
GENDER EQUALITY PLAN 2022-2025



Socially responsible university

JAN KOCHANOWSKI UNIVERSITY IN KIELCE 2022

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INTRODUCTION

One of the most important challenges facing the European society is the elimination of all types of discrimination. That is why the Jan Kochanowski University in Kielce joins other European institutions that have set the goal of leveling the playing field in the development of academic careers, and is taking steps to create a safe workplace that provides opportunities for development based on equality and diversity of employees, students and doctoral students.

Building a work environment in which harmonious development and co-operation will be ensured to employees is one of the University's priorities.

Equal of opportunity means a state in which women and men have equal social value, equal rights and responsibilities, as well as equal access to social resources (e.g., public services, labor market). This is a situation in which everyone regardless of gender is free to develop in the family and professional areas, and to make decisions based on needs, dreams and ambitions.

The Gender Equality Plan is not only an implementation of the idea of equality, but also a set of solutions created on the basis of community and national laws.

The Treaty of the European Union stipulates in Article 2 that the European Union is founded on the values of respect for the dignity of all human beings, freedom, democracy, equality, the rule of law, as well as respect for human rights, including the rights of persons belonging to minorities. These values are shared by member states in a society based on pluralism, non-discrimination, tolerance, justice, solidarity, and equality between men and women.

The European Commission, in its Communication on Strengthening the European Research Area, recommends removing all legal and organizational obstacles that act as barriers to recruiting employees or advancing scientific careers.

According to the provisions of the Anti-Discrimination Standard created by the General Council for Science and Higher Education, "(...) issues related to the phenomenon of discrimination deserve a great deal of attention from the academic community (...), the academic space should be free from any forms of discrimination, while any manifestation of discrimination should be met with firm counteraction. (...) it is worth considering enriching the statutes of universities with relevant provisions, as the most important internal acts that regulate their operation."

Provisions on the problem in question are reflected in such EU legislation as:

- Council conclusions of March 7, 2011 – European Pact for Gender Equality (2011-2020) (OJ. of the EU C 155 dated 25.05.2011, p. 10);
- Europe 2020. Strategy for smart, sustainable and inclusive growth (COM(2010) 2020 final version);
- Directive 75/117/EEC on the application of the principle of equal pay for men and women;

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- Directive 76/207/EEC on equal treatment for men and women as regards access to employment, vocational training and promotion, and working conditions (as amended in 2002);
 - Directive 86/378/EEC on equal treatment in occupational social security schemes (amended in 1996);
 - Directive 92/85/EEC on the introduction of measures to promote improvements in the safety and health of pregnant workers and workers who have recently given birth or are breastfeeding in the workplace;
 - Directive 96/34/EC concerning the framework agreement on parental leave;
 - Directive 2006/54 EC on the implementation of the principle of equal opportunities and equal treatment of men and women in the fields of employment and labor.

As indicated above, the creation of the Gender Equality Plan for the Jan Kochanowski University in Kielce for 2022-2025 was also based on national legislation.

Article 33 of the Constitution of the Republic of Poland indicates that a woman and a man in Poland have equal rights in family, political, social and economic life, in particular the equal right to education, employment and promotion, to equal remuneration for work of equal value, to social security, and to hold positions, perform functions and obtain public recognition and decorations.

The Act of June 26, 1974 – Labor Code (Journal of Laws of 2020, item 1320, as amended) included a chapter entirely devoted to equal treatment in employment. The provision of Article 18^{3a} sec. 1 imposes an obligation not to discriminate on the basis of gender in hiring.

The Act dated December 3, 2010 on the Implementation of Certain Provisions of the European Union on Equal Treatment (Journal of Laws of 2020, item 2156) includes definitions of direct discrimination, indirect discrimination, harassment and sexual harassment, and furthermore sets standards for equal treatment of women and men with regard to public services.

The developed ***Gender Equality Plan for the Jan Kochanowski University in Kielce for 2022-2025*** is a guide for the entire academic community in the area of equalizing opportunities for women and men and creating chances for professional development, designed and developed as part of the Horizon 2020 – Athena project *“Implementing gender equality plans to unlock research potential of research performing organizations (RPOs) and research funding organizations (RFOs) in Europe”*¹.

¹ <https://www.athenaequality.eu>.

The plan is an integral part of the policy of the Jan Kochanowski University in Kielce in terms of development of the University as a socially responsible institution and it complements the institutional arrangements already implemented on the basis of the following internal legal acts:

- Resolution No. 39/2018 of the Senate of the Jan Kochanowski University in Kielce of May 24, 2018 on the adoption of the Code of Ethics for Academic Teachers of the Jan Kochanowski University in Kielce;
- Ordinance No. 83/2020 of the Rector of the Jan Kochanowski University in Kielce of April 7, 2020 on the introduction of the Work Regulations at the Jan Kochanowski University in Kielce (amended by Ordinance No. 274/2020 of November 9, 2020);
- Ordinance No. 160/2020 of the Rector of Jan Kochanowski University in Kielce dated August 11, 2020 on granting the Regulations on remuneration of employees of the Jan Kochanowski University in Kielce;
- Ordinance No. 80/2021 of the Rector of the Jan Kochanowski University in Kielce dated June 7, 2021 on the introduction of Regulations for Counteracting Mobbing and Discrimination at the Jan Kochanowski University in Kielce;
- Circular letter No. 1/2022 of the Rector of the Jan Kochanowski University in Kielce dated February 22, 2022 on the introduction of guidelines for the application of the principles of Open, Transparent and Merit-based Recruitment (OTM-R) of Scientists at the Jan Kochanowski University in Kielce.

Gender Equality Plan for the Jan Kochanowski University in Kielce is an action strategy scheduled for four years, which includes an annual internal evaluation.

The plan was developed and will be implemented in accordance with the *Gender Equality in Academia and Research Tool (GEAR Tool)*² methodology.

In addition to the research team, the *Gender Equality Plans Implementation Committee (GEPI Committee)*, hereafter referred to as the Committee, was established to develop the Plan. Committee members represent different areas and functions in the academic community and are also representatives of the Plan's target groups: senior and middle management, academic teachers and administrative staff. The establishment of the Committee was necessary to create an equal opportunities policy that takes into account the needs of all groups in the UJK academic community. Involving direct beneficiaries in the creation of the strategy is a participatory approach that increases the chances that the developed solutions will be successful in the long term.

² <https://eige.europa.eu/gender-mainstreaming/toolkits/gear>.

While working on the Gender Equality Plan, Committee members and representatives from academia and administration were able to participate in discussions during focus group interviews and trainings on planning and implementation of the document in scientific and research institutions, as well as courses on unconscious bias and inclusive language. Committee members are involved in each of the stages of work on the development, implementation, monitoring and evaluation of the Plan. This is crucial to ensure that the measures and actions proposed in the document lead to systematic changes at the institutional level.

The Gender Equality Plan for UJK includes:

- ✓ diagnosis taking into account the results of the analysis of the existing state of affairs and the main conclusions of the research conducted so far within the framework of the Horizon 2020 project titled *Athena* in 2021 at the Jan Kochanowski University in Kielce;
- ✓ the main objective of the Plan envisaged for the first four years, together with an indication of the specific objectives, specific actions and indicators needed to monitor them.

I. METHODOLOGY

Auditing and assessing gender equality at the organizational level is the first of the data collection steps for developing Gender Equality Plans.

The diagnosis is the result of research conducted from March to December 2021 by a team established for this purpose. It was developed based on the following elements:

- analysis of statistical data (as of the end of 2020) obtained in cooperation with the Human Resources Department, Payroll Department, Education Department, Science Department, Doctoral School, Project Management Center, among others;
- qualitative data analysis of institutional solutions in the area of gender equality;
- data analysis of 20 in-depth interviews (*story telling*) conducted among research, research & didactic, and didactic staff; people differing in seniority, age, gender and function were surveyed;
- analysis of data obtained during four focus group interviews with employees representing various functions and positions (management, administrative staff, academic teachers) and students;
- analysis of survey data (CAWI); the survey questionnaire was addressed to the University's entire academic community to solicit employees' opinions with regard to working conditions, opportunities and barriers to professional development, and discriminatory practices.

The data was grouped into six dimensions³:

- 1) pool of graduate talents – refers to the gender balance among doctoral students, candidates, students and doctoral graduates, presenting a supply of future scientists; qualitative evaluation indicators in this dimension assess measures to encourage women and men to pursue scientific careers;
- 2) gender balance in research – refers to the distribution of employees by gender, including academic teachers by degree and other characteristics, as well as gender equality policies implemented at the university;
- 3) gender balanced career advancement – evaluates the programs and instruments used in the organization to promote women and men in their career development;
- 4) gender balance in decision making – indicates the distribution of men and women in decision making positions at all levels of the organization;

³EC (2019). She Figure 2018; Luxembourg: Publications Office of the European Union, 2019; Available at: <https://op.europa.eu/en/publication-detail/-/publication/9540ffa1-4478-11e9-a8ed-01aa75ed71a1>; EC (2019). She Figures Handbook 2018; Luxembourg: Publications Office of the European Union, 2019; Available at: <https://publications.europa.eu/en/publication-detail/-/publication/09d777dc-447c-11e9-a8ed-01aa75ed71a1/language-en>; EIGE (2016). Gender Equality In Academia And Research, Gear Tool; Luxembourg: Publications Office of the European Union, 2016; Available at: https://eige.europa.eu/sites/default/files/documents/mh0716096enn_1.pdf; OECD (2015), Frascati Manual 2015; Available at: <http://www.oecd.org/sti/inno/frascati-manual.htm>.

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- 5) gender balanced working conditions – examines the organization's instruments and policies that support work-life balance, as well as standards to prevent sexual harassment in the workplace;
 - 6) gender balance in research output – shows the distribution of women and men in research teams, effectiveness in fundraising, projects, and gender attitudes in teaching and research undertaken.

Interviews (story telling) conducted among academics identified attributes of gender awareness, factors allowing or disallowing academic career advancement, and factors facilitating or hindering attainment of senior positions at the University.

During the meetings, focus group interviews gathered information on challenges, barriers and needs in maintaining equal opportunities in learning, as well as in the area of work organization at various levels among all UJK employees. In addition, suggestions for formulating the Gender Equality Plan were also obtained.

Using the methods described above, information was collected in five areas:

- 1) organizational culture and work-life balance;
- 2) balance at the decision-making level;
- 3) balance in career development;
- 4) gender in research and teaching;
- 5) countering gender violence.

The methodology presented was developed among representatives of European scientific research institutions, based on good practices and new knowledge, with the utmost care, integrity and scientific standards.

II. DIAGNOSIS

1. UJK employees by gender

The first step in analyzing the situation at the organizational level was to examine the current distribution of individual variables by gender among all those working in research, research & didactic, and didactic positions, including academic degrees and administrative positions (Table 1). The data collected on total employees suggest that women prevail in the organization (W: 60.3%; M: 39.7%). The gender disparity is particularly evident in the group of didactic employees (W: 62.9%; M: 37.1%), in which the majority are women, as well as in the group of other employees, i.e. administrative, technical ones (W: 70.2%; M: 29.8%). However, this is a common phenomenon in public units where women predominate in support positions. On the other hand, it is worth noting that in the group of research and research & didactic employees, the gender ratio is equal (W: 51.2%; M: 48.8%).

Table 1. Number of UJK employees, including women and men (as of the end of 2020)

No.	Type of index	Total	Number of women	Number of men	Women [%]	Men [%]
1.	Total employees	1533	924	609	60.3	39.7
2.	Research, research & didactic employees	713	365	348	51.2	48.8
3.	Didactic employees (including foreign language class instructors)	243	153	89	62.9	37.1
4.	Other employees	577	405	172	70.2	29.8

Source: own study; *Athena* project.

It is necessary to constantly monitor and continuously evaluate the gender ratio in the various groups of employees and possibly implement appropriate solutions at the organizational level.

2. Organizational culture and work-life balance

2.1. Gender balanced working conditions

Administrative arrangements are in place at the UJK to ensure transparent remuneration rules, including equal pay, as well as a healthy, safe and mobbing-free work environment. Nonetheless, the results of the survey indicate a disparity in the salaries of R & D employees – men's salaries are 12.1% higher than women's. In the case of research & didactic employees, by 8.9%, and didactic only, by 3.1%.

Among support staff representatives, the difference is smaller at 1.6%. Whereas salaries of male professors are 1.7% lower than those of women with the same achievements. On the other hand, the results of the in-depth interviews and the conclusions reached during the focus group interviews indicate that working conditions at the University do not put the respondents at a disadvantage compared to other UJK employees, and that the University's rules apply to every employee regardless of gender. Work-life balance, on the other hand, is difficult from the point of view of both genders, especially for women who are mothers.

It is worth noting that care for organizational culture manifests itself, among other things, in raising awareness of the academic community by combating stereotypes and prejudices and implementing solutions that level the playing field for scientific development.

The analysis conducted leads to the conclusion that the UJK lacks additional solutions, especially preventive ones, beyond the basic measures required by the regulations. This indicates the need to create such solutions, mainly regarding working conditions and pay, but also to build a friendly environment in which negative behavior will be met with a firm response.

One of the measures to foster a culture that equalizes the opportunities for women and men to pursue scientific careers, facilitating the reconciliation of work and private life, can be policies that support scientists-parents.

3. Balance at the decision-making level

3.1. Gender balance in decision making

The study found differences between women's and men's participation in management of the university and individual departments, as well as in committees and other bodies (Table 2). Although there is a man in the top position (it is worth noting that the position of rector at the UJK has been held by a woman before), in the positions of vice-rectors, deans and vice-deans men are significantly outnumbered by women.

Table 2. Characteristics of gender balance in decision making positions [%]

No.	Type of index	Women [%]	Men [%]
1.	University rectors (proportion):		
1.1.	previous term	0	100
1.2.	2021	0	100
2.	University vice-rectors (proportion):		
2.1.	previous term	50.0	50.0
2.2.	2021	75.0	25.0
3.	Scientific councils	52.0	48.0
4.	Deans of departments and directors of institutes	62.5	37.5
5.	Vice-deans of departments	68.8	31.2

Source: own study; *Athena* project.

At the Jan Kochanowski University in Kielce, regulations are in place to ensure adequate parity in the assemblies. However, it is necessary to introduce measures to improve the competences of employees in leadership positions in the area of equality and diversity. A training program to improve competences in the area of gender-integrated leadership can serve as an example.

4. Balance in career development

4.1. Gender balance in research

Analyzing the gender balance in research, that is, the proportions of women and men who are research and research & didactic employees, it can be seen that the differences have leveled out over the four years. Indeed, in 2016, women accounted for 42.3% and men for 57.7% of this group. By 2020, meanwhile, the women's share was already 51.2% and men's was 48.8%. There are differences in the participation of men and women in scientific fields. The largest number, 40.3% of all women research and research & didactic employees, work in the social sciences, fewer in the humanities (23.0%) and medical sciences (19.2%), and the smallest in the natural sciences (17.5%). For men, the largest representation is in the social sciences (34.2%), with smaller representation in the humanities and arts (22.4%), natural sciences (21.8%) and medical sciences (21.3%).

An analysis of doctoral studies applications by gender (the pool of graduate talents) shows an equal number of women and men (W: 51.8%; M: 48.2%). However, when it comes to the number of doctoral studies graduates in 2020, there was a significantly higher share of women (70.4%) than men (29.6%).

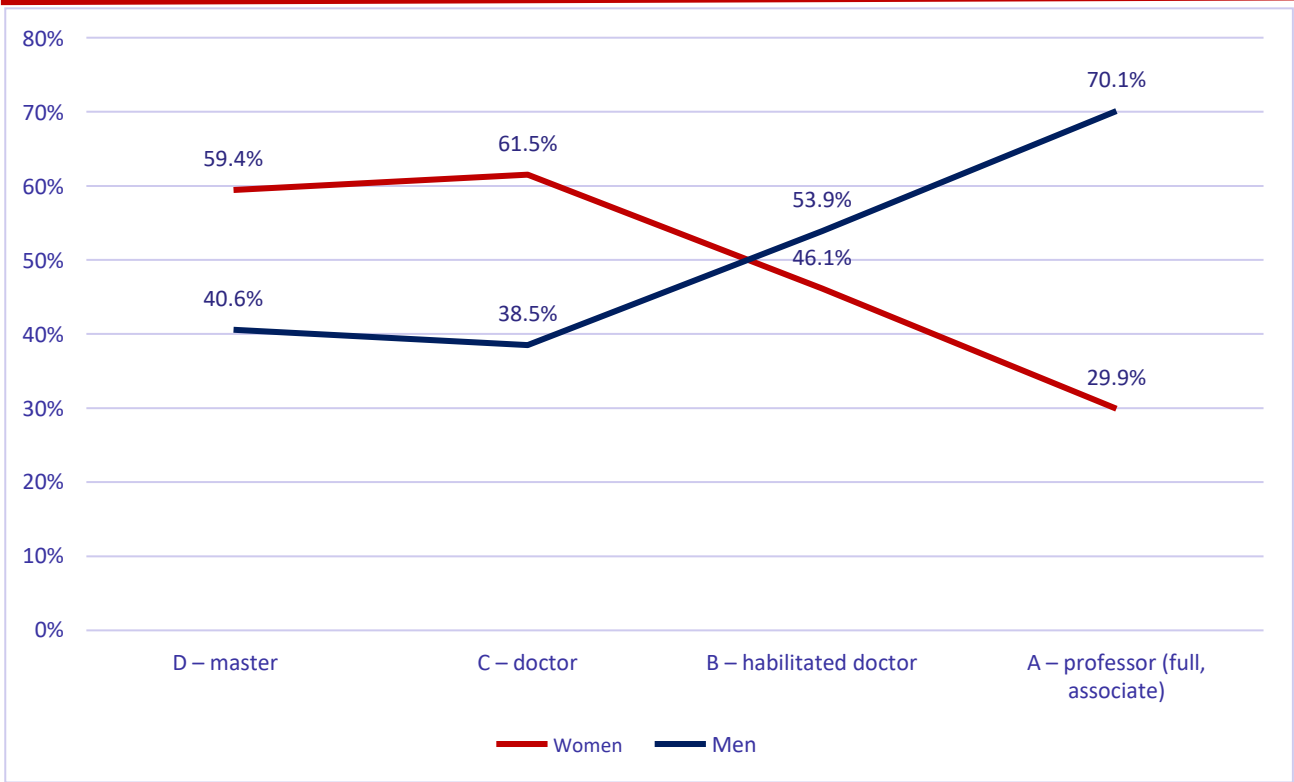
Women and men have different proportions in groups of employees with the title of professor (W: 29.9%; M: 70.1%), with a doctoral degree (W: 46.1%; M: 53.9%). In contrast, among those with doctoral and master's degrees (assistant professors, doctoral students), women significantly outnumber men (Table 3).

Table 3. University teachers by degree, academic title (Gender balance in research)

Type of index	Women [%]	Men [%]
Academic staff by degree, academic title (total)		
A – professor	29.9	70.1
B – habilitated doctor	46.1	53.9
C – doctor	61.5	38.5
D – master	59.4	40.6

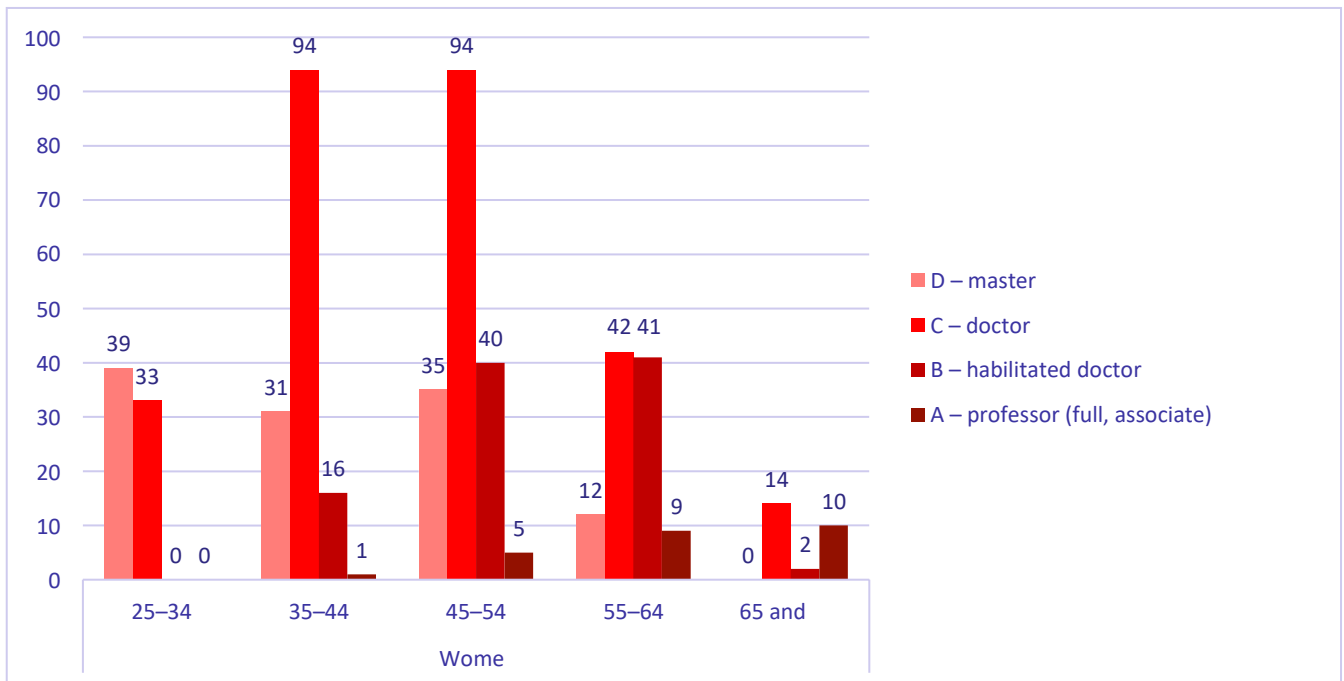
Source: own study; *Athena* project.

The results presented (Figure 1) clearly indicate that the development of scientific careers and promotion paths for men and women are not identical. This means that the UJK must take the necessary measures to address these disparities.



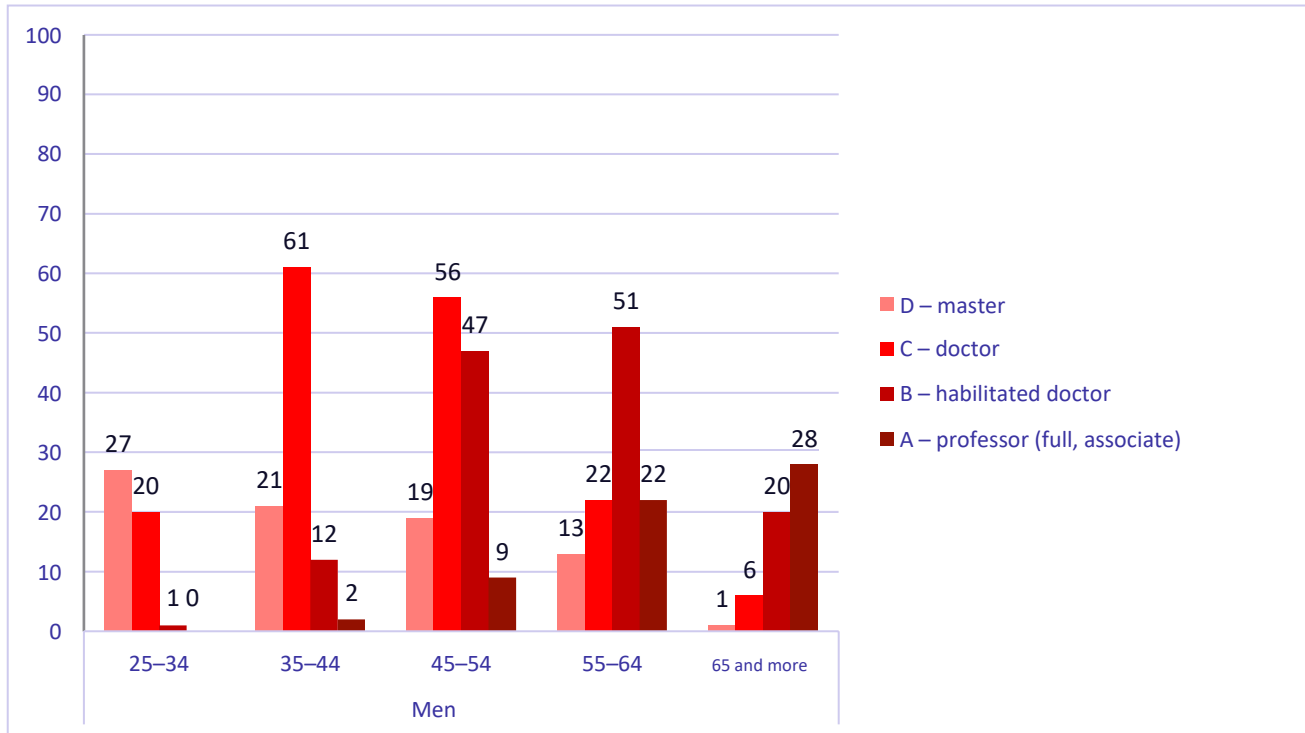
Graph 1. Proportion of women and men among academics by degree/title. Source: own study; *Athena* project.

On the other hand, analyzing the number of research and research and teaching employees of both genders by age group and by academic degrees and titles (Figure 2), one can see a higher number of working female master's degree holders in the 25-34 age group (W: 39; M: 27) and the same difference for doctors (W: 33; M: 20).



Graph 2. Women among research and research & didactic employees by age and degree/title Source: own study; *Athena* project.

The 35-54 age bracket is significantly dominated by women with doctoral degrees. On the other hand, considering the age range of 55-65 and above, the top positions of professors are dominated by men (Graph 3).



Graph 3. Men among research and research & didactic employees by age and degree/title Source: own study; Athena project.

Analysis of the data resulting from the *Gender balance in research outputs* index shows that the number of women and men seeking external funding for research projects is similar. The disparity, however, appears in statistics on the effectiveness of obtaining a grant. The data shows that men were far more likely (three times) to receive grants during the period studied. These projects received seven times more funding than those awarded to women.

It is therefore necessary to implement organizational solutions that will support the use of the scientific potential of the staff, and at the same time prevent the loss of the University's human capital (losing talents). Even at the stage of recruiting new employees, it is necessary to maintain a high standard of transparency in vacancy announcements, ensure that the language of the announcements is appropriate to encourage both men and women to apply. It is indicated to support research teams that include young, inexperienced staff, doctoral students.

5. Gender in research and teaching

The survey shows that the issue of gender as a leading theme appears quite rarely in scientific publications or research projects conducted at the UJK (*Gender balance in research outputs*). Therefore, measures should be taken to encourage research in this area in various scientific fields. It should be emphasized that such research is not only about equality, but can

touch upon various aspects broken into gender. Conducting and disseminating research results is an important educational component, as it contributes to raising awareness through scientific knowledge, which leads to combating established stereotypes or (sometimes unconscious) prejudices. On the other hand, gender research in various disciplines can serve to develop the scientific potential and R&D of many fields, including medical science, psychology, sociology, pedagogy, economics, among others.

6. Countering gender violence

Qualitative research indicates incidental situations of verbal aggression, as well as instances of inappropriate behavior and the use of hate language with the hallmarks of sexism in relations between employees at different levels.

Both genders indicate the emergence of negatively-charged language/actions/behavior, mainly toward women, especially those with less seniority, without degrees or titles and working in administration.

The *UJK Regulations for Counteracting Mobbing and Discrimination* clearly define mobbing and discriminatory behavior including gender and sexually motivated behavior.

It is recommended that awareness-raising activities be promoted in this area, preventing harassment, sexist attitudes, and promoting polite language through education and information campaigns for the entire academic community, including students and doctoral students.

7. Results of qualitative research

The results of the qualitative research revealed the following problems and needs:

- ✓ **Barriers to scientific career advancement affect both genders.** These include the pressure of evaluation, obtaining a large number of points for publications, continuous evaluation according to various criteria, additional duties that, according to academics, are less appreciated and consume a large part of their time, such as organizational work, didactic load, project work. It is not uncommon for scientific work to be done “after hours” in a variety of home settings and at different times, including holidays.
- ✓ For women, there is a **marked deceleration in career progression after the doctoral stage.** A significant number of women do not continue their scientific path and do not enter the habilitation stage. It is not uncommon for this to be related to family responsibilities.
- ✓ The University does not have institutional solutions in place to level the playing field in academic career development for women.
- ✓ Respondents stressed that access to high positions is equal for both genders. **High positions in the University are held by men and women.** There are no differences in the duties of those who perform certain functions. These duties are based on the specifics of the positions, not on the fact of being a woman or a man.

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- ✓ It is noted that most of administrative positions are held by women. This may reflect the (perhaps unconscious) cultural assignment of female and male roles to specific positions or functions.
 - ✓ One group also pointed to the possibility of adopting regulations (or another document in force at the University) that contain rules supporting gender equality in various aspects of the University's activities: from employee-employer relations to the rules that apply during interviews for job positions at the University. The plenipotentiary (coordinator, spokesperson) should be responsible for gender equality policies and work closely with the University authorities.
 - ✓ There is a need for **training on gender equality among University employees**. It also seems necessary to integrate these topics into students' education programs (e.g., to include equality, diversity content regarding gender, among other things, in the *Ethics* course curriculum).
 - ✓ **Starting a family can affect the inhibition of women's careers**, which is related to the possibility of taking maternity and parental leave, but it was noted that these leaves can also be taken by a male researcher.
 - ✓ Respondents agree **that women, especially those about to start, expand the family, are in the most difficult situation in terms of further professional development, and lose the most.**
 - ✓ **Women are more often and more involved in projects, organizational, administrative work** compared to men – this is considered natural.
 - ✓ **Women do not want to be favored**, they do not expect special treatment, they expect to be treated and paid equally for equal work, although one of the areas where they need additional instruments is maternity, with the understanding that they **do not treat this as favoritism over men, but a compensation for lost/deferred development opportunities.**

8. Summary

The analysis of quantitative and qualitative data indicates an **equal proportion of men and women in the group of academic teachers** at the Jan Kochanowski University in Kielce, with a slight predominance of women.

There is equal access for men and women to conduct scientific research at the Jan Kochanowski University in Kielce.

Gender disparities in the development of scientific careers have been identified, consisting of slowing down its progression in women with doctoral degrees, and problems with scientific advancement.

Gender pay gaps were identified. These are likely to be due to the different retirement ages of men and women and the different gender ratio in the distribution of academic degrees and titles. Nevertheless, these discrepancies should be continuously monitored.

In all groups of employees surveyed, **gender equality is understood as equal opportunities for development**, but not as a balanced representation of women and men in decision making positions, since the assumption of these positions is related to elections (rector, members of the Senate) or to scientific development, skills.

Women predominate among those in decision-making positions at the university.

Respondents said they had not encountered situations of gender favoritism, although one group stressed the need to monitor compliance with gender equality principles in the University's job recruitment process.

Among academics, it was emphasized that interest in particular fields of study is due to cultural considerations rather than institutional barriers. In contrast, **interactions among employees and between employees and departmental and University authorities are not determined by gender**. Both men and women do not experience gender discrimination.

It is essential to **take measures to support the development of scientific careers**, as well as to make women more active in research and in obtaining grants.

Building a **culture of gender equality awareness** among the academic community is **key** to achieving improvements in this area.

Institutional change should be made on the basis of the results of scientific research and reliable, systematically collected data that integrates an intersectional perspective into the University's management processes.

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⁴ *Athena – Implementing gender equality plans to unlock research potential of research performing organizations (RPOs) and research funding organizations (RFOs) in Europe*, Horizon 2020, <https://www.athenaequality.eu>.

III. GENDER EQUALITY PLAN FOR UJK: OBJECTIVES, ACTIVITIES, INDEXES

OBJECTIVE 1: PROMOTING AWARENESS OF GENDER EQUALITY

ADDRESSEE: UJK COMMUNITY

MEASURE: CREATING AND UPDATING A WEBSITE OR E-LEARNING PLATFORM DEDICATED TO GENDER EQUALITY MATTERS



INDEX: Website or e-learning platform created by the end of 2022 **UNIT / PERSON**

RESPONSIBLE: Center for Information Technology, Gender Equality Advocate, AthenaProject Team

MEASURE: TRAINING FOR EMPLOYEES, DOCTORAL STUDENTS AND STUDENTS ON GENDER EQUALITY AND PREJUDICE MATTERS



INDEX: Provide a training schedule by the end of June 2022; number of training courses conducted; number of training participants

UNIT / PERSON RESPONSIBLE: Doctoral School, Gender Equality Advocate, Gender Equality Committee

MEASURE: DEVELOPMENT OF E-LEARNING MATERIALS ON GENDER EQUALITY MATTERS



INDEX: Number of e-learning materials developed

UNIT / PERSON RESPONSIBLE: Gender Equality Advocate, Athena Project Team

MEASURE: ORGANIZING MEETINGS/LECTURES THAT WILL PRESENT THE ACADEMIC PATH FROM A GENDER PERSPECTIVE



INDEX: Number of meetings/lectures; number of participants in meetings/lectures

UNIT / PERSON RESPONSIBLE: Gender Equality Advocate, *Athena* Project Team

OBJECTIVE 2: EQUALITY IN THE RECRUITMENT PROCESS AND ACCESS TO CAREER DEVELOPMENT SUPPORT

ADDRESSEE: EMPLOYEES, STUDENTS AND DOCTORAL STUDENTS

MEASURE: MAINTAINING TRANSPARENCY OF RULES IN THE JOB RECRUITMENT PROCESS



INDEX: Report on the audit of the procedures in place at the UJK (including, in particular OTM-R policy) by the end of 2022.

UNIT / PERSON RESPONSIBLE: Internal Auditor, Human Resources Department, Science Department

MEASURE: ENSURING A HIGH STANDARD AND TRANSPARENCY IN JOB ADVERTISEMENTS, ENCOURAGING BOTH MEN AND WOMEN TO APPLY



INDEX: Number of employment announcements / job competitions / promotion opportunities created in inclusive language; Draft job announcement template by the end of 2022.

UNIT / PERSON RESPONSIBLE: Deans, Human Resources Department

MEASURE: MONITORING THE GENDER BALANCE IN COMPETITION COMMITTEES



INDEX: Annual monitoring report

UNIT / PERSON RESPONSIBLE: Deans, Human Resources Department, Gender Equality Advocate

MEASURE: EVALUATION OF NEEDS AND PROPOSALS FOR SOLUTIONS TO FACILITATE RETURN TO WORK AFTER MATERNITY OR PARENTAL LEAVE



INDEX: Number of applications submitted and processed

UNIT / PERSON RESPONSIBLE: Employee supervisors, Human Resources Department

MEASURE: MAINTAINING THE TRANSPARENCY OF REGULATIONS AND CRITERIA FOR ADMISSIONS TO UNIVERSITY AND DOCTORAL SCHOOL



INDEX: Results of the audit of the procedures in operation at the UJK until the end of 2022
UNIT / PERSON RESPONSIBLE: Internal Auditor, Doctoral School, Education Department

OBJECTIVE 3: WORK-LIFE BALANCE

ADDRESSEE: EMPLOYEES, STUDENTS, DOCTORAL STUDENTS WHO ARE PARENTS/GUARDIANS

MEASURE: MONITORING AND INCREASING SUBSIDIES FROM THE COMPANY'S SOCIAL BENEFITS FUND FOR THE STAY OF CHILDREN IN NURSERIES AND KINDERGARTENS



INDEX: Subsidy amount

UNIT / PERSON RESPONSIBLE: Rector in consultation with the trade unions

MEASURE: CONTINUED COOPERATION WITH THE COMPANY'S NURSERY/KINDERGARTEN



INDEX: NUMBER OF CHILDREN ATTENDING THE COMPANY'S NURSERY/KINDERGARTEN UNIT / **PERSON RESPONSIBLE:** The Chancellor

MEASURE: DEVELOPMENT AND IMPLEMENTATION OF PRINCIPLES OF FLEXIBLE WORKING HOURS, REMOTE WORK



INDEX: Number of modified / developed procedures by the end of 2023. **UNIT / PERSON RESPONSIBLE:** Human Resources Department

OBJECTIVE 4: EQUALITY IN DIDACTICS AND SCIENTIFIC RESEARCH


ADDRESSEE: RESEARCH, RESEARCH & DIDACTIC, DIDACTIC EMPLOYEES, DOCTORAL STUDENTS, STUDENTS

MEASURE: ESTABLISHMENT OF AN ACADEMIC CLUB / ACADEMIC SECTION DEALING WITH EQUALITY ISSUES



INDEX: Established academic club / section by the end of 2023; annual reports on the activities of the club / section. **UNIT / PERSON RESPONSIBLE:** Science and Culture Center

MEASURE: INCORPORATION INTO THE STUDY PROGRAMS AND CURRICULUM OF THE DOCTORAL SCHOOL (E.G. INTO SUBJECTS: ETHICS; SOCIOLOGY) OF CONTENT CONCERNING EQUAL TREATMENT



INDEX: Number of programs enriched with content on equal treatment

UNIT / PERSON RESPONSIBLE: Coordinators of Field Educational Quality Teams, University Education Committee, Doctoral School Education Quality Committee

MEASURE: SUPPORTING RESEARCH, RESEARCH & DIDACTIC STAFF, DOCTORAL STUDENTS AND STUDENTS IN CONDUCTING RESEARCH ON THE TOPIC OF GENDER EQUALITY



INDEX: Number of projects or publications or theses that include equality as a research topic

UNIT / PERSON RESPONSIBLE: Science Department, Deans, Doctoral School, University Library

OBJECTIVE 5: COUNTERING GENDER-BASED VIOLENCE

ADDRESSEE: UJK COMMUNITY


MEASURE: EVALUATION OF KNOWLEDGE OF GENDER-BASED VIOLENCE, RAISING AWARENESS OF WHAT BEHAVIORS CONSTITUTE THIS TYPE OF VIOLENCE



INDEX: Results of knowledge surveys (ex-post evaluation); number of training materials provided

UNIT / PERSON RESPONSIBLE: Gender Equality Advocate, Athena Project Team

MEASURE: CONDUCTING AN ANNUAL ANALYSIS OF THE NUMBER OF REPORTS OF GENDER-BASED VIOLENCE, THE MANNER IN WHICH THE REPORTED CASES WERE CONCLUDED, AND THE CONSEQUENCES DRAWN AGAINST THE PERPETRATORS OF SUCH BEHAVIORS




INDEX: Monitoring report including the number of notifications

UNIT / PERSON RESPONSIBLE: Gender Equality Advocate, Gender Equality Plan Committee, University Anti-Mobbing and Anti-Discrimination Committee, Disciplinary Advocate for Academic Teachers

OBJECTIVE 6: CONTINUOUS IMPROVEMENT OF THE UJK IN THE AREA OF GENDER EQUALITY

ADDRESSEE: UJK COMMUNITY

MEASURE: DEVELOPMENT OF A SYSTEM FOR MONITORING CHANGES AMONG EMPLOYEES, STUDENTS AND DOCTORAL STUDENTS IN THE AREA OF GENDER EQUALITY; CONDUCTING AN ANALYSIS OF THE DATA OBTAINED IN THIS WAY WITH PARTICULAR ATTENTION TO THE ROLES PLAYED BY EACH GENDER



INDEX: The results of the analysis and using them in planning subsequent steps; the degree of progress of the activities to implement the change monitoring system

UNIT / PERSON RESPONSIBLE: *Athena* project team, Gender Equality Advocate, Gender Equality Plan Committee

MEASURE: DEVELOPMENT OF PROCEDURES FOR CONDUCTING A REVIEW/AUDIT AND PREPARING A REPORT ON GENDER EQUALITY



INDEX: Number of reviews conducted; gender equality report made available

UNIT / PERSON RESPONSIBLE: Gender Equality Advocate, Gender Equality Plan Committee, Internal Auditor

MEASURE: UPDATING THE PLAN BASED ON THE RESULTS OF THE REVIEW/AUDIT CONDUCTED



INDEX: Number of changes made to the plan to improve the resulting procedures

UNIT / PERSON RESPONSIBLE: Gender Equality Advocate, Gender Equality Plan Committee

MEASURE: PREPARATION OF ANNUAL REPORTS ON THE IMPLEMENTATION OF THE PLAN ON THE BASIS OF ACHIEVED INDEXES



INDEX: Publication of annual monitoring reports

UNIT / PERSON RESPONSIBLE: Athena Project Team, Gender Equality Advocate

MEASURE: PREPARING EACH YEAR A *GENDER PAY GAP*, OR INFORMATION ON THE WAGE DIFFERENCES AMONG MEN AND WOMEN



INDEX: Publication of a report on wage differences based on the data obtained

UNIT / PERSON RESPONSIBLE: Gender Equality Plan Committee, Payroll Department

OBJECTIVE 7: EQUALITY IN ACCESS TO LEADERSHIP AND DECISION-MAKING POSITIONS

ADDRESSEE: EMPLOYEES

MEASURE: MONITORING THE PARTICIPATION OF WOMEN AND MEN IN THE DECISION-MAKING BODIES OF THE UJK



INDEX: Publication of a report on gender percentage in decision-making bodies

UNIT / PERSON RESPONSIBLE: Gender Equality Advocate, Gender Equality Plan Committee

Authors of the Plan – Gender Equality Committee