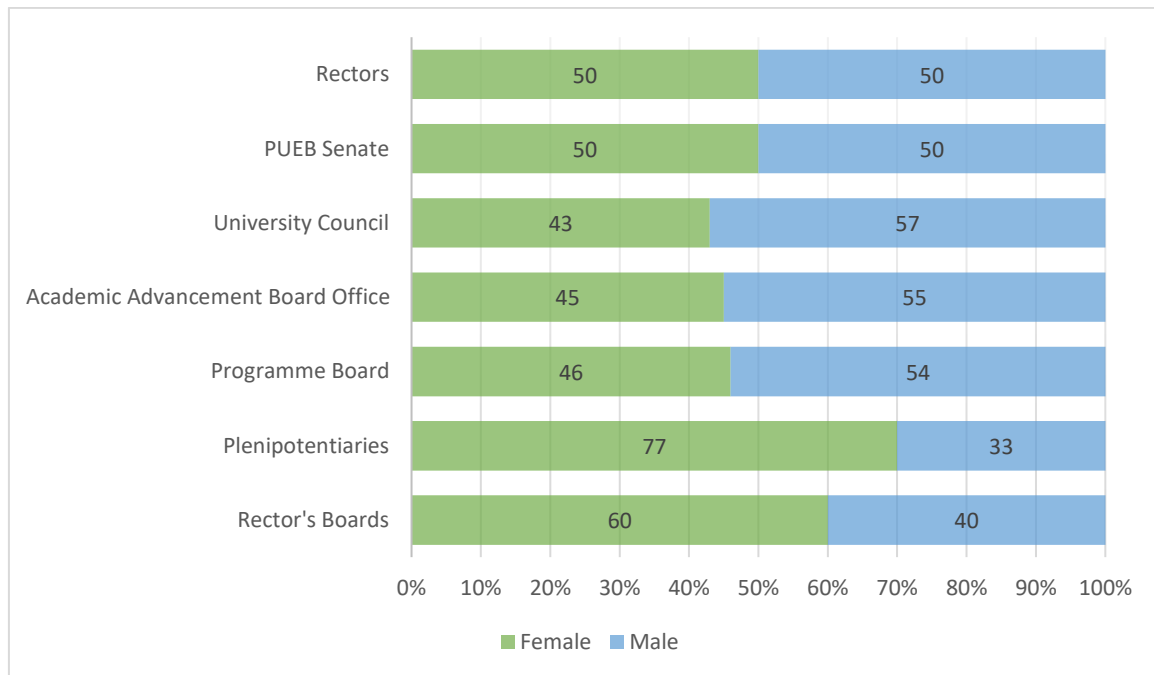
Figure 16 shows the number of people, while Figure 17 shows the structure of PUEB authorities by department and gender. It should be emphasised that parity was observed among female and male rectors, as well as in the PUEB Senate, that is, the share of men and women was equal – 50% for each gender. On the other hand, the University Council, Scientific Promotion Council and Programme Council were slightly dominated by men, whose share was 57%, 55% and 54%, respectively, while the participation of women was correspondingly 43%, 45% and 46%. The greatest gender inequalities – in favour of women – occurred among the rector’s female and male plenipotentiaries. The share of women in this group reached 77%, while for men it was 33%. The overrepresentation of women was also noticeable in rector’s committees, which included 60% of women and 40% of men (as of 30 November 2021).

Figure 16. Number of people in the PUEB authorities by department and gender



Source: Own calculations based on: (UEP, 2021a), (UEP, 2021b), (UEP, 2021c), (UEP, 2021d), (UEP, 2021e) and (UEP, 2021f)

Figure 17. Structure of the PUEB authorities by department and gender

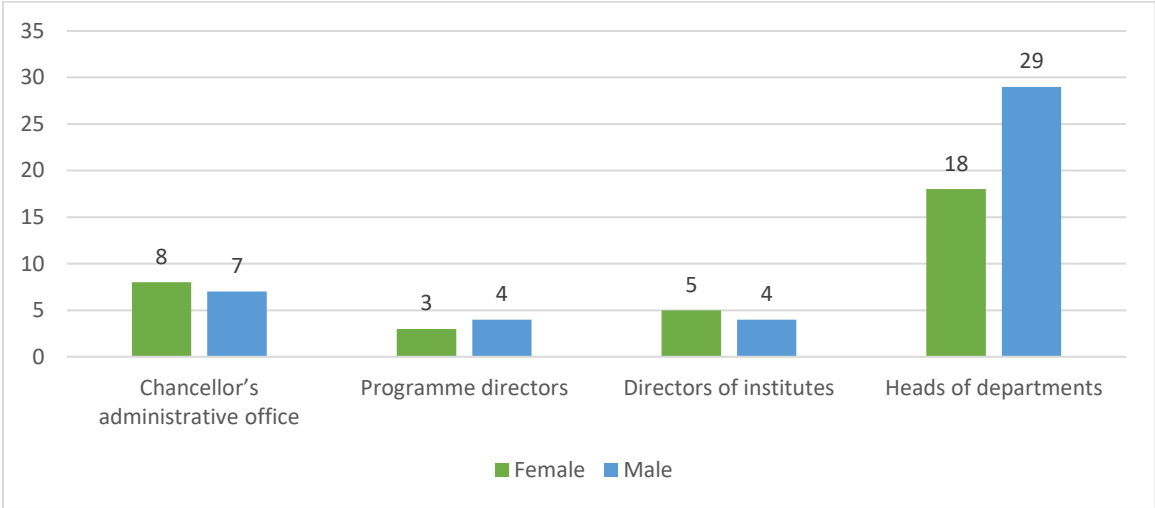


Source: Own calculations based on the data presented in Figure 16

Next, the number of people and the structure of PUEB administration employees in

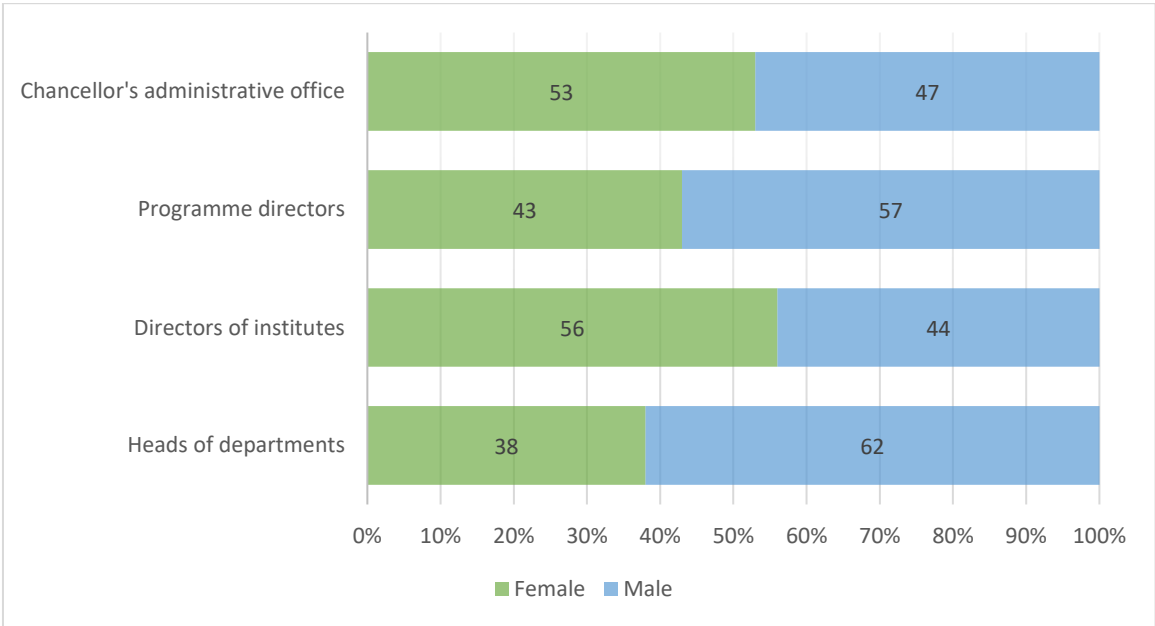
managerial positions by authority and gender were examined (see Figures 18 and 19). The highest gender equality with a slight majority of women (one person) was recorded in the administrative division of the PUEB Chancellor, where 53% of women and 47% of men were employed in managerial positions.

Figure 18. Number of people working in the PUEB administration by authority and gender (managerial positions)



Source: (PUEB, 2021g)

Figure 19. PUEB administration structure by authority and gender (managerial positions)



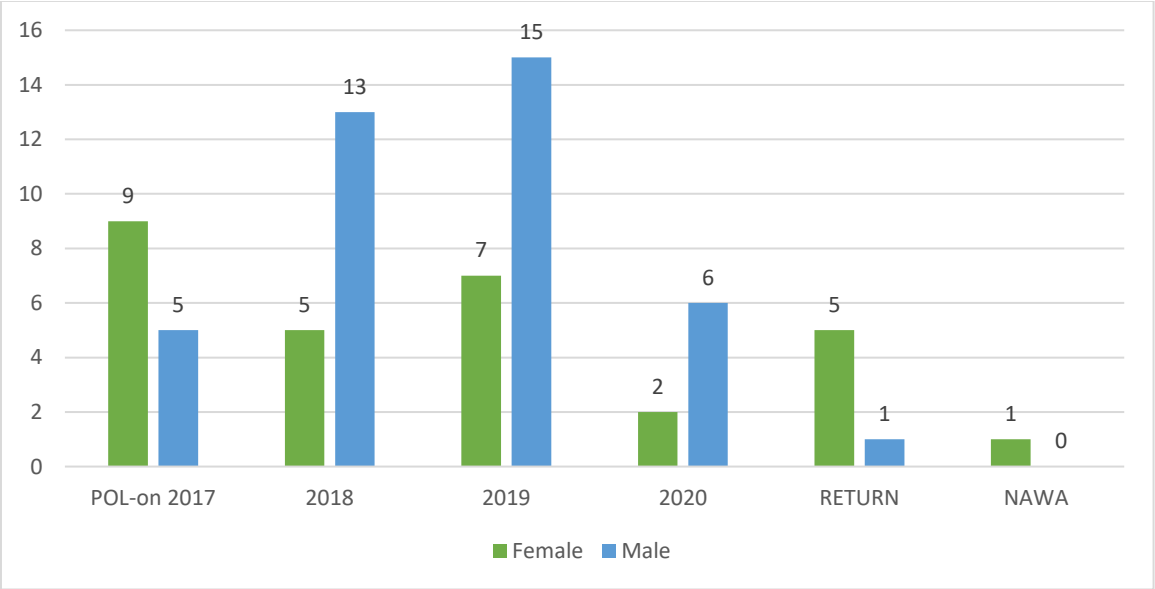
Source: Own calculations based on the data presented in Figure 18

A similar situation occurred among directors of institutes, where these functions were performed by 56% of women and 44% of men. A basically balanced gender representation with a slight majority of men (one person) was also found among programme directors, represented by 43% of women and 57% of men. If the groups of people in managerial positions were examined together, there would be parity. The only group with greater gender inequalities was for heads of departments, represented by 38% women and 62% men.

Research funding

Additional sources of financing are an important element supporting both research work and the improvement of competences. Therefore, it is worth presenting the number and structure of projects implemented at the PUEB depending on the gender of the project leader. Figures 20 and 21 contain data on 69 research projects implemented – in cooperation with the Research Office – in 2017–2020 (POL-on), 2014–2019 (RETURN {pol. WRACAM}) and 2020 (NAWA), 42% of which were led by women and 58% by men.

Figure 20. Number of research projects by gender of the project leader, funding source and period (listed in the POL-on system)

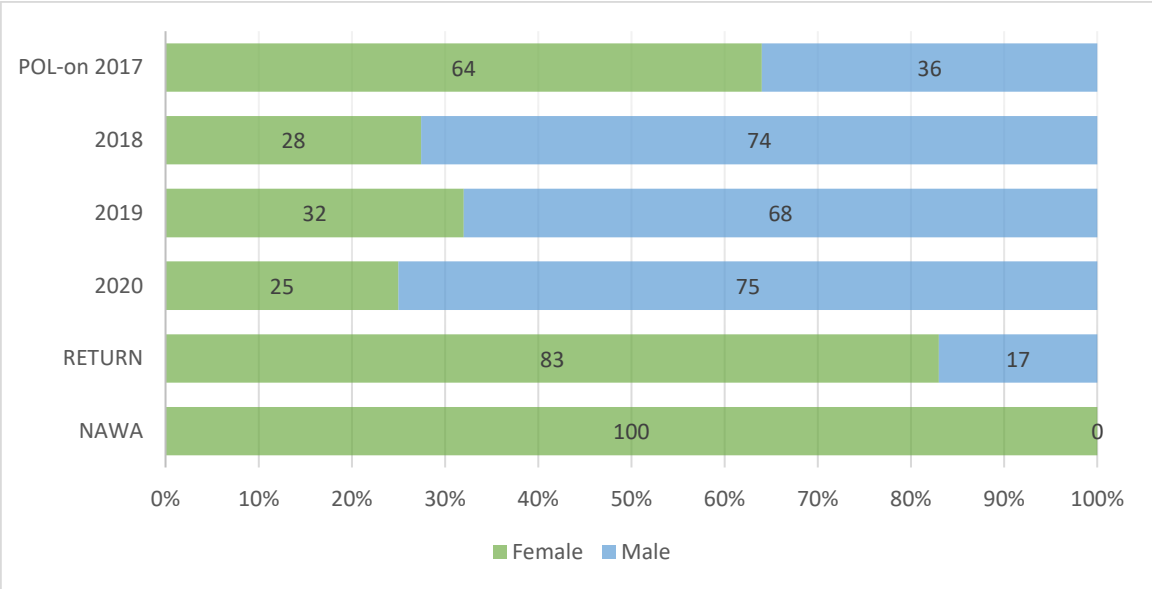


Source: Data from the Research Office

Considering the implementation of projects from the perspective of the gender of those managing them, it can be noticed that women were dominant in the following projects:

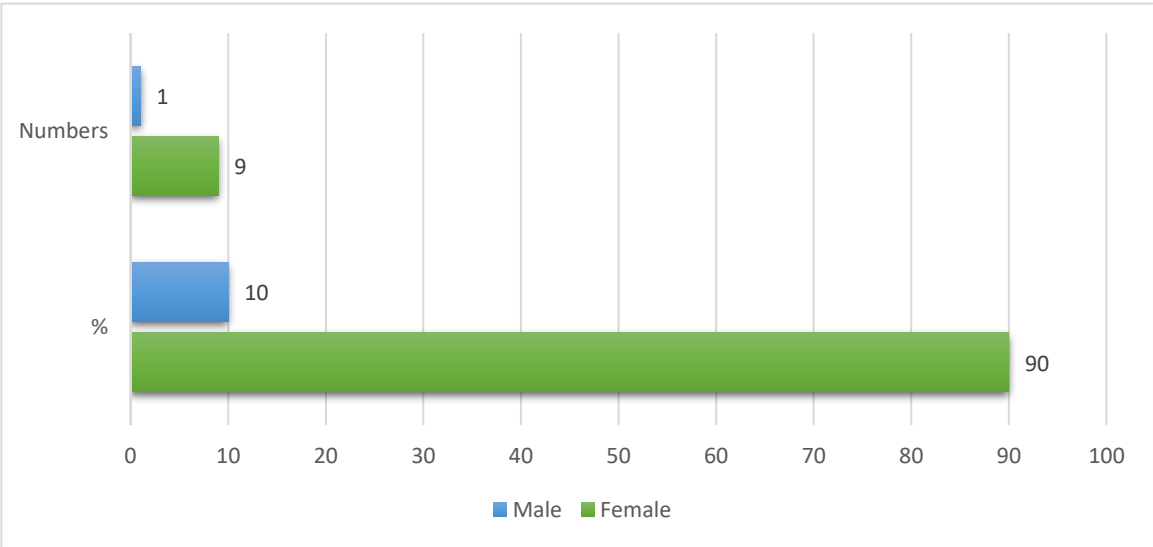
RETURN (editions I–VI in 2014–2019), NAWA (2020) and POL-on (2017). On the other hand, men predominated much more often in projects recorded in the POL-on system which were implemented from 2018 to 2020.

Figure 21. Structure of research projects by the gender of the project leader, funding source and period (listed in the POL-on system)



Source: Own calculations based on the data in Figure 20

Figure 22. Number and structure of projects for the improvement of competences by gender of the project leader



Source: Own calculations based on data from the International Relations Office

working in administration are presented as numbers and percentage points in Figure 22. It is worth noting that these were ten projects carried out in cooperation with the International Relations Office, and for which the funding came from the National Agency of Academic Exchange (NAWA). The group of people managing the aforementioned projects was definitely dominated by women (90%), while only one man was a project leader (10%).

3. EQUAL AND ANTI-MOBGING INSTITUTIONS AND PROCEDURES AT THE PUEB

For many years, the PUEB has been promoting equal gender opportunities and respect for diversity. This is reflected in the development of many indicators concerning the situation of employees, whose outcomes stand out from those achieved at other universities and in the overall economy. This applies not only to the much smaller gender pay gap, but above all to a balanced gender representation in managerial positions, authorities and other PUEB units. A balanced gender representation in decision-making positions has a key impact on increasing diversity and taking account of many perspectives in shaping the principles of social coexistence and solutions favouring a diverse academic community. Later in this plan, the institutions, procedures and solutions introduced at the PUEB as part of the equality, anti-discrimination and anti-mobbing policies will be presented. Many of these procedures and tools are conducive to achieving work-life balance, significantly supporting the reconciliation of professional and family responsibilities.

Institution for equal treatment

Since 1 January 2017, the institution of the Rector's Plenipotentiary for Equal Treatment has been operating at the PUEB, which was established by the Rector's Ordinance No. 102/2016 on the appointment of the Rector's Plenipotentiary for Equal Treatment at the PUEB.¹ The purpose of appointing the plenipotentiary was 'to ensure the openness of the academic community to diversity and multiculturalism, as well as to comply with the principles of equal treatment of men and women at the Poznań University of Economics and Business and

¹ Rector's Ordinance No. 102/2016 was in force from 23 December 2016 to 31 August 2020. Currently, from 16 October 2020 until further notice, Rector's Ordinance No. 90/2020 on the appointment of the Rector's Plenipotentiary for Equal Treatment at the Poznań University of Economics and Business is in force.

counteract all other forms of discrimination, in particular due to: gender, age, disability, race, religion, nationality, ethnic origin, political beliefs, religion, sexual orientation and gender identity' (UEP, 2020).

The basic tasks of the Rector's Plenipotentiary for Equal Treatment specified in the PUEB Rector's Ordinance No. 90/2020 are:

- 1) monitoring the situation in the area of equal treatment, in particular with regard to gender, age, disability, race, religion, nationality, ethnic origin, political beliefs, religion, sexual orientation and gender identity;
- 2) taking actions aimed at providing equal opportunities for:
 - a) employees: men and women at the PUEB, regardless of: gender, age, disability, race, religion, nationality, political beliefs, trade union membership, ethnic origin, religion, sexual orientation and gender identity, employed for a specified period or indefinite period of time or full-time or part-time in the life of the academic community;
 - b) people studying and using other educational services at the PUEB: men and women regardless of: gender, age, disability, race, religion, nationality, political beliefs, ethnic origin, religion, sexual orientation and gender identity in the education process;
- 3) taking actions to eliminate all forms of discrimination and unequal treatment, as well as actions to prevent such cases in the future among people working, studying and using other educational services at the PUEB;
- 4) providing assistance to people who have experienced unequal treatment or discrimination in the education process or in the area of employment, promotion, remuneration financially and non-financially (employees) at the PUEB;
- 5) issuing opinions on applications addressed to the PUEB bodies regarding equal treatment due to the above-mentioned features listed in 2(a) and 2(b);
- 6) representing the PUEB, including at conferences and seminars concerning equal treatment and non-discrimination, as well as cooperating with government institutions (including the Government Plenipotentiary for Equal Treatment, the Ombudsman), local governments (including the Regional Centre for Social Policy in Poznań, Plenipotentiary for Equal Treatment in the Wielkopolska Voivodship Office in Poznań, Plenipotentiary of the Mayor of Poznań for Equality Policy), female and male plenipotentiaries at other public universities in Poznań and organisations whose task is to support the principle of

equal treatment and anti-discrimination activities (PUEB, 2020).

Procedures, solutions and research for gender equality

The following procedures are in place for ensuring gender equality at the PUEB. Each newly recruited person is informed about the provisions for equal treatment of men and women in employment, which are included in Annex 1 to the PUEB's Work Regulations – **Provisions on the equal treatment of men and women in employment**, which is an integral part of the Regulation No. 17/2019 of the PUEB Rector on establishing the Work Regulations of the Poznań University of Economics and Business of 17 May 2019, effective from 1 October 2019 (UEP, 2019). The above-mentioned annex contains the equality and anti-discrimination provisions of the Constitution of the Republic of Poland of 2 April, 1997² and the Act of 26 June 1974 – the Labour Code.³

In addition, the following solutions support the equalisation of opportunities and reconciliation of professional and personal life, particularly family life, for PUEB employees. The first group of solutions includes proposals for academic teachers regarding working time, which is crucial for combining professional activities with home duties. These are:

- providing support with flexible forms of working time organisation for people who combine scientific and didactic work with caring for a dependent person (or persons) (minors and older people);
- enabling remote work (home office) and telework for academic teachers on days free from didactics in order to better reconcile work and personal life, including family life;
- enabling employees and research and teaching staff who care for minors and dependent persons to submit a request to the PUEB Educational Division in order to adjust the hours of teaching to the working time of the child care institution, the primary school and day care institution for the dependent (older) person within the university's infrastructure possibilities.

Meanwhile, the following solutions are in place for non-academic staff to help balance work and personal life, including family life:

² Art. 33 of the Polish Constitution.

³ Art. 9, art. 112, art. 113, art. 18, art. 183a, art. 183b, art. 183c, art. 183d, art. 183e, art. 292 and art. 94 of the Labour Code.

- telework for administration employees who have no direct contact with clients on at least one day of the week, ensuring electronic and telephone communication with the PUEB;
- individual working time schedule as a solution available in accordance with Art. 142 of the Act of 26 June 1974 – the Labour Code, and applied by PUEB employees.

For academic teachers returning after a break in their professional work taken to give birth to a child or care for a small child, which – from an objective perspective – gives rise to many challenges due to the lack of publications during motherhood and active parenthood, particularly among women, it is worth pointing to:

- research funding under the **RETURN** programme for people returning to work after parental leave (maternity and paternity leave).

It is extremely important to take care of physical and mental health using solutions supporting reconciliation and the achievement of a balance between work and personal life, including family life, available to PUEB employees:

- in the sphere of work-life balance, it is possible to purchase a **MULTISPORT OK SYSTEM** pass, that is, a sports pass co-financed by the PUEB for employees and their families. It supports achieving a balance between professional and personal life, including family life;
- investments have been made in a care infrastructure that can be used by both employees and students, namely a changing table for people with disabilities in at least one toilet, which can also be used by parents with young children (both men and women can comfortably use it) in each of the PUEB buildings.

In order to make it easier for students to reconcile personal life, including family life, and education, the provisions contained in the Study Rules and Regulations of the Poznań University of Economics and Business (UEP, 2021i) provide for the possibility of applying for an individual organisation of studies (IOS), which may be granted, among others, due to:

- poor health (documented with a medical certificate or a certificate of the degree of disability);
- pregnancy (documented with a medical certificate);
- being a parent (documented with an appropriate copy of the marital status certificate);

- difficult family situation (for example, the need to care for a sick person) (UEP, 2021i).

Aimed at limiting the occurrence of sexual harassment, as part of the activities of the Rector's Plenipotentiary for Equal Treatment, **guides have been created on responding to sexual harassment behaviour at work and a place of study – versions in Polish** (Kalinowska-Sufinowicz, 2020a) **and English** (Kalinowska-Sufinowicz, 2020b). These publications provide definitions, types and elements of sexual harassment, as well as practical guidelines for responding to sexual harassment, and guidelines for avoiding behaviour that may be considered undesirable. Electronic handbooks are available on the PUEB website. These include:

Kalinowska-Sufinowicz, B. (2020a). *Jak reagować na molestowanie seksualne? Poradnik - wersja 2.0*. Retrieved from the Poznań University of Economics and Business: <https://ue.poznan.pl/pl/aktualnosci,c16/aktualnosci,c15/debata-molestowanie,a91844.html>

Kalinowska-Sufinowicz, B. (2020b). *How to Respond to Sexual Harassment?* Retrieved from the Poznań University of Economics and Business: <https://ue.poznan.pl/en/news,c16/news,c15/guidebook-how-to-respond-to-sexual-harassment,a94712.html>

As part of the equality activities at the PUEB, scientific research is carried out taking account of the gender perspective, including: gender equality, diversity, discrimination and flexible forms of work. The following books by PUEB employees have been published on this subject:

- Domagała, W. (2019). *Segregacja zawodowa według płci w krajach OECD*. Warszawa: Wydawnictwo Naukowe SCHOLAR,
- Hadryś-Nowak, A. (2019). *Międzynarodowe przedsiębiorstwo rodzinne: znaczenie orientacji przedsiębiorczej sukcesora dla internacjonalizacji przedsiębiorstwa rodzinnego*. Warszawa: CeDeWu,
- Kalinowska-Nawrotek, B. (2005). *Dyskryminacja kobiet na polskim rynku pracy*. Poznań: Wydawnictwo Akademii Ekonomicznej w Poznaniu,

- Kalinowska-Sufinowicz, B. (2013). *Polityka społeczno-gospodarcza państwa wobec pracy kobiet*. Poznań: Wydawnictwo Uniwersytetu Ekonomicznego w Poznaniu,
- Michoń, P. (2008). *Praca matek w polityce krajów Unii Europejskiej*. Poznań: Wydawnictwo Akademii Ekonomicznej w Poznaniu,
- Ratajczak, J. (2019). *Równość w systemie emerytalnym. Emerytury kobiet i mężczyzn w Polsce*. Poznań: Wydawnictwo Uniwersytetu Ekonomicznego w Poznaniu,
- Skowron-Mielnik, B. (2012). *Elastyczna organizacja pracy w przedsiębiorstwie*. Poznań: Wydawnictwo Uniwersytetu Ekonomicznego w Poznaniu.

In turn, the following publication has been prepared in cooperation with other research centres:

- Golinowska, S., Hengstenberg, P., Żukowski, M. (ed.) (2009). *Diversity and Commonality in European Social Policies: The Forging of a European Social Model*. Warszawa: Wydawnictwo Naukowe SCHOLAR.

Anti-mobbing procedures

In order to eliminate the phenomenon of mobbing at the PUEB, since 2010, as a result of the implementation of the PUEB Rector's Ordinance No. 14/2010 of 17 March 2010 on **the internal anti-mobbing policy at the Poznań University of Economics and Business** (UEP, 2010), there are anti-mobbing procedures, providing detailed rules of conduct in the event of a mobbing situation, including the appointment of the anti-mobbing commission, which deals with examining specific reported cases. These solutions have been adopted in order to counteract mobbing understood as behaviour related to an employee or directed against them, consisting of persistent and long-term harassment or intimidation, causing an underestimated assessment of professional suitability, causing or aimed at humiliation, ridicule, isolation or elimination of the employee from the team. The conditions for classifying a given behaviour as mobbing are its unlawfulness, regularity and duration (UEP, 2010).

4. OBJECTIVES OF THE GENDER EQUALITY POLICY AT THE PUEB

The GEP for the PUEB is a multifaceted scheme of actions in response to the following challenges:

- promoting the idea of gender equality and the concept of diversity, as well as disseminating knowledge on equality and anti-discrimination issues;
- supporting and popularising good practice in the areas of gender equality, non-discrimination and diversity;
- making the academic community aware of the functioning of stereotypes, particularly in relation to gender and related mechanisms, causing discriminatory behaviour, which inhibits the development of professional careers and adversely affects the image of the university, science and studying;
- providing support for men and women caring for dependents at all stages of their careers;
- creating conditions conducive to reconciling work and family life, as well as studying with family life, with particular emphasis on the concept of work-life balance.

The following section outlines the goals, activities and indicators of success in achieving equal treatment regardless of gender. The implementation of the indicated goals is to ensure compliance with the principles of gender equality and non-discrimination to a greater extent than is currently the case, supporting the fulfilment of the following PUEB mission:

***With a sense of social responsibility, we conduct innovative research and educate
the leaders of the future***

based on values such as:

- openness to other people and the changing world
- responsibility for the quality of education, research and our environment
- courage in thinking and common sense in action
- competences and credibility in partnership with business, public administration and non-governmental organisations (UEP, 2021h).

Objective 1. Raising the awareness of the academic community about the importance of gender equality and diversity at the PUEB

As part of objective 1, which involves efforts to raise the awareness of the academic community about the importance of gender equality and diversity, the following **activities** are planned:

4.1.1 Implementing a procedure against harassment and sexual harassment

In order to eliminate the phenomenon of harassment and sexual harassment, work is underway on the adoption of **the Code of good practice for handling harassment**, including sexual harassment, which includes detailed procedures for dealing with harassment and sexual harassment. The planned institutions responsible for the implementation of the procedures include:

- The Rector’s Plenipotentiary for Equal Treatment – one of the persons accepting a report of harassment, including sexual harassment, making a preliminary assessment and referring the matter to the appropriate committee;
- Disciplinary Commission for Academic Teachers – an institution responsible for investigating harassment, including sexual harassment, concerning academic teachers;
- Disciplinary Committee for Doctoral Students – an institution responsible for investigating harassment, including sexual harassment, concerning doctoral students;
- Disciplinary Committee for Students – an institution responsible for investigating harassment, including sexual harassment, concerning students.

The success indicator demonstrating the achievement of goal 4.1.1 will be the entry of the code into force through the PUEB Rector’s Ordinance, which will enter into force between the fourth quarter of 2021 and the first quarter of 2022. The Rector’s Plenipotentiary for Equal Treatment is **the institution** responsible for the implementation of the code.

4.1.2 Conducting training in gender equality, diversity and non-discrimination for employees

It is crucial to regularly raise the awareness of the issues of gender equality, diversity and non-discrimination among employees in pursuing an effective equality and anti-

discrimination policy. Taking account of the specificity of the PUEB and care for high equality and anti-discrimination standards, periodic training on selected aspects of gender equality, diversity and non-discrimination is organised at least once every two years. **The success indicator** confirming the achievement of goal 4.1.2 will be one training course on gender equality, diversity and/or non-discrimination issues every two years. The PUEB Human Resources Division is **the institution** responsible for the organisation of training.

4.1.3 Organising conferences, seminars and meetings for students and employees on gender equality and selected forms of discrimination against men and women in the public and professional spheres, including harassment and sexual harassment

Addressing issues related to gender equality, diversity and non-discrimination regardless of gender and other characteristics, as well as a discussion in the fields of science and popular science regarding these issues are fundamental for the development of the university under conditions ensuring gender equality, as well as in setting new directions of changes in favour of achieving gender equality. In order to raise the awareness of the academic community about equality issues, events on gender equality, diversity and non-discrimination will be organised at least once every two years. **The success indicator** confirming the achievement of goal 4.1.3 will be one event on gender equality, diversity and/or non-discrimination issues every two years. The Rector's Plenipotentiary for Equal Treatment is **the institution** responsible for organising the trainings.

4.1.4 Using gender-neutral language and language that includes women and other underrepresented groups

Taking account of the guidelines of:

- The Committee of Ministers of the Council of Europe contained in Recommendation No. R(90)4 to member states on the elimination of sexism in language (Council of Europe, 1990), which was adopted on 22 February 1990, Recommendation on standards and mechanisms for equal treatment (Council of Europe, 2007), adopted on 21 November 2007 and Recommendation CM/Rec(2019)1 on preventing and combating sexism of 27 March 2019;

- the United Nations Educational, Scientific and Cultural Organization (UNESCO) of 1995 described in the publication entitled *Guidelines on Gender-Neutral Language* (Pavlic, 1999);
- the European Parliament, presented in its 2008 resolution on gender-neutral language (European Parliament, 2018);

concerning the use of gender-neutral language understood as ‘a general term used to define a language devoid of the hallmarks of sexism, a language that is inclusive and egalitarian’ (European Parliament, 2018), that is, including men and women, and also treating both genders equally, the PUEB takes action to use the language of equality, for example, in the formulation of the PUEB mission for the years 2021–2024. Therefore, in order to achieve objective 4.1.4, the following actions will be taken:

- developing guidelines for the implementation of gender-neutral language as an expression of openness and respect for diversity;
- conducting an information campaign on the PUEB website regarding the resulting guidelines;
- organising an event to promote and explain the use of gender-neutral language.

The indicator of success confirming the achievement of goal 4.1.4 will be the preparation of a document containing guidelines for the implementation of gender-neutral language, an information campaign and a promotional event in the period until the end of the fourth quarter of 2022. The Rector’s Plenipotentiary for Equal Treatment in consultation with the Rector’s Plenipotentiary for PUEB Strategy is **the institution** responsible for developing the guidelines and the concept of the event. The PUEB Marketing Division is responsible for the information campaign and assistance in promoting the event.

Objective 1 (and sub-objectives 4.1.1, 4.1.2, 4.1.3 and 4.1.4) is addressed to both PUEB students and employees, that is, all persons making up the PUEB academic community. **The success indicator** confirming the achievement of Objective 1 will be increased awareness and pro-equality attitudes appreciating diversity in the academic community, which will be guaranteed through the implementation of tasks in accordance with sub-objectives 4.1.1, 4.1.2, 4.1.3 and 4.1.4. The Vice-Rector for Development and External Relations is **the institution**

responsible for monitoring whether Objective 1's tasks are implemented on time.

Objective 2. Increasing the flow of information on the situation of employees and students by gender

In order to achieve objective 2, which aims to improve the flow of information in the academic community by publishing gender-specific aggregated statistics, it will be important to take the following **actions**:

4.2.1 Collecting, analysing and evaluating statistical data on the situation of PUEB academic teachers by gender and position

4.2.2 Collecting, analysing and evaluating statistical data on the situation of PUEB non-academic staff by gender and position

4.2.3 Collecting, analysing and evaluating statistical data on gender at the PUEB Doctoral School

4.2.4 Collecting, analysing and evaluating statistical data on PUEB students by gender

Objective 2 (including sub-objectives 4.2.1, 4.2.2, 4.2.3 and 4.2.4) is addressed to both PUEB students and employees, that is, all people making up the PUEB academic community. **The success indicator** confirming the achievement of objective 2 (including sub-objectives 4.2.1, 4.2.2, 4.2.3 and 4.2.4) will be the preparation of a report on the situation of PUEB employees and first- and second-cycle students and those at the Doctoral School from a gender perspective. It will be prepared and published once a year. The Rector's Plenipotentiary for Equal Treatment is **the institution** responsible for preparing the report. The cooperating institutions responsible for providing relevant aggregated statistical data broken down by gender are:

- Human Resources Division (data on the number of employees and their pay levels);

- Educational Division (data on first- and second-cycle full-time and part-time students);
- Doctoral School Office (data on students of the PUEB Doctoral School);
- International Relations Office, Research Office and Fundraising Office (data on ongoing research and competence projects).

Objective 3. Supporting career development by making it easier to combine professional and private life, including family life

In order to achieve objective 3, which involves supporting the development of scientific careers, regardless of the gender and family situation of employees and students, the following **activities** have been designed and arranged according to target groups:

- **Target group (3.1): academic teachers:**

4.3.1.1 Eliminating tensions between a scientific career and life choices by reducing the pressure on gaining international experience in the form of long-term trips abroad for employees who care for dependent people (minors, older people), so that they can reconcile the requirement of availability without the feeling of neglecting family and personal duties

The success indicator confirming the achievement of sub-objective 4.3.1.1 in target group **3.1** will be: conducting two meetings in the form of consultations and/or interviews on work-life balance, including family life, in order to identify challenges, needs and collect proposals for gender equalisation among academic and non-academic staff as long as the PUEB GEP is in force, as well as conclusions for the PUEB GEP after 2025. **Responsible institutions** are the Vice-Rector for Research and International Relations, the International Relations Office and the Rector's Plenipotentiary for Equal Treatment.

4.3.1.2 Considering the introduction of the category of 'caring obligations for a dependent person' (caring for a child/children, caring for an ill loved one, caring for an elderly person) in the periodic appraisal form as an external factor limiting the possibility of achieving previously set research objectives together with a plan for achieving them in

a given situation

The success indicator confirming the achievement of sub-objective 4.3.1.2 in target group **3.1** will be a discussion during a session of the Rector's Committee for University Social Responsibility and the PUEB Senate as long as the PUEB GEP for the years 2022–2025 is in force and the presentation of conclusions no later than by the third quarter of 2025. The Rector of the PUEB is **the institution** responsible for achieving sub-objective 4.3.1.2.

- **Target group (3.2): non-academic staff:**

4.3.2.1 Conducting consultations among non-academic staff on the possibilities for better reconciliation of work and family life, particularly those who care for dependent people, especially about making work more flexible by, for example, using flexible working hours, remote work, and so on.

The success indicator confirming the achievement of sub-objective 4.3.2.1 in target group **3.2** will be a meeting on the challenges and proposals for better reconciliation of work and personal life, including family life, as long as the PUEB GEP for the years 2022–2025 is in force, and presenting conclusions no later than by the third quarter of 2025. The Human Resources Division is the responsible **institution**. The Rector's Plenipotentiary for Equal Treatment is responsible for including the research results in the report.

- **Target group (3.3): doctoral students and young researchers:**

4.3.3.1 Mentoring support for young researchers up to 35 years of age⁴ provided by heads

⁴ Mentoring support concerns a person who is a young researcher up to 35 years of age or understood in accordance with art. 360 of the Act of 20 July 2018 – the Law on Higher Education and Science, according to which a young researcher is a person conducting scientific activity who:

1. is a doctoral student or academic teacher and does not hold a doctoral degree, or
2. has a doctoral degree which has been obtained within seven years and is employed at the university.

The above-mentioned seven-year period does not include periods of maternity leave, leave under the conditions of maternity leave, paternity leave, parental leave, childcare leave, as well as periods of receiving: maternity benefits, parental benefits, sickness benefits or rehabilitation benefits due to incapacity to work, including caused by an illness requiring medical rehabilitation (Act of 18 July 2018, 2021). The decision to adopt the definition of a young researcher will be made by the head of the department in which the young researcher is employed.

of departments or other persons appointed by them, consisting of assistance in planning and developing a professional career, building relationships in the scientific community, and developing a website promoting scientific, educational and international achievements (Polish and English versions).

The success indicator demonstrating the achievement of sub-objective 4.3.3.1 in target group **3.3** will be mentoring support provided by persons appointed by heads of departments to all young researchers up to 35 years of age employed at the PUEB. Heads of departments in which young researchers up to 35 years of age work **are the institutions** responsible for implementing this task, and the Doctoral School Director is responsible for providing information to departments on the programme and scope of mentoring support.

4.3.3.2 Providing doctoral students with networking by creating an email group, implemented by the PUEB Doctoral Students Council, as well as with support and information on online forums for students of the Doctoral School

The success indicator confirming the achievement of sub-objective 4.3.3.2 in target group **3.3** will be encouraging all full-time doctoral students and those at the Doctoral School to participate in emailing, which will also provide information on internet forums. The Chairman of the PUEB Doctoral Students Council is **the institution** responsible for creating an email group and providing information about internet forums to target group 3.3.

- **Target group (3.4): PUEB students:**

4.3.4.1 Providing students caring for dependents with access to online consultations

The success indicator in achieving sub-objective 4.3.4.1 in target group **3.4** will be the full availability of online consultations for students who have dependents under their care. The Programme Directors are **the institutions** responsible for implementing this task.

Objective 4. Ensuring a balanced gender representation

The assessment results have led to the conclusion that gender representation in many key areas should be considered highly balanced, and the primary goal is to ensure this continues and potentially to consider the implementation of modifications in those areas where gender inequalities have been noticed. Taking account of the above, the following actions have been planned:

4.4.1 Equalising gender representation in enrolling applicants to study at the PUEB

Due to the significant overrepresentation of women among full-time and part-time first-, second- and third-cycle students at the PUEB, the following activities should be considered:

- using gender-neutral language in study offers in Polish;
- conducting a campaign on the PUEB website containing soft incentives for the underrepresented gender to encourage them to undertake full-time and part-time first- and second-cycle studies at the PUEB and at the PUEB Doctoral School.

The target group to which measure 4.4.1 is addressed is applicants for full-time and part-time first- and second-cycle studies and the PUEB Doctoral School. **The success indicator** confirming the achievement of sub-objective 4.4.1 will be the modification of the content addressed to applicants wishing to study at the PUEB, including gender-neutral language on the PUEB website, as well as one campaign promoting the idea of gender equality conducted every two years. Programme Directors, the Student Services Office and the Marketing Division in consultation with the Rector's Plenipotentiary for Equal Treatment are **the institutions** responsible for modifying and monitoring information addressed to applicants wishing to study at the PUEB. The Marketing Division in consultation with the Rector's Plenipotentiary for Equal Treatment, the Rector's Plenipotentiary for University Social Responsibility, Programme Directors and the Student Services Office are responsible for developing a campaign promoting equal opportunities for men and women, including applicants wishing to study at the PUEB, along with incentives for the underrepresented gender.

4.4.2 Equalising gender representation during enrolment to the Doctoral School

Due to the underrepresentation of women among students of the Doctoral School, but with a clear overrepresentation of women among graduates of third-cycle studies, the following **measures** should be considered:

- implementing equality procedures in enrolment announcements by creating transparent criteria for admission to the Doctoral School and using gender-neutral language;
- conducting a campaign on the PUEB website containing soft incentives for the underrepresented gender to encourage them to study at the Doctoral School.

The target group to which these measures are addressed are students of the Doctoral School. **The success indicator** confirming the achievement of sub-objective 4.4.2 is the publication of enrolment announcements containing transparent criteria and the use of gender-neutral language, as well as one campaign promoting the idea of gender equality conducted every two years (for example, in the form of a competition, meeting or event in social media). The Doctoral School Director in consultation with the Rector's Plenipotentiary for Equal Treatment is **the institution** responsible for modifying and monitoring enrolment announcements. The Marketing Division in consultation with the Rector's Plenipotentiary for Equal Treatment, the Rector's Plenipotentiary for University Social Responsibility and the Doctoral School Director are responsible for developing a campaign promoting equal opportunities for men and women, including applicants to the Doctoral School, along with incentives for the underrepresented gender.

4.4.3 Ensuring a balanced gender representation in the PUEB authorities, administration and other PUEB units

Due to the balanced gender representation in the vast majority of the institutional environment of PUEB students and employees, including the PUEB authorities and most PUEB units, it is recommended to continue the current care for balanced gender representation, considering the implementation of the following measures:

- using soft tools (incentives) for the underrepresented gender to encourage them to

submit their candidacies: by men for the positions of rector's plenipotentiaries and for rector's committees, by women for the positions of heads of departments;

- developing a media campaign promoting equal opportunities, gender equality and diversity policy, as well as informing about the GEP.

The target group are PUEB employees. The Rector's Plenipotentiary for Equal Treatment, Rector's Plenipotentiary for University Social Responsibility and the Marketing Division **are the institutions** responsible for developing and implementing the tasks. **The success indicator** in achieving sub-objective 4.4.3 will be one media campaign conducted every two years promoting gender equality and diversity in decision-making positions.

4.4.4 Maintaining a balanced gender representation of employees applying for grants

Due to the underrepresentation of men among people receiving grants from various funding sources, it is recommended the following actions are taken:

- using soft tools (incentives) for the underrepresented gender, specifically men in the case of NAWA projects and women for projects registered in the POL-on system;
- monitoring the awarded grants in terms of the gender of project leaders.

The target group includes PUEB employees. The Research Office and International Relations Office are **the institutions** responsible for preparing meetings encouraging men and women to apply for grants. The Rector's Plenipotentiary for Equal Treatment is responsible for monitoring the situation: based on data provided by the offices every two years (as part of the report on the situation of PUEB employees and students). **The success indicator** in achieving sub-objective 4.3 will be the organisation of at least one meeting per year to encourage PUEB employees to apply for grants.

Objective 5. Closing the gender pay gap

As part of objective 5, which involves efforts to close the gender pay gap, the following measures must be implemented:

4.5.1 Collecting, analysing and assessing pay levels by gender, also taking account of financial rewards and other employee benefits affecting pay levels

4.5.2 Monitoring changes in the gender pay gap, taking account of the scope of tasks and responsibilities as well as work performance

4.5.3 Explaining the reasons for the gender pay gap – to the disadvantage of both men and women

The target group of objective 5 includes PUEB employees. **The success indicator** confirming the achievement of objective 5, including sub-objectives 4.5.1, 4.5.2 and 4.5.3, will be the annual cycle of research on pay levels, relations and structure among PUEB employees. The Rector's Plenipotentiary for Equal Treatment is responsible for developing the report and the Human Resources Division is responsible for developing statistical data on remuneration by gender.

5. ASSUMPTIONS OF THE GENDER EQUALITY POLICY AT THE PUEB – SUMMARY

OBJECTIVES OF THE GENDER EQUALITY POLICY AT THE PUEB



Raising the awareness of the academic community about the importance of gender equality and diversity



Increasing the flow of information about employees and students from a gender perspective



Supporting career development by making it easier to combine work and personal life



Ensuring a balanced and sustainable gender representation



Closing the gender pay gap

Table 1. Primary and secondary objectives, target groups, success indicators and institutions responsible for the PUEB GEP for 2022–2025

No.	Primary objectives Secondary objectives <i>Target group</i> <i>Success indicator</i> <i>Responsible institutions</i>
4.1	Objective 1 Raising the awareness of the academic community about the importance of gender equality and diversity at the PUEB
4.1.1	Implementing a procedure against harassment and sexual harassment <i>Target group</i> PUEB academic community: PUEB employees and students <i>Success indicator</i> The Code of good practice for handling harassment Date: fourth quarter 2021 – first quarter 2022 <i>Responsible institution</i> Rector’s Plenipotentiary for Equal Treatment
4.1.2	Conducting training in gender equality, diversity and non-discrimination <i>Target group</i> PUEB employees <i>Success indicator</i> at least one training course on gender equality, diversity and/or non-discrimination issues every two years <i>Responsible institution</i> PUEB Human Resources Division
4.1.3	Organising conferences, seminars and meetings on gender equality and selected forms of discrimination against men and women in the public and professional spheres, including harassment and sexual harassment

	<p><i>Target group</i></p> <p>PUEB academic community: PUEB employees and students</p>
	<p><i>Success indicator</i></p> <p>at least one event related to gender equality, diversity and/or non-discrimination issues every two years</p>
	<p><i>Responsible institution</i></p> <p>Rector's Plenipotentiary for Equal Treatment</p>
4.1.4	<p>Using gender-neutral and inclusive language</p>
	<p><i>Target group</i></p> <p>PUEB academic community: PUEB employees and students</p>
	<p><i>Success indicator</i></p> <ul style="list-style-type: none"> – guidelines for the implementation of gender-neutral language – information campaign – promotional event <p>Deadline: by the end of the fourth quarter of 2022</p>
	<p><i>Responsible institutions</i></p> <p>Rector's Plenipotentiary for Equal Treatment</p> <p>Rector's Plenipotentiary for PUEB Strategy</p> <p>PUEB Marketing Division</p>
4.1	<p>Objective 1 (4.1.1, 4.1.2, 4.1.3, 4.1.4)</p>
	<p><i>Target group</i></p> <p>PUEB academic community: PUEB employees and students</p>
	<p><i>Success indicator</i></p> <p>raising awareness and building pro-equality attitudes appreciating diversity in the academic community</p>

The institution responsible for monitoring deadlines

Vice-Rector for Development and External Relations

<p>Objective 2</p> <p>4.2 Increasing the flow of information on the situation of employees and students by gender</p>	
4.2.1	Collecting, analysing and evaluating statistical data on the situation of PUEB academic teachers by gender and position
4.2.2	Collecting, analysing and evaluating statistical data on the situation of PUEB non-academic staff by gender and position
4.2.3	Collecting, analysing and evaluating statistical data on gender at the PUEB Doctoral School
4.2.4	Collecting, analysing and evaluating statistical data on PUEB students by gender
	<p>Objective 2 (4.2.1, 4.2.2, 4.2.3, 4.2.4)</p> <p><i>Target group</i> PUEB academic community: PUEB employees and students</p> <p><i>Success indicator</i> developing an annual report on the situation of PUEB employees, first-, second- and third-cycle and Doctoral School students from a gender perspective</p> <p><i>Responsible institutions</i> Rector’s Plenipotentiary for Equal Treatment Human Resources Division Educational Division Doctoral School Office International Relations Office Research Office Fundraising Office</p>

4.3

Objective 3

Supporting career development by making it easier to combine professional work with personal life, including family life

Target group (3.1): academic teachers

4.3.1.1

Eliminating tensions between a scientific career and life choices by reducing the pressure on gaining international experience in the form of long-term trips abroad for employees who care for dependent people (minors, older people), so that they can reconcile the requirement of availability without the feeling of neglecting family and personal duties

Success indicator

- conducting two meetings in the form of consultations and/or interviews about work-life balance, including family life
- submitting applications no later than by the third quarter of 2025

Responsible institutions

Vice-Rector for Research and International Relations
 International Relations Office
 Rector’s Plenipotentiary for Equal Treatment

4.3.1.2

Considering the introduction of the category of ‘caring obligations for a dependent person’ (caring for a child/children, caring for a sick relative, caring for an older person) in the periodic appraisal form as an external factor limiting the possibility of achieving previously set scientific goals together with a plan for achieving them in a given situation

Success indicator

- conducting a discussion during a session of the Rector’s Committee for University Social Responsibility and the PUEB Senate
- presenting conclusions no later than by the third quarter of 2025

	<p><i>Responsible institutions</i></p> <p>Rector of the PUEB</p>
	<p>Target group (3.2): non-academic staff</p>
4.3.2.1	<p>Conducting consultations with a group of non-academic staff about the possibilities for better reconciliation of work and family life, particularly those who care for dependent people, especially about making work more flexible by, for example, using flexible working hours, remote work, and so on</p>
	<p><i>Success indicator</i></p> <ul style="list-style-type: none"> – conducting a meeting about the challenges and proposals for better reconciliation of professional and personal life, including family life – presenting conclusions no later than by the third quarter of 2025
	<p><i>Responsible institutions</i></p> <p>Human Resources Division</p> <p>Rector’s Plenipotentiary for Equal Treatment</p>
	<p>Target group (3.3): doctoral students and young researchers</p>
4.3.3.1	<p>Mentoring support for young researchers up to 35 years of age provided by heads of departments or other persons appointed by them, consisting of assistance in planning and developing a professional career, building relationships in the scientific community, and developing a website promoting scientific, educational and international achievements (Polish and English versions)</p>
	<p><i>Success indicator</i></p> <p>mentoring support provided by persons appointed by heads of departments to all young researchers up to 35 years of age employed at the PUEB</p>
	<p><i>Responsible institutions</i></p> <p>heads of departments in which young researchers up to 35 years of age work</p> <p>Doctoral School Director</p>

4.3.3.2	<p>Providing doctoral students with networking by creating an email group, implemented by the PUEB Doctoral Students Council, as well as with support and information on online forums for students of the Doctoral School</p>
	<p><i>Success indicator</i></p> <p>encouraging all full-time doctoral students and those at the Doctoral School to participate in emailing, which will also provide information on internet forums</p>
	<p><i>Responsible institution</i></p> <p>Chairman of the PUEB Doctoral Students Council</p>
	<p>Target group (3.4): PUEB students</p>
4.3.4.1	<p>Providing students caring for dependents with access to online consultations</p>
	<p><i>Success indicator</i></p> <p>full availability of online consultations for students caring for dependents</p>
	<p><i>Responsible institution</i></p> <p>Programme Directors</p>

4.4 Objective 4
Ensuring a balanced gender representation

4.4.1	Equalising gender representation in enrolling applicants wishing to study at the PUEB
	<p><i>Target group</i></p> <p>applicants for the full-time and part-time first- and second-cycle studies at the PUEB</p>
	<p><i>Success indicators</i></p> <ul style="list-style-type: none"> – modifying the content addressed to applicants wishing to study at the PUEB, including gender-neutral language on the PUEB website – carrying out one campaign promoting the idea of gender equality every two years
	<p><i>Responsible institutions</i></p> <p>Programme Directors</p> <p>Student Services Office</p> <p>Marketing Division</p> <p>Rector’s Plenipotentiary for Equal Treatment</p> <p>Rector’s Plenipotentiary for University Social Responsibility</p>
4.4.2	Equalising gender representation during enrolment to the PUEB Doctoral School
	<p><i>Target group</i></p> <p>students of the PUEB Doctoral School</p>
	<p><i>Success indicators</i></p> <ul style="list-style-type: none"> – publishing enrolment announcements with transparent criteria and the use of gender-neutral language – carrying out one campaign promoting the idea of gender equality every two years

	<p><i>Responsible institutions</i></p> <p>Doctoral School Director</p> <p>Rector's Plenipotentiary for Equal Treatment</p> <p>Marketing Division</p> <p>Rector's Plenipotentiary for University Social Responsibility</p>
4.4.3	<p>Ensuring a balanced gender representation in the PUEB authorities, administration and other PUEB units</p> <p><i>Target group</i></p> <p>PUEB employees</p> <p><i>Success indicator</i></p> <p>carrying out one media campaign promoting gender equality and diversity in decision-making positions every two years</p> <p><i>Responsible institutions</i></p> <p>Rector's Plenipotentiary for Equal Treatment</p> <p>Rector's Plenipotentiary for University Social Responsibility</p> <p>Marketing Division</p>
4.4.4	<p>Maintaining a balanced gender representation of employees applying for grants</p> <p><i>Target group</i></p> <p>PUEB employees</p> <p><i>Success indicator</i></p> <p>organising at least one annual meeting to encourage employees to apply for grants</p> <p><i>Responsible institutions</i></p> <p>Research Office</p> <p>International Relations Office</p> <p>Rector's Plenipotentiary for Equal Treatment</p>

4.5 Objective 5 Closing the gender pay gap	
4.5.1	Collecting, analysing and assessing pay levels by gender, also taking account of financial rewards and other employee benefits affecting pay levels
4.5.2	Monitoring changes in the gender pay gap, taking account of the scope of tasks and responsibilities as well as work performance
4.5.3	Explaining the reasons for the gender pay gap – to the disadvantage of both men and women
	Objective 5 (4.5.1, 4.5.2, 4.5.3) <i>Target group</i> PUEB employees
	<i>Success indicator</i> conducting annual research on pay levels, relations and structure among PUEB employees
	<i>Responsible institutions</i> Rector’s Plenipotentiary for Equal Treatment Human Resources Division

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