

# Gender Equality Plan



**Maria Curie-Skłodowska  
University**

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## 1. Introduction

For the purpose of providing the academic community with a safe and friendly place to study and work, free from discrimination, enabling everyone to develop freely academically, professionally and personally, a **Gender Equality Plan** (GEP for short) has been prepared at the University of Maria Curie-Skłodowska. Adoption of this document complements and extends the scope of activities in the area of promoting equality and counteracting discrimination, including gender discrimination, related to the implementation of the University's commitment to continuous improvement of its rules on both recruitment and human resources under the HR Excellence in Research logo.

The plan also responds to the priorities of the European Committee's Gender Equality Strategy 2020-2025, which sets out the vision, policies and actions to make concrete progress towards gender equality in Europe and the purpose of achieving the Sustainable Development Goals. As part of this strategy, the committee is committed to promoting gender equality in research and innovation.

Compilation of the Plan was also driven by the requirements of the European Commission's Directorate-General for Research and Innovation that every university, research entity and public administration entity must have a gender equality plan in order to access research funding under the next Horizon Europe programme.

## **About the Marie Curie – Skłodowska University**

Maria Curie-Skłodowska University in Lublin is the largest public university in Poland on the eastern side of the Vistula River. It was established on 23 October 1944. Initially it functioned with four faculties: Medical, Natural Sciences, Agricultural and Veterinary Sciences, and in less than three consecutive months a fifth – Pharmaceutical – was established. The ceremonial inauguration of the first academic year took place on 14 January 1945. The academic staff at that time consisted of 42 professors, among others from the universities of Lvov and Vilnius. 806 students began to study at our university. The organiser and first rector of the University was the zoologist Professor Henryk Raabe. Gradually, the number of employees and students increased, and the University underwent organisational changes and established new faculties and fields of study.

The 1960s and 1970s saw a major expansion of the university town. New buildings were constructed for all faculties, the Inter-University Library building, student residence halls, Chatka Żaka and a sports hall. This has contributed to the expansion of educational and research opportunities.

At present, Maria Curie-Skłodowska University provides education at 13 faculties (12 in Lublin and the Puławy Branch Faculty), 80 fields of study and nearly 250 specialisations within bachelor's and master's degree courses and long-cycle Master's degree programme, in various fields of science and approximately 100 postgraduate courses. Since 2012, the university has hosted the Lublin Children's University, which organises classes for children aged 6 to 12. As of the 2019/2020 academic year, three doctoral schools are available. To date nearly 260,000 graduates have completed their studies at the University.

In total, Maria Curie-Skłodowska University has approximately 18,000 students, including more than 1,600 foreigners (representing approximately 10% of all those studying at the University), representing nearly 45 countries. There are currently 480 doctoral students and 630 postgraduate students. The number of young students at the Children's University is approximately 3,500 children.

The University is also the place of work for more than 2,800 people, including 1,586 in academic, research and teaching positions and around 1,200 non-academic staff.

In 2017, the Maria Curie-Skłodowska University received the HR Excellence in Research logo awarded by the European Committee. It confirms that the University provides the best possible working conditions for researchers and ensures transparent recruitment rules and adequate space for scientific development, in line with European standards.

17 September 2019, the Maria Curie-Skłodowska University was among the 58 universities that signed the Declaration of the Social Responsibility of Universities, committing to spreading academic values and popularising science among the public. According to the Ministry of Education and Science, the declaration signifies the voluntary commitment of universities to promote the idea of sustainable development and social responsibility in educational programmes, research, as well as management and organisational solutions of universities. Its purpose is to create broad public awareness of the role of universities in shaping the conditions for sustainable socio-economic development of the country.

## 2. Diagnosis

### 2.1. Data sources and ways of obtaining it

Data for the preparation of the Diagnosis on the state of gender equality at Maria Curie-Skłodowska University in Lublin was obtained in two ways: by using data sets and information already existing at Maria Curie-Skłodowska University (so-called 'desk research') and by conducting quantitative research among employees.

#### DESK RESEARCH

Data for the compilation of the diagnosis were made available by Maria Curie-Skłodowska University entities, including:

- » Maria Curie-Skłodowska University HR and Payroll Centre – data on the employment structure (scientific and administrative employees) and remuneration structure, maternity, paternity, parental and parental leaves, as well as flexible forms of employment, etc;
- » Maria Curie-Skłodowska University Centre for Analysis and Development – information on leadership in research projects, publications in journals, scientific monographs;
- » Maria Curie-Skłodowska University Centre for Education and Student Services – data on the number of students (degree, field) and activities related to the promotion of equality policy;
- » Maria Curie-Skłodowska University Legal and Organisational Centre – information on the structure of governing and decision-making bodies (including committees) at university-wide level, as well as for faculties and institutes;
- » Maria Curie-Skłodowska University Main Library – data on Maria Curie-Skłodowska University employees' publications;
- » faculties – information on 'equality' content included in curricula and research conducted, the organisation of anti-discrimination training and workshops, structures responsible for equality policy, and on promotional activities and 'gender-sensitive' recruitment;
- » Maria Curie-Skłodowska University organisational units in terms of recruitment data.

#### DATA FROM QUANTITATIVE RESEARCH

It would not be possible to make a proper diagnosis regarding the integration of gender equality in research and teaching, as well as the incidence of discrimination at the University, without knowing the opinions of research and teaching employees at our University. For this purpose, **a survey research** was carried out on 13-30 April 2022. It was intended to gather information on the conduct of research and teaching processes, including gender issues, and to find out the answers to the questions:

Are gender-sensitive materials and content (visual, linguistic) used during the teaching process?

How much teaching time is spent on average on discrimination and anti-discrimination topics?

Is the gender dimension taken into account in ongoing research projects?

Are efforts being made to increase diversity in research project teams?

The research was carried out in the form of an anonymous questionnaire, electronically using the University's Student Support System, by the Gender Equality Plan Team at the Maria Curie-Skłodowska University in Lublin. All research and teaching employees were sent information about access to the survey questionnaire to their work email addresses. Those invited to participate in the research process answered 24 closed questions and one open-ended question. In the course of the research process, 1,774 invitations to complete the survey were sent out. The questionnaires were completed by 149 people, which gave a response rate of 8.4%<sup>1</sup>.

## **2.2. Area I. Management bodies and decision-making bodies**

### **2.2.1. Structure of management / decision-making bodies**

The starting point for the analyses aimed at creating the Gender Equality Plan was to find out the structure of the governing and decision-making bodies, taking into account gender and the division between university-wide authorities and faculty authorities.

#### **UNIVERSITY-WIDE AUTHORITIES**

In the history of the University of Maria Curie-Skłodowska in Lublin, dating back to 23 October 1944, the position of rector has been held by 18 people who are exclusively male. In the 2020-2024 term of office of the governing bodies, there is a clear gender disproportion among the five persons holding the position of rector and vice-rectors – only one person is a woman.

Overall, the University's governing bodies and the consultative and advisory bodies for the rector include slightly more men than women. Men also predominate in the top positions related to the management of the University. Women predominate among those holding management positions in the University's administrative entities. Details are presented in Diagrams 1-3 and in Table 1.

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<sup>1</sup> It should therefore be noted that this is not a representative sample survey and therefore the results cannot be applied to the entire 'base' population (i.e. in this case all Maria Curie-Skłodowska University employees), but only to the group examined.



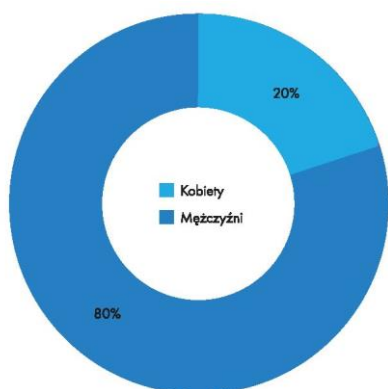


DIAGRAM 1. Rector authorities 2020-2024 (N=5)

Kobiety	Women
Mężczyźni	Men

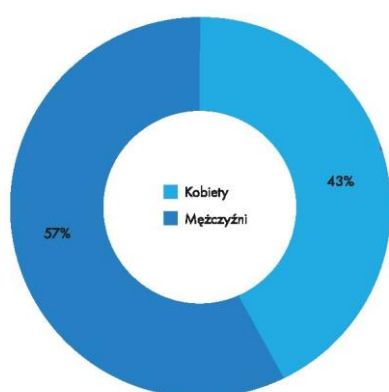


DIAGRAM 2. Rector's board 2020-2024 (N=7)

Kobiety	Women
Mężczyźni	Men



DIAGRAM 3. Persons holding managerial positions in units (N=37)

Kierownicy jednostek ogólnouniwersyteckich	Heads of university units
Kierownicy jednostek administracyjnych	Heads of administrative units
Kobiety	Women
Mężczyźni	Men

Among those in managerial positions in university units, the distribution based on gender is even, with 9 men and 8 women. In contrast, administrative entities are more likely to have women in managerial positions – 12 women compared to 8 men.

TABLE 1. Structure of the University's governing bodies in the 2020-2024

Name of the authority	Number		%	
	women	men	women	men
Rector board	3	4	42.86	57.14
Maria Curie-Skłodowska University Council	1	6	14.29	85.71
Senate	24	23	51.06	48.94
Rector committees (all committees jointly)	43	51	45.74	54.26
Senate commissions (all committees jointly)	74	87	45.96	54.04
Heads – university units	8	9	47.06	52.94
Heads – administrative units	12	8	60.00	40.00
University Scientific Council	12	16	42.86	57.14
Board of Social Sciences	3	4	42.86	57.14
Board of Humanities	4	1	80.00	20.00
Board of Natural Sciences and Humanities	5	0	100	0
<b>Total</b>	<b>189</b>	<b>209</b>	<b>47.49%</b>	<b>52.51%</b>

## FACULTY AUTHORITIES

There are 13 faculties within the University structure, the majority of which are led by women. In the 2019-2024 term of authority, 8 women hold the position of dean. There is also a predominance of women (12) compared to men (7) among the 19 persons in the positions of deputy deans of the various faculties.

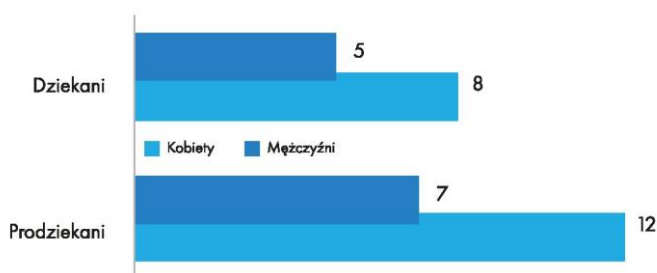


DIAGRAM 4. Faculty authorities 2019-2024 (N=32)

Dziekani	Deans
Prodziekani	Deputy Deans
Kobiety	Women
Mężczyźni	Men

Within the faculties there are institutes, which are organisational units of the University that are responsible for conducting research or artistic work. In the organisational structure of the University, there is a clear predominance of men occupying the positions of institute directors – there are currently 14 men and 9 women institute directors.

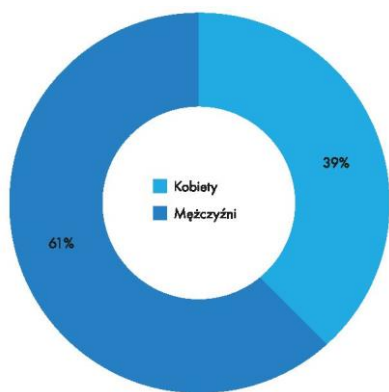


DIAGRAM 5. Directors of institutes 2019-2024 (N=23)

Kobiety	Women
Mężczyźni	Men

## FACULTY TEAMS AND COMMITTEES

In each of the functioning faculties, teams and committees are set up to carry out tasks in accordance with departmental procedures. These are usually bodies dealing with educational programmes, quality of education, promotion and recruitment, employee evaluation or issues of hiring and promotion.

When analysing the composition of the various committees and task forces, there is a tendency towards a predominance of women, especially at faculty level. Women tend to dominate the composition of teams and committees related to the evaluation of the educational process, curriculum teams and educational quality teams. It should be noted that membership of the team or committee in question is not related to a management function, but to the performance of certain tasks – i.e. the creation and analysis of educational programmes, the creation of documentation on the establishment of new fields of study, the preparation of documentation for accreditation, etc., which is why, for the purposes of the compilation of this diagnosis, these committees are called '**operational**'.

At the same time, there is a visible tendency for a predominance of men in the composition of teams and committees dealing with issues of employment, evaluation and promotion of academic teachers and research (for the purposes of the preparation of this diagnosis, they were called '**decision-making**'). The predominance in question is particularly clearly observed at the level of institute committees in individual entities, as a result of the proportion of the gender structure of institute authorities at the University.

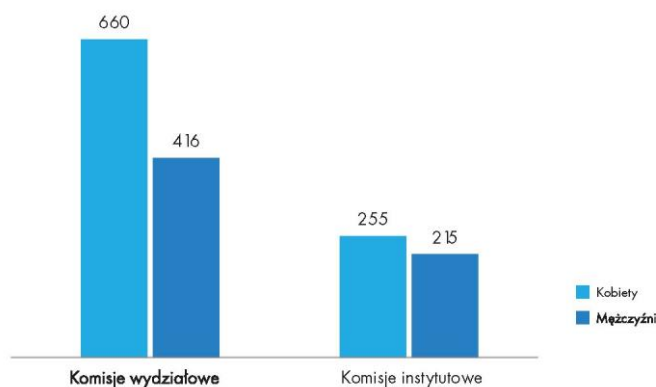


DIAGRAM 6. Faculty teams and committees 2019-2024

Kobiety	Women
Mężczyźni	Men
Komisje wydziałowe	Faculty committees
Komisje instytutowe	Institute committees

Overall, the governing bodies of the individual faculties, institutes and doctoral schools, as well as the consultative and advisory bodies for the authorities, include slightly more women than men. Women also predominate in the highest positions related to the management of faculties and doctoral schools. In contrast, men predominate among those in leadership positions at the institutes.

TABLE 2. Structure of the faculties' governing bodies for the 2019-2024 term of office<sup>2</sup>

Body	Number		%	
	women	men	women	men
Deans	8	5	61.54	38.46
Institute directors	9	14	39.13	60.87
Directors of Doctoral Schools	3	0	100	0
Dean's Boards	40	42	48.78	51.22
Scientific councils of the institutes.	367	359	50.55	49.45
Council of Doctoral Schools	26	29	47.27	52.73
<b>Total</b>	<b>453</b>	<b>449</b>	<b>50.22%</b>	<b>49.78%</b>

When analysing the data on the structure of the governing and decision-making bodies at the University, it is important to note the opinions of respondents to a survey carried out among Maria Curie-Skłodowska University employees.

There are statements here that may signal the existence of problematic situations related to gender equality in the area concerning the management of the University and its entities.

<sup>2</sup> When analysing the composition of the various collegiate bodies, it should be borne in mind that the same people often appear in them, which is related, among other things, to their holding certain managerial positions (e.g. deans, directors).

Employees pointed out, among other things, that women are 'passed over' for organisational matters such as participation in working teams developing educational programmes and activities related to parametric evaluation, supervision of trainees, involvement in promotional activities, etc.

- 'Women academics are often discriminated against, being delegated to unpaid additional tasks, while men are given important functions and paid tasks. Women with major academic achievements are not treated adequately to their achievements, but if half of such achievements are made by a man, he is considered outstanding'.

**2.2.2. Gender structure in institutions**

Of the 13 faculties, only three declared that they had designated persons to whom one could report on gender equality issues. In the Faculty of Philology, two subject matter experts for gender equality in language have been appointed, while in the Faculty of Economics, according to departmental procedures, all conflict situations, including those involving gender equality/inequality issues, are processed by the dean's office.

In December 2019, an Academic Ombudsperson, called the Academic Ombudsman, was appointed at Maria Curie-Skłodowska University by a resolution of the Senate. It is an entity that is completely independent of the University's authorities, established to help resolve conflicts between students or employees and the University's bodies and between members of the academic community. The Ombudsperson's purpose is primarily to prevent and combat phenomena such as discrimination, mobbing, intolerance, harassment, academic fraud and other unethical behaviour. It carries out its activities both by intervening in individual cases, following complaints from members of the academic community (employees and students), and by creating standards to prevent negative phenomena and limit the emergence of disputes. Contact and consultation hours are available to the academic community on the University's website.

TABLE 3. Gender equality structures at the Maria Curie-Skłodowska University

**Is there a person or group of people to whom you can address gender equality issues?**

Unit	Number		Total
	women	men	
University	1	0	1
Faculty of Philology	2	0	2
Faculty of Economics	2	1	3
Branch faculty	1	1	2
<b>Total</b>	<b>6</b>	<b>2</b>	<b>8</b>

## 2.3. Area II. Gender equality in the recruitment and career development process

### 2.3.1. Gender equality at the education stage

In the 2020/2021 academic year, **undergraduate and engineering students** are predominantly women. Their significant dominance is particularly evident in the Faculty of Pedagogy and the Faculty of Philology. In eight fields, the number of women exceeds 90%, and in twenty faculties it is 80%. In the field of pre-school and early childhood education, only women studied in the analysed year. The most popular fields among men were physical education and information technology (over 90%). Only in three fields of study did the male predominance exceed 80%. Equal proportions can be observed in the following fields: international relations, archaeology and economics.

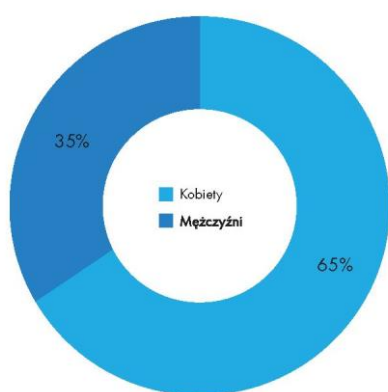


DIAGRAM 7. Undergraduate and engineering students in the academic year 2020/2021 (N=10674)

Kobiety	Women
Mężczyźni	Men

At **graduate studies**, the trend of women's choice of field of study is very similar to that of undergraduate studies and engineering. The greatest female preponderance is found in the Faculty of Pedagogy and Psychology and the Faculty of Philology. In nine fields, the number of women exceeds 90% of students, and in twenty-two faculties it is 80%.

In only two fields do men make up more than 80% of the students, in six fields their predominance reaches 60% of the students. In the graduate studies, as in the undergraduate and engineering programmes, the male predominance is most evident in the fields of study such as technical physics, computer science and history.

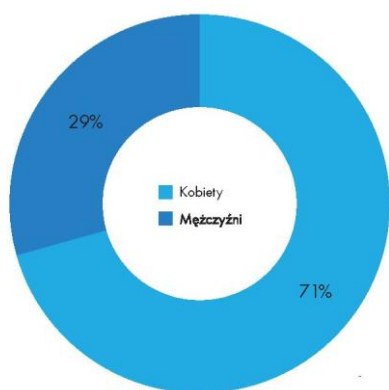


DIAGRAM 8. Graduate students in the academic year 2020/2021 (N=5083)

Kobiety	Women
Mężczyźni	Men

In the fields of pre-school and early school pedagogy and special education, the tendency for women to significantly outnumber men, which can be observed in undergraduate studies, also persists in **long-cycle Master's degree programme** (over 90% women).

Men do not outnumber women in any long-cycle Master's degree programme. The largest number of men studied in the examined period was in the field of law, where they accounted for 40% of students. There are also no fields at this degree level where there is a relative balance between the number of women and men.

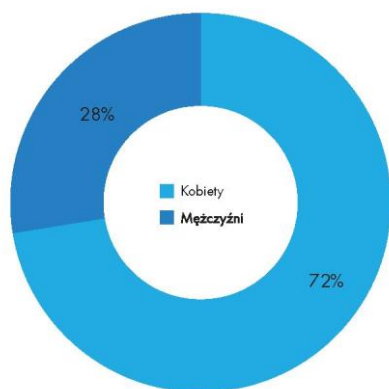


DIAGRAM 9. Long-cycle Master's degree students in the academic year 2020/2021 (N=2506)

Kobiety	Women
Mężczyźni	Men

In the case of **doctoral studies and doctoral schools**, one can speak of a significant predominance of women students at the Faculty of Pedagogy and Psychology (100% in the pedagogy and psychology fields), as well as at the Faculty of Earth Sciences and Spatial Planning (92.3% of women in the geography field). This was followed by the Faculty of

Philosophy and Sociology (89.9% of female philosophy majors and 85.7% of female sociology majors).

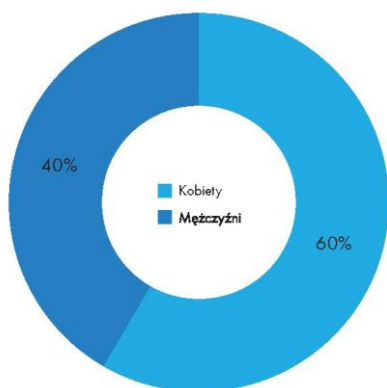


DIAGRAM 10. Persons in doctoral studies and doctoral schools in the academic year 2020/2021 (N= 479)

Kobiety	Women
Mężczyźni	Men

When comparing the number of women and men at each degree programme, it can be deduced that the highest predominance of women (over 70%) is found at the long-cycle Master's degree and graduate studies programmes. Also on postgraduate programmes, the numerical proportions between men and women are similar to those on master's programmes of both types. In undergraduate and engineering studies, the gender disparity is smaller but also significant (65-35%). The smallest female predominance is in doctoral studies and doctoral schools (60%).

Across all degrees, the greatest female predominance is found in the fields of the Faculty of Pedagogy and Psychology and the Faculty of Philology. The exception is Ukrainian Studies, where men predominated in the examined year. This applies both to undergraduate (78%) and graduate students (60%). There is a significant male predominance mainly in the fields of study such as computer science, physical education, history and technical physics.

The tendency for women to choose mainly the fields offered by the Faculty of Pedagogy and Psychology also persists in doctoral studies and doctoral schools. Men, meanwhile, choose fields related to economics, finance, political science and law at this degree level.

### 2.3.2. Recruitment and career development

In the 2020/2021 academic year, the majority of those who applied for jobs in various Maria Curie-Skłodowska University entities were women. More women submitted resumes for positions at the faculties: Pedagogy and Psychology, Philology, Biology and Biotechnology, Earth Sciences and Spatial Management, as well as in the Real Estate Management Centre,



HR and Payroll Centre and the Maria Curie-Skłodowska University Foreign Language Teaching and Certification Centre. In contrast, more men applied for jobs at the Faculties of Mathematics, Physics and Computer Science and Philosophy and Sociology.

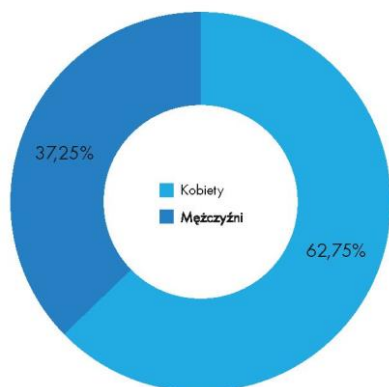


DIAGRAM 11. Persons who submitted resumes in 2021 (N=298)

Kobiety	Women
Mężczyźni	Men

In the 2020/2021 academic year, more than half of all persons who were hired in the various Maria Curie-Skłodowska University entities were women. More women were hired at the faculties: Pedagogy and Psychology, Philology, Biology and Biotechnology, and Earth and Spatial Sciences. In contrast, men were more likely to get jobs at the faculties of: Mathematics, Physics and Computer Science, Philosophy and Sociology and Arts.

Among those admitted to the interview stage, women predominated (61%). Analysing the data for individual Maria Curie-Skłodowska University entities, it should be noted that far more women compared to men were invited to interviews for the purpose of applying for a position at the faculties of: Pedagogy and Psychology, Philology, Biology and Biotechnology and Earth and Spatial Sciences, as well as at the HR and Payroll Centre. In contrast, more men were admitted to this stage of recruitment for positions in the faculties: Mathematics, Physics and Computer Science and Arts.

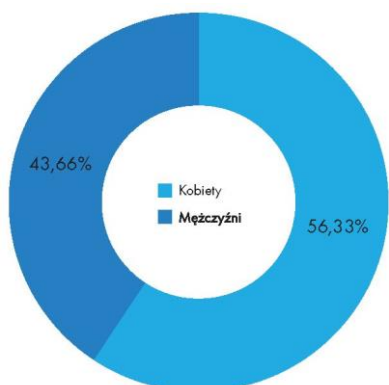


DIAGRAM 12. Persons admitted to work in the academic year 2020/2021 (N=142)

Kobiety	Women
Mężczyźni	Men

For the analysis of academic **career development**, the years 2013, 2017 and 2020 were examined, which made it possible to trace to some extent the trends and directions of change in the area under study. During this period, women accounted for more than half of all those employed in the positions of assistant professor, senior lecturer and assistant.

In the case of those working in the position of **assistant professor with a postdoctoral degree**, the percentage distribution of male and female results changed from year to year. In 2013 men accounted for 58% of these employees. In 2017, the number of women (48%) and men (52%) was similar. In 2020, women accounted for more than half of those employed in the position of assistant professor with a postdoctoral degree (53%). The number of women in this position between 2013 and 2020 increased from 58 to 107.

A similar trend can be observed for those working in the position of **university professor**. More men (51.11%) than women (48.89%) are employed in this position, however, here too the percentage distribution has changed over the years in favour of women. In 2020, the number of women in this position more than doubled compared to 2013. While in 2013, the male advantage was almost double (65.03 vs. 34.97%), in 2020 it was only a few per cent (51.11 vs. 48.89%).

It was also observed that employees aged 40-44 differed in terms of the gender of their position. More men than women of this age are employed as **a university professor**, while women occupy the position of **assistant professor with a postdoctoral degree**.

The greatest differences can be observed for the position of **professor**. In 2013, men accounted for almost  $\frac{3}{4}$  of all those employed in this position. In the following years, a percentage decrease in male persons can be seen. However, it is worth noting that the number of women hardly changed between 2013 (N=48) and 2020 (N=51). At the same time, fewer and fewer men were working in the position of professor in these years (N=127 in 2013 and N=97 in 2020). This means that the higher proportion of women is the result of fewer men being employed in this position, rather than more women being employed as professors.

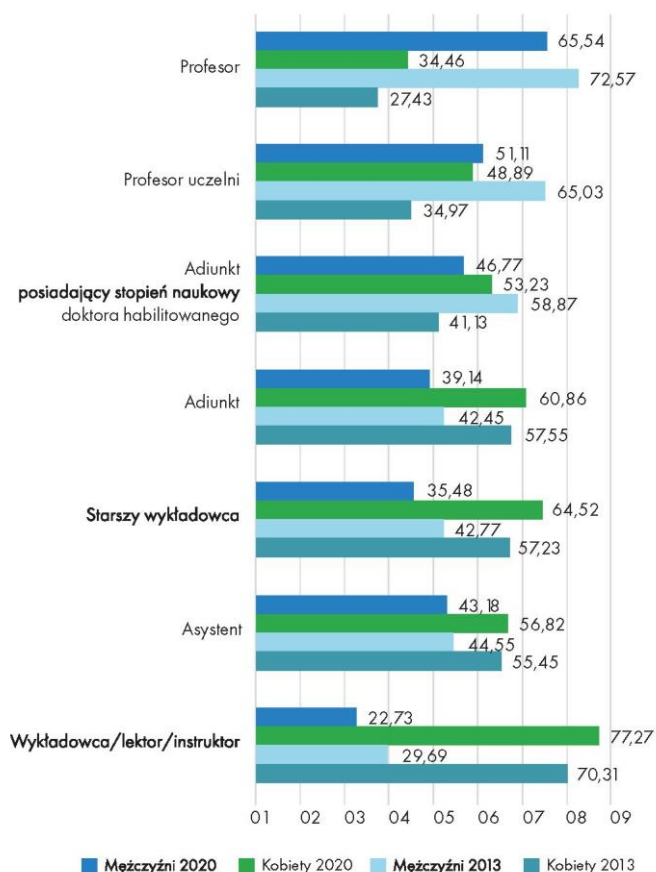


DIAGRAM 13. Persons employed as academic staff in 2013 and 2020 (2013: women N=911, men N=874; 2020: women N=660, men N=565); 100% is all employees in the position

Profesor	Professor
Profesor uczelni	University Professor
Adiunkt posiadający stopień naukowy doktora habilitowanego	Assistant Professor with a post-doctoral degree
Adiunkt	Lecturer
Starszy wykładowca	Senior lecturer
Asystent	Assistant
Wykładowca/ lektor/ instruktor	Lecturer/instructor
Mężczyźni	Men
Kobiety	Women

In the area of **administrative, technical, engineering and library employee positions**, both the number of women and men employed in scientific/technical/engineering positions decreased in 2020 compared to 2013; however, the percentage by gender remained similar (Diagram 14).

In the case of Maria Curie-Skłodowska University's **employees of the Maria Curie-Skłodowska University Publishing House/library** and **employees of the administration/services**, almost every age group is dominated by women. The exception is men aged 25-29 in the Maria Curie-Skłodowska University/library Publishing House employee position, who outnumber women.

More than 70% of those working as **Maria Curie-Skłodowska University Publishing House/library employees** and **administration/service employees** are women. In all years included in the analysis, men employed as scientific/technical/engineering employees accounted for more than half of the total staff in the respective positions.

Over the period 2013-2020, the number of male employees and female employees in **administrative positions** decreased. In all years, the predominance of women in these positions was maintained. In 2013, it was 33% and in 2020 29%.<sup>3</sup> The largest discrepancies in these years were observed for the positions of specialist, senior specialist, clerk and senior clerk, where the majority of the employees were women.

For the position of **chief specialist** in 2020, women accounted for half of the people employed in this position, however, in 2013 and 2017, women accounted for the majority of people employed in this position. Larger differences can be observed for the position of a **senior specialist**. In 2013, 2017 and 2020, women accounted for 78%, 88% and 84% of those working in this position, respectively. There is a similar predominance of women in the **specialist** position. Women have accounted for at least 75% of employees and workers in this position in consecutive years. The number of women in the position of **senior clerk** also increased over the years analysed. In 2013, women accounted for almost 72% of all people in this position, in 2017 for 88% and in 2020 for 92%. In every year analysed, no men were employed in the position of a **clerk**. In contrast, more men were employed in 2013 and 2017 in the position of **senior building inspector**. However, in 2020, this figure evened out.

Summarising Maria Curie-Skłodowska University's job recruitment data for the 2020/2021 academic year, taking into account the gender of the applicants, it was noted that **women** made up the majority of those: submitting resumes for particular positions, being invited to interviews and being accepted for employment. **Men**, on the other hand, were more likely to be hired by direct appointment.

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<sup>3</sup> It should be noted that between 2013 and 2020 there was a distinction between positions and functions. They were previously used interchangeably. Hence, for example, in the case of office managers, instead of the position of deanery manager there is a position such as senior specialist acting as manager.

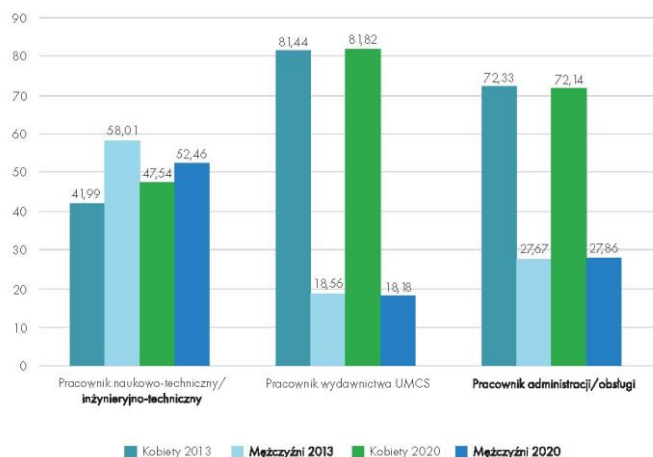


DIAGRAM 14. Persons employed as administrative employees in 2013 and 2021 (2013: women N=936, men N=434; 2020: women N=605, men N=259)

Pracownik naukowo-techniczny/ inżyniersko-techniczny	Scientific and technical/engineering and technical employee
Pracownik wydawnictwa UMCS	Maria Curie-Skłodowska University publishing house employee
Pracownik administracji/ obsługi	Administrative/ service employee
Kobiety	Women
Mężczyźni	Men

Analysing the career development of Maria Curie-Skłodowska University employees, it should be noted that more women are employed as lecturer/lecturer/instructor, Maria Curie-Skłodowska University publishing house/library employee and administrative/service employee (the greatest gender disproportion is found in this group in the positions of clerk, senior clerk and specialist and senior specialist).

For the remaining positions, the percentage distribution of women and men is fairly even. **The exception is the position of professor.** When comparing the 2013 data to the 2020 data, it is possible to see that the percentage of women employed as professors has increased, however, this was due to fewer men being employed in this position rather than more women being promoted.

The analysis of the **qualitative data** obtained from the survey research also provided very valuable information. The examined persons have stated that:

- 'It is more difficult for women to be promoted. Women often make it difficult for other women to be promoted and to reconcile work and family responsibilities. Unfortunately'.
- 'Unfortunately, gender and age are decisive factors for gender inequality. In addition, the "ladder" in degrees is a discriminatory factor'.
- 'The problem of discrimination is more about positions and titles and degrees'.

This could mean that, despite the fact that the official data do not observe (apart from the positions of assistant professor with a postdoctoral degree and university professor) large differences in terms of academic career progression, women perceive discrimination in this aspect.

### **2.3.3. Differences in remuneration**

The analysis of basic salaries in the academic year 2020/2021 showed<sup>4</sup> that the biggest differences can be observed between the basic remuneration of men and women in the position of professor and university professor. Men in the position of university professor had a higher basic remuneration compared to women by approximately PLN 271 and in the position of professor by approximately PLN 266. Also, the basic remuneration of men employed in the position of assistant, assistant professor with a postdoctoral degree, assistant professor, senior lecturer and administration/service employees compared to women was higher, but the differences are no longer as high – between PLN 20 and 68. On the other hand, the basic remuneration of women was higher than that of men employed as a scientific/technical/engineering employee, Maria Curie-Skłodowska University publishing house/library employee and lecturer/lecturer/instructor. These differences ranged from approximately PLN 40 to PLN 81.

Based on the analysis of the median basic remuneration of Maria Curie-Skłodowska University male employees and female employees, it was found that there are no differences in this respect between women and men in the group of academic employees. However, the median remuneration of administrative employees differs. The median remuneration of women employed as a scientific/technical/engineering employee (Me=199) and administrative/service employee (Me=85) is higher than that of men in these positions. On the other hand, the median basic remuneration of male Maria Curie-Skłodowska University publishing/library employees is higher than that of women and amounts to 67.50.

### **2.3.4. Scientific publications by female and male employees**

The publication of scientific articles by Maria Curie-Skłodowska University male employees and female employees is an important element of scientific development. In the academic year 2020/2021, a total of 1515 of them were published (in journals for 20-200 points). Detailed values taking into account the gender factor are presented in Diagrams 15-17 (only the highest scoring journals, i.e. for 100, 140 and 200 points, were taken into account).

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<sup>4</sup> HR employees pointed out that this indicator was referred to as 'unadjusted' because it was not modified according to individual characteristics that may explain part of the difference in earnings. Such individual characteristics relate, inter alia, to length of service or the dimension of work (e.g. part-time work, which is often highly feminised, etc.). However, an important part of these discrepancies can only be explained by the existence of remuneration discrimination (i.e. an 'adjusted pay gap').

The proportions in the number of women and men among those who published scientific articles in journals in 2020 are very equal (51-49%). Among authors and authors of articles for 5 and 20 points, men predominate. In contrast, the authors of most articles for 40 and 70 points are women. Among the authors and authors of articles for 100 and 140 points, men again slightly predominate. In contrast, they are significantly overrepresented among those who have published articles for 200 points (74%).

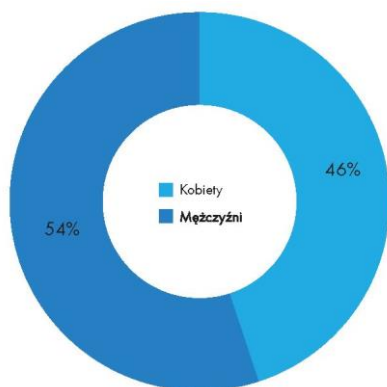


DIAGRAM 15. Persons who have published an article in a scientific journal for 100 points (N=433)

Kobiety	Women
Mężczyźni	Men

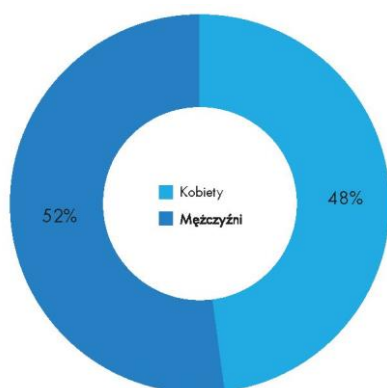


DIAGRAM 16. Persons who published an article in a scientific journal for 140 points (N=238)

Kobiety	Women
Mężczyźni	Men

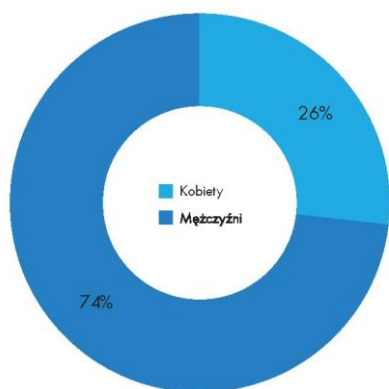


DIAGRAM 17. Persons who published an article in a scientific journal for 200 points (N=54)

Kobiety	Women
Mężczyźni	Men

In the case of monographs, the discrepancy between women and men is not quite so large. In 2020 at Maria Curie-Skłodowska University, 216 people published authored monographs, including 117 women (54.2%) and 99 men (45.8%). Among Maria Curie-Skłodowska University employees and staff who published author monographs in 2020, women slightly predominate. The largest number of people published a monograph in the 31-40 and 111-120 point range. In the former, 36 out of 54 people are women and 18 are men, a percentage ratio of 66.7% women to 33.3% men. In the second, 66 out of 125 are women and 59 are men, a percentage ratio of 52.8% women to 47.2% men.

In relation to publications in high-scoring journals, two main hypotheses can therefore be accepted:

1. Women send articles to 200-point journals, but they are not published due to negative reviews.
2. Women do not send articles to 200-point journals. If this hypothesis is confirmed, a survey method should be used to investigate why this is the case and steps should be planned to counteract this.

### 2.3.5. Participation and leadership of research projects

The 2019-2021 data show that a similar proportion of women and men held leadership roles in national projects. This was around 50% in relation to all national projects carried out during this period. The situation changes with regard to international projects. In this case, almost twice as many women (62.86%) as men (37.14%) acted as managers in international projects. Detailed data are presented in Tables 4 and 5.



TABLE 4. Management in national projects (N=371)

	National projects	Management functions
Woman	188	50.67%
Man	183	49.33%
<b>Final total</b>	<b>371</b>	<b>100.00%</b>

TABLE 5. Management in international projects (N=70)

	International projects	Management functions
Woman	44	62.86%
Man	26	37.14%
<b>Final total</b>	<b>70</b>	<b>100.00%</b>

## 2.4. Area III. Integration of work and personal life

Also important from the point of view of the development of an academic career is the possibility to combine it with personal and family life. As a result of the traditional attribution of women to the private ('family' or 'home') sphere, they are more likely than men to have to interrupt their careers as a result of their caring and child-rearing roles<sup>5</sup>. In order to limit the negative consequences of this type of situation, the University is taking specific measures for the purpose of equalising opportunities for women and men in the professional sphere.

In the academic year 2020/2021, 42 women have benefited from maternity leave as part of the entire University. The largest number were female employees employed in the position of assistant professor (16 employees), followed by administrative positions (13 employees), assistant professor (4 employees) and lecturer or reader (3 employees). Paternity leave (intended for men only) was taken by only seven employees during this period (five for assistant professor positions and two for assistant positions).

From the point of view of scientific development and combining professional work with family life, it is possible to share care of the child by both parents. This can be facilitated, among other things, by **parental** and **child care leaves**. Table 6 shows how they are used by Maria Curie-Skłodowska University male employees and female employees, i.e. men and women, in the group of academic teachers and non-academic teachers.

TABLE 6. Parental and child care leave among academic teachers and employees and non-academic employees

<sup>5</sup> See e.g. Baszun, A. Zamecki, T. Joniewicz, *Praca zawodowa a pełnienie ról opiekuńczych przez kobiety i mężczyzn w Polsce* (i.e. Professional work and the performance of care roles by women and men in Poland), Forum Odpowiedzialnego Biznesu, Warszawa 2020, p. 19–21.

	Academic teachers		Employees who are not academic teachers	
	women	male	women	male
Parental leave	32 (100%)	0	21 (100%)	0
Child care leave	9 (100%)	0	18 (100%)	0

The results of the analyses carried out clearly indicate that there were no men among those taking parental and child care leave in the 2020/2021 academic year, either among academic staff or those in administrative positions. It can therefore be assumed that most of the responsibilities associated with raising offspring are taken on by women. They are the only ones taking parental or child-rearing leave. Thus, it can be assumed that their career development is significantly impeded during this period.

**Flexible working hours** and the possibility to **stagger working hours** can also help to combine work and family life. In the 2020/2021 academic year, a total of 2320 women and 1285 men employed at Maria Curie-Skłodowska University benefited from the introduction of flexible working hours. On the other hand, the possibility to stagger working hours was introduced for 106 women (only among female non-academic employees) and 45 men (only among employees of administrative divisions).

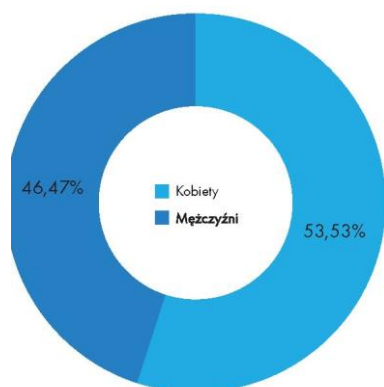


DIAGRAM 18. Flexible working hours among academic staff (N=1586)

Kobiety	Women
Mężczyźni	Men

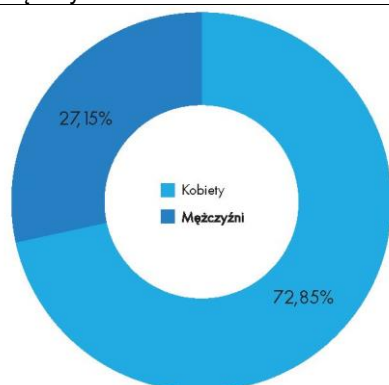


DIAGRAM 19. Flexible working time among non-academic teachers (N=2019)

Kobiety	Women
Mężczyźni	Men

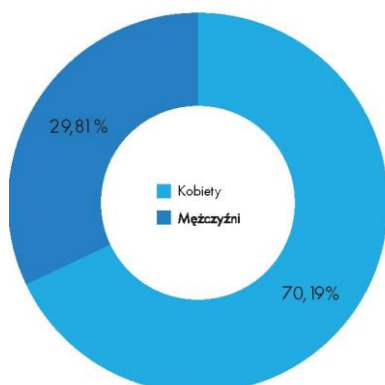


DIAGRAM 20. Number of staggered working hours among non- academic teachers (N=151)

Kobiety	Women
Mężczyźni	Men

Both male and female employees and non-academic staff also have the option to take **extended unpaid leave** and **remote work**. In the case of **unpaid leave** across the University, quite a few employees (11 women and 19 men) took advantage of it in the 2020/2021 academic year. **Remote work** was only carried out by administrative employees during this period<sup>6</sup>. In the vast majority of them, they were women (Diagram 21).

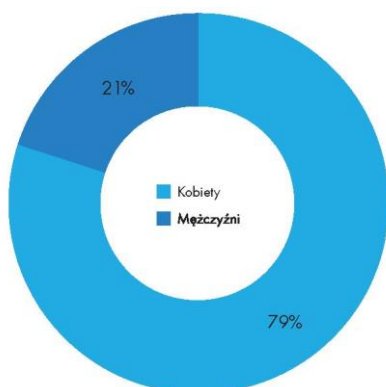


DIAGRAM 21. Remote work among non-academic staff (N=452)

Kobiety	Women
Mężczyźni	Men

<sup>6</sup> Academic teachers were mostly directed to the remote work mode in a 'top-down' manner (based on the Ordinance of the Rector or the Dean of the relevant faculty), and therefore the analysed statistics did not record any individual cases of change in the form of work among this group.

Interesting comments regarding this area also emerged from the survey research. They pointed out, among other things, the need to further introduce flexible working hours for those with young children in their care:

- 'Bringing up children on my own, I know that I am not able to work in the afternoons. I think men do not face such problems. It is the same with weekend activities'.

## **2.5. Area IV. Gender equality in curricula and research**

As part of the preparation of the diagnosis on the state of gender equality at the University, each of the 13 faculties was asked to send information on thirteen key measures for gender equality. These included:

- » the provision of objects strictly focused on inequality and discrimination in different areas of life (e.g. anti-discrimination policy);
- » additional inclusion of equality content in the objects taught in the various fields of study (e.g. in social policy classes, sociology, etc.);
- » teaching 'gender-sensitive' research methodology;
- » conducting gender-sensitive and gender-sensitive research;
- » providing training for employees on gender equality;
- » conducting mentoring programmes for female students;
- » targeting promotional and outreach activities to both genders;
- » inviting guest lectures from researchers addressing gender equality issues.

On the basis of the data received, it follows that:

- » there is a lack of or very sporadic activities in the faculties for the purpose of raising awareness of gender discrimination issues;
- » only five (out of thirteen) faculties declared the provision of objects on gender discrimination and unequal treatment;
- » only two faculties confirmed that gender topics are additionally included in the curricula of objects in the faculty (Faculty of Philology and Faculty of Pedagogy and Psychology);
- » only five (out of thirteen) faculties teach a gender-sensitive research methodology;
- » seven out of thirteen faculties confirmed that the research conducted take the gender dimension into account;

- » mentoring programmes are quite rare in the faculties – the Faculty of Law and Administration offers them to male and female students, and the Faculty of Economics only to male students, with no information on such programmes for female students of the faculty;
- » eight faculties declare that an equal number of women and men are invited to guest lectures;
- » almost all faculties, except for Art, make efforts in the context of Open Days with the purpose of getting both genders interested in studying at the faculty;
- » none of the faculties declared that they invite ‘visiting lecturers’ because of the gender discrimination issues raised in the research.

## **2.6. Activities to promote gender equality**

### **2.6.1. Anti-discrimination training and workshops**

During the preparation of the diagnosis on the state of gender equality at Maria Curie-Skłodowska University, each faculty was asked to answer 13 questions on the activities carried out by the faculties for the purpose of raising awareness of gender discrimination and its prevention. The faculties of Law and Administration (9), Pedagogy and Psychology (9) and Philosophy and Sociology (8) gave the most positive responses. The Faculty of Economics scored positively in six areas. Faculties: Philology, Political Science and Journalism, and the Faculty of Overseas implement measures related to gender equality in five of these areas. The Faculty of History and Archaeology, the Faculty of Chemistry (2) and the Faculties of Biology and Biotechnology, Mathematics, Physics and Informatics, Earth Sciences and Spatial Management (one affirmative answer) scored slightly lower (4 answers). The Faculty of Arts did not answer affirmatively to any of the questions.

One of the questions asked to all faculties concerned the organisation of training for employees on, among other things, raising awareness of gender equality and non-discrimination. Student trainers gained knowledge (e.g. through special training) on integrating the gender dimension in teaching objects only at three faculties, i.e. the Faculty of Philosophy and Sociology, the Faculty of Pedagogy and Psychology and the Faculty of Law and Administration. The other faculties did not confirm the implementation of specialised training and workshops on the subject.

Other Maria Curie-Skłodowska University entities, such as the Office for Persons with Disabilities and Mental Support (subordinate to the Maria Curie-Skłodowska University Centre for Education and Student Services), try to fill this gap to some extent. However, these are predominantly trainings related to mental health, disability or crisis situations. The participants

of the described trainings and workshops were by far dominated by women, who accounted for more than 91% of all participants.

TABLE 7. Training courses on gender equality in the broad sense at Maria Curie-Skłodowska University

Name of training course, lecture, workshop	Participants of particular activities/initiatives			
	Number		%	
	women	men	women	men
Trainings and workshops organised at the Faculty of Pedagogy and Psychology	238	12	95.2	4.8
Autism Awareness Days 'Language of Autism' project (April 2021)	260	19	93.2	6.8
Psychological and film workshops 'small' PsychoKino – Friendly University Project	101	11	90.2	9.8
Workshops on supporting people with special needs for Maria Curie-Skłodowska University employees – Friendly University Project	7	0	100	0
Workshop for employees and students/doctoral students on the procedure for supporting people in mental health crisis – Friendly University Project	51	6	89.5	10.5
Training for supervisors of years and fields 'Communication with a student in a crisis situation'	26	10	72.2	27.8
Student / doctoral student with a disability in the higher education system – training on social inclusion	9	0	100	0
Training 'Crisis intervention characteristics of crisis theory, suicidal crisis, rules of crisis intervention'	9	2	81.8	18.2
Panel discussion as part of the EU Accessible Maria Curie-Skłodowska University project – 'Understanding disability'	33	9	78.6	21.4
<b>Total</b>	<b>734</b>	<b>69</b>	<b>91.4%</b>	<b>8.6%</b>

In addition, as part of the implementation of the HR Excellence in Research Strategy, employees of the Maria Curie-Skłodowska University Faculty of Law and Administration gave lectures to the academic community in the 2020/2021 academic year (including Disciplinary Responsibility of Academic Teachers and Doctoral Students and Bullying at Work), and a representative of the Faculty of Pedagogy and Psychology conducted a training on the problem of discrimination. All events were delivered online, allowing a wide range of people to participate.

Respondents to the questionnaire supplementing the diagnosis, in their statements, highlighted the need for training on gender equality:

- 'There is a need for regular anti-discrimination training, especially for management'.
- 'It would be a good idea for the university to organise training on "gender equality and the use of the Polish language" Trainers who take into account gender equality in language use could be role models for female students'.

- 'This is a very important topic, research should also address identification, orientation, non-binary people. Strengthen awareness of the existence of such people and their perceptions in academia'.
- 'It is important that Maria Curie-Skłodowska University's promotional and information materials promote gender equality'.
- '[...] in my opinion it is necessary to offer students participation in anti-discrimination courses'.
- 'I teach classes where gender equality and discrimination topics are an important thematic and formal element. I notice how much there is to do in this area, but at the same time the majority of students are open to discussions in the areas mentioned'.

### **2.6.2. Other actions to promote gender equality**

In 2021, Maria Curie-Skłodowska University introduced a new regulation of the internal anti-bullying policy (the previous one had been in force since 2010), the purpose of which is to support activities that foster positive relations between employees and to counteract any signs of bullying.

As of June 2022, Maria Curie-Skłodowska University had not prepared and implemented anti-discrimination procedures and pathways related to reporting situations of gender inequality. There are also no guides or information brochures addressing these issues and informing potentially interested persons about the possibilities of both preventing such situations but also dealing with them and their consequences.

### **3. Recommendations**

On the basis of the prepared diagnosis concerning the state of gender equality at Maria Curie-Skłodowska University in the five areas identified (i.e. governing bodies and decision-making bodies, recruitment and career development process, integration of work and personal life, teaching programmes and research, and activities promoting gender equality at the University), recommendations were prepared. In each of the five areas, their purpose is to identify specific purposes and actions whose implementation will contribute to reducing discrimination and increasing the level of equality between women and men in the Maria Curie-Skłodowska University community.



Area	Objectives	Actions	Addressees	Responsible entities	Evaluation methods / indicators	Completion date
<b>1. Management bodies and decision-making bodies</b> <b>1.1. Structure of management / decision-making bodies</b>	Promoting balanced participation of women and men in decision-making processes	<ol style="list-style-type: none"> <li>Monitoring and control of the representation of women and men on bodies and decision-making teams and committees (university and faculty).</li> <li>Monitoring and control of the representation of women and men in bodies and operational teams and committees (university and faculty).</li> <li>Developing the managerial competences of women and men through dedicated training.</li> </ol>	Maria Curie-Skłodowska University academic community	<ol style="list-style-type: none"> <li>Gender Equality Team.</li> <li>University and faculty authorities.</li> <li>Legal and Organisational Centre</li> <li>HR and Payroll Centre</li> </ol>	<ol style="list-style-type: none"> <li>Number of training courses and their participants.</li> <li>Annual report on the participation of women and men in the structure of governing bodies and decision-making and operational teams.</li> </ol>	Monitoring once per academic year; implementation from 2022/2023 academic year.
<b>1.2. Gender structure in institutions</b>	Facilitating anti-discrimination, aiming to reduce this phenomenon and its negative effects at Maria Curie-Skłodowska University.	<ol style="list-style-type: none"> <li>Appointment of the Gender Equality Team.</li> <li>Compilation of a fast track for responding to discrimination cases (anti-discrimination procedure).</li> </ol>	Maria Curie-Skłodowska University academic community: employees and staff at all levels, male and female students	<ol style="list-style-type: none"> <li>Gender Equality Team.</li> <li>Authorities of Maria Curie-Skłodowska University, authorities of individual faculties.</li> <li>Legal and Organisational Centre</li> </ol>	<ol style="list-style-type: none"> <li>Appointed structure for gender equality (Gender Equality Team).</li> <li>Development of the anti-discrimination procedure.</li> </ol>	<ol style="list-style-type: none"> <li>Establishment of gender equality structures 10.2022.</li> <li>Implementation of the anti-discrimination procedure until 01.2023.</li> </ol>
<b>2. Gender equality in the recruitment and career development process</b> <b>2.1. Gender equality at the education stage</b>	Promotion of gender-sensitive fields to reduce the gender imbalance in certain fields of study.	Promotional and informational campaign with the purpose of encouraging men to study feminised fields and women to choose masculinised fields (meetings with young people in secondary schools, events during Maria Curie-Skłodowska University Open Days, during the Science Festival, etc.)	Students of secondary schools	<ol style="list-style-type: none"> <li>Maria Curie-Skłodowska University promotion centre, field promotion teams, programme teams of individual majors, Maria Curie-Skłodowska University Recruitment Office.</li> <li>Gender Equality Team.</li> </ol>	<ol style="list-style-type: none"> <li>Number of meetings with classes, number of male and female pupils attending meetings.</li> <li>Number of events organised at Maria Curie-Skłodowska University promoting specific fields with a shortage of women or men.</li> <li>The quantity of promotional and information materials prepared.</li> </ol>	From the academic year 2022/2023

Area	Objectives	Actions	Addressees	Responsible entities	Evaluation methods / indicators	Completion date
<b>2.2. Recruitment and career development</b>	<p>1. Aiming to equalise the number of women and men in the same positions (equal opportunities for promotion and career development for women and men).</p> <p>2. Ensuring equal opportunities in the recruitment process for research and teaching and administrative positions.</p>	<p>1. Carrying out an in-depth diagnosis of female and male employees of Maria Curie-Skłodowska University regarding their career progression.</p> <p>2. Briefing meetings for recruiters and managers on avoiding gender discrimination in recruitment.</p> <p>3. Popularise the use of feminatives in the recruitment process (e.g. in advertisements for vacant staff positions and in templates of HR and payroll forms).</p> <p>4. Reaching out with information about the contest to the widest possible range of potential female and male candidates for vacant staff positions, taking into account gender.</p> <p>5. Implement a recruitment procedure in line with the OTMR policy – open, transparent and merit-based recruitment.</p> <p>6. Conducting a job satisfaction survey for academic and non-teaching employees.</p> <p>7. Creation of a separate tab on the Maria Curie-Skłodowska University homepage with current job offers.</p>	<p>1. All staff groups at Maria Curie-Skłodowska University.</p> <p>2. Persons responsible for recruitment (preparation of advertisements, employment policies, etc.).</p> <p>3. Potential employees.</p>	<p>3. Children's University</p> <p>1. Gender Equality Team.</p> <p>2. Heads of Maria Curie-Skłodowska University organisational units</p> <p>3. HR and Payroll Centre</p>	<p>1. Report based on a diagnosis of the career progression of female and male employees in academic teaching positions.</p> <p>2. Number of participants in the diagnosis.</p> <p>3. Annual reports on recruitment policy.</p>	From the academic year 2022/2023
<b>2.3. Differences in remuneration</b>	Aiming at equalising men's and women's remuneration according to positions and competences.	<p>1. Detailed analysis of the remuneration gap between men and women employed at Maria Curie-Skłodowska University.</p> <p>2. Conducting continuous monitoring of the remuneration of male and female employees who are and are not academic staff (taking into account the gender criterion).</p>	All staff groups at Maria Curie-Skłodowska University.	<p>1. Gender Equality Team.</p> <p>2. HR and Payroll Centre</p> <p>3. Heads of Maria Curie-Skłodowska University organisational units,</p>	<p>1. Annual report on the remuneration gap between men and women employed at Maria Curie-Skłodowska University.</p> <p>2. Reducing the so-called wage gap between male and female employees employed at the Maria Curie-Skłodowska</p>	From the academic year 2022/2023

Area	Objectives	Actions	Addressees	Responsible entities	Evaluation methods / indicators	Completion date
				deans/directors, etc.	University (with regard to positions and competencies).	
<b>2.4. Scientific publications by female and male employees</b>	Aiming to equalise the proportions of women and men publishing articles for 200 points	<ol style="list-style-type: none"> <li>In-depth diagnosis of the disproportion of publications for 200 points between women and men at the Maria Curie-Skłodowska University.</li> <li>Preparation of recommendations for levelling the proportions of women and men publishing articles for 200 points.</li> <li>Systematic monitoring of articles published by women and men in high-scoring (140 and 200) journals (taking into account the gender structure of faculties and scientific disciplines), identifying barriers related to the publication process in the above-mentioned journals.</li> </ol>	Female and male employees and researchers at the Maria Curie-Skłodowska University	<ol style="list-style-type: none"> <li>Gender Equality Team.</li> <li>The Maria Curie-Skłodowska University Library.</li> <li>Centre for Analysis and Development of the Maria Curie-Skłodowska University</li> </ol>	<ol style="list-style-type: none"> <li>Number of articles for 140 and 200 points published by women and men at Maria Curie-Skłodowska University.</li> <li>Recommendations were developed to compensate for the proportion of women and men publishing articles in journals for 200 points.</li> <li>Results of monitoring and determination of barriers related to publication of articles in high score magazines – annual report.</li> </ol>	From the academic year 2022/2023
<b>2.5. Participation in research projects</b>	Strive for a balance in the number of women and men participating in research projects, acting as managers and contractors in national and international projects	Monitor and control the participation of women and men in research teams, in the implementation and management of research projects at national and international level, taking into account the number of women and men working in research-related positions (i.e. scientific and research-teaching positions).	Female and male employees and researchers at the Maria Curie-Skłodowska University	<ol style="list-style-type: none"> <li>Research Centre.</li> <li>International Cooperation Centre</li> <li>Gender Equality Team.</li> <li>Centre for Analysis and Development of the Maria Curie-Skłodowska University</li> </ol>	Annual report on the number of women and men implementing and leading national and international research projects.	From the academic year 2022/2023
<b>3. Integration of work and personal life</b>	<ol style="list-style-type: none"> <li>Introduction and actual implementation of work-life balance, particularly at the level of work-life balance.</li> </ol>	<ol style="list-style-type: none"> <li>Promotion among employees and decision-makers of the possibility of implementing various forms of flexible employment available to all Maria Curie-Skłodowska University employees.</li> <li>Identification of the needs of parents and carers in terms of possible</li> </ol>	The whole Maria Curie-Skłodowska University community	<ol style="list-style-type: none"> <li>Rector's authorities.</li> <li>Organisational and Legal Department.</li> <li>Centre for Analysis and Development</li> </ol>	<ol style="list-style-type: none"> <li>The number of employees benefiting from the possibility of flexible forms of employment.</li> <li>Number of male employees and female</li> </ol>	From the academic year 2022/2023

Area	Objectives	Actions	Addressees	Responsible entities	Evaluation methods / indicators	Completion date
	2. Activation and integration of parents and carers of cared-for persons (elderly, disabled).	<p>support from the University (in terms of crèche, nursery, university day care and other forms of support).</p> <p>3. Establishment of a crèche, kindergarten or university day care centre.</p> <p>4. Information and promotional campaign on the use of paternity and parental leave by employed men; workshops and training to increase knowledge in this area.</p> <p>5. Information campaign on the legal aspects of parenthood in the context of working life.</p> <p>6. Organisation of integration events for parents employed and studying at Maria Curie-Skłodowska University as well as caregivers of cared-for persons, their children and wards (cyclical events e.g. picnics on Children's Day, Mother's Day, Father's Day; organisation of day camps).</p> <p>7. 'School' for parents (workshops and training on difficult situations in family life).</p> <p>8. 'School' for carers of cared-for persons (workshops and training on difficult situations in family life).</p> <p>9. Workshop on the skills of implementing work-life balance (professionals, coping with stress).</p>		<p>4. HR and Payroll Centre</p> <p>5. Chancellor of the Maria Curie-Skłodowska University</p> <p>6. Heads of Maria Curie-Skłodowska University organisational units</p> <p>7. Centre for Education and Study Support.</p> <p>8. Promotion Centre.</p> <p>9. Bursar.</p> <p>10. Gender Equality Team</p> <p>11. Children's University</p> <p>12. Trade unions.</p>	<p>employees participating in research/diagnostics.</p> <p>3. Number of children of employees and Maria Curie-Skłodowska University students using the crèche, nursery or day care centre of the university.</p> <p>4. Number of Maria Curie-Skłodowska University employees and students trained.</p> <p>5. Number of information and promotional materials prepared and made available.</p>	
<b>4. Gender equality in curricula and research</b>	<p>1. Raising awareness of the importance of gender equality in curricula and research.</p> <p>2. Support male and female employees in conducting activities in a</p>	<p>1. Monitoring the situation in this area in terms of: fields of study dedicated to discrimination and gender equality issues, subjects strictly dedicated to discrimination present in the curricula of individual fields of study, anti-discrimination subject matter included in the objects of individual fields of study.</p>	<p>1. Research, research and teaching male employees and female employees of Maria Curie-Skłodowska University</p>	<p>1. Centre for Education and Study Support.</p> <p>2. Research Centre.</p> <p>3. International Cooperation Centre</p> <p>4. Programme teams for individual courses.</p>	<p>1. Number of participants in training, taking into account the number of women and men.</p> <p>2. Number of subjects incorporating gender equality and anti-discrimination subjects.</p>	From the academic year 2022/2023

Area	Objectives	Actions	Addressees	Responsible entities	Evaluation methods / indicators	Completion date
<b>5. Activities to promote gender equality at the Maria Curie-Skłodowska University</b>	gender-sensitive way.	2. Workshop on conducting gender-sensitive research. 3. Compilation of information materials for teaching and research staff and employees	2. Rector's authorities 3. Deans' authorities, Institute Directors	5. Gender Equality Team.		
	Raising awareness in the Maria Curie-Skłodowska University community of the issue of gender discrimination, its mechanisms, as well as ways to counteract and deal with it if it occurs	1. In-depth analysis of the needs of the academic community in terms of gender equality and anti-discrimination measures. 2. Development and introduction of a system of training and workshops on gender equality and non-discrimination, aimed at: - male and female students of first-year Bachelor's and long-cycle Master's degree programmes (obligatory online course); - male and female employees and researchers, research and teaching staff and 'administrative' staff (obligatory online course in anti-discrimination procedures); - management staff of individual institutes and organisational units (optional); - Maria Curie-Skłodowska University's employees dealing with promotion, employment policy and recruitment (obligatory training). 3. Information campaign on the Maria Curie-Skłodowska University's gender equality measures (information brochure, posters on the anti-discrimination procedure, website, tab" on the Maria Curie-Skłodowska University's homepage). 4. Cooperation with other universities/organisations to promote gender equality/anti-discrimination issues. 5. Dissemination of information on Academic Ombudsperson.	The whole Maria Curie-Skłodowska University community	1. Maria Curie-Skłodowska University authorities. 2. Gender Equality Team. 3. Centre for Training and Student Services (including the Psychological Counselling Service). 4. Promotion Centre. 5. Sensum Student Support and Psychoeducation Point'. 6. Academic Support Centre. 7. 'Optimum' Team.	1. Number of survey respondents. 2 The number of trainings and their participants. 3 Prepared information, promotional materials (brochures, posters, Maria Curie-Skłodowska University website). 4. Report on the needs of the academic community in terms of gender equality and anti-discrimination measures.	From the academic year 2022/2023