



UNIVERSITY OF SILESIA
IN KATOWICE

Gender Equality Plan

at the University of Silesia
in Katowice

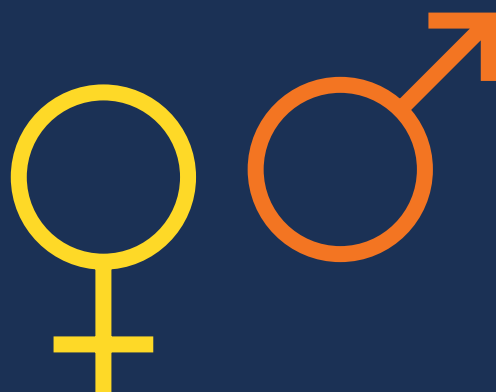


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PREAMBLE

Gender Equality Plan

– dynamic program,
participatory, evaluated



PREAMBLE

1

People's equality and respect for diversity are values that allow for the development of science and education in line with the *universitas* ideas. The principle of equality and non-discrimination is legal norms of a general nature, ensuring that everyone, regardless of their gender or any other individual characteristics, can participate in different spheres of life, including academic life, as equals. The belief that equal opportunity for professional, scientific, educational, and personal development is a necessity stems not only from the law, but also from the social responsibility of the University community, which in its diversity creates the academic reality that is free of prejudice, limitations, and unnecessary divisions. This means that the University policy takes into account the interests and needs of each person.

The Gender Equality Plan at the University of Silesia in Katowice (further referred to as *GEP* or *Plan*) is a proposal for the implementation of the assumed objectives stated in the *Declaration of the University of Silesia - Community of Equal and Diverse* and in the *Statute of the University of Silesia in Katowice*. It is also one of the tools for sustainable development of the University and at the same time a measure of such development.

International standards for equality policies in the academic environment and the needs of members of the University community were the basis for creating the *GEP*. The *Plan* formulates objectives and actions in the following areas:

- science and education;
- recruitment and career development;
- organisational culture and the work-life-learning balance;
- management and decision making;
- safety.

The implementation of the adopted goals and directions of activities will allow for the development of the University that is safe, non-discriminatory and inclusive, as well as for the professional and personal development of its community members.

The Gender Equality Plan at the University of Silesia in Katowice has an evolving and participatory character, which means that the whole community of the University will be able to contribute to its form and implementation. Diagnoses and analyses of the conditions for development of all people forming the University community will also be essential in the process of improving the *GEP*.

The *Plan* is a strategic action for the years 2022–2024. In principle, it is a dynamic programme that will continue to develop as a result of research, analyses, and evaluations. In the first year of its implementation, an in-depth assessment will be conducted on the state and conditions of the situation of people of different genders studying and working at the University, as well as the development of a detailed action programme in a participatory manner, especially in the procedural area for which the implementation of standards is necessary. An identification of equality of opportunity and development needs will also be made. In 2023, the activities proposed in the *Plan* will undergo internal evaluation, as a result of which the *Plan* will be updated.

Timeline for the *Gender Equality Plan*:

- Assessment of the situation, conditions, and needs for gender equality and equivalence
- Development of an agenda for equality actions and procedures or revision of the existing ones

2022

- Implementation of planned actions
- Internal evaluation of planned and implemented actions together with a revision of the developed detailed plan

2023

- Implementation of planned actions
- Evaluation and validation of the *Gender Equality Plan at the University of Silesia in Katowice for 2022–2024*

2024

LEGAL BASIS

The principle of gender equality

has its legal basis



LEGAL BASIS

2

The principle of gender equality, constituting the axis of the *Gender Equality Plan*, has its legal basis. The majority of countries in the world maintain a guarantee of gender equality in their legal acts. The Polish *Constitution* also states, in Section 33, that women and men in the Republic of Poland have equal rights in family, political, social, and economic life. Moreover, international legal acts binding for Poland (among others, Article 2 of the *Universal Declaration of Human Rights*, Article 2 of the *International Covenants on Rights* and Article 2 of the *Convention on the Elimination of All Forms of Discrimination against Women*) and laws of the European Union (Article 2 of the *Treaty on European Union*, Article 10 of the *Treaty on the Functioning of the European Union*, and Article 23 of the *Charter of Fundamental Rights of the European Union*) lay the foundations for a discrimination-free university space. Notably, these provisions allow for the introduction of compensatory measures in case of unjustified and profound differences in the actual situation of women and men.

The principle of gender equality corresponds to the freedom of artistic creation, scientific research and disseminating its results, as well as freedom of teaching guaranteed by Section 73 of the *Constitution of the Republic of Poland*. The equal treatment of women and men in research and their scientific careers is reflected in the provisions of the Act of 3 December 2010 on the implementation of certain provisions of the European Union on equal treatment (i.e. Dz. U. [Journal of Laws] from 2020, item 2156) known as the *Act on Equality*, which (according to Section 4) applies to access to and conditions of participating in education and higher education. It is also indirectly guaranteed by the Act of 20 July 2018 – *Law on Higher Education and Science* (i.e. Dz. U. [Journal of Laws] from 2021, item 478, as amended) when taking into account the mission of higher education (Section 2 – shaping civic attitudes, participating in social development) and the functioning of the system of higher education with respect to international standards, ethical principles, and good practices in education and scientific activity and considering the particular importance of the social responsibility of science (Section 3(2)).

The *Labour Code* (i.e. Dz. U. [Journal of Laws] from 2020, item 1320, as amended) considers as basic principles of labour law the obligation to respect the dignity and other personal rights of an employee (Section 11¹), the principle of equal treatment of employees, in particular women and men in employment (Section 11²), and the principle of non-discrimination, among others, on the basis of gender (Section 11³). It also imposes an obligation on the employer to prevent discrimination in employment, in particular gender-based discrimination (Section 94(2b) and Section 18^{3a} to 18^{3e}).

The concept of the *Gender Equality Plan at the University of Silesia* clearly refers to the priorities of international documents of a strategic character, including: *The 2030 Agenda for Sustainable Development* (goal 4 – good quality of education, goal 5 – gender equality), *Gender Equality Strategy 2020-2025 of the European Commission*, *Strategy for increasing the attractiveness of working conditions and career development of scientists*, and the *EU framework programme Horizon Europe 2021–2027* (with its strong emphasis on gender equality and inclusiveness in research and innovation), as well as the nationally formulated recommendations (Commissioner for Human Rights, Helsinki Foundation for Human Rights, National Science Centre).

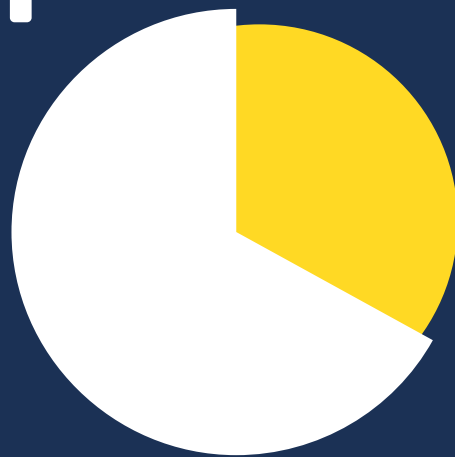
The respect for the equality and diversity of all members of the University community as important and well-established academic values has its normative formulation in Section 4 of the *Statute of the University of Silesia* adopted in 2019. To protect the rights and interests of University employees, as well as ethical standards of the University community, an Ombudsperson for Academic Rights and Values (Section 39 of the Statute) was appointed, while the protection of rights of students and PhD students is guaranteed at the University by the Student and PhD Student Ombudsperson (Section 162). The *Gender Equality Plan* is thus a continuation of the value system adopted by the University and described in the *Statute*, and it complements the internal acts already in force. It is worth emphasising that HR is indicated as a key area for the successful implementation of the adopted direction of the University's development set out in the *University of Silesia in Katowice – Development Strategy 2020–2025* by creating favourable conditions for the professional and personal development of employees.

Gender equality and the resulting diversity in science and higher education means better quality of research and teaching as well as strengthening the position of the University in the competitive academic environment. This is reflected by the experiences of other higher education institutions. Diverse community means better “visibility” of its achievements, broader exchange of ideas and different perspectives, stronger sense of security and solidarity, and finally, broadly understood well-being of the individuals and groups that make up the community of the University. The implementation of clear and explicit equality standards and procedures will contribute to creating a better working and educational environment, which in turn should make our University an attractive place for talented individuals.

ASSESSMENT

Gender ratios

are different



ASSESSMENT

3

The assessment of selected aspects of the functioning of the University takes into account gender as a descriptive variable and an additional criterion for selecting and organising the currently available data. For this purpose, the following were used:

- qualitative breakdown of employment in specific employee groups as well as positions held and functions performed¹,
- data on learners²,
- quantitative and qualitative results of surveys from the *Raport z badania opinii pracowniczek i pracowników oraz doktorantek i doktorantów na temat dyskryminacji i nierównego traktowania w Uniwersytecie Śląskim w Katowicach 2020* (Report on the survey conducted among students and PhD students on discrimination and unequal treatment in Katowice 2020)³ and *Raport z badania prowadzonego wśród studentów Uniwersytetu Śląskiego nt. dyskryminacji i nierównego traktowania* (Report on the survey conducted among students of the University of Silesia on discrimination and unequal treatment)⁴.

Due to a lack of data or their incompleteness, the assessment could not take into account issues relevant for the *Plan*, related to some aspects of standard analyses on gender equality, such as remuneration (and a possible pay gap) and bonuses, social benefits, leaves (including maternity, parental, and sabbatical leaves), publications, career development, and promotions as it relates to gender. Gaps in the data also apply to issues of gender in research and curricula. Incomplete data also prevent the overview of such bodies as scientific councils of the institutes and educational councils for the degree programmes, as well as membership and leadership of student research groups. At this stage of work on the *Gender Equality Plan*, the identified data deficits make it impossible to analyse both the cultural and structural aspects of functioning of the University related to removing barriers in studying, employment, development of professional and research careers of women and men. It is therefore essential to take steps to address the gaps in information on the functioning of the University from the gender perspective.

1 Including: "Functions and positions by gender", "Number of employees by gender", "Gender and the type of scientific disciplines". The data were compiled and made available by the HR Department and Department of Personal and Social Affairs. Status as of 1 October 2021, and in the case of non-academic employees – as of 9 November 2021.

2 Data compiled and made available by the Education Department and the Doctoral School. Status as of 8 November 2021.

3 M. Gierczyk, J. Mateusiak, S. Pawlik, B. Smorzewska, E. Widawska, *Raport z badania opinii pracowniczek i pracowników oraz doktorantek i doktorantów na temat dyskryminacji i nierównego traktowania w Uniwersytecie Śląskim w Katowicach*. The report was published in December 2021.

4 *Raport z badania prowadzonego wśród studentów Uniwersytetu Śląskiego nt. dyskryminacji i nierównego traktowania*. Report prepared by: Magdalena Bolek-Kochanowska PhD, Student Service Centre of the University of Silesia.

3.1

University staff

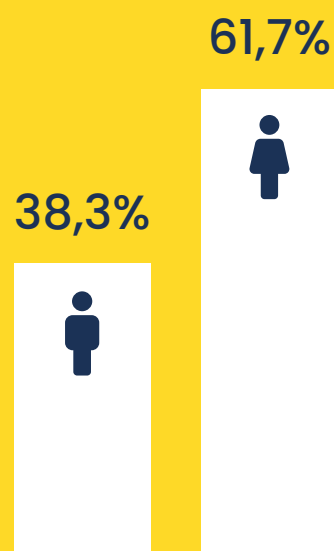
The University of Silesia employs

3311 people:

2044 women

1267 men

58% of all employees are academics, while 42% work as the supporting staff, i.e. non-academic employees.



Academics

3.1.1

Quantitative analysis of the gender distribution of academics in relation to academic degree and position

There are 1,883 research, research and didactic, and didactic positions¹, 56% of which are held by women.

The gender distribution varies between individual positions. Nearly two thirds of assistants and assistant professors are women.

A similar number of women and men are employed in the position of associate professor, while more than two thirds of people employed in the position of professor are men.

Gender distribution by position held

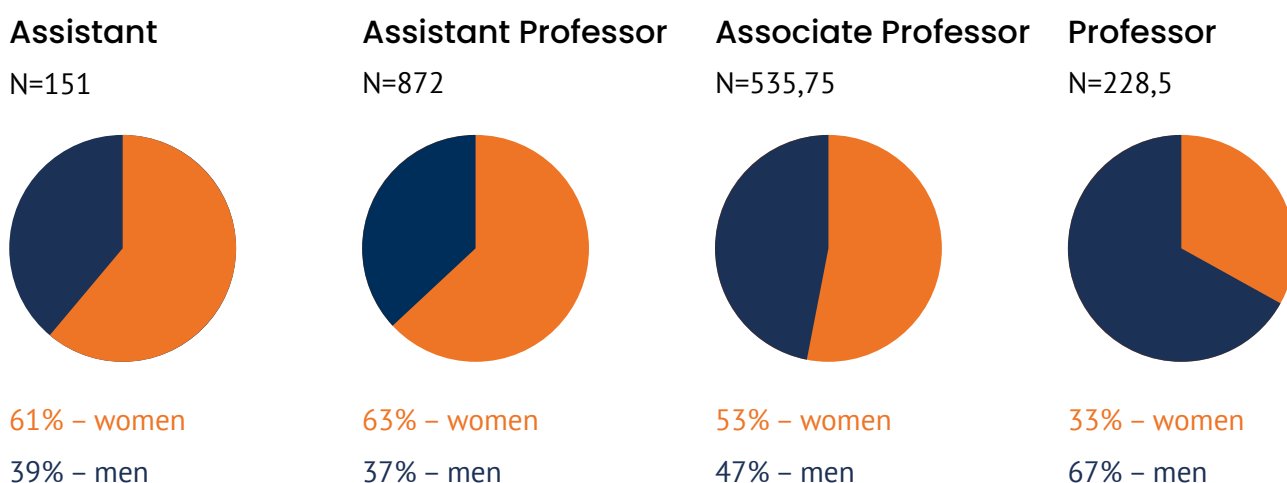


Figure 1. Gender distribution by the position held

Among women: 15% are employed in the position of assistant, senior lecturer, lector (foreign language teacher), and instructor, 51% in the position of assistant professor, and 34% in the position of associate professor and professor.

Among men: 8% are employed in the position of assistant, senior lecturer, lector (foreign language teacher), and instructor, 39% in the position of assistant professor, and 51% in the position of associate professor and professor.

¹ Status as of 1 October 2021

Detailed analysis of employment among academics at individual faculties suggests that:

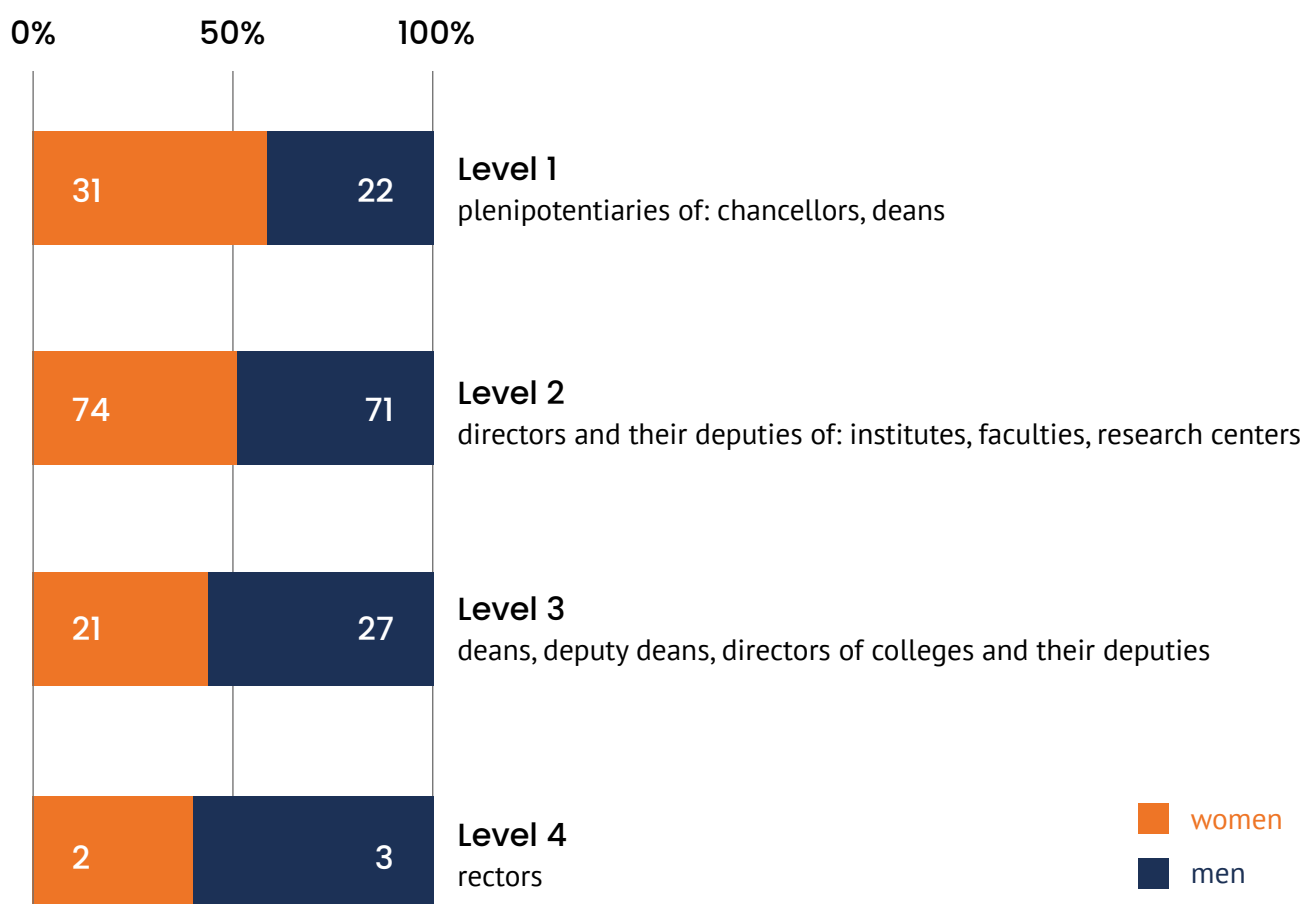
- most faculties have a higher proportion of women employed in the positions of assistant professor, exceptions being the Faculty of Theology and the Krzysztof Kieślowski Film School where the position of assistant professor is held predominantly by men;
- most faculties have a higher proportion of men employed in the positions of professor and associate professor, exceptions being the Faculty of Social Sciences and the Faculty of Humanities where the position of professor is held predominantly by women.

3.1.2

University Management

Differences in gender distribution are noticeable at various levels of management. Men hold the positions of rector, dean, director of an institute, director of a research centre, and director of a college more often than women. With the lower levels of management, the number of women increases. Women are in charge of teaching and are deputy deans and plenipotentiaries of deans, deputy directors of institutes and faculty coordinators.

Gender ratio at different levels of management



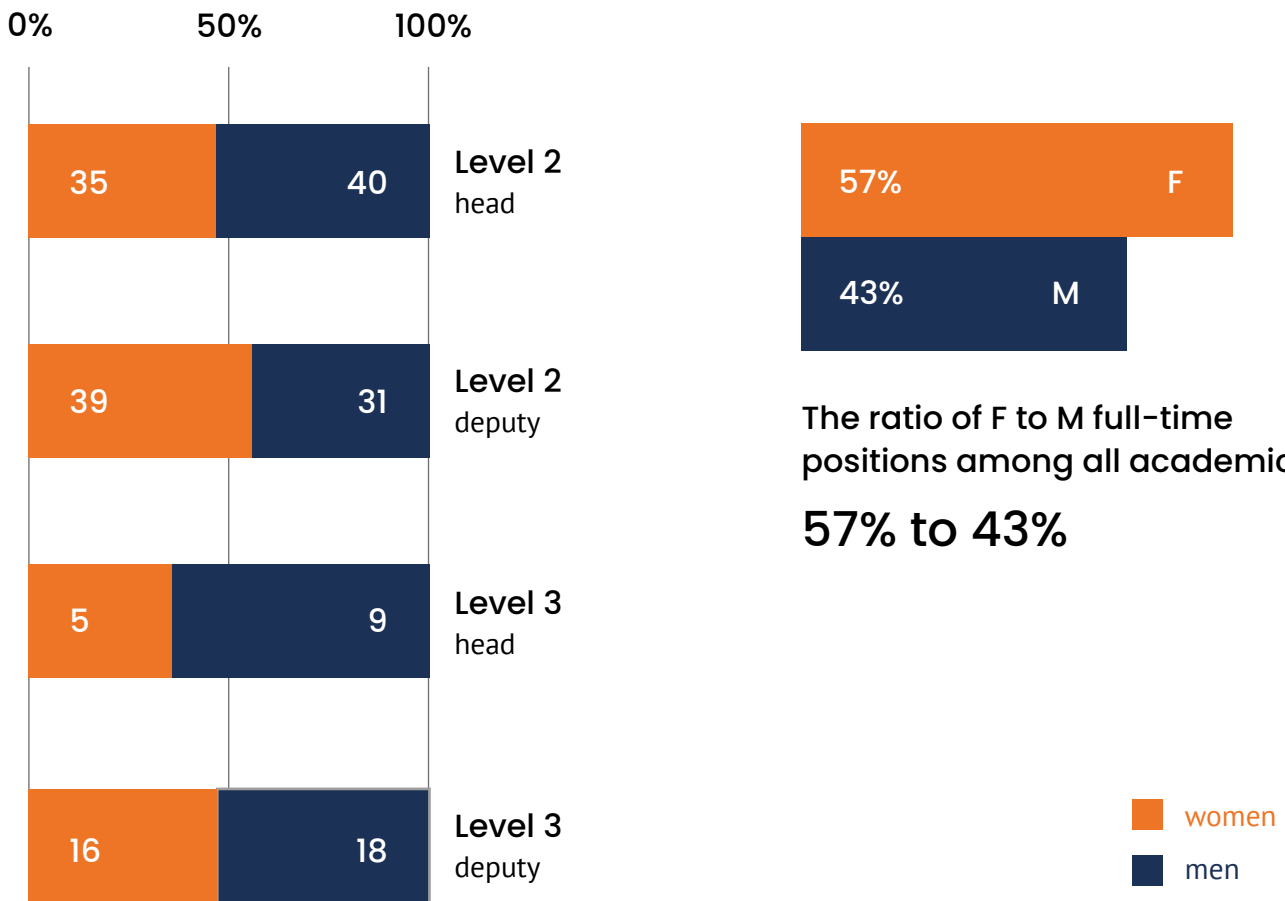


Figure 2. Employment structure of academic staff as of 12 January 2021. Gender ratio at different levels of management (among individuals holding managerial positions).

Differences in gender distribution are noticeable in key functions at the faculty level.

Gender ratio at faculty level

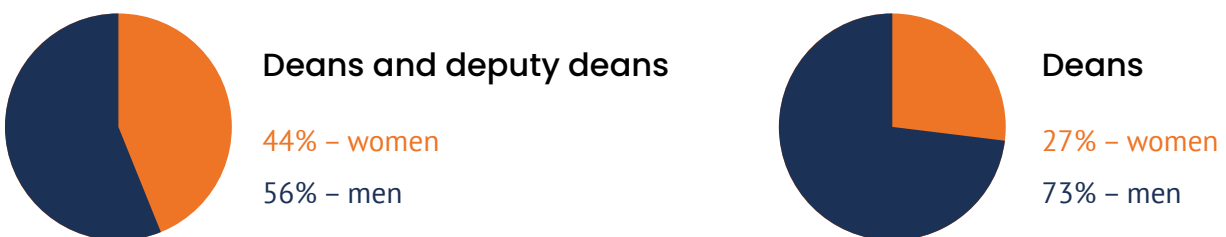


Figure 3. Faculty Management.

There are 33 people employed as deans or deputy deans: 18 men and 15 women. In 7 cases the deans are men, in 3 cases women (Faculty of Science and Technology, Krzysztof Kieślowski Film School, and Doctoral School). There are 23 deputy deans, of which 11 are men and 12 are women.

The scope of responsibilities of deputy deans varies depending on gender (Table 1). Men mostly perform the function of deputy dean for research. Women mostly perform the function of deputy dean for education and students.

3.1.3

Management of disciplines (institutes) and degree programmes

53 people manage 23 institutes, 30 of them are men and 23 are women. In the following 10 institutes all directorial functions are performed by men: Philosophy, Sociology, History, Social and Economic Geography and Spatial Management, Chemistry, Computer Science, Biomedical Engineering, Materials Engineering, Fine Arts, Physics, Theology. In the following 5 institutes all directorial functions are performed by men: Political Sciences, Pedagogy, Psychology, Arts Studies, Music.

The degree programmes offered at the University of Silesia are managed by 85 directors and deputy directors.

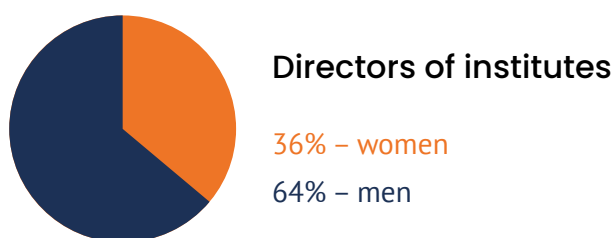


Figure 4. Directors of institutes by gender

The institutes are managed by directors, most of whom are men.

There are 16 male and 9 female directors.

There are 28 deputy directors: 14 men and 14 women.

The difference in gender distribution at the level of degree programme directors means that while men outnumber women amongst institute directors, women outnumber men in key functions at the level of degree programme directors.

There are 38 deputy deans, of which 22 are women and 16 are men. There are 47 deputy directors: 26 women and 21 men.

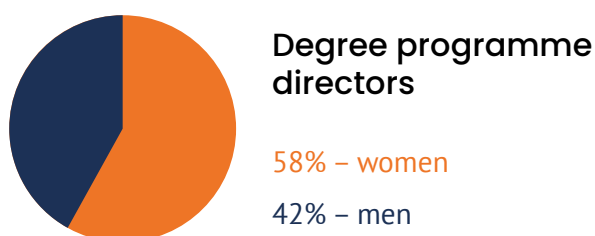


Figure 5. Degree programme directors by gender

The data on academics show that within this group, men are far more likely to hold the highest positions, both as directors of institutes and deans. They are more often responsible for the scientific division than women and more often take up professorial positions. In this employee group, women are responsible for the teaching division and hold deputy positions more often than men.

Gender structure among deans and deputy deans




















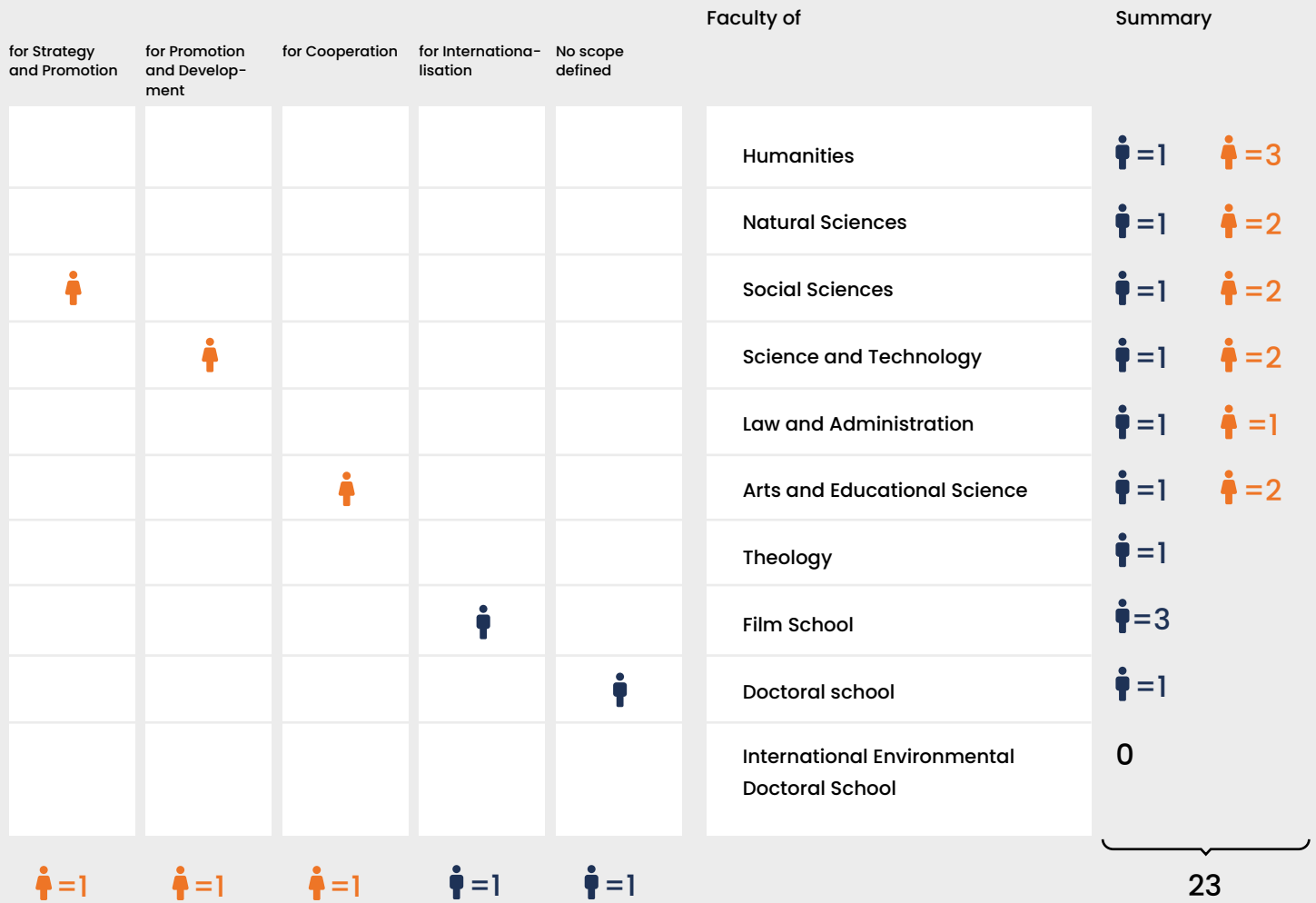
Faculty of	Dean	Deputy deans				
		for Research	for Education and Students	for Development	for Promotion and Internationalisation	for Research and Internationalisation
Humanities			 			
Natural Sciences						
Social Sciences						
Science and Technology						
Law and Administration						
Arts and Educational Science						
Theology						
Film School						
Doctoral school						
International Environmental Doctoral School						
Summary	10  =7  =3	 =5	 =3  =6	 =2	 =1	 =1

Table 1. Gender structure among deans and deputy deans



Gender structure among deans and deputy deans



Non-academic employees

There are 1,559 non-academic employees. Almost 70% of them are women (1,084 people). The gender disproportion varies between different categories of employment.

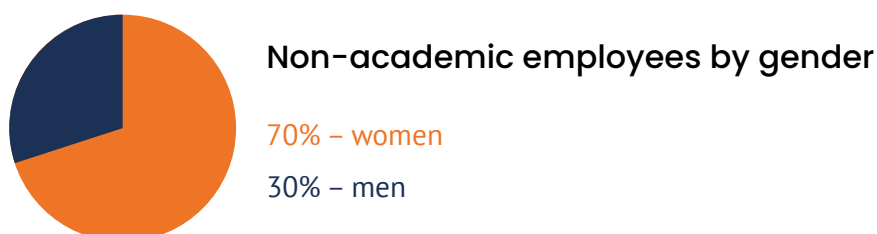


Figure 6. Non-academic employees by gender

Differences greater than the group average for the predominance of women are found among the employees of the University of Silesia Press (74%), administration (76,5%), and library and scientific information (93%). Women make up 57% of engineering and technical staff. In other categories, the disproportion between men and women shows a predominance of men: women constitute 45% of research and technical employees and 32% of other service employees.

Among women, 69% are employed in administrative positions, 12% in libraries and scientific information, 9% in engineering and technical positions, 6% in other support positions, 3% are employees of the University of Silesia Press, and 2% in research and technical positions.

Among men, 48% are employed in administrative positions, 28% in service positions, 15% in engineering and technical positions, 5% in research and technical positions, 2% in libraries and scientific information, and 2% are employees of the University of Silesia Press.

Women predominate among university administration staff in managerial positions (almost 78%). Detailed data on managerial functions in the support group taking gender into account are presented in Table 2.

Managerial positions in administration





Managerial position – type	Total	 Women	 Men	% 	% 
Chancellor	4	3	1	75%	25%
Bursar	4	4	0	100%	0%
Director in general administration	4	3	1	75%	25%
Deputy director in general administration	3	3	0	100%	0%
Head of a department in general administration	22	14	8	63,64%	36,36%
Deputy head of a department in general administration	17	14	3	82,35%	17,65%
Director of office in general administration	12	10	2	83,33%	16,67%
Organisational head of a faculty/ doctoral school	9	8	1	88,89%	11,11%
Deputy organisational head of a faculty	6	4	2	66,67%	33,33%
In total	81	63	18	77,78%	22,22%

Table 2. Managerial positions in administration

The presented data indicate that women greatly outnumber men among non-academic employees, both among those employed and those performing managerial functions. This points to the feminisation of this area of the University's operation and its negative consequences (loss of prestige, low salaries, lack of prospects for promotion).

3.2

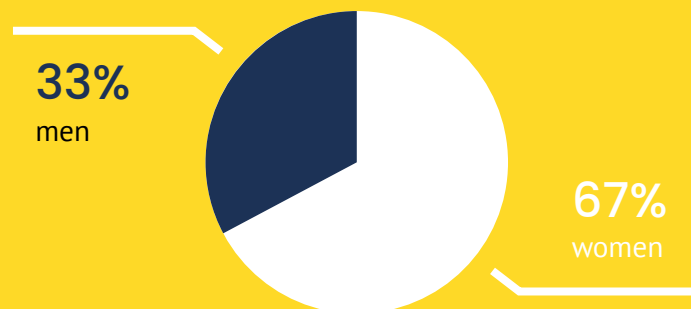
Learners – students and doctoral students

There are

20 508 students

at the University

**67% of them are
women**



Disproportions in the number of men and women in individual faculties differ from the general ones (with the exception of the Faculty of Natural Sciences). Larger than average differences in favour of women's predominance are seen in the Faculty of Humanities – 73.5%, Faculty of Social Sciences – 76%, Faculty of Arts and Educational Science – 82%.

In most faculties, the disparity between men and women is smaller than the average. At the Faculty of Law and Administration women constitute 63% of students, at the Krzysztof Kieślowski Film School and the College of Individual Interdisciplinary Studies – 56%, and at the Faculty of Theology – 54.5%. At the Faculty of Science and Technology, women account for 33% of students.

Among women, 36% study at the Faculty of Humanities, 27% at the Faculty of Social Sciences, 17% at the Faculty of Law and Administration, 6% at the Faculty of Arts and Educational Science, 5% at the Faculty of Natural Sciences and the Faculty of Science and Technology, 2% at the Krzysztof Kieślowski Film School, and 1% at the Faculty of Theology.

Among men, 27% study at the Faculty of Humanities, 22% at the Faculty of Science and Technology, 20% at the Faculty of Law and Administration, 17% at the Faculty of Social Sciences, 5% at the Faculty of Natural Sciences, 4% at the Krzysztof Kieślowski Film School, 3% at the Faculty of Arts and Educational Science, and 2% at the Faculty of Theology.

Doctoral studies

There are 400 doctoral students, 63% of which are women.

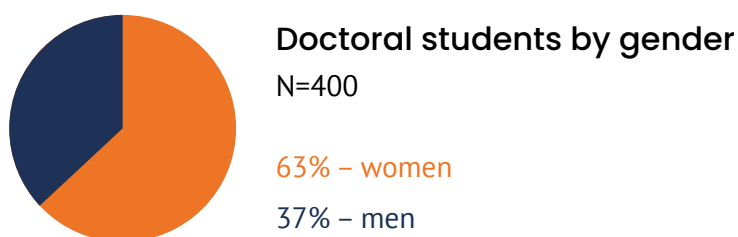


Figure 8. Doctoral students by gender

In the 2020/2021 academic year, the Rector awarded
1210 scholarships

73% of which
were awarded to female students.

The analysis of the popularity of individual disciplines shows that the greatest disproportion in favour of women occurs in the arts (80%) and in social sciences (72%). Regarding other disciplines, women constitute 60% of students in humanities, 58% in natural sciences, 38% in engineering and technology, and 29% in theology.

Among women, 49% study social sciences, 23% natural sciences, 22% humanities, and 2% study engineering and technology, theology, and the arts each.

Among men, 32% study social sciences, 28% exact sciences, 25% humanities, 6% theology, 5% engineering and technology, and 1% the arts.

Doctoral schools

There are 329 students in doctoral schools, 53% of which are women. As is the case with 1st cycle, 2nd cycle, and doctoral studies, disproportions of men and women occur within particular fields of science.

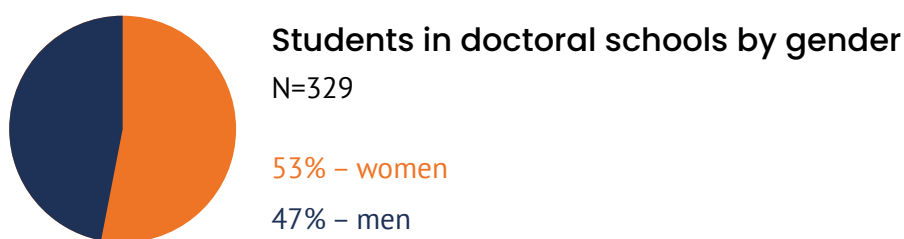


Figure 9. Students in doctoral schools by gender

In social sciences and natural sciences women make up 56% of students, and 51% in humanities. The share of women in engineering and technology drops down to 36%, and in arts to 25%.

Among women, the most numerous are those studying natural sciences (41%), social sciences (30%), and humanities (26%). Women chose engineering and technology (2%) and the arts (1%) the least often.

Men most frequently study natural sciences (36%), humanities (28%), and social sciences (27%). Engineering and technology are chosen by 5% of men, and the arts by 4%.

3.3

Opinions of community members on discriminations and unequal treatment at the University of Silesia – survey results

The surveys were conducted among

**932 people working
and 1445 people
studying**



The surveys among members of the University community took place between 24 November 2020 and 8 December 2020. The quantitative and qualitative results obtained showed the following:

Persons working and studying at doctoral studies:

- indicate that discrimination occurs at the University.
- almost every other person taking part in the survey personally experienced discrimination and the others had witnessed unequal treatment showing features of discrimination¹;
- among the reasons for discrimination indicated by the respondents are: the position held, employee group, job tenure, academic title/degree, academic discipline, sexual orientation, race/ethnicity, religious affiliation or lack thereof, beliefs, political opinions, financial status, family situation, appearance, health condition/degree of fitness, place of residence. However, gender is the most frequently indicated reason for discrimination.

The results also show that according to the surveyed employees and doctoral students, gender discrimination is difficult to eliminate from the University life for various reasons. The first reason given by the respondents is the fact that the persons who discriminate often hold high-level positions. The second reason is the social acceptance of discrimination, disregarding the behaviours and trivialising experiences of discriminated persons. The third reason most often cited by the respondents is the lack of procedures to effectively combat discrimination and the lack of tangible institutional support in combating gender discrimination.

Students:

- one in five students experienced discrimination and one in three witnessed others being discriminated against;
- among the reasons for discrimination and unequal treatment are: abuse of power (position, degree/title), lack of transparency in making decisions, lack of response from superiors, keeping things “quiet”, low interpersonal and communication competence, and lack of knowledge and awareness of types of behaviours;
- gender is ranked first in comments on the reasons for experienced discrimination or unequal treatment and second as a reason for discrimination or unequal treatment that respondents had witnessed.
- according to 85% of respondents, victims of unequal treatment do not report it, as they fear negative consequences and retaliation, while 65% do not believe that the problem would be solved successfully. It should also be noted that one in two people does not know how to react in situations of unequal treatment and discrimination.

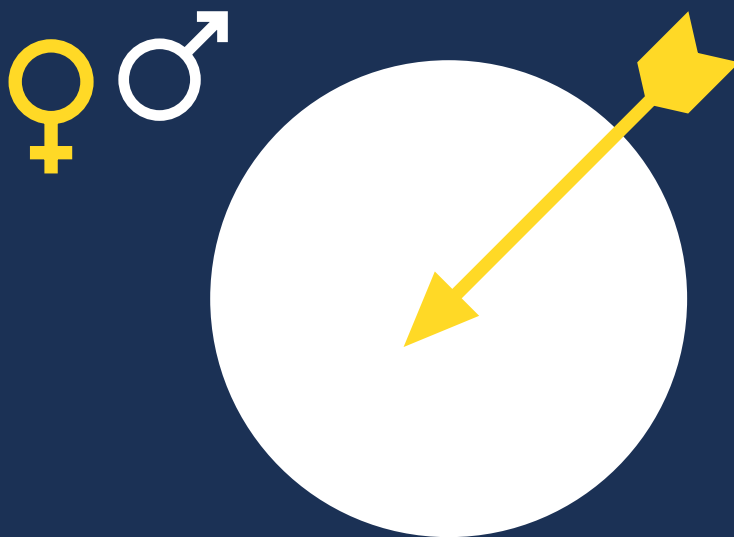
The surveys conducted among members of the University community show that both people working and studying indicate the occurrence of discrimination (including discrimination on the basis of gender), consider discriminatory behaviour to be negative, and expect the University to have transparent procedures and mechanisms to counteract these phenomena.

¹ The question about personal experience of discrimination and unequal treatment was answered by 812 respondents, of which 372 (46%) indicated that they had experienced discrimination or unequal treatment at the University. When asked about witnessing discrimination or unequal treatment, 413 people (52%) gave an affirmative answer.

**GENDER EQUALITY PLAN
AT THE UNIVERSITY OF SILESIA
– AREAS AND GOALS**

5 areas

5 strategic goals



GENDER EQUALITY PLAN AT THE UNIVERSITY OF SILESIA – AREAS AND GOALS

4

The *Plan* is based on five strategic goals formulated within five areas: **science and education, recruitment and career development, organisational culture and the work-life-learning balance, management and decision making, and safety.**

Science and education

Strategic goal

Raising awareness and changing attitudes on gender equality and respect for diversity in the context of education and conducted research.

Justification

Any gender equality effort undertaken at the University has a chance of being implemented provided that the entire academic community knows, understands, and shares this humanistic value. Prohibitions and orders are only subsidiary, while a widespread awareness of the need for equal treatment and equal opportunities for people of all genders, including creating equivalent opportunities for scientific development, learning and working, irrespective of their gender and social roles performed, is far more important. For this reason, actions are necessary both to expand the educational offer addressed to learners with content on gender equality and respect for diversity, but also to promote gender issues in research, build a culture of gender-sensitive communication, and promote attitudes of respect for gender equality and diversity.

Strategic goal

Recruiting and supporting staff development that benefits its diversity and ensures equal opportunities regardless of gender.

Recruitment and career development

Justification

Staff recruitment is one of the processes shaping the University community. It is also one of the primary means of promoting gender equality. The criteria and procedures for recruitment must therefore be formulated in accordance with the principles of transparency and openness, making it possible to achieve a balanced presence of women and men in various domains of University life. The directions for actions adopted in the *Plan* with regards to recruitment and career development are complementary to the provisions of the Statute and the University of Silesia in Katowice - Development Strategy 2020-2025. They are also in line with the development direction of the European policy on increasing the attractiveness of working conditions and career development of researchers in Europe. The University of Silesia, expressing its support for the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers, declared its compliance with the core principles promoted by both documents, which was confirmed when the University was awarded the distinction HR Excellence in Research. The solutions proposed in the *Plan* are therefore designed to support career development of female and male employees of the University, taking into account the principles of individualisation and flexibility of solutions, including the situation of individuals fulfilling family responsibilities. The directions for actions indicated in the *Plan* especially meant to use the potential resulting from diversity and to provide equal opportunities for groups so far underrepresented in key personnel process, i.e. staff recruitment and career development, including the processes of job promotions and academic promotions. These processes should be based on transparent principles, take into account objective criteria, and provide equal opportunities to develop personal potential regardless of gender and life situation of employees. Especially important in this regard are programmes supporting people who pursue research or artistic activities and at the same time fulfill care or parental responsibilities.

Strategic goal

Keeping a balance between professional and private duties of working parents and guardians, and people studying at the university, regardless of gender.

Justification

Building a work-life balance constitutes a fundamental element of the strategy to achieve real equality between men and women in the labour market. Research shows that women still shoulder more responsibility for household tasks. This often results in restricting their professional

Organisational culture and the work-life-learning balance

activity or making it difficult for them to learn, develop professionally and scientifically. The solutions adopted at the University with regards to the balance of professional and personal responsibilities take into account the specific nature of scientific work and the working and studying conditions in the academic environment. They also take into account individual situation and needs of particular groups of the whole University community. Their goal is to support all working parents and guardians and to equalise their opportunities for scientific, professional, and academic development.

Strategic goal

Ensuring gender equality and diversity in the decision-making processes and entities.

Justification

Gender-inclusive decision-making process and gender-balanced structure of management entities at every level are essential for the proper and full identification of the needs and interests of the entire University community. In order for its voice to be “noticeable”, not only the symbolic but the real representation shall constitute the minimum of 35-40% of a given organisation, according to scientific research¹. The female deficit in the decision-making and evaluating bodies with the factual feminisation of the University community and many University organisations of lower-level is a phenomenon that requires particular attention and reasonable action, including thorough and in-depth assessments, modernisation of the data systems, and cause analysis. Nonetheless, the solutions already proposed in the *Plan* regarding gender equal decisive process and structures of the decisive and evaluating units may guarantee the diversity of perspectives and experiences. The collection and segregation of any data according to the gender criteria shall be up to international standards and allow for considering the specificity and needs of the holistically perceived University community.

¹ D. Dahlerup, *The Story of the Theory of Critical Mass*, “Politics & Gender”, Vol. 2, Issue 4, December 2006, pp. 511 – 522; S. Childs, M.L. Crook, *Critical Mass Theory and Women’s Political Representation*, “Political Studies”, 2008 vol. 56, pp. 725–736.

Strategic goal

Combating gender-related discrimination and violence, including sexual violence.

Justification

Effective combating of gender-related discrimination refers to actions targeted directly at personal rights protection regardless of a person's gender. The issue of gender-related discrimination and violence concerns both women and men, although in different aspects. Undoubtedly, the most extreme violation of gender equality is a violation of personal safety and sexual freedom. These are aggressive behaviours on widely different scales of reprehensibility. In the sexual sphere, they cover the spectrum from sexual assault and abuse to verbal violation of sexual dignity. Persons experiencing gender-related violence, including sexual sphere violation, need transparent rules for providing support, in which confidentiality and secrecy are of key importance. The support for these persons shall be multifaceted, with a particular focus on psychological and legal help. Empirical data¹ indicate that it is not a common practice to report a sexual case to law enforcement authorities; thus, a professional system of support operating at the University becomes an extremely crucial challenge. In the light of scientific research², factors conducive to violence, including sexual violence, are dependency relationships along with formal and informal subordination in the context of academic position or organisational structure, which is also characteristic of the academic environment. Within the *Plan*, mechanisms to minimise the occurrence of such threats and limit the consequences of the violations that occurred shall be developed. Within the support system, persons experiencing gender-related discrimination may receive multidirectional support (legal aid and psychological support). A particular role shall be played by the *Code of Good and Bad Practices* which shall contain approved and undesirable behaviours in various academic relations. In this area, the University shall also be supporting the operation of the University anti-mobbing committee as an entity counteracting particular types of violence and intensifying actions intended to prevent any practices that violate human dignity.

1 B. Gruszyńska, *Przemoc wobec kobiet w Polsce. Aspekty prawnokryminologiczne*, Warszawa 2007.

2 J. Helios, W. Jedlecka, *Współczesne oblicza przemocy. Zagadnienia wybrane*, Wrocław 2017; J. Piotrowska, A. Synakiewicz, *Dość milczenia. Przemoc seksualna wobec kobiet i problem gwałtu w Polsce*, Warszawa 2011, A. Grządkowski, *Mobbing a znęcanie się*, „Prokuratura i Prawo” 12/2011.

OPERATIONAL GOALS AND ACTIONS IN PARTICULAR AREAS

Examples and methods of monitoring



OPERATIONAL GOALS AND ACTIONS IN PARTICULAR AREAS

5

Strategic goals allow for formulating operational goals of the *Gender Equality Plan at the University of Silesia in Katowice* which shall be realised through particular actions. Their examples and methods of monitoring have been planned as follows:

Science and education

Strategic goal:

Raising awareness and changing attitudes on gender equality and respect for diversity in the context of education and conducted research.

Target group:

Persons studying at the University

Operational goals:

Expanding the educational offer with content about gender equality and respect for diversity addressed to persons studying.

Directions of actions:

Designing educational offer whose learning outcomes develop the basis of respect for equality and diversity

Examples of actions:

- Designing general academic modules that lead to increasing knowledge and shaping attitudes of gender equality and respect for diversity

Monitoring and sources of verification:

monitoring the general academic educational offer

- Designing the offer of thesis-oriented seminars within various disciplines dealing with the topic of gender equality and respect for diversity

Monitoring and sources of verification:

monitoring the degree programme offer

Supporting activities unrelated to the educational offer, which develop attitudes of gender equality and respect for diversity

- Organising scientific conferences on the issues of gender equality and respect for diversity

Monitoring and sources of verification:

monitoring conference agendas

- Organising art, literary, and scientific contests taking into consideration gender equality and respect for diversity

Monitoring and sources of verification:

monitoring rules and regulations for contests

- Conducting classes for students taking into consideration gender equality and respect for diversity

Monitoring and sources of verification:

monitoring the educational offer for the environment

Target group:

Persons conducting scientific research and studying

Operational goals:

Promoting gender issues in scientific research.

Directions of actions:

Promoting and supporting scientific research on equality in various disciplines

Examples of actions:

- Organising training on gender mainstreaming addressed to persons conducting scientific research

Monitoring and sources of verification:

monitoring training offers and agendas

- Preparing university grant offer for scientific research covering the issues of equality and diversity

Monitoring and sources of verification:

monitoring the University grant offer

- Promoting and disseminating results of research on equality

Monitoring and sources of verification:

monitoring websites, newsletter, social media, and websites for scientific visibility

- Monitoring management roles taking into account gender in projects realised at the University

Monitoring and sources of verification:

compiling periodic reports

Promoting organisational actions to support scientific research covering the issues of gender equality within various disciplines

- Networking persons who conduct scientific research and deal with the issues of gender equality within various disciplines

Monitoring and sources of verification:

monitoring websites, newsletter, social media, and websites for scientific visibility

- Monitoring calls for proposals realising gender equality and diversity related research

Monitoring and sources of verification:

monitoring websites, newsletter, social media

- Mentoring for persons starting their scientific career

Monitoring and sources of verification:

compiling periodic reports

Target group:

Persons working and studying

Operational goals:

Developing culture of communication sensitive to gender equality and diversity.

Directions of actions:

Developing the community's sensitivity to the way of communicating with respect for gender equality and diversity

Examples of actions:

- Developing an academic glossary with gender-inclusive terminology and recommendations on communicating

Monitoring and sources of verification:

developing an academic glossary, monitoring internal documents from the perspective of using inclusive language

- Organising training addressed to the workers and learners on respecting equality and diversity in communication

Monitoring and sources of verification:

monitoring training offers and agendas

- Informing about the importance of respecting gender equality and diversity in informative and promotional materials

Monitoring and sources of verification:

monitoring websites, newsletter, social media

Actions of design and research character on the international level

- Developing a website on the issues of gender equality and diversity, conducting an information campaign

Monitoring and sources of verification:

monitoring websites, newsletter, social media

- Analysing the announcements on the University's media in respect of gender equality and diversity

Monitoring and sources of verification:

monitoring the University's media content

- Designing an international scale project that raises the issues of gender equality and respect for diversity

Monitoring and sources of verification:

developing a project application

- Developing a forum of sharing knowledge in the field for gender equality and diversity between the University and foreign scientific centres

Monitoring and sources of verification:

monitoring websites, newsletter, social media

Target group:

The University's environment

Operational goals:

Promoting attitudes of respect for gender equality and diversity.

Directions of actions:

Supporting actions of educational character addressed to the environment

Examples of actions:

- Organising lectures and courses on shaping attitudes of openness and tolerance

Monitoring and sources of verification:

monitoring the offer addressed to the environment

- Supporting activities that break stereotypes and develop scientific, career, and public aspirations of the participants, as well as promoting attitudes of equality and respect for diversity

Monitoring and sources of verification:

monitoring the offer addressed to the environment

Recruitment and career development

Strategic goal:

Recruiting and supporting staff development that benefits its diversity and ensures equal opportunities regardless of gender.

Target group:

The University's environment (with a particular focus on persons interested in being employed at the University)

Directions of actions:

Creating the image of the University as an employer opened to staff diversity and providing optimal work conditions and career development regardless of gender

Operational goals:

Developing mechanisms for diversity and equal opportunities in the process of staff recruitment.

Examples of actions:

- Designing image and recruitment campaigns for vacancies taking into consideration soft instruments/incentives for the underrepresented gender

Monitoring and sources of verification:

monitoring implemented image campaigns of the University as a potential employer and recruitment actions

- Complying with the standards for equal treatment policy in communication with candidates on each stage of recruitment and selection process for vacancies at the University (e.g. job advertisements, announcements for candidates)

Monitoring and sources of verification:

monitoring competition and recruitment advertisements for vacancies at the University

- Surveying candidates experience on complying with the standards for equal treatment policy during the recruitment process at the University

Monitoring and sources of verification:

surveying candidates experience by the HR Department

Target group:

Persons working at the University
(with a particular focus on competition and recruitment committees for vacancies)

Directions of actions:

Conducting the recruitment process with a focus on diversity and equal treatment of candidates

- Striving for a gender-balanced composition of competition/recruitment committees for vacancies at the University while meeting the substantive criteria

Monitoring and sources of verification:

monitoring competition proceedings for vacancies

- As far as possible, alternate service as a chair of call for proposals/competition/recruitment committees for vacancies by women and men
- Training for members of competition/recruitment committees on procedures when conducting competition/recruitment for a vacancy at the University taking into account the principles of equal treatment of candidates

Monitoring and sources of verification:

realising training for members of the competition committees

- Using multiple recruitment channels to raise the diversity of applications submitted in competition/recruitment for vacancies at the University

Monitoring and sources of verification:

conducting internal audits of recruitment and competition proceedings

- Creating a short “top list” of candidates taking into account the principles of equal treatment and gender diversity, while complying with substantive criteria in the first place
- Selecting applications based on the OTM-R policy adopted at the University and unified standards for conducting competition/recruitment for vacancies at the University
- Cooperation of competition and recruitment committees and the *Committee for Equality Affairs*

Target group:

Persons working at the University

Operational goals:

Developing mechanisms for creating equal gender opportunities in the field of professional development and promotion.

Directions of actions:

Providing optimal conditions for career development and promotion regardless of gender

Providing equal remuneration for equal work or work of equal value

Examples of actions:

- Introducing new employees to the policies of the University regarding equal treatment during the process of professional adaptation

Monitoring and sources of verification:

surveying employees experience by the HR Department

- Applying objective substantive criteria which determine a position promotion

Monitoring and sources of verification:

monitoring regulations concerning promotion to a higher position

- Implementing transparent rules for professional development

Sposób monitorowania i źródła weryfikacji:

monitoring the *Statute* and regulations

- Respecting transparent rules for remuneration and bonuses for high-quality work

Monitoring and sources of verification:

reporting remuneration audits and measuring pay gap

Organisational culture and the work-life-learning balance

Strategic goal:

Keeping a balance between professional and private duties of working parents and guardians, and people studying at the university, regardless of gender.

Target group:

University community (persons working at the University, persons conducting scientific and educational activity, persons studying at the University)

Directions of actions:

Increasing equal opportunities of parents and caregivers working at the University

Operational goals:

Creating solutions to reconcile professional and family-related responsibilities taking into account the specificity of scientific work as well as work and learning conditions in academic environment.

Examples of actions:

- Developing participatory assessment of needs and possibilities in respect of reconciling professional and family-related responsibilities

Monitoring and sources of verification:

analysing data on granting leaves related to parenthood, care allowance on the grounds of taking care of a family member, and special leaves

- Taking into account caregiver responsibilities in the periodic evaluation of academics

Monitoring and sources of verification:

monitoring regulations and the process of employee evaluation at the University

- Taking into account caregiver responsibilities in the individual assignment of duties

Monitoring and sources of verification:

monitoring regulations and the IPO assignment process

- Enabling applications for flexible work time (e.g. flexible working hours, individual work schedule, remote or hybrid work) among non-academic employees

Monitoring and sources of verification:

monitoring applications submitted by persons working at the University

Increasing equal opportunities for learners

- Enabling applications for taking account of caregiver responsibilities in the process of study programme organising education

Monitoring and sources of verification:

monitoring the process of study programme organising education

- Taking into account the family situation of applicants when deciding on the granting of sabbatical leaves where necessary

Monitoring and sources of verification:

monitoring the process of granting sabbatical leaves

- Enabling applications for decreasing the working hours

Monitoring and sources of verification:

monitoring the decisions on decreasing the working hours

- Enabling applications for additional leave for persons undertaking caregiver responsibilities

Monitoring and sources of verification:

monitoring the regulations of additional leave and its process

Raising management staff awareness regarding organisational culture in the field of work-family balance

- Developing participatory assessment of needs and possibilities in respect of reconciling caregiver and learning responsibilities

Monitoring and sources of verification:

analysing data regarding submitted applications for leave and Individual Organisation of Studies

- Enabling applications for taking into account caregiver responsibilities when logging into classes

Monitoring and sources of verification:

monitoring the process of logging into classes

- Enabling individualised learning and forms of verification of its effects for persons with parental and caregiver responsibilities

Monitoring and sources of verification:

changes in the *Rules and Regulations of Studies at the University of Silesia*

- Organising training on building work-family balance

Monitoring and sources of verification:

monitoring the training offer and agenda

Developing additional mechanisms of support for persons working and studying

- Organising training and seminars on time management, counteracting professional burn-out, etc.

Monitoring and sources of verification:

monitoring the training offer and agenda

- Improving accessibility of libraries (e.g. through promoting drop boxes)

Monitoring and sources of verification:

compiling periodic reports

- Engaging in discussions with local governments on places in kindergartens/nurseries for children of persons working and studying at the University

Monitoring and sources of verification:

compiling periodic reports

- Organising support inside the University regarding child-care and care for family members with special needs, elderly family members etc.

Monitoring and sources of verification:

compiling periodic reports

- Developing the University infrastructure which is friendly to families with little children

Monitoring and sources of verification:

compiling periodic reports

Developing balance between professional, family, and learning-related responsibilities

- Establishing guidelines contributing to planning working meetings taking into consideration work-family or learning-family balance

Monitoring and sources of verification:

monitoring dates for organising meetings

- Monitoring the needs and response to problems reported by persons working and studying at the University

Monitoring and sources of verification:

compiling periodic reports

Facilitating persons working and learning to re-acustom into the process of work or learning in the case of return from leave (e.g. parental leave, health leave)

- Introducing practices such as “keep in touch” for persons using parental rights for a long time

Monitoring and sources of verification:

monitoring staff data and data collected in the USOS system

- Designing and implementing the process of work re-introduction for persons returning to work after long-term parental leaves

Monitoring and sources of verification:

monitoring process of returning from parental leave

- Disseminating information on the terms and conditions for using parental leaves by both parents

Monitoring and sources of verification:

monitoring newsletter, the University’s media content

- Implementing actions enabling men to actively participate in childcare

Monitoring and sources of verification:

monitoring staff data

Management and decision making

Strategic goal:

Ensuring gender equality and diversity in the decision-making processes and entities.

Target group:

Persons working (academic and non-academic employees) and persons studying at the University

Directions of actions:

Supporting actions for the adequate representation of women and men in all structures of the University so the real gender proportions of the community is reflected

Target group:

Collegial bodies of the University; management staff; Colleges, Committees, Councils, and other collegial bodies; advisory and opinion-giving bodies that are not bodies of the University

Operational goals:

Promoting gender equality and diversity in representing the University.

Examples of actions:

- Promoting (e.g. through *Code of Good and Bad Practices*) sustainable gender representation in all events organised at the University (separately for scientific committees and organisational conferences), in teams, expert committees, in respect of leading scientific and science communication events, etc. Disseminating guidelines in this respect at the level of all units

Monitoring and sources of verification:

monitoring data regarding the participation of women and men in scientific and organisational committees of conferences, teams and expert committees, etc. as well as in programmes of scientific and science communication events

- Formulating and implementing guidelines concerning the equal representation of women and men in assemblies that develop and introduce acts and strategies for equality (including the *Plan*)

Monitoring and sources of verification:

evaluating the *Plan*

Operational goals:

Balancing representation of women and men in the governing bodies and decision-making processes.

Directions of actions:

Formulating and implementing guidelines concerning the equal representation of women and men in collegial bodies involved in the decision-making process

Target group:

The University bodies;
management staff

Directions of actions:

Raising awareness of the importance of and supporting the competencies development of the members of the decision-making process in the scope of gender equality and diversity management

Examples of actions:

- Recommending the strive for equal participation of representatives of both genders, taking into account the necessity of meeting certain procedures and providing the substantive level
- Formulating and implementing guidelines for the alternating delegation of the chairmanship of decision-making bodies to both women and men

Monitoring and sources of verification:

revising the University's documents and monitoring the real representation of women and men in particular structures on the basis of the University's websites

Operational goals:

Raising awareness to the issues of equality and raising competencies in the scope of diversity management.

Examples of actions:

- Instructing management staff to be actively involved in supporting and promoting gender equality efforts; raising competencies on diversity management

Monitoring and sources of verification:

revising legal acts of the University; monitoring training schedule and agenda

- Scheduling regular meetings with the University authorities and key participants of the decision-making process that are to monitor the implementation of the *Gender Equality Plan* assumptions in order to increase the responsibility for the *Plan* and strengthen its potential and influence

Monitoring and sources of verification:

developing annual meetings schedules; taking minutes from the meeting

Target group:

Management staff

Operational goals:

Increasing potential of gender underrepresented in the decision-making process.

Directions of actions:

Supporting the personal competencies development of the decision-making process participants

Examples of actions:

- Offering mentoring courses and increasing potential in order to improve the visibility, self-confidence, negotiation and leadership skills with a particular focus on the needs of underrepresented gender

Monitoring and sources of verification:

developing annual training schedules; training programme

Target group:

The University's environment

Operational goals:

Gender equality rhetoric that increase the "visibility" of gender underrepresented in the decision-making process.

Directions of actions:

Including gender perspective in the language, documents, and communication channels

Examples of actions:

- Formulating recommendations in the field of using inclusive language and possibilities of its use in the formal language at the University
- Verifying on regular basis any texts, announcements, and images from the perspective of gender equality and diversity in the decision-making process

Monitoring and sources of verification:

revising the University's documents, monitoring the website

Safety

Strategic goal:

Combating gender-related discrimination and violence, including sexual violence.

Target group:

Persons working (academic and non-academic employees) and persons studying at the University

Directions of actions:

Providing a person experiencing discrimination with legal and psychological support

Operational goals:

Providing a support system for persons experiencing gender discrimination.

Examples of actions:

- Developing a uniform directions of actions based on the principles of confidentiality and discretion (“step by step”) when cases of gender discrimination are reported

Monitoring and sources of verification:

posting information on the support on the University website; monitoring actions undertaken by entities responsible for gender equality issues at the University

- Organising a professional system for legal and psychological support for persons experiencing discrimination or gender-related violence

Monitoring and sources of verification:

monitoring actions undertaken by entities responsible for gender equality issues at the University; compiling annual reports on the support activity regarding the number and results of undertaken interventions

Target group:

Persons working (academic and non-academic employees) and persons studying at the University

Directions of actions:

Identifying and developing a set of good and bad practices in various academic relations (e.g. student-student; student-teacher; teacher-teacher; employee-employee; student-employee)

Operational goals:

Preventing gender-related discrimination through taking preventive actions of educational character.

Examples of actions:

- Promoting inclusive and equality attitudes in the academic space

Monitoring and sources of verification:

developing the *Code of Good and Bad Practices*; monitoring internal documents from the perspective of promoting appropriate gender equality attitudes

- Organising occasional scientific and socio-cultural events covering the issue of gender-related discrimination and violence promoted within the University's space

Monitoring and sources of verification:

registering events

Target group:

Persons working (academic and non-academic employees) and persons studying at the University

Directions of actions:

Establishing entities monitoring and coordinating actions regarding equality, non-discrimination, and diversity

Operational goals:

Coordinating and monitoring actions within the framework of the *Plan* implementation. Formulating conclusions.

Examples of actions:

- Establishing the *Committee for Equality Affairs*

Monitoring and sources of verification:

presenting the Rector with annual reports, publishing the document on the University's website

- Establishing the *Observatory of Equality*

Monitoring and sources of verification:

publishing the periodic reports of the Observatory on the University's website

IMPLEMENTATION OF THE GENDER EQUALITY PLAN

Team
Commission
Observatory



IMPLEMENTATION OF THE GENDER EQUALITY PLAN

6

The adoption of the *Plan* contributes to the further reshaping of the University of Silesia into a modern university open for diversity and ensuring equal rights for each member of its community. A measurable result of implementing the *Plan* is the perception of the University as a place where professional career, learning, and self-development are neither hindered nor limited due to gender. It may influence the increase in the University's visibility and interest in studying, pursuing a doctorate degree, or finding employment at the University by promising candidates with diverse experience (including the experience gathered in recognised academic centres in Europe and the world).

The implementation of the *Plan* requires the University Community to be ready to understand the core of adopted actions and engage in their realisation, which shall be reflected in achieving the assumed goals. The implementation actions at the management level require a complex and systematised approach taking into account various forms of communication with members of the University community and reaction to unforeseen events that might delay the implementation of the *Plan*. While implementing the *Plan*, the University shall use all available resources, especially human and financial resources, in order to achieve a full implementation of the adopted goals.

Considering the above-mentioned, establishing the team responsible for the implementation of the *Plan* shall be recommended. The team shall prepare a detailed schedule for actions related to the realisation of the assumptions directed towards ensuring gender equality and respect for diversity adopted at the University within six months since the Rector's regulation enters into force.

In the long-time perspective, it is assumed that the *Plan* shall be regularly revised, and the stipulated directions of actions periodically updated due to the changing requirements of the environment and expectations of the University community. These actions shall be realised in the dialogue with the University of Silesia and close cooperation with the University entities responsible for shaping academic values, complying with ethical standards at the University, and safeguarding the rights of learners.

GLOSSARY

Gender

is a term referring to...



Candidate Experience

is a survey relating to the sum of experiences and impressions of candidates for a job during the recruitment process in order to monitor the the recruitment process effectiveness and its compliance with law.

Employee Experience

is a survey relating to the sum of experiences and impressions resulting from each stage of the relationship with an employer, from the recruitment process to the end of cooperation.

Gender discrimination

is any differentiation, unequal treatment, exclusion, or limitation due to gender that is not justified by objective reasons, which prevents or is intended to prevent persons of any gender from their access to equal legitimate rights. However, adopting special measures taken to ensure equal opportunities for all members of the University community is not considered discrimination.

Code of Good and Bad Practices

is a document promoting appropriate attitudes in various academic relations with a particular focus on gender equality; the document shall include the description of desired and approved behaviours as well as a set of bad practices and attitudes the University does not approve of.

Committee for Equality Affairs

is an entity established by the Rector that is to supervise the principles of equal treatment at the University in order to combat gender discrimination in the academic space. The Committee shall develop the possible ways of solving problems arising from the violation of the non-discrimination principles; the Committee shall also be the entity responsible for the support system for persons experiencing discrimination.

Academic

is a person of any gender employed at the University dealing with teaching or conducting a scientific or artistic activity, employed at the University in the research, research and educational, or educational position.

Observatory of Equality

is the entity established for conducting integrated research actions, among others, in the field of gender equality and combating discrimination at the University. The Observatory's main goal shall be the analysis of current actions and compiling reports on equality at the University, based on quantitative and qualitative research.

Learning person

is a person of any gender studying on the 1st cycle studies, 2nd cycle studies, long-cycle studies, doctoral studies, postgraduate studies, or at doctoral school or any other form of teaching at the University.

Environment

is all sorts of external economic entities, clusters, non-governmental organisations, educational institutions, and social institutions that cooperate or might cooperate with the University.

Gender

is a term referring to persons of female, male, or any other gender identity.

OTM-R Policy (*Open Transparent and Merit-based Recruitment*)

is a policy connected to conducting recruitment process based on open, transparent, and merit-based criteria thanks to which it is possible to provide equal opportunities to persons applying for a job; it is one of the key areas indicated by the *European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers*. At the University, the OTM-R Policy constitutes Appendix No 7 to the *Regulations on the detailed organisation, mode, and conditions for conducting competition proceedings during employing academics*.

Non-academic employee

is a person of any gender employed in the group of administrative, library, documentation and scientific information, research and technology, engineering and technology employees, employees of the University of Silesia Press, and other service staff.

Gender equality

is a state in which persons of different gender have the same rights, duties, and opportunities.

Equal opportunity

is a state in which each person forming the University community, being in the same or comparable situation has the same rights and real opportunities of full participation in the available areas of academic life regardless of gender.

Gender balance (balanced representation)

is a state in which various actions of the University take account of balanced participation of persons of various gender; specifically, the preference to the benefit of representatives of an underrepresented group in the situation of satisfying formal requirements and having comparable competencies.

University community

is composed of employees, PhD students, and students of the University.