



Appendix to Regulation No. 64 of the Rector of CUT dated July 21, 2022.



# Equality Plan for Cracow University of Technology for 2022-2025



**Politechnika Krakowska**  
im. Tadeusza Kościuszki

**Patronage**

prof. dr hab. inż. arch. Andrzej Białkiewicz - His Magnificence Rector of CUT

**The authors:**

mgr Anna Armuła

dr inż. Marek Bauer - head of the authors' team

dr inż. Piotr Beńko

dr inż. Daniel Grzonka

mgr inż. Beata Romek

dr Justyna Małkuch-Świtalska

inż. Marta Tyrka

mgr Weronika Wójcik

**Cooperation:**

dr inż. Elżbieta Jarosińska

mgr Małgorzata Kamieniorz

mgr inż. Agnieszka Kostecka-Stec

mgr Renata Książek-Partyka

lic. Małgorzata Wysopal

**Substantive consultations:**

mgr Małgorzata Lalicka

mgr Anna Nowak



## Table of contents

1. Introduction .....	4
2. Basic definitions and designations .....	7
Key definitions .....	7
Accepted designations .....	9
3. Diagnosis of the current state of equality at Cracow University of Technology.....	10
CUT Academic Community .....	10
Selected results of a survey of members of the CUT Academic Community .....	15
Key findings for the current state .....	42
4. Objectives of the Equality Plan .....	44
5. Actions taken to achieve the objectives .....	45
6. Indicators for evaluating the implementation of actions .....	51
7. CUT units responsible for coordinating the implementation of the Equality Plan .....	56
CUT Academic Community Support Center .....	56
Other CUT entities .....	58
8. Task teams.....	58
9. Equality Plan implementation matrix for CUT .....	59
10. Monitoring the implementation of the Equality Plan for CUT.....	65
11. Responsibility for implementing and updating the Equality Plan for CUT.....	66
12. Bibliography .....	67



## 1. Introduction

We are handing over to you the **Equality Plan for Cracow University of Technology for 2022-2025**. This document was created to ensure equal opportunities for all employees, students, doctoral students, postgraduate students, and other members of the Academic Community of Cracow University of Technology, thereby promoting the well-being and functioning of every individual. We hope that the implementation of the proposed provisions in the Equality Plan will positively impact your working and educational conditions, enabling you to balance your university duties with your personal development more easily.

This document is the result of the work of two task teams:

- **The Team for the Adoption of the Gender Equality Plan for Cracow University of Technology** - established by Regulation No. 15 of the Rector of CUT of February 1, 2021, and Regulation No. 46 of the Rector of CUT of March 30, 2021. ([30] i [31]),
- **The Team for the development of an Equality Plan for Cracow University of Technology** - established by Regulation No. 12 of the Rector of CUT dated February 14, 2022. [32].

The first stage of work primarily involved adapting the draft *Gender Equality Plan for CUT*, which had been developed and tailored to the university's realities under Horizon 2020 [8]. However, the members of the Team for the Adoption of the Gender Equality Plan for Cracow University of Technology first decided that it was necessary to expand the scope of the document to include non-gender equality issues. Then they decided that it was necessary to develop an entirely new document that would lay the groundwork for taking comprehensive measures to successively increase the comfort and security of functioning for all members of the Cracow University of Technology Academic Community, and would fit into the existing Development Strategy of Cracow University of Technology for the years 2021-2025 [22]. This document is the final form of the work carried out by the two task teams.

Equality is a right of every human being and is a value protected primarily by the Constitution of the Republic of Poland. Art. 32 of the Constitution, referred to as the principle of equality and prohibition of discrimination, states that [13]:

- *"Everyone is equal before the law. Everyone has the right to equal treatment by public authorities"*,
- *"No one may be discriminated against in political, social, or economic life for any reason"*.

In addition, Art. 33 of the Constitution indicates the need to ensure equality between men and women:

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

The issue of equal treatment is firmly established in the regulations of the European Parliament and the Council of the European Union (EU) [16 and 17]. For example, Art. 4 Ordinance 2021/692 of April 28, 2021, establishing the "Citizens, Equality, Rights and Values" program states, among other things:



- *"Promote equality and prevent inequality and discrimination based on gender, race or ethnicity, religion or belief, disability, age or sexual orientation, and combat these inequalities and this discrimination (...)"*,
- *"To support, promote, and implement comprehensive policies aimed at:*
  - ✓ *promoting women's full enjoyment of their rights; gender equality, including work-life balance; women's empowerment; and gender mainstreaming,*
  - ✓ *promoting non-discrimination and mainstreaming non-discrimination issues,*
  - ✓ *combating racism, xenophobia, and all forms of intolerance, including homophobia, biphobia, transphobia, interphobia, and intolerance based on gender identity, both on and offline,*
  - ✓ *protecting and promoting the rights of people with disabilities"*.

Equal treatment is enshrined in the Labour Code [27]. Pursuant to Art. 18<sup>3a</sup>, the employer is obliged to ensure that employees are treated equally with regard to the establishment and termination of the employment relationship, terms and conditions of employment, promotion and access to training to improve professional qualifications, in particular without regard to gender, age, disability, race, religion, nationality, political opinion, union membership, ethnic origin, religion, sexual orientation, employment for a definite or indefinite period, full-time or part-time employment.

In turn, the Law on Higher Education and Science of July 20, 2018. [29], Art. 11 says about the need to educate students with a sense of responsibility for the Polish state, national tradition, strengthening of democratic principles and respect for human rights, and also indicates the need to create conditions for people with disabilities to participate fully in: the process of admission to the university for the purpose of undergoing training, education and the conduct of scientific activities.

Cracow University of Technology, being a public institution, fulfills the basic tasks of a university, basing its activities on the fundamental laws of equality, justice, and tolerance. The Statute of Cracow University of Technology [25] defines the University's Mission, which states, among other things:

*„(...) Based on **respect for human dignity and rights, respect for freedom in the pursuit of truth, respect for knowledge and skills, and openness to new ideas and diversity of views**, Cracow University of Technology strives to ensure the highest standards in education and research, and cares for the development of its material base (...)."*

In turn, the Code of Ethics of the Cracow University of Technology [12] outlines the fundamental values of the academic community, which form the basis of the university's operation. Two of the core ethical values enshrined in the Code of Ethics are of particular importance in the context of this Equality Plan:

- **dignity** - an intrinsic property of a person, constituting their inalienable good, which is the supreme value to which other social phenomena should relate. All activities, interpersonal interactions at Cracow University of Technology shall in no way violate the dignity of employees and students, or those outside Cracow University of Technology,
- **tolerance** - meaning respect for differences of: views, attitudes, ethnicity, cultural and religious identity. It is to be manifested in the prohibition of any discrimination.



This Equality Plan has been created on behalf of and for the entire Academic Community of Cracow University of Technology - employees (both academic staff and non-academic staff), students, doctoral students, and students of postgraduate studies and other forms of education provided by CUT.

During the work on the Equality Plan, numerous manuals and guides on equality and discrimination were used, including items [1], [2], [4], [18], and [23], as well as reports on the current state of equality, including [5], [10], and [14]. The Ombudsman's reports [19] and [20] were of particular importance. Guides on the very principles of creating equality plans were also consulted, including studies: [2] and [7]. The necessary knowledge was also drawn from equality plans already published by other universities, including: [3], [6], as well as [15]. A valuable portion of knowledge was provided by the aforementioned draft Gender Equality Plan for CUT, developed in the CUT Department of Transportation Systems under the Horizon 2020 program [8].

The scope of the document includes: basic definitions and designations, a comprehensive diagnosis of the current state of equality at CUT (consisting of a discussion of the structure of the CUT Academic Community and the results of a survey of its members), the formulation of the strategic and operational goals of the Equality Plan, and a description of the various proposed actions that CUT must take in implementing the document. The Plan also discusses indicators for evaluating the implementation of individual activities, as well as the role of the units coordinating their implementation, with particular emphasis on the new unit in the structure of the University - the CUT Academic Community Support Center- which will coordinate most of the proposed activities, as well as the role of task teams, the establishment of which will be necessary to carry out some tasks. The document presents a matrix for implementing the Equality Plan, along with guidelines for monitoring its implementation over the subsequent years.



## 2. Basic definitions and designations

### Key definitions

The following are basic definitions, knowledge of which is essential for understanding the document's essence and implementing its provisions.

**The CUT Academic Community** - the community formed by students, doctoral students, students of postgraduate studies and other forms of education, as well as all CUT employees, regardless of the form of employment, type of work or position held.

**Academic Psychological and Pedagogical Consultation Point CPiP PK** - a unit whose task is to provide access to psychological support for those affected by discrimination, harassment, and bullying.

**Discrimination** - it is to be understood as unlawful deprivation or restriction of the rights of a member of the CUT Academic Community, or unequal treatment based on gender, age, disability, nationality, race, beliefs, especially political or religious, and union membership, sexual preference, as well as granting to some members of the CUT Academic Community lesser rights than those enjoyed by other members of the community on these grounds.

**Direct discrimination** - it is understood as a situation in which a member of the CUT Academic Community, based on gender, race, ethnicity, nationality, religion, creed, worldview, disability, age or sexual orientation, is treated less favorably than another person in a comparable situation is, has been or would be treated (definition based on [28]).

**Cross-discrimination** - means treating an individual worse because of several characteristics simultaneously, while being experienced by the individual at the same time [18].

**Indirect discrimination** - it is understood as a situation in which, for a member of the CUT Academic Community based on gender, race, ethnicity, nationality, religion, creed, worldview, disability, age or sexual orientation, as a result of an apparently neutral provision, criterion applied or action taken, there is or could be an unfavorable disparity or a particular disadvantage to them, unless the provision, criterion or action is objectively justified in view of the legitimate objective to be achieved, and the means of achieving that objective are appropriate and necessary (definition based on [28]).

**Mediator** - a person who is an academic, mediating between parties when a dispute arises [29].

**Bullying** – it means actions or behaviors concerning an employee or directed against an employee, consisting of persistent and long-term harassment or intimidation of the employee, causing them to underestimate their professional usefulness, resulting in or aimed at humiliating or ridiculing the employee, isolating them, or eliminating them from the team of colleagues [27].

**Preliminary bullying** - occurs when bullying is perpetrated by an employee (or a group of employees) against a superior.

**Vertical bullying** - occurs when bullying is perpetrated by a superior on a subordinate employee.

**Level bullying** - occurs when bullying is perpetrated by a group of employees on another employee who is at the same level in the professional hierarchy.



**Harassment** - is understood as any unwanted behavior that has the purpose or effect of violating the dignity of a member of the CUT Academic Community and creating an intimidating, hostile, degrading, humiliating, or derogatory atmosphere towards them (definition based on [28]).

**Sexual harassment** - it is understood as any unwanted behavior of a sexual nature towards a member of the CUT Academic Community or relating to sex, the purpose or effect of which is to violate the dignity of that person, in particular by creating an intimidating, hostile, degrading, humiliating or derogatory atmosphere towards them; this behavior may consist of physical, verbal or non-verbal elements (definition based on [28]).

**Hate speech** - aggressive speech, oral or written, that spreads, promotes, or justifies hatred and intolerance. It targets entire groups or individuals (based on their actual or perceived membership in these groups) [18].

**Unequal treatment** - it is defined as treating individuals in a manner that is one or more of the following behaviors: direct discrimination, indirect discrimination, harassment, sexual harassment, and less favorable treatment of an individual resulting from rejection of harassment or sexual harassment or submission to harassment or sexual harassment, and encouraging or ordering such behavior [28].

**Equal treatment** - a principle denoting equal rights in assuming private and professional roles and full access to social goods for all groups regardless of their characteristics, including, but not limited to: gender, age, beliefs, religion, sexual orientation [18].

**Ombudsman for Counteracting Harassment and Discrimination** – a person appointed by the Rector of CUT, whose task is to examine cases of harassment and discrimination, conduct investigations, and issue opinions on cases of discrimination and harassment.

**Stalking** - various repeated and intrusive activities aimed at tormenting, afflicting, annoying, or disturbing a member of the CUT Academic Community or their relatives, persistent harassment, arousing a sense of threat, humiliating, or substantially invading the privacy of the victimized person.

**Internal anti-discrimination and anti-harassment policy at CUT** - rules to counteract manifestations of discrimination and harassment (including sexual harassment) and bullying at CUT, along with the procedure to be followed in case of their occurrence.

**Principle of equal treatment** - this is understood as the absence of any behavior that constitutes unequal treatment [28].



## Accepted designations

**CUT** - Cracow University of Technology in Krakow,

**Equality Plan** - Equality Plan for Cracow University of Technology for 2022-2025 (this document),

**Strategy** - The Development Strategy of the Cracow University of Technology for the years 2021-2025,

**BOzN** - Office for Persons with Disabilities (designation in the CUT organizational structure: PS-2),

**BSiRU** - Strategy and University Development Office (R-12),

**CED** - CUT e-Education Centre (PEK-2),

**CZEiS** - Centre for Management Economics and Sociology (O-5.2),

**CeWSA** - CUT Academic Community Support Centre (R-15),

**CPiP** - Centre for Pedagogy and Psychology (O-5.1),

**DK** - Department of Education (PEK-1),

**DP** - Promotion Department (R-10),

**DSOiS** - Department of Personnel and Social Affairs (R-1),

**DSS** - Student Affairs Department (PS-1),

**PJD** - non-faculty teaching units,

**RP PK** - CUT Spokesperson (R-9),

**URSD** - University Council of Doctoral Students' Association

**SS** - CUT Student Union,

**SD PK** - CUT Doctoral School,

**WA** - Faculty of Architecture,

**WiIT** - Faculty of Computer Science and Telecommunications,

**WIEiK** - Faculty of Electrical and Computer Engineering,

**WIL** - Faculty of Civil Engineering,

**WIMiF** - Faculty of Materials Engineering and Physics,

**WiŚiE** - Faculty of Environmental Engineering and Energy,

**WiTCh** - Faculty of Chemical Engineering and Technology,

**WM** - Faculty of Mechanical Engineering.



### 3. Diagnosis of the current state of equality at Cracow University of Technology

#### CUT Academic Community

The CUT academic community comprises employees (academic teachers and non-academic staff), students (full-time and part-time first- and second-cycle students), doctoral students (third-cycle students and participants in the CUT Doctoral School), and students pursuing postgraduate studies and other forms of education. As of December 31, 2021, the CUT Academic Community consisted **of 15,771 people**, including [21]:

- **12,894 students**
  - ✓ **10,276** Polish full-time students,
  - ✓ **242** foreign full-time students,
  - ✓ **2,362** Polish part-time students,
  - ✓ **14** foreign part-time students,
- **1,963 employees:**
  - ✓ **1,110** academic teachers,
  - ✓ **853** non-academic employees,
- **270 doctoral students:**
  - ✓ **172** students of the CUT Doctoral School, including 8 foreigners,
  - ✓ **98** doctoral participants, including 1 foreigner,
- **644 attendees of postgraduate studies.**

Students account for as much as 81.8% of all members of the CUT Academic Community. The second largest group is employees, at 12.4%, of which 7.0% are academic teachers and 5.4% are non-academic staff. The share of foreigners is noticeable, at 2.0% among students and 3.3% among doctoral students.

The university also keeps statistics on gender representation in the groups of students, doctoral students, and CUT employees. Across the university, as of December 31, 2021, the percentage of women is **39.2%**:

- among CUT students: **37.3%** women, including:
  - ✓ in the subgroup of full-time Polish students: **41.6%** women,
  - ✓ in the subgroup of full-time international students: **38.4%** women,
  - ✓ in the subgroup of Polish part-time students: **19.0%** women,
  - ✓ in the subgroup of part-time international students: **7.1%** women.
- among CUT employees: **50.4%** women, including:
  - ✓ in the subgroup of university teachers: **38.3%** women,
  - ✓ in the subgroup of non-academic employees: **66.1%** women,
- in the group of CUT doctoral students: **45.6%** women, including:



- ✓ in the subgroup of CUT Doctoral School students: **43.0%** women,
- ✓ in the subgroup of doctoral participants: **50.0%** women.

The basic organizational units of the university are the faculties:

- Faculty of Architecture (WA),
- Faculty of Computer Science and Telecommunications (WIiT),
- Faculty of Electrical and Computer Engineering (WIEiK),
- Faculty of Civil Engineering (WIL),
- Faculty of Materials Engineering and Physics (WIMiF),
- Faculty of Environmental Engineering and Energy (WIŚiE)
- Faculty of Chemical Engineering and Technology (WIiTCh),
- Faculty of Mechanical Engineering (WM),

and the CUT Doctoral School (SD PK), currently offering education in 7 scientific disciplines, which are assigned to individual CUT faculties.

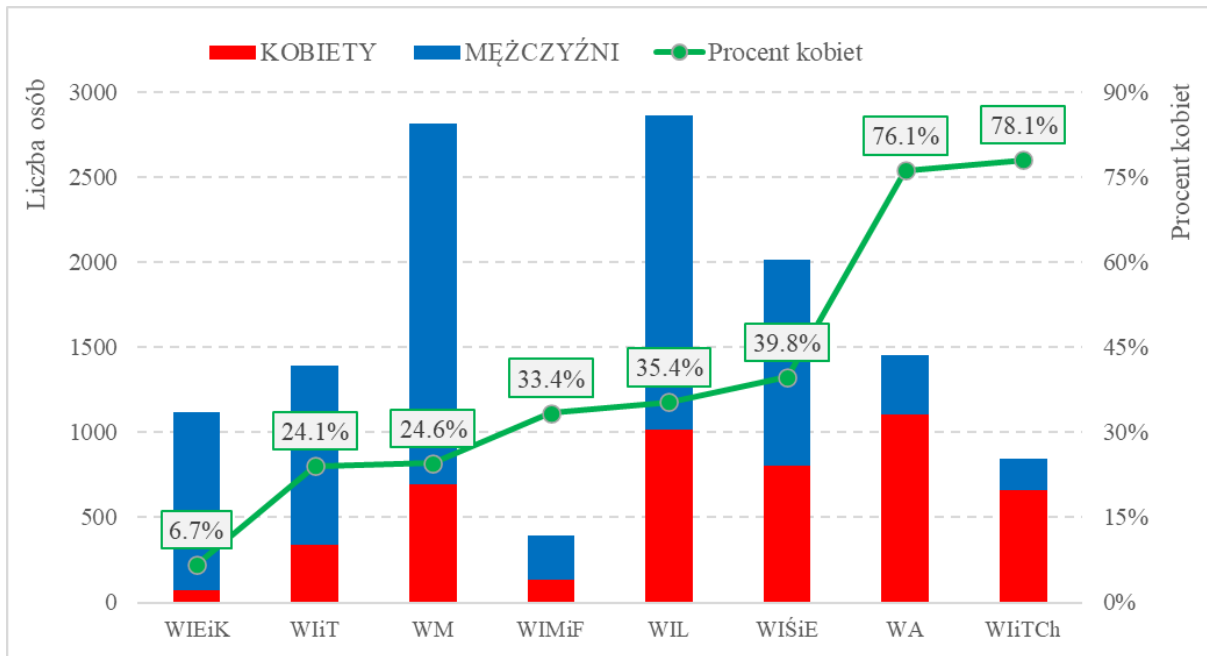
Statistically, each faculty (and its assigned scientific discipline) has:

- **1,612** students,
- **39** doctoral students,
- **127** academic teachers.

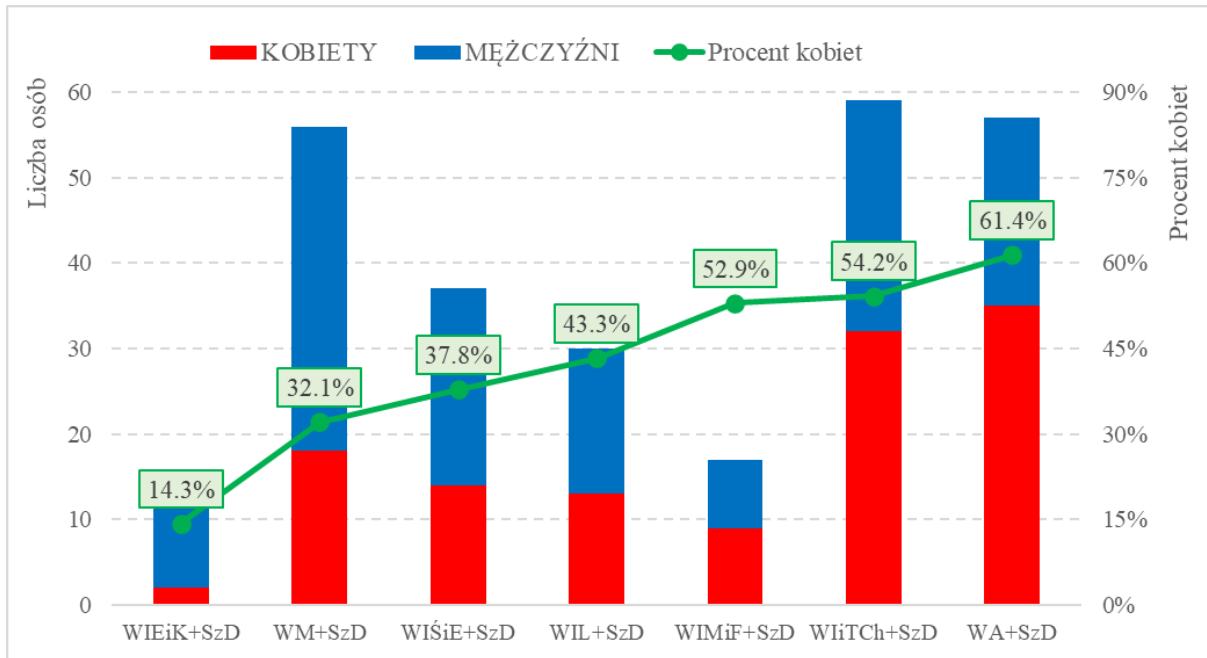
The faculties of CUT are strongly diversified in terms of the number of students, doctoral students, and academics, which is due to the specific nature of their activities and their diverse offerings for students and doctoral students. The most prominent faculty at the University in terms of the number of students and staff who are academics is the Faculty of Civil Engineering. As of December 31, 2021, there are 2,863 students at WIL and 219 academic staff. On the other hand, the most significant number of doctoral students is being educated at WIiTCh and its assigned discipline "Chemical Engineering" (59 in total).

Substantial differences between faculties can also be observed in the field of representation of women and men in the CUT Academic Community. Among students, the highest percentage of women is at WIiTCh, at 78.1%, a similar result was obtained at WA, at 76.1%. Men dominate the other faculties; at WIEiK, women make up only 6.7% of the total student body. For doctoral students, women are in the majority at WA (61.4%), WIiTCh (54.2%), and WIMiF (52.9%). In contrast, among the university teachers, women are in the majority only at WIiTCh (51.5%) and in non-faculty teaching units (PJD) - 68.8%.

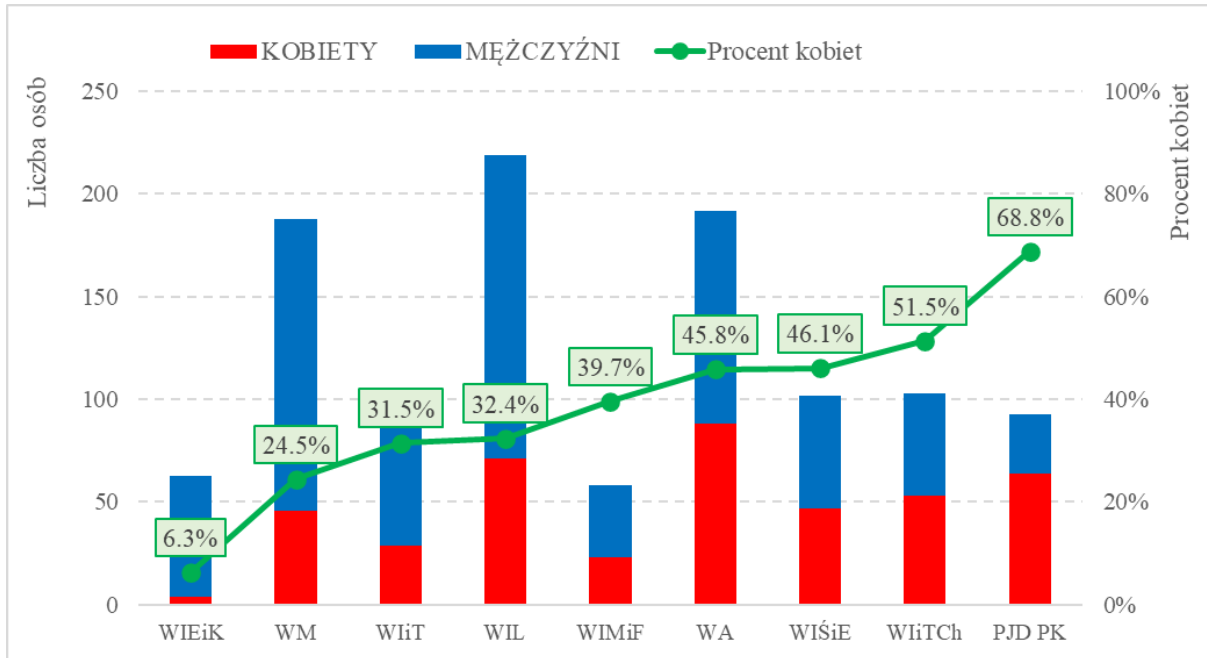
The number of individuals and female representation in each faculty, in groups of students, doctoral students, and CUT employees, are presented in graphs: 3-1 (student group), 3-2 (doctoral student group), and 3-3 (employee group – academic teacher subgroup). For ease of reference, divisions were arranged according to increasing percentage of women. In the case of the group of doctoral students, all doctoral students were included (both third-cycle participants and those studying at CUT DS - in this case, the doctoral students were included in the faculties to which each discipline is assigned). On the other hand, the subgroup of academic teachers includes teaching employees working in non-faculty CUT units.



**Graph 3-1. Number of STUDENTS divided into women and men at various CUT faculties (as of December 31, 2021)**

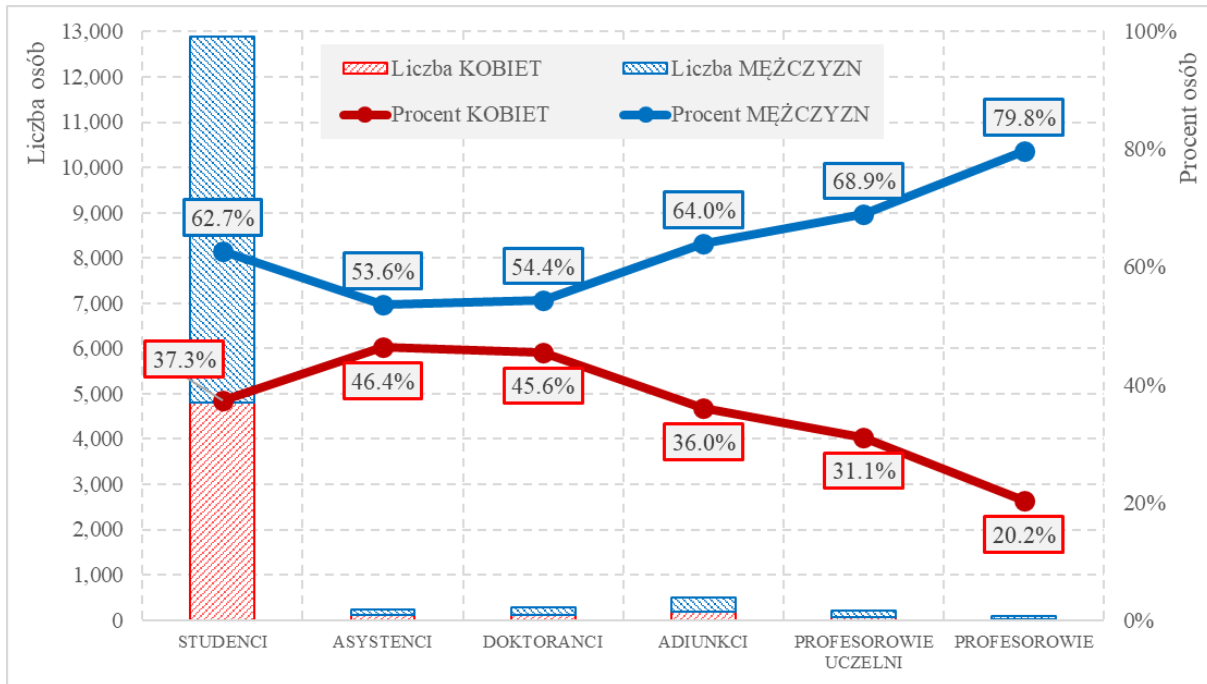


**Graph 3-2. Number of DOCTORAL STUDENTS, divided into women and men, assigned to individual CUT faculties - total: doctoral participants and CUT Doctoral School in disciplines assigned to faculties (as of December 31, 2021)**



**Graph 3-3. Number of EMPLOYEES - ACADEMIC TEACHERS divided into women and men at individual CUT faculties (as of December 31, 2021)**

Based on the above summaries, the percentages of men and women at successive career stages were compared, starting at the student level, through the stages of assistant or doctoral student, assistant professor, university professor, and ending at the level of titular professor (Graphs 3-4).

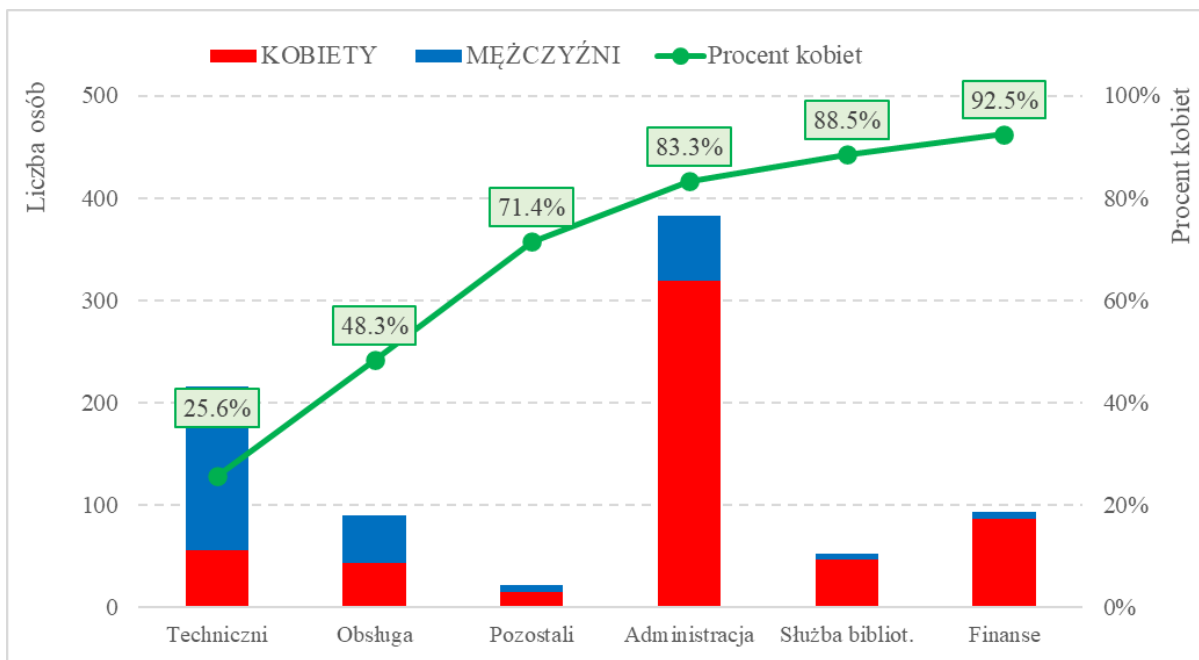


**Graph 3-4. Percentage of women and men at different career stages at CUT (as of December 31, 2021)**



In all the identified groups, the percentage of men is higher than that of women, with the smallest difference occurring in the position of assistant, only 7.2 percentage points. A very similar result (46.4% of women and 53.6% of men) can also be observed at the level of the "twin" group of doctoral students (8.8 percentage points). However, among assistant professors, the difference is already 28 percentage points, and among university professors and full professors, it is even higher, 37.8 percentage points and as much as 59.6 percentage points, respectively. Considering that at the initial stage of professional development, i.e., among students, the difference is moderate, standing at 25.4 percentage points (37.3% of women and 62.7% of men), one can speak of a "scissors effect." Women are proportionally more likely than men to choose employment as assistants or to undertake doctoral studies. Still, there is a pause in their promotion activity at subsequent stages of their career development.

In contrast, among the non-academic employees, who are extremely important for the day-to-day operation of the university, the percentage of women is significant (66.1%). Women dominate in administration (83.3%), library service (88.5%), university financial services (92.5%), and among other employees (71.4%). Technical positions remain a male domain (25.6% women). Detailed results for the subgroup of non-academic employees are presented in Graph 3-5.



**Graph 3-5. Number of NON-ACADEMIC EMPLOYEES divided into women and men (as of December 31, 2021)**

The proportion of men and women was also analyzed in terms of their representation in leadership positions at the university. As of December 31, 2021, the percentage of women in management positions was:

- in the group of employees who are part of the university authorities (rector, vice-rectors, deans, vice-deans): **25%** women,
- in the group of research and teaching employees (directors, heads of departments, laboratories and other teaching units, and their deputies): **34%** women,
- in the group of administrative employees (managers of organizational units): **68%** women.



This analysis considers one more aspect of university operations related to the concept of equality, namely accessibility for people with disabilities. As of December 31, 2021, at CUT, there are a total of:

- **117** students with disabilities (including 98 full-time and 19 part-time students), representing **0.9%** of the total student population,
- **7** doctoral students with disabilities (in total: doctoral participants and the CUT Doctoral School), which accounts for **2.6%** of all doctoral students.

The university's accessibility for people with special needs is being gradually ensured as part of CUT's priority accessibility policy. Still, the effects are closely linked to the possibility of equal access to education and professional opportunities at the university. Therefore, this Equality Plan also addresses the issue.

### Selected results of a survey of members of the CUT Academic Community

A survey of members of the CUT Academic Community was conducted in January 2022, as part of the monitoring of selected elements of the Development Strategy of Cracow University of Technology for 2022-2025 [22]. Members of the CUT Academic Community filled out one of three online survey forms available to CUT students, doctoral students, or employees. The questions posed concerned:

- the importance of selected aspects (elements) of CUT functioning in terms of education, scientific development, quality of life at the university, and professed values related to membership in the CUT Academic Community (importance rated on a scale: 1-5, where: 1 - aspect (element) completely unimportant, 5 - aspect (element) very important:
  - ✓ 67 aspects (elements) of the university's functioning evaluated by CUT employees (education - 14, scientific development - 13, quality of life at the university - 16, values - 24),
  - ✓ 60 aspects (elements) of the university's functioning evaluated by CUT students (education - 24, quality of life at the university - 18, values - 18),
  - ✓ 62 aspects (elements) of the university's functioning evaluated by CUT doctoral students (education - 13, scientific development - 14, quality of life at the university - 18, values - 17);
- the degree of fulfillment of the indicated aspects (elements) of the functioning of CUT in terms of education, scientific development, quality of life at the university and professed values (the degree of fulfillment rated on a scale: 1-5, where: 1 - the degree of fulfillment rated very bad, 5 - the degree of fulfillment rated very good), with the same aspects (elements) of CUT functioning being assessed for fulfillment as for importance;
- frequency of occurrence of specific positive and negative behaviors and incidents with personal participation of members of the CUT Academic Community, as well as behaviors and incidents that members of the CUT Academic Community have witnessed, including frequency of encountering incidents of discrimination based on position in the professional hierarchy, gender, sexual orientation, disability, as well as frequency of encountering incidents of harassment or bullying, with respect to 2021 (six answer choices: did not encounter such a situation, at least once a month, at least once a week, more than once a week, do not want to answer, it does not apply to me),



- additional observations, comments, and suggestions from members of the CUT Academic Community not included in the survey questionnaire (open question).

The group of aspects related to life at the university includes the ability to use the sports facilities of CUT to participate in cultural events and in events integrating the CUT academic community; access to psychological assistance; the prevalence and quality of facilities for people with special needs; access to catering facilities; and the ability to commute to work at CUT by various means of transportation. In turn, the group of values associated with belonging to the CUT Academic Community includes, among others: the possibility of balancing a professional career at CUT with family life and the development of one's own interests, good relations with other members of the CUT Academic Community, the possibility of having a tangible impact on the development of CUT, the feeling that scientific, teaching and organizational responsibilities are distributed fairly, or the feeling of being appreciated for achievements and fulfilling one's duties.

The methodology adopted, which involved using the same scale to answer questions about education, scientific development, quality of life, and values, enabled the collection of information from members of the CUT Academic Community regarding the importance of the principle compared to other areas of CUT operations, among other things. This made it possible to get a picture of respondents' actual preferences.

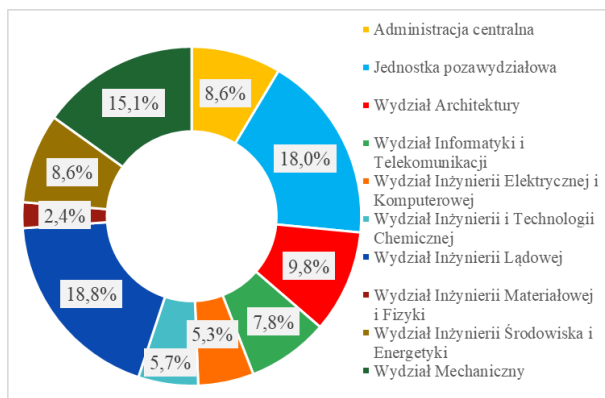
The survey was conducted anonymously and was completely voluntary. A total of **489** members of the CUT Academic Community responded to the questions posed in the survey:

- **255** employees (including 117 women), which accounts for **13.3%** of total CUT employees, including:
  - ✓ **193** academics (including 68 women, 114 men, 11 people did not indicate gender),
  - ✓ **62** non-academic employees (including 47 women and 10 men, 5 people did not indicate gender),
- **193** students, which represents **1.5%** of total CUT students (including 84 women, 103 men, while 8 people did not indicate gender or described it as "other gender"),
- **41** doctoral students, representing **14.7%** of the total CUT doctoral students (including 23 women, 17 men, and one person who did not indicate their gender).

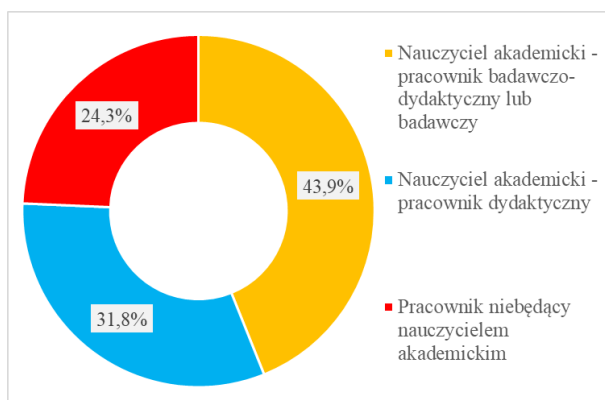
Due to the small size of the subgroup of respondents who did not declare their gender or described it as "other gender," these results will not be included in further analysis.

Graphs 3-6a through 3-6f provide additional information on the completed survey sample. In the case of respondents from the CUT employee group, the stratification of the research sample was presented in terms of the unit of employment (faculty, central administration, or non-faculty unit), membership in an employee subgroup (academic teachers and non-academic teachers), and career stage. Respondents from the student group, on the other hand, were divided in terms of the faculty represented and the year of study. Respondents from the doctoral group were divided in terms of the mode of education (doctoral studies, CUT Doctoral School). The gender structure of the research samples obtained from each group of members in the CUT Academic Community differs from that of students, doctoral students, and employees, which is due to the entirely voluntary and thus completely random selection of the research sample. However, it can be concluded that the results obtained provide a good overview of the functioning of the CUT Academic Community and that they are representative in terms of the number of members in each group (from a statistical point of view, the samples obtained are large).

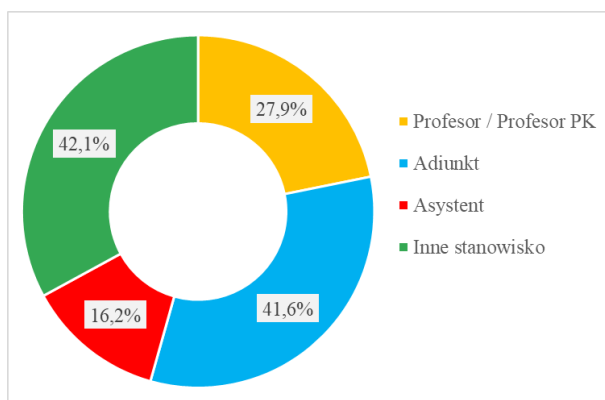
a) CUT EMPLOYEES by employment unit



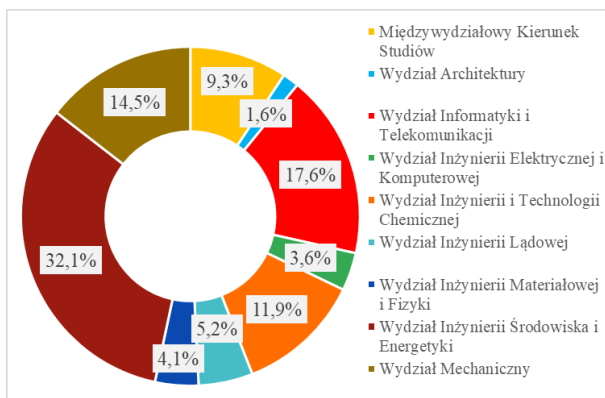
b) CUT EMPLOYEES by academic and non-academic staff



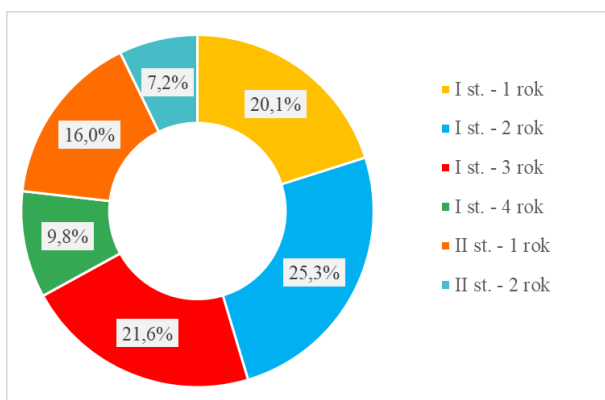
c) CUT EMPLOYEES by career stage



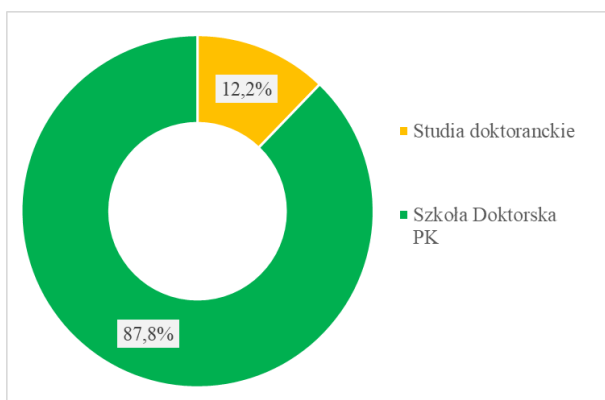
d) CUT STUDENTS by faculty



e) CUT STUDENTS by year of study



f) CUT doctoral students divided into by doctoral participants and students of the Doctoral School



Graph 3-6. Summary of completed research samples in groups of CUT employees, students and doctoral students.

Taking into account the opinions of all 489 survey participants, respondents indicated the values associated with belonging to the CUT Academic Community as most important to them. The average rating of the importance of the values related to belonging to the CUT Academic Community (weighted by the size of each research sample) was 4.40. In contrast, the importance of academic development was rated at 4.25 (excluding students who were not asked about academic aspects), and the importance of



education was rated at 4.10. Respondents rated aspects of university life as having the lowest global importance, with a rating of 3.81. Comparison by group of CUT Academic Community members is shown in Graph 3-7a.



**Graph 3-7. Comparison of the importance and degree of fulfillment for each group of aspects (elements) of CUT functioning in the opinion of the CUT Academic Community members.**

The average rating of the importance of the values associated with belonging to the CUT Academic Community (weighted by the size of each research sample) was 4.40. In contrast, the importance of academic development was rated at 4.25 (excluding students who were not asked about academic aspects), and the importance of education was rated at 4.10. Respondents rated aspects of university life as having the lowest global importance, with a rating of 3.81. The degree of fulfillment was rated much



lower (Graph 3-7b). This is true for all four analyzed groups of aspects of CUT performance evaluation. For values related to membership in the CUT Academic Community, the weighted average was only 3.40. Life at the university was rated slightly lower (3.33), followed by education (3.15) and, in the last place, scientific development (3.02). It is worth noting that the most significant gap between importance and degree of fulfillment was found in the case of scientific development, at 1.23.

Tables 3-1 through 3-4 show the most important aspects of the university, according to members of the CUT Academic Community, broken down by groups of employees, students, and doctoral students, with additional differentiation by gender, as well as by membership in a subgroup of CUT employees (academic teachers, non-academic teachers). Due to the low participation in the survey of those who do not have a gender or who describe their gender as different, the breakdowns are left to the traditional division between men and women. However, conclusions and recommendations were developed based on the responses of all respondents.

In each case, the five most important aspects of CUT functioning are presented. The green color indicates those aspects (elements) of CUT operation that are related to ensuring equality at CUT.

**Tabela 3-1. Ranking of the most important aspects of the university's functioning in the opinion of CUT employees, by gender.**

All employees			Employees - women			Employees - men		
No.	Aspect	Assessment of importance	No.	Aspect	Assessment of importance	No.	Aspect	Assessment of importance
1	level of education of students	4.79	1	good relations between CUT employees	4.81	1	level of education of students	4.76
2	good relations between CUT employees	4.71	2	level of education of students	4.80	2	access to leading industry software for teaching purposes	4.72
3	opportunity to reconcile career at the University with family life	4.71	3	opportunity to reconcile career at the University with family life	4.78	3	the level of teaching infrastructure	4.67
4	good relations with superiors	4.71	4	opportunities for further professional development	4.78	4	opportunity to reconcile career at the University with family life	4.67
5	opportunities for further professional development	4.71	5	good relations with superiors	4.77	5	access to leading industry software for teaching purposes	4.65



**Table 3-2. Ranking of the most important aspects of the university's functioning in the opinion of CUT employees, by professional group.**

All employees			Employees - academic staff			CUT employees who are not academic teachers		
No.	Aspect	Assessment of importance	No.	Aspect	Assessment of importance	No.	Aspect	Assessment of importance
1	level of education of students	4.79	1	level of education of students	4.80	1	good relations between CUT employees	4.85
2	good relations between CUT employees	4.71	2	the level of teaching infrastructure	4.70	2	good relations with superiors	4.85
3	opportunity to reconcile career at the University with family life	4.71	3	opportunity to reconcile career at the University with family life	4.70	3	level of education of students	4.78
4	good relations with superiors	4.71	4	opportunities for further professional development	4.70	4	good relations with subordinates	4.77
5	opportunities for further professional development	4.71	5	access to leading industry software for teaching purposes	4.69	5	opportunities for further professional development	4.74

**Table 3-3. Ranking of the most important aspects of the university's functioning in the opinion of CUT students.**

All students			Female students			Male students		
No.	Aspect	Assessment of importance	No.	Aspect	Assessment of importance	No.	Aspect	Assessment of importance
1	opportunity to combine studying at CUT with development of one's own interests	4.72	1	the feeling that my studies will make it easier for me to get an attractive job	4.80	1	opportunity to combine studying at CUT with development of one's own interests	4.66
2	opportunities for further personal development beyond CUT	4.70	2	opportunities for further personal development beyond CUT	4.79	2	the overall quality of teaching at CUT	4.65
3	the quality of design and laboratory classes taught onsite	4.64	3	opportunity to combine studying at CUT with development of one's own interests	4.77	3	the quality of design and laboratory classes taught onsite	4.63.
4	the overall quality of teaching at CUT	4.63	4	a sense of personal security in CUT areas, resulting from any other factors	4.70	4	access to leading industry software	4.60
5	the feeling that my studies will make it easier for me to get an attractive job	4.62	5	good relations between CUT students and employees	4.67	5	opportunities for further personal development beyond CUT	4.60



**Politechnika Krakowska**  
im. Tadeusza Kościuszki





**Table 3-4. Ranking of the most important aspects of the university's functioning in the opinion of CUT doctoral students.**

All doctoral students			Female doctoral students			Male doctoral students		
No.	Aspect	Assessment of importance	No.	Aspect	Assessment of importance	No.	Aspect	Assessment of importance
1	the possibility of reconciling education at CUT with the development of one's own interests	5.00	1	the possibility of reconciling education at CUT with the development of one's own interests	5.00	1	the possibility of reconciling education at CUT with the development of one's own interests	5.00
2	the possibility of reconciling CUT education with family life	4.95	2	the possibility of reconciling CUT education with family life	4.91	2	the possibility of reconciling CUT education with family life	5.00
3	good relations between CUT doctoral students and employees	4.83	3	good relations between CUT doctoral students and employees	4.78	3	opportunities for further personal development beyond CUT	5.00
4	opportunities for further personal development beyond CUT	4.83	4	opportunities for further personal development beyond CUT	4.70	4	good relations between CUT doctoral students and employees	4.88
5	good relations between CUT doctoral students and employees	4.73	5	access to up-to-date knowledge resources	4.70	5	access to leading industry software for teaching purposes	4.88

Tables 3-5 through 3-8, on the other hand, show the aspects of the university's functioning that are least important, according to members of the CUT Academic Community, broken down by groups of employees, students, and doctoral students, with additional differentiation by gender and membership in the CUT employee subgroup (only in the employee group). Aspects (elements) of CUT's operation related to ensuring equality are marked in color.

**Table 3-5. Ranking of the least important aspects of university functioning in the opinion of CUT employees, by gender.**

All employees			Employees - women			Employees - men		
No.	Aspect	Assessment of importance	No.	Aspect	Assessment of importance	No.	Aspect	Assessment of importance
1	students' access to a wide range of humanities classes	3.15	1	students' access to a wide range of humanities classes	3.31	1	students' access to a wide range of humanities classes	2.93
2	opportunity to participate in volunteer and charity activities	3.24	2	opportunity to participate in volunteer and charity activities	3.51	2	opportunity to participate in volunteer and charity activities	3.01
3	possibility to use CUT sports facilities	3.38	3	possibility to use CUT sports facilities	3.52	3	possibility to use CUT sports facilities	3.30
4	opportunity to participate in cultural	3.38	4	opportunity to participate in cultural	3.55	4	opportunity to participate in cultural	3.32



	events organized by CUT			events organized by CUT			events organized by CUT	
5	the opportunity to participate in events that integrate the CUT Academic Community	3.51	5	the opportunity to participate in events that integrate the CUT Academic Community	3.63	5	the opportunity to participate in events that integrate the CUT Academic Community	3.41

**Table 3-6. Ranking of the least important aspects of the university's functioning in the opinion of CUT employees, by professional group.**

All employees			Employees - academic staff			CUT employees who are not academic teachers		
No.	Aspect	Assessment of importance	No.	Aspect	Assessment of importance	No.	Aspect	Assessment of importance
1	students' access to a wide range of humanities classes	3.15	1	students' access to a wide range of humanities classes	3.08	1	students' access to a wide range of humanities classes	3.40
2	opportunity to participate in volunteer and charity activities	3.24	2	opportunity to participate in volunteer and charity activities	3.09	2	opportunity to participate in volunteer and charity activities	3.72
3	possibility to use CUT sports facilities	3.38	3	opportunity to participate in cultural events organized by CUT	3.24	3	possibility to use CUT sports facilities	3.74
4	opportunity to participate in cultural events organized by CUT	3.38	4	possibility to use CUT sports facilities	3.26	4	opportunity to participate in cultural events organized by CUT	3.82
5	the opportunity to participate in events that integrate the CUT Academic Community	3.51	5	the opportunity to participate in events that integrate the CUT Academic Community	3.36	5	representativeness of the surveys of the evaluation of teaching activities carried out	3.90

**Table 3-7. Ranking of the least important aspects of the university in the opinion of CUT students.**

All students			Female students			Male students		
No.	Aspect	Assessment of importance	No.	Aspect	Assessment of importance	No.	Aspect	Assessment of importance
1	students' access to a wide range of humanities classes	2.50	1	students' access to a wide range of humanities classes	2.66	1	students' access to a wide range of humanities classes	2.34
2	opportunity to participate in volunteer and charity activities	3.25	2	possibility to use CUT sports facilities	3.27	2	opportunity to participate in volunteer and charity activities	2.96
3	access to classes taught by visiting professors	3.26	3	possibility to get to the campus by car	3.41	3	access to classes taught by visiting professors	3.10



4	possibility to use CUT sports facilities	3.32	4	access to classes taught by visiting professors	3.42	4	internationalization of student research clubs at CUT	3.15
5	internationalization of student research clubs at CUT	3.35	5	access to classes taught by industry and government representatives	3.45	5	access to medical services in the vicinity of the CUT workplace	3.32

**Table 3-8. Ranking of the least important aspects of the university in the opinion of CUT doctoral students.**

All doctoral students			Female doctoral students			Male doctoral students		
No.	Aspect	Assessment of importance	No.	Aspect	Assessment of importance	No.	Aspect	Assessment of importance
1	possibility to use CUT sports facilities	2.59	1	possibility to use CUT sports facilities	2.30	1	opportunity to participate in volunteer and charity activities	2.82
2	opportunity to participate in cultural events organized by CUT	2.88	2	opportunity to participate in events that integrate the CUT Academic Community at the University	2.78	2	possibility to use CUT sports facilities	2.94
3	opportunity to participate in volunteer and charity activities	2.90	3	opportunity to participate in cultural events organized by CUT	2.83	3	opportunity to participate in cultural events organized by CUT	3.00
4	opportunity to participate in events that integrate the CUT Academic Community at the University	3.00	4	opportunity to participate in volunteer and charity activities	2.96	4	students' access to psychological support at the university	3.00
5	students' access to psychological support at the university	3.10	5	access to medical services in the vicinity of the CUT workplace	3.04	5	the prevalence of facilities for people with special needs	3.18

There is an apparent understanding of the relevance of equality aspects among members of the CUT Academic Community, especially in terms of reconciling work or educational responsibilities with private life and developing one's interests. On the other hand, the opportunity to participate in events that integrate the CUT Academic Community is not appreciated.

Tables 3-9 through 3-12, on the other hand, present those aspects of CUT operations to which respondents gave the highest average ratings of fulfillment. In doing so, a similar breakdown by group and subgroups of people was used as in the case of assessing the importance of selected aspects of CUT performance. They were limited to the five highest ratings, and color-highlighted aspects related to ensuring equality.

**Table 3-9. Ranking of the most important aspects of the university's functioning in the opinion of CUT employees, by gender.**

All employees			Employees - women			Employees - men		
No.	Aspect	Evaluation of the	No.	Aspect	Evaluation of the	No.	Aspect	Evaluation of the



		degree of fulfillment			degree of fulfillment			degree of fulfillment
1	possibility to commute to work at the University by public transport	4.29	1	possibility to commute to work at the University by public transport	4.38	1	possibility to commute to work at the University by public transport	4.25
2	possibility to commute to the University by bicycle	4.08	2	possibility to commute to the University by bicycle	4.14	2	possibility to commute to the University by bicycle	4.04
3	good relations with subordinates	4.02	3	good relations between CUT employees and students	4.09	3	good relations with subordinates	3.98
4	good relations between CUT employees and students	3.98	4	good relations with subordinates	4.06	4	good relations between CUT employees and doctoral students	3.97
5	good relations between CUT employees and doctoral students	3.96	5	good relations with superiors	4.00	5	good relations between CUT employees and students	3.94

**Table 3-10. Ranking of the most important aspects of the university's functioning in the opinion of CUT employees, by professional group.**

All employees			Employees - academic staff			CUT employees who are not academic teachers		
No.	Aspect	Evaluation of the degree of fulfillment	No.	Aspect	Evaluation of the degree of fulfillment	No.	Aspect	Evaluation of the degree of fulfillment
1	possibility to commute to work at the University by public transport	4.29	1	possibility to commute to work at the University by public transport	4.24	1	possibility to commute to work at the University by public transport	4.48
2	possibility to commute to the University by bicycle	4.08	2	possibility to commute to the University by bicycle	4.06	2	good relations with superiors	4.39
3	good relations with subordinates	4.02	3	good relations between CUT employees and students	3.96	3	good relations with subordinates	4.24
4	good relations between CUT employees and students	3.98	4	good relations with subordinates	3.95	4	possibility to commute to the University by bicycle	4.14
5	good relations between CUT employees and doctoral students	3.96	5	good relations between CUT employees and doctoral students	3.94	5	good relations between CUT employees and students	4.05

**Table 3-11. Ranking of the highest rated aspects of the university's operation in the opinion of CUT students.**

All students			Female students			Male students		
No.	Aspect	Evaluation of the degree of fulfillment	No.	Aspect	Evaluation of the degree of fulfillment	No.	Aspect	Evaluation of the degree of fulfillment



1	possibility to commute to work at the University by public transport	4.25	1	possibility to commute to work at the University by public transport	4.27	1	possibility to commute to work at the University by public transport	4.22
2	a sense of personal security in CUT areas, resulting from any other factors	4.06	2	a sense of personal security in CUT areas, resulting from any other factors	4.07	2	a sense of personal security in CUT areas, resulting from any other factors	4.08
3	a sense of personal security in CUT areas, resulting from the current international situation	4.01	3	a sense of personal security in CUT areas, resulting from the current international situation	4.05	3	a sense of personal security in CUT areas, resulting from the current international situation	4.00
4	possibility to commute to the University by bicycle	3.91	4	possibility to commute to the University by bicycle	3.90	4	good relations between CUT students	3.95
5	good relations between CUT students	3.82	5	CUT's pursuit of a policy of social responsibility	3.70	5	possibility to commute to the University by bicycle	3.93



**Table 3-12. Ranking of the highest rated aspects of the university's operation in the opinion of CUT doctoral students.**

All doctoral students			Female doctoral students			Male doctoral students		
No.	Aspect	Evaluation of the degree of fulfillment	No.	Aspect	Evaluation of the degree of fulfillment	No.	Aspect	Evaluation of the degree of fulfillment
1	a sense of personal security in CUT areas, resulting from the current international situation	4.44	1	good relations between CUT doctoral students and other students	4.61	1	possibility to commute to work at the University by public transport	4.50
2	good relations between CUT doctoral students and other students	4.38	2	a sense of personal security in CUT areas, resulting from the current international situation	4.48	2	a sense of personal security in CUT areas, resulting from any other factors	4.41
3	a sense of personal security in CUT areas, resulting from any other factors	4.37	3	good relations between CUT doctoral students	4.39	3	possibility to commute to the University by bicycle	4.38
4	good relations between CUT doctoral students	4.32	4	a sense of personal security in CUT areas, resulting from any other factors	4.35	4	a sense of personal security in CUT areas, resulting from the current international situation	4.35
5	possibility to commute to the University by bicycle	4.30	5	good relations between CUT doctoral students and employees	4.30	5	good relations between CUT doctoral students	4.24

Tables 3-13 through 3-16, in turn, show the lowest-rated aspects of CUT's performance, with a breakdown by groups of employees, students, and doctoral students, and additional differentiation by gender and CUT employee subgroup membership (only in the employee group). These compilations show that aspects of CUT's operation related to equality are not evaluated poorly by members of the CUT Academic Community.



**Table 3-13. Ranking of the least important aspects of the university's functioning in the opinion of CUT employees, by gender.**

All employees			Employees - women			Employees - men		
No.	Aspect	Evaluation of the degree of fulfillment	No.	Aspect	Evaluation of the degree of fulfillment	No.	Aspect	Evaluation of the degree of fulfillment
1	representativeness of the surveys of the evaluation of teaching activities carried out	2.45	1	opportunity to have a real impact on the development of CUT	2.61	1	representativeness of the surveys of the evaluation of teaching activities carried out	2.12
2	opportunity to have a real impact on the development of CUT	2.58	2	internationalization of research teams at CUT	2.62	2	CUT employees' access to internships in enterprises	2.60
3	CUT employees' access to internships in enterprises	2.66	3	CUT employees' access to internships in enterprises	2.71	3	opportunity to have a real impact on the development of CUT	2.60
4	internationalization of research teams at CUT	2.67	4	possibility to use rest areas on the University's campuses	2.79	4	possibility to use rest areas on the University's campuses	2.64
5	possibility to use rest areas on the University's campuses	2.71	5	representativeness of the surveys of the evaluation of teaching activities carried out	2.81	5	effectiveness of establishing cooperation with industry and public administration units	2.65

**Table 3-14. Ranking of the least important aspects of the university's functioning in the opinion of CUT employees, by professional group.**

All employees			Employees - academic staff			CUT employees who are not academic teachers		
No.	Aspect	Evaluation of the degree of fulfillment	No.	Aspect	Evaluation of the degree of fulfillment	No.	Aspect	Evaluation of the degree of fulfillment
1	representativeness of the surveys of the evaluation of teaching activities carried out	2.45	1	representativeness of the surveys of the evaluation of teaching activities carried out	2.25	1	internationalization of research teams at CUT	2.80
2	opportunity to have a real impact on the development of CUT	2.58	2	opportunity to have a real impact on the development of CUT	2.50	2	opportunity to have a real impact on the development of CUT	2.82
3	CUT employees' access to internships in enterprises	2.66	3	CUT employees' access to internships in enterprises	2.56	3	possibility to use rest areas on the University's campuses	2.89
4	internationalization of research teams at CUT	2.67	4	internationalization of research teams at CUT	2.63	4	level of digital security	2.94
5	possibility to use rest areas on the University's campuses	2.71	5	possibility to use rest areas on the University's campuses	2.66	5	students' access to a wide range of humanities classes	2.98



**Table 3-15. Ranking of the least rated aspects of the university's operation in the opinion of CUT students.**

All students			Female students			Male students		
No.	Aspect	Evaluation of the degree of fulfillment	No.	Aspect	Evaluation of the degree of fulfillment	No.	Aspect	Evaluation of the degree of fulfillment
1	possibility to get to the campus by car	2.65	1	access to classes conducted outside CUT	2.50	1	possibility to get to the campus by car	2.63
2	access to classes taught by industry and public administration representatives	2.65	2	access to classes taught by industry and public administration representatives	2.59	2	access to classes taught by visiting professors	2.70
3	access to classes conducted outside CUT	2.67	3	access to classes taught by visiting professors	2.67	3	access to classes taught by industry and public administration representatives	2.70
4	access to classes taught by visiting professors	2.68	4	students' access to a wide range of humanities classes	2.67	4	students' access to a wide range of humanities classes	2.71
5	students' access to a wide range of humanities classes	3.31	5	the possibility of reconciling studying at CUT with professional activity outside CUT	2.67	5	access to conducting research under contracts/projects	2.75

**Table 3-16. Ranking of the least rated aspects of the university's operation in the opinion of CUT doctoral students.**

All doctoral students			Female doctoral students			Male doctoral students		
No.	Aspect	Evaluation of the degree of fulfillment	No.	Aspect	Evaluation of the degree of fulfillment	No.	Aspect	Evaluation of the degree of fulfillment
1	doctoral students' access to classes conducted outside CUT	2.61	1	doctoral students' access to classes conducted outside CUT	2.65	1	doctoral students' access to classes conducted outside CUT	2.65
2	doctoral students' access to internships in enterprises	2.76	2	access to leading industry software for teaching purposes	2.70	2	doctoral students' access to internships in enterprises	2.71
3	doctoral students' access to classes taught by representatives of industry and public administration	2.80	3	doctoral students' access to classes taught by representatives of industry and public administration	2.83	3	opportunity to have a real impact on the development of CUT	2.71
4	possibility to use rest areas on the University's campuses	2.83	4	possibility to use rest areas on the University's campuses	2.83	4	doctoral students' access to classes taught by representatives of industry and public administration	2.71
5	opportunity to have a real impact on the development of CUT	2.83	5	doctoral students' access to internships in enterprises	2.87	5	doctoral students' access to classes taught by representatives of industry and public administration	2.88



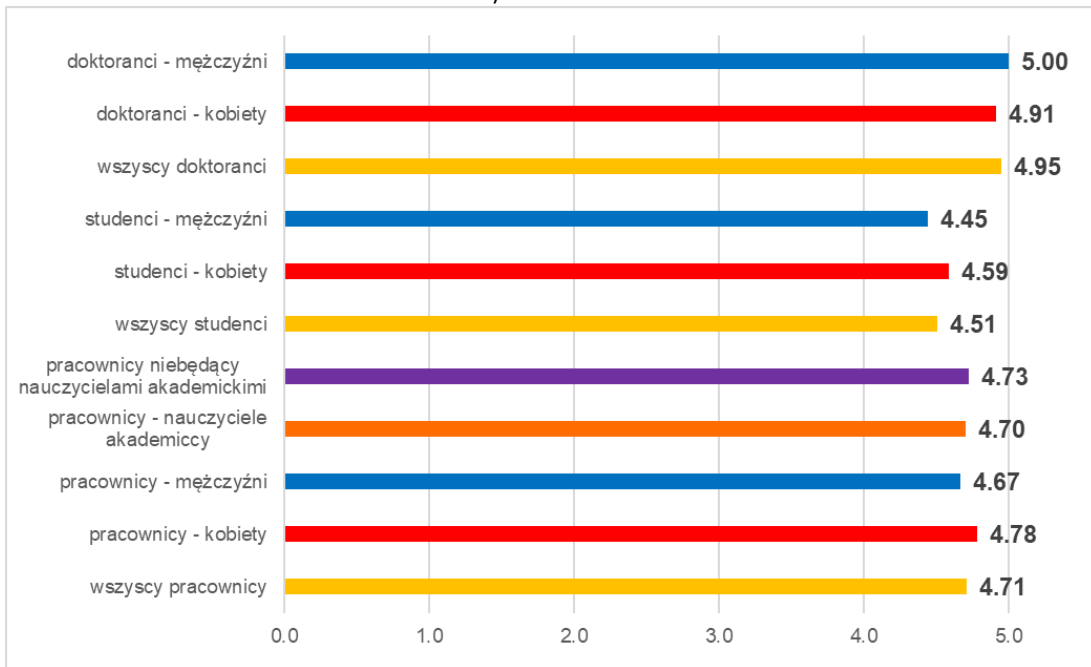
The detailed results of the analysis for specific aspects of CUT's operation provide a more complete picture of the current state. For example, respondents very highly rated the importance of being able to combine a career/study at CUT with family life (Graph 3-8a) and with the development of their own interests (Graph 3-9a). These are the aspects among the highest rated in the entire survey, by representatives of all employee groups (in the group of doctoral students, the average rating reached a maximum value of 5.0). However, the degree of fulfillment was rated much lower (Graph 3-8b and Graph 3-9b), although ratings above the moderate level of 3.0 were obtained in all cases. The results obtained, however, indicate the need to take action to diagnose the existing problems and gradually eliminate them.

The study paid attention to the quality of relationships within and between the analyzed individual groups of members of the CUT Academic Community (students, doctoral students, and CUT employees). The importance of good relationships - both within groups and between groups - is highly valued by all groups: respondents' group-weighted averages range from 4.50 (good relationships between students and doctoral students) to 4.62 (good relationships within their own groups). On the other hand, in terms of the degree of fulfillment, the ratings are lower, ranging from 3.71 (good relations between students and doctoral students) to 3.96 (good relations between CUT employees and doctoral students). Graphs 3-10a and 3-10b illustrate the importance and degree of fulfillment of intra-group and inter-group relationships, broken down by each group of CUT Academic Community members. It can be seen that students give the least importance to the value of relationships within the group, yet it is still considered a high value of 4.48. On the other hand, in terms of the degree of fulfillment, the lowest values were obtained for students' opinions on good relations with CUT employees (3.46) and doctoral students (3.57).

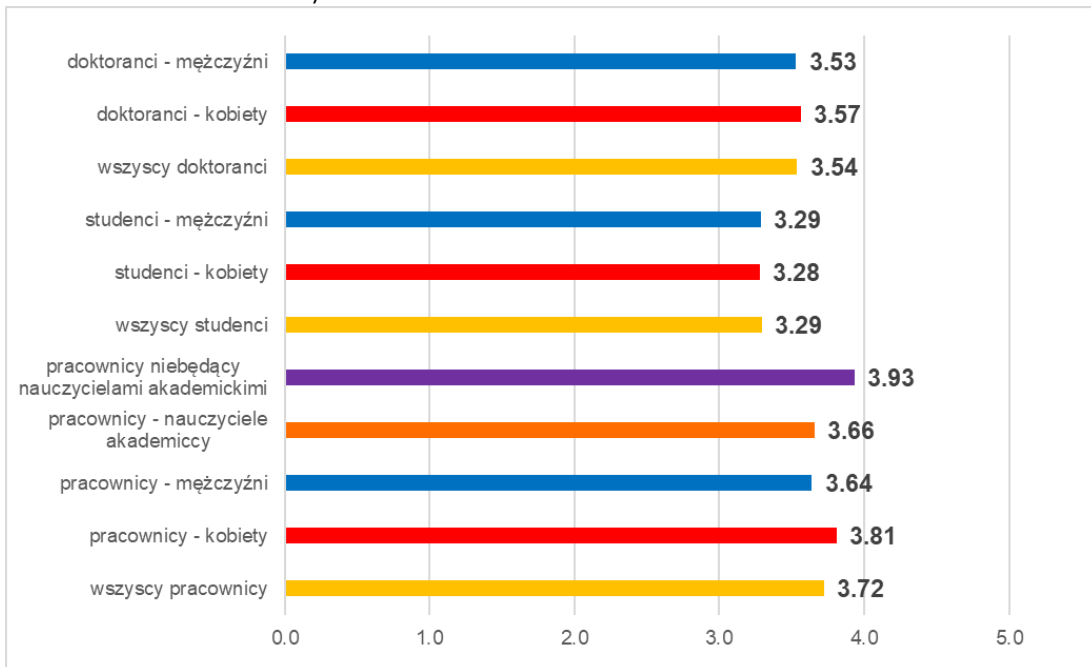
The issue of facilities for people with disabilities is equally important. Graph 3-11a and Graph 3-11b present the importance and degree of fulfillment for the universality of the use of such facilities, with a breakdown by each group and subgroup (women and men, as well as academic staff and non-academic staff) of the CUT Academic Community. The result is very interesting, as there are significant differences in the average ratings of the importance of this aspect of CUT's functioning, ranging from a value of 3.18 (male doctoral students) to a value of 4.34 (female employees). At the same time, the degree of fulfillment in all compared groups and subgroups is similar, taking values from 3.04 (employees-academics) to 3.39 (non-academics).



a) IMPORTANCE



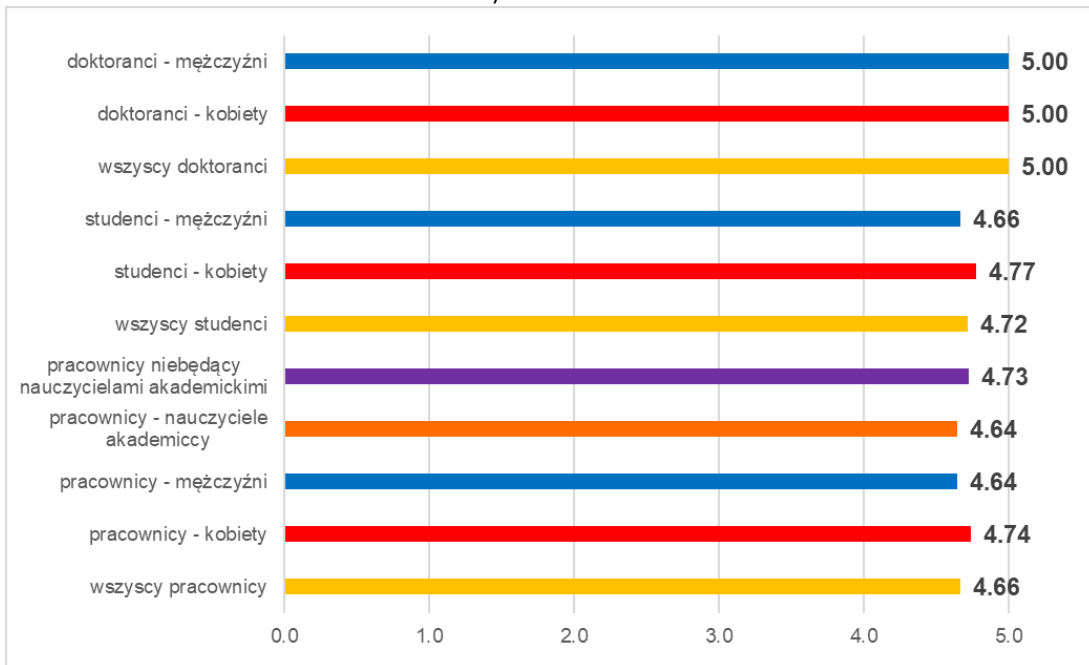
b) ASSESSMENT OF THE DEGREE OF FULFILLMENT



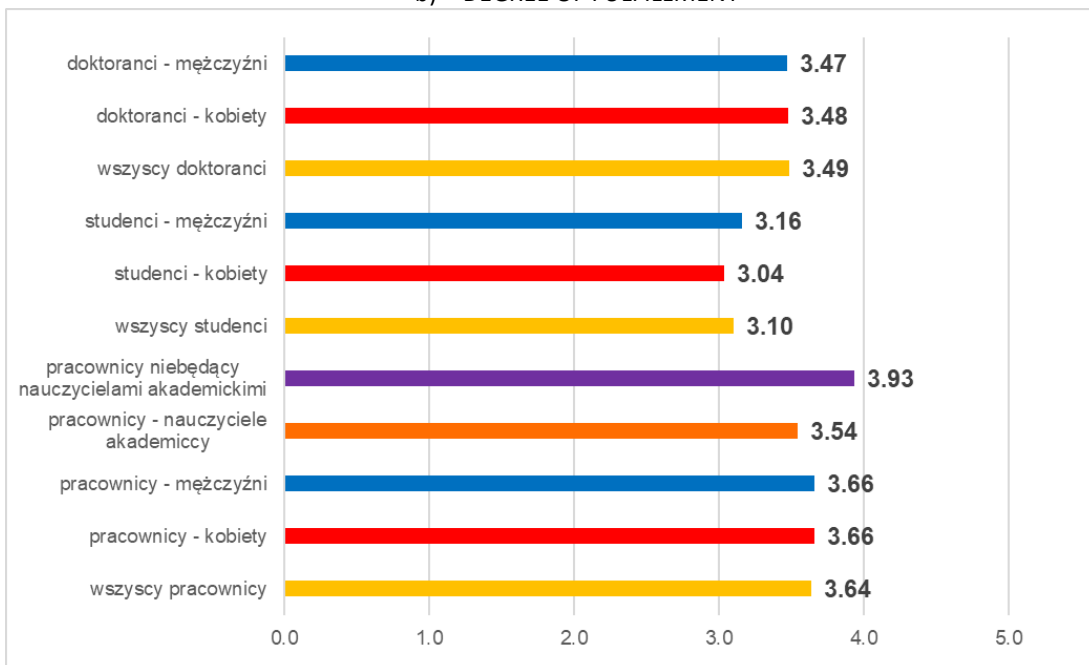
**Graph 3-8. Opportunity to reconcile career/studying at the University with family life in the opinion of members of the CUT Academic Community.**



a) IMPORTANCE



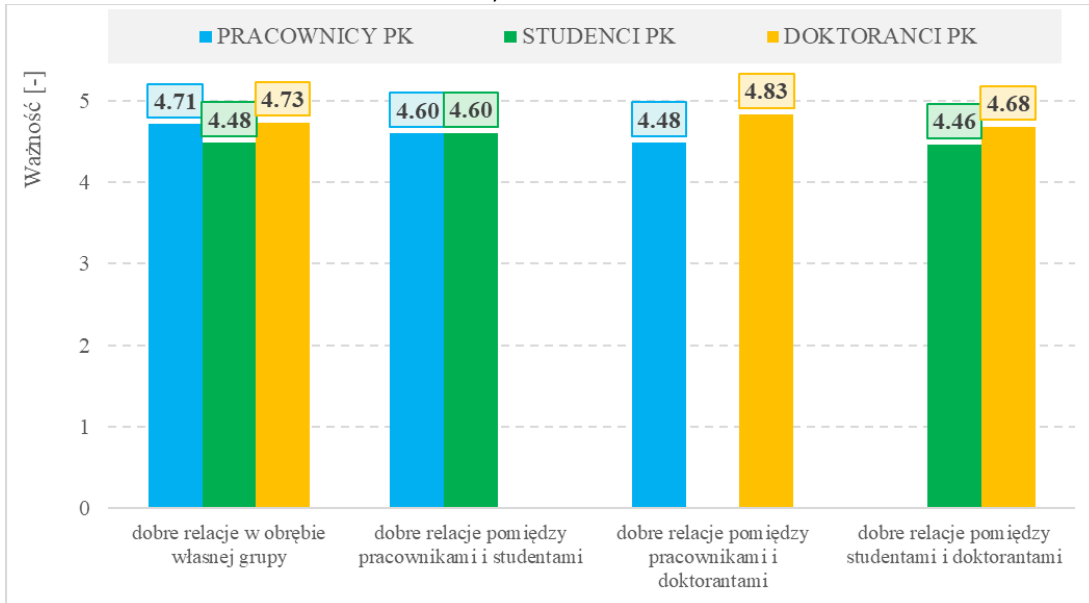
b) DEGREE OF FULFILLMENT



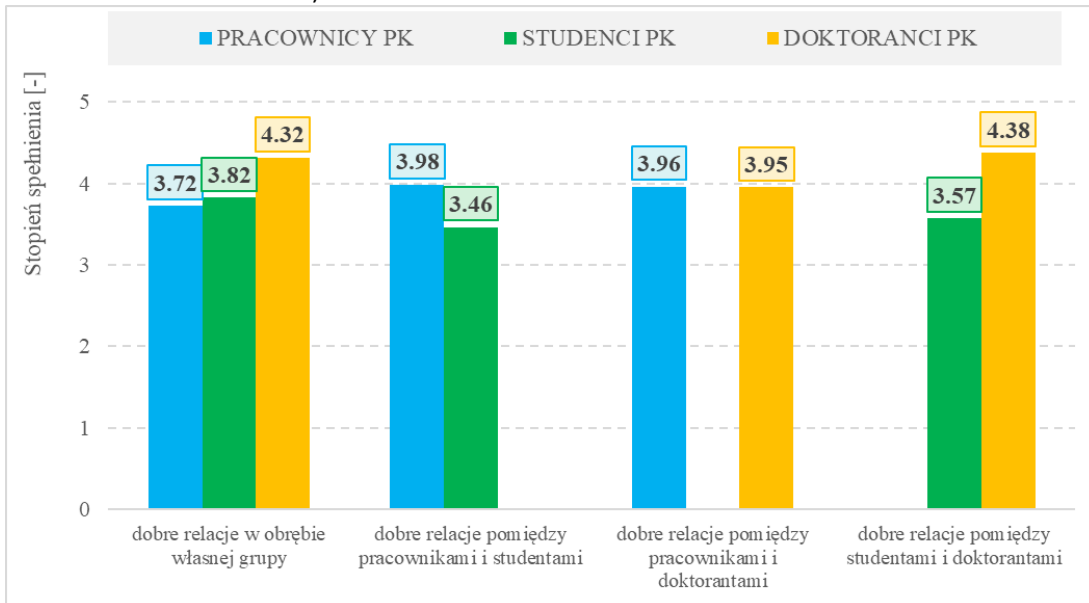
**Graph 3-9. Opportunity to reconcile a career at CUT with the development of one's own interests in the opinion of members of the CUT Academic Community.**



a) IMPORTANCE



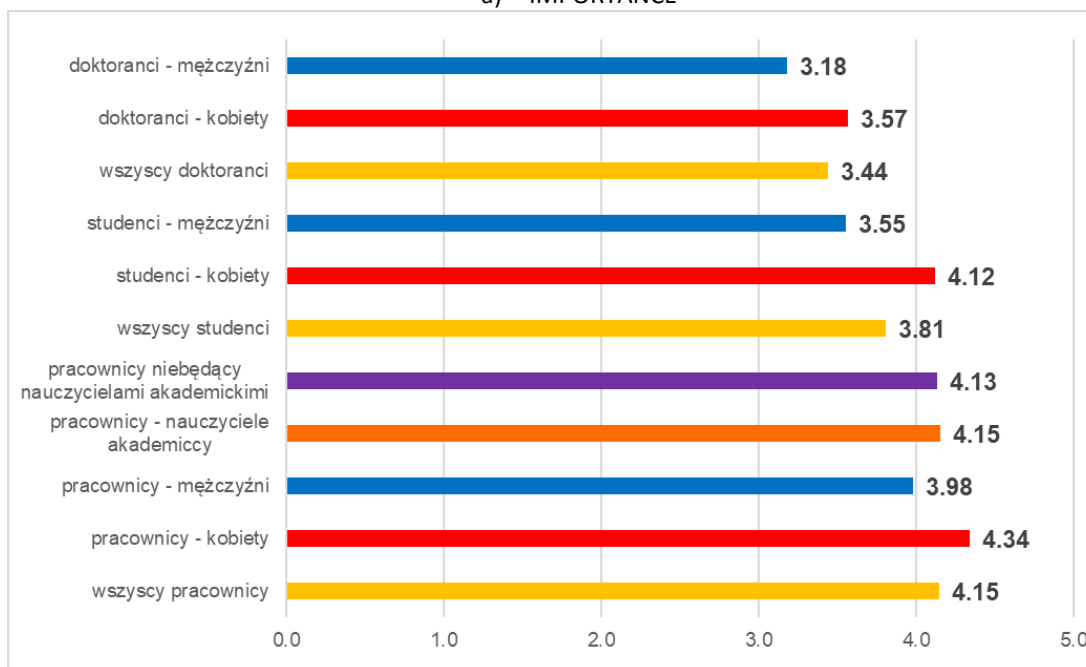
b) ASSESSMENT OF THE DEGREE OF FULFILLMENT



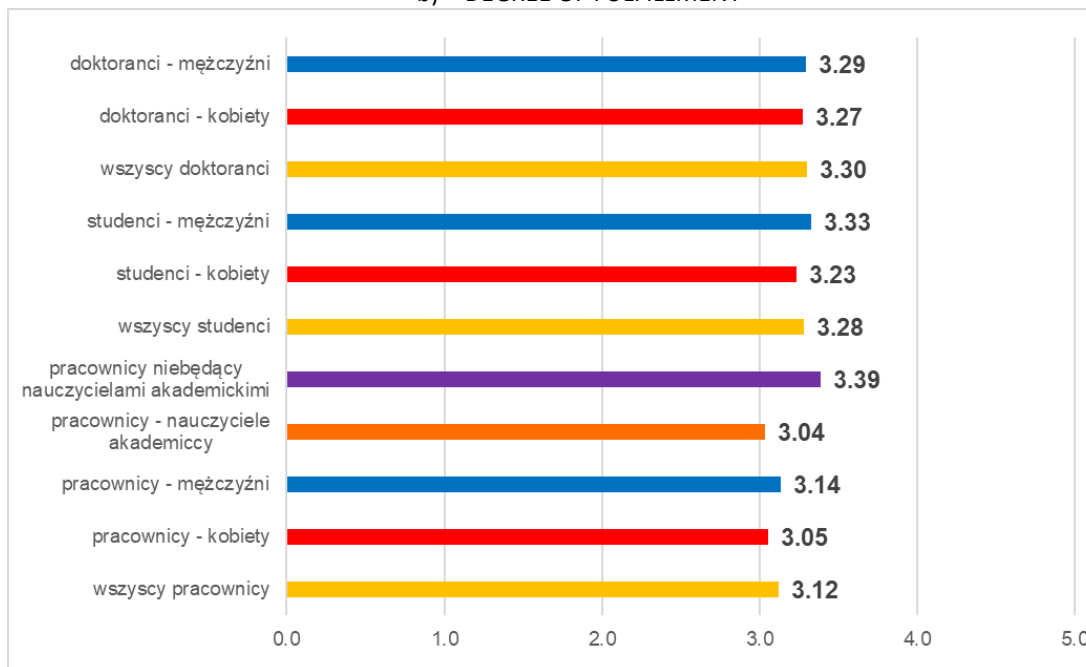
**Graph 3-10. Assessing the quality of relationships within and between groups of members of the CUT Academic Community, according to members of the CUT Academic Community.**



a) IMPORTANCE



b) DEGREE OF FULFILLMENT



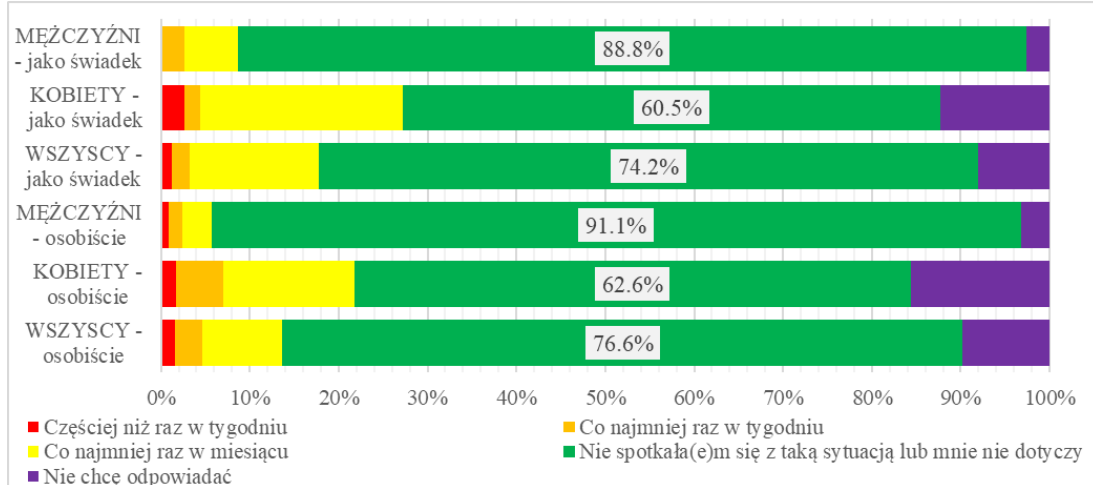
**Graph 3-11. Universality of facilities for people with special needs - in the opinion of members of the CUT Academic Community.**



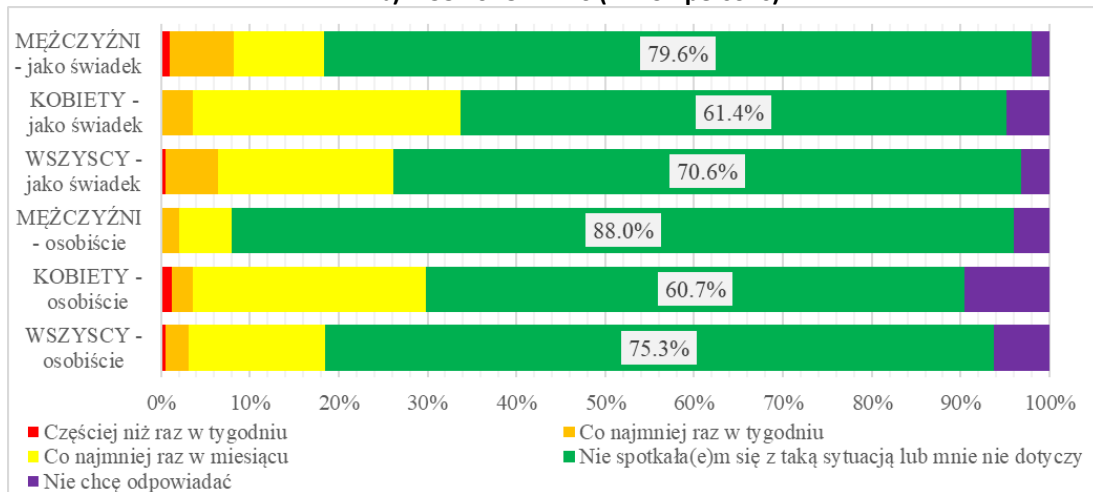
One of the most important elements of the survey conducted among members of the CUT Academic Community were questions about the frequency of encountering cases of discrimination based on gender, position in the professional hierarchy, sexual orientation, disability, as well as manifestations of harassment and bullying. Respondents reported the frequency of their own experiences, and specified the frequency of such situations they had witnessed. The results of the analysis are shown in the graphs:

- 3-12a - 3-12c: frequency of encountering gender discrimination,
- 3-13a - 3-13c: frequency of encountering discrimination based on position in the professional hierarchy),
- 3-14a - 3-14c: frequency of encountering discrimination based on sexual orientation),
- 3-15a - 3-15c: frequency of encountering discrimination based on disability,
- 3-16a - 3-16c: frequency of encountering manifestations of harassment,
- 3-17a - 3-17c: frequency of encountering manifestations of bullying.

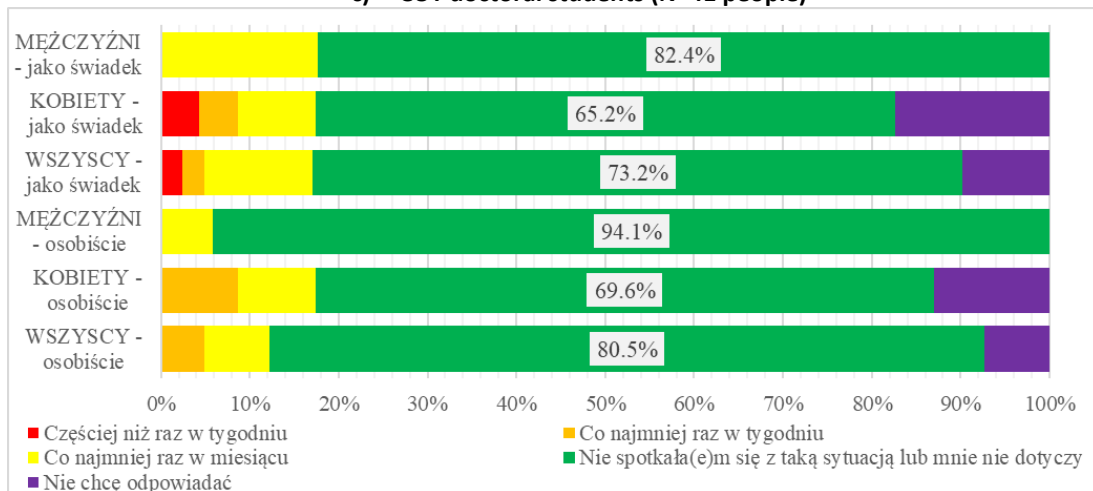
a) CUT EMPLOYEES (N=261 persons)



b) CUT STUDENTS (N=194 persons)

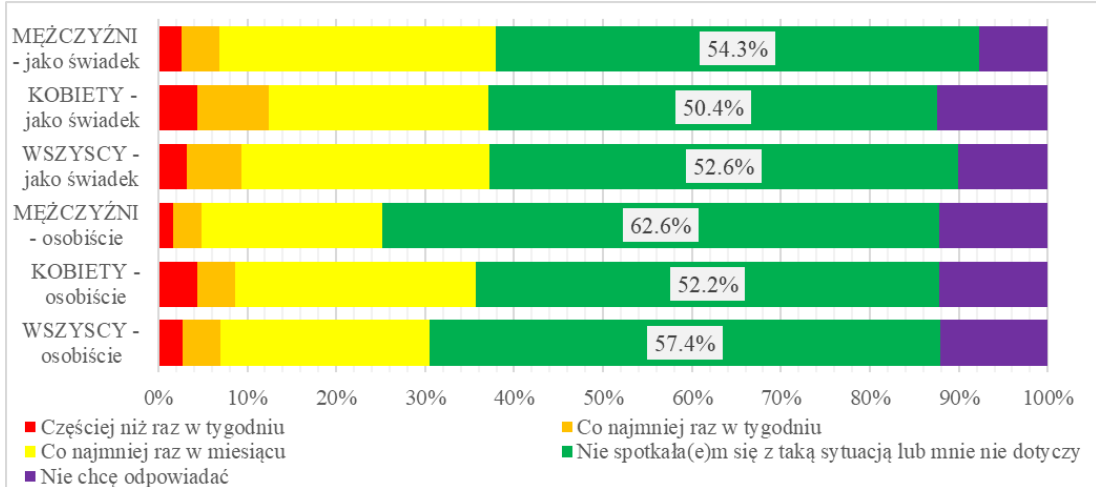


c) CUT doctoral students (N=41 people)

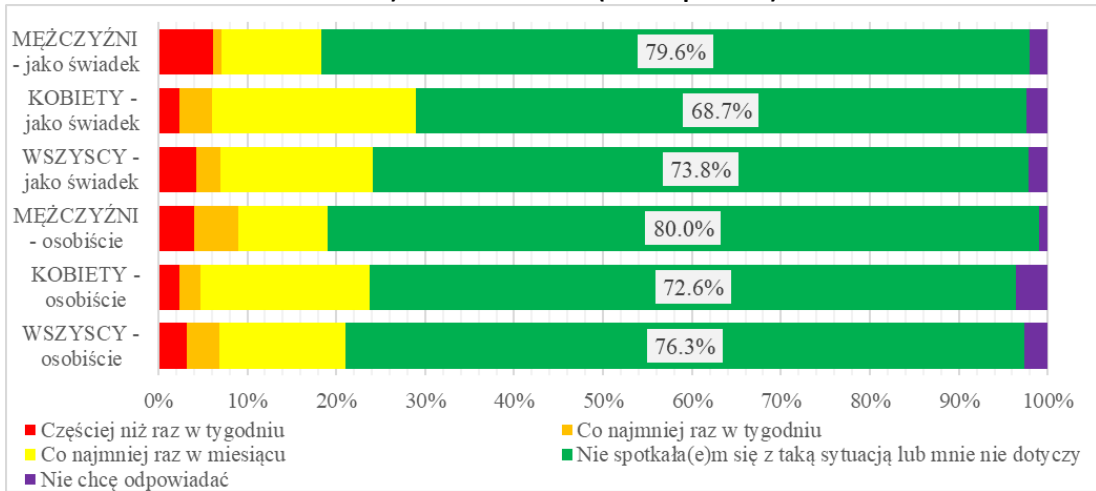


Graph 3-12. Frequency of encountering GENDER discrimination in 2021

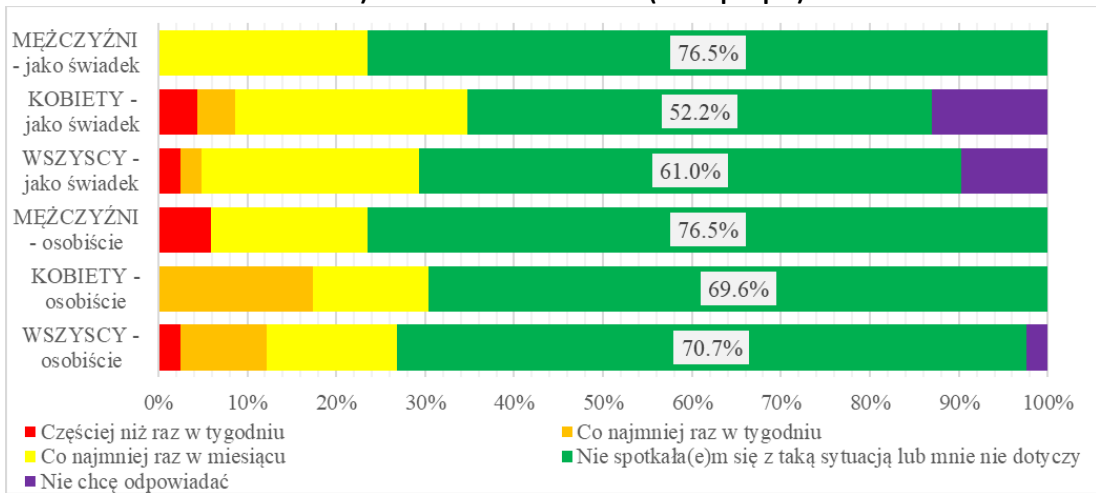
**a) CUT EMPLOYEES (N=261 persons)**



**b) CUT STUDENTS (N=194 persons)**

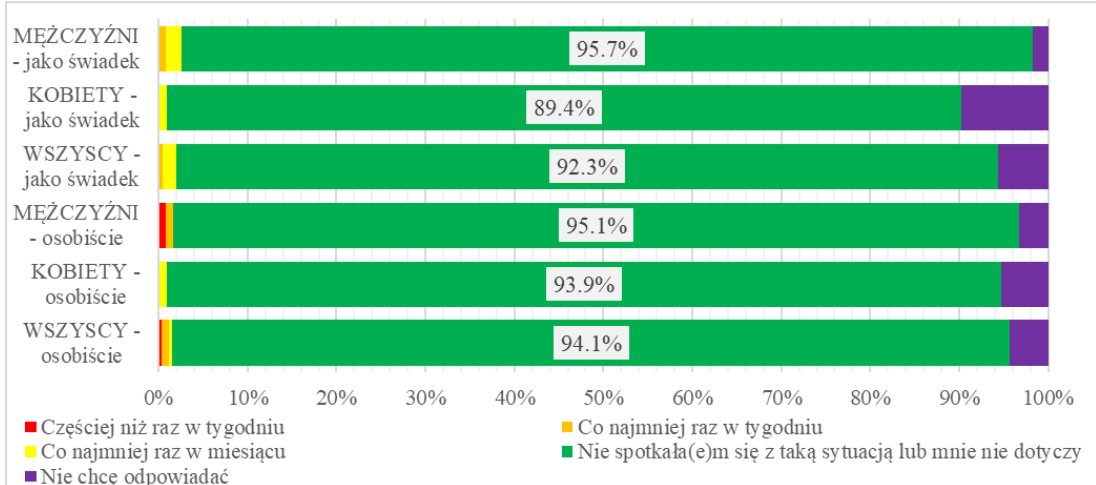


**c) CUT doctoral students (N=41 people)**

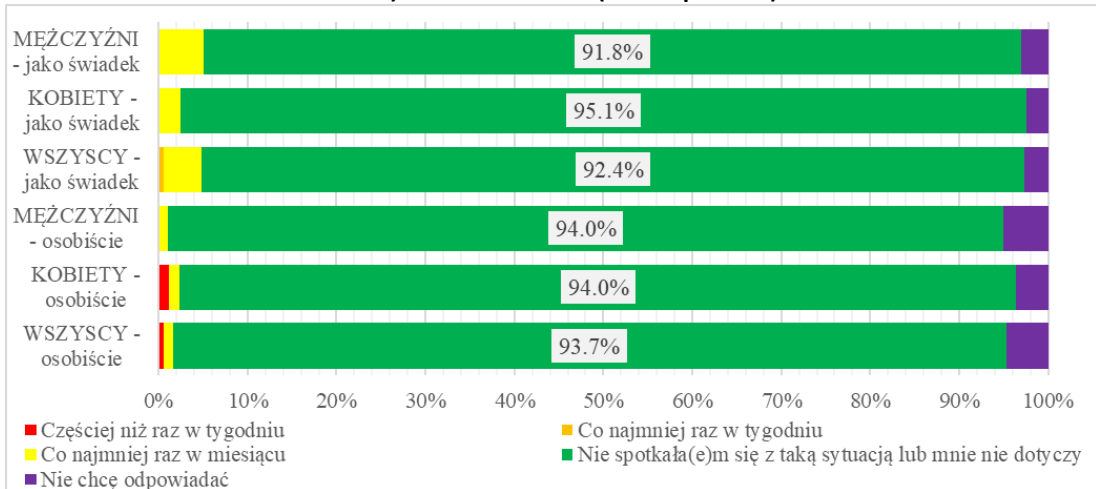


**Graph 3-13. Frequency of encountering manifestations of discrimination due to POSITION IN THE PROFESSIONAL HIERARCHY in 2021**

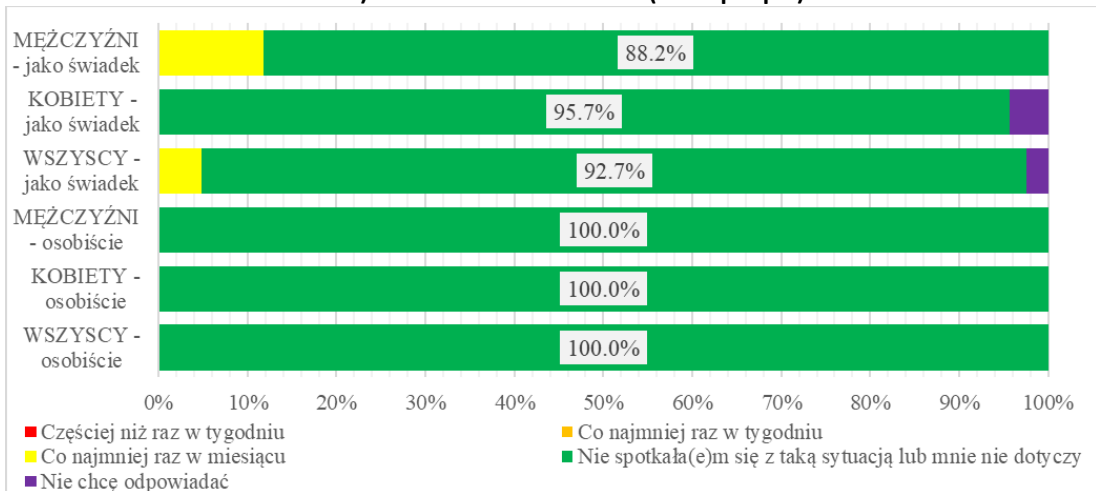
a) CUT EMPLOYEES (N=261 persons)



b) CUT STUDENTS (N=194 persons)



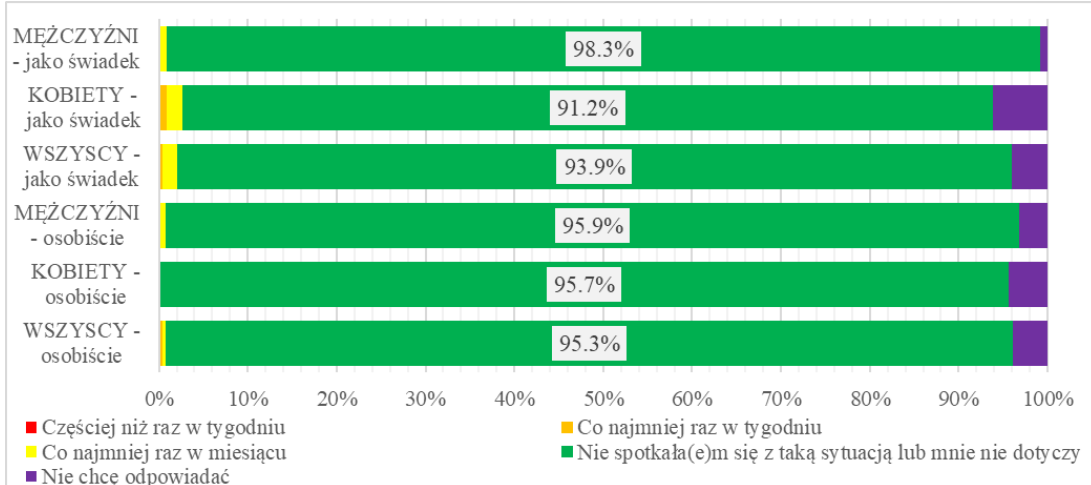
c) CUT doctoral students (N=41 people)



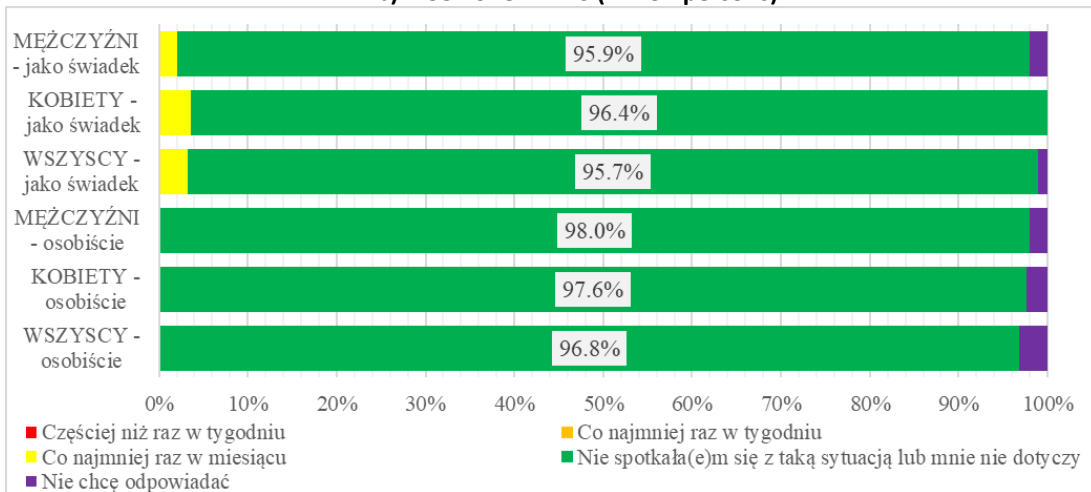
Graph 3-14. Frequency of encountering discrimination on the basis of SEXUAL ORIENTATION in 2021



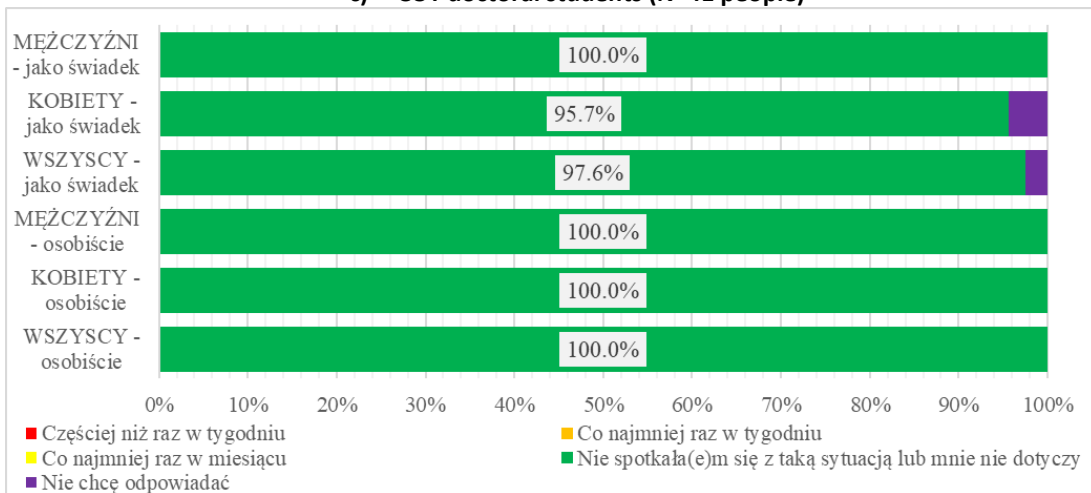
**a) CUT EMPLOYEES (N=261 persons)**



**b) CUT STUDENTS (N=194 persons)**

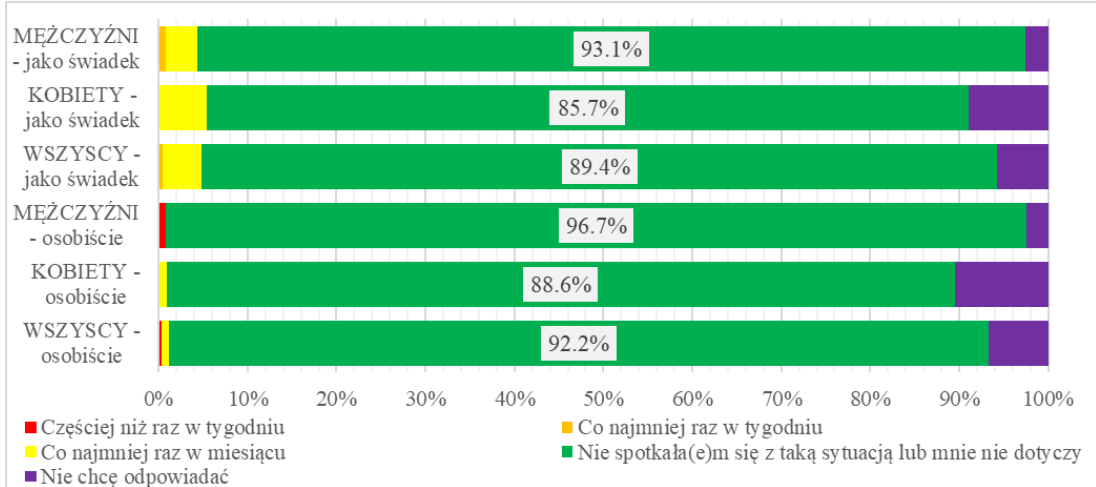


**c) CUT doctoral students (N=41 people)**

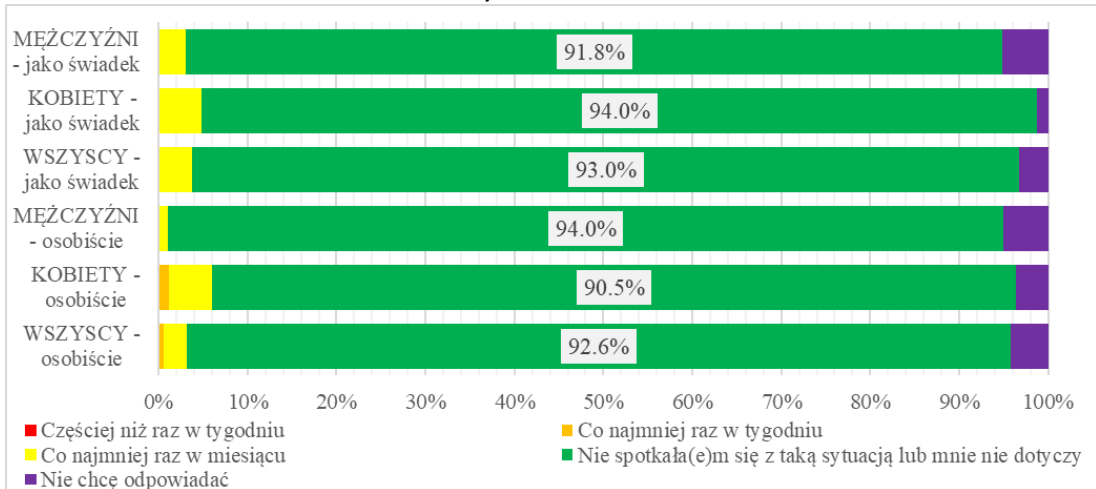


**Graph 3-15. Frequency of encountering manifestations of discrimination on the basis of DISABILITY in 2021**

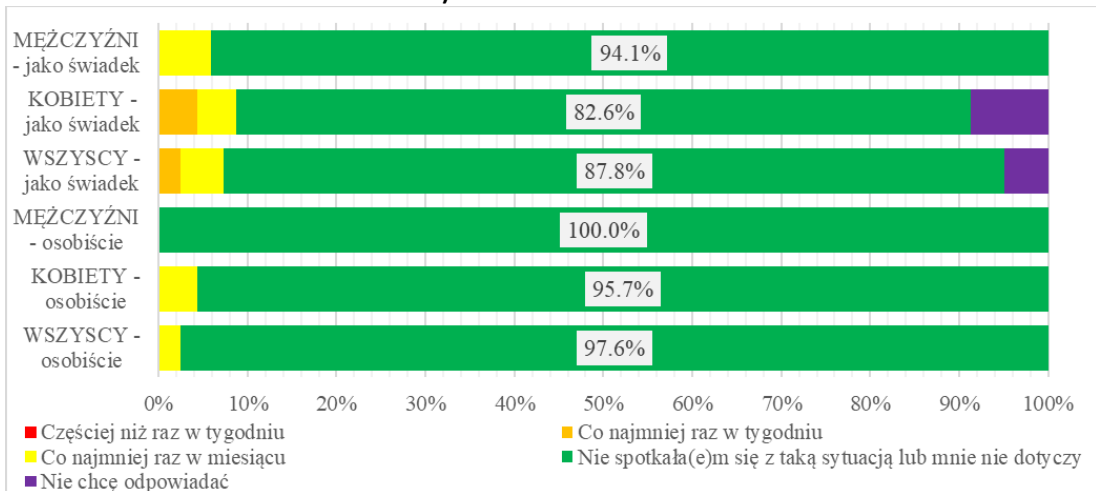
**a) CUT EMPLOYEES**



**b) CUT STUDENTS**

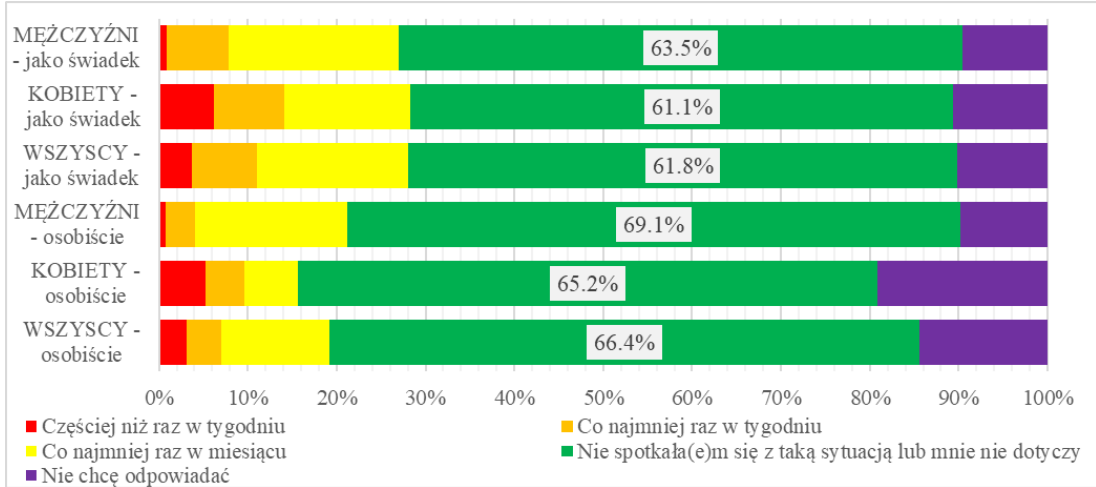


**c) CUT doctoral students**

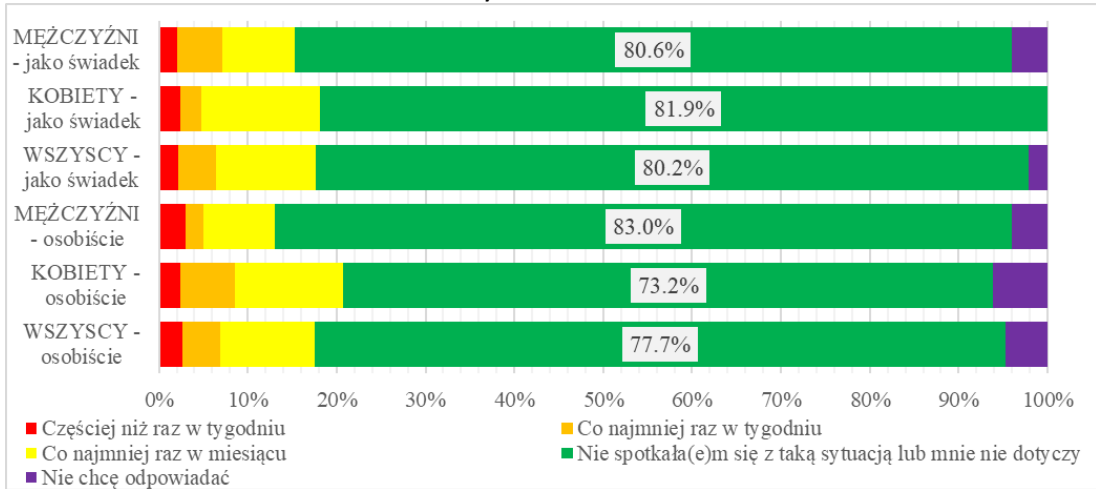


**Graph 3-16. Frequency of encountering manifestations of HARASSMENT (INCLUDING SEXUAL) in 2021**

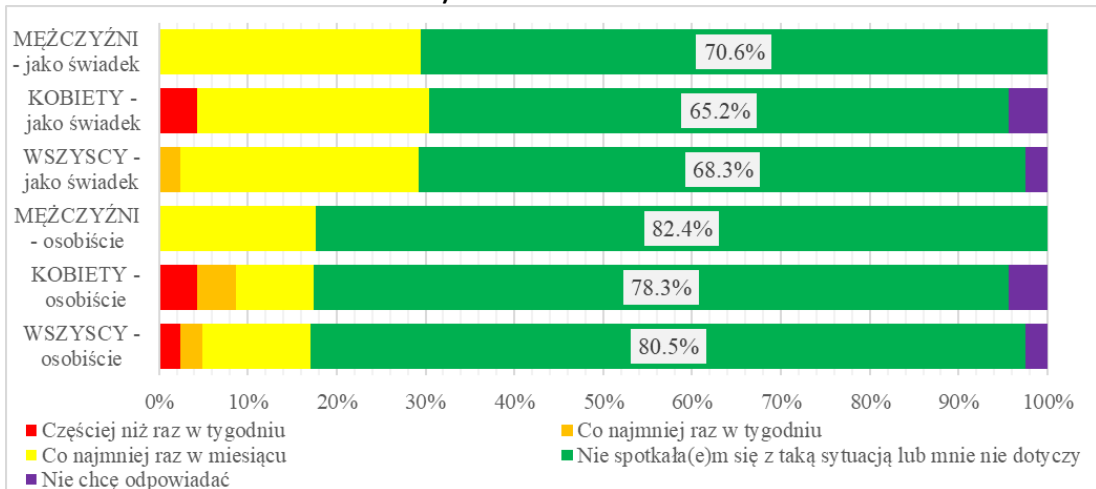
**a) CUT EMPLOYEES**



**b) CUT STUDENTS**



**c) CUT doctoral students**



**Graph 3-17. Frequency of encountering manifestations of MOBBING in 2021**



## Key findings for the current state

The collected research material enabled the diagnosis of the current state of equality levels at the university. Areas that are working well and areas that need improvement were identified. The most important findings include the following:

- the results of the survey indisputably confirmed the need for an Equality Plan with the broadest possible impact on the functioning of the university and the CUT Academic Community;
- with a high degree of probability, it is possible to accept the thesis that cases of negative behavior by members of the CUT Academic Community are due to insufficient knowledge of equality, which implies the legitimacy of undertaking awareness training for all groups of the CUT Academic Community;
- the biggest diagnosed problem related to inequality at the university is discrimination based on position in the professional hierarchy. In the previous year, 30.5% of the total respondents in the CUT employee group experienced such discrimination at least once per month, and 37.2% witnessed it. This type of discrimination was more often experienced by women, as many as 35.7% experienced such discrimination personally, compared to 25.2% of men. For what it's worth, no significant gender distinction was noted in the case of witnessing manifestations of position-based discrimination. Such discrimination was also experienced by students, with 21.2% of respondents in this group reporting a personal experience of this type (mainly stemming from the lecturer-student relationship) in the previous year. The situation is slightly worse among doctoral students - personal experiences in this regard were reported by 26.8% of respondents in this group, including 30.4% of female doctoral students;
- for the above reasons, it is necessary to continue awareness training on anti-discrimination, with its intensification in the group of CUT employees, especially in the subgroup of academic teachers;
- the second critical problem identified is the stunting of women's scientific development. The "scissors effect" is one of the most challenging problems to address in terms of unequal career development, as it is closely tied to the role of women in family life. The percentage of women drops significantly between the doctoral stage (or assistant position) and the associate professor position. And at the following stages of professional development (positions of university professor and titular professor), this effect is further exacerbated. There is therefore an urgent need to clarify this mechanism and take measures to enable equal development conditions for men and women;
- reaching the following stages of professional development should depend solely on merit factors, but equal conditions must be created for all those interested in further development, including men and women. That is why it is essential to look for solutions, especially at the interface between work and private life;
- it is reasonable to seek a model of university management that aims to create a situation in which the share of women in managerial positions is similar to their share in the CUT academic community, while taking into account the specific characteristics of individual CUT units, including faculties. At the same time, it should be borne in mind that the filling of a position should be decided primarily based on merit;



- some of the leadership positions at the university are taken up as a result of the Rector's decision to appoint a person to a position, as an acceptance of the results of the election poll conducted (e.g., deans of faculties, heads of some non-faculty units). Sanctioning the selection of employees is one of the fairest ways to ensure equal access to leadership positions, and such an appointment path should therefore be considered for other leadership positions as well, going forward;
- there is virtually no problem of discrimination based on sexual orientation or disability at the university; however, CUT will continue to ensure equal treatment in this area as well;
- implementation of the provisions of the Equality Plan requires not only the involvement of the units responsible for coordinating and implementing individual activities, but also the active participation of the CUT Academic Community in these activities;
- evaluation of the Equality Plan's implementation requires ongoing monitoring of individual actions. This monitoring should be carried out using both quantitative and qualitative methods, including the periodic implementation of surveys among members of the CUT Academic Community.



## 4. Objectives of the Equality Plan

The primary objective of the Equality Plan and the strategy outlined therein is to establish conditions and principles for the equal treatment of all members of the CUT Academic Community and to implement mechanisms to mitigate the risk of any discrimination manifestation at the university.

Achievement of such a goal will only be possible with a comprehensive approach to the issue, starting with the provision and activation of tools enabling the formation of awareness and pro-equality attitudes in all groups constituting the CUT academic community, through the development of effective mechanisms to counteract manifestations of inequality, to the development of clear rules for the operation of the university in respect of the principles of equality in the broadest sense. This is reflected in the following strategic objectives:

- Strategic objective 1: **Increase awareness of equality and mutual respect among members of the CUT Academic Community,**
- Strategic objective 2: **Preventing manifestations of inequality at CUT,**
- Strategic objective 3: **Provide equal opportunities for participation in the CUT Academic Community.**

The implementation of such diverse strategic goals requires synergistic action in many areas of the university's activities, including consideration of the specific characteristics of individual groups within the CUT Academic Community, specifically employees, students, doctoral students, and participants in postgraduate studies and other forms of education. Therefore, the strategic goals have been assigned more specific operational objectives, which are shown in Table 4-1.

**Tab. 4-1. Strategic and operational objectives in the Equality Plan for CUT.**

STRATEGIC OBJECTIVE	OPERATIONAL OBJECTIVE
1. Increase awareness of equality and mutual respect among members of the CUT Academic Community	1.1. Provide necessary equality information to all members of the CUT Academic Community
	1.2. Strengthening positive employee attitudes toward equality at CUT
	1.3. Strengthen positive attitudes of students, doctoral students and participants of postgraduate studies and other forms of education towards equality at CUT
2. Prevent manifestations of inequality at CUT	2.1. Introduce periodic monitoring of the attitudes of members of the CUT Academic Community
	2.2. Creating mechanisms for reporting cases of discrimination
	2.3. Establish mechanisms for organizing assistance to those affected by discrimination
3. Ensure equal opportunities for participation in the CUT Academic Community	3.1. Provide equal opportunities for professional development of CUT employees
	3.2. Ensure equal opportunities in the educational process for CUT students and doctoral students
	3.3. Ensure a balance between professional and personal development
	3.4. Ensure gender balance in scientific development and CUT representation



## 5. Actions taken to achieve the objectives

The established strategic objectives will be implemented through activities grouped within the identified operational objectives. The following are synthetic descriptions of the various activities, along with their respective deadlines for implementation.

### Operational objective 1.1. PROVIDE NECESSARY EQUALITY INFORMATION TO ALL MEMBERS OF THE CUT ACADEMIC COMMUNITY

#### ▪ **Action 1.1.1. Creation of a website dedicated to equality issues in the pk.edu.pl domain**

By the end of 2022, a website dedicated to equality issues will be created and launched, which will be successively expanded in subsequent years. Its task will be, on the one hand, to collect data and information on equality issues (current legislation, internal policies and procedures applicable to the CUT academic community, teaching and training materials), and, on the other hand, to provide ongoing information on events and current activities shaping awareness and positive attitudes, carried out as part of the implementation of the Equality Plan for CUT.

#### ▪ **Action 1.1.2. Inclusion of equality issues in the Employee Information Service and the CUT Daily Newsletter**

Existing information channels, particularly the CUT Employee Information Service (SIP) and the CUT Daily Newsletter, will also be utilized to raise awareness of equality issues. A minimum of two posts on equality are planned for 2022, with at least 10 posts per year in subsequent years. Additionally, starting in 2023, special supplements will be published at least twice a year, featuring current events and activities in the field of equality.

#### ▪ **Action 1.1.3. Carrying out a promotional campaign for the Equality Plan for CUT**

It will also serve as an awareness-raising activity to make the entire Academic Community as familiar as possible with the goals and objectives of the Equality Plan for CUT, as well as the activities to be implemented, including their timetable. The promotional campaign for the Plan will be recurrent. Starting in 2023, a survey form will be made available to assess the extent to which the CUT Academic Community has been informed about the existence of the equality plan and its goals, as well as to evaluate the implementation of the equality plan.

### Operational objective 1.2. STRENGTHEN POSITIVE EMPLOYEE ATTITUDES TOWARDS EQUALITY AT CUT

#### ▪ **Action 1.2.1. Conducting awareness training for CUT employees**

Already in June 2022, the first awareness trainings were conducted for university employees, with more scheduled for the end of the year; at this stage, these are optional. In 2023, training will continue, with the introduction of a rigorous compulsory training program for newly hired employees. However, starting in 2024, it is planned to introduce mandatory training for all CUT employees, including, initially, university authorities and heads of individual CUT units. In the scope of the training, laws related to equality issues, rules against harassment and discrimination are (and will be) presented, as well as regulations for reporting and dealing with negative phenomena and behavior. Employees will be familiarized with the procedures in place at CUT, specifically the roles and tasks of the Ombudsperson for the Prevention of Harassment and Discrimination, the Mediator Ombudsperson, the Disciplinary Ombudspersons, and the rules



governing the Academic Psychological and Pedagogical Consultation Point. The scope of training will be updated and expanded on an ongoing basis in accordance with the changes assumed in the Equality Plan at the CUT.

▪ **Action 1.2.2. Preparation of a guide for CUT employees on equality issues**

The awareness training for employees will be supplemented by the creation and distribution (with particular emphasis on newly hired employees) of a guide covering the legal context of equality issues, rules for counteracting harassment and discrimination, as well as currently implemented procedures for reporting negative incidents. The plan is to prepare the first version of the guide by the end of 2023 and then update it annually as needed. It is planned to create an electronic version of the handbook, which will be distributed to all CUT employees.

**Operational objective 1.3. STRENGTHEN POSITIVE ATTITUDES OF STUDENTS, DOCTORAL STUDENTS, AND PARTICIPANTS OF POSTGRADUATE AND OTHER FORMS OF EDUCATION TOWARDS EQUALITY AT CUT**

▪ **Action 1.3.1. Conducting awareness training for CUT students and doctoral students**

Pursuant to Regulation No. 132 of the Rector of CUT of December 21, 2021, on mandatory training for students commencing their education at the Cracow University of Technology, all newly admitted students of first-cycle and second-cycle studies are required to undergo compulsory awareness training. Within the next few years, all CUT students will be covered by these training courses. Optional training for doctoral students was also launched in 2022 and will continue in subsequent years; it is planned to make the training mandatory. Within the scope of the training, laws related to equality issues, rules against harassment and discrimination will be presented, as well as guidelines for reporting and addressing negative phenomena and behaviors. Employees will be familiarized with the procedures in place at CUT, specifically the roles and tasks of the Ombudsperson for the Prevention of Harassment and Discrimination, the Mediator Ombudsperson, the Disciplinary Ombudspersons, and the rules governing the Academic Psychological and Pedagogical Consultation Point. The scope of training will be updated and expanded on an ongoing basis in accordance with the changes assumed in the Equality Plan at the CUT.

▪ **Action 1.3.2. Preparation of a guide for CUT employees on equality issues**

The awareness training for all persons educated at the University will be supplemented by the creation and distribution of a guide covering the legal context of equality issues, rules for counteracting harassment and discrimination, as well as currently implemented procedures for reporting negative incidents. The plan is to prepare the first version of the guide by the end of 2023 and then update it annually as needed. The electronic version of the guidebook will be distributed to all students, doctoral students, and participants in postgraduate and other forms of education. It will also be available in all CUT units, including dean's offices.

**Operational objective 2.1. INTRODUCTION OF PERIODIC MONITORING OF THE ATTITUDES OF MEMBERS OF THE CUT ACADEMIC COMMUNITY**

▪ **Action 2.1.1. Conducting surveys among CUT employees**

In January 2022, a survey was conducted among members of the CUT Academic Community on selected aspects of the University's functioning in terms of education, opportunities for research



and professional development, work at the university and its compatibility with personal life, the atmosphere at CUT, including the frequency of encountering manifestations of discrimination based on position in the professional hierarchy, gender, sexual orientation and disability, as well as encountering manifestations of bullying and harassment. This survey is expected to be continued on a regular basis, at least once a year. Participation in the survey will still be entirely voluntary and anonymous; however, due to the desire to obtain the most reliable opinions possible, each time there will be a campaign to encourage participation in the survey in order to maximize the number of respondents (it was assumed that the minimum survey sample is at least 100 academic staff and 100 non-academic staff). An in-depth survey of CUT employees on selected equality-related aspects of the University is also planned for 2023. The results of the surveys will form the basis for a possible update of the Equality Plan's provisions.

▪ **Action 2.1.2. Conducting surveys among CUT students**

Similar to the monitoring of employees, it was proposed to conduct the survey periodically (at least once a year) on the conditions of studying at the university and their compatibility with personal life, the atmosphere at CUT, and the frequency of encountering manifestations of discrimination, mobbing, and harassment. Participation in the survey will be voluntary and anonymous, with an incentive campaign to encourage a high number of students to participate each time (the minimum survey sample is assumed to be at least 200 CUT students). An in-depth survey of CUT employees on selected equality-related aspects of the University is also planned for 2023. The results of the surveys will form the basis for a possible update of the Equality Plan's provisions.

▪ **Action 2.1.3. Conducting surveys among CUT doctoral students**

The doctoral students' group is also scheduled to continue the survey on the conditions for development at the University and the possibility of reconciling it with personal life, as well as the atmosphere at CUT, including the frequency of encounters with discrimination, mobbing, and harassment. Participation in the survey will be voluntary and anonymous, with a campaign to encourage participation each time (it was assumed that the minimum survey sample must be at least 30 CUT doctoral students). It was also planned to conduct in-depth surveys among CUT doctoral students on selected aspects of the university's operations related to equality, starting in 2023. Again, the results of the survey will form the basis for a possible update of the Equality Plan's provisions.

▪ **Activity 2.1.4. Conducting surveys of participants in postgraduate studies and possibly other forms of education**

It is also planned to begin conducting a regular survey of participants in postgraduate studies and, possibly, other forms of education. It was tentatively assumed that such a survey could be conducted in 2024 and gather respondents' opinions for 2023. The survey will focus on the conditions for development at the university and how it can be reconciled with personal life, the atmosphere at CUT, and the frequency of encountering discrimination, bullying, and harassment. Participation in the study will be voluntary and anonymous, with the assumption that the minimum research sample must be at least 30 participants.

## **Operational objective 2.2. CREATION OF MECHANISMS FOR REPORTING CASES OF DISCRIMINATION**

▪ **Activity 2.2.1. Implementing a uniform procedure for reporting cases of discrimination**



By the end of 2022, a procedure will be developed and implemented at CUT on rules for dealing with reports of discrimination. The procedure will cover both the elements of reporting incidents of negative behavior and the conditions that must be met for a report to be successfully processed.

▪ **Action 2.2.2. Creation of a platform for reporting disturbing phenomena and cases of discrimination**

By the end of 2023, a dedicated electronic platform will be introduced to implement the principles of a uniform procedure for reporting cases of discrimination, enabling all members of the CUT Academic Community to report disturbing manifestations of inequality at CUT. The implementation will also include an intelligent assistant based on a short questionnaire to determine the type of issue being reported.

**Operational objective 2.3. ESTABLISHING MECHANISMS FOR ORGANIZING ASSISTANCE TO THOSE AFFECTED BY DISCRIMINATION**

▪ **Action 2.3.1. Implementing a uniform procedure for investigating cases of discrimination**

By the end of 2022, a procedure will be developed and implemented at CUT on rules for dealing with reports of discrimination. The procedure will include a description of the conduct and course of action, and, once the validity of the report is confirmed, a listing of possible courses of action and the principles for selecting the optimal course of action tailored to the specific report.

▪ **Action 2.3.2. Implementing a uniform procedure for providing assistance in cases of discrimination**

By the end of 2023, a procedure will be developed and implemented at CUT on the rules of conduct to provide comprehensive protection and support for victims of discrimination cases. The procedure will include a description of the available tools and methods for providing support and protection to victims of discrimination during the investigation and, if warranted, also after its conclusion. The support procedure being created will be an integral part of the Anti-Harassment and Anti-Discrimination Policy at CUT.

**Operational objective 3.1. ENSURING EQUAL OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT OF CUT EMPLOYEES**

▪ **Action 3.1.1. Analysis and assessment of the need for changes to the remuneration regulations, taking into account aspects of equal development**

By 2024, an analysis will be conducted of the variation in salary sizes for specific responsibilities within each position, taking into account the quality of work provided, as well as an assessment of the research, teaching, and organizational workload of employees in each position. The activities carried out will enable us to assess the current state of affairs and, as a result, take appropriate measures to reduce disparities in remuneration for work done. As part of the analysis to be carried out, significant emphasis will be placed on various aspects of equal development.

▪ **Action 3.1.2. Implementation of guidelines for the evenness of CUT employees' workload with official duties**

By 2024 at the latest, guidelines will be developed and implemented to regulate the principles of fair distribution of research, teaching, and organizational responsibilities among employees (taking into account proportions), depending on their position and membership in an employee



group. This action will utilize currently applicable tools, and where necessary, proposals for new legislative solutions will be formulated.

▪ **Action 3.1.3. Update of remuneration rules for CUT employees**

Also in 2024 at the latest, the rules for remuneration of CUT employees will be updated, taking into account the position occupied, the scope of professional duties performed (research, teaching, and organizational), work commitment, activity, creativity, and the quality of work provided.

**Operational objective 3.2. ENSURING EQUAL OPPORTUNITIES IN THE EDUCATIONAL PROCESS FOR CUT STUDENTS**

**AND DOCTORAL STUDENTS**

▪ **Action 3.2.1. Implementation of guidelines for the unification of requirements for CUT students / doctoral students in the educational process**

By 2023, guidelines will be developed and implemented to unify the requirements for students and doctoral students in the teaching process conducted at CUT. The guidelines should include recommendations for the uniform determination of requirements, as well as for the fair assessment of students and doctoral students during the teaching of a given subject carried out in different streams and class groups. The guidelines should also take into account the requirements for people with special needs, allowing them to participate in activities on an equal footing with other participants. It is also planned to implement recommendations on the requirements during the execution of theses in first and second-cycle programs, including the differentiation of the scope and level of complexity of theses.

▪ **Action 3.2.2. Implementation of the principles of equal access of CUT students and doctoral students to events, programs, and competitions organized by CUT**

The implementation of this measure is scheduled for 2023. The action is aimed at activating as many students and doctoral students as possible to participate in additional student activities organized by the university, such as participation in student organizations of a scientific, sports, and artistic nature, as well as participation in events, programs, and competitions, on an equal access basis for all students and doctoral students. Special attention will be paid to enhancing the accessibility of the university for people with disabilities, which will further improve the overall provision and quality of university accessibility.

**Operational objective 3.3. ENSURING A BALANCE BETWEEN PROFESSIONAL AND PERSONAL DEVELOPMENT**

▪ **Action 3.3.1. Creating a catalog of good practices and recommendations to support effective work-life balance**

By the end of 2024, a set of good practices and recommendations will be developed as a proposal to support work-life balance. The measures taken will allow an increase in the assessment of the possibility of reconciling a career at CUT with family life and the development of one's own interests. This action will strengthen the image of CUT as a family-friendly place that supports aspects of non-work life. Implementation of this measure will require the creation of a university-wide task team, with participation from specialists, including external experts.



- **Action 3.3.2. Creating a catalog of good practices and recommendations to support effective study-life balance**

By the end of 2024, a set of best practices and recommendations will be developed as a proposal to support a healthy study-life balance. The measures taken will allow an increase in the assessment of the possibility of reconciling studying at CUT with family life and the development of one's own interests. This action will strengthen the image of CUT as a family-friendly place that supports aspects of life beyond the university. Again, implementation of the measure will require the formation of a university-wide task team with the participation of specialists, including external ones.

### **Operational objective 3.4. ENSURING GENDER BALANCE IN SCIENTIFIC DEVELOPMENT AND CUT REPRESENTATION**

- **Action 3.4.1. Creation of recommendations for activities to support the scientific development of women**

CUT is committed to actively supporting women's careers in science. The ongoing activities in this regard should address real needs. By the end of 2023, a diagnosis will be conducted to identify problems and establish expectations for university support in this area. Based on the diagnosis and considering human resources and other possibilities, a set of recommendations and proposals for potential measures to support the scientific development of women will be prepared.

- **Action 3.4.2. Striving to increase diversity, including gender balance in the decision-making bodies**

#### **and processes at various levels of the CUT organizational structure**

Starting in 2022, CUT will strive to balance the gender structure in all employee groups and at all levels of employment at the university. Due to the complex nature of the problem, which is often structural, these activities should be spread over time and focus on promoting and raising awareness of the benefits of working in teams with a gender balance. As part of this task, by the end of 2023, information materials are expected to be created on the benefits of gender balance in CUT decision-making bodies, councils, committees, and teams, while by the end of 2024, guidelines and recommendations will be prepared on the need for gender representation in decision-making bodies, councils, committees, etc.

- **Action 3.4.3. Implementation of gender equality issues in the content of scientific research conducted at CUT**

Incorporating gender dimensions into the content of scientific research and innovation enhances the quality and social relevance of the knowledge and technology created, facilitates a deeper understanding of people's needs, behaviors, and attitudes, and promotes the development of goods and services more closely aligned with market needs. The above issue is not widely known or understood, so CUT's actions in this area will focus on raising awareness among scientists about the importance of and ways to incorporate gender into scientific research. As part of this measure, by the end of 2024, gender equality is to be incorporated into the grant acquisition training program and the CUT DS curriculum, including the following courses: "Research Methodology" and "Grant Acquisition."



## 6. Indicators for evaluating the implementation of actions

The actions proposed in Chapter 5 have been assigned performance indicators, along with the desired values to be achieved during the term of the Equality Plan. Evaluation indicators can be classified into three categories:

- **implementation indicators** - the evaluation of the action is zero-one (two evaluation options: YES and NO), so the very implementation of a given action means the achievement of the intended value of the indicator,
- **quantitative indicators** - the evaluation of the action is carried out by determining the number of individual activities required to carry out the task, and the achievement of the indicator occurs when the number of completed activities is not less than the minimum number of activities specified for the action,
- **qualitative indicators** - the evaluation of the action is made based on the results of a survey in which respondents will rate the individual effects of the actions, on an ordinal scale from 1 to 5 adopted uniformly for all actions, where 1 is the lowest rating (very bad rating). At the same time, 5 is the highest rating (very good rating), with the assumption that the achievement of the indicator is obtained by achieving an average score of 3.00.

More than one indicator has been proposed to evaluate most actions to avoid the randomness and superficiality of the final evaluation of a given action. These are often indicators of different types, such as implementation and quantitative. A significant part of the actions will be evaluated using a survey, which will ensure that the evaluation captures the actual impact of the implementation of a given action on the individual feelings of the beneficiaries. The following is a list of activities evaluated through implementation, quantitative and qualitative indicators.

Implementation indicators have been proposed for the following activities envisaged in the Equality Plan:

- action 1.1.1. Creation of a website dedicated to equality issues in the pk.edu.pl domain (realization of indicator: creation and launch of website),
- action 1.2.2. Preparation of a guide for CUT employees on equality issues (realization of indicator: preparation and availability of the guide),
- action 1.3.2. Preparation of a guide for persons educated at CUT on equality issues (realization of indicator: preparation and availability of the guide),
- action 2.2.1. Implementation of a uniform procedure for reporting cases of discrimination (Indicator implementation: preparation of the procedure and making it available to members of the CUT Academic Community),
- action 2.2.2. Creation of a platform for reporting disturbing phenomena and cases of discrimination (realization of indicator: creation and launch of an online platform),
- action 2.3.1. Implementation of a unified procedure for investigating cases of discrimination (implementation of the indicator: preparation of the procedure and making it available to members of the CUT Academic Community),



- action 2.3.2. Implementation of a unified procedure for providing assistance in cases of discrimination (implementation of the indicator: preparation of the procedure and making it available to members of the CUT Academic Community),
- action 3.1.1. Analysis and assessment of the need for changes to the remuneration regulations, taking into account aspects of equal development (implementation of the indicator: preparation of the analysis and assessment concluded with a report containing recommendations),
- action 3.1.2. Implementation of guidelines for the evenness of CUT employees' workloads with official duties (implementation of the indicator: preparation of guidelines and making them available to CUT employees),
- action 3.1.3. Updating the remuneration rules for CUT employees (realization of the indicator: preparation of remuneration rules and making them available to CUT employees),
- action 3.2.1. Implementation of guidelines for unification of requirements for CUT students / doctoral students in the educational process (implementation of the indicator: preparation of guidelines and making them available to CUT students and doctoral students),
- action 3.2.2. Implementation of the principles of equal access of CUT students and doctoral students to events, programs, and competitions organized by CUT (realization of the indicator: preparation of principles and making them available to members of the CUT Academic Community),
- action 3.3.1. Creating a catalog of good practices and recommendations to support effective work-life balance (realization of the indicator: preparation of the catalog and making it available to CUT employees and doctoral students),
- action 3.3.2. Creating a catalog of good practices and recommendations to support effective study-life balance (realization of the indicator: preparation of the catalog and making it available to CUT students and doctoral students),
- action 3.4.1. Creation of recommendations for activities to support the scientific development of women (realization of the indicator: preparation of recommendations and making them available to members of the CUT Academic Community),
- action 3.4.2. Striving to increase diversity, including gender balance in decision-making bodies and decision-making processes at different levels of the CUT organizational structure (realization of indicator: development of information materials on the benefits of balancing gender representation in CUT decision-making bodies, councils, committees, and teams, and making them available to members of the CUT Academic Community),
- action 3.4.3. Implementation of gender equality in the content of scientific research conducted at CUT (realization of the indicator: modification of the subject charters: "Methodology of scientific research" and "Acquisition of grants" in the CUT DS program).

Quantitative indicators, in turn, will be used to evaluate the following activities:

- action 1.1.1. Creation of a website dedicated to equality issues in the pk.edu.pl domain (desired values of the indicator: at least 10 website updates per year and at least 100 hits per year),
- action 1.1.2. Inclusion of equality issues in the Employee Information Service and CUT Daily Newsletter (at least 10 posts per year),



- action 1.1.3. Conducting a promotional campaign for the Equality Plan for CUT (realization of the indicator: holding at least one event for members of the CUT Academic Community per year, and at least 20% of members of a given group in the CUT Academic Community know about the existence of the Equality Plan),
- action 1.2.1. Conducting awareness training for CUT employees (realization of indicator: training of at least 5% of CUT employees per year),
- action 1.2.2. Preparation of a guidebook for CUT employees on equality issues (realization of indicator: at least 50 downloads of the guidebook per year),
- action 1.3.1. Conducting awareness training for CUT students and doctoral students (achievement of the indicator: training of at least 90% of the percentage of first-year students and at least 5% of the total number of doctoral students, in each year of the term of the Equality Plan),
- action 1.3.2. Preparation of a guide for persons educated at CUT on equality issues (realization of indicator: at least 50 downloads of the guidebook per year),
- action 2.1.1. Conducting surveys of CUT employees (realization of indicator: at most 2% of people personally experiencing negative behavior and at most 5% of people witnessing negative behavior),
- action 2.1.2. Conducting surveys of CUT students (realization of the indicator: at most 2% of those personally experiencing negative behavior and at most 5% of those witnessing negative behavior),
- action 2.1.3. Conduct surveys of CUT doctoral students (realization of the indicator: at most 2% of those personally experiencing negative behavior and at most 5% of those witnessing negative behavior),
- action 2.1.4. Conducting surveys of participants in postgraduate studies and possibly other forms of training (realization of the indicator: at most 2% of those personally experiencing negative behavior and at most 5% of those witnessing negative behavior),
- action 3.4.3. Implementation of gender equality issues in the content of scientific research conducted at CUT (realization of the indicator: conducting at least two modified training courses on grant acquisition per year).

On the other hand, the following activities will be evaluated using qualitative indicators, determined using the results of surveys conducted among specific groups of members of the CUT Academic Community (depending on the activity: students, doctoral students, or employees):

- action 1.1.1. Creation of a website dedicated to equality issues in the pk.edu.pl domain (realization of the indicator based on the results of a survey of CUT students, doctoral students and employees: obtaining an average rating of the website of at least 3.0 on a five-point scale <1-5, where 1 - a very bad rating, 5 - a very good rating> in each year of evaluation),
- action 1.2.1. Conducting awareness training for CUT employees (realization of the indicator based on the results of a survey of CUT employees: obtaining an average rating of at least 3.0 for the usefulness of the training on a five-point scale <1-5, where 1 - rating very bad, 5 - rating very good>, in each year of evaluation),



- action 1.3.1. Conducting awareness training for CUT students and doctoral students (realization of the indicator based on the results of a survey of CUT students and doctoral students: obtaining an average rating of the usefulness of the training of at least 3.0 on a five-point scale <1-5, where 1 - rating very bad, 5 - rating very good>, in each year of evaluation),
- action 2.2.1. Implementing a uniform procedure for reporting cases of discrimination (implementation of an indicator based on the results of a survey of students, doctoral students and CUT employees: obtaining an average rating of the procedure of at least 3.0 on a five-point scale <1-5, where 1 - rating very bad, 5 - rating very good>, in each year of evaluation),
- action 2.2.2. Creation of a platform for reporting disturbing phenomena and cases of discrimination (realization of the indicator based on the results of a survey of CUT students, doctoral students and employees: obtaining an average rating of the platform's functionality of at least 3.0 on a five-point scale <1-5, where 1 - rating very bad, 5 - rating very good>, in each year of evaluation),
- action 2.3.1. Implement a uniform procedure for investigating cases of discrimination (realization of the indicator based on the results of a survey of CUT students, doctoral students and employees: obtaining an average rating of the usefulness of the procedure of at least 3.0 on a five-point scale <1-5, where 1 - rating very bad, 5 - rating very good>, in each year of evaluation),
- action 2.3.2. Implementing a unified procedure for assistance proceedings in cases of discrimination (realization of the indicator based on the results of a survey of CUT students, doctoral students and employees: obtaining an average rating of the usefulness of the procedure of at least 3.0 on a five-point scale <1-5, where 1 - rating very bad, 5 - rating very good>, in each year of evaluation),
- action 3.1.1. Analysis and assessment of the need for changes to the rules of remuneration, taking into account aspects of equal development (implementation of the indicator based on the results of a survey of CUT employees: obtaining an average rating of at least 3.0 on the transparency of the rules for the distribution of work responsibilities and obtaining an average rating of at least 3.0 on the transparency of the remuneration system - in both cases on a five-point scale <1-5, where 1 - rating very bad, 5 - rating very good>, in each year of evaluation),
- action 3.1.2. Implementing guidelines for the evenness of CUT employees' workloads (implementation of an indicator based on the results of a survey of CUT employees: obtaining an average satisfaction rating of at least 3.0 on a five-point scale <1-5, where 1 - rating very bad, 5 - rating very good>, in each year of evaluation),
- action 3.1.3. Updating CUT employee remuneration policies (realization of the indicator based on the results of a survey of CUT employees: obtaining an average salary satisfaction rating of at least 3.0 on a five-point scale <1-5, where 1 - rating very bad, 5 - rating very good>, in each year of evaluation),
- action 3.2.1. Implementation of guidelines for unification of requirements for CUT students / doctoral students in the educational process (realization of the indicator: based on the results of a survey of CUT students and doctoral students: obtaining an average rating of the level of unification of requirements for students and doctoral students of at least 3.0 on a five-point scale <1-5, where 1 - rating very bad, 5 - rating very good>, in each year of evaluation),



- action 3.2.2. Implementation of the principles of equal access of CUT students and doctoral students to events, programs and competitions organized by CUT (realization of the indicator based on the results of a survey of CUT students and doctoral students: obtaining an average rating of satisfaction with access to events, programs and competitions of at least 3.0 on a five-point scale <1-5, where 1 - rating very bad, 5 - rating very good>, in each year of evaluation),
- action 3.3.1. Creation of a catalog of good practices and recommendations supporting effective work-life balance (realization of the indicator based on the results of a survey of CUT employees: obtaining an average rating of the possibility of reconciling professional career at CUT with family life at the level of at least 3.0 and obtaining an average rating of the possibility of reconciling a professional career at CUT with the development of one's own interests at the level of at least 3.0 - in both cases on a five-point scale <1-5, where 1 - rating very bad, 5 - rating very good>, in each year of evaluation),
- action 3.3.2. Creation of a catalog of good practices and recommendations supporting effective compatibility of studying with family life (realization of the indicator based on the results of a survey of CUT students and doctoral students: obtaining an average rating of the possibility of reconciling studying at CUT with family life at the level of at least 3.0 and obtaining an average rating of the possibility of reconciling studying at CUT with the development of one's own interests at the level of at least 3.0 - in both cases on a five-grade scale <1-5, where 1 - rating very bad, 5 - rating very good>, in each year of assessment).



## 7. CUT units responsible for coordinating the implementation of the Equality Plan

Several CUT units will be involved in implementing the Equality Plan, but units of particular importance will be those that coordinate the implementation of individual actions. These are:

- CUT Academic Community Support Center,
- Education Department,
- Student Affairs Department,
- CUT Doctoral School,

### CUT Academic Community Support Center

In parallel with the work on the Equality Plan, activities were undertaken to establish a new unit that would comprehensively examine cases of mistreatment, as well as to implement measures to prevent such treatment and support members of the CUT Academic Community who have been harmed by the undesirable behavior of third parties. Such a unit, named "CUT Academic Community Support Center," was established by Regulation No. 39 of the Rector of Cracow University of Technology dated May 5, 2022. [33].

CeWSA PK's existing responsibilities include:

- prevention in the broadest sense, i.e., increasing the CUT Academic Community's awareness of psychosocial risks through appropriate education, which will reduce the risk of negative behaviors and relationships, as well as enable a better understanding of the physical and psychological effects of mistreatment,
- comprehensive handling of cases of mistreatment (discrimination, harassment, bullying), reported through the heads of CUT units, Student and Doctoral Student Ombudsmen, and individually by employees, students, and doctoral students, leading to the clarification of the case,
- referring cases to the appropriate disciplinary ombudspersons, organizing mediation, and supervising the timely handling of disciplinary cases,
- providing psychological support to persons who have suffered as a result of mistreatment, by referring them either to CUT units (Academic Psychological and Pedagogical Consultation Point) or to external units,
- developing procedures: to prevent mistreatment and to report incidents of undesirable behavior,
- development of an Internal Anti-Harassment and Anti-Discrimination Policy for CUT,
- providing opinions on university documents in terms of preventing the occurrence of cases of discrimination and bullying,
- initiating actions and activities to support good relations between members of the CUT Academic Community, including activities related to the implementation of the University's declaration of Social Responsibility.

As can be seen, the existing terms of reference of CeWSA PK encompass several activities proposed for implementation under this Equality Plan. CeWSA PK will be the coordinator and partial implementer of most of the activities enshrined in the Equality Plan and carried out jointly with other CUT units:



- action 1.1.1. Creation of a website dedicated to equality issues in the domain pk.edu.pl (in cooperation with the CUT E-education Center),
- action 1.1.2. Inclusion of equality issues in the Employee Information Service and the CUT Daily Newsletter (in cooperation with the CUT Spokesperson, the Promotion Department, and the Student Union),
- action 1.1.3. Conducting a promotional campaign for the Equality Plan for CUT (in cooperation with the Student Union and the Doctoral Students' Association),
- action 1.2.1. Conducting awareness training for CUT employees (in cooperation with the CUT Center for Pedagogy and Psychology and DSS),
- action 1.2.2. Preparation of a guidebook for CUT employees on equality issues (in cooperation with the CUT Center for Pedagogy and Psychology),
- action 1.3.1. Conducting awareness training for CUT students and doctoral students (in cooperation with the CUT Center for Pedagogy and Psychology and DSS),
- action 1.3.2. Preparation of a guidebook for persons educated at CUT on equality issues (in cooperation with the CUT Center for Pedagogy and Psychology),
- action 2.2.1. Implementing a uniform procedure for reporting cases of discrimination (in cooperation with DSS),
- action 2.2.2. Establishment of a platform for reporting disturbing phenomena and cases of discrimination (in cooperation with the CUT e-Education Center),
- action 2.3.1. Implementing a uniform procedure for investigating cases of discrimination (in cooperation with DSS),
- action 2.3.2. Implementing a unified procedure for providing assistance in cases of discrimination (in cooperation with DSS),
- action 3.1.1. Analysis and assessment of the need for changes to the remuneration regulations, taking into account aspects of equal development (initiating the formation of a task team and coordinating its work),
- action 3.1.2. Implementing guidelines for the evenness of CUT employees' workloads with official duties (initiating the formation of a task team and coordinating its work),
- action 3.1.3. Updating the rules for the remuneration of CUT employees (initiating the formation of a task team and coordinating its work).
- action 3.3.1. Creating a catalog of good practices and recommendations to support effective work-life balance (in cooperation with the task team),
- action 3.3.2. Creating a catalog of good practices and recommendations to support effective study-life balance (in cooperation with the task team),
- action 3.4.1. Creating recommendations for activities to support the scientific development of women (in cooperation with the task team),



- action 3.4.2. Striving to increase diversity, including gender balance in the decision-making bodies and processes at various levels of the CUT organizational structure (in cooperation with university units).

## Other CUT entities

The three previously mentioned CUT units, i.e., DK, DSS, and SD PK, will coordinate the other activities outlined in the Equality Plan.

The Education Department (DK) will coordinate the action:

- action 3.2.1. Implementation of guidelines for the unification of requirements for CUT students / doctoral students in the educational process, in the part concerning students (in cooperation with the CUT Student Union, it will also be possible to create a broader task team, which, depending on the needs, will include, for example, representatives of faculties).

The Department of Student Affairs (DSS) will coordinate the following actions:

- action 2.1.1. Conducting surveys of CUT employees (in cooperation with the task team),
- action 2.1.2. Conducting surveys among CUT students (in cooperation with the task team),
- action 2.1.3. Conducting surveys of CUT doctoral students (in cooperation with the task team),
- action 2.1.4. Conducting surveys of participants in postgraduate studies and other forms of education (in possible cooperation with the task team),
- action 3.2.2. Implementation of principles of equal access of CUT students and doctoral students to events, programs, and competitions organized by CUT (in cooperation with the CUT Student Union and the CUT Doctoral Students' Association),
- in addition: determination of all the qualitative indicators mentioned in Chapter 5 based on survey results.

The CUT Doctoral School (CUT DS) shall coordinate two actions:

- action 3.2.1. Implementation of guidelines for the unification of requirements for CUT students / doctoral students in the educational process, in the part concerning doctoral students (in cooperation with the CUT Doctoral Students Association, it will also be possible to create a broader task team, which - depending on the needs - will include, for example, representatives of faculties and CUT DS),
- action 3.4.3. Implementation of gender equality issues in the content of scientific research conducted at CUT (independent activity, implemented by CUT DS).

## 8. Task teams

Some of the proposed activities, due to the need to consider the different perspectives of individual CUT units, as well as the requirement to involve specialists (including external ones) from various scientific fields, will necessitate the formation of thematic task teams. In doing so, the principle was adopted that a task team would be formed only if the unit coordinating the implementation of a given action is unable to implement it independently or jointly with the other assigned CUT units.



Three main groups of problems have been identified, the solution of which will require the appointment of task teams by the Rector.

- A task team for the development of research on the situation of the CUT Academic Community, whose task will be to develop a methodology and then conduct in-depth research on selected aspects of university activities, mainly to solve identified and emerging problems in relations between members or groups of members of the CUT Academic Community. The task team should include representatives from the CUT Academic Community Support Center, the Center for Management, Economics, and Sociology, the Center for Pedagogy and Psychology, the Office for Persons with Disabilities, and the Student Affairs Department, as well as representatives from the CUT Students' Union and the CUT Doctoral Students' Association.
- A task team to study and possibly develop a division of duties and remuneration for CUT employees, taking into account the specific nature of the work of representatives of CUT employee subgroups: academic teachers and non-academic employees. The task team should include at least representatives of the Department of Personnel and Social Affairs, the University Strategy and Development Office, and the CUT Academic Community Support Center. If necessary, it is possible to create two parallel task teams to work separately on developing solutions for academic staff and non-academic staff.
- A team to develop good practices and recommendations to support effective reconciliation of activities at the university (work, education) with private life. The team should include at least representatives from the CUT Academic Community Support Center, the Center for Management, Economics, and Sociology, the Center for Pedagogy and Psychology, the CUT Student Union, and the CUT Doctoral Students Association, as well as representatives from individual groups and subgroups within the CUT Academic Community. The possibility of including external experts in the team should also be considered.
- A task team for developing recommendations on possible measures to effectively support the scientific development of women, which will result in a reduction in the gender imbalance among assistant professors, university professors, and professors, and consequently also in the structure of university authorities. The task team should include at least representatives of the CUT Doctoral School and the Doctoral Students Association.

The establishment of other task teams is also not excluded, if circumstances justifying the establishment of a task team arise during the implementation stage of the Equality Plan.

## 9. Equality Plan implementation matrix for CUT

In order to facilitate the implementation of the Equality Plan, an implementation matrix was drawn up covering the previously discussed elements, namely:

- strategic objectives,
- operational objectives,
- actions,
- indicators,
- desired values of indicators,



- CUT units designated to carry out specific actions, and thus the objectives of the Equality Plan.

The implementation matrix for the Equality Plan is provided in Table 9-1. Below are abbreviated names of the CUT units responsible for implementing the various activities under the Equality Plan for CUT:

BSiRU - Strategy and University Development Office,

CED CUT E-Education Center,

CeWSA PK - CUT Academic Community Support Center,

CPiP - Center for Pedagogy and Psychology,

DK - Department of Education,

DP - Promotion Department

DSS - Student Affairs Department,

RP PK - CUT Spokesperson,

URSD - University's Doctoral Students' Association

SS - CUT Student Union,

CUT DS - CUT Doctoral School.

\* - the units coordinating individual actions have been marked



**Table 9-1. Equality Plan implementation matrix for CUT**

STRATEGIC OBJECTIVE	OPERATIONAL OBJECTIVE	ACTION	INDICATOR	DESIRED VALUES	IMPLEMENTATION
1. Increasing awareness of equality and mutual respect among members of the CUT Academic Community	1.1. Providing necessary equality information to all members of the CUT Academic Community	1.1.1. Creation of a website dedicated to equality issues in the pk.edu.pl domain	a) Launching the website b) Number of substantive content updates on the website c) Number of website hits per year d) Evaluation of the website, on a scale of 1-5 (survey)	a) YES b) At least 10 per year c) At least 100 entries per year d) Average score of at least 3.00	2022 CUT ACSC (CeWSA PK)* CED
		1.1.2. Inclusion of equality issues in the Employee Information Service and CUT Daily Newsletter	a) Number of posts dedicated to equality, per year	a) At least 10 per year	2022-2025 CUT ACSC (CeWSA PK)* SS, RP PK, DP
		1.1.3. Carrying out a promotional campaign for the Equality Plan for CUT	a) Number of events promoting equality at CUT b) Percentage of people aware of the existence of the Equality Plan (survey)	a) At least one event per year b) At least 20% of people	2023-2025 CUT ACSC (CeWSA PK)* SS, URSD
	1.2. Strengthening positive employee attitudes toward equality at CUT	1.2.1. Conducting awareness training for CUT employees	a) Percentage of employees covered by training b) Evaluation of the usefulness of the training, on a scale of 1-5 (survey)	a) At least 5% per year b) Average rating of at least 3.00	2022-2025 CUT ACSC (CeWSA PK)* CPIP DSS
		1.2.2. Preparation of a guide for CUT employees on equality issues	a) Publishing the guide b) Number of downloads of the guide during the year	a) YES b) At least 50 downloads per year	2023 CUT ACSC (CeWSA PK)* CPIP
	1.3. Strengthening positive attitudes of students, doctoral students, and participants of postgraduate and other forms of education towards equality at CUT	1.3.1. Conducting awareness training for CUT students and doctoral students	a) Percentage of first-year students covered by training b) Percentage of doctoral students receiving training c) Evaluation of the usefulness of the training, on a scale of 1-5 (survey)	a) At least 90% in a given year b) At least 5% per year c) Average score of at least 3.00	2022-2025 CUT ACSC (CeWSA PK)* CPIP DSS
		1.3.2. Preparation of a guide for persons educated at CUT on equality issues	a) Publishing the guide b) Number of downloads of the guide during the year	a) YES b) At least 50 downloads per year	2023 CUT ACSC (CeWSA PK)* CPIP



STRATEGIC OBJECTIVE	OPERATIONAL OBJECTIVE	ACTION	INDICATOR	DESIRED VALUES	IMPLEMENTATION
2.Preventing manifestations of inequality at CUT	2.1. Introduce periodic monitoring of the attitudes of members of the CUT Academic Community	2.1.1. Conducting surveys among CUT employees	a) Conducting a survey on a group of at least 200 employees b) Percentage of people experiencing negative behavior c) Percentage of people witnessing negative behavior	a) At least once a year b) At most 2% c) At most 5%	2022-2025 DSS* Task team
		2.1.2. Conducting surveys among CUT students	a) Conducting a survey on a group of at least 200 students b) Percentage of people experiencing negative behavior c) Percentage of people witnessing negative behavior	a) At least once a year b) At most 2% c) At most 5%	2022-2025 DSS* Task team
		2.1.3. Conducting surveys among CUT doctoral students	a) Conducting a survey on a group of at least 30 doctoral students b) Percentage of people experiencing negative behavior c) Percentage of people witnessing negative behavior	a) At least once a year b) At most 2% c) At most 5%	2022-2025 DSS* Task team
		2.1.4. Conducting surveys of participants in postgraduate studies and possibly other forms of education	a) Conducting a survey on a group of at least 30 doctoral students b) Percentage of people experiencing negative behavior c) Percentage of people witnessing negative behavior	a) At least once a year b) At most 2% c) At most 5%	2024 - 2025 DSS* Task team
	2.2. Creating mechanisms for reporting cases of discrimination	2.2.1. Implementing a uniform procedure for reporting cases of discrimination	a) Implementation of the procedure b) Evaluation of the procedure, on a scale of 1-5 (survey)	a) YES b) Average score of at least 3.00	2022 CUT ACSC (CeWSA PK)* DSS
		2.2.2. Creation of a platform for reporting disturbing phenomena and cases of discrimination	a) Launching the platform b) Evaluation of the platform's functionality (content reporting, intuitiveness), on a scale of 1-5 (survey)	a) YES b) Average score of at least 3.00	2023 CUT ACSC (CeWSA PK)* CED
	2.3. Establishing mechanisms for organizing assistance to those affected by discrimination	2.3.1. Implementing a uniform procedure for investigating cases of discrimination	a) Implementation of the procedure b) Evaluation of the procedure, on a scale of 1-5 (survey)	a) YES b) Average score of at least 3.00	2022 CUT ACSC (CeWSA PK)* DSS
		2.3.2. Implementing a uniform procedure for providing	a) Implementation of the procedure	a) YES	2023



STRATEGIC OBJECTIVE	OPERATIONAL OBJECTIVE	ACTION	INDICATOR	DESIRED VALUES	IMPLEMENTATION
		assistance in cases of discrimination	b) Evaluation of the procedure, on a scale of 1-5 (survey)	b) Average score of at least 3.00	CUT ACSC (CeWSA PK)* DSS
3.Ensuring equal opportunities for participation in the CUT Academic Community	3.1. Providing equal opportunities for professional development of CUT employees	3.1.1. Analysis and assessment of the need for changes to the remuneration regulations, taking into account aspects of equal development	a) Conducting an analysis and assessment of the need for changes to the regulations b) Evaluation of the transparency of the rules for the distribution of official duties, on a scale of 1-5 (survey) c) Rating the transparency of the remuneration system, on a scale of 1-5 (survey)	a) YES b) Average score of at least 3.00 c) Average score of at least 3.00	2024 CUT ACSC (CeWSA PK)* Task team
		3.1.2. Implementation of guidelines for the evenness of CUT employees' workload with official duties	a) Introduction of the regulations b) Rating the satisfaction with the division of duties, on a scale of 1-5 (survey)	a) YES b) Average score of at least 3.00	2024 CUT ACSC (CeWSA PK)* Task team
		3.1.3. Update of remuneration rules for CUT employees	a) Introducing the update b) Rating satisfaction with salary, on a scale of 1-5 (survey)	a) YES b) Average score of at least 3.00	2024 CUT ACSC (CeWSA PK)* Task team
	3.2. Ensuring equal opportunities in the educational process of CUT students and doctoral students	3.2.1. Implementation of guidelines for unification of requirements for CUT students / doctoral students in the educational process	a) Implementation of the guidelines b) Assessment of the level of unification of requirements for students / doctoral students, on a scale of 1-5 (survey)	a) YES b) Average score of at least 3.00	2023 DK*, SD PK* SS, URSD (or a task team)
		3.2.2. Implementation of the principles of equal access of CUT students and doctoral students to events, programs and competitions organized by CUT	a) Implementation of the rules b) Rating satisfaction with access to events, programs and competitions, on a scale of 1-5 (survey)	a) YES b) Average score of at least 3.00	2023 DSS* SS, URSD
	3.3. Ensuring a balance between professional and personal development	3.3.1. Creating a catalog of good practices and recommendations to support effective work-life balance	a) Making the catalog available b) Assessment of the possibility of reconciling a career at CUT with family life, on a scale of 1-5 (survey) c) Assessment of the possibility of reconciling a career at CUT with the	a) YES b) Average score of at least 3.00 c) Average score of at least 3.00	2023-2025 CUT ACSC (CeWSA PK)* Task team



STRATEGIC OBJECTIVE	OPERATIONAL OBJECTIVE	ACTION	INDICATOR	DESIRED VALUES	IMPLEMENTATION
			development of one's own interests, on a scale of 1-5 (survey)		
		3.3.2. Creating a catalog of good practices and recommendations to support effective study-life balance	<ul style="list-style-type: none"> <li>a) Making the catalog available</li> <li>b) Evaluation of the possibility of reconciling studying at CUT with family life, on a scale of 1-5 (survey)</li> <li>c) Evaluation of the possibility of reconciling studying at CUT with the development of one's own interests, on a scale of 1-5 (survey)</li> </ul>	<ul style="list-style-type: none"> <li>a) YES</li> <li>b) Average score of at least 3.00</li> <li>c) Average score of at least 3.00</li> </ul>	2023-2025 CUT ACSC (CeWSA PK)* Task team
	3.4. Ensuring gender balance in scientific development and CUT representation	3.4.1. Creation of recommendations for activities to support the scientific development of women	<ul style="list-style-type: none"> <li>a) Making the recommendations available</li> <li>b) Keeping statistics on promotions and obtaining academic degrees and titles, distinguished by gender</li> </ul>	<ul style="list-style-type: none"> <li>a) YES</li> <li>b) Publication of the report once a year</li> </ul>	2023-2025 CUT ACSC (CeWSA PK)* Task team
		3.4.2. Striving to increase diversity, including gender balance in the decision-making bodies and processes at various levels of the CUT organizational structure	<ul style="list-style-type: none"> <li>a) Monitoring the staffing of decision-making bodies at CUT in terms of gender diversity</li> <li>b) Developing informational materials on the benefits of balancing gender representation in CUT decision-making bodies, councils, committees and teams</li> <li>c) Preparing guidelines and recommendations on the need for gender representation in decision-making bodies, councils, committees, etc.</li> </ul>	<ul style="list-style-type: none"> <li>a) Publication of the report once a year</li> <li>b) YES</li> <li>c) YES</li> </ul>	2022-2025 CUT ACSC (CeWSA PK)* CUT units
		3.4.3. Implementation of gender equality issues in the content of scientific research conducted at CUT	<ul style="list-style-type: none"> <li>a) Incorporating gender equality issues into the grant acquisition training program</li> <li>b) Incorporating gender equality issues into the curriculum of the Doctoral School (including the subjects "Research Methodology" and "Grant Acquisition")</li> </ul>	<ul style="list-style-type: none"> <li>a) Conducting at least two modified training courses per year</li> <li>b) Modification of course syllabus</li> </ul>	2024 - 2025 SD PK*

\* - the units coordinating individual activities have been marked



## 10. Monitoring the implementation of the Equality Plan for CUT

An ongoing, annual assessment of the degree of implementation of the Equality Plan shall be scheduled. At a minimum, this assessment should include:

- collection and analysis of data needed to determine measurable indicators,
- preparing and conducting a survey among members of the CUT Academic Community (CUT employees - divided into academic teachers and non-academic teachers, students, doctoral students, participants of postgraduate studies, and other forms of education at CUT),
- analyzing the results of the survey and drawing up a report on the current status of the Equality Plan.

The CUT Academic Community Support Center is responsible for collecting and analyzing the data necessary to determine measurable indicators for the implementation of the Equality Plan, mainly with the cooperation of the following CUT units:

- Strategy and University Development Office,
- CUT E-Education Centre,
- CUT Center for Pedagogy and Psychology,
- Department of Personnel and Social Affairs,
- Education Department,
- Promotion Department,
- Student Affairs Department,
- The Doctoral School Council,

as well as the university's superior student and doctoral student organizations:

- CUT Student Union,
- CUT Doctoral Students' Association.

All measurable indicators of the Equality Plan will be determined as of December 31 for the calendar year for which the evaluation of the implementation of the indicators is performed, which is in accordance with the schedule for evaluating the degree of implementation of selected elements of the Strategy [22]. Units responsible for the preparation of data are required to submit it to CeWSA PK by February 28 of a given year.

The DSS is responsible for preparing and conducting the survey among members of the CUT Academic Community, as well as analyzing and compiling the survey results. An annual survey is planned using an online questionnaire, with complete anonymity for participants, thanks to the use and expansion of the existing questionnaire.

The survey should be conducted each year in January, following the year for which the evaluation of the Equality Plan's implementation indicators is performed. In turn, the analysis of the survey results should be completed by March 15 of the year in question. A survey of members of the CUT Academic Community should include at least:



- 100 interviews in the group of university teachers,
- 100 interviews in a group of non-academic employees,
- 200 interviews with students,
- 30 interviews with doctoral students (total: participants in the doctoral program and the Doctoral School),
- 30 interviews with participants in postgraduate studies and other forms of education (as of 2024).

Conducting the survey with the above sample sizes will enable the collection of reliable indicators for assessing the degree of implementation of the Equality Plan. However, any additional increase in the sample size will help minimize errors in the estimation of the assessed indicators, which will not only improve the quality of the study itself but also enable the implementation of measures to improve the Equality Plan's implementation or its updating. Therefore, a multifaceted incentive for participation in the research will be necessary, with the guiding point being the pursuit of equality principles in all aspects of CUT operation.

The result of the monitoring will be an annual report assessing the degree of implementation of the Equality Plan, prepared by the DSS by March 31 of the relevant year.

## 11. Responsibility for implementing and updating the Equality Plan for CUT

The person responsible for the implementation of the Equality Plan is the Vice-Rector for Student Affairs at CUT, whose tasks include:

- supervision of the implementation of the activities enshrined in the Equality Plan,
- supervision of the monitoring of the implementation of the Equality Plan,
- supervision of the cooperation of CUT units in the implementation of joint activities,
- coordinating the implementation of the annual report, assessing the degree of implementation of the Equality Plan,
- updating the provisions of the Equality Plan.



## 12. Bibliography

- [1] Branka M. & Cieślukowska D. (ed.): Edukacja antydyskryminacyjna. Podręcznik trenerski. Stowarzyszenie Willa Decjusza, Kraków, 2010.
- [2] Chrobak-Tatara M., Knapińska A. & Tomczyńska A.: Plany równości płci w Horyzoncie Europa. Przewodnik dla polskich instytucji naukowych. Guide produced as part of the participation of OPI PIB and the Ministry of Science and Higher Education/Ministry of Education and Science in the GenderAction project (GENDER equality in the ERA Community To Innovate policy implementatiON. Coordination and Support Action, Grant Agreement No. 741466), funded under the Horizon 2020 Framework Program.
- [3] Cybulko A. & Kubisa J.: Plan równości płci dla Uniwersytetu Warszawskiego oraz plan działań równościowych na lata 2020-2023. Appendix to the Regulation No. 194 of the Rector of the University of Warsaw, dated August 27, 2020, on the "Gender Equality Plan for the University of Warsaw and the Equality Action Plan for 2020-2023".
- [4] Kędziora K. & Grędzińska A. (ed.): Równoważni. Poradnik antydyskryminacyjny dla osób studiujących i zatrudnionych na Uniwersytecie Warszawskim. Wydawnictwa Uniwersytetu Warszawskiego, 2017.
- [5] Knapińska A.: Kobiety na Politechnikach. Raport 2021. Report developed using a system developed at the Laboratory of Databases and Business Analytics of the Information Processing Center - National Research Institute.
- [6] Kotowski M. & Małek-Orłowska M.: Plan równości dla Politechniki Wrocławskiej na lata 2022–2024. Politechnika Wroclawska, 2021.
- [7] Kramarczyk J.: Plan Równości Płci – jak to zrobić? Biuro Promocji Nauki PoISCA PAN w Brukseli, 2021.
- [8] Żakowska L. & team: Projekt GEP dla PK. GEECCO Core Team Project. Department of Transportation Systems, Cracow University of Technology, 2020.
- [9] Council Decision (EU) 2021/764 of May 10, 2021, establishing the specific program for the implementation of the Horizon Europe Framework Program for Research and Innovation and repealing Decision 2013/743/EU.
- [10] Funkcjonowanie kobiet i mężczyzn w nauce. Wyniki sondażu. Opracowanie Zespołu ds. Analiz i Ewaluacji NCN oraz Komisji Analiz Aktywności Naukowej Rady NCN. Kraków, 2022.
- [11] Horizon Europe Guidance on Gender Equality Plans (GEPs). European Commission, Directorate-General for Research and Innovation, People Directorate - Gender Sector, 2021.
- [12] The Code of Ethics of the Cracow University of Technology in Krakow (<https://bip.pk.edu.pl/index.php?Upprz=118>).
- [13] Konstytucja Rzeczypospolitej Polskiej (Constitution of the Republic of Poland), of April 2nd, 1997, (<https://www.sejm.gov.pl/prawo/konst/polski/kon1.htm>).
- [14] Mobbing na uczelniach wyższych. A report by the Center for Analysis of the Independent Student Union. Warsaw, 2021



- [15] Plan Równości Płci dla Akademii Górniczo-Hutniczej w Krakowie na lata 2022–2024. Appendix No. 1 to Regulation No. 83/2021 of the Rector of AGH dated December 29, 2021.
- [16] Regulation (EU) 2021/692 of the European Parliament and of the Council of April 28, 2021, establishing the "Citizens, Equality, Rights and Values" program and repealing Regulation (EU) No. 1381/2013 of the European Parliament and of the Council and Council Regulation (EU) No. 390/2014.
- [17] Regulation (EU) 2021/695 of the European Parliament and of the Council of April 28, 2021, establishing the Horizon Europe framework program for research and innovation and the rules for participation and dissemination applicable to it and repealing Regulations (EU) No. 1290/2013 and (EU) No. 1291/2013.
- [18] Równe traktowanie standardem naszej pracy. Ewaluacja projektu, dobre praktyki. Stowarzyszenie Pro Humanum, 2015.
- [19] Rzecznik Praw Obywatelskich: Doświadczenie molestowania wśród studentek i studentów. Analiza i zalecenia. Biuletyn Rzecznika Praw Obywatelskich, 2018, nr 5, Zasada Równego Traktowania – prawo i praktyka nr 25.
- [20] Rzecznik Praw Obywatelskich: Ochrona przed dyskryminacją w Polsce Stan prawny i świadomość społeczna. Wnioski i rekomendacje RPO. Biuletyn Rzecznika Praw Obywatelskich, 2020, nr 3, Zasada Równego Traktowania. Prawo i praktyka, nr 30.
- [21] Report of the Rector on the activities of the university for 2021, adopted by Resolution of the Senate of the Cracow University of Technology of June 22, 2022, No. 53/o/06/2022 on approval of the annual report of the Rector of CUT on the activities of the university.
- [22] The Development Strategy of the Cracow University of Technology in Krakow for 2021 - 2025.
- [23] Society for Anti-Discrimination Education website (<https://tea.org.pl/biblioteka/definicja-ea/>) - accessed June 25, 2022.
- [24] Towards More Equal, Diverse, and Inclusive Research. GEinCEE CoP Policy Brief, 2021.
- [25] Resolution of the Senate of the Cracow University of Technology of January 27, 2021, No. 6/o/01/2021 on amending the Statute of the Cracow University of Technology
- [26] Equality Union: gender equality strategy 2020-2025. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. COM(2020) 152, Brussels, 2020.
- [27] The Act of 26 June 1974 - Labor Code. Journal of Laws 2020.0.1320 t.j.
- [28] Law of December 3, 2010, on the implementation of specific provisions of the European Union on equal treatment. Journal of Laws 2020.0.2156 t.j.
- [29] Act of 20 July 2018. - Law on Higher Education and Science. Journal of Laws 2022.0.574 t.j.
- [30] Regulation No. 15 of the Rector of Cracow University of Technology dated February 1, 2021. (ref. R.0201.17.2021) on the appointment of a Team for the adoption of a Gender Equality Plan for Cracow University of Technology.
- [31] Regulation No. 46 of the Rector of Cracow University of Technology dated March 30, 2021. (ref. R.0201.51.2021) on the appointment of a Team for the adoption of a Gender Equality Plan for Cracow University of Technology.



Politechnika Krakowska  
im. Tadeusza Kościuszki



[32] Regulation No. 12 of the Rector of Cracow University of Technology dated February 14, 2022 (ref. R.0201.15.2022) on the appointment of a Team for the development of an Equality Plan for Cracow University of Technology.

[33] Regulation No. 39 of the Rector of Cracow University of Technology dated May 5, 2022 (ref. R.0201.51.2022) on the establishment of the Academic Community Support Center of Cracow University of Technology and amendments to the Organizational Regulations of CUT.