



## Gender Equality Plan for APS

---

INTRODUCTION.....	2
I. APS IN NUMBERS - DIAGNOSIS .....	4
II. ALLOCATED RESOURCES .....	11
III. GOALS .....	14
Goal 1. Raising awareness of gender equality issues and strengthening positive attitudes towards equality and diversity	
Goal 2. Enhancing gender balance in employment and student recruitment	
Goal 3. Increasing proportional gender representation in teams, committees, and governing bodies	
Goal 4. Providing support for the advancement of women in academic careers	
Goal 5. Promoting a work-study-life balance that accommodates family needs	
Goal 6. Incorporating gender issues into research and educational content	
Goal 7. Combating gender-based violence and sexual harassment	
IV. DATA COLLECTION AND MONITORING.....	17
V. THE GENDER EQUALITY PLAN FOR APS: OBJECTIVES, ACTIONS, INDICATORS.....	18

## INTRODUCTION

The "Gender Equality Plan for APS" has been developed with the entire university community in mind, including employees, students, and participants of the Doctoral School. Its overarching goal is to ensure that the Maria Grzegorzewska University in Warsaw operates with respect for equality and diversity, providing a safe environment for all, free from discrimination. We aim for our University to uphold values such as dialogue, tolerance, integration, a sense of community, equality and diversity while countering all forms of discrimination through a proactive response system.

Low societal awareness of types of discrimination (direct discrimination, indirect discrimination, harassment, sexual abuse, incitement to discrimination, discrimination by association, multiple discrimination, discrimination by denial of reasonable accommodation), as well as the needs of those vulnerable to discrimination, hinder both data collection and protection against discrimination.

The constitutional prohibition of discrimination, as outlined in Article 32 of the Constitution, needs more elaboration in legal regulations pertaining to higher education. While anti-discrimination provisions are well-defined in the context of employment and the roles of employers within the Labour Code, there is a notable absence of statutory guidelines addressing discrimination within higher education institutions, especially concerning student-to-student and student-to-employee interactions. For this reason, the activity of the University in combating discrimination, establishing university guarantees to uphold the principle of equal treatment, and cultivating an inclusive educational and work environment take on significant importance.

The need for integrated equality initiatives within universities has been highlighted by institutions dedicated to science, education quality, and human rights. The European Commission outlines the following objectives within its gender equality strategy for research and innovation (2012):

- Promoting equality in scientific careers;
- Ensuring gender balance in decision-making processes and governing bodies;
- Incorporating the biological and social dimensions of gender into research and innovative content.

In accordance with the European Commission's communication on strengthening the European Research Area (2012), EU member states are encouraged, among other things, to remove legal and other barriers in the recruitment and development of careers of women in the field of science while fully respecting EU gender equality law (Directive 2006/54/EC). At the same time, addressing gender inequality in decision-making processes is encouraged by ensuring at least 40% participation of individuals of underrepresented gender in committees involved in recruitment/career development, as well as in the creation and evaluation of research programmes (see EIGE 2016)

According to the Main Council of Science and Higher Education (2016), the phenomenon of discrimination deserves special attention within the academic environment. "The Main Council fully shares the opinion of the Team that developed the draft standard [Anti-Discrimination Standard] that the academic environment should be free from all forms of discrimination, and any manifestations of it should be met with resolute action. (...) the issue of combating discrimination is, according to the Main Council, so important that it is worth considering whether university statutes, the most significant internal regulations governing their operations, should be enriched with appropriate provisions." The Office of the Ombudsman also issues recommendations for promoting gender equality and combating discrimination within universities. Research conducted by the Office (RPO, 2018) and the Helsinki Foundation (Gerlich, 2019) unequivocally indicates the existence of sexual abuse in universities and the

necessity of implementing clear anti-discrimination procedures. The National Science Centre (NCN 2019a) has initiated the monitoring of women's and men's participation in research grants, committing to achieving balanced gender representation in expert and reviewer committees (NCN 2019b).

Among the many benefits that equality and diversity bring to science and higher education, their positive impact on the quality of research and teaching and the strengthening of the institution's scientific and research position in a competitive environment is worth mentioning. Furthermore, they improve dialogue and the exchange of ideas through integration and a sense of community. Equality and diversity in science and higher education also contribute to psychological well-being in both work and studies. Equality policies support the creation of more transparent procedures, which contribute to creating a better working environment and attracting and keeping talented individuals who make contributions to the advancement of science.

The Maria Grzegorzewska University in Warsaw is a unique institution that educates in fields burdened with many gender stereotypes (including early childhood education, care pedagogy and social work). While the presented Gender Equality Plan pertains to gender, the University's mission, including values of equality and diversity, covers a broader spectrum of dimensions of inequality and discrimination, with a particular focus on disability: "The mission of the Maria Grzegorzewska University, following the message of the patroness of the University, 'there are no cripples – there are humans' (Grzegorzewska, 1967), is to prepare special educators, teachers, and other specialists working for those in need of support in the spirit of respect and realisation of their human and civic freedoms and rights, understanding and acceptance of diversity, treating disability as an inherent aspect of human condition, and integrating individuals with disabilities into society as equal citizens. In a similar spirit of tolerance and opposition to all forms of discrimination, all students of our University, preparing for professions referred to as professions of social trust, are educated and will be educated (...) The acronym APS represents a longstanding tradition in implementing values important to our mission, which today we can interpret as A – acceptance, P – participation, S – social solidarity" (APS Development Strategy for 2021-2030). In line with the University's mission, the Gender Equality Plan for APS considers the intersectionality of inequality and discrimination, with particular attention to disability, sexual and gender identity, and parental status.

The goals and actions presented in the Gender Equality Plan are planned for 2022-2024, with an internal evaluation scheduled in 2023.

## I. APS IN NUMBERS - DIAGNOSIS

For the 2020-2024 term, the Maria Grzegorzewska University Professor Barbara Marcinkowska, Ph.D., was elected as the Rector of the Maria Grzegorzewska University. She is the first woman in the history of the University to hold this position. The Rector is supported in managing APS by three vice-rectors: two women (Vice-Rector for Didactics and Vice-Rector for Development) and one man (Vice-Rector for Research).

The university community at APS is predominantly composed of women in terms of female representation among academic staff (75.3%) and non-academic staff (70.3%). An even higher level of feminisation is observed among students at the University, where women constitute as much as 92.6% of the student body.

### Academic Staff

The structure of the Maria Grzegorzewska University encompasses six institutes and one department operating with the status of an institute. The number of employees in these institutes varies, as does the representation of women and men among the academic staff employed there (see Table 1). Women make up over 3/4 of the academic staff at the Institute for Human Development and Education Support (92.7%), the Institute of Special Education (89.1%), and the Institute of Psychology (79.2%). The most balanced gender distribution is observed at the Institute of Philosophy and Sociology (60.6%) and the Institute of Artistic Education (60.9%).

Table 1. Academic staff in institutes by gender, title, academic degrees, and professional title \*

Institute	Number of People	Percentage of Women	Academic Staff by Gender, Title, Academic Degrees, and Professional Title			
			Professor doctor habilitated	Doctor habilitated	Ph.D. holder	M.A. holder
Institute of Pedagogy	79	68,4	1K / 5M	7K / 11M	39K / 6M	7K / 3M
Institute of Special Education	46	89,1	1K / 0M	7K / 1M	28K / 4M	5K / 0M
Institute for Human Development and Education Support	41	92,7	1K / 0M	5K / 1M	24K / 1M	8K / 1M
Institute of Philosophy and Sociology	33	60,6	1K / 2M	6K / 2M	10K / 9 M	3K / 0M
Institute of Psychology	53	79,2	0K / 1M	7K / 3M	31K / 6M	4K / 1M

Institute of Artistic Education	23	60,9	1K / 2M	2K / 4M	7K / 3M	4K / 1M
Department of Social Prevention and Social Work**	17	64,7	0K / 1M	0K / 2M	10K / 1M	1K / 2M
	292	75,3	5K / 11M	34K / 24M	149K / 30M	32K / 7M

\* Data as of 1 October, 2021

\*\* Department with the status of an institute

The starting point for analyses aimed at creating the Gender Equality Plan for APS, according to the recommendations of the European Charter for Researchers, was to examine the gender distribution among academic staff in terms of their titles, academic degrees, and positions.

### Titles, academic degrees, and professional titles of academic staff

Data analysis from the Employment Office clearly indicates significant gender disparities concerning titles and degrees among academic staff (see Table 1 and Chart 1). Men are more likely to hold the title of professor or associate professor than women - nearly every other man (48.6%). The distribution of degrees and titles among female academic staff at APS is quite different. Only every sixth of them holds the title of professor or the degree of doctor habilitated (17.8%). Over 2/3 of female academic employees have a doctoral degree, while 14.5% hold a master's degree.

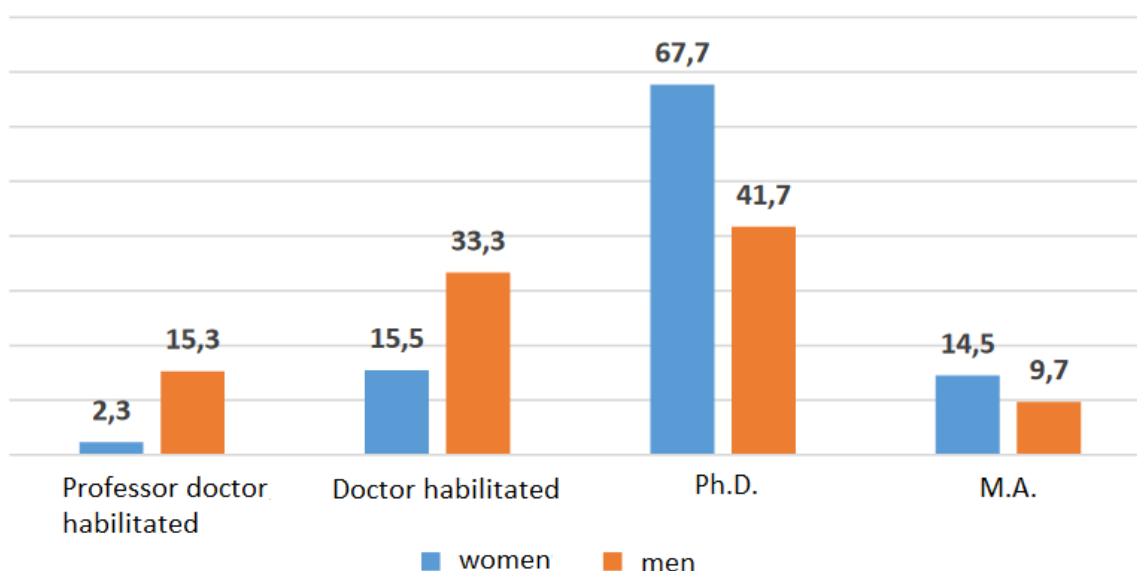


Chart 1. Titles, Academic Degrees, and Professional Degrees of APS Academic Staff by Gender Groups (in %)

## Positions of Academic Staff

As degrees and titles are tied to positions, similar gender disparities are also present in this area (see Table 2). More than half of men (51.5%) in research and research-educational positions are employed as professors and associate professors. In the case of women, this is only 19.2%. Women are more often employed as assistant professors and assistant lecturers than men.

Table 2. Positions of APS academic staff by gender groups\*

Position	Positions (n)		Positions in Gender Groups (in %)		Gender Distribution in Research and Research-Educational Positions (in %)	
	Women	Men	Women	Men	Women	Men
Professor	5	11	2,3	15,3	2,6	16,7
Associate Professor	32	23	14,5	31,9	16,6	34,8
Assistant Professor	117	25	53,2	34,7	60,6	37,9
Assistant Lecturer	39	7	17,7	9,7	20,2	10,6
Teaching Assistant Professor	23	5	10,5	6,9	100%	100%
Teaching Assistant	4	1	1,8	1,4		
Total	220	72	100%	100%		

\* Data as of 1 October, 2021

Differences in degrees, titles, and positions between women and men are not unique to our University; they are also observed in other higher education institutions. This phenomenon is sometimes interpreted as women's lesser interest in academic advancement, but more often, the reason for such disparities is attributed to the more significant challenges women face in balancing academic work with family roles. After completing a doctoral degree, the period is particularly critical for women's careers. During this time, academic work often needs to be balanced with childcare responsibilities, which becomes particularly demanding in the case of single motherhood.

Limited opportunities for full engagement of women-mothers in academic work are suggested by data indicating that women more often than men occupy teaching positions where academic achievements are not required. Another factor explaining the slower development of women's careers could be the more frequent involvement of women than men in time-consuming tasks within university task groups (e.g., quality of education, student internships, etc.).

The planning of comprehensive actions to support women in their academic careers at APS must be preceded by in-depth diagnosis and research that will identify why women at APS hold lower degrees, titles, and occupy lower positions. One of the factors explaining women's slower careers, which will be considered in the research, is the level of involvement of women and men in time-consuming tasks within university task groups. The implementation of such

research has been outlined in the plan of specific actions to achieve gender equality (see Part V of this document).

## Managerial Positions

Another indicator of gender equality is the presence of women and men in managerial positions. Within the institutes, 4 women and 2 men hold the highest positions of institute directors, while only women occupy the position of deputy director (see Table 3).

Table 3. Gender of Individuals holding managerial positions in APS Institutes\*

Institute	Gender of Institute Director	Gender of Deputy Director	Number of Departments/ Divisions in the Institute	Gender of Individuals Holding the Position of Department/Division Head	Gender Distribution in Managerial Positions
Institute of Pedagogy	K	K	10	2K/8M	4K/8M
Institute of Special Education	K	K	6	6K/0M	8K/0M
Institute of Human Development and Education Support	K	K	4	4K/0M	6K/0M
Institute of Philosophy and Sociology	K	K	6	3K/3M	5K/3M
Institute of Psychology	M	K	8	6K/2M	7K/3M
Institute of Artistic Education	M	K	4	2K/2M	3K/3M
Department of Social Prevention and Social Work**			1	K	1K/0M
Total	4K/2M	6K/0M	39	24K/15M	34K/17M

\* Data as of 1 October, 2021

\*\* Department on the rights of an institute

Participation of women in managerial positions varies among different institutes. In the two most feminised institutes, namely the Institute of Human Development and Education Support (where 92.7% of employees are women) and the Institute of Special Education (with 89.1% of women), all managerial positions are occupied by women. The Institute of Pedagogy falls on

the opposite end of the spectrum – while women have the director and deputy director positions, the heads of departments and divisions are mainly men (2 women and 8 men). This is the only institute where the number of men in managerial positions is higher than that of women (4 women and 8 men).

Overall, in APS institutes, women hold managerial positions (directors, deputy directors, heads of departments and divisions) twice as often as men (34 women and 17 men). The evaluation of the participation of women and men in managerial positions in the institutes changes when the number of female and male managers is related to the number of women and men employed in academic positions. Overall, the frequency of holding managerial positions is higher in the male group than in the female group – nearly one in four men (23.6%) and one in seven women (15.5%) hold these positions.

### Academic staff's project activity

This activity consists of preparing applications, applying for funds, and implementing projects after receiving funding. The compilation of completed, ongoing, submitted, and rejected projects in the years 2020 and 2021 (see Table 4) shows that women more frequently take on the role of project leaders than men – with women constituting 75% of the academic staff, they lead 86% of the projects. The planned comprehensive analysis of women's and men's project activity will additionally consider the composition of research teams based on gender and the amount of funding obtained by women and men for their projects.

Table 4. Project activity in APS in 2020 and 2021 by gender\*

Project Type	Gender of Project Leader	
	Women	Men
Funded by the National Science Centre – in progress	10	2
Funded by the National Science Centre – completed	7	0
Submitted and rejected by the National Science Centre in 2021	8	1
Submitted to the National Science Centre in 2021 – under review	9	2
Submitted and rejected by the National Centre for Research and Development in 2021	1	0
Projects submitted to the Ministry of Education and Science – Science Popularisation and Sports Promotion under the Social Responsibility of Science Programme	4	0
Projects submitted to the Ministry of Education and Science – Support for Scientific Conferences under the Excellent Science Programme	4	1
International projects implemented under the Erasmus+ programme	3	1
Projects funded by the European Commission (rejected and ongoing)	10	2
	56	9

\* Based on the report from the activities of the Office for Research and International Cooperation



## **Non-academic Staff**

The Maria Grzegorzewska University has 145 non-academic employees, including 102 women (70.3%) and 43 men (29.3%). Certain departments have an exclusively female workforce, such as Chancellor's Office (14 women), Educational Organisation Office (4 women), Educational Planning Office (5 women), and Student Affairs Office (11 women). Conversely, some departments have an all-male workforce, including the IT and Media Department (10 men) and the Investment and Renovation Department (5 men).

## **Main Library of APS**

The Main Library employs 15 people: 12 women and 3 men. Managerial positions, such as the director of the Main Library and the deputy director, are held by women. Women in the library also have higher library degrees than men. Only women have the Senior Certified Curator (1 W) and Curator (5 W) degrees. The degree of Senior Librarian is held by 2 women and 1 man, Librarian by 3 women and 1 man, and Junior Librarian by 1 woman and 1 man.

## **Gender Pay Gap**

Since 2021, the Employment Office has been using specialised "Equal Pay" software to assess and monitor pay differences between women and men. This measurement tool was developed by the Structural Research Institute in collaboration with GRAPE, commissioned by the Ministry of Family, Labour, and Social Policy (<https://ibs.org.pl/news/aplikacja-rownosc-wynagrodzen-poznajmy-roznice-w-wynagrodzeniach-kobiet-i-mezczyzn>). To our knowledge, the University is the first university in Poland to implement the use of this tool, which has been used by the business sector – banks and corporations – since 2015. The use of the "Equal Pay" application allows for an objective assessment of pay differences between women and men, which forms the basis for implementing a fair pay policy at the University.

Using the aforementioned program, the basic gross salaries with seniority pay of women and men working at APS in 2021 were examined, taking into account their age, years of work at APS, workload, education, and position. The study found no differences in the salaries of women and men. In subsequent studies on gender equality in academic staff salaries, variable pay components (bonuses for positions held, participation in projects, teams, etc.) will also be introduced for analysis.

## **Female and male students at the Maria Grzegorzewska University**

At APS, our student body comprises over 4,500 individuals enrolled in first-cycle, second-cycle and long-cycle Master's degree programmes. These programs span across diverse fields of study, including educational studies, sociology, psychology, social work, and artistic education (see Table 5). APS also offers two interdisciplinary programmes: studies on childhood and human rights and studies on disabilities, with a total of 45 students enrolled, with 39 of them being women.

All fields of study at APS are feminised. The smallest proportion of male students among the enrolled students is in early childhood and primary education (0.7%), while the largest is in sociology (19.7%).

Table 5. Female and male students at APS\*

	Field of study	Number of students	Number of women	% of women
Educational Studies	Pedagogy	1171	1103	94,2
	Special Education	1802	1718	95,3
	Preschool and Early Childhood Education	271	269	99,3
	Total:	3244	3090	95,3
Other	Sociology	284	228	80,3
	Psychology	714	617	86,4
	Social Work	138	120	87,0
	Artistic Education	163	155	95,1
	Total:	1299	1120	86,2

\* Data as of 31 December, 2020

### Doctoral students at the APS Doctoral School

The education programme of the Doctoral School at the University is interdisciplinary in nature – its structure allows for the simultaneous exploration of theoretical and empirical research areas in psychology, pedagogy, and sociological sciences. In the academic year 2021/2022, the participants of the Doctoral School were:

- 8 women in the 1st year,
- 8 women and 1 man in the 2nd year,
- 5 women and 3 men in the 3rd year.

In total, 25 individuals have participated in the Doctoral School thus far, including 21 women and 4 men. Similarly to other groups within the APS community, the group of individuals attending the School is feminised, with women constituting 84% of the group.

## II. ALLOCATED RESOURCES

The vision of the Maria Grzegorzewska University as a safe space, free from all forms of discrimination, based on the principles of equal opportunities and inclusive policies, has been embedded in the University's mission within the APS Development Strategy for the years 2021-2030 (<http://www.aps.edu.pl/media/2394553/misja.pdf>)<sup>1</sup>. In 2020-2021, the Rector allocated additional resources for actions promoting equality and integration.

The position of Coordinator Specialist for Social Responsibility and Sustainable Development was established. The Coordinator reports directly to the Vice-Rector for Development and collaborates with the Equality Team, the Ecology Team, and the Advisory Board for Sustainable Development and Social Responsibility of the University. The Coordinator's tasks include, among others, gathering and promoting information about the University's initiatives and policies related to equal opportunities and sustainable development. The Coordinator also supports the development of dedicated web resources for these issues.

The Advisory Board for Sustainable Development and Social Responsibility of the University was established in line with the vision of APS's development as a modern, socially responsible university, developed sustainably, based on principles of social justice, diversity, inclusivity, respect for human rights, and protection of the natural environment and climate (<http://www.aps.edu.pl/news/advisory-board-for-sustainable-development-and-social-responsibility-of-the-university>). The board was brought into existence in 2021 by the Vice-Rector for Development. The board comprises 15 members, including 8 women and 7 men. The board members represent key APS partners who value the objectives outlined in the UN document "Transforming Our World: The 2030 Agenda for Sustainable Development" (including Goal 5: Achieve gender equality and empower all women and girls). One of the initial tasks of the board was to consult on the content of the Gender Equality Plan for APS for the years 2022-2024.

In September 2021, during her tenure, the APS Rector established the Equality Team. The Team comprises 22 members, including 13 women and 9 men. The Team includes representatives from various academic and administrative staff groups, doctoral candidates, and students. The Team's tasks include, in particular, developing and implementing the Gender Equality Plan. In the course of its tasks, the Team collaborates with the Advisory Board for Sustainable Development and Social Responsibility of the University and the Rectorial College.

The Equality Team's plans and actions will also involve collaboration for equality with dedicated functions within the University.

In 2019, by the Rector's Directive at APS regarding principles of countering mobbing and discrimination, the role of a mediator was introduced (<http://www.aps.edu.pl/uczelnia/wladze-i-administracja/mediator>). The Mediator is the first point of contact, whose task is to monitor, prevent, and address matters that are reported to them. The Mediator provides support and

---

<sup>1</sup> All links to APS websites are accurate as of 23 December, 2021.

assistance to the concerned parties. They identify issues and attempt to resolve problems. If the mediation process is successful, an agreement is signed by the parties. The Mediator can also qualify a case for formal review, which involves referring it to the Commission for Countering Mobbing and Discrimination. This commission is established on a case-by-case basis. To date, no cases of gender-based discrimination have been brought to the Mediator's attention. However, the Mediator has been involved in university efforts to introduce "overlays" on MS Teams for individuals experiencing gender incongruence – at the request of the interested party, their chosen name, corresponding to their perceived gender, is placed in the application.

During orientation days, individuals commencing studies in the academic year 2021/2022 were informed of this possibility. There are plans to create similar overlays for the USOS system.

**The Ombudsperson for Academic Rights and Values** (<http://www.aps.edu.pl/uczelnia/sou-ekologia-etyka>) has not received any cases concerning violations of discrimination and gender inequality.

**The Rector's Representative for People with Disabilities** has long organised support to equalise opportunities and enable individuals with disabilities (especially those with mobility, visual, auditory, or speech impairments) to participate in classes fully. Information for both students and instructors is available on the website <http://www.aps.edu.pl/aktualnosci/wsparcie-dla-studentek-i-studentow-z-niepelnosprawnosciami>.

**The Psychological Counselling Center** provides free psychological help to Maria Grzegorzewska University students, particularly those with disabilities. This help includes psychological consultations, counselling, crisis intervention, psychoeducational workshops, individual psychotherapy, and group psychotherapy.

**The Academic Legal Counseling Center for Students at APS** has been providing free legal advice since 2017, specifically to students with disabilities (<http://www.aps.edu.pl/studenci/wsparcie-dla-studentow/poradnia-prawna/>). Legal counselling is offered to individuals who, due to their financial situation, cannot afford paid legal assistance from a lawyer or legal advisor. Legal consultations cannot address the rights and obligations of the University students related to their studies at the University.

**Disciplinary Committees.** During the Senate's term of office, the University Disciplinary Committee for the University Staff, University Disciplinary Committees, and University Disciplinary Appeal Committees for Students and Doctoral Candidates are formed at APS. Disciplinary Representatives' Offices for University Staff, Students, and Doctoral Candidates operate alongside these committees. The Disciplinary Committees of this term have not handled cases related to gender inequality.

The Equality Team, in the implementation of the Gender Equality Plan for APS, will also collaborate with the Employment Office, the Research and International Cooperation Office, the Promotion Office, the Student Affairs Office, the Student Council, the Doctoral Student Council, as well as Student Research Circles, and particularly with the Gender Equality Student Research Circle (Gender Equality Forum) established in 2021, the Sexology Student Research Circle (addressing topics including transgender issues), and the Student Research Circle for

Disabilities, which engages in projects supporting individuals with disabilities within and beyond APS.

Financial resources required for implementing the planned tasks in the Gender Equality Plan for APS will be allocated during their execution (each time according to needs).

### III. GOALS

The goals formulated in the Gender Equality Plan for APS are rooted in the guidelines of the European Commission (Horizon Europe Guidance on Gender Equality Plans), the gender equality diagnosis in APS presented above, the APS mission, as well as in good practices for gender equality solutions adopted in other high education institutions. The results of research on gender equality in academic communities have also been significant references for us. Until now, such research has not been conducted at APS, so one of the important tasks we set for ourselves in the coming years is to conduct a series of in-depth studies whose results will allow us to plan subsequent actions necessary to achieve full gender equality at APS more accurately.

The Gender Equality Team has outlined 7 goals to be achieved between 2022 and 2024 and has planned corresponding tasks.

#### **Goal 1. Raising awareness of gender equality issues and strengthening positive attitudes towards equality and diversity**

This goal will be primarily realised through two methods. The first involves training individuals from all APS community groups: employees, students, and participants of the Doctoral School. The second involves disseminating information related to equality and diversity through the APS website.

Both training and website information will address issues of gender and other factors leading to discrimination (especially disabilities and sexual and gender identities).

The materials that will be shared on the equality and diversity-themed website will include, among other things, an e-book developed within an international project carried out at APS: "Building Capacities to Prevent and Respond to any Form of Violence against the LGBTQI+ Community in Higher Education Institutions of Europe".

One aspect of the principle of equality is inclusive language. Therefore, in achieving this goal, recommendations will be made regarding the creation of internal university regulations, staff records, project documents, and other documents produced within the University, all considering the principle of equality and non-discrimination.

#### **Goal 2. Enhancing gender balance in employment and student recruitment**

The Maria Grzegorzewska University, as diagnosed in Part I of this Plan, is feminised in terms of its academic staff, participants of the Doctoral School, and students. In order to achieve a better gender balance at the University, recommendations are planned to be made, where gender criteria will serve as secondary criteria in the evaluation of individuals for employment and in the recruitment process for studies. Merit-based criteria (assessment of competencies and achievements) remain fundamental.

Significantly, the gender distribution within APS groups according to academic titles and degrees will serve as a reference point for applying this secondary criterion in academic staff recruitment, as there are twice as many men as women among the full professors at our

University. We are aware that recognising gender as a secondary criterion for hiring underrepresented individuals will not eliminate gender and other inequalities. Therefore, we plan to discuss what it means to adopt gender as an additional criterion for employment to achieve gender equality at a feminised university.

Achieving greater gender balance in student admissions is also intended by promoting all fields of study as equally accessible to women and men.

### **Goal 3. Increasing proportional gender representation in teams, committees, and governing bodies**

This goal will be pursued through the formulation and implementation of guidelines concerning proportional gender representation in the composition of lists of candidates for elective bodies, as well as in the appointment of teams and expert and review committees. The gender equality diagnosis at APS will be supplemented with collected data regarding the participation of women and men in university teams and committees.

### **Goal 4. Providing support for the advancement of women in academic careers**

Formulating tasks aimed at supporting women in the development of their scientific careers will be preceded by in-depth research into the scientific careers of both women and men at the University to diagnose the reasons for the slowed careers of women. Statistics related to time intervals between obtaining successive academic degrees by women and men will also be analysed. Based on this data, a report will be developed identifying the barriers experienced by women in advancing their careers and formulating recommended tasks to reduce them (for the purpose of developing a Gender Equality Plan for APS for the coming years). By 2024, information about best practices in APS units and other higher education institutions to support women's careers will be gathered and disseminated.

### **Goal 5. Promoting a work-study-life balance that accommodates family needs**

Promotion of a work-study-life balance that accommodates family needs will be carried out in two ways. On the one hand, it will include solutions that support the provision of care for family members (children, persons with disabilities, the elderly), such as developing plans for childcare infrastructure at APS (care centre based on diagnosed needs) and incorporating caregiving commitments into curricular plans. On the other hand, solutions are planned that in periodic evaluations of individuals working at APS would acknowledge increased workloads related to family life, which can significantly impact professional performance.

### **Goal 6. Incorporating gender issues into research and educational content**

In the academic year 2019/2020, a compulsory course titled "Human Rights" was introduced into the curriculum across all disciplines at the University. The course covers a range of topics, including gender-based discrimination, disabilities, etc. Many study programmes have also included courses specifically addressing these issues. Integrating a gender perspective is planned for other course subjects and within research conducted at the University, encompassing the entire process from planning to data analysis.

## **Goal 7. Combating gender-based violence and sexual harassment**

In 2019, through an Order issued by the Rector of APS regarding anti-mobbing and anti-discrimination measures, the role of a mediator was introduced. However, no cases related to gender discrimination have been submitted to them. This might result from a lack of awareness of what discrimination and gender-based violence are, along with their manifestations, methods of reporting, and fears of filing complaints. Therefore, an analysis of the solutions adopted at the University has been planned, along with actions aimed at facilitating the reporting of cases of violence, gender-based discrimination, and sexual harassment. Particular attention should be paid to the relations between male and female educators and students and to incorporate them into the Anti-Harassment and Anti-Discrimination Policies. The current scope of the Rector's Order does indeed cover the entire APS community according to § 1. However, § 2 of the Order, by emphasising that "any form of bullying, discrimination, and promotion of such behaviours in the workplace is prohibited," clearly refers only to employee relations, and by combining the issues of discrimination and bullying, it might give the impression that it exclusively pertains to the employee-employer relations. The Order lacks specific references to discriminatory behaviours towards and among students.



## IV. DATA COLLECTION AND MONITORING

The Gender Equality Team is responsible for the implementation of the Gender Equality Plan for APS for the years 2022-2024. Its tasks include:

1. Gathering data regarding gender equality at APS, including:
  - degrees, positions, and roles of academic staff,
  - positions of non-academic staff,
  - participation in university committees and teams,
  - compensation (including its variable components) of academic and non-academic staff,
  - project leadership and participation in research teams,
  - fields of studies pursued by students.
2. Collecting research results on equality and diversity conducted within the APS community, including:
  - in-depth studies on the needs of individuals returning to work after parental leave, intervals between obtaining successive academic degrees, barriers in their pursuit, and advancements to positions after obtaining degrees,
  - periodic surveys on knowledge, attitudes, and beliefs regarding gender equality, including types of discrimination (the results of these surveys will gauge awareness level, and comparison of their outcomes will measure awareness growth),
  - periodic surveys on the state of knowledge about equality measures in APS.

Every year, the Gender Equality Team will prepare a summary of its work, evaluate the Gender Equality Plan for APS, and introduce any necessary adjustments.

## V. THE GENDER EQUALITY PLAN FOR APS: OBJECTIVES, ACTIONS, INDICATORS

### GOAL 1. RAISING AWARENESS OF GENDER EQUALITY ISSUES AND STRENGTHENING POSITIVE ATTITUDES TOWARDS EQUALITY AND DIVERSITY

Recipients	Action	Indicator	Responsible Unit(s)
APS Community	<p>Dissemination of information through the APS website dedicated to equality issues and the promotion of positive attitudes towards diversity, including posting:</p> <ul style="list-style-type: none"> <li>– examples of good practices;</li> <li>– information about current events at the University (both within and outside of it) related to equality and diversity;</li> <li>– publications on equality topics;</li> <li>– research findings related to gender equality at the University;</li> <li>– anti-discrimination and anti-mobbing regulations currently in place at APS;</li> <li>– system for reporting gender equality violations at APS;</li> <li>– recommendations for inclusive language regarding equality.</li> </ul>	<p>Increase in awareness measured by the results of periodically conducted surveys on knowledge, attitudes, and beliefs regarding gender equality.</p> <p>Volume of visits to the APS website related to gender equality.</p>	Gender Equality Team, Promotion Office
	<p>Training for employees, students, and participants of the Doctoral School</p> <ul style="list-style-type: none"> <li>– expanding understanding of such phenomena as discrimination (including its criteria and discriminatory language), violence (including prejudice-motivated violence, gender-based violence, and other discrimination-related factors), harassment, and</li> </ul>	<p>Increase in awareness of combating discrimination measured in surveys conducted every two years.</p> <p>By the end of 2024, participation in at least one training session for all APS employees.</p> <p>Every year, advanced training participation for</p>	Gender Equality Team, Doctoral School Director, Student Government

	<p>sexual harassment, as well as anti-discrimination law;</p> <ul style="list-style-type: none"> <li>– developing skills in recognising these phenomena and responding to them.</li> </ul>	<p>approximately 80 students.</p> <p>Every year, advanced training participation for all first-year participants of the APS Doctoral School</p>	
	<p>Identifying competent individuals within APS to conduct training on anti-discrimination law and gender equality.</p> <p>Establishing cooperation with external training teams outside APS with expertise in gender equality.</p>	<p>Assembling a team of individuals from within APS to conduct training.</p> <p>Entering into cooperation agreements with external training teams outside APS.</p>	Gender Equality Team
	<p>Diagnosing the level of awareness among APS students regarding equality issues through random sample testing to determine training needs.</p>	<p>2022: Report from the study with recommendations for training content for specific groups within the APS community.</p>	Gender Equality Team
Individuals starting their studies at APS	<p>Training during the orientation days.</p> <p>Training for first-year students of first-cycle, second-cycle, and long-cycle Master's degree programmes regarding the University's gender equality policy, regulations in effect at APS, and the reporting system for gender-based and other violations.</p>	<p>Number of trained female and male students – all individuals starting their studies from 2022 onwards.</p>	Gender Equality Team Vice-Rector for Didactics

## GOAL 2. ENHANCING GENDER BALANCE IN EMPLOYMENT AND STUDENT RECRUITMENT

Recipients	Action	Indicator	Responsible unit(s)
Individuals applying for positions at APS	Formulation and implementation of guidelines concerning the principle of employment – when competencies are equal, an individual of underrepresented gender in the specific group of employees is hired.	<p>2022: Development of the results of discussions on the implications of adopting the principle of hiring individuals of underrepresented gender for gender equality.</p> <p>Enhancing gender balance among newly recruited employees.</p>	Gender Equality Team, Employment Office

Individuals applying for admission to studies and to the Doctoral School	Formulation and implementation of guidelines concerning the principle of admissions to studies and the Doctoral School: when results are equal, an individual of underrepresented gender among students and participants of the Doctoral School is accepted.	2022: Development and implementation of guidelines. Enhancing gender balance among students of all study programmes at APS and in the Doctoral School.	Gender Equality Team, Vice-Rector for Didactics, Doctoral School Director
Individuals applying for admission to studies	Promotion of all study programmes as suitable for both women and men.	Enhancing gender balance among students.	Gender Equality Team; Vice-Rector for Didactics, Promotion Office

### GOAL 3. INCREASING PROPORTIONAL GENDER REPRESENTATION IN TEAMS, COMMITTEES, AND GOVERNING BODIES

Recipients	Action	Indicator	Responsible unit(s)
APS Community	Formulation and implementation of guidelines regarding gender-balanced representation on candidate lists for elective bodies.	2022: Formulation of guidelines.	Gender Equality Team
	Formulation and implementation of guidelines regarding gender-balanced representation in appointed teams, expert committees, and review boards and their dissemination across all units.	2022: Formulation and implementation of guidelines.	Organisational units in collaboration with the Gender Equality Council
	Gathering data concerning the participation of women and men in university teams and committees.	Compilation of data into a report.	Gender Equality Team

### GOAL 4. PROVIDING SUPPORT FOR THE ADVANCEMENT OF WOMEN IN ACADEMIC CAREERS

Recipients	Action	Indicator	Responsible unit(s)
	Ensuring gender balance on lists of individuals proposed for lectureships in cases where participants of the Doctoral School select instructors from the list.	Number of women and men running course-related classes: Contemporary Trends in Social Sciences, Interactive Lectures with Distinguished Researchers,	Doctoral School Director

Participants of the Doctoral School		and Visiting Professor Lectures.	
	Keeping statistics on the submission of doctoral theses, initiation of doctoral degree proceedings, and the defence of doctoral theses, with a consideration for gender.	Equalising the percentage of submitted and defended doctoral theses across gender groups.	Gender Equality Team, Doctoral School Director, Office for Handling Promotion Procedures
Academic Female Staff	Keeping statistics on time intervals between successive degrees earned by women and men.	Reducing disparities in the time intervals between successive degrees earned by women and men.	Gender Equality Team, Employment Office
	Investigating the reasons for the slowed academic careers of women and the needs of employees in terms of career development support (including obtaining higher academic degrees) to develop solutions for future programmes.	Report with research results and solution recommendations	Gender Equality Team
	Disseminating good practices for supporting women's careers, which are implemented in units – sharing information about solutions applied within organisational units with the Gender Equality Team.	Periodic compilation of best practices	Gender Equality Team, Institute Directors
	Systematic monitoring of the participation of women and men in grant competitions and projects.	Equalising the percentage of submitted grants within gender groups.	Gender Equality Team, Office for Research and International Cooperation

#### GOAL 5. PROMOTING A WORK-STUDY-LIFE BALANCE THAT ACCOMMODATES FAMILY NEEDS

Recipients	Action	Indicator	Responsible unit(s)
Individuals working and studying at APS, participants of	Identifying the needs of academic and non-academic staff concerning support in caregiving for family members requiring such care to develop solutions for future programmes.	Study report with recommendations	Equality Team, heads of units
	Developing childcare infrastructure plans for young children at APS: devising a strategy to establish an	Plans for creating a childcare facility	Equality Team, individuals appointed from

the Doctoral School	hourly-based childcare facility that operates during class hours (based on diagnosed needs).		the Institute of Human Development and Education Support
Teaching staff	Incorporating caregiving responsibilities (children, individuals with illnesses and disabilities) of staff into curriculum planning.	Preparing an application	Vice-Rector for Didactics, Office for Education Planning
Academic staff	Introducing changes to the periodic employee evaluation form to allow the option of indicating the impact of significant external circumstances on the achievement of pre-established research goals. Significant external circumstances may include caregiving responsibilities (caring for children, unwell relatives or elderly individuals), pregnancy, depression, and disability. Filling out this section of the form is discretionary.	Periodic evaluation form acknowledges the category "significant external circumstances that have impacted the ability to achieve pre-established research goals (e.g. caregiving responsibilities)."  Developing and implementing a form during the upcoming periodic employee evaluation.	Vice-Rector for Research, Senate Committee for Personnel Policy and Evaluation of Academic Teachers
	Assesing the needs of individuals re-entering academic and teaching roles after parental leaves along with the extent of support provided by the University.	Publishing the findings of the study-based report towards the upcoming Gender Equality Plan for APS.	Gender Equality Team, heads of units

#### GOAL 6. INCORPORATING GENDER PERSPECTIVE INTO RESEARCH AND EDUCATIONAL CONTENT

Recipients	Action	Indicator	Responsible unit(s)
Students at APS	Keeping the "Human Rights" course in the curriculum for university-wide subjects, which is mandatory for second-degree and uniform Master's degree programmes, with an expansion of its content to include topics such as gender and disability rights.	Course in the curriculum	Vice-Rector for Didactics, Office of Education Planning
	Integrating gender and intersectionality issues into the course content.	Entries in the curriculum	Directors of institutes, heads of specialties

Academic Staff	Formulating recommendations for incorporating gender and intersectionality into research projects, including both the planning phase and data analysis, and disseminating them to academic staff.	Formulated recommendations	Gender Equality Team, Vice-Rector for Research
----------------	---	----------------------------	--

**GOAL 7. COMBATING GENDER-BASED VIOLENCE AND SEXUAL HARASSMENT**

Recipients	Action	Indicator	Responsible unit(s)
Working, studying, and participating in the Doctoral School individuals	Analysing anti-discrimination and anti-mobbing regulations to ensure their comprehensive coverage of all university community groups.	Compiling the results of the analysis along with recommendations	Gender Equality Team
	Creating a transparent system for reporting cases of discrimination based on gender, disability, and other factors by employees, students, including doctoral students, and promoting awareness of this system (through the website and training initiatives).	Developing reporting system  Posting information about it on the website	Gender Equality Team
	Establishing a network of connections as well as separate and synergistic actions between the anti-discrimination and disciplinary divisions at the University.	Regulation Recommendations	Gender Equality Team, Mediator, University Disciplinary Committees

## References:

1. European Institute for Gender Equality. (2016). Gender Equality in Academia and Research. <https://eige.europa.eu/gender-mainstreaming/toolkits/gear/objectives-gender-equality-research>
2. European Commission. (2012). Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. A Reinforced European Research Area Partnership for Excellence and Growth.
3. Gerlich, J. (2019). Harassment at Polish public universities. Helsinki Foundation for Human Rights. Warsaw.
4. Grzegorzewska, M. (1967). Speech at the end of the academic year 1965/66 delivered on 24 June 1966 at the Institute of Special Education. *Special School*, 28(3), 200–201.
5. NCN. (2019a). Information about the participation of women and men in research projects funded by the National Science Centre in the years 2011-2018. [https://www.ncn.gov.pl/sites/default/files/pliki/informacja\\_na\\_temat\\_udzialu\\_kobiet\\_i\\_mezczyzn\\_w\\_projektach\\_NCN\\_2011-2018.pdf](https://www.ncn.gov.pl/sites/default/files/pliki/informacja_na_temat_udzialu_kobiet_i_mezczyzn_w_projektach_NCN_2011-2018.pdf)
6. NCN. (2019b). Position of the National Science Centre on equal access of women and men to financial resources for scientific research. [https://www.ncn.gov.pl/sites/default/files/pliki/2019\\_02\\_stanowisko\\_ncn\\_ws\\_rowne\\_go\\_dostepu\\_kobiet\\_i\\_mezczyzn.pdf](https://www.ncn.gov.pl/sites/default/files/pliki/2019_02_stanowisko_ncn_ws_rowne_go_dostepu_kobiet_i_mezczyzn.pdf)
7. Main Council of Science and Higher Education (Rada Główna Nauki i Szkolnictwa Wyższego). (2016). Letter Dated 9 September 2016 (File Number DSW.ZNU.621.91.2015.3.Eko)
8. Office of the Commissioner for Human Rights (Rzecznik Praw Obywatelskich). (2018). Experience of Harassment Among Female and Male Students: Analysis and Recommendations. Warsaw.
9. APS Development Strategy for the years 2021-2030. <http://www.aps.edu.pl/media/2394553/misja.pdf>

The Gender Equality Plan for APS has been developed by the University's Gender Equality Team.