

# **GENDER EQUALITY PLAN**

## **for Adam Mickiewicz University, Poznań**

### **for 2022-2025**



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## 1. INTRODUCTION

The Gender Equality Plan (GEP) of Adam Mickiewicz University, Poznań, one of the leading universities in Poland, is to ensure that standards of equality and non-discrimination are met. It is a set of priorities, which promote justice and equality, as well as the initiatives and concrete actions that implement them in the life of the University community.

The Gender Equality Plan of Adam Mickiewicz University, Poznań, was designed as a set of objectives and actions pursued to make the University a place where equality and diversity are respected, a place free from discrimination, ensuring everyone's freedom of academic and professional development.

The basic ideas of the Gender Equality Plan are equality and diversity, and they provide the basis for an inclusive policy in the spirit consistent with the University's mission statement "By changing the present, we shape the future." The Gender Equality Plan, originating from the idea to support civil society, aims to educate and consolidate social attitudes that are based on respect for all people and non-discrimination against any person on the basis of their personal characteristics. The plan will be the basis for the implementation of activities at the

University in 2022-2025 towards all persons employed at the University. The Gender Equality Plan is based on numerous documents that provide the legal basis for the proposed activities.

## 2. THE GENDER EQUALITY PLAN OF ADAM MICKIEWICZ UNIVERSITY, POZNAŃ: LEGAL BASES

### 2.1. The Constitution of the Republic of Poland and the Treaties of the European Union

The need to introduce consistent equality measures at Adam Mickiewicz University, Poznań, follows from the general regulations on human rights, as well as the regulations of institutions concerned with research. Firstly, the principle of equality of all citizens before the law derives from the **Constitution of the Republic of Poland** (Article 32):

1. All persons shall be equal before the law. All persons shall have the right to equal treatment by public authorities.
2. No one shall be discriminated against in political, social or economic life for any reason whatsoever.

In particular, Article 33 of **the Constitution of the Republic of Poland** guarantees equal rights for men and women:

1. Men and women shall have equal rights in family, political, social and economic life in the Republic of Poland.
2. Men and women shall have equal rights, in particular, regarding education, employment and promotion, and shall have the right to equal compensation for work of similar value, to social security, as well as to hold offices, and to receive public honors and decorations.

The above principles of equality and equal treatment are also enshrined in the **Treaties** and detailed in several **European Union** anti-discrimination directives. From Article 141 of the **Treaty establishing the European Community** (TEC), it follows that in order to ensure full equality between men and women in working life, the principle of equal treatment will not prevent any Member State from maintaining or adopting measures providing for specific advantages in order to make it easier for the underrepresented sex to pursue a vocational activity or to prevent or compensate for disadvantages in professional careers<sup>1</sup>. Article 19 of the **Treaty on the Functioning of the EU** (TFEU) provides a legal framework to combat all

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<sup>1</sup> Treaty Establishing the European Community - consolidated version, OJ C 321E, dated December 29, 2006, Article 137.

forms of discrimination based on sex, racial and ethnic origin, religion or belief, disability, age or sexual orientation<sup>2</sup>.

In addition, the principles of equal treatment have been legitimized by the following **European Union Directives**:

- Council Directive 76/207/EEC of February 9, 1976 on the implementation of the principle of equal treatment for men and women as regards access to employment, vocational training and promotion, and working conditions, subsequently replaced by Directive 2002/73/EC of the European Parliament and of the Council of September 23, 2003<sup>3</sup>, then consolidated into Directive 2006/54/EC of the European Parliament and of the Council of July 5, 2006 on the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation<sup>4</sup>;
- Directive of the Council of the European Union 2000/43/EC of June 29, 2000, implementing the principle of equal treatment irrespective of racial or ethnic origin<sup>5</sup>;
- Council Directive 2000/78/EC of November 27, 2000, establishing a general framework for equal treatment in employment and occupation<sup>6</sup>.

## 2.2. European Commission guidelines

In 2016, Adam Mickiewicz University, Poznań, received the **HR Excellence in Research** award. The European Commission awards them to employer institutions - both public and private - as well as to research funding organizations that implement the principles of the **European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers** (Charter & Code). The award is given as part of measures implementing the Strategy for researchers, aimed at increasing the attractiveness of working conditions and career development of EU scientists - **Human Resources Strategy for Researchers, HRS4R**. It introduces modern recruitment procedures, based on the principles of Open, Transparent and Merit-based Recruitment of Researchers (OTM-R), which provide equal opportunities for all candidates and facilitate mobility, which leads to increased internationalization of scientific cooperation.

Additionally, the recommendations of the European Institute for Gender Equality, the requirements of programs within the **European Research Area** (ERA) and the gender equality policies of the **Horizon Europe** framework program point to the following objectives of the strategy for equality in research and innovation:

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<sup>2</sup> Treaty on the Functioning of the European Union - OJ 2004.90.864/2.

<sup>3</sup> OJ. EU L 269, dated October 5, 2002, pp. 15-20.

<sup>4</sup> OJ. EU L 204 dated July 26, 2006, pp. 23-36.

<sup>5</sup> OJ. L 180, July 19, 2000, pp. 22-26.

<sup>6</sup> OJ. EU L 303, December 2, 2000, pp.16-22.

- promoting equality in scientific careers, striving for gender balance in processes and decision-making bodies;
- integrating gender, biological and social dimensions into research and innovation content;
- promoting gender equality in research teams, striving for a balance of gender representation at the decision-making level.

### 2.3. The strategy of the Adam Mickiewicz University, Poznań, for 2020-2030

The policy of equal treatment and the prevention of discrimination is one of the goals of the **Strategy of Adam Mickiewicz University, Poznań, for 2020-2030**. The document - in the section on the Vision of the University - defines AMU as “an institution that caters for the FULFILMENT of the PROFESSIONAL AND SOCIAL NEEDS of all groups of employees in the spirit of friendliness, loyalty, sense of stability and identification, and promotes activities conducive to equal treatment and to combating discrimination” (p. 21).

With these priorities in mind, the University has developed a document called **Equality and Anti-discrimination Policy of Adam Mickiewicz University, Poznań**. It lists (on pages 5-7) detailed strategic actions leading to the implementation of equality and anti-discrimination policies at AMU:

- Institutional support for projects aimed at the implementation of the policy of equal treatment and anti-discrimination in the AMU academic community.
- Conducting a promotional and educational campaign to raise awareness among employees, doctoral students and undergraduate students regarding equal treatment and anti-discrimination, and shaping attitudes of openness, social sensitivity, tolerance and mutual acceptance, in particular, the dissemination of the provisions of the European Charter for Researchers.
- Improving the system for identifying and monitoring cases of discrimination and unequal treatment.
- Providing legal and psychological support for persons who have experienced unequal treatment and discrimination.
- Cooperation with public authorities and associations in combating discrimination (seminars, meetings, consultations, works on anti-discrimination strategies).
- Institutional and practical support of external stakeholders' activities in promoting knowledge of ethnic, cultural and religious diversity as well as respect for the rights of the LGBTI community and other communities, support for people with disabilities and those having additional special needs.

- Development of a mediation system that will foster the elimination of conflicts, build trust and improve AMU's social capital.

The document provides for the appointment by the University Rector of an Advocate for Academic Rights and Freedoms and an Anti-Discrimination Committee, responsible for the correct implementation of equality and anti-discrimination policies (pp. 14-15).

### 3. GUIDELINES OF THE AMU GENDER EQUALITY PLAN

The Gender Equality Plan aims to ensure equality and eliminate gender discrimination. Increasing the level of equality (and equity) throughout the university community starts with the understanding of inequality and gradual elimination of imbalances. Therefore, the Plan's priority is to raise awareness about the existing problems and then prevent them. This is what **Diagnosis** (point 4 below) is for, followed by specific **Objectives** (1-6, point 5 below). Within the framework of the plan, a Gender Equality Plan Coordinator will be appointed, whose tasks will include overseeing the implementation of the plan. The Coordinator will function within structure 3 of the Office of the Advocate for Academic Rights and Freedoms and report directly to the Rector.

Adam Mickiewicz University, Poznań, is also sensitive to the needs of non-binary people and other social groups at risk of exclusion, in line with the principle that equality and diversity should not be viewed only in binary terms.

The planned activities are built on specific understandings of the concept of gender and the language recommendations connected therewith. The very issue of marking the gender of the people described is subject to debate: some consider gender to be part of their identity, which they make public; others treat gender as a feature that is essentially irrelevant to their role or function. As a result, some dynamically follow the trends of adequately naming men and women in their roles and functions (which, in practice, means using feminine forms of address to name women), while others prefer the traditional approach, that is, they prefer gradual changes in naming practices moving toward equality<sup>7</sup>.

At the same time, it is important to remember that gender is not understood by everyone in binary terms, assuming a division into male and female gender. Some of us do not identify with either of these two categories and do not want to be defined by them. Raising gender sensitivity also means understanding this very feeling of not belonging to one of two gender identities.

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<sup>7</sup> For example, some want to express pride in women's successes because they believe it is more difficult for them (than men) in Polish society to gain prestigious professions and achieve high positions. Others believe that the "gender of success" (but also failure) is secondary or even unimportant; it is skills that matter, and a career is developed through talent, determination and hard work.

In order to adequately speak about others, as well as to address and talk to them, we face the complexity of the grammatical system of the Polish language. However, in the name of respect and fairness, it should be appreciated that the Polish language gives us many ways to express our identity or to refer to the identity of others.

This includes people for whom gender is not an explicitly binary category and who do not want to be referred to using the feminine or masculine forms. When referring to themselves, they prefer neutral forms - linguistic forms in the neuter gender (including pronouns, nouns, verbs and other forms) that escape the designation of gender as a binary<sup>8</sup>.

## 4. DIAGNOSIS

The diagnosis included in the Gender Equality Plan consists of two separate documents: *Report on Monitoring of Working Conditions and Equal Treatment*<sup>9</sup> and a report prepared by prof. dr. hab. Marek Smolak for the development of the Gender Equality Plan, which takes into account data on gender representation in the University's decision-making bodies, such as the Senate and the University Council.

### 4.1. Report on Monitoring of Working Conditions and Equal Treatment

In 2022, the AMU Publishing House released *the Report on Monitoring Working Conditions and Equal Treatment* prepared by a team consisting of prof. dr. hab. Grażyna Gajewska, prof. UAM dr. hab. Edyta Głowacka-Sobiech, prof. UAM dr. hab. Iwona Chmura-Rutkowska, dr. Maciej Kokociński and mgr Katarzyna Wala. To quote the authors, "The aim of the study was to identify, map, and describe the situation of male and female employees in research, research-and-teaching and teaching positions at AMU in terms of social (in)equality. The main categories of such (in)equalities in this study are gender, distribution of power and recognition, and family situation. The following aspects were taken into account: working conditions, recruitment and promotion, biographies of the study participants, organizational culture and work environment, manifestations of bullying, microaggressions and harassment, participation in training, maintaining work-life balance. The analysis of responses by AMU employees collected via a questionnaire was the basis of the conclusions and recommendations for the

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<sup>8</sup> Some of the proposed forms are innovations that linguistic practice will verify. It is also possible to use words and phrases in impersonal forms (e.g., *doctoral card* [*legitymacja doktorancka*] instead of *doctoral student card* [*legitymacja doktoranta*]; *one will be able to choose* [*będzie można wybrać*] instead of *you will be able to choose* [*będziesz miał/a możliwość wyboru*]) or without indicating gender (e.g., *people studying* [*osoby studiujące*] instead of *male and female students* [*studenci i studentki*]; *dean authorities decided* [*władze dziekańskie postanowiły*] instead of *deans decided* [*dziekani postanowili*] ).

<sup>9</sup> *Report on Monitoring Working Conditions and Equal Treatment*, ed. G. Gajewska, I. Chmura-Rutkowska, E. Głowacka-Sobiech, M. Kokociński, K. Wala, Poznań 2022.

University and Faculty authorities. The overarching goal we want to achieve is a university where women and men, across the diversity spectrum, will be free to follow their chosen path of academic career, have equal opportunities for development, and participate equally in the University community” (p. 7).

In order to prepare the diagnosis, a survey was conducted in 2021. The research tool was created based on the Gender Equality Audit and Monitoring (GEAM) survey questionnaire developed within the framework of the H2020 ACT project by selected institutions in cooperation with Communities of PrACTice for Accelerating Gender Equality and Institutional Change in Research and Innovation across Europe (ACT). According to the authors of the *Report*, the tool was prepared in such a way as to fully respect the privacy of the participants. To date, 12 universities and research centers in Central Europe have used the tool. The survey was conducted from February 17 to March 28, 2021. The final survey sample was 635 respondents. It consisted of 42% of men and 58% of women.

A detailed description of the research carried out and the resulting recommendations have been published in open access on the website of the Adam Mickiewicz University Publishing House:

<https://press.amu.edu.pl/pl/raport-z-monitoringu-warunkow-pracy-i-rownego-traktowania-w-uam.html>.

## 4.2. Diagnosis of the gender structure of employment at Adam Mickiewicz University, Poznań

The development of the Gender Equality Plan of Adam Mickiewicz University, Poznań, requires a point of reference, which is an examination of the actual state of affairs with regard to the gender structure in individual employment positions and in the decision-making bodies of the university, taking into account the following criteria: academic degrees and titles, form of employment, type of work performed, and organizational structure of the University.

Creating barriers for the professional development of social groups in accessing commonly valued goods or jobs is a phenomenon that eludes simple analysis. Sometimes discrimination is unintentional and does not stem from malice, but rather is related to the so-called workplace culture, social habits, stereotypes, and social expectations, which reinforce the discrimination. It is necessary to carefully distinguish discriminatory factors that are individual, singular in nature, from those that are cultural or social. The diagnosis of the phenomena using empirical research must take into account two dimensions. Gender discrimination as a result of stagnant organizational structures in the university should be eliminated by employing institutional

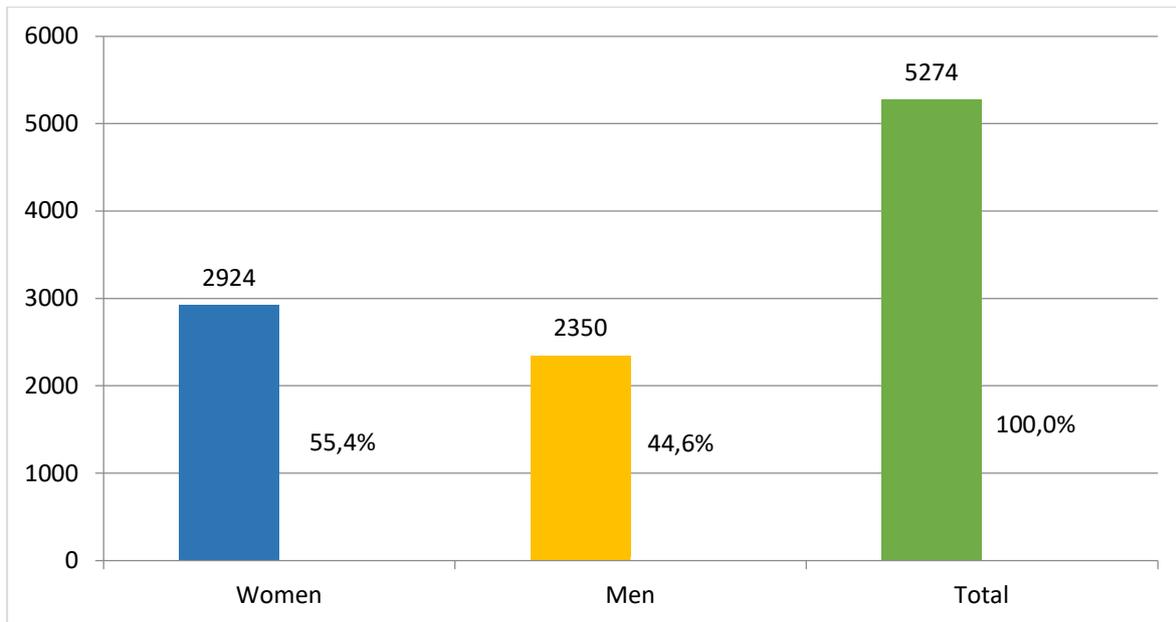
measures. Indications of gender diversity in employment or representation in particular professional groups or university bodies must take into account the overall gender structure of the university as a whole. When considering, for example, discriminatory factors present in structures, forms or bodies, such as, for example, the make-up of dean's authorities, the gender structure in collegiate bodies or in the group of post-doctoral degree holders of a given academic discipline, it is necessary to use for reference a higher structural level of the University. The intention to study the gender gap among researchers, taking the structure of faculties as a reference, the total number of researchers at the entire university should be taken. The level of inequality will then be the difference, calculated in percentage points or numbers, between the share of the two gender categories, for example, in a given faculty in a given scientific discipline council minus the difference existing between these shares at the university level<sup>10</sup>.

It should be emphasized that the study of the gender structure at AMU is dated as on January 5, 2022. From that date until the date of the adoption of the document, the employment status, for example in non-academic positions, may change.

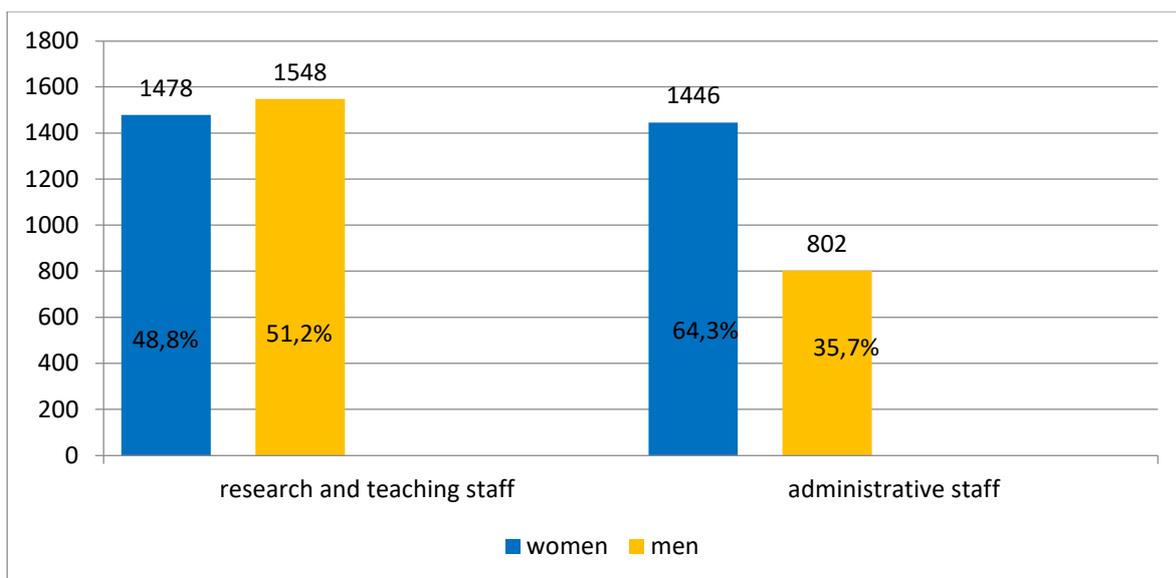
The diagnosis of the gender structure of employment at AMU should start with indicating the gender structure at the university level in two categories: the total number of people working at AMU divided into women and men, and the number of female and male AMU employees, female and male academic teachers and non-academic employees ensuring the continuity of the University's work (we refer to this group of employees as "administrative employees"; it should be borne in mind that this group includes not only those employed in the AMU administration, but also engineering/technical staff and librarians).

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<sup>10</sup> It is also worth mentioning how large the disparity between men's and women's academic careers is across all countries in the EU countries. The triennial "She Figures" survey (under the auspices of the European Commission) monitoring inequalities in science, research and innovation sector shows that while women dominate at the lowest levels of academic education structures, their share at subsequent levels declines significantly to account for only 25% among the highest positions (2019). After: *Career advancement and participation in decision-making*, She Figures, European Commission, <https://ec.europa.eu/assets/rtd/shefigures2021/index.html>.



**Chart 1.** Total number of people employed at AMU by women and men (in numbers and percentages)

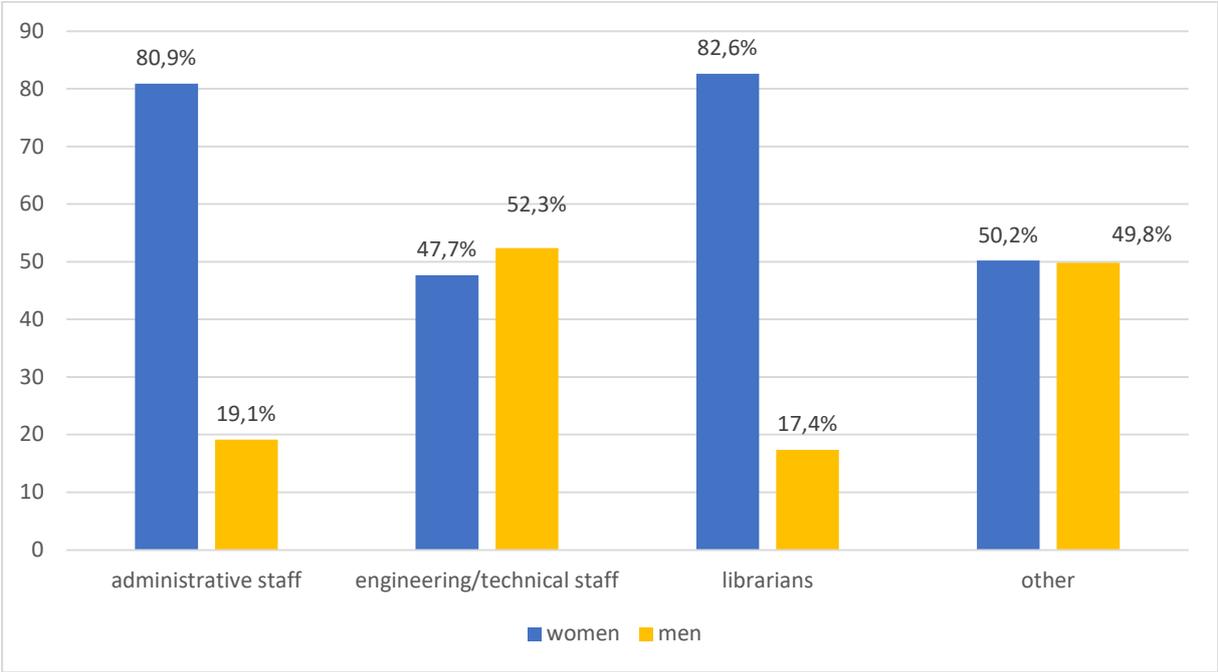


**Chart 2.** Number and percentage share of gender categories in the main employee groups in the University - research and teaching staff vs. administrative staff (in numbers)

The total number of people employed at AMU by a specific gender is balanced in percentage terms, with a slight women majority. In the national structure, the percentage of women in research and teaching positions is less than 40%, the average for the European community is just over 30%<sup>11</sup>. The situation is different when it comes to the number of AMU

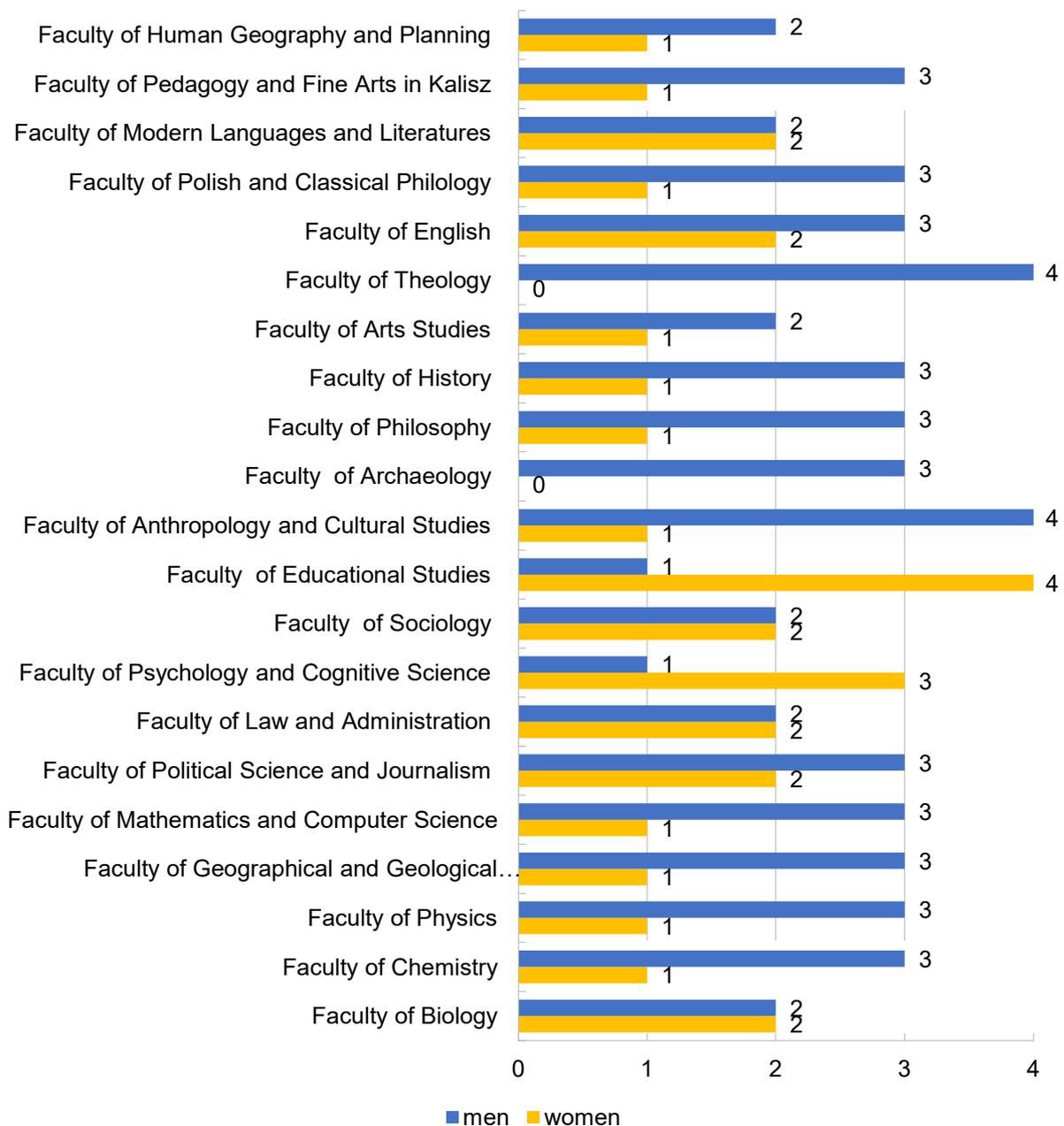
<sup>11</sup> *Labour market participation as researchers*, She Figures, European Commission, 2019, <https://ec.europa.eu/assets/rtd/shefigures2021/index.html>.

employees when divided by men and women in the category of research staff vs. teaching staff (the teaching category includes those who hold research, research-and-teaching, as well as teaching positions) and administrative employees (this category includes those who hold positions in university administration, research and engineering/technical staff, as well as librarians). The higher number of female employees at AMU is largely due to the structure of employment in positions other than research and teaching. It is in administrative positions, i.e., those related to the management/organization of research and teaching activities of the university, that significantly more women than men are employed. The above disproportion is due to the structure of the positions that guarantee the functioning of the university and is the result of the significant feminization of the professional categories related therewith.



**Chart 3.** Percentage of gender share among administrative staff by employee groups

Regarding the variation in the gender structure among those employed in non-research and non-teaching positions (“administrative staff in the broad sense of the word” [Chart 3]), it should be noted that this is determined by the type of activity that ensures the functioning of the university in relation to the University’s statutory tasks. In each category, the variation is different from the University as a whole. The most feminized category is administration and library. A surplus of men, however, is evident in the engineering/technical positions.

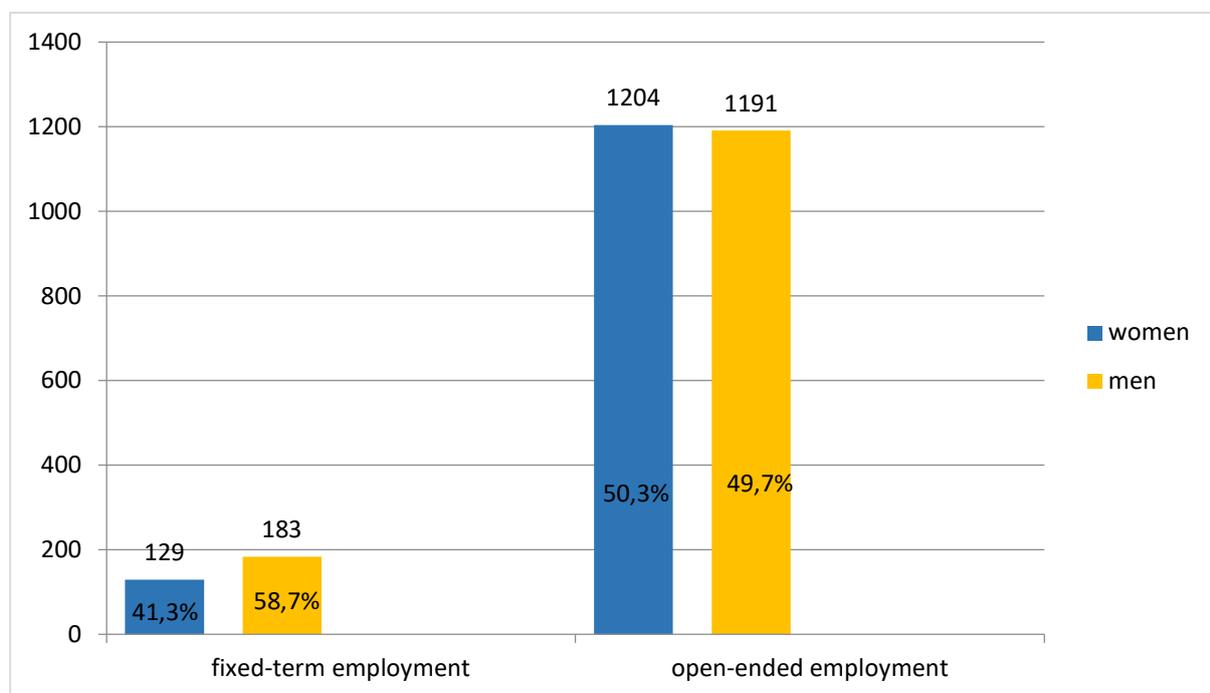


**Chart 4.** Gender structure of the authorities of the various AMU Faculties (in numbers)

The gender disparity is noticeable in key functions at the faculty level. Aside from the Faculty of Educational Studies and the Faculty of Psychology and Cognitive Science, faculty authorities are either predominantly male or the representation of men and women is balanced - this is the case with the Faculty of Biology, the Faculty of Modern Languages and Literatures, the Faculty of Law and Administration and the Faculty of Sociology. An even greater disparity is seen with dean positions. In seventeen cases the deans are men, in four cases women (Faculty of Biology, Faculty of English, Faculty of Sociology, Faculty of Educational Studies). At two faculties, all dean positions are held by men (Faculty of Theology and Faculty of

Archeology). At two faculties the dean authorities are predominantly female (Faculty of Educational Studies and Faculty of Psychology and Cognitive Science).

At the European level, women make up one-third of university authorities. Additionally, only less than 25% of the top positions in governing bodies (*heads of institutions*) are held by women<sup>12</sup>.

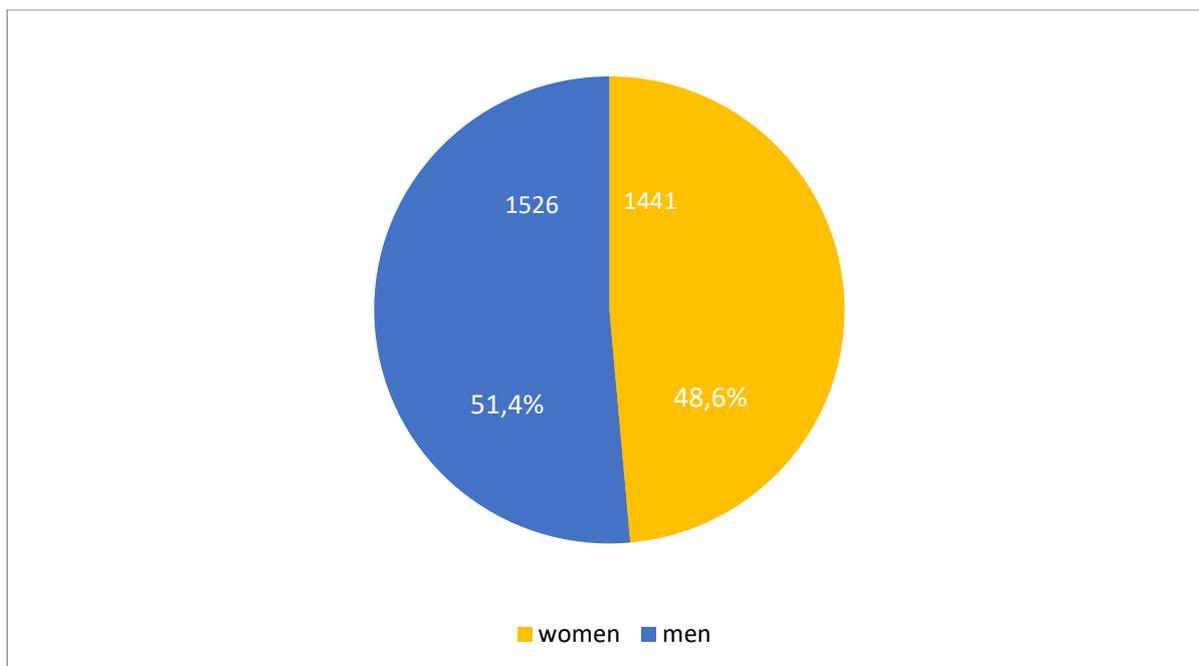


**Chart 5.** Gender structure of researchers at individual faculties at Adam Mickiewicz University and in the centers, university-wide units and institutes, taking into account the form of employment (fixed-term and open-ended)

The number of male employees under fixed-term employment is higher than the number of female employees. It should be noted that at AMU faculties, and in the centers and institutes, the open-ended employment of men and women is balanced. National and European data show the opposite trend - short-term contracts apply more often to women, both in the Polish higher education system and when considering the aggregate results for EU countries (EU 27)<sup>13</sup>.

<sup>12</sup> For Poland, this percentage is even lower, at less than 20%. After: *Career advancement and participation in decision-making*, She Figures, European Commission, <https://ec.europa.eu/assets/rtd/shefigures2021/index.html>.

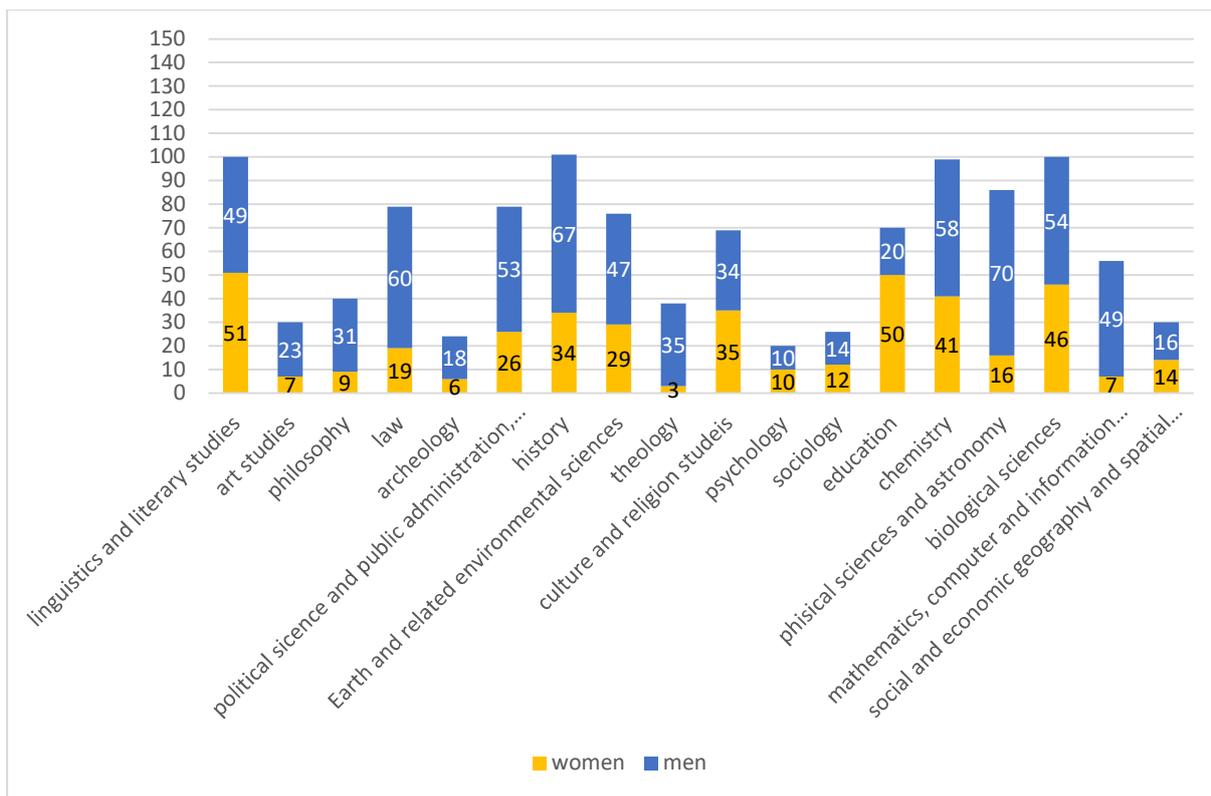
<sup>13</sup> The percentage of women under fixed-term employment in the university sector in Poland was 5.49 and men 2.12 (2019). After: *Working conditions of researchers*, She Figures, European Commission, <https://ec.europa.eu/assets/rtd/shefigures2021/index.html>.



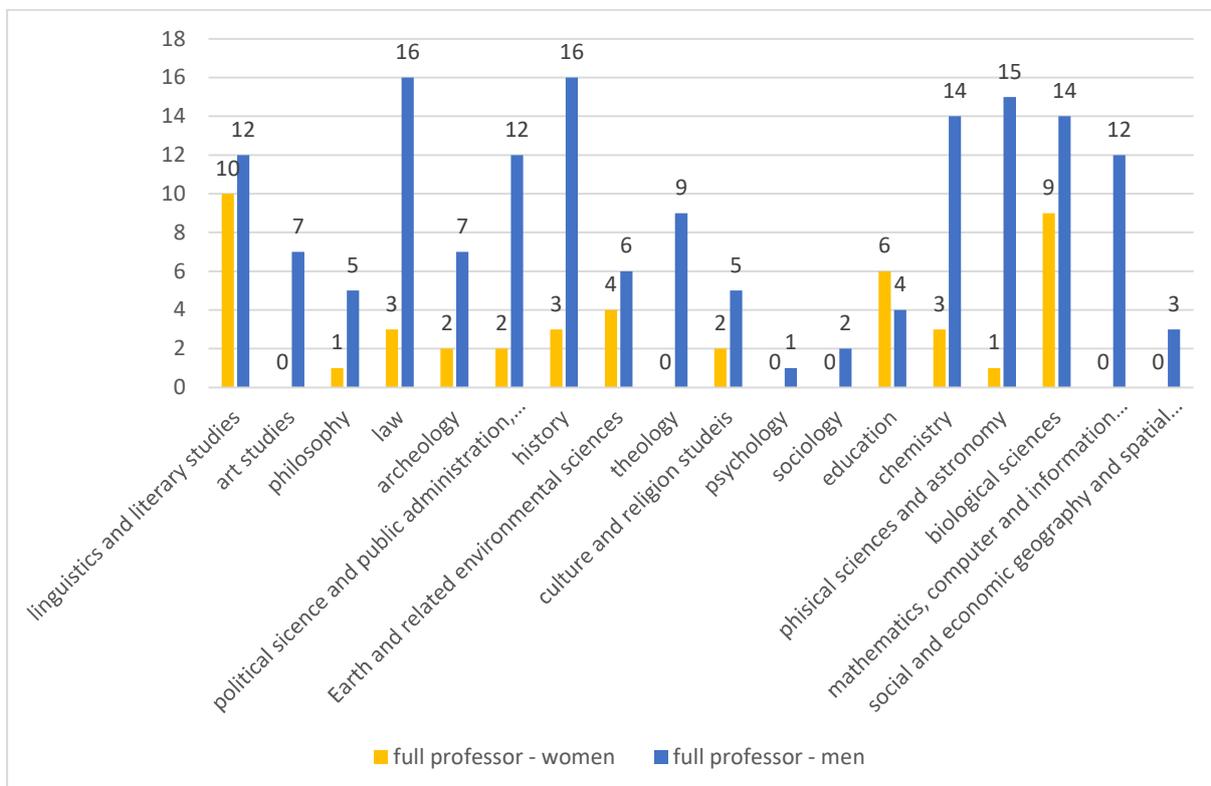
**Chart 6.** Total number of female and male researchers at AMU faculties and centers, university-wide units and institutes

The number of male and female employees at AMU faculties and centers, university-wide units and institutes is balanced.

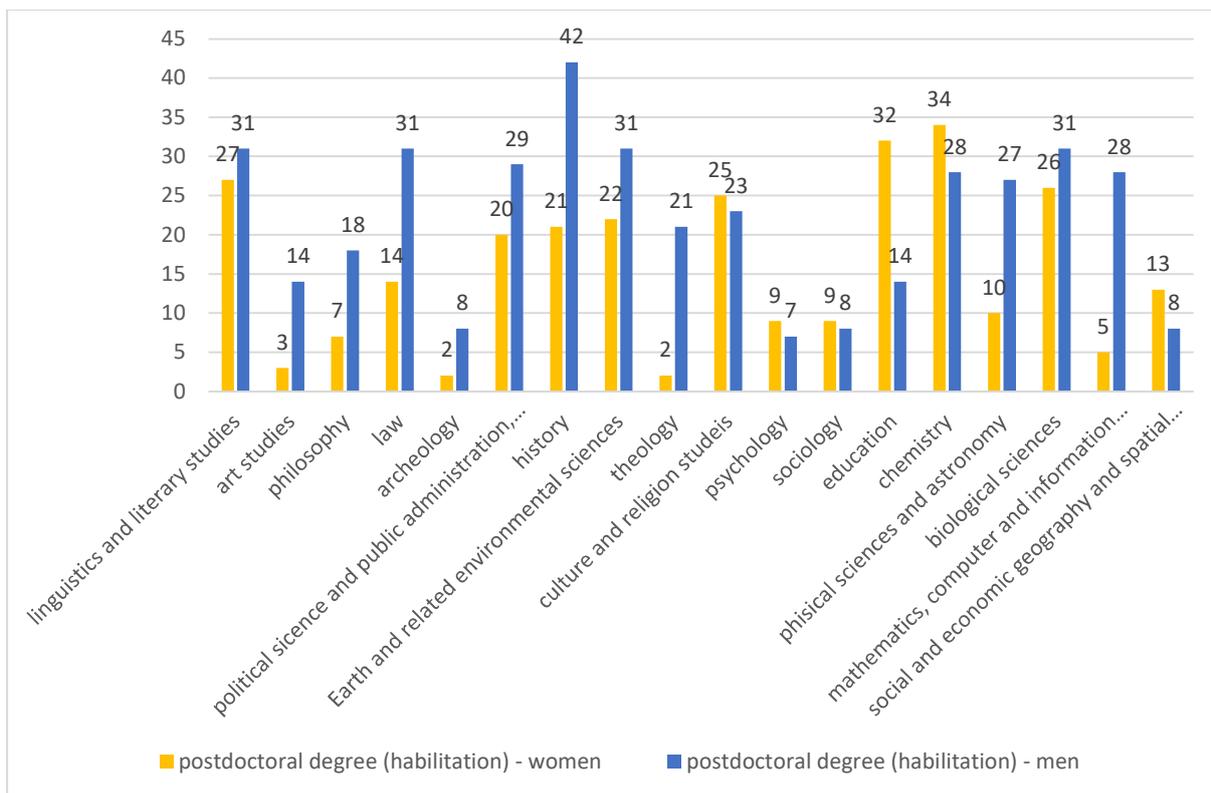
The following table illustrates the variation in the gender structure among those employed in research positions in particular scientific discipline councils. This brings us to the most important part of the gender structure diagnosis, which allows us to answer the following question: whether, and to what extent, there exist inequalities in access to scientific promotion based on gender, scientific degrees and titles?



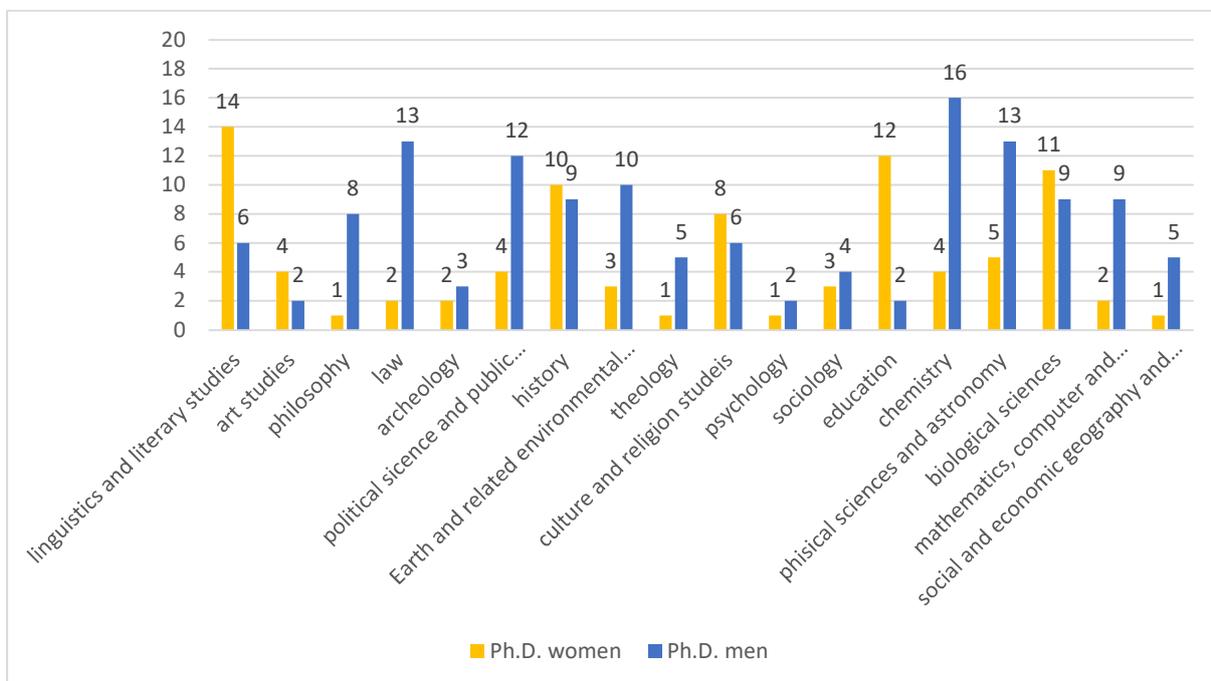
**Chart 7.** Gender share, in numbers, in scientific discipline councils at AMU



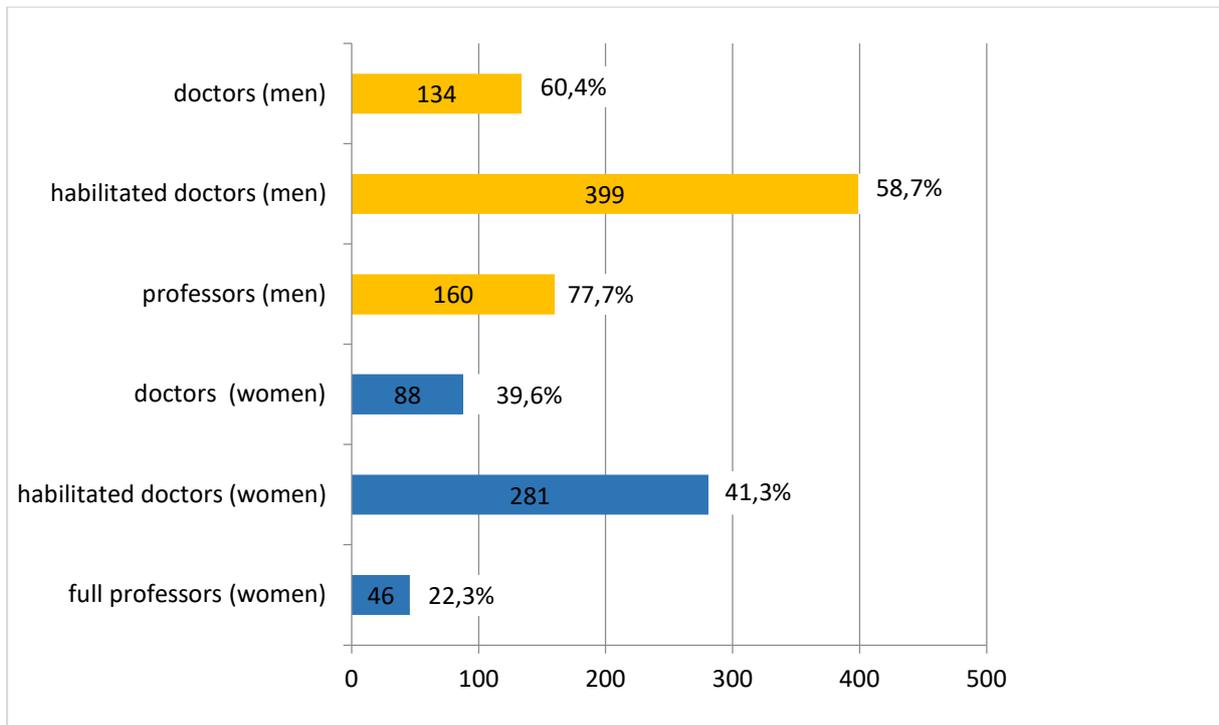
**Chart 8.** Gender share, in numbers, in each scientific discipline council at AMU among employees with the title of full professor



**Chart 9.** Gender share, in numbers, in scientific discipline councils at AMU among employees with post-doctoral degree (habilitation)



**Chart 10.** Gender share, in numbers, in scientific discipline councils at AMU among employees with Ph.D. degrees



**Chart 11.** Gender share, in numbers, among staff with title of full professor, post-doctoral degree holder, and doctor in all scientific discipline councils at AMU

When considering the percentage share of gender categories among researchers of the various scientific discipline councils at AMU, factoring in the criterion of degree or title, it should be noted that certain assumptions should precede the analysis of diversity in gender structures. This is because this could potentially be an area where the exclusion or discrimination factors are present. To be able to assess the possibilities of career paths in science, three facts must be considered: (1) the prestige of research positions is determined by the degree or title held, (2) post-doctoral and professorial positions have more prestige than pre-habilitation positions, (3) the recognition in society that scientific work is valued more highly than teaching at a university. Consequently, the variation in these three dimensions leads to a disparity in the degrees or titles held by women and men.

The above assumptions allow us to see significant differences in gender share by position. It should be noted that the disadvantageous position of women compared to men (understood as the size of the gender share) with a Ph.D. widens significantly after a successful defense of the doctoral dissertation. Obtaining a Ph.D. requires considerable commitment and increased effort, without a guarantee that this effort will “pay off” at subsequent stages of the academic career. A Ph.D. does not guarantee employment. This means that after obtaining a Ph.D., one chooses between two paths: one is a research-oriented career, leading to - one might say, by definition - engaging in activities aimed at obtaining higher scientific degrees and titles, or the other path - a teaching career, i.e., taking on a lecturer or senior lecturer position. As regards the post-doctoral degree, the gender gap widens greatly to the disadvantage of women, and

for the professorial position it reaches 160 male full professors against 46 female full professors. A larger advantage is also evident at the lower level, i.e., the level of scientific discipline councils, with the exception of the scientific discipline council for pedagogy, the scientific discipline council for linguistics and literary studies, and the scientific discipline council for the biological sciences. It is worth noting that the category of post-doctoral degree holders is also dominated by men, although to a lesser extent than in the category of full professors.

The results of the study represent a certain simplification and cannot be an authoritative basis for further analysis. This analysis will be more in-depth if we consider subsets in groups of researchers created on the basis of other criteria, such as the time of employment from the doctoral dissertation defense to obtaining the post-doctoral degree, or the time until obtaining a professorship.

The material presented above allows the following conclusions:

1. What must be considered is the time it takes to earn the next degree in an academic career, with a gender breakdown, of course. This criterion can confirm or refute the hypothesis of the discriminatory nature of the process of career advancement in science, factoring in the time frame connected, for example, with motherhood.
2. Another fact to consider is that among assistant professors without habilitation we have both: those who are just starting their careers as well as those who are more advanced in age.
3. We are dealing with a similar situation (as the one mentioned above) in the group of full professors and post-doctoral degree holders.
4. Procedures to obtain scientific titles are subject to constant legislative changes.
5. An analysis of publication output and the number of research projects might serve as an indicator for diagnosing gender inequality in scientific activity.
6. Another fact to consider is that the advancement of a scientific or academic career depends, among other things, on the scientific discipline practiced. Careers in the humanities and the social sciences differ from careers in science and technology.
7. Of key importance to women's scientific development is the period between defending a Ph.D. and obtaining the post-doctoral degree, and then the time until becoming a full professor. Undoubtedly, women's research careers slow down during these two periods.

### 4.3. Conclusions from the analysis of diagnostic data

The issue of unbalanced gender representation among many employee groups and among the heads of organizational bodies and units at AMU is clearly evident in the diagnostic section of this study. Since the sources of this problem are largely systemic, structural and even cultural, achieving adequate gender representation is bound to be a long-term process, thus making it difficult to set a date for its completion.

The data collected in the above exploratory diagnosis does not allow us to formulate macro-structural conclusions about the existence of discrimination at AMU. While it can be noted that there is a gross gender inequality in leadership positions (see: deans of faculties, where out of the 21 existing faculties at AMU, only 4 have women as deans) and in academic positions related to scientific titles (see: female full professors and male full professors), it is impossible to show that this inequality is due to intentional discriminatory actions, i.e., blocking access to these positions. It seems that this state of affairs can be explained by cultural considerations.

We should distinguish between two postulates: the first one concerns the pursuit of a balanced gender representation in employment, governing bodies, doctoral school recruitment or AMU events. The other is about striving for a balanced number of men and women as regards scientific degrees. With reference to the first postulate, the University should guarantee equal opportunities in competition/job call and recruitment procedures (including admissions to doctoral schools), and also aim to ensure an appropriate balance of women's and men's share in the decision-making process of collegiate bodies and in scientific events organized and co-organized by the University. The University should aim to ensure an appropriately balanced representation of women and men when it comes to the make-up of competition/job call and recruitment committees, as well as rotation of the persons chairing these bodies. The University should also make sure that competition/job call and recruitment announcements do not specify the preferred gender of candidates for employment or study. It should strive for appropriately balanced gender representation in university authorities and university bodies, and bodies whose members are elected or sit on them, bearing in mind academic degrees and titles (such as the scientific councils of disciplines, the Senate and others). The University should also aim to ensure that gender representation in organized or co-organized scientific events is balanced, with regards to the participation of women and men in the organizing committees, plenary panels and scientific committees.

As for the other postulate, i.e., striving for a balanced number of men and women, taking into account the criterion of scientific degrees, AMU should support women's academic careers by taking supportive, mentoring and promotional measures. The University should strive for

equal opportunities for women and men in their scientific pursuits, taking into account the target groups in such a way as to equalize opportunities for development or careers in those units, bodies or positions in which one of the gender categories is overrepresented or underrepresented. It should be clearly emphasized that the basic criterion for participation in such projects is the possession of adequate knowledge, competence and skills.

## 5. SPECIFIC OBJECTIVES OF THE GENDER EQUALITY PLAN

Based on the analysis of the survey results, a diagnosis was made of the problems of discrimination (including harassment) and exclusion at the University and the resulting needs. Creating an inclusive organizational culture at AMU that supports equality, equity and diversity was made number one priority in the implementation of the Gender Equality Plan. The plan includes tools for solving the problems identified by the diagnosis, a proposal for relevant actions and a time frame for their implementation (2022-25). Priority areas have been set, focused on achieving six key objectives:

### **Objective 1: Promoting an inclusive organizational culture that supports equality and diversity**

Activities within Objective 1 seek to build awareness and knowledge of equality and non-discrimination, particularly on the basis of gender. They result from a preliminary diagnosis<sup>14</sup> of the situation at the University and identification of the problems that ensue from lack of anti-discrimination measures - ranging from disrespect to violence, from disparagement to abuse of power. Institutions and bodies are to be established responsible for the implementation of anti-discrimination measures and the dissemination of knowledge about the above problems, as well as about good practices in solving them.

### **Objective 2: Supporting the development of scientific careers and ensuring gender balance in competition/job call procedures**

The main task within this objective is to create solutions for the advancement of scientific careers based on the principle of equal treatment by implementing a system of support for professional activity for those resuming research work after a long break. Based on a detailed diagnosis, a mentoring system will be created, which will ultimately help

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<sup>14</sup> The results from the survey of the AMU community; included in the aforementioned (see 4.1.) document *Monitoring Report on Working Conditions and Equal Treatment*.

prevent the exodus of representatives of a given gender at various career stages. Ultimately, procedures will be put in place to prevent unequal treatment and various forms of discrimination in the recruitment of new employees, as well as solutions ensuring adequate representation of the underrepresented gender in the make-up of competition/job call committees and evaluation teams.

**Objective 3: Striving for the creation of an appropriately balanced gender representation in the University's decision-making bodies, assessment, evaluation and expert teams, and university committees**

The University should aim at guaranteeing equal opportunities in competition/job call and recruitment procedures, as well as a balanced share of women and men not only in the decision-making process of collegiate bodies, but also in scientific events organized and co-organized by the university. Additionally, it should strive to create an appropriately balanced representation of women and men on competition/job call and recruitment committees and allow for rotating leadership in these bodies. AMU's activities should also be directed at ensuring an appropriately balanced gender representation among the heads of university bodies whose members are elected or sit on them based on their academic degrees and titles (e.g., dean's councils, scientific discipline councils, the Senate).

**Objective 4: Creating working conditions that facilitate work and family life balance**

The task is to develop systemic solutions to help combine work and family responsibilities, taking into account employees' needs at different stages of their careers. The University's activities should aim to develop a work organization culture in line with the spirit of work-life-balance. An important part of achieving this objective will be raising the awareness of employees as regards labor rights and the recommendation of comprehensive support for employees caring for dependents.

**Objective 5: Integrating the sex/gender dimension into research and teaching content**

The implementation of this objective is to contribute to enriching the cognitive horizon of students/doctoral candidates with experiences, positions and points of view hitherto absent or overlooked in the process of academic training, as well as to familiarize them with equality (and equity) discourses and teach their practical application in terms of the language used and the learning content conveyed. Through the implementation of guidelines formulated for Objective 5, curricula will be enriched and modernized by introducing various gender perspectives. Activities included in Objective 5 will promote and reinforce the sense of belonging to an open and inclusive community, free from discriminatory practices, as well as a sensitivity to the different experiences

and needs of others. Realizing Objective 5 can therefore constitute one of the key determinants of educational quality. As regards scientific research, on the other hand, the fulfillment of the objective is supposed to foster an appropriate balance between the presence of female researchers on expert teams, editorial boards of scientific journals, organizing committees, but also in the public debate. Additionally, its implementation is to emphasize the importance of research on gender, equality and discrimination.

**Objective 6: Implementation of measures against gender-based violence, including sexual harassment**

The Adam Mickiewicz University, Poznań, is committed to creating a social, educational, professional and scientific environment free from discrimination and violence of which gender-based violence is a particularly condemnable form. There is a zero-tolerance policy at AMU for behavior of a sexual nature that aims to or results in violating the dignity of another person by creating an intimidating, hostile, degrading, humiliating atmosphere toward the person. Accordingly, systemic measures are being taken by university structures set up to counter discrimination. Surveys regarding instances of sexual harassment in the AMU academic community are also an important instrument. Through these types of initiatives, it is possible to gain knowledge about the extent of such occurrences and, as a result, to take action to provide better support and assistance to those who have experienced sexual harassment. Moreover, the information gathered in this way contributes to the development and implementation of programs aimed at eliminating this type of pathological behavior in our community.

**Objective 1: Promoting an inclusive organizational culture that supports equality and diversity**

Area	Action	Time frame	Implementation	Success rate
1. Recommendations about language use	1.1. Preparing <i>Recommendations</i> for the use of language at AMU that supports gender equality	By the end of 2023	Appointed Editorial Team	Document
	1.2. Rewriting official documents, and news and promotional materials about the University in terms of inclusive and non-discriminatory language	Continuous action	Appointed Editorial Team	Documents written in inclusive and non-discriminatory language
	1.3. Paying attention to using inclusive and non-discriminatory language in newly prepared materials	Continuous action	Appointed Editorial Team	Documents, recommendations written in inclusive and non-discriminatory language
	1.4. Disseminating knowledge about non-discriminatory language by organizing lectures, debates and training sessions	2022-2025	Persons in executive/leadership positions	One event per year devoted to the topic of solving problems concerning the use of non-discriminatory language in each organizational unit of AMU
2. Raising awareness about the problems of unequal treatment and discrimination	2.1. Supporting the introduction of topics related to respect for equality, equity and diversity into teaching and research content	2022-2025	Rector, University Council for Education, AMU schools' councils for education, councils for degree programme curricula	New content provided as part of university courses
	2.2. Including gender equality themes in student initiatives	2022-2025	Bodies of the AMU Student Parliament and other student organizations	10 student events where the theme of gender equality will be present (until 2025)

	2.3. Supporting university-wide media in the preparation of materials/articles/broadcasts on equality issues	2022-2023	Editors responsible for content creation	Series of materials in each media outlet devoted to different aspects of equality
	2.4. Promoting research activity in equality-related studies	2022-2023	Center for the Study of Women's Participation in Public Space; "When Science is a Woman" Team	Report on research results, thematic conferences
	2.5. Announcing and promoting the Gender Equality Plan	June 2022; continuous action	Rector	Press Conference; information on GEP in the media
3. Dissemination of standards and good practices related to equality and anti-discrimination policies	3.1. Mandatory training for all employee groups on the recommendations of the European Charter for Researchers and the Code of Conduct for Staff Recruitment and the GEP	as of 2023	Rector, Chancellor	Number of training sessions conducted
	3.2. Implementing equality and anti-discrimination policy	2022-25	Advocate for Academic Rights and Freedoms, GEP Coordinator	Activities regulated by the document entitled "Equality and anti-discrimination policy" adopted by the AMU Senate
4. Institutional support for equality measures	4.1. Establishing a platform for sharing knowledge and views on equality, equity and diversity policies/practices and for reporting cases of discrimination	Start 2023	GEP Coordinator	Activity of exchange participants and number of interventions reported
5. Monitoring the implementation of the GEP	5.1. Appointing the GEP Data Monitoring Team	2022-2023	Rector	Appointed team
	5.2. Developing the standards and a system for collecting and sharing GEP data and annual reporting based on selected data indicators	Continuous action since GEP announcement	GEP monitoring team	Number of team's reports produced

**Objective 2: Supporting the development of scientific careers and ensuring gender balance in competition/job calls and recruitment procedures**

Area	Action	Time frame	Implementation	Success rate
1. Employment of new employees	1.1. Creating competition/job call committees for the employment of academic teachers ensuring an adequate representation of the underrepresented gender	Continuous action	School Councils, principal investigators of grants	Gender-balanced competition/job call committees
	1.2. Conducting job call procedures when employing academic teachers in accordance with the adopted OTM-R guidelines	Continuous action	School Councils, principal investigators of grants	Number of recruitments carried out in accordance with OTM-R
	1.3. Conducting recruitment for administrative, library, technical and service positions based on competence, knowledge and skills, and taking into account the underrepresented gender	Continuous action	Chancellor	Number of employed staff
2. scientific promotion proceedings	2.1. Setting up doctoral committees and post-doctoral degree (habilitation) committees ensuring an appropriate gender balance	Continuous action	Scientific disciplines councils	Appropriate gender balance in the make-up of doctoral and post-doctoral degree (habilitation) committees
	2.2. Developing procedures to foster equal treatment in scientific/academic promotions and preparing a catalogue of good practices in promotion proceedings	2023	Advocate for Academic Rights and Freedoms Coordinator	Procedures and good practices in force at AMU

	2.3. Formulating and implementing guidelines related to considering the balancing of gender representation in the selection procedures for the expert committees (doctoral, post-doctoral degrees and other, including project committees)	As of the academic year 2022/2023	Persons chairing the scientific disciplines councils	Make-up of committees factoring in the gender structure in the unit (until the end of 2023)
	2.4. Formulating and implementing guidelines relating to considering the balancing of gender representation in competition/job calls and recruitment procedures	As of the academic year 2022/2023	Persons responsible for preparing competition/job calls announcements, including project announcements	Make-up of committees factoring in the gender structure in the unit (until the end of 2023)
3. Supporting career development	3.1. Appointing an advisory team for scientific career development	2023-2024	Rector	Appointed team
	3.2. Conducting a diagnosis of needs	2022-2023	GEP Coordinator	Diagnosis
	3.3. Creating additional forms of support for parents returning from parental leave and those in difficult life situations to help them return to full academic activity	2025	Deans	Reduced teaching load according to the needs and at the request of the employee and with the approval of the dean
	3.4. Creating a systemic solution to counteract the exodus of representatives of a particular gender at a certain stage of the academic career	2025	Rector, GEP coordinator	System subject to continuous monitoring
	3.5. Establishing a mentoring program for career development that equalizes opportunities for both genders at different stages of scientific career development	2022-2025	GEP coordinator, scientific career development team	Number of mentors and mentees

**Objective 3: Striving for the creation of an appropriately balanced gender representation in the University's decision-making bodies, assessment, evaluation and expert teams, and university committees**

<b>Area</b>	<b>Action</b>	<b>Time frame</b>	<b>Implementation</b>	<b>Success rate</b>
1. Gender balance in decision-making bodies and organizational units of AMU	1.1. Formulating and implementing guidelines for appropriate balance of gender representation in the structures of bodies and organizational units at AMU	As of 2024-2028 term	Rector	Guidelines and appropriate gender balance
	1.2. Formulating and implementing guidelines on the appropriate balance of gender representation when appointing chairpersons of decision-making bodies	As of 2023	Rector	Guidelines and appropriate gender balance

**Objective 4: Creating working conditions that facilitate work and family life balance**

<b>Area</b>	<b>Action</b>	<b>Time frame</b>	<b>Implementation</b>	<b>Success rate</b>
1. Organizing a work culture that fosters work and family life balance	1.1. Promoting measures that help combine private and professional life, such as creating work-from-home opportunities or adjusting the timing of vacation leave to accommodate the family needs of administrative employees	By 2025	Chancellor, GEP coordinator, deans	Principles of the work-from-home system
	1.2. Increasing awareness of employees regarding employee rights of during or upon returning from parental leave (e.g., being included in promotion procedures, allocation of salary raises)	2023-2025	GEP Coordinator	Catalogue of good practices on the organization of working time, which will take into account the needs of employees' private and family lives  Number of meetings, training sessions to raise awareness of good practices in time management, work-life balance  A functioning information channel informing about the solutions introduced by the University to combine work and family life and popularizing these solutions
2. Developing solutions to support caregivers	2.1. Founding an AMU Senior Club	2025	Rector	Functioning AMU Senior Club
	2.2. Seeking sources to fund care for dependants, including seniors and people with disabilities	Continuous action from 2024/2025	GEP coordinator; Rector's Representative for Students with Disabilities	Sources of funding for care
	2.3. Creating a friendly organization of working time that takes into account the needs of caregivers	Continuous action since GEP announcement	Rector, Chancellor	New rules introduced in work regulations

	2.4. Adapting infrastructure to the needs of those caring for dependants (in accordance with the AMU strategy)	Continuous task	The Chancellor in consultation with the GEP coordinator	Adapted rooms in AMU buildings to accommodate caregivers' needs
	2.5. Preparing a diagnosis of the needs of employees caring for dependants	By the end of 2023	GEP Coordinator	Diagnosis report

**Objective 5: Integration of the sex/gender dimension into research and teaching content**

<b>Area</b>	<b>Action</b>	<b>Time frame</b>	<b>Implementation</b>	<b>Success rate</b>
1. Educating in accordance with the principle of equality and the integration of the gender dimension into teaching content	1.1. Training for staff conducting classes	Continuous as of the second half of 2022	Staff Recruitment and Professional Development (Human Resources Center)	Number of trained male and female employees
	1.2. Creating a guide and/or interactive website (knowhow website) based on examples of good equality practices (case studies) in education in all disciplines	2022-2023	GEP coordinator and appointed specialists	Guidebook and interactive website
	1.3. Verifying study programs, including curriculum content and language used in syllabi. Developing inclusive recommendations for their creation.	Continuous action	Councils for degree programme curricula	Modified study programs, including curriculum content and language used in syllabuses
	1.4. Conducting training sessions on designing study programs with a view to implementing equality content in them and broadening the cognitive perspective with a gender focus	Continuous task	Vice-Rector for Student Affairs and Teaching	Number of training sessions conducted
	1.5. Conducting mandatory short online training courses on the AMU GEP and the rights under it for first-year undergraduate, graduate and doctoral students	As of 2024	GEP Coordinator	Obligation to participate in the course for students and doctoral candidates admitted to the first years of study
2. Adequate balanced gender representation in research teams and in the public debate (media discourse)	2.1. Creating a platform designed for women and for self-submission of their own candidacies as experts in various fields, according to their specialization, areas of scientific/research interest	As of 2024	Vice-Rector for Research	A functioning platform

3. Dissemination of knowledge on the results of the latest research of AMU staff taking into account the gender perspective	3.1. Creating a systematized, continuously updated and publicly available database of publications and research results	2023-2024	Team "When Science is a Woman," Vice-Rector for Research	A publication database accessible
4. Adequate gender-balanced representation on the scientific editorial boards of journals/collective monographs and on the scientific committees of conferences	4.1. Following the principle of appropriately balanced gender representation in the make-up of the editorial boards of journals and scientific committees of conferences held at AMU	Continuous action	Editors in chief of journals; chairpersons of scientific committees of conferences	Adequate gender balance in editorial boards
5. Inspiring research on gender studies, gender equality and discrimination	5.1. Introducing small (university) grants for research projects on countering gender discrimination	as of 2024	Faculties, AMU Schools	Award of 5 mini-grants per year from various disciplines
6. Promoting equality-related content in research and innovations	6.1. Creating recommendations for setting research priorities based on the latest available gender-sensitive data at all stages of conducting research on populations - from hypothesis formulation through data collection, and analysis <sup>15</sup>	2025	GEP Coordinator, Vice-Rector for Research	Existing recommendations

<sup>15</sup> Example: <http://genderinnovations.stanford.edu/>.

**Objective 6: Implementation of measures against gender-based violence, including sexual harassment**

<b>Area</b>	<b>Action</b>	<b>Time frame</b>	<b>Implementation</b>	<b>Success rate</b>
1. Raising awareness on gender-based violence. Counteracting the instances of sexual harassment in the AMU community	1.1. Conducting promotional and educational campaign to raise awareness of employees, PhD students, and students against sexual harassment	Continuous action	GEP Coordinator, Advocate for Academic Rights and Freedoms	Conferences, seminars and workshops, information in academic media, including student media
	1.2. Creating a database of good practices in order to exchange experiences between universities	2022-2023	GEP Coordinator, Advocate for Academic Rights and Freedoms	Database of good practices
	1.3. Including gender-based violence issues in mandatory anti-discrimination training	As of 2023	Advocate for Academic Rights and Freedoms	Presence of gender-based violence content in anti-discrimination training courses
	1.4. Conducting periodic surveys among employees, doctoral students, and students on sexual harassment in the AMU community	As of 2023	Advocate for Academic Rights and Freedoms	Survey results
2. Organizing a system of assistance for people who have been victims of gender violence	2.1. Legal and psychological support for people who have experienced sexual harassment	As of 2023	Advocate for Academic Rights and Freedoms	Support system developed
	2.2. Appointing consultants for combating sexual harassment	2022-2023	AMU Rector	Appointed consultants
	2.3. Improving procedures to facilitate the reporting of sexual harassment incidents in the AMU community and their communication among the community members	2024	Advocate for Academic Rights and Freedoms	Procedures in place to facilitate the reporting of sexual harassment and transparent communication in this regard

## 6. SUMMARY

Ensuring compliance with standards of equality and non-discrimination in the academic community is one of the priorities among the University's many tasks. We consider the creation of a safe, discrimination-free space as the foundation of the University's functioning. The Gender Equality Plan is intended to form the basis for equality policies at our University, together with the AMU Strategy for 2020-2030, the AMU Equality and Anti-Discrimination Policy, the recommendations of the European Charter for Researchers and the Code of Conduct for Staff Recruitment. The Gender Equality Plan for AMU incorporates six objectives worked out on the basis of the recommendations by the European Commission considered as fundamental to achieving gender equality in research and innovation:

1. Promoting an inclusive organizational culture that supports equality, equity and diversity.
2. Supporting the development of research careers and ensuring gender balance in competition/job call and recruitment procedures.
3. Striving to create a balanced gender representation in the university's decision-making bodies, assessment and evaluation/expert teams, and university committees.
4. Creating working conditions that make it easier to combine work and family life.
5. Integrating the gender dimension into research and teaching content.
6. Implementing measures against gender-based violence, including sexual harassment.

As of the year 2022, having a GEP is a condition for entering competitions in the Horizon Europe framework program. This Gender Equality Plan was created based on an analysis of data flowing from reports prepared at AMU.

Through the implementation of the measures specified in the Gender Equality Plan, the University will aim to provide equal opportunities for all staff to ensure fair working and studying conditions for the benefit of the academic community and its social environment. Admittedly, conducting high-quality research, being able to benefit from the resulting knowledge, and a coherent, well-functioning system of administrative support should be available to all.

We believe that the proposed institutional changes will follow, with the commitment and support of the University authorities, and the entire academic community will readily accept and respect the provisions of the GEP.