

# **The Gender Equality Plan**

**Rzeszow University Of Technology**

**2022-2025**

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# INTRODUCTION

Gender equality, understood as a state in which women and men are assigned the same social value, have equal rights and responsibilities, and have equal access to resources that they can use, is a real and fundamental value in the contemporary world. The resulting prohibition of discrimination is formulated in both national and international law. In national law, the equality of women and men is a constitutional guarantee. Article 32 of the Constitution specifies equality before the law and the prohibition of discrimination in political, social or economic life for any reason. Article 33 guarantees equal rights for women and men in family, political, social and economic life, in particular the right to education, employment and promotions, to equal remuneration for work of equal value, to social security, and to hold positions, perform functions and obtain public dignity and decorations.

Gender equality is a fundamental value of the European Union, as indicated by the provisions of the Treaty on European Union (Articles 2, 3(3) and 21), the Treaty on the Functioning of the European Union (Article 8) and the Charter of Fundamental Rights of the European Union (Articles 21 and 23). The European Commission has attached particular importance to gender equality in the field of scientific research and innovation in its 2012 European Research Area (ERA) Communication, in which it recognized this value as one of the priorities for creating a space that strengthens the EU's scientific and technological base. The European Commission has identified three main areas of activity in support of gender equality in research and innovation: (1) supporting gender equality in scientific careers; (2) ensuring gender balance in decision-making processes and bodies; (3) integrating the gender dimension, both biological and social, into research and innovation content.

The European Commission's actions in support of gender equality in research and innovation are an important part of the European Commission's broader gender equality strategy for 2020-2025, announced in March 2020, which aims to strengthen the European Research Area (ERA). In 2020, the European Commission, reviewing its previous actions and seeking to strengthen the European Research Area, again emphasized the priority importance of gender equality, highlighting the need for research institutions and public institutions to develop plans that would become tools for supporting institutional changes in this direction in research and innovation. Equalizing the positions of women and men in the field of research and innovation is

of colossal importance for the key EU program for financing scientific research and innovation. Horizon Europe, whose 2021-2027 framework program includes, among other things, that having a Gender Equality Plan (GEPs) will be a eligibility criterion for all public bodies, higher education institutions and research organizations wishing to participate in the program.

The recipients of the Gender Equality Plan at the Rzeszow University of Technology, which is the result of the work of a team coordinated by Dr. Marta Pomykała, Professor at the University, are both academic teachers, non-academic staff, and students and PhD students of our university. This document is comprehensive, as it includes a study of the current state of gender equality among employees, recruited and studying, diagnosing the problem, and planning actions for the years 2022-2025 of an educational, institutional, and legal nature.

The Rzeszow University of Technology is a prejudice-free university that bases its operation on the principles of respect for human dignity, truth, freedom and equality. The gender equality plan fits into the overall anti-discrimination strategy of the Rzeszow University of Technology, which is visible both in the university's legal acts (work regulations, code of ethics for employees, code of ethics for PhD students, anti-bullying regulations) and in institutional solutions (Office for Persons with Disabilities, Anti-Bullying Commission, Student Ombudsman). The Gender Equality Plan at the Rzeszow University of Technology is, on the one hand, a tool for the entire academic community to create equal opportunities for scientific, personal and professional development, regardless of gender, and on the other hand, an obligation for the university authorities to implement the proposed solutions and to constantly monitor the gender equality problem.

Rector of the Rzeszów University of Technology

# I. DIAGNOSIS

## 1. Introduction

Diagnosing the gender equality problem at the Rzeszow University of Technology began with quantitative research, focusing on the analysis of statistical data showing the division of gender in 2020-2021, among others in the structure of employment, the occupation of managerial positions, scientific degrees and titles, participation in the organs and collegiate bodies of the university, participation in research projects. An analysis was also carried out of persons recruited for studies and persons studying on first and second degree studies and PhD students. In this area, the period of research was extended, presenting the dynamics of changes since the academic year 2012/2013. The results of quantitative research were presented using graphs, and the summary and conclusions were presented in a descriptive way.

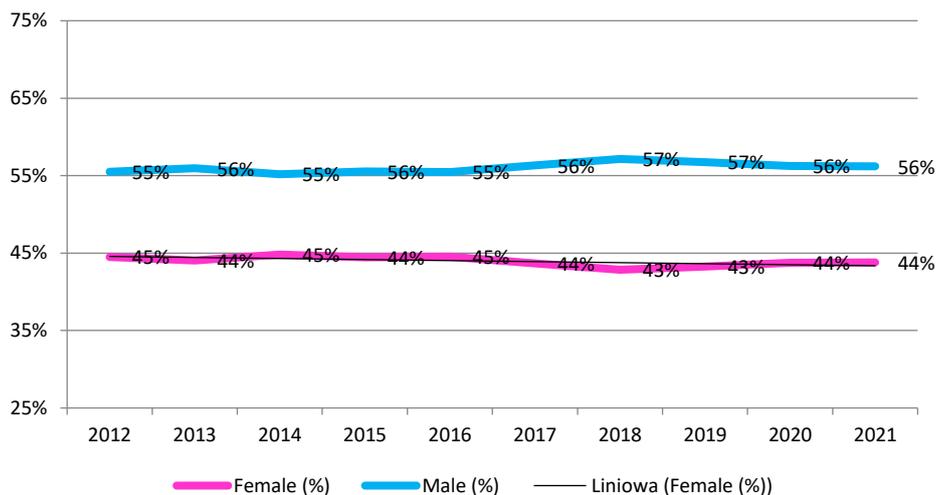
In the qualitative studies, anonymous surveys dedicated to academic teachers, non-academic staff, students and PhD students were used for this purpose. The range of questions was adapted to the individual groups of respondents and concerned, in particular, discriminatory experiences based on gender, the "work - life balance" issue, previous solutions and proposed remedial actions at the university. Regardless of the material obtained from respondents, an analysis of the scientific careers of the group of women and men employed at selected faculties of the university was carried out.

The results of the quantitative and qualitative studies provided the basis for developing goals, actions and indicators for the years 2022-2025, which are presented in the next chapter.

## 2. Quantitative research

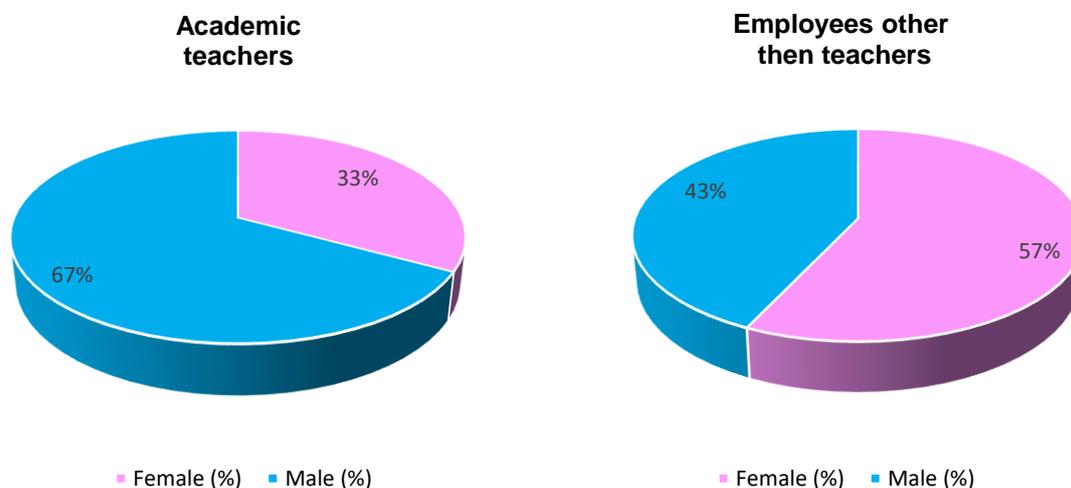
### 2.1. Academic Staff, Managerial Functions

Based on the collected data, it can be seen that the gender ratio among employees of the Rzeszów University of Technology is balanced. Over the past ten years, men have slightly dominated, currently representing 56% of the total number of employees, compared to 44% of women (Figure 1).



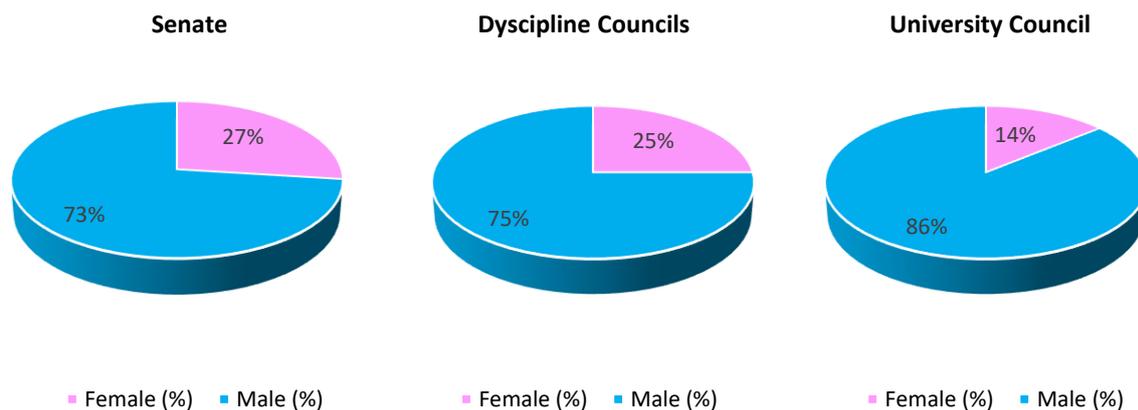
**Figure 1 Percentage share of female to male 2012-2021**

However, larger disparities appear when comparing the participation of women in the group of academic teachers and non-academic staff. Among academic teachers, women make up 33%, while men make up 67%. On the other hand, the opposite proportions are maintained among those who are not academic teachers, where women make up 57% and men 43% (Figure 2). The participation of women in both groups has slightly increased over the past few years.



**Figure 2 Percentage of female and male academic teachers and employees other than teachers in 2021**

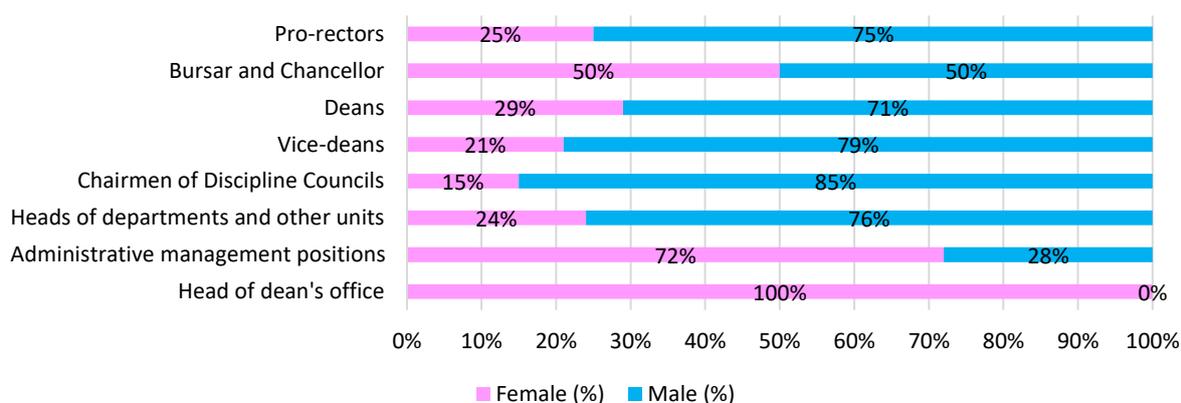
The proportions of gender in university bodies are completely different. Significant disparities between the participation of women and men are clearly visible here. The PRz Senate has 19 women and 51 men, the University Council has 1 woman and 6 men, while the Discipline Councils have 50 women and 152 men (Figure 3). In addition, the majority of men in these committees is due to the fact that they are mainly composed of academic teachers, who hold a post-doctoral degree or professor title, and it is precisely in these groups where men dominate.



**Figure 3 Percentage of female and male in the Senate, University Council and Discipline Councils**

A significant difference in the participation of women and men is also noticeable among those holding managerial positions, both at the central level and at the department and inter-departmental level, as well as in the administration. Men dominate among the pro-rectors, chairmen of discipline councils, deans and vice-deans, and heads of departments, institutes and inter-departmental units, while women dominate in managerial positions in the administration. However, balance has been maintained in the positions of chancellor and bursar (Figure 4).

Considering that those who hold the positions of pro-rectors, deans and vice-deans, and heads of departments, institutes and inter-departmental units come exclusively from the group of academic teachers, where the proportion of men to women is 67% to 33%, it must be acknowledged that access of women to managerial positions at the department and university-wide level is provided, although to a lesser extent than would be indicated by the proportions of employment. A larger disparity exists in the group of administration workers, where a significant advantage of women in managerial positions (72%) can be observed, which significantly deviates from the proportion between women and men in this group of employees.



**Figure 4 Managerial functions and positions - percentage of female and male in 2021.**

## 2.2. Academic teachers, scientific research

Based on the data collected for 2020 and 2021, it appears that the participation of women and men in the group of academic teachers is varied, with the proportions of gender differing in respective faculties of the university and in inter-departmental units.

In the positions of professors and associate professors, men dominate in all faculties. In the positions of assistant professors, the difference in gender is smaller, although men still dominate. However, balanced proportions in this group of employees occur in one faculty (Faculty of Chemistry), and in one faculty (Faculty of Management), significantly more women than men are employed as professor assistants. Among assistants, women dominate in two faculties (Faculty of Mathematics and Applied Physics, Faculty of Management), balanced proportions of gender occur on two other faculties (Faculty of Civil and Environmental Engineering and Architecture, Faculty of Mechanical Engineering and Aerospace). In inter-departmental units, where most of the employees are assistants, gender proportions are balanced (Academic Sports Centre) or women make up the majority (Department of Foreign Languages).

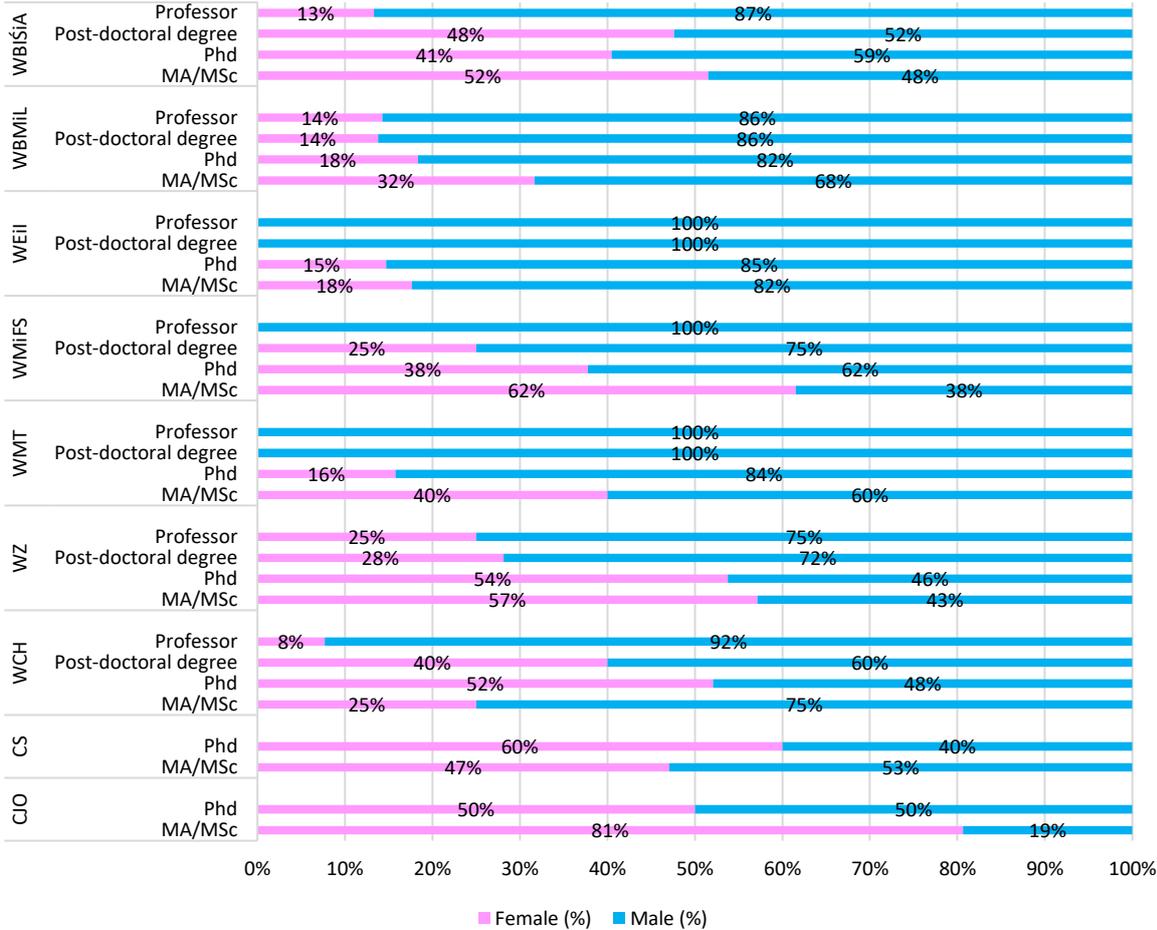


Figure 5 Percentage of female and male by degree and title in each faculty and interdepartmental units in 2021

The proportions of gender among employees on different faculties, taking into account scientific degrees and titles, are similar. Among the 58 people employed at PRz with the title of professor, only 6 are women (12%).

Among people with the post-doctoral degree, men also make up the majority, although some balance can be noticed in two faculties (Faculty of Civil and Environmental Engineering and Architecture, Faculty of Chemistry).

On the other hand, among people with a doctorate, women significantly dominate in one faculty (Faculty of Management), proportions of gender remain balanced in another faculty (Faculty of Chemistry), while men dominate in the remaining faculties.

Meanwhile, among masters, women make up the majority in three faculties (Faculty of Civil and Environmental Engineering and Architecture, Faculty of Mathematics and Applied Physics, Faculty of Management). In inter-departmental units, the majority of those employed are masters, and in none of these units are men in the majority - proportions are balanced in the Academic Sports Centre, while women dominate in the Department of Foreign Languages (Figure 5).

The situation in which just over 10% of people with the title of professor (the pinnacle of academic career) are women reflects the gender structure in faculties and is also the result of past years and the higher education system, in which men, especially in technical universities, dominate. Changing this trend will require many comprehensive actions, which will be proposed in the action plan for 2022-2025.

Analysing the gender proportions among people carrying out scientific projects, it can be noticed that the situation is not different from the one presented in this chapter. 31% of participants in scientific projects are women, while 69% are men. Among project managers, there are only 19% women and 81% men.

Once again, therefore, the lower participation of women in managerial positions is confirmed. However, the gender proportions are much more disrupted here than in the case of holding managerial positions in university bodies. This requires targeted action to increase the involvement of women in managing scientific projects.

### **2.3. Employees other than academic teachers**

Among employees who are not academic teachers, the gender proportions in different employee groups are even more diverse, and in 2020-2021 there were no significant differences in this respect.

The majority of women are maintained in positions in central and faculty administration, dormitory administration, library, and also in the publishing house and economic department. Men are mainly employed in the maintenance department, aviation training centre, student housing service, and as engineering and technical workers and scientific and technical workers (Figure 6). These indicated proportions are also visible among employees holding managerial positions in these units.

A similar trend is also observed in other centres throughout the country. Women more often perform financial and administrative tasks, while men perform tasks to provide technical support for scientific research and technical service.

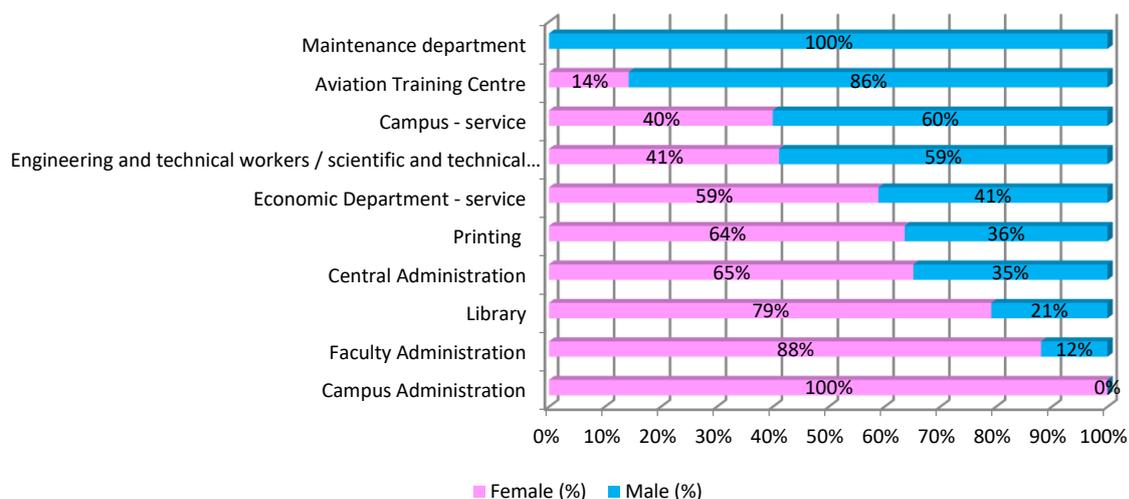


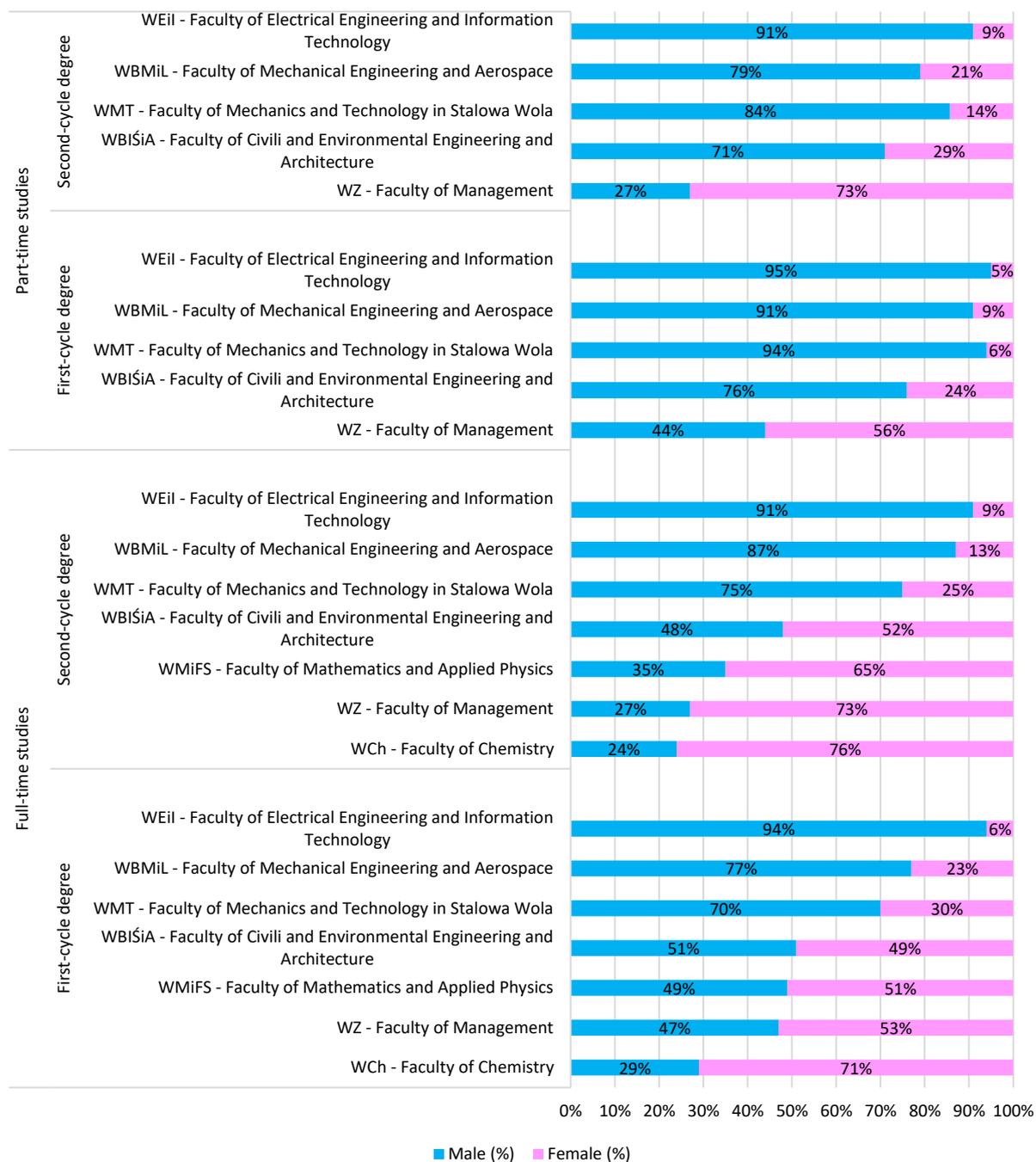
Figure 6: Percentage of female and male in various employee groups among non-teaching staff in 2021.

## 2.4. Students and doctoral students

The Rzeszów University of Technology offered 35 study programmes in 2020-2021, the majority of which were engineering programmes. Among candidates for studies, both first- and second-cycle degree, men have been the majority for years. In 2021, the number of female candidates increased slightly compared to the previous year and amounted to 40% for first-cycle degree studies and 53% for second-cycle degree studies.

Among students of the Rzeszów University of Technology, men also constitute the majority, however, over the past few years, the number of women has slightly decreased (from 41% in 2014 to 38% in 2021). However, this situation is different when divided by faculties and study programmes, as well as considering the level and mode of studies.

The highest number of men study at the Faculty of Electrical Engineering and Information Technology, the Faculty of Mechanical Engineering and Aerospace, and the Faculty of Mechanics and Technology. The highest percentage of female students is at the Faculty of Chemistry and the Faculty of Management. Equal proportions are found at the Faculty of Mathematics and Applied Physics and at the Faculty of Civil and Environmental Engineering and Architecture (Figure 7).



**Figure 7 Percentage of female and male students**

Analysing the available data, it can also be stated that the proportions of the gender division among students differ between first- and second-cycle degree studies. In all faculties, the percentage of women in second-cycle degree studies clearly increases by a few percentage points.

There is also some differentiation between full-time and part-time studies. In this case, in three out of five faculties offering part-time studies, an increase in the percentage of men in part-time studies can be observed, while in two faculties, these proportions do not differ from those in full-time studies.

The ratio of women and men among students at the Rzeszów University of Technology is slightly more balanced than among employees. It will not be known for a few years how many of these people will pursue scientific work. Therefore, it remains the role of the university to introduce mechanisms that will prevent women from abandoning a scientific career for non-meritorious reasons.

The proportions of gender among doctoral students reflect the same trends that were visible among employees and students. The Rzeszów University of Technology offers doctoral studies in technical sciences, which means that both candidates and doctoral students are predominantly men. During the recruitment for the doctoral school in 2021/2022, 37% of women and 63% of men were accepted. However, not every person in this group will continue their scientific career. Some people decide to do doctoral studies because of the lack of stability in the job market, and there are also people in this group who, in addition to obtaining a PhD degree, do not intend to associate with the university and plan to work outside of it. Without analysing additional data on the course of scientific careers, it is therefore difficult to draw broader conclusions on this basis.

### 3. Qualitative research

#### 3.1. Survey

A total of 1334 respondents completed the questionnaires, 300 of whom were academic teachers, 158 were non-academic employees, and the remaining 876 were students and doctoral students. The percentage of participation of the academic community of the Rzeszów University of Technology in the survey is as follows:

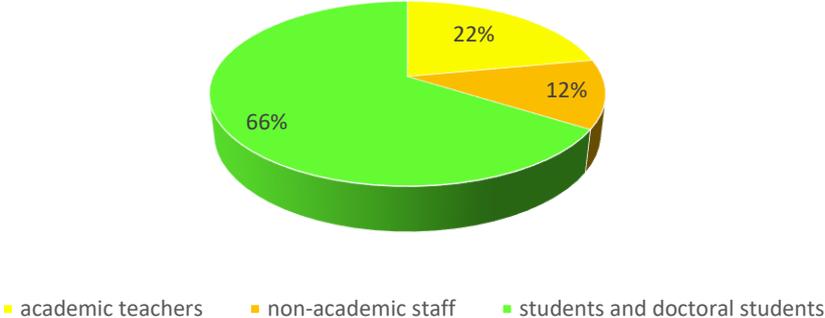
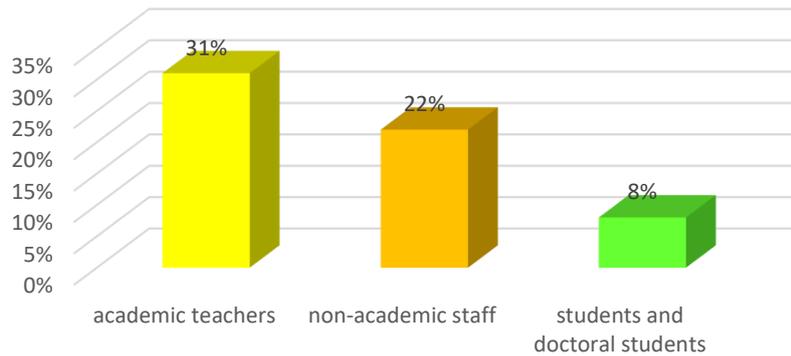


Figure 8 Division of respondents

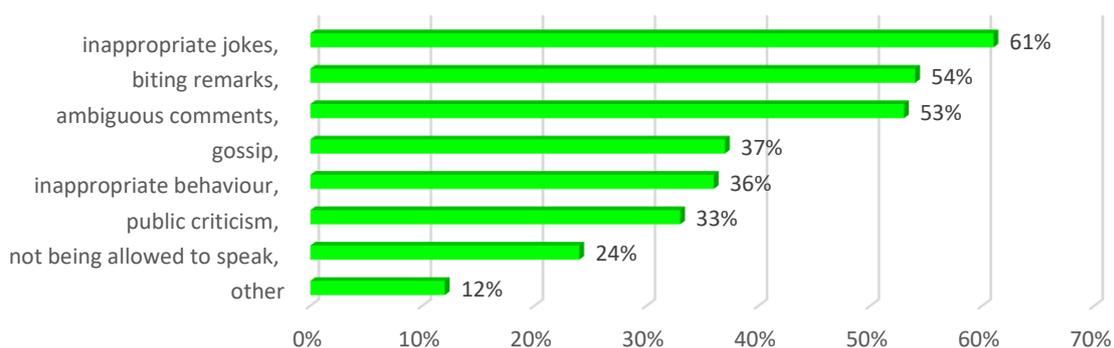
31% of the surveyed academic teachers were eligible in this professional group, while among the remaining employees, 22% of those eligible made the decision to complete the survey. 8% of all students and doctoral students took advantage of the right to express their views on gender equality.



**Figure 9 Percentage breakdown of respondents in relation to the number of eligible persons in each group**

The results of the questionnaires addressed to employees of the Rzeszów University of Technology did not reveal any noticeable discriminatory behaviour during the recruitment process or in the course of their employment, in violation of the principle of gender equality.

During the recruitment process, only 2% of respondents experienced unequal treatment, e.g. through questions about plans to start a family and have offspring, through suggestions that men are 'more welcome' at the University, or that employment will entail the necessity to postpone plans to start a family. In contrast, over 27% of respondents had witnessed discriminatory behaviour towards others. The categorisation of those who have engaged in behaviour perceived as discriminatory, as well as those who have been subjected to discriminatory behaviour, leads to the conclusion that this problem has been observed mainly in relationships between male superiors and female subordinates. Employees who have experienced discriminatory behaviour, or who have encountered a manifestation of discrimination towards others, have indicated the following:

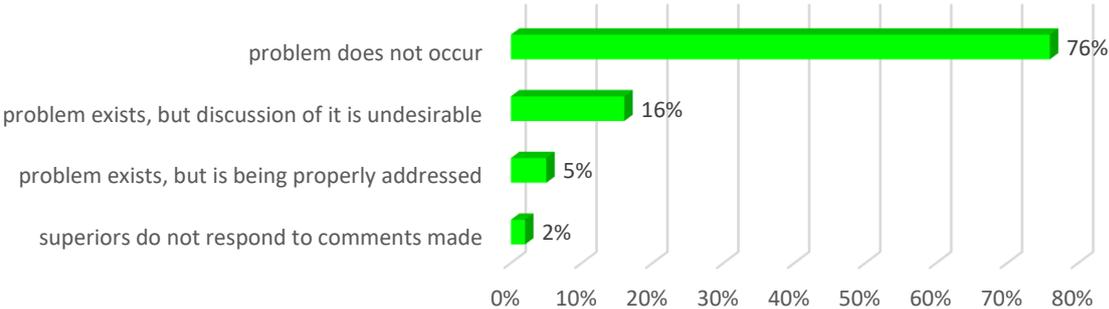


**Figure 10 Discriminatory behaviour encountered by respondents**

When defining 'other' forms of gender discrimination, respondents mentioned unequal remuneration for work, unequal distribution of duties, and omission of women from positions on university committees.

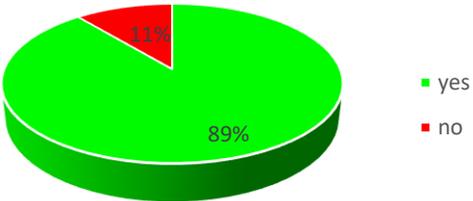
To the question of whether gender was a criterion in the career-building process of the employees of the Rzeszów University of Technology, 90% of people answered in the

negative. The questionnaire formulated a question about how the problem of gender inequality is treated in the immediate professional environment of employees and by their superiors. Of the answers proposed by the survey authors, respondents most often chose the one which indicated that the problem of gender inequality at Rzeszów University of Technology does not exist. 16% indicated an answer confirming the existence of the problem and avoiding discussions about it as undesirable. This was followed by respondents who felt that the problem of gender inequality at the university is dealt with appropriately, with only 2% believing that superiors do not respond to comments made (Fig.11).

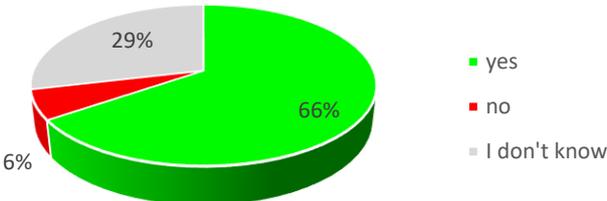


**Figure 11: Example responses to the question about the reactions of the professional environment to the problem of gender inequality**

In the opinion of almost 60% of the respondents, the solutions applied so far by the university are sufficient to equalise the position of women and men in access to personal, scientific and professional development, but 36% do not have an opinion on this subject, which indicates the need to increase legal and institutional awareness among those employed at the Rzeszów University of Technology. In the questionnaires addressed to academic teachers, additional questions were formulated about whether, in the opinion of the respondents, the University provides equal conditions for women and men for scientific development, for access to research projects, grants, for participation in national and international conferences. The answers provided allow for the thesis that the problem of unequal treatment in this area is not noticeable, as illustrated below (Figures 12 and 13).



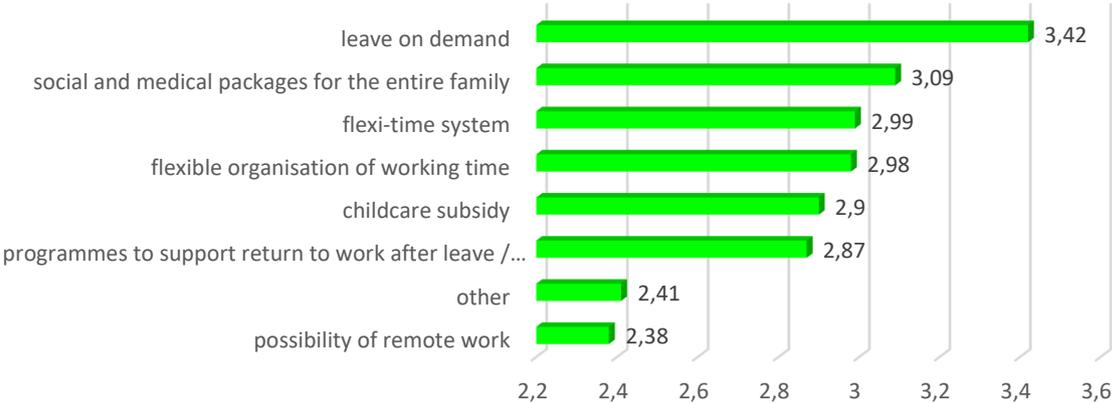
**Figure 12 Equal conditions for scientific development of the employees regardless of gender provided by the PRz**



**Figure 13 Ensuring equal treatment of women and men in access to research projects, grants and participation in national and international conferences by the PRz.**

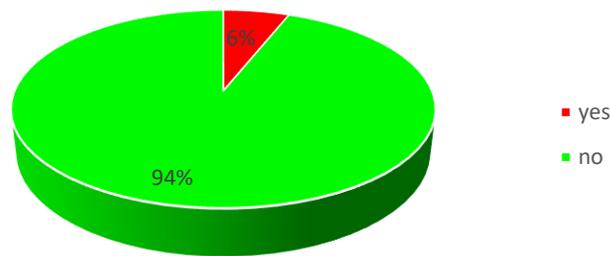
A common part of the questionnaires dedicated to academic teachers and those prepared for non-research and non-teaching employees was also the issue of "work-life balance", that is, the behaviour of balancing professional life with the private life of a parent/caregiver. 65% of respondents confirmed the possibility of maintaining such balance, with 83% of non-academic employees giving a positive response. The respondents evaluated the current practice of the Rzeszów University of Technology in creating conditions for maintaining balance between professional life and private life as a parent/caregiver (work-life balance), including flexible working hours, programs supporting the return to work after leave, flexible work organization, obtaining leave on demand, social and medical packages for the whole family, and financing child care (Fig. 14). They also presented proposals for change in this area. Among academic teachers, there were calls to adapt student consultations to forms of remote communication, such as using the Microsoft Teams platform, email or telephone. Some of the proposed solutions related to:

- ✓ the introduction of systemic changes in the area of flexible work organization, including the possibility of remote work
- ✓ the creation of child care infrastructure (opening a nursery, kindergarten)



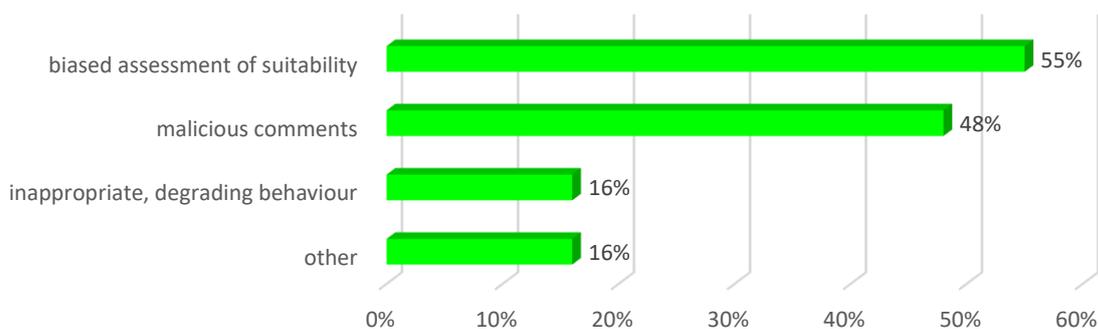
**Figure 14: Average rating of conditions for maintaining work-life balance on a scale of 1-4**

In questionnaires addressed to students and doctoral students at the Rzeszów University of Technology, questions were formulated about gender inequalities both in the recruitment process and during the studies. In the vast majority of cases, respondents did not encounter any negative behaviour in this respect during recruitment (Figure 15).



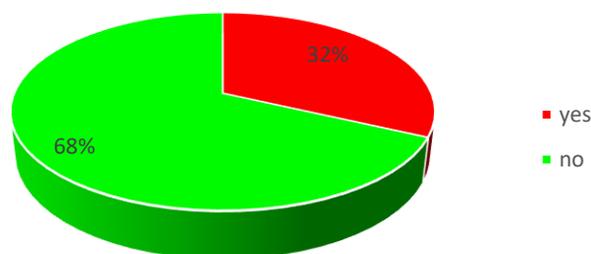
**Figure 15 Experience of gender inequality in the recruitment process**

Of the 6% of respondents who answered affirmatively to the question on discrimination in the recruitment process, the majority pointed to biased assessment of suitability for the chosen field of study on the basis of gender and malicious comments as forms of discriminatory behaviour (Figure 16).



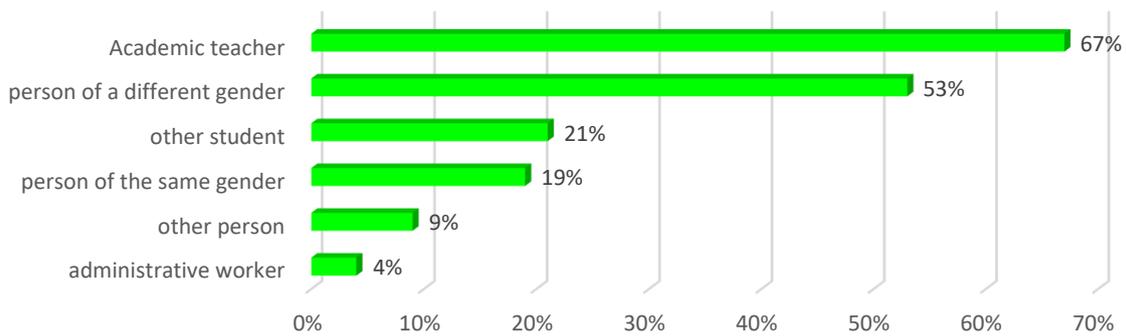
**Figure 16 Forms of unequal treatment in the recruitment process**

The scale of experiencing discrimination due to gender among students is definitely alarming. 32% of surveyed respondents, or almost every third person expressing their opinion, experienced this type of negative behaviour (Fig. 17).



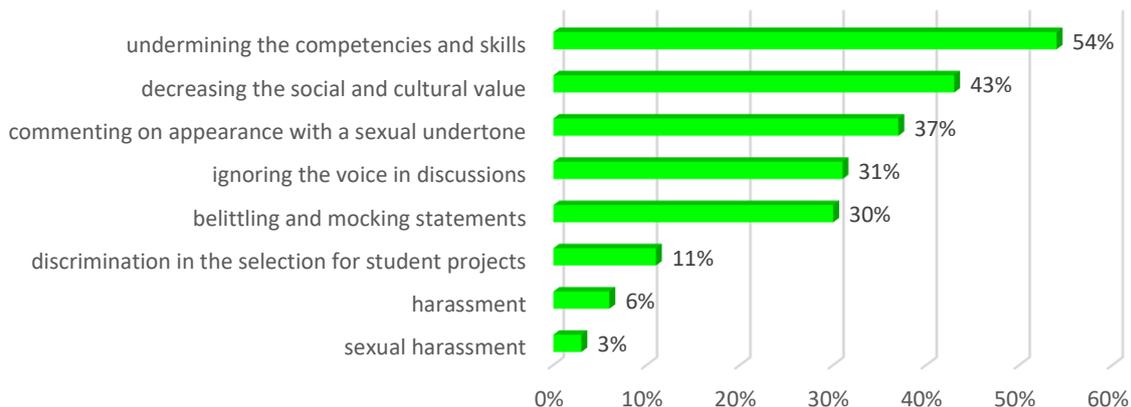
**Figure 17: Experience of behaviour that constitutes discrimination during studies**

However, 42% of respondents were witnesses to this type of behaviour towards other people. Indicating people who engage in discrimination, students overwhelmingly marked academic teachers of a different gender than the student (Fig. 18).



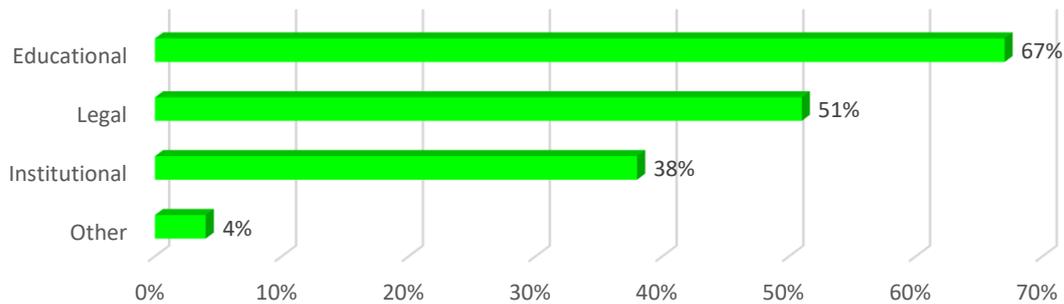
**Figure 18: People who engage in unequal treatment based on gender**

Behaviour that violates gender equality took various forms, ranging from undermining the competencies and skills useful on a specific course, decreasing the social and cultural value of a person due to their gender, commenting on appearance with a sexual undertone, ignoring the voice in discussions, belittling and mocking statements, discrimination in the selection for student projects, scientific circles, student government bodies, to harassment and sexual harassment.



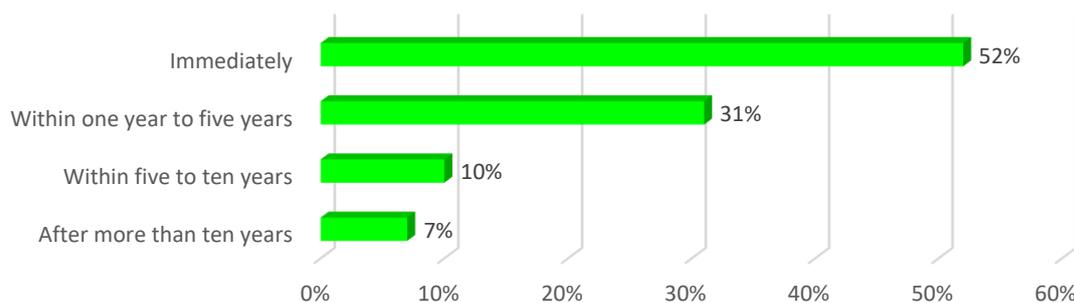
**Figure 19 Forms of behaviour that violate gender equality**

Cases of gender discrimination against students were the subject of a small number of complaints (7%), addressed mainly to the heads of department. According to 61% of the students and doctoral students surveyed, the issue of gender discrimination is properly monitored. Among the suggestions for improving the existing situation, students selected educational (67%), legal (51%) and institutional (38%) solutions that the university should introduce (Fig. 20).



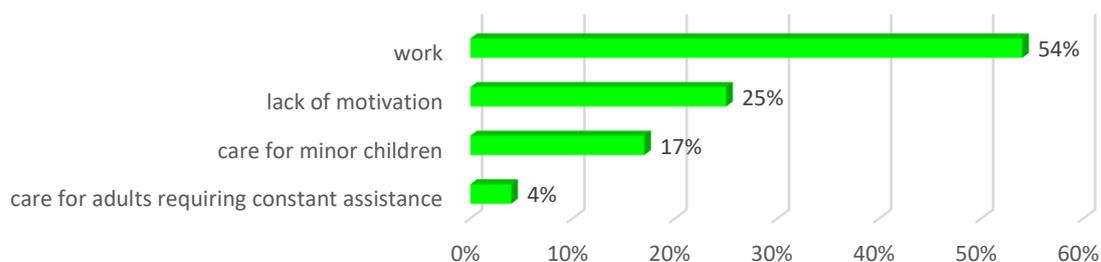
**Figure 20: Expected actions from the university in the indicated area**

In questions dedicated to doctoral students at the Rzeszów University of Technology, an attempt was made to diagnose the problem of potential delay in scientific development after completing master's studies. 52% of surveyed respondents started doctoral studies immediately after completing second-cycle degree programmes, 31% within one to five years, 10% within five to ten years, and 7% after more than ten years (Fig. 21).



**Figure 21 Time taken to commence doctoral studies after completion of second-cycle degree programmes**

As the reason for not starting doctoral studies immediately after completing a second-cycle degree, respondents cited work (54%), lack of motivation (25%), care for minor children (17%), or care for adults requiring constant assistance (4%). It should be noted that parental duties were the cause of scientific development delays for 60% of men who participated in the survey, and for women the percentage was slightly lower at 44%.



**Figure 22 Reason for the delay in scientific development**

### 3.2. Study of scientific research

The study of the scientific development of the staff of the Rzeszów University of Technology was of particular concern to the authors of the gender equality plan. Based on the characteristics of the respondents participating in the surveys dedicated to academic teachers, the average time between the various stages of men and women scientific career was established:

- The average time from obtaining master's degree to doctoral degree is:
- women - 8.1 years,
- men - 8.6 years,
- The average time from obtaining a doctoral degree to post-doctoral degree is:
  - o women - 13.6 years,
  - o men - 11.6 years,
- The average time from obtaining a post-doctoral degree to obtaining the title of full professor is:
  - o women - 10.5 years,
  - o men - 12 years.

In addition to the data presented above and the data obtained from the responses of doctoral students, a group of 16 research staff representing various faculties, including 8 women and 7 men, was analysed. The time taken to obtain successive degrees, from the beginning of employment, was taken into account. The focus was on assessing whether breaks (delays) in the continuity of the scientific development of employees were the result of taking maternity, paternity, or parental leave.

In the group of female academic teachers, it was found that a doctoral degree (6/8 examined) was obtained within a period of 3 to 9 years from the completion of studies, post-doctoral degree (3/8 examined) in the next 8 to 12 years, and the title of full professor within 8 years (1/8 examined). In two cases, female academic teachers, despite long-term employment (2001 and 2005), hold master's degree.

In the group of women whose careers were studied, it was found that six of them were on maternity and parental leave (onelfold to sixfold). In particular, in one case where, after being employed as an academic teacher with a master's degree, the impact of taking parental leave on the stagnation of the scientific career is noticeable. As a result, this person was professionally active for only 2.5 years over the course of several years.

In the case of the scientific development of men, similar time ranges were observed, as it took from 4 to 18 years (7/7 examined) from the completion of master's studies to obtaining a doctoral degree. A post-doctoral degree was obtained by academic teachers within a range of 4 to 15 years (3/7 examined), and the title of full professor was obtained by 3 teachers after additional 3 to 5 years. In no case was it found that the examined men took parental leave.

The results of the survey, which undoubtedly represent only a slice of reality, allow for the following conclusions to be drawn:

- no significant differences were observed in the course of the scientific careers of women and men from the completion of master's studies to obtaining a post-doctoral degree,
- there is no basis for promoting the general thesis that the stagnation of a scientific career is correlated with taking parental leave.

Summing up the results of the diagnosis carried out both quantitatively and qualitatively, illustrating the state of gender equality among the employees and students of the Rzeszow University of Technology, it must be stated that in the majority of the studied areas, men dominate. Such conclusions are justified by statistical data indicating that in the group of academic teachers, only 33% are women, and among students, the share of women is 38%. This data reflects the overall situation of all state technical universities in the country, which, according to the Report of the Educational Foundation Perspektywy in 2022 "Women at Polytechnics", in the years 2020-2021, among employed academic teachers, 34% were women, and among students, women accounted for 35%.

The reasons for this state of affairs are varied, but undoubtedly, the stereotype of the engineer's profession as a male profession, which has functioned for many decades in social belief, was not an incentive for young women to study at technical universities or to develop a scientific career at these universities. It is impossible to change the trends established over the years with the development of a document such as the Gender Equality Plan, but it is beyond dispute that it can be the beginning of legal, institutional, and educational changes that will be presented in the next chapter.

## II. ACTION PLAN FOR 2022-2025

The action plan for 2022-2025 is a four-year action strategy. The actions contained in it are the result of an analysis based on the quantitative and qualitative studies described in Part I, as well as internal consultations among members of the academic community, in particular among bodies responsible for combating violations and various forms of discrimination. An important element in the discussion of equality actions at PRz were also the Gender Equality Plans adopted at other domestic and foreign universities.

The Plan proposes five strategic objectives:

1. Increasing awareness of the need for equal treatment and increasing knowledge about the causes, consequences, and manifestations of unequal treatment based on gender.
2. Seeking to maintain gender balance in decision-making and managerial positions and in conducting scientific research.
3. Ensuring equal access to a scientific career and career development.
4. Ensuring work-life balance.
5. Prevention of gender-based harassment.

The goals correspond to the three main areas for gender equality in research and innovation, as defined by the European Commission that is: supporting gender equality in scientific careers, ensuring gender balance in decision-making processes and bodies, and integrating the gender, biological, and social dimension into research and innovative content.

A total of 26 educational, institutional, and legal actions have been formulated as part of the set goals. Their implementation is scheduled for 2022-2025. The majority of these actions are aimed at the entire academic community of the Rzeszów University of Technology. Indicators have been designated for each action to monitor progress.

**Objective 1. Increasing awareness of the need for equal treatment and increasing knowledge about the causes, consequences, and manifestations of unequal treatment based on gender.**

<b>Action 1.1.</b>	<b>Indicator</b>	<b>Implementing entities</b>
The appointment of a Gender Equality Representative/Rector's Proxy, whose task will be to monitor and intervene in situations of discrimination and violations of the principles of gender equality. The division of competences between the entities authorized to act in cases of discrimination and violation of the principles of gender equality.	Placing the function of the Proxy in the university structure. Defining the tasks and competences of the Proxy. Appointing a person to the position of Proxy.	Rector of the Rzeszów University of Technology Gender Equality Team
Target group: the academic community of the Rzeszów University of Technology.		
Schedule of activities: By the end of 4 <sup>th</sup> quarter 2022.		

<b>Action 1.2.</b>	<b>Indicator</b>	<b>Implementing entities</b>
Allocation of a position/positions in central administration whose task will be to implement equality tasks (cooperation with the Gender Equality Representative, cooperation with the anti-mobbing commission, implementation of equality training, promotion of equality solutions, preparation of reports on the implementation of the gender equality plan, collection of documentation related to equality issues).	Defining the tasks for the position/department.	Rector of the Rzeszów University of Technology Rector's Proxy for Gender Equality Gender Equality Team
Target group: the academic community of the Rzeszów University of Technology.		
Schedule of activities: By the end of 4 <sup>th</sup> quarter 2022.		

<b>Action 1.3.</b>	<b>Indicator</b>	<b>Implementing entities</b>
Preparation of training, courses, and information materials to increase awareness of equal treatment for: <ul style="list-style-type: none"> <li>- employees,</li> <li>- students and PhD students</li> <li>- management staff</li> <li>- other designated groups</li> </ul>	Training of all employees, students, and PhD students, Downloading information materials from the website	Rector's Proxy for Gender Equality Gender Equality Team and other designated entities
Target group: the academic community of the Rzeszów University of Technology.		
Schedule of activities: By the end of 2023.		

<b>Action 1.4.</b>	<b>Indicator</b>	<b>Implementing entities</b>
Preparation of a website with information on the need to respect the principle of gender equality, stages of implementing the gender equality plan, the state of gender equality at the University, and entities that deal with intervention in case of violation of the principle of gender equality.	Creation of a gender equality tab on the Rzeszów University of Technology website in Polish and English.	Rector's Proxy for Gender Equality Gender Equality Team and other designated entities
Target group: the academic community of the Rzeszów University of Technology.		
Schedule of activities: By the end of 2022.		

<b>Action 1.5.</b>	<b>Indicator</b>	<b>Implementing entities</b>
Dissemination of the Gender Equality Plan for 2022-2025 among employees and students of the Rzeszów University of Technology.	Publication of the Plan on the website and external services Development and distribution of information materials. Translation of the Plan and information materials into English.	Rector's Proxy for Gender Equality Gender Equality Team and other designated entities
Target group: the academic community of the Rzeszów University of Technology.		
Schedule of activities: By the end of 2022.		

<b>Action 1.6.</b>	<b>Indicator</b>	<b>Implementing entities</b>
Cooperation with other universities on equal treatment and dissemination of the Gender Equality Plan, exchange of experiences and good practices.	Participation in international and national events on gender equality.	Rector's Proxy for Gender Equality Gender Equality Team and other designated entities
Target group: the academic community of the Rzeszów University of Technology.		
Schedule of activities: By the end of 2025.		

<b>Action 1.7.</b>	<b>Indicator</b>	<b>Implementing entities</b>
Establishing cooperation with entities and organizations dealing with protection against discrimination and the issue of gender equality.	Signing a cooperation agreement, Undertaking joint educational and information activities.	Rector's Proxy for Gender Equality Gender Equality Team and other designated entities
Target group: Entities responsible for promoting the principle of gender equality.		
Schedule of activities: By the end of 2025.		

<b>Action 1.8.</b>	<b>Indicator</b>	<b>Implementing entities</b>
Surveying the opinions and experiences of employees, students, and PhD students. Monitoring equality practices.	Preparation of the survey questionnaire and implementation of the survey. Publication of a report on the results of the monitoring.	Rector's Proxy for Gender Equality Gender Equality Team and other designated entities
Target group: the academic community of the Rzeszów University of Technology.		
Schedule of activities: in the second quarter of each year of the Gender Equality Plan, starting in 2023.		

<b>Action 1.9.</b>	<b>Indicator</b>	<b>Implementing entities</b>
Review of internal legal acts of the Rzeszów University of Technology in terms of inclusion of the principle of gender equality in various areas of the University activities.	Preparation of proposals for amendments to internal acts.	Legal Counsellor Rector's Proxy for Gender Equality Gender Equality Team
Target group: the academic community of the Rzeszów University of Technology.		
Schedule of activities: By the end of 2023.		

**Objective 2. Striving to maintain gender balance in decision-making and management positions and in conducting scientific research.**

<b>Action 2.1.</b>	<b>Indicator</b>	<b>Implementing entities</b>
Monitoring the composition of bodies and management positions at the Rzeszów University of Technology in terms of gender diversity.	Statistical analysis Publishing an annual report on the Rzeszów University of Technology website.	Rector's Proxy for Gender Equality Gender Equality Team and other designated entities
Target group: employees of the Rzeszów University of Technology.		
Schedule of activities: in the third quarter of each year of the Gender Equality Plan, starting in 2022.		

<b>Action 2.2.</b>	<b>Indicator</b>	<b>Implementing entities</b>
Formulation of recommendations on balanced gender representation in project teams, expert committees, departmental committees, and University committees.	Adoption of recommendations Dissemination of recommendations in all units of the Rzeszów University of Technology.	Rector's Proxy for Gender Equality Gender Equality Team and other designated entities
Target group: employees of the Rzeszów University of Technology.		
Schedule of activities: by the end of the 1 <sup>st</sup> quarter 2023		

<b>Action 2.3.</b>	<b>Indicator</b>	<b>Implementing entities</b>
Preparation of a study presenting examples of the incorporation of the gender dimension into research content in Polish and foreign scientific and academic institutions.	Preparation of a study presenting examples of the incorporation of the gender dimension into research content.	Rector's Proxy for Gender Equality Gender Equality Team and other designated entities
Target group: persons responsible for scientific research.		
Schedule of activities: by the end of 2022		

<b>Action 2.4.</b>	<b>Indicator</b>	<b>Implementing entities</b>
Monitoring gender distribution among project managers	Preparation of a list of project leaders, including women and men	Rector's Proxy for Gender Equality Gender Equality Team and other designated entities
Target group: project executors		
Schedule of activities: in the first quarter of each year of the Plan		

**Objective 3. Ensuring sustainable access to scientific careers and career development.**

<b>Action 3.1.</b>	<b>Indicator</b>	<b>Implementing entities</b>
Identifying the needs of women in terms of supporting their scientific career development at the Rzeszów University of Technology	Gathering opinions in the form of surveys, periodic meetings	Rector's Proxy for Gender Equality Gender Equality Team and other designated entities
Target group: women employed in the groups of scientific, scientific and teaching and teaching staff as well as female PhD students.		
Schedule of activities: once a year, by the end of 2025		

<b>Action 3.2.</b>	<b>Indicator</b>	<b>Implementing entities</b>
Collection of data on the participation of women and men in grant competitions and University, national and international projects.	Percentage of women and men in grants, data monitoring.	Rector's Proxy for Gender Equality Gender Equality Team and other designated entities
Target group: women employed in the groups of scientific, scientific and teaching and teaching staff as well as female PhD students.		
Schedule of activities: by the end of 2025		

<b>Action 3.3.</b>	<b>Indicator</b>	<b>Implementing entities</b>
Gathering information on good projects and practices to support women's career development which are used in faculties and units and reporting this information to the Rector's Proxy for Gender Equality.	Statistics on good projects and practices to support women's career development. Annual publication on the website.	Rector's Proxy for Gender Equality Gender Equality Team and other designated entities
Target group: women employed in the groups of scientific, scientific and teaching and teaching staff as well as female PhD students.		
Schedule of activities: by the end of 2025		

<b>Action 3.4.</b>	<b>Indicator</b>	<b>Implementing entities</b>
Collection of data on the number of dissertation openings and doctoral defences broken down by women and men .	Percentage of women and men in doctoral theses opened and defended by women and men.	Rector's Proxy for Gender Equality Gender Equality Team and other designated entities
Target group: Candidates for Doctoral School		
Schedule of activities: by the end of 2025		

<b>Action 3.5.</b>	<b>Indicator</b>	<b>Implementing entities</b>
Determining recommendations for a balanced participation of women and men in managerial positions on selection committees and in the various collective bodies	Monitoring the women and men chairmanship on selection committees and in the various collective bodies.	Rector's Proxy for Gender Equality Gender Equality Team and other designated entities
Target group: women employed in the groups of scientific, scientific and teaching and teaching staff as well as female PhD students.		
Schedule of activities: by the end of 2025		

## Objective 4. Ensuring work-life balance

<b>Action 4.1.</b>	<b>Indicator</b>	<b>Implementing entities</b>
Identifying the needs and expectations of employees in order to provide conditions for maintaining a work-life balance.	Obtaining feedback from focus groups representing workers who take care of minor children and the elderly	Rector's Proxy for Gender Equality Gender Equality Team and other designated entities
Target group: academic teachers, non-teaching staff, PhD students		
Schedule of activities: by the end of 2022		

<b>Action 4.2.</b>	<b>Indicator</b>	<b>Implementing entities</b>
Conducting an audit of the existing social package aimed at employees to assess its suitability for ensuring a harmonious work-life balance	Identifying and updating existing social and financial instruments in terms of the solutions advocated by employees.	Rector's Proxy for Gender Equality Gender Equality Team and other designated entities
Target group: academic teachers, non-teaching staff, PhD students		
Schedule of activities: by the end of 2022		

<b>Action 4.3.</b>	<b>Indicator</b>	<b>Implementing entities</b>
Recommending legally acceptable financial and organisational solutions to facilitate work-life balance for workers taking care of: - minor children - adult dependants, among others, by extending the social offer and provide pro tem, targeted financial support to cover the costs of such care (form of targeted aid)	Reducing absenteeism due to the need to provide care for minor children and adult dependents, and thereby equalise career opportunities.	Rector's Proxy for Gender Equality Gender Equality Team and other designated entities
Target group: academic teachers, non-teaching staff, PhD students		
Schedule of activities: third quarter of 2023		

<b>Action 4.4.</b>	<b>Indicator</b>	<b>Implementing entities</b>
Developing and planning the implementation of a flexible work organisation system (form and time) by: - creating conditions for hybrid working, teleworking (remote working) - introducing mobile work hours for administrative staff.	Facilitating the reconciliation of caring responsibilities with professional duties,	Rector's Proxy for Gender Equality Gender Equality Team and other designated entities
Target group: academic teachers, non-teaching staff, PhD students		
Schedule of activities: first quarter of 2023		

<b>Action 4.5.</b>	<b>Indicator</b>	<b>Implementing entities</b>
Diagnosis of the needs of persons returning to work after parental/maternity leave - in order to reintegrate them into their professional duties.	Developing a procedure for the reintegration of persons returning from parental and maternity leave based on responses provided by those interested in a special questionnaire dedicated to this purpose.	Rector's Proxy for Gender Equality Gender Equality Team and other designated entities
Target group: academic teachers, non-teaching staff, PhD students		
Schedule of activities: second quarter of 2024		

## Objective 5. Prevention of gender-based harassment

<b>Action 5.1.</b>	<b>Indicator</b>	<b>Implementing entities</b>
Developing a procedure for individuals who have been victimized by behavior that constitutes gender discrimination, including harassment and sexual assault.	Rector's Regulation	Rector's Proxy for Gender Equality Gender Equality Team and other designated entities
Target group: the academic community of the Rzeszów University of Technology.		
Schedule of activities: By the end of 2023.		

<b>Action 5.2.</b>	<b>Indicator</b>	<b>Implementing entities</b>
Creating a website through which cases of gender-based violence and various forms of harassment can be reported.	Number of website visits and the percentage of successful interventions, case statistics.	Rector's Proxy for Gender Equality Gender Equality Team and other designated entities
Target group: the academic community of the Rzeszów University of Technology.		
Schedule of activities: By the end of 2022.		

<b>Action 5.3.</b>	<b>Indicator</b>	<b>Implementing entities</b>
Disseminating information about procedures and ways to report cases of gender-based violence and various forms of harassment. Placing information about the possibility of contact with the Proxy in a visible place on the PRz website and in individual departments. Informing and educating on issues of equality, respect for diversity, and prevention of gender-based violence and various forms of harassment.	Number of website visits and number of downloads of information on procedures and guidelines.	Rector's Proxy for Gender Equality Gender Equality Team and other designated entities
Target group: the academic community of the Rzeszów University of Technology.		
Schedule of activities: By the end of 2025.		

<b>Action 5.4.</b>	<b>Indicator</b>	<b>Implementing entities</b>
Defining clear rules and introducing a Procedure for opposing gender-based violence and various forms of harassment. Systematising rules for ensuring equality between women and men and preventing gender-based violence and various forms of harassment. Creating mechanisms to prevent all bad practices.	Gathering data on cases and consequences in the cases of proven charges of gender-based violence and harassment. Preparing an internal procedure for informing about irregularities and the number of people trained on such procedures. Monitoring disciplinary proceedings related to situations of gender-based violence and sexual harassment.	Rector's Proxy for Gender Equality Gender Equality Team and other designated entities
Target group: the academic community of the Rzeszów University of Technology.		
Schedule of activities: By the end of 2025.		

<b>Action 5.5.</b>	<b>Indicator</b>	<b>Implementing entities</b>
Organizing an action aimed at raising awareness of the academic community and encouraging the prevention of gender-based violence and various forms of harassment. Increasing knowledge and skills related to responding to all forms of gender-based violence and harassment.	One event per year, including a poster campaign (flyers) for a week and online information.	Rector's Proxy for Gender Equality Gender Equality Team and other designated entities
Target group: the academic community of the Rzeszów University of Technology.		
Schedule of activities: By the end of 2025.		

## CONCLUSIONS

The Gender Equality Plan for 2022-2025 is a new value for the entire academic community of the Rzeszów University of Technology. The quantitative and qualitative research which was used to diagnose the current situation allowed for a comprehensive look at the gender equality problem at our University.

For the first time, the academic community has the opportunity to familiarize itself with the actual gender division among employees, students and doctoral students in one document. The presented data show the participation of women and men in decision-making bodies both at the central and departmental level, in the collegiate bodies of the University, in scientific research and research projects.

As important as statistical data is the information obtained from anonymous questionnaires addressed to the University community. The postulates and proposals for implementing specific solutions, reported by respondents, have been the subject of analysis and the development of specific goals planned as long-term actions for the next few years.

The creation of the Gender Equality Plan is the result of the work of the team established for this purpose and consultation with the Disciplinary Ombudsman and the Student Ombudsman. In quantitative research, the team relied mainly on data obtained from the HR Department, the Social and Accommodation Office, the Education Department and the Technology Transfer Centre. The involvement of the academic community in the survey made it possible for the Team to gain valuable knowledge of the real perceptions of individual groups of respondents on the problem of gender equality at the Rzeszów University of Technology.

This document is a "map" that will enable the start of change in the area of promoting, implementing and monitoring positive actions related to gender equality.

At the same time, the Gender Equality Plan constitutes the realization of the statutory provision of the Rzeszów University of Technology (§ 2 section 2), which has made its basic task to search for truth with the observance of, among other things, equal opportunities for all employees, doctoral students and students, while respecting human dignity.

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