



*Believing that the ideals of equality and tolerance as well as embracing diversity within the academic community constitute the inner strength and utmost value of the Poznań University of Life Sciences*

## **GENDER EQUALITY PLAN OF THE POZNAŃ UNIVERSITY OF LIFE SCIENCES for 2022–2027**

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# INTRODUCTION

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Gender Equality Plan (GEP) of the Poznań University of Life Sciences (PULS) for 2022–2027 was established in response to increasingly frequent indications for the need to ensure gender balance in science and education and to promote working conditions preventing any form of gender discrimination. Key documents specifying the scope of this plan include guidelines for Polish research institutions *Plan równości płci w Horyzoncie Europa*, issued by the Ministerstwo Edukacji i Nauki (Ministry of Education and Science) and National Information Processing Institute – National Research Institute (2021) as well as *Horizon Europe Guidance on Gender Equality Plans*, issued by the European Commission (2021).

This Plan is a continuation of the policy of the University authorities, on the one hand aiming at modifying social interaction principles to foster social diversity, while on the other hand striving to promote development of male and female members of the University community. In this respect the policy is founded on three institutional pillars, at the same time constituting the primary resources for the execution of this plan:

**Pillar 1:** Rector's Proxy for Equal Treatment – responsibilities of this official focus particularly on preventing inequality, specifically in terms of gender equality, as well as other forms of discrimination related to gender, age, disability, skin colour, religion, nationality, ethnic origin, political convictions, denomination or lack of religious denomination, world view, social and economic status, sexual orientation and sexual identity (*Zarządzenie nr 13/2020 Rektora Uniwersytetu Przyrodniczego w Poznaniu z dnia 3 lutego 2020 roku w sprawie powołania Pełnomocnika Rektora ds. Równego Traktowania [Resolution no. 13/2020 of the Rector of the Poznań University of Life Sciences of 3 February 2020 on the appointment of the Rector's Proxy for Equal Treatment]*);

**Pillar 2:** Rector's Proxy for University's Social Responsibility of the an official responsible for the development and execution of a programme of actions aiming at promotion of social responsibility of PULS as well as initiation, coordination and monitoring of respective initiatives (*Zarządzenie nr 150/2020 Rektora Uniwersytetu Przyrodniczego w Poznaniu z dnia 21 września 2020 roku w sprawie powołania Pełnomocnika Rektora ds. Społecznej Odpowiedzialności Uczelni [Resolution no. 150/2020 of the Rector of the Poznań University of Life Sciences of 21 September 2020 on the appointment of the Rector's Proxy for University's Social Responsibility]*);

**Pillar 3:** PULS Support and Development Center (Centrum Wsparcia i Rozwoju UPP, CWR), which coordinates, organizes and provides support to the male and female proxies appointed at PULS. The Centre also serves many other functions related to support in solving problems in personal development and interpersonal relations, as well as professional problems connected with career and the labour market. The scope of the CWR activity includes also initiatives for preventive measures as well as training, educational activities and consultations (*Zarządzenie nr 14/2020 Rektora Uniwersytetu Przyrodniczego w Poznaniu z dnia 3 lutego 2020 roku w sprawie utworzenia Centrum Wsparcia i Rozwoju Uniwersytetu Przyrodniczego w Poznaniu [Resolution no. 14/2020 of the Rector of the Poznań University of Life Sciences of 3 February 2020 on the establishment of the Support and Development Center, the Poznań University of Life Sciences]*).

The wide range of institutional resources associated with the GEP execution stems from the multifaceted character of gender equality, as indicated in respective EU documents. These activities cover such areas of the organization's operation as balance between personal/family life and work, the

organizational culture, gender parity at managing positions and in decision-making bodies as well as recruitment processes and career development, inclusion of gender issues in research and teaching materials, development of tools preventing gender-related abuse, including sexual harassment.

This plan is based on two main analyses related to the policy fostering gender balance within the University community. First a diagnosis was prepared for employment conditions for females and males at PULS. Next strategic goals were identified based on the areas indicated in the diagnosis as requiring improvement and monitoring. In accordance with the EU recommendations the GEP comprises actions within four key areas of this plan and implementation of its assumptions: allocation of specific resources, collection of data and monitoring, training and development of the organization's potential as well as its dissemination.

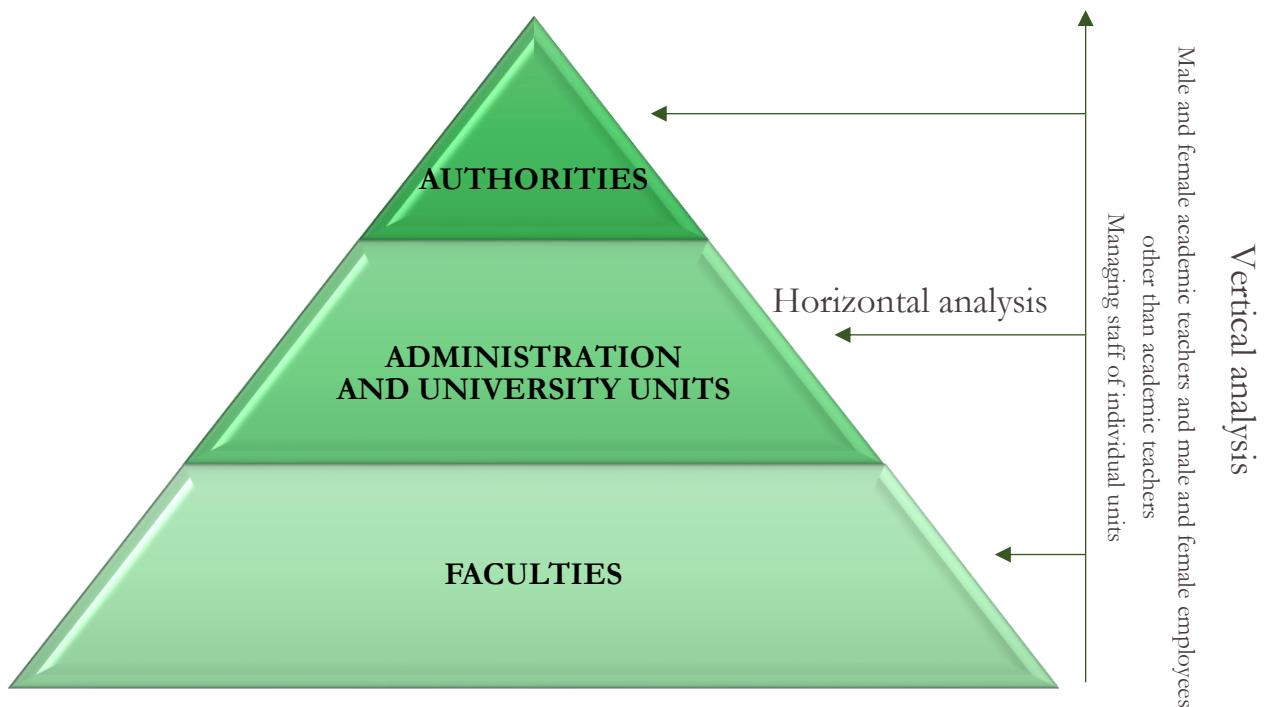
The implementation of the policy within the GEP is treated not only as a process of adaptation of the University community to changing conditions and requirements imposed on higher education, but also an on-going improvement process in this higher education entity essential for further socio-economic development. The above-mentioned conditions for the establishment and execution of the GEP lead to two major consequences. Firstly, an effective realization of this plan requires commitment on the part of all members of the University community, both male and female. Secondly, efforts made to attain the plan's primary assumptions will in turn boost and raise the standard of operation for the entire academic community. Thus, despite certain difficulties which may be encountered during its realization, this plan is being prepared "believing that the ideals of equality and tolerance as well as embracing diversity within the academic community constitute the inner strength and utmost value of the Poznań University of Life Sciences". Eventually they will provide support for each male and female member of our community irrespective of their gender, skin colour, age or position in the PULS organizational structure.

# DIAGNOSIS

## Methodological assumptions

The analysis of the gender structure at the Poznań University of Life Sciences was based on the employment data for January 2022. This analysis comprised both dependencies in the vertical structure, such as employment in terms of individual positions and managing staff for the entire University, and the horizontal structure, connected with employment within main organizational units of PULS (Fig. 1).

Fig. 1. Assumptions for the vertical and horizontal analyses in terms of gender structure



Source: own elaboration.

### *Measure of women's share in the employment structure*

Assessment of the gender employment structure used a measure of the share of women ( $SP$ ), which defines the share of women in the group of all male and female employees and it is determined based on the following formula:

$$SP = \frac{\text{number of employed women } (k)}{\text{total number of employees } (t)}$$

The  $SP$  values range from 0 to 1, while equal employment is expressed by the value of 0.5. Values below 0.5 indicate inequality at the disadvantage of women, whereas those over 0.5 – at the disadvantage of men. Values of this measure may also be expressed as percentages, when multiplying the result by 100% ( $SP\%$ ). The adopted measure directly used the share of women in the calculations, but irrespective of

the method applied in the calculations its aim is to assess gender equality also in relation to the share of men, as other gender types are not manifested in the statistics, which is the case in the calculations provided for the diagnosis presented in this report.

#### *Measure of proportional representation*

Comparisons were also based on the ratio of employed women ( $MR$ ), which specifies dependencies between the employment structure in the investigated area of analysis in relation to a larger population at individual PULS units or in the higher education sector in Poland. This measure defines dependencies according to the formula given below:

$$MR = \frac{\frac{\text{women employed in a given area } (ks)}{\text{total employment in a given area } (ts)}}{\frac{\text{total number of employed women } (kt)}{\text{total employment } (tt)}}$$

Values of this measure below 1 indicate inequality at the disadvantage of women compared to the situation for the entire population defined in the analysis, while values exceeding 1 denote over-representation of women.

#### *Measure of frequency for individual phenomena*

The measure of frequency for a phenomenon is an assessment of an investigated variable per every 100 employed staff ( $CW$ ) in a given period (typically a year), which is expressed using the formula below:

$$CW = \frac{\text{frequency of a given phenomenon } (n)}{\text{total employment } (t) * 100}$$

Increasing values of this measure indicate a growing frequency of a given phenomenon, which assessment is determined based on the desirable status. For example, an increase in the index of training participation shows growing activity in the case of tasks associated with enhanced awareness of male and female employees, whereas an increase in this measure in the case of the number of complaints concerning sexual harassment may indicate growing awareness and/or specific undesirable behaviours.

The measure of frequency may also be presented in the form of numerical values in terms of frequency of a given phenomenon within the analyzed period (typically a year) according to the formula below:

$$W = \text{frequency of a given phenomenon } (n)$$

Similarly as in the case of the previous measure, changes are typically assumed within the investigated period in relation to the base period, which in this report was defined as the status for January 2022.

## Indicators

The analysis comprises six indicators as presented in Table 1.

Table 1. Indicators and measures used in the evaluation of the Gender Equality Plan goals

Indicator	Measure
GG1: gender structure of workforce in terms of the ratios of male and female academic teachers and male and female employees other than academic teachers	SP, MR
GG2: gender structure at management positions	SP, MR
GG3: gender pay gap	SP, MR
GG4: gender structure and the number of complaints concerning gender discrimination, including sexual harassment	CW, W
GG5: gender structure and the number of interventions by the PULS Support and Development Center related to gender discrimination, including sexual harassment	CW, W
GG6: gender structure and the number of employees participating in various types of training concerning gender equality	CW, W
GG7: gender structure and the number of employees using various institutions providing support for male and female employees raising children	CW, W

Source: own elaboration.

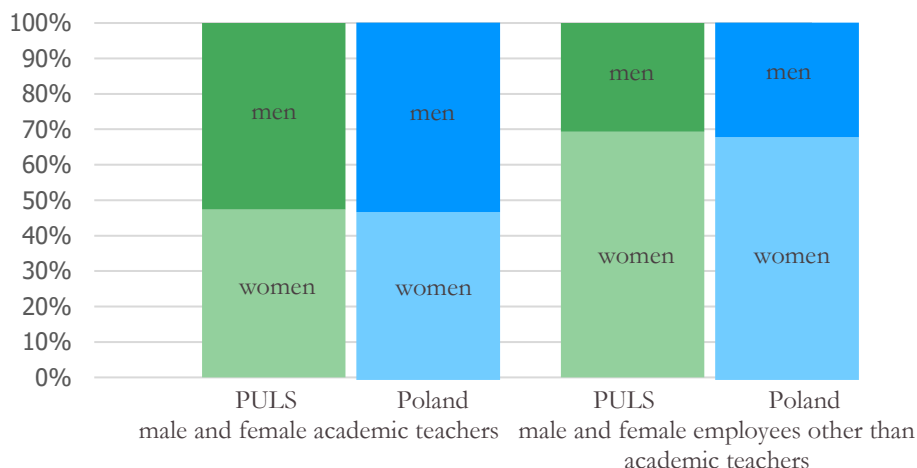
*GG1: gender structure of workforce in terms of the ratios of male and female academic teachers and male and female employees other than academic teachers*

In January 2022 the staff employed comprised 1384 people, of which 751 were male and female academic teachers. The gender structure of the staff in terms of male and female academic teachers and male and female employees other than academic teachers is presented in Fig. 2.

The gender structure of PULS male and female employees is comparable to the gender structure in the Polish higher education sector with a 57% share of women for PULS and 56% for Poland. As a consequence the ratio of women employed at PULS in relation to the situation in Polish higher education institutions is around 1 (MR = 1.02). Both for Poland and for PULS women constitute a larger group. Particularly positions for male and female employees other than academic teachers are taken predominantly by women (SP<sub>%PULS</sub> = 69%, SP<sub>%PL</sub> = 68%), whereas positions in the group of male/female academic teachers were taken to a slightly greater extent by men (SP<sub>%PULS</sub> = 47%, SP<sub>%PL</sub> = 47%).

Fig. 2. Percentage shares of women and men in groups of male and female academic teachers and male and female employees other than academic teachers at PULS and in Poland (PL)

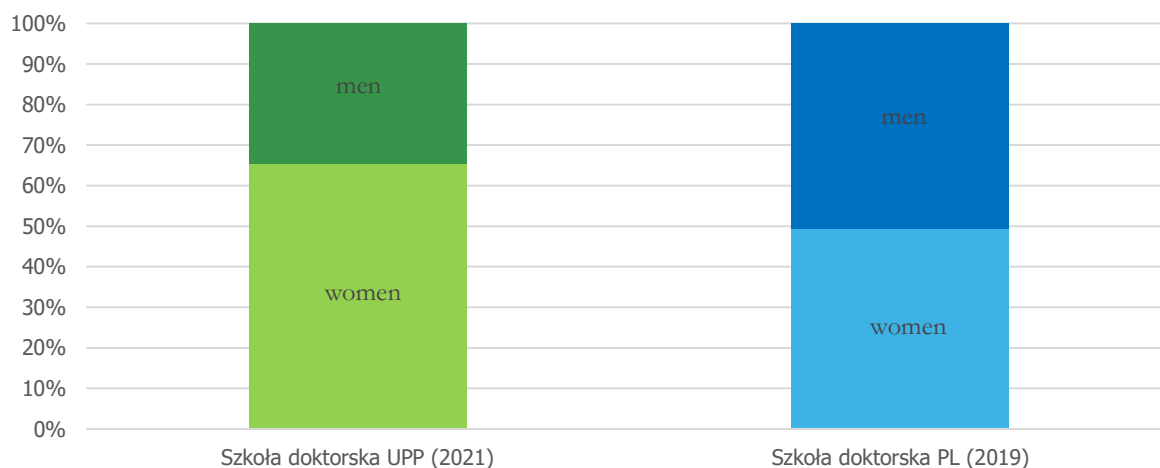
( $N_{PULS} = 1\ 384, 2022, N_{PL} = 160\ 433, 2019$ )



Source: own elaboration based on: GUS, 2020. p. 181.

In the case of doctoral schools established in 2019 the share of women at PULS in 2020-2021 was 65% (Fig. 3). The share of women at PULS is relatively high compared to the situation in doctoral schools in the Polish higher education system, in which the share of women in 2019 was approx. 49% (MR = 1.32 in 2021 at PULS compared to the national data for 2019).

Fig. 3. Shares of women and men in doctoral schools at PULS in 2021 ( $N_{PULS} = 67$ ) and at Polish universities in 2019 ( $N_{PL} = 3\ 869$ )

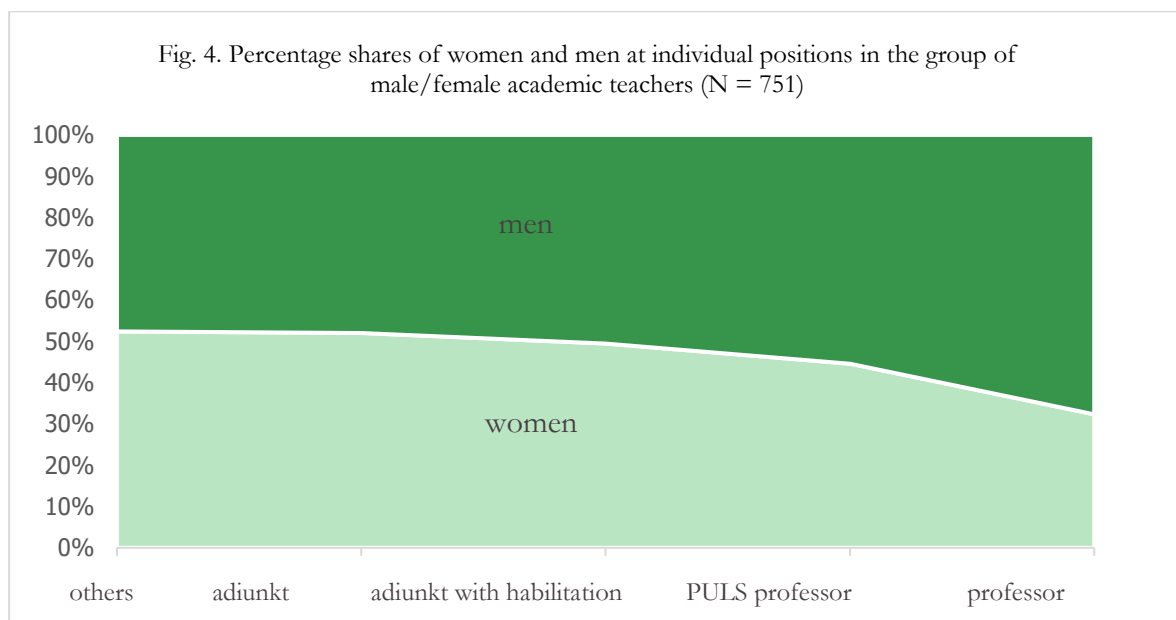


Source: own elaboration: PULS Doctoral School

Doctoral Schools in Poland

Although in the group of male and female academic teachers the shares of women and men are relatively balanced ( $SP_{\%} = 47\%$ ), we may observe a marked increase in the share of men at higher positions. At the position of “adiunkt” [Assistant Professor] these proportions are relatively balanced ( $SP_{\%} = 52\%$ ); however, with each higher position in the hierarchy the ratio of women decreases considerably, amounting to as little as 32% in the group of Professors (Fig. 4).

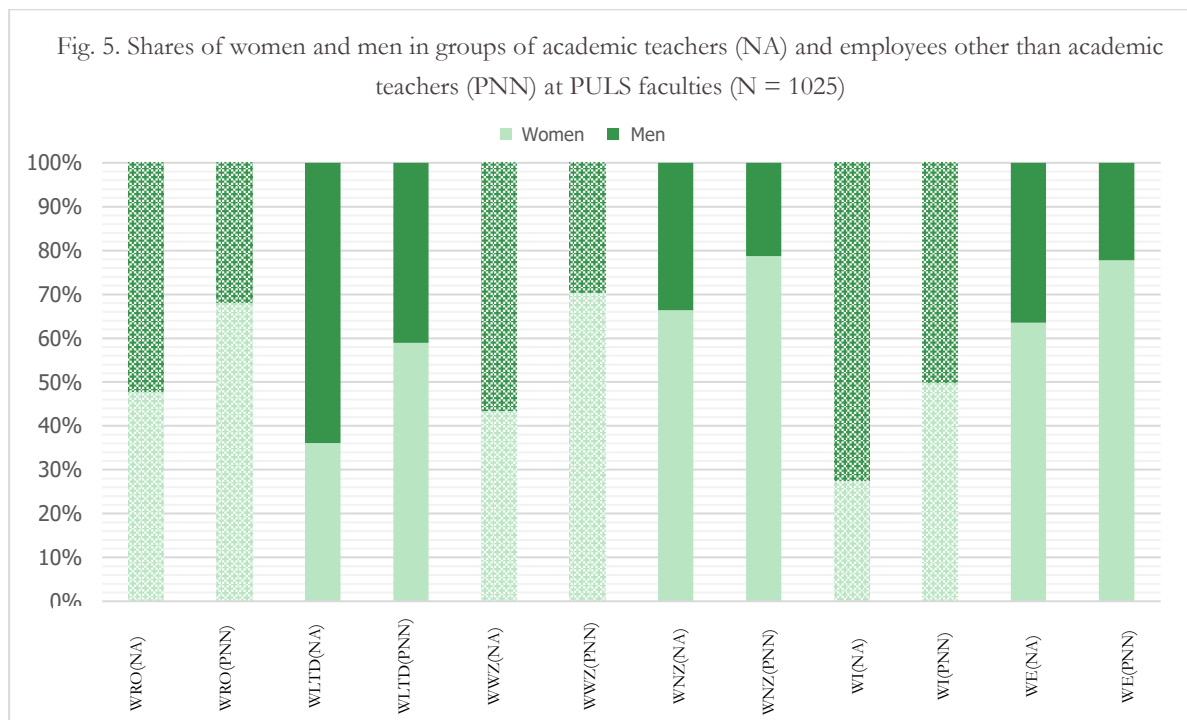




Source: own elaboration.

The situation varies greatly in individual units employing male and female academic teachers, with the share of women in the employment structure ranging from 34% at the Faculty of Environmental and Mechanical Engineering (Wydział Inżynierii Środowiska i Inżynierii Mechanicznej – WI) up to 70% at the Faculty of Food Science and Nutrition (Wydział Nauk o Żywności i Żywieniu – WNZ). Moreover, some smaller university units employing academic teachers are female only (e.g. Foreign Language Center), with a 100% share of women in their staff (SP = 1). The most balanced gender structure is observed at the Faculty of Agronomy, Horticulture and Bioengineering (Wydział Rolnictwa, Ogrodnictwa i Bioinżynierii – WRO) (SP% = 53%) and the Faculty of Veterinary Medicine and Animal Science (Wydział Medycyny Weterynaryjnej i Nauk o Zwierzętach – WWZ) (SP% = 54%), while among the university units it is the Sports Center (SP% = 56%). In turn, two faculties are characterized by a lower share of women – it is the Faculty of Environmental and Mechanical Engineering (WI) (SP% = 34%) and the Faculty of Forestry and Wood Technology (Wydział Leśny i Technologii Drewna – WLTD) (SP% = 42%). In the other units the employment structure shows a higher share of women.

Almost all faculties are characterized by a greater share of women in the group of employees other than academic teachers, while only the Faculty of Environmental and Mechanical Engineering (WI) has a balanced share of women (SP% = 50%). In turn, most faculties employ more men in in the group of academic teachers. Only two faculties are exceptions in this respect: it is the Faculty of Food Science and Nutrition (WNZ) with a 66% share of women and the Faculty of Economics (Wydział Ekonomiczny – WE) with a 64% share of women in the group of academic teachers. A detailed analysis presents the number of women and men employed at the faculties and the staff divided into academic teachers and employees other than academic teachers.



Legend: WRO – The Faculty of Agronomy, Horticulture and Bioengineering, WLTD – The Faculty of Forestry and Wood Technology, WNZ – The Faculty of Food Science and Nutrition, WWZ – The Faculty of Veterinary Medicine and Animal Science, WI – The Faculty of Environmental and Mechanical Engineering, WE – The Faculty of Economics.

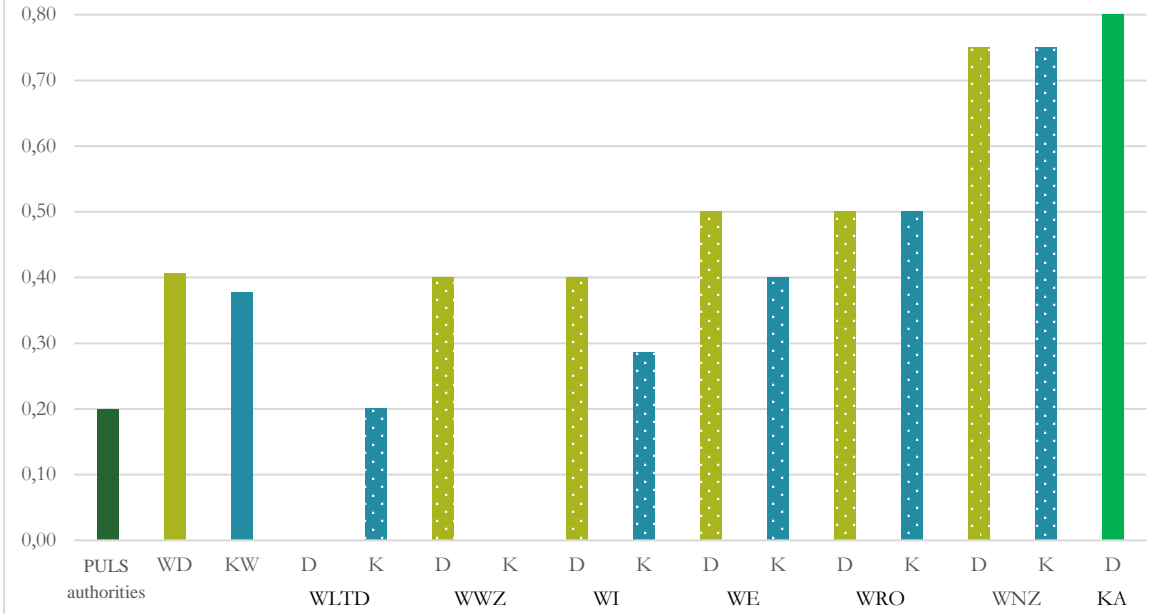
Source: own elaboration.

### *GG2: gender structure at management positions*

In terms of gender structure in the group of male and female managing staff inequality is seen first of all in the PULS authorities (the Rectors, the Bursar and its Deputies, the Chancellors), where the share of women is as low as 20%, whereas there are no women among the Rectors (Fig. 6). The share of women is also relatively low at managing positions in individual departments ( $SP_{\%KW} = 38\%$ ) and among the Deans ( $SP_{\%WD} = 41\%$ ). In turn, the share of women is considerably higher at managing positions of the Dean's offices and in the administration of the other units, as it amounts to 80% ( $SP_{\%KA}$ ). An exception in this respect is observed at the Faculty of Food Science and Nutrition (WNZ), where women predominate both among the Deans and the managing staff at the individual departments (at 75% in both cases). As indicated by further analyses, this relatively high share of women in the managing staff reflects the proportion of women among all the staff employed at this faculty.

Moreover, at two faculties there are no women among the managing staff in certain units. This is the case at the Faculty of Forestry and Wood Technology (WLTD) among the Deans ( $D_{WLTD}$ ), while the share of women managing the departments is also very low ( $SP_{\%KWLTLD} = 20\%$ ). In turn, at the Faculty of Veterinary Medicine and Animal Science (WWZ) there are no women among the managing staff of its departments ( $K_{WWZ}$ ).

Fig. 6. The share of women in the group of managerial staff (SP) in relation to all male and female subordinates in a given unit (N = 144)



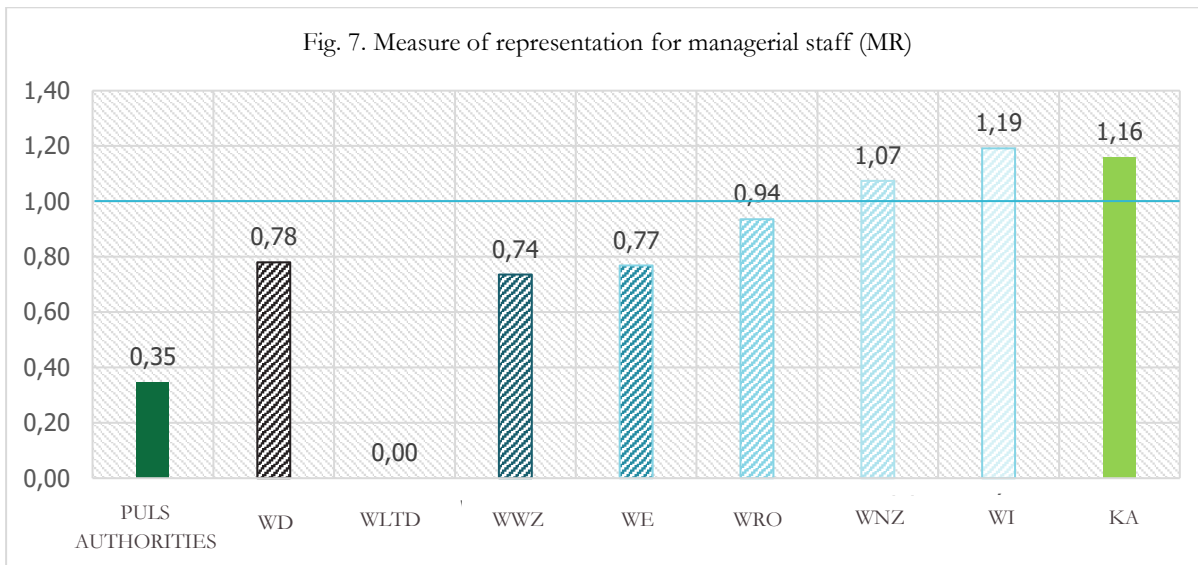
Legend: The PULS authorities and managing staff of the Dean's offices and managing staff of the other administrative units (KA) in relation to all male and female PULS employees and to all employees other than academic teachers. Dean authorities (deans and vice-deans) considered jointly (WD) and the managing staff of departments jointly (KW), respectively, in relation to all male and female employees at all Faculties and in terms of Dean authorities (deans and vice-deans) (D) and managing staff of departments (K) in relation to male and female employees at individual faculties – the Faculty of Agronomy, Horticulture and Bioengineering (WRO), the Faculty of Forestry and Wood Technology (WLTD), the Faculty of Food Science and Nutrition (WVZ), the Faculty of Veterinary Medicine and Animal Science (WVZ), the Faculty of Environmental and Mechanical Engineering (WI), the Faculty of Economics (WE).

Source: own elaboration.

The aim of this analysis was also to compare the degree, to which the gender structure of the managing staff reflects the structure of managed PULS units. For this purpose this diagnosis uses the measure of representation (MR), comparing the employment structure of the managing staff to the employment structure of respective managed units. Within the scope of this measure the following groups of the managing staff were compared:

- 1) the University authorities to all PULS employees ( $MR_{PULS}$ ),
- 2) the faculty managing staff (Deans and vice-deans) in relation to the faculty employees ( $MR_{WVD}$ ),
- 3) the managing staff of the other administration units, including the managing staff of the Dean's offices, in relation to all employees other than academic teachers ( $MR_{ADM}$ ).

Fig. 7. Measure of representation for managerial staff (MR)



Legend: Line at the value of 1.00 indicates proportional representation for a given reference group. The PULS authorities, managing staff of the Dean's offices and managing staff of the other administrative units (KA) and Dean authorities (deans and vice-deans) jointly (WD), including the Faculty of Agronomy, Horticulture and Bioengineering (WRO), the Faculty of Forestry and Wood Technology (WLTD), the Faculty of Food Science and Nutrition (WNZ), the Faculty of Veterinary Medicine and Animal Science (WWZ), the Faculty of Environmental and Mechanical Engineering (WI), the Faculty of Economics (WE).

Source: own elaboration.

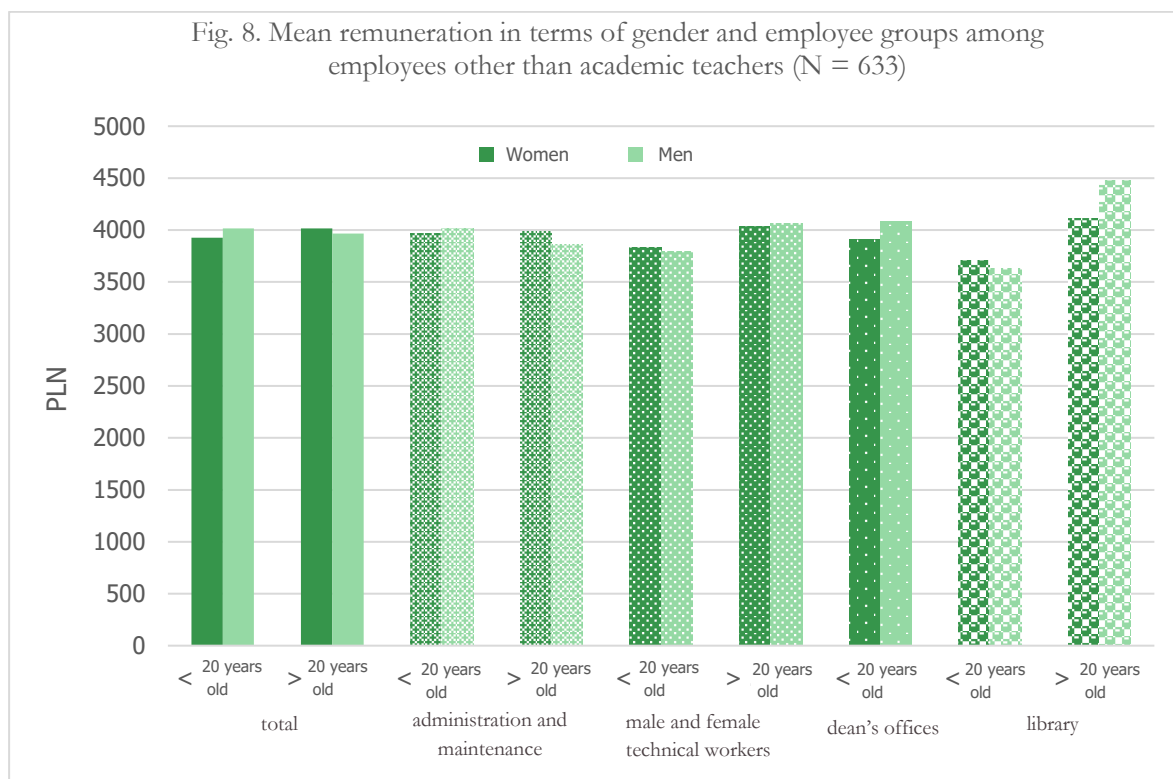
In the case of the measure of representation we may observe a characteristic over-representation of men in the managing staff in relation to the share of women in the structure of the managed units (Fig. 7). An extreme case is found for the previously mentioned Dean authorities of the Faculty of Forestry and Wood Technology (WLTD), where despite the relatively balanced gender proportions for the employment structure ( $SP\% = 42\%$ ) there are no women in the Dean authorities. Moreover, despite a higher share of women among the employees other than academic teachers the share of women in the administrative managing staff is disproportionately higher than the share of women in the group of employees other than academic teachers (i.e.  $MR = 1.16$ ). Only in two faculties the gender structure of Dean authorities is similar to the gender structure at those faculties. This is the case with the already mentioned Faculty of Food Science and Nutrition (WNZ), which is characterized by a slight over-representation of women in the Dean authorities ( $MR = 1.07$ ), and the Faculty of Agronomy, Horticulture and Bioengineering (WRO), where the share of women is slightly lower in relation to the gender structure of the Faculty employees ( $MR = 0.94$ ). In turn, the Faculty of Environmental and Mechanical Engineering (WI) is an exception, as it is characterized by an over-representation of women in the Dean authorities ( $N = 1.19$ ).

### *GG3: gender pay gap*

In terms of the pay structure for females and males employed at PULS in the group of employees other than academic teachers their remuneration on average is very similar and is consistent with the work period at individual positions (Fig. 8). Generally slightly lower salaries are reported for women with the work period up to 20 years (remuneration lower by 2 p.p.<sup>1</sup>), whereas in the group with the work period over 20 years remuneration of women is slightly higher (on average by 1 p.p.). The greatest differences,

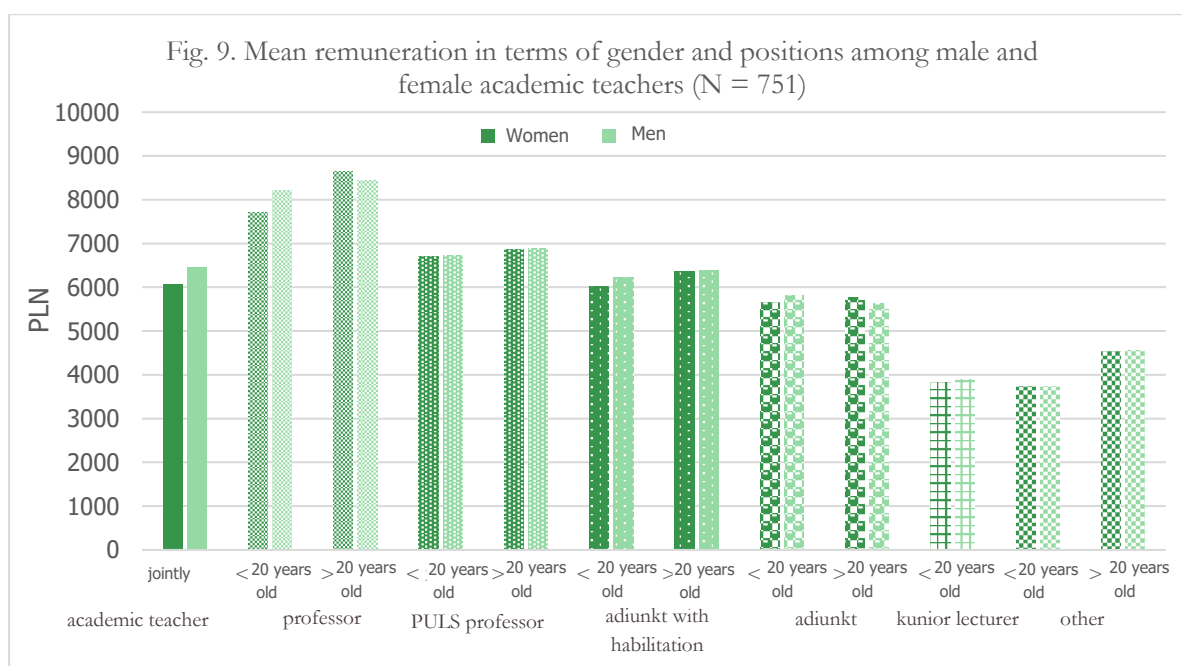
<sup>1</sup> p.p. – percentage points.

amounting to 8 p.p. at the disadvantage of women, were recorded for the library staff among the male and female employees with the work period of over 20 years. In turn, the largest differences at the disadvantage of men are found in the group of male and female administration employees with the work period of more than 20 years (on average by 3 p.p.). In the other groups of employees these differences amounted to max. 4 p.p. at the advantage of either women or men.



Additional information: Dean's offices – no male and female employees with work period over 20 years.

Source: own elaboration.



Additional information: junior lecturer – no male or female employees with work period over 20 years.

In terms of differences in remuneration between women and men at PULS in the group of academic teachers men on average earn by 6 p.p. more than women. The greatest differences are observed at the positions of male and female professors with the work period up to 20 years (6 p.p.), while at the other positions these differences amount to 0–4 p.p. At the same time the greatest differences at the advantage of women are recorded in the group of male and female adiunkt [Assistant professors] with the work period of more than 20 years, where women on average earn by 3 p.p. more, while in the group of male and female professors with the work period of over 20 years the difference is 2 p.p. (Fig. 9).

*GG4: gender structure and the number of complaints concerning gender discrimination, including sexual harassment*

In 2021 no complaints related to gender discrimination were submitted to the Rector's Proxy, while consultations were conducted in this respect in two cases. As a result it is assumed that in the two investigated years of the term of the Rector's Proxy for Equal Treatment 2 interventions were made in relation to gender discrimination concerning women.

Using the measure of frequency for a given phenomenon ( $CW_{GG4}$ ) the value of GG4 in 2021 may be assumed according to the following calculation:  $CW_{GG4} = 2/1384 * 100 = 0.15$ . Thus it needs to be stated that at present the number of undertaken interventions amounts to 0.15 per every 100 PULS employees. The value of this indicator makes it possible to monitor the scope of discriminatory behaviour in the following years.

*GG5: gender structure and the number of interventions by the PULS Support and Development Center related to gender discrimination, including sexual harassment*

In 2021 no interventions related to gender discrimination were undertaken, which in this case leads to the assumption for the indicator based on the measure of frequency ( $CW_{GG5}$ ) to amount to 0.

*GG6: gender structure and the number of employees participating in various types of training concerning gender equality*

In 2021 no trainings were conducted concerning gender equality, which in this case makes it possible to adopt the value of 0 for this indicator based on the measure of frequency ( $CW_{GG6}$ ).

*GG7: gender structure and the number of employees using various institutions providing support for male and female employees raising children*

In 2021 a total of 27 women took maternity leave, while paternity leave was taken by 11 men (almost 30%). At the same time 13 people took parental leave, including 3 men (almost 25%) and 35 women. Moreover, 3 female employees took break time for nursing mothers, while 1 woman took the opportunity to combine work with a parental leave (part-time employment during parental leave). In 2021 no applications were filed for flexible working hours in relation to raising children. Male and female employees in the group of academic teachers have work contracts allowing for flexible working hours.

Moreover, parents and male and female guardians raising children may use a private crèche run at one of the PULS halls of residence, where in accordance with the respective contract PULS employees receive a priority treatment. In 2021 4 PULS employees used the crèche.

# STRATEGY

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## **GOAL 1. Increasing awareness of gender equality and fostering organizational culture to eliminate gender bias in the case of undesirable behaviour, including sexual harassment**

### **Goal 1.1: Increasing awareness to eliminate gender bias**

Male and female beneficiaries: *PULS managing staff*

Description of activities: *trainings for managing staff*

Indicator:  $W_{C1.1}$  – number of training participants

Value of the indicator in 2022:  $W_{C1.1(2022)} = 0$

Resources and responsible unit: *PULS Support and Development Center* (using outsourced training services)

### **Goal 1.2: Fostering assertiveness and coping with undesirable behaviour**

Male and female beneficiaries: *The University community*

Description of activities: *trainings for male and female employees and male and female doctoral students of PULS*

Indicator:  $CW_{C1.2}$  – the number of male and female participants per 100 male and female employees and male and female doctoral students of PULS

Value of the indicator in 2022:  $CW_{C1.2(2022)} = 0$

Resources and responsible unit: *PULS Support and Development Center*

### **Goal 1.3: Fostering assertiveness and coping with undesirable behaviour among female and male students**

Male and female beneficiaries: *male and female PULS students*

Description of activities: *trainings for male and female PULS students*

Indicator:  $CW_{C1.3}$  – the number of male and female participants per 100 PULS students

Value of the indicator in 2022:  $CW_{C1.3(2022)} = 0$

Resources and responsible unit: *PULS Support and Development Center*



#### **Goal 1.4: Increasing awareness of gender equality and fostering organizational culture**

Male and female beneficiaries: *The University community*

Description of activities: *articles and publications in social media and on PULS web pages, including problems concerning non-binary individuals, sexual harassment and the University anti-mobbing and anti-discrimination policies, preparation of the web page on the PULS server concerning sexual discrimination*

Indicator:  $W_{C1.4}$  – number of prepared publications, articles and activities in social media

Value of the indicator in 2022:  $W_{C1.4(2022)} = 0$

Resources and responsible unit: *PULS Support and Development Center, Office for the Protection of Personal Data and Classified Information*

#### **Goal 1.5: Use of feminine gender grammatical forms in PULS legal acts**

Male and female beneficiaries: *The University community*

Description of activities: *preparation of recommendations for the creation of documentation with no bias concerning feminine gender grammatical forms, studies concerning attitudes to the use of feminine gender grammatical forms*

Indicator:  $W_{C1.5}$  – number of prepared recommendations and adopted resolutions

Value of the indicator in 2022:  $W_{C1.5(2022)} = 0$

Resources and responsible unit: *Rector's Proxy for Equal Treatment, Office for the Protection of Personal Data and Classified Information*

#### **Goal 1.6: Inclusion of feminine gender grammatical forms in teaching practice**

Male and female beneficiaries: *The University community*

Description of activities: *incorporation of questions related to the use of feminine grammatical forms by academic teachers and questions related to gender discrimination in the classroom observation form*

Indicator:  $W_{C1.6}$  – number of amended academic teacher evaluation procedures

Value of the indicator in 2022:  $W_{C1.6(2022)} = 0$

Resources and responsible unit: *Office of Studies and Student Affairs*

## GOAL 2. Gender-balanced representation at managing positions, in expert teams, reviewer teams as well as university and faculty commissions

### Goal 2.1: Gender balance at managing positions, expert teams, reviewer teams as well as university and faculty commissions

Male and female beneficiaries: *The University community*

Description of activities: *establishment of recommendations for gender parity at managing positions, expert teams, reviewer teams as well as university and faculty commissions*

Indicator:  $W_{C2.1}$  – recommendation adopted by the PULS authorities

Value of the indicator in 2022:  $W_{C2.1(2022)} = 0$

Resources and responsible unit: *Rector's Proxy for Equal Treatment*

### Goal 2.2: Implementation of gender parity when appointing managing staff in proportion to the share of individual genders in subordinate units

Male and female beneficiaries: *The University community*

Description of activities: *when appointing managing staff - following the gender share in individual groups of managing staff in proportion to the gender shares in subordinate units* (according to Table 2)

Indicator:  $MR_{C2.2}$  – measure of proportional representation

Value of Indicator  $MR_{C2.2(2022)}$  in 2022 and planned range of Indicator  $MR_{C2.2}$  when appointing managing staff within individual managing staff groups

Table 2. Value of Indicator MR in 2022 ( $MR_{C2.2(2022)}$ ) in individual PULS units and target values of Indicator  $MR_{C2.2}$  adopted in the Gender Equality Plan.

Unit	$MR_{C2.2(2022)}$	$MR_{C2.2}$
PULS authorities, including Rectors	0.35 0.00	0.70-1.20 0.50-1.20
Managing staff of the Dean's offices and managing staff of the other administrative units	1.16	0.80-1.20
Dean authorities (deans and vice-deans) Faculty of Agronomy, Horticulture and Bioengineering (WRO)	0.94	0.80-1.20
Dean authorities (deans and vice-deans) Faculty of Forestry and Wood Technology (WLD)	0.00	0.50-1.20
Dean authorities (deans and vice-deans) Faculty of Food Science and Nutrition (WNZ)	1.07	0.80-1.20
Dean authorities (deans and vice-deans) Faculty of Veterinary Medicine and Animal Science (WWZ)	0.74	0.80-1.20
Dean authorities (deans and vice-deans) Faculty of Environmental and Mechanical Engineering (WT)	1.19	0.80-1.20
Dean authorities (deans and vice-deans) Faculty of Economics (WE)	0.77	0.80-1.20

Source: own elaboration.

Resources and responsible unit: PULS Rector

## **GOAL 3. Improvement of working conditions to balance work and family life**

### **Goal 3.1: Increasing possibilities for remote work (home working)**

Male and female beneficiaries: *male and female members raising children and male and female employees being care givers to persons with disabilities*

Description of activities: *preparation of resolution proposals and development of recommendations for the managing staff and procedures related to various forms of remote work (home working)*

Indicator:  $W_{C3.1}$  – number of prepared resolution proposals, recommendations and procedures

Value of the indicator in 2022:  $W_{C3.1(2022)} = 0$

Resources and responsible unit: *Rector's Proxy for University's Social Responsibility*

### **Goal 3.2: Increasing flexibility of working hours**

Male and female beneficiaries: *male and female members raising children and male and female employees being care givers to persons with disabilities*

Description of activities: *preparation of resolution proposals and development of recommendations for the managing staff and procedures related to various forms of employment within the framework of flexible working hours*

Indicator:  $W_{C3.2}$  – number of prepared resolution proposals, recommendations and procedures

Value of the indicator in 2022:  $W_{C3.2(2022)} = 0$

Resources and responsible unit: *Rector's Proxy for University's Social Responsibility*

### **Goal 3.3: Preparation of a baby changing room**

Male and female beneficiaries: *male and female members raising children and male and female employees being care givers to persons with disabilities*

Description of activities: *designing and technical preparation of a baby changing room*

Indicator:  $W_{C3.3}$  – number of adapted rooms

Value of the indicator in 2022:  $W_{C3.3(2022)} = 0$

Resources and responsible unit: *Rector's Proxy for University's Social Responsibility*

**Goal 3.4: Dissemination of information on regulations concerning parenting, child care and care for persons with disabilities, and diagnosing needs of persons returning to work following parental leave**

Male and female beneficiaries: *male and female members raising children and male and female employees being care givers to persons with disabilities*

Description of activities: *preparation of a web (sub)page with respective information, development of an interview questionnaire*

Indicator:  $W_{C3.4}$  – number of web page visitors and number of conducted interviews

Value of the indicator in 2022:  $W_{C3.4(2022)} = 0$

Resources and responsible unit: *Personnel and Social Affairs Department*

## **GOAL 4. Gender parity in recruitment of male and female employees and male and female Ph.D. students**

### **Goal 4.1: Monitoring of recruitment of male and female employees and male and female Ph.D. students**

Male and female beneficiaries: *male and female candidates during the recruitment process*

Description of activities: *preparation of tools monitoring gender equality in the recruitment process*

Indicator:  $W_{C4.1}$  – number of prepared tools

Value of the indicator in 2022:  $W_{C4.1(2022)} = 0$

Resources and responsible unit: *Rector's Proxy for University's Social Responsibility, Personnel and Social Affairs Department*

### **Goal 4.2: Development of recommendations for recruitment of male and female employees and male and female Ph.D. students**

Male and female beneficiaries: *male and female candidates during the recruitment process*

Description of activities: *preparation of resolution proposals and development of recommendations for persons responsible for recruitment*

Indicator:  $W_{C4.2}$  – number of prepared resolution proposals, recommendations and procedures

Value of the indicator in 2022:  $W_{C4.2(2022)} = 0$

Resources and responsible unit: *Rector's Proxy for University's Social Responsibility, Personnel and Social Affairs Department*

## **GOAL 5. Evaluation of the scale of threats related with gender discrimination, including sexual harassment and microaggression**

### **Goal 5.1: Implementation of evaluation tools for gender discrimination**

Male and female beneficiaries: *The University community*

Description of activities: *development of questionnaires and research methodology, execution and analysis of results*

Indicator:  $W_{C5.1}$  – number of reports and analyses

Value of the indicator in 2022:  $W_{C5.1(2022)} = 0$

Resources and responsible unit: *Rector's Proxy for University's Social Responsibility, Office for the Protection of Personal Data and Classified Information*

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