



Equality plan for the PK Krakow University of Technology for the years 2026–2030



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1. Introduction

This "Equality Plan for the PK Krakow University of Technology for the years 2026-2030" (hereinafter referred to as the Equality Plan) is an update of the current "Equality Plan for the years 2022-2025" (hereinafter referred to as the first Equality Plan). The main principles underlying the First Equality Plan remain unchanged. Like the original document, the Equality Plan sets out tasks which, when fully implemented by the University, will result in the provision and maintenance of favorable and fair conditions for all groups within the PK KUT academic community: employees, students, doctoral students, participants of postgraduate courses, and all other forms of education at PK KUT. The concern for ensuring equal treatment of every member of the PK KUT Academic Community is an impulse to continue activities aimed at minimizing the risk of any manifestations of discrimination, thereby increasing the comfort and safety of all members of the PK KUT Academic Community.

This approach is consistent with, among other things, the provisions of Article 32 of the Constitution of the Republic of Poland, referred to as the principle of equality and prohibition of discrimination, as well as the provisions of Articles 11¹, 11², and 11³ of the Labor Code. It is also consistent with the current state of scientific research on equality and anti-discrimination in scientific and educational institutions. It also takes into account current conditions resulting from the changing realities of university operations. In the years 2022-2025, i.e., during the period of the first Equality Plan, PK KUT faced new challenges that it had not had to deal with before. The social, economic, and psychological changes that occurred during and after the COVID-19 pandemic, as well as the state of anxiety related to the current geopolitical situation (particularly as a result of the war in Ukraine), have made it more important than ever to ensure a sense of security for members of the PK KUT Academic Community. The direction for updating the existing strategic objectives and specific measures contained in the current Equality Plan was determined by an analysis of extensive material collected through annual surveys on aspects of the University's operations. Further points of reference were the "Development Strategy of the PK Krakow University of Technology for the years 2026-2031" and the implementation of the European Charter for Researchers, which is part of the HRS4R Strategy.

This Equality Plan covers a re-evaluation of the current state of equality at PK KUT, illustrating the processes that have taken place in recent years in the areas covered by questionnaire surveys conducted among members of the PK KUT Academic Community. The document presents the rules for verifying the strategic and operational objectives necessary to meet the adopted assumptions, along with a description of how they are monitored through indicators that assess the implementation of individual measures. The roles of entities coordinating the implementation of individual tasks have also been defined.

This Equality Plan is the result of the work of a task force established by Regulation No. 119 of the Rector, dated November 28, 2025.



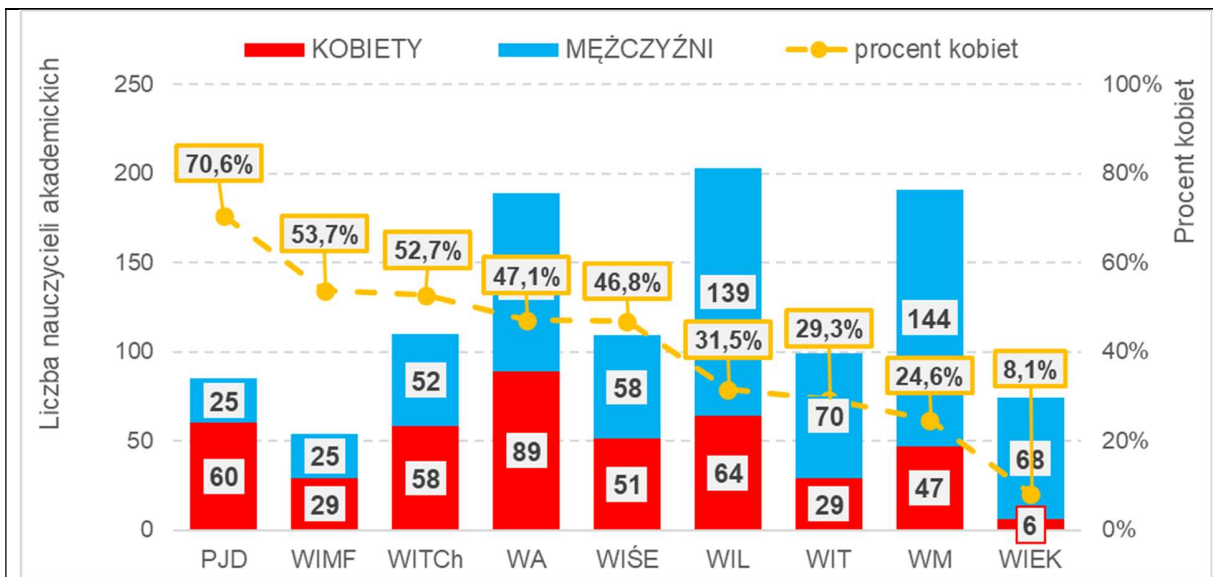
2. Academic Community of the PK Krakow University of Technology

The Academic Community of PK KUT consists of all employees, students, doctoral students, and participants of postgraduate courses. As of November 30, 2025, the PK KUT Academic Community numbers **14,465 people**, including:

- **1,980** employees, including:
 - ✓ **1,114** academic teachers,
 - ✓ **866** university administration employees (according to the still commonly used nomenclature: non-academic staff),
- **11,431** students of full-time and part-time, first-cycle and second-cycle studies,
- **327** doctoral students, students of the PK KUT Doctoral School,
- **727** participants in postgraduate studies organized at PK KUT (as of December 31, 2024).

Academic teachers are employed in eight PK KUT faculties and in non-faculty units (PJD), which also provide teaching for PK KUT students. The number of academic teachers in individual departments varies – from 54 (Faculty of Computer Science and Mathematics - WIMF) to 203 (Faculty of Civil Engineering and Transport - WIL). A total of 85 academic teachers work in non-faculty units (this is 17.0% of all employees in this professional group at PK KUT). The gender structure in this group of academic teachers is also diverse. The lowest percentage of women is 8.1 (Faculty of Electrical and Computer Engineering - WIEK), and the highest is 70.6 (non-faculty units - PJD). The percentage of women in other faculties ranges from 24.6 (Faculty of Mechanical Engineering - WM) to 53.7 (Faculty of Materials Science and Physics - WIMF). Overall, women account for 38.9% of academic teachers employed at PK KUT. The structure of academic staff employment broken down by individual units (faculties and other teaching units combined) and gender is presented in Chart 3-1. For better readability of the chart, the order of faculties was determined based on the share of women in the total number of academic teachers in a given faculty or in non-faculty units conducting classes.

In contrast, Chart 3-2 shows the structure of academic staff employment at PK KUT, broken down by position and gender, with the groups of assistants, lecturers, librarians, language teachers, and trainers aggregated into a single group. The largest group is assistant professors, numbering 549 (49.3% of all academic teachers), and the smallest is full professors, numbering 86 (7.7% of all academic teachers). In percentage terms, the largest representation of women is found in the aggregate group comprising assistant professors, lecturers, librarians, language and sports instructors—51.0%, while the lowest percentage of women is found in the group of full professors—24.4%.



WA – Faculty of Architecture, **WIM** – Faculty of Computer Science and Mathematics, **WIEK** – Faculty of Electrical and Computer Engineering, **WIL** – Faculty of Civil Engineering and Transport, **WIMF** – Faculty of Materials Science and Physics, **WIŚE** – Faculty of Environmental Engineering and Energy, **WITCh** – Faculty of Chemical Engineering and Technology, **WM** – Faculty of Mechanical Engineering, **PJD** – non-faculty units of PK KUT

Chart 3-1. Number of ACADEMIC TEACHERS employed in individual units of PK KUT, broken down into groups of women and men (as of November 30, 2025)

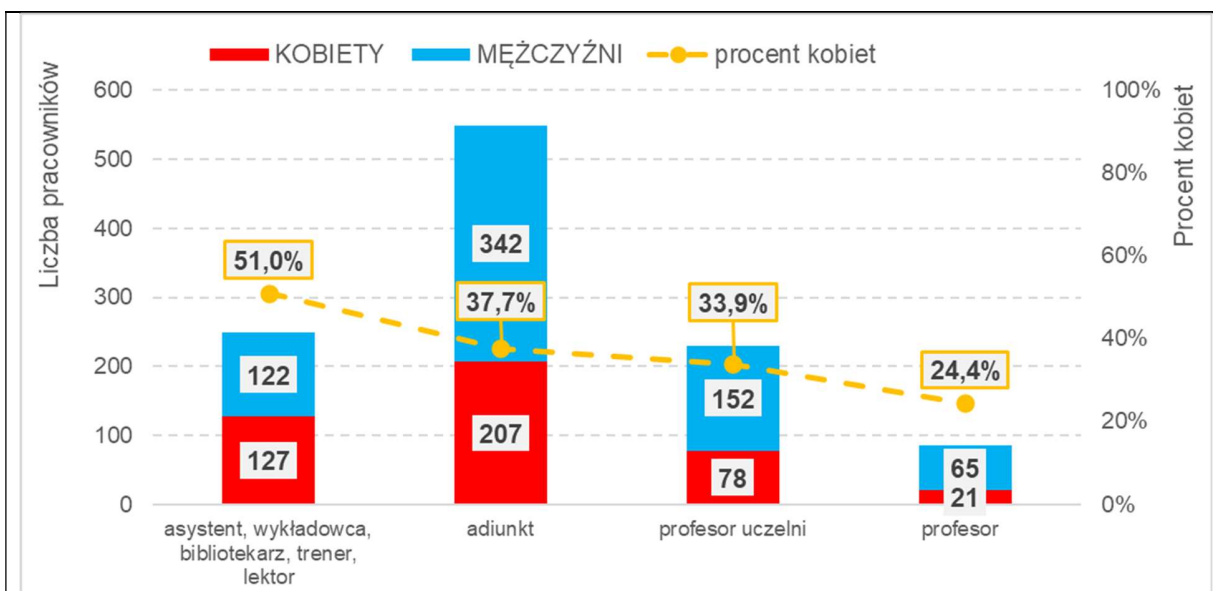


Chart 3-2. Number of ACADEMIC TEACHERS employed in individual positions, broken down into groups of women and men (as of November 30, 2025)



Women account for 65.2% of university administrative staff, who have been classified into six groups: administrative staff, library staff, service staff, economic staff, and technical staff (Chart 3-3). Employees not falling into these groups (14 people) were classified as "others." The largest group consists of administrative staff—419 people, representing 48.4% of all university administrative employees. The group of technical employees, comprising 202 people (23.3%), is also particularly large. The gender structure of university administrative staff is closely linked to the nature of work in specific types of positions. Women dominate among economic staff, library, and administrative staff, accounting for 88.8%, 87.2%, and 82.1% of all employees, respectively. In contrast, men predominate in the technical staff group, accounting for 75.2%.

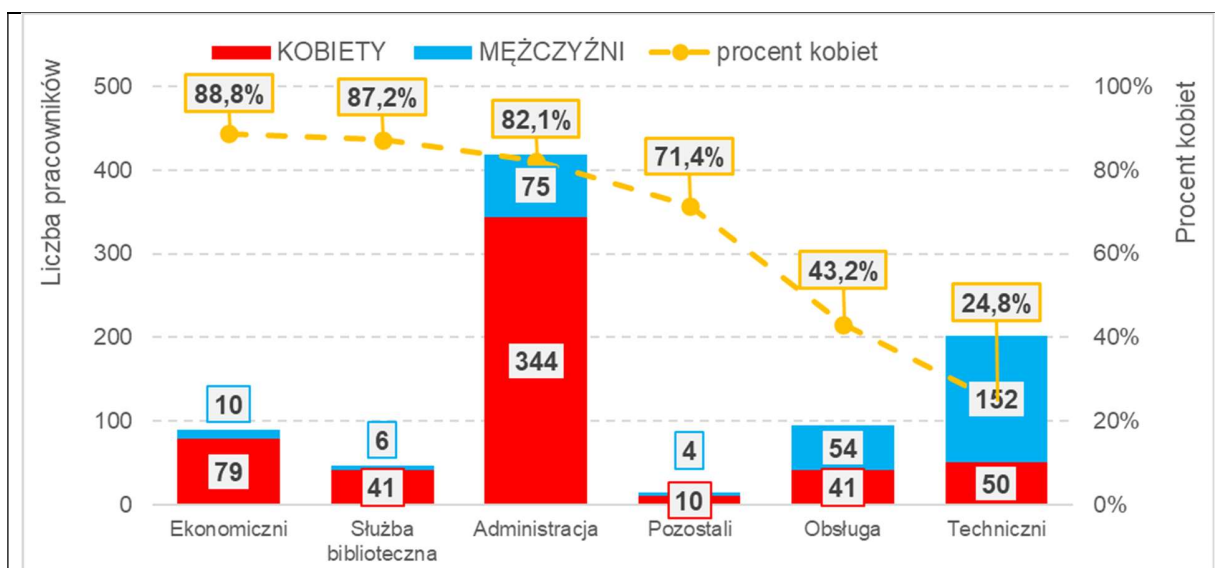


Chart 3-3. Number of UNIVERSITY ADMINISTRATION EMPLOYEES employed in specific positions, broken down by gender (as of November 30, 2025)

Two faculties boast the largest number of students: WIL (Faculty of Civil Engineering and Transport), with 2,381 students, and WM (Faculty of Mechanical Engineering), with 2,368 students (Chart 3-4). In turn, WIMF (Faculty of Materials Science and Physics) currently has the fewest students—341. The highest proportion of women is found in WA (Faculty of Architecture) and WITCh (Faculty of Chemical Engineering and Technology), where women account for 80.8% and 74.0% of students, respectively. These are also the only two faculties where women constitute the majority. At the other end of the spectrum is WIEK (Faculty of Electrical and Computer Engineering), where 95.3% of students are male. In other faculties, the percentage of women ranges from 20.1% to 37.7%. As a result, women make up 37.1% of the student body across the entire university.

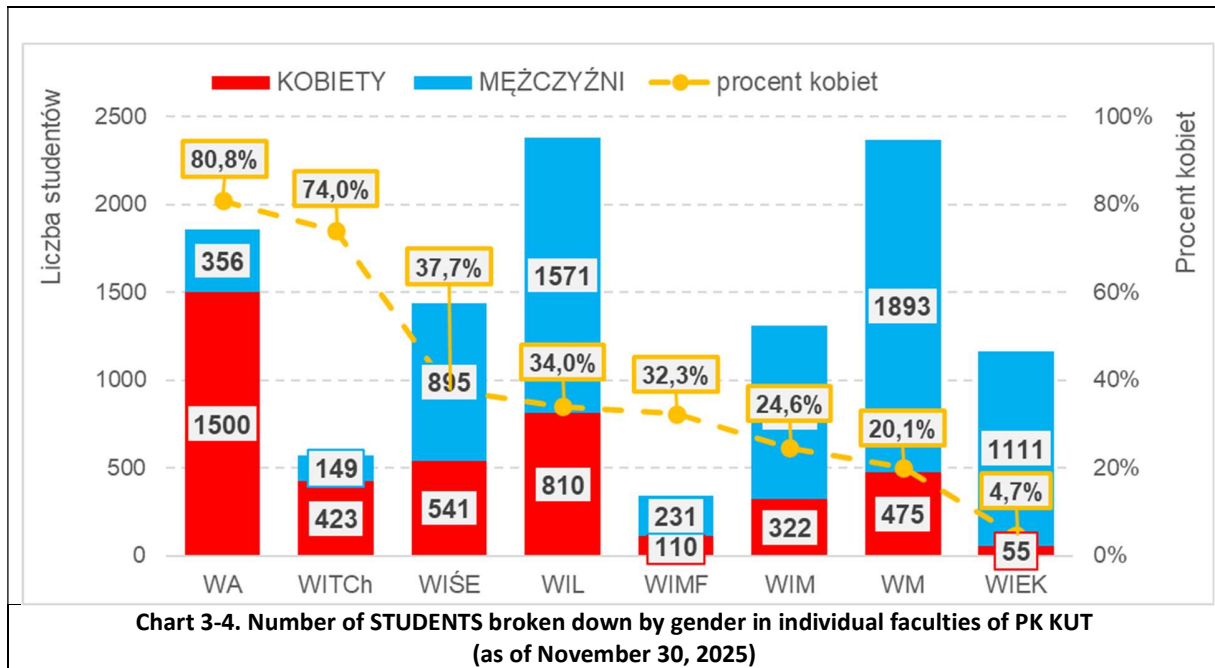
The gender structure among doctoral students is very similar to that among students. Women account for 37.6% of all doctoral students.

An analysis of the gender structure within the university authorities was also conducted. This group includes the positions of rector, vice-rectors, deans and vice-deans, coordinator for non-faculty education,



director of the PK KUT Doctoral School, chancellor, bursar, director of the University's Strategy and Development Office, technical director, and IT director—a total of 51 people.

What deserves special attention is that women account for 45.1% of the university authorities, including 40% of the rector's authorities (Chart 3-5). Such a favorable ratio of women to men in key university positions was not achieved as a result of ensuring parity, but as a result of a consistently implemented process of building the university's management staff based on competence.



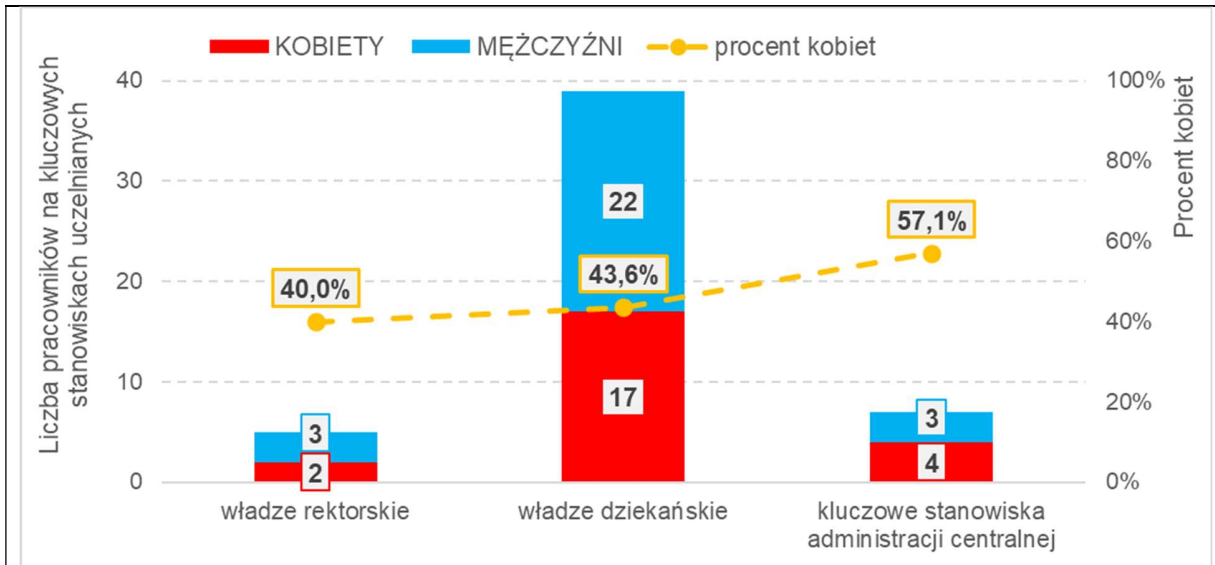


Chart 3-5. University authorities broken down by gender (as of November 30, 2025)

Charts 3-6 to 3-9 show the variability in the number of members of individual groups of the PK KUT Academic Community in 2021-2025, i.e., in the year before the adoption of the first Equality Plan (2021) and in the subsequent years of its validity (2022-2025).

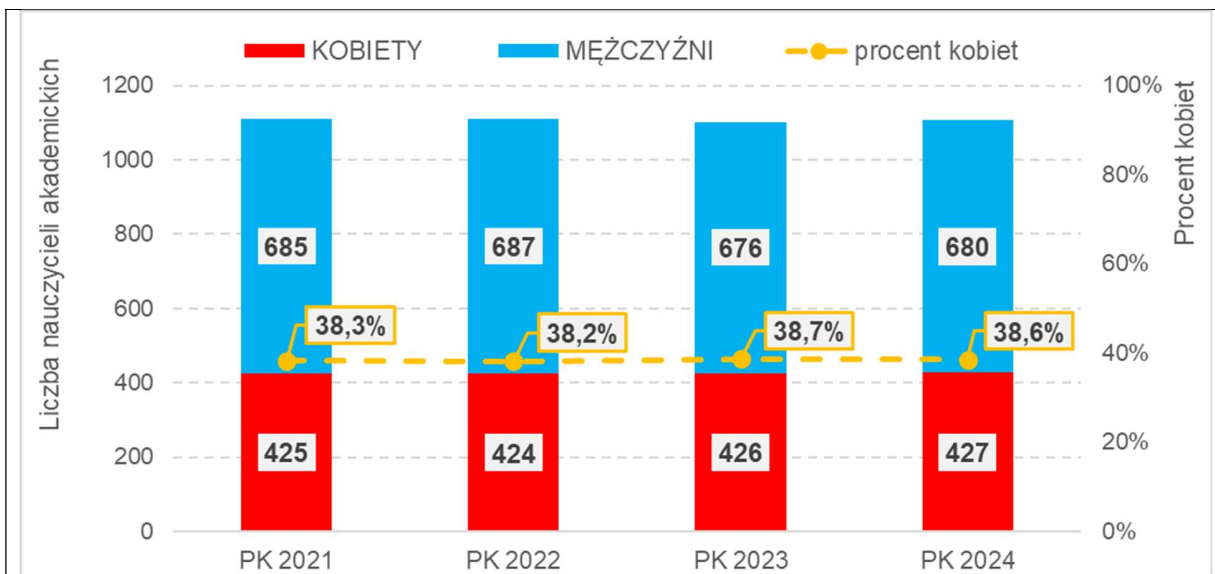


Chart 3-6. Gender structure in the group of ACADEMIC TEACHERS, 2021-2025 (2021–2024: as of December 31; 2025: as of November 30)

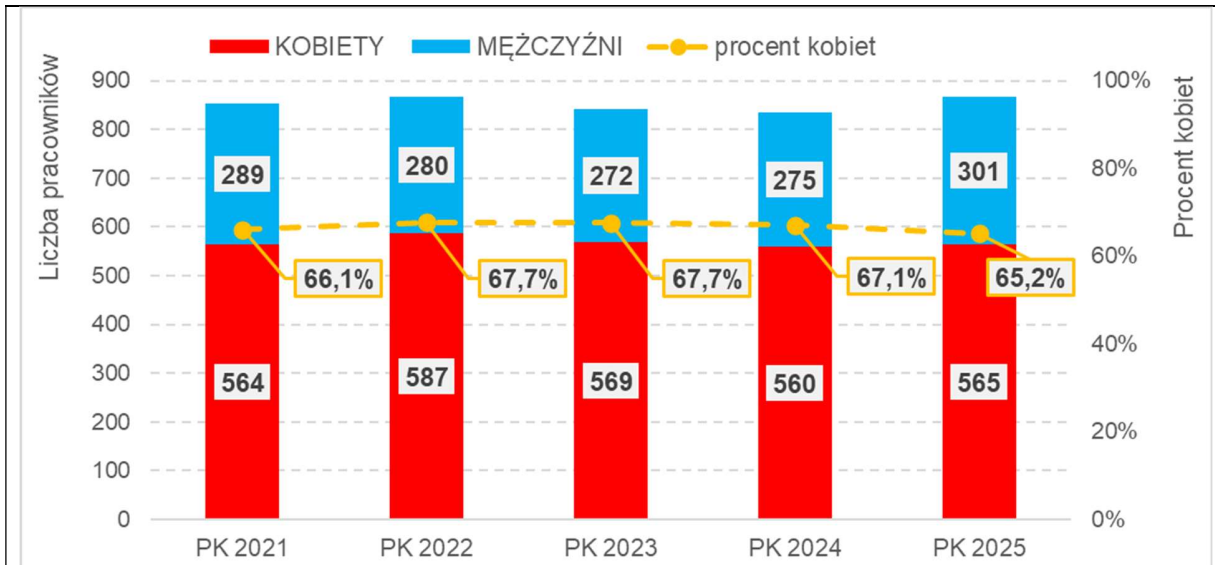


Chart 3-7. Gender structure in the UNIVERSITY ADMINISTRATION EMPLOYEES group, 2021-2025
(2021–2024: as of December 31; 2025: as of November 30)

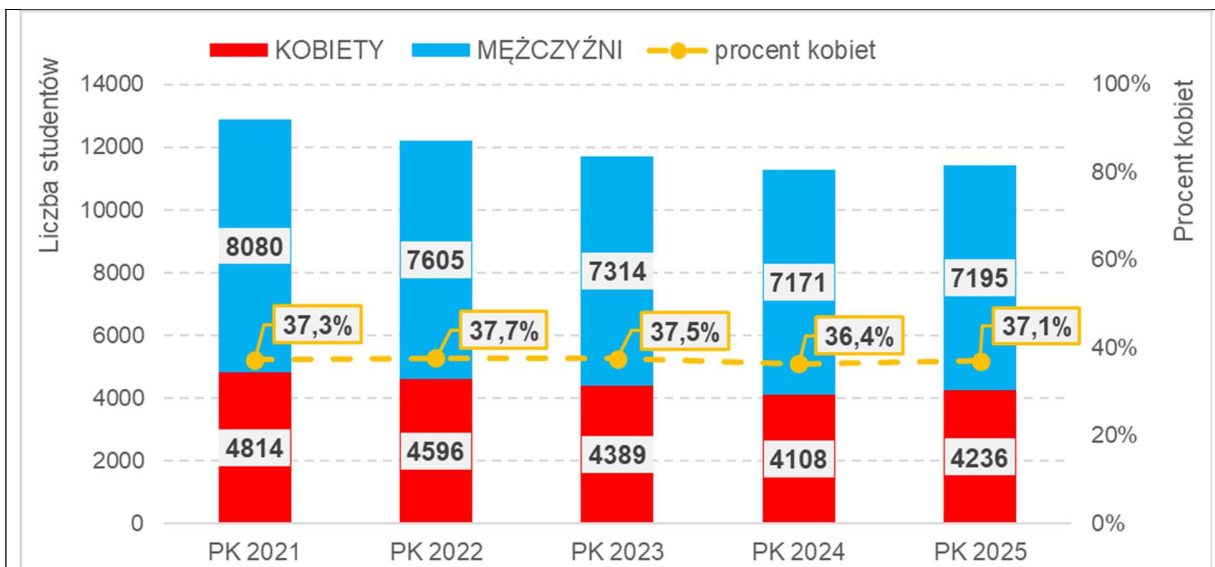
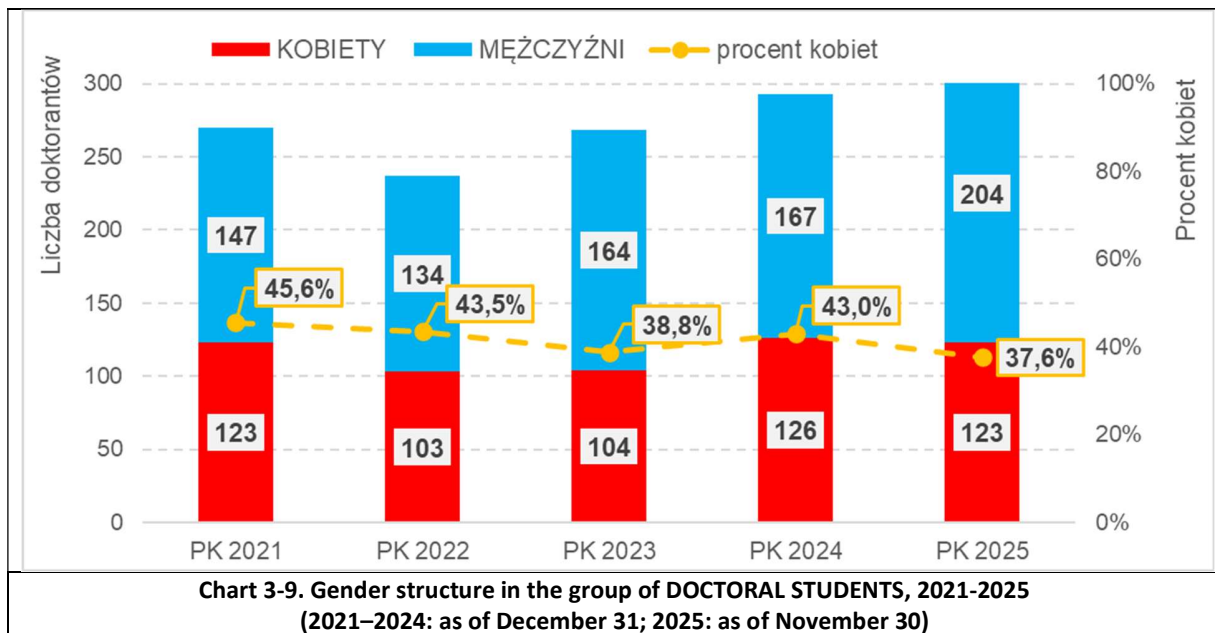
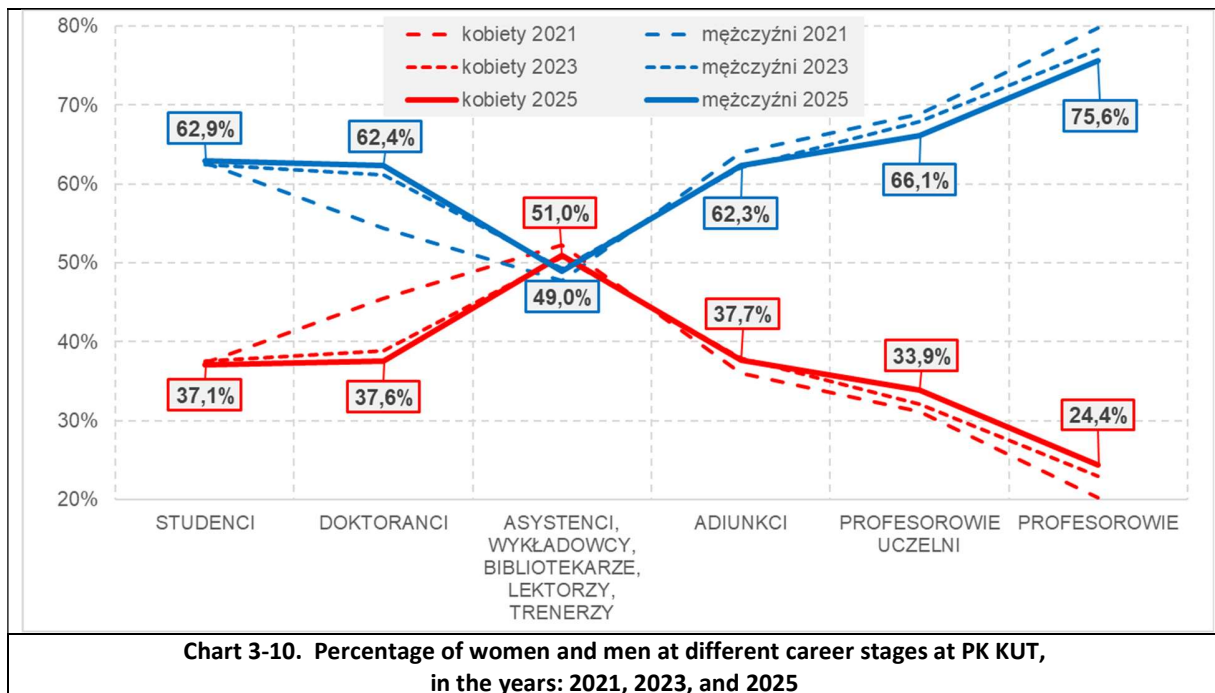


Chart 3-8. Gender structure in the group of STUDENTS, 2021-2025
(2021–2024: as of December 31; 2025: as of November 30)



Both the number and the gender structure of academic teachers and university administrative staff remained at similar levels during the period analyzed. However, differences in results can be observed in the groups of students (number of students) and doctoral students (number of doctoral students and gender structure). In the latter case in particular, an upward trend in the number of people can be observed, with the number of men growing significantly faster than the number of women.

Based on the above summaries, the percentages of women and men at different stages of their professional careers were compared. The survey covered students, doctoral students, and academic teachers (assistants, lecturers, librarians, language and sports instructors (in total), as well as assistant professors, associate professors, and full professors. Chart 3-10 presents a comparison of the breakdowns of the above-mentioned groups of members of the PK KUT Academic Community for 2021 (the base year, before the publication of the first Equality Plan), 2023 (halfway through the first Equality Plan), and 2025 (at the end of the first Equality Plan).



Regardless of the year of observation, in almost all identified groups of PK KUT Academic Community members, the percentage of men is higher than that of women. The exception is the group of academic teachers, including assistants, lecturers, librarians, language and sports instructors—in this case, there is a slight predominance of women. The percentages of women among students and doctoral students are similar, at just under 38% (except in 2023, when the doctoral student group was 45.6%), and the situation is similar in the group of assistant professors. At the university professor level, there is already a significant predominance of men (over 65%), and in the group of full professors, this figure rises to over 75%. Therefore, the graph forms a scissors shape. However, it is important to note that over the four years analyzed, there was an increase in the percentage of women in the groups of university professors and full professors by 2.8% and 4.2%, respectively.



3. Equality in the opinions of members of the PK Krakow University of Technology Academic Community

Since 2022, PK KUT has been conducting annual surveys among members of its academic community on the functioning of the university. The surveys are conducted in the first quarter of a given year (in 2022-2024 in January, from 2025 onwards in March) and serve to obtain subjective opinions of members of the PK KUT Academic Community on the importance and assessment of the current state of selected aspects of the university's operations, including aspects related to the sense of belonging to the university community and the well-being of academic teachers, university administration employees, students, and doctoral students. An important element of this survey is a set of questions concerning the frequency of encountering both positive and negative behaviors among members of the PK KUT Academic Community over the course of the past calendar year. The next survey is scheduled for March 2026 and will cover behaviors in 2025.

Each year, respondents are asked, among other things, about the frequency with which they encounter manifestations of:

- friendliness from other members of the PK KUT Academic Community,
- helpfulness or willingness to do favors,
- gender discrimination,
- discrimination based on position in the professional hierarchy (only in the groups of academic teachers and university administration employees),
- discrimination based on sexual orientation,
- age discrimination (starting with surveys conducted in 2023),
- discrimination on grounds of disability,
- harassment (only among groups of academic teachers and university administrative staff)

These are closed questions, and the set of answers includes the following options:

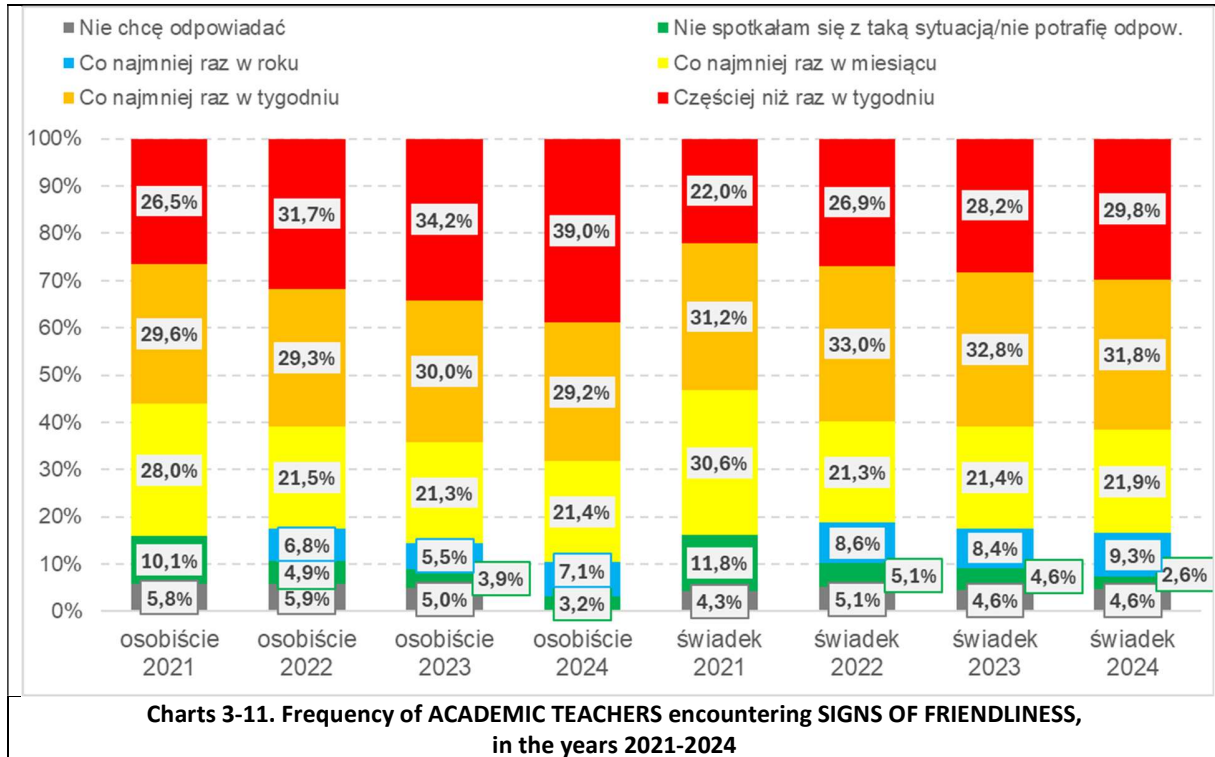
- I don't want to answer,
- I have not encountered such a situation/I cannot answer that question,
- at least once a year,
- at least once a month,
- at least once a week,
- more than once a week.

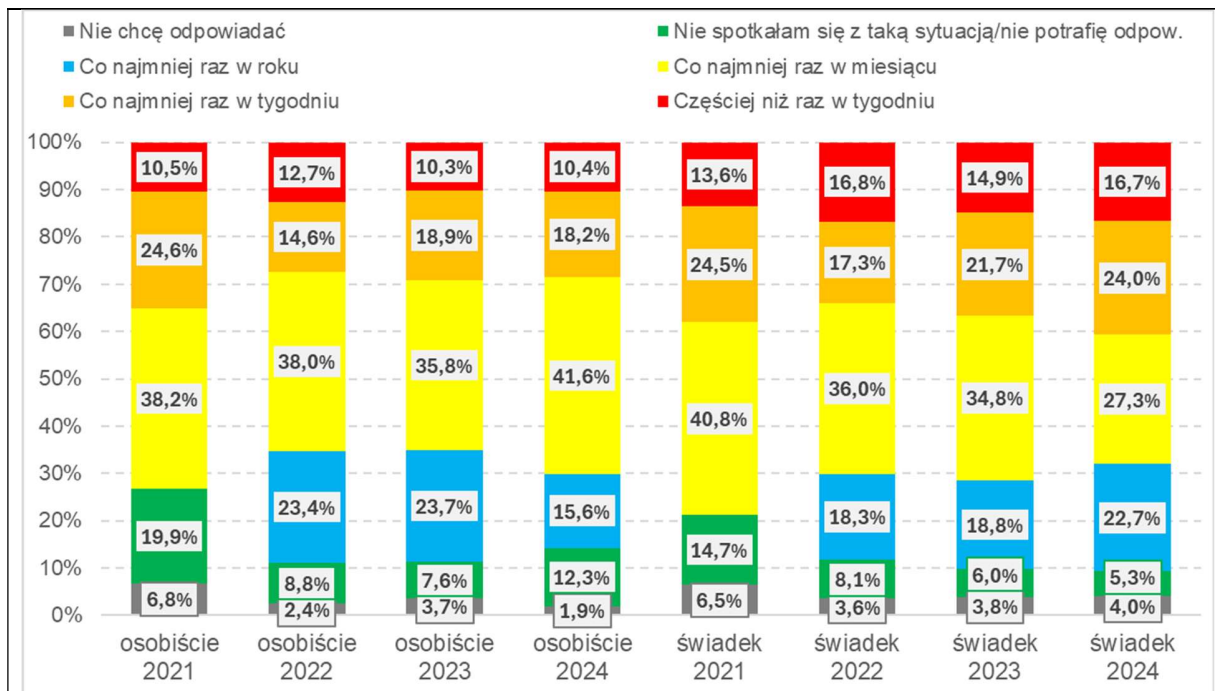
The declared frequency of encountering specific behaviors is determined by respondents both from a personal perspective and from the position of witnessing such behaviors towards other people. These are therefore two independent responses.

Charts 3-11 to 3-18 present the results concerning the frequency of encountering positive behaviors of other members of the PK KUT Academic Community in the years 2021-2024, compiled separately for all



four groups: academic teachers, university administration employees, students, and PK KUT doctoral students. In turn, charts 3-19 show similar results regarding the frequency of negative behaviors.





Graph 3-12. Frequency of ACADEMIC TEACHERS encountering manifestations of helpfulness and willingness to do favors, in the years 2021-2024

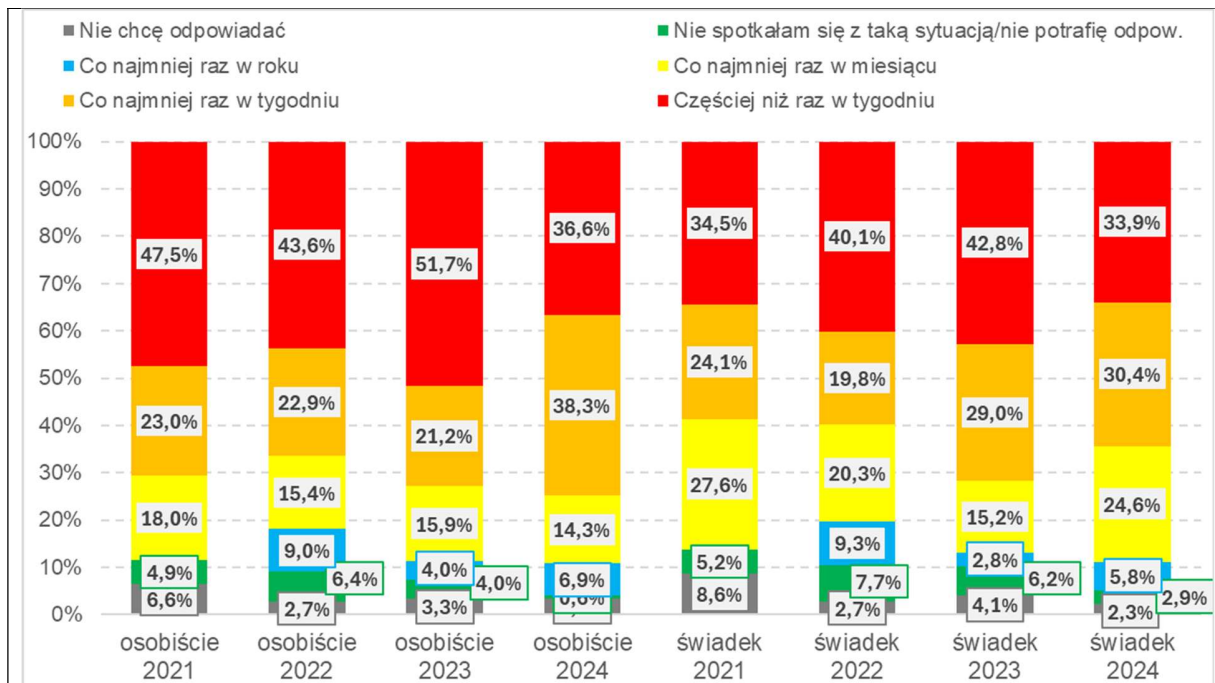


Chart 3-13. Frequency of UNIVERSITY ADMINISTRATION EMPLOYEES receiving SIGNS OF FRIENDLINESS, in the years 2021-2024

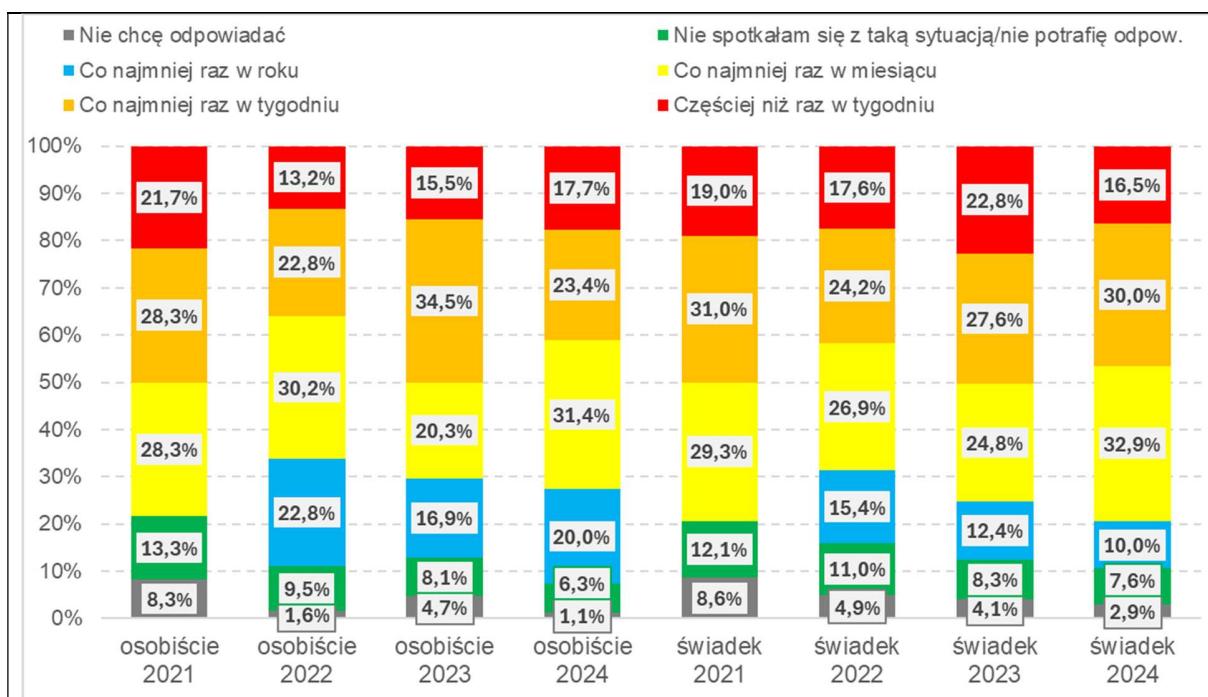


Chart 3-14. Frequency of UNIVERSITY ADMINISTRATION EMPLOYEES encountering helpfulness or willingness to do favors, in the years 2021-2024

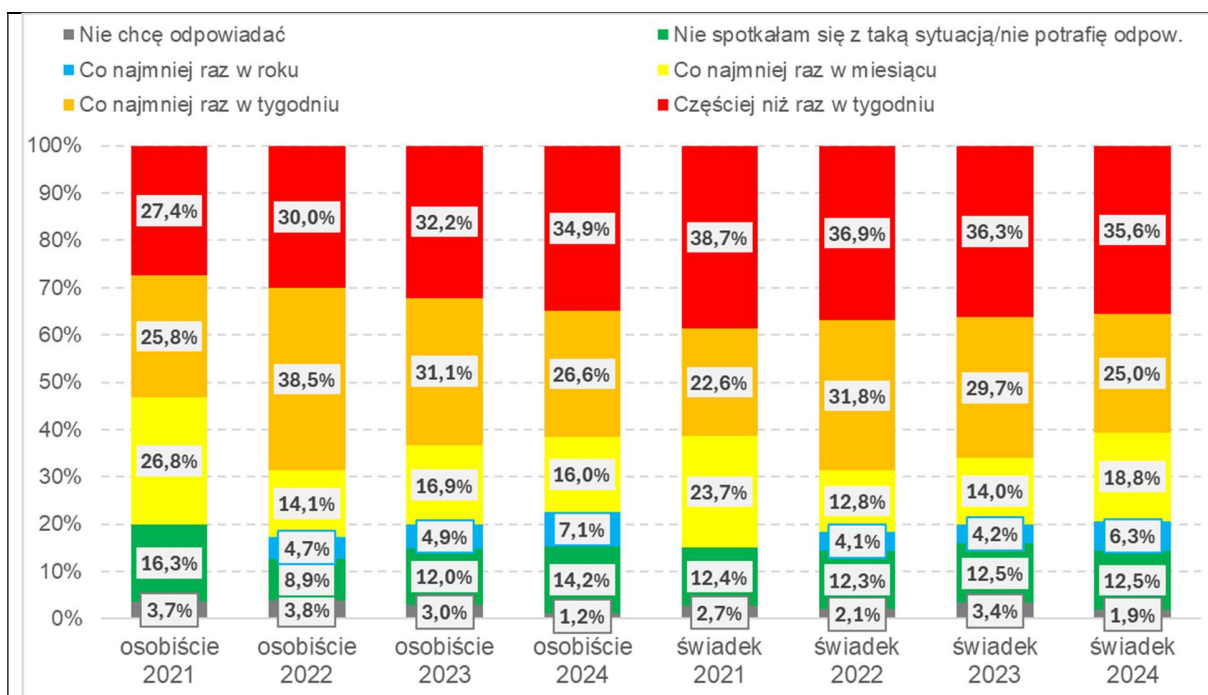


Chart 3-15. Frequency of STUDENTS encountering SIGNS OF FRIENDLINESS,



in the years 2021-2024

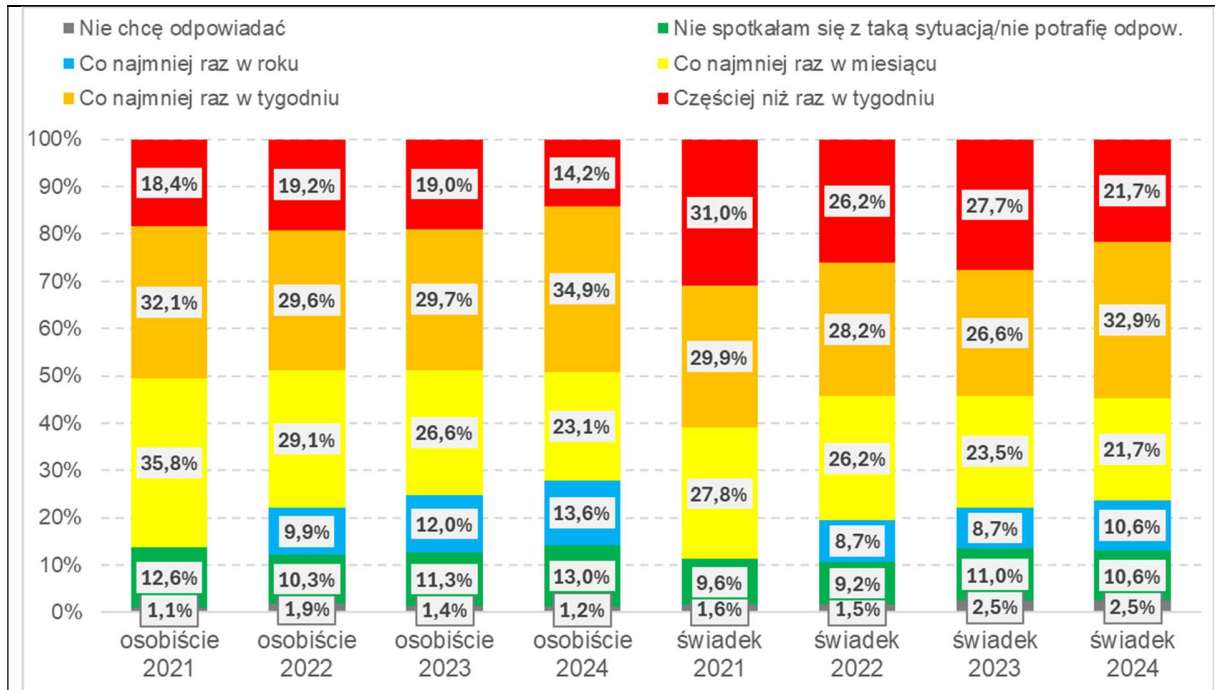


Chart 3-16. Frequency of STUDENTS encountering manifestations of helpfulness or willingness to do favors, in the years 2021-2024

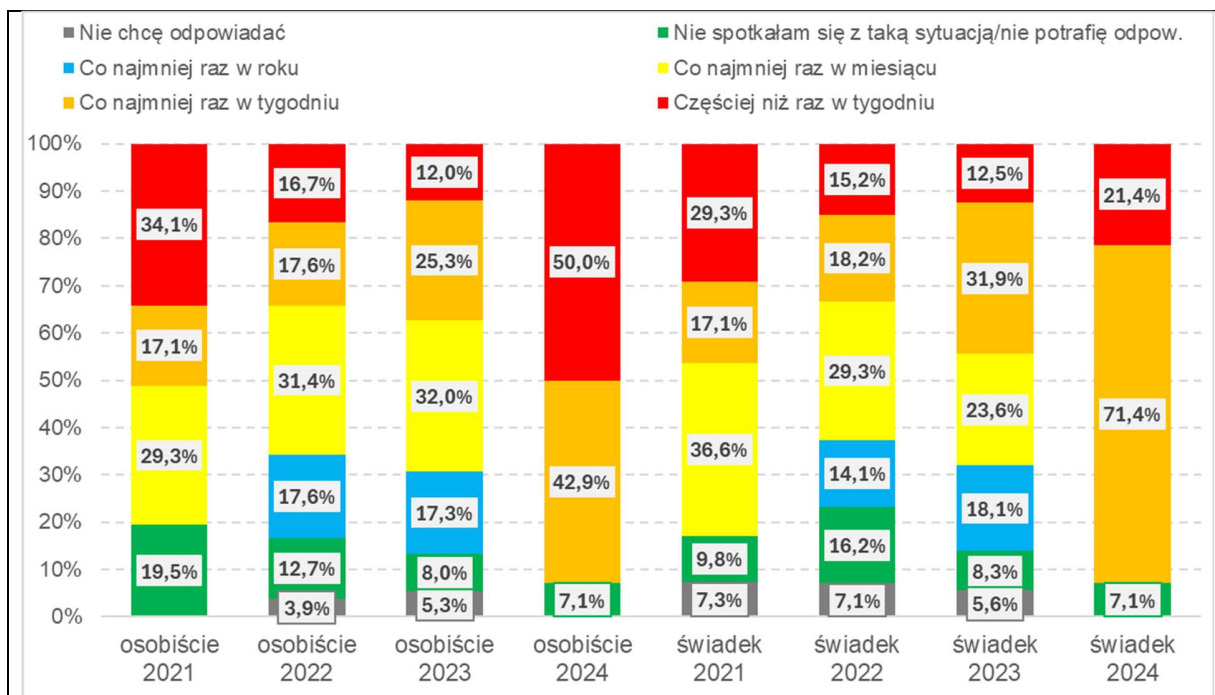




Chart 3-17. Frequency of DOCTORAL STUDENTS encountering SIGNS OF FRIENDLINESS, in the years 2021-2024

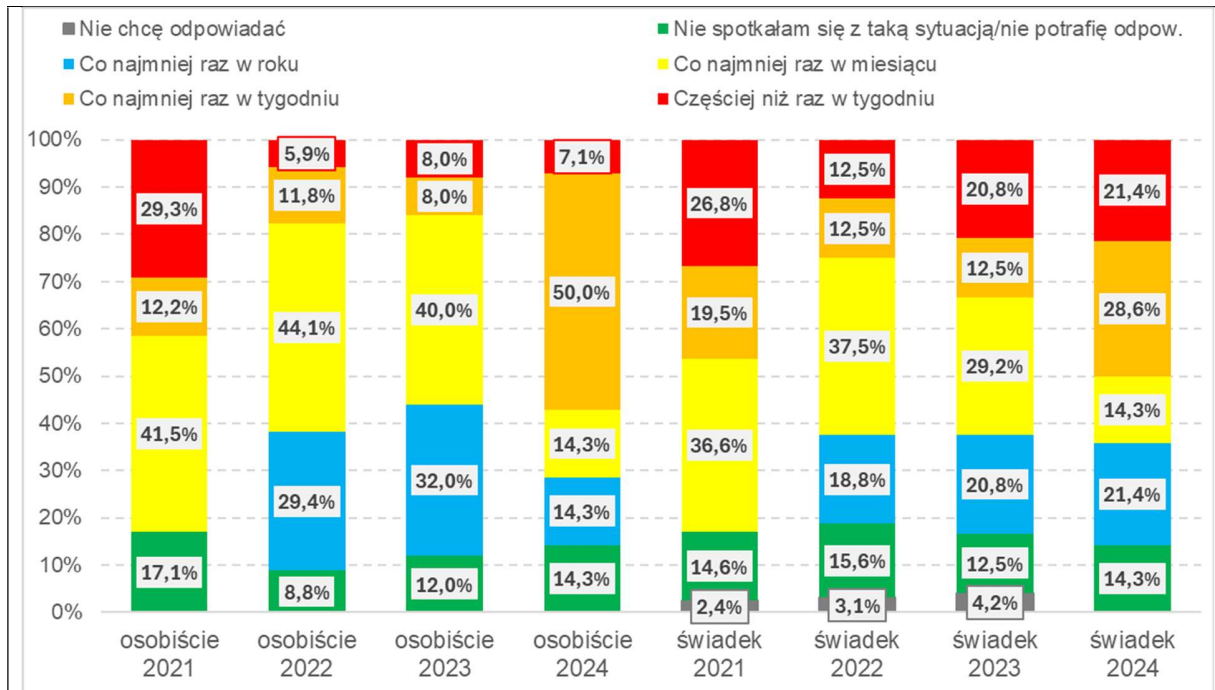


Chart 3-18. Frequency of DOCTORAL STUDENTS encountering manifestations of helpfulness or willingness to do favors, in the years 2021-2024

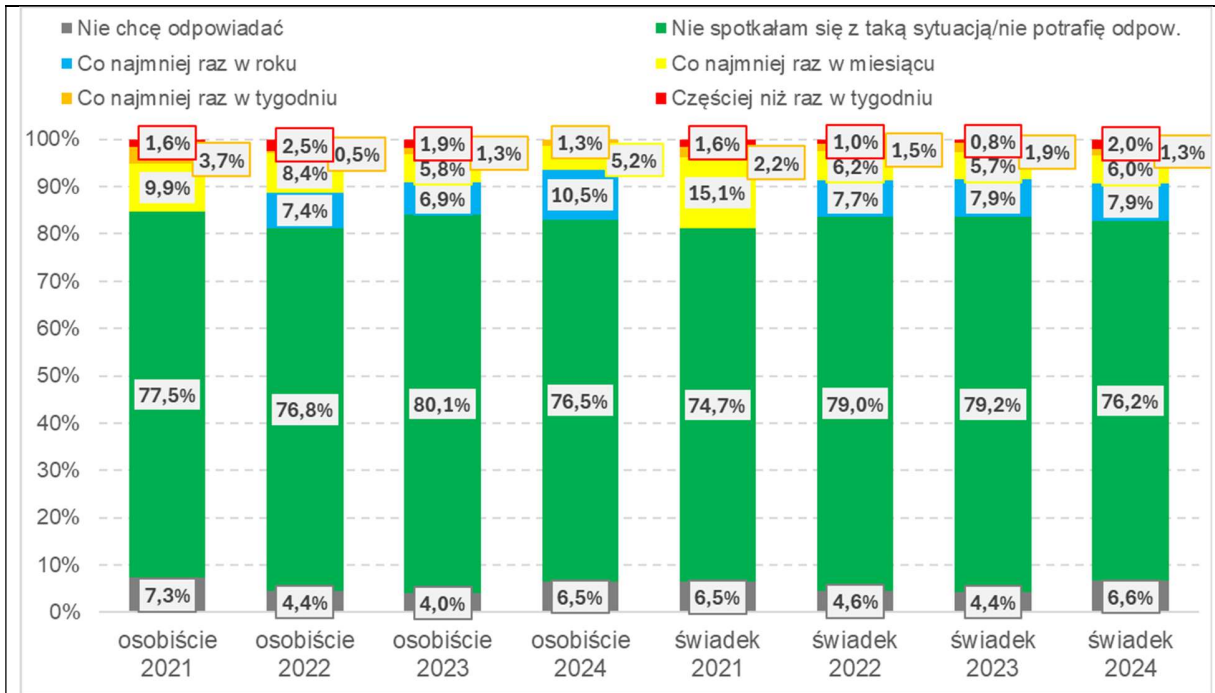


Chart 3-19. Frequency of ACADEMIC FACULTY members encountering instances of discrimination based on GENDER, in the years 2021–2024

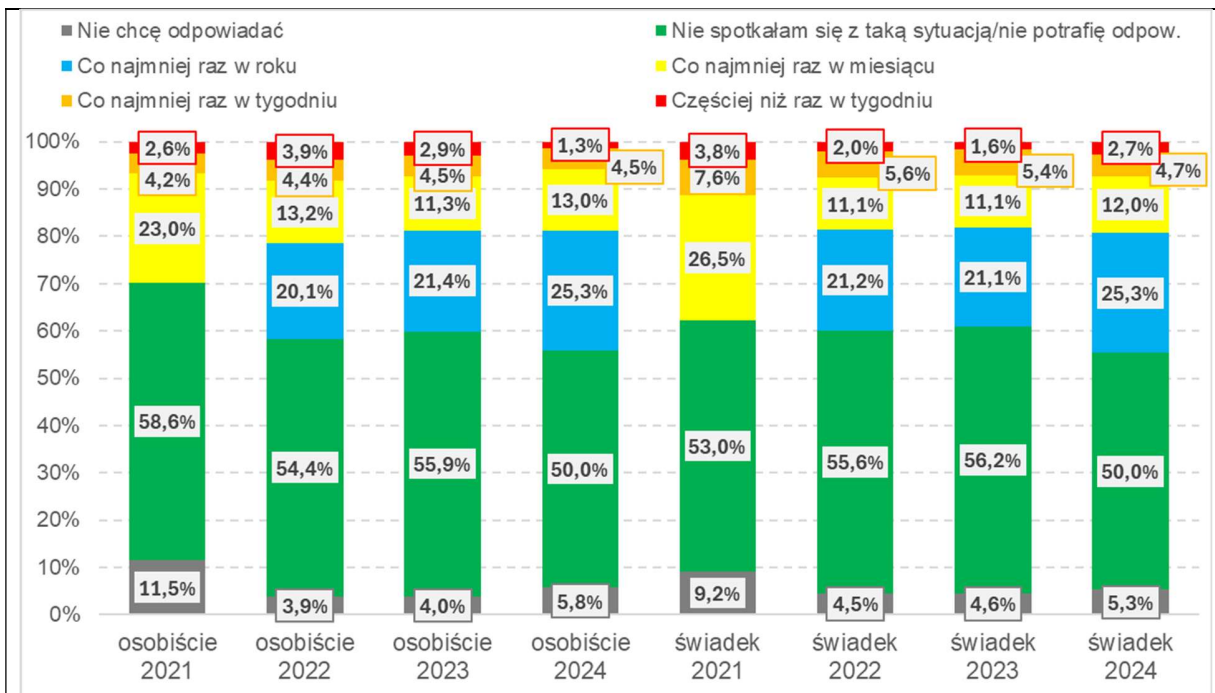


Chart 3-20. Frequency of ACADEMIC FACULTY members encountering instances of discrimination based on their POSITION IN THE PROFESSIONAL HIERARCHY, in the years 2021–2024

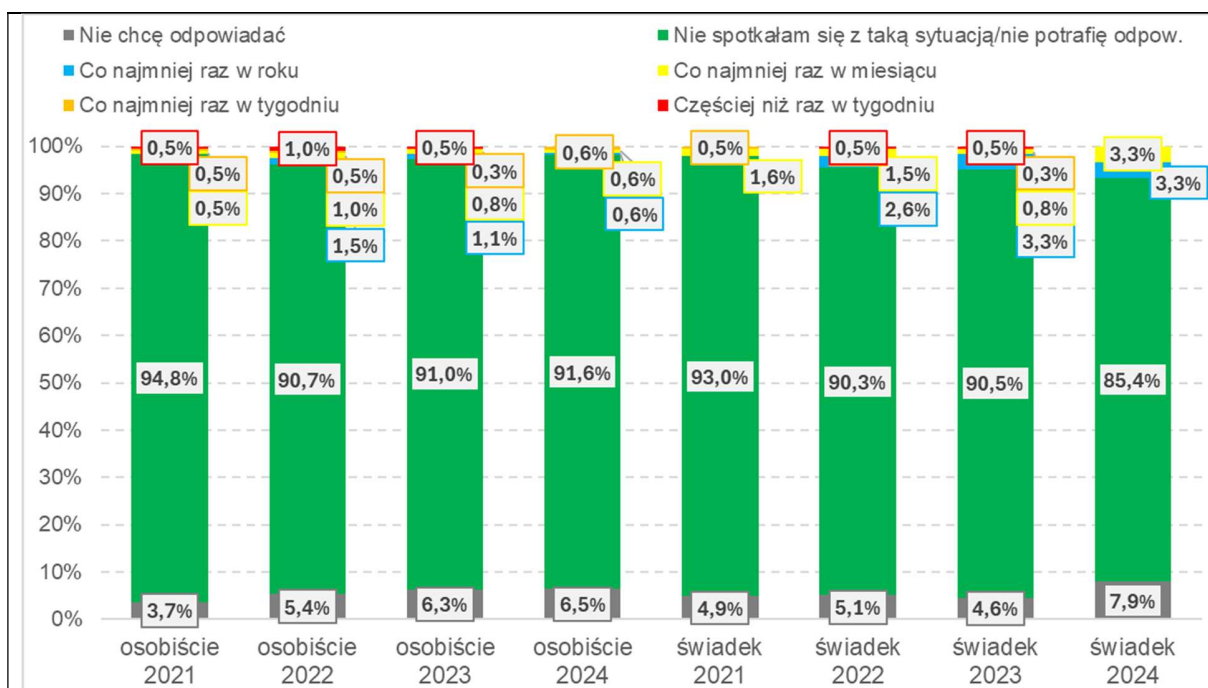


Chart 3-21. Frequency of ACADEMIC FACULTY members encountering instances of discrimination based on SEXUAL ORIENTATION, in the years 2021–2024

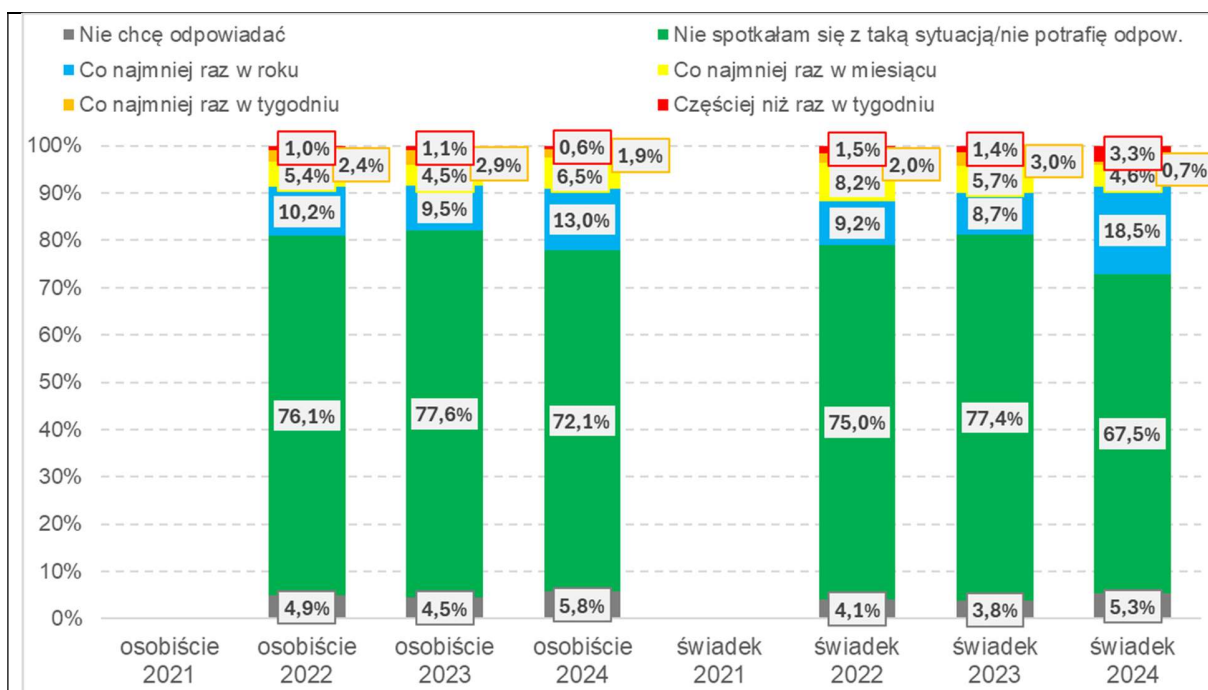


Chart 3-22. Frequency of ACADEMIC FACULTY members encountering instances of discrimination based on AGE, in the years 2021–2024

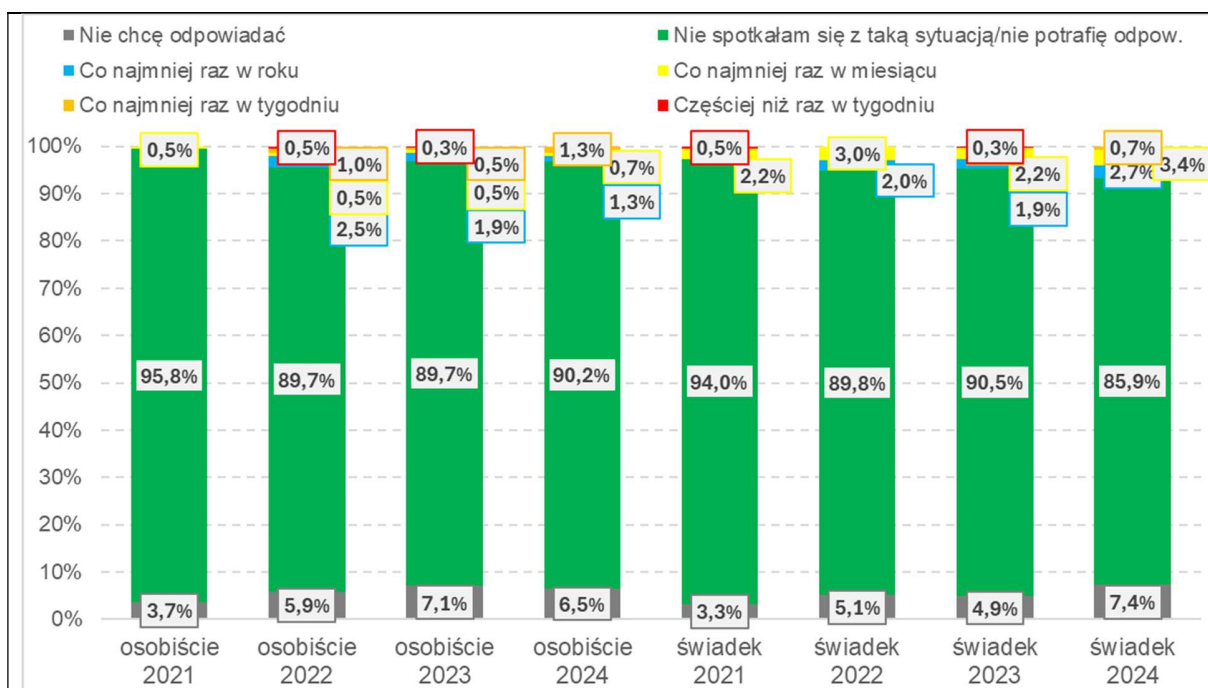


Chart 3-23. Frequency of ACADEMIC FACULTY members encountering instances of discrimination based on DISABILITY, in the years 2021–2024

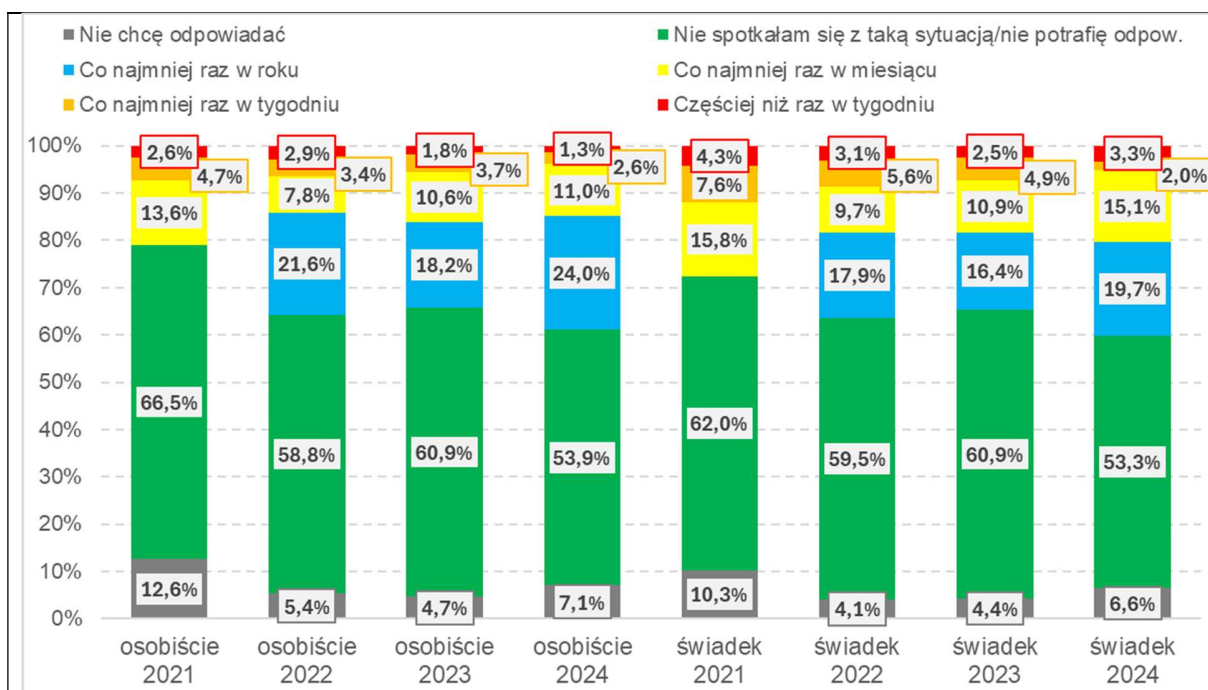


Chart 3-24. Frequency of ACADEMIC FACULTY members encountering instances of HARASSMENT, in the years 2021-2024

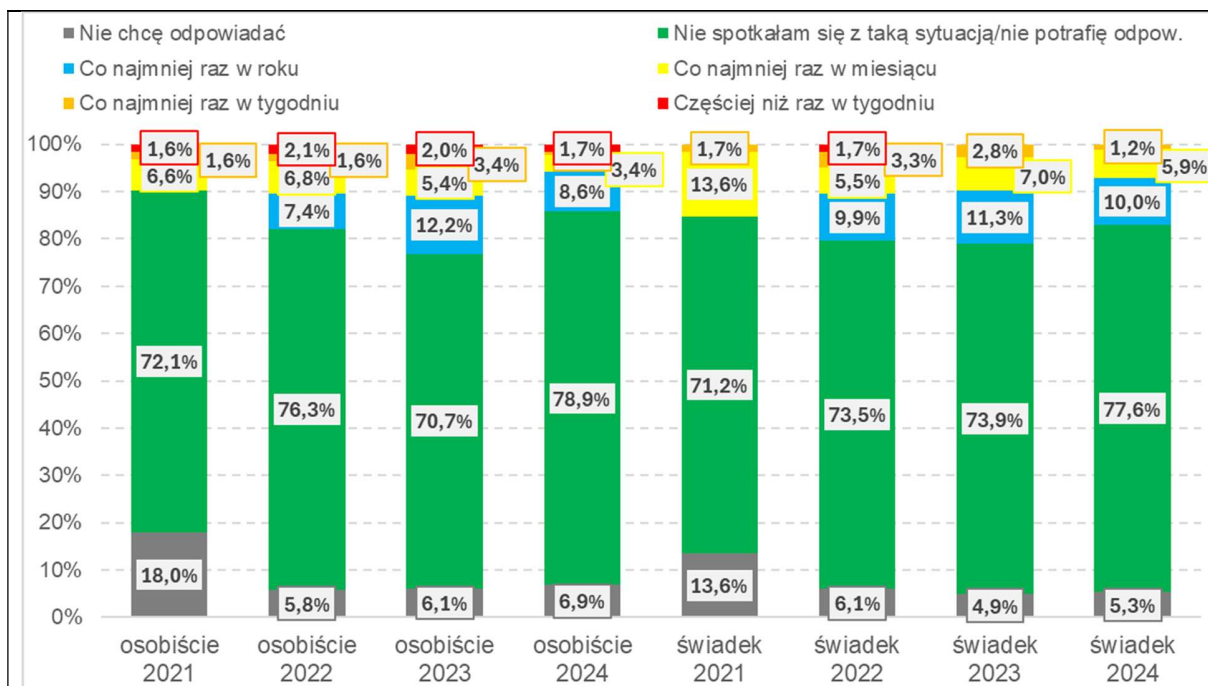


Chart 3-25. Frequency of UNIVERSITY ADMINISTRATION STAFF encountering instances of discrimination based on GENDER, in the years 2021–2024

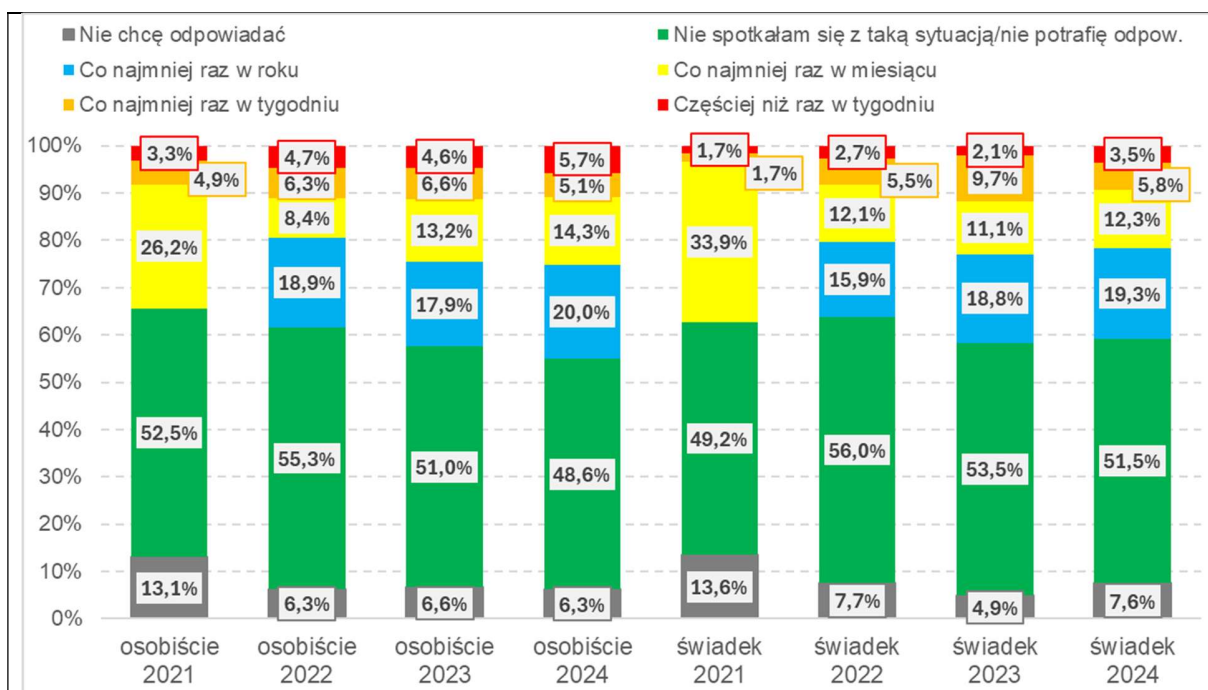


Chart 3-26. Frequency of UNIVERSITY ADMINISTRATION STAFF encountering instances of discrimination based on their POSITION IN THE PROFESSIONAL HIERARCHY, in the years 2021–2024

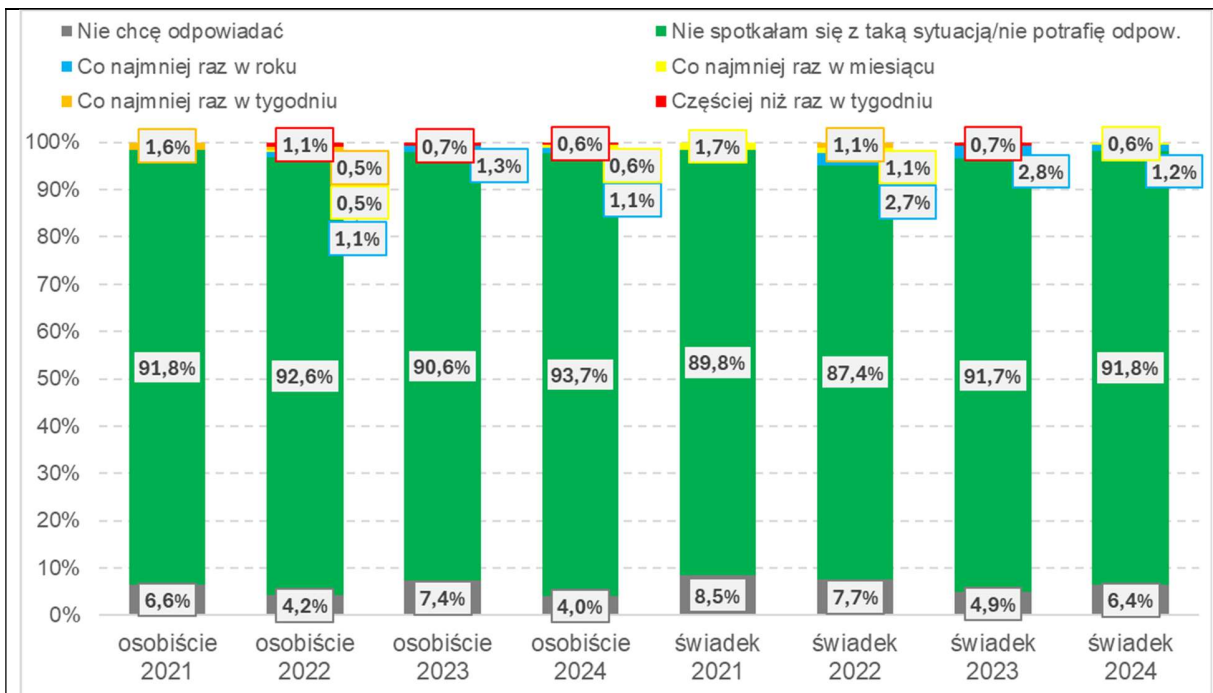


Chart 3-27. Frequency of UNIVERSITY ADMINISTRATION STAFF encountering instances of discrimination based on SEXUAL ORIENTATION, in the years 2021–2024

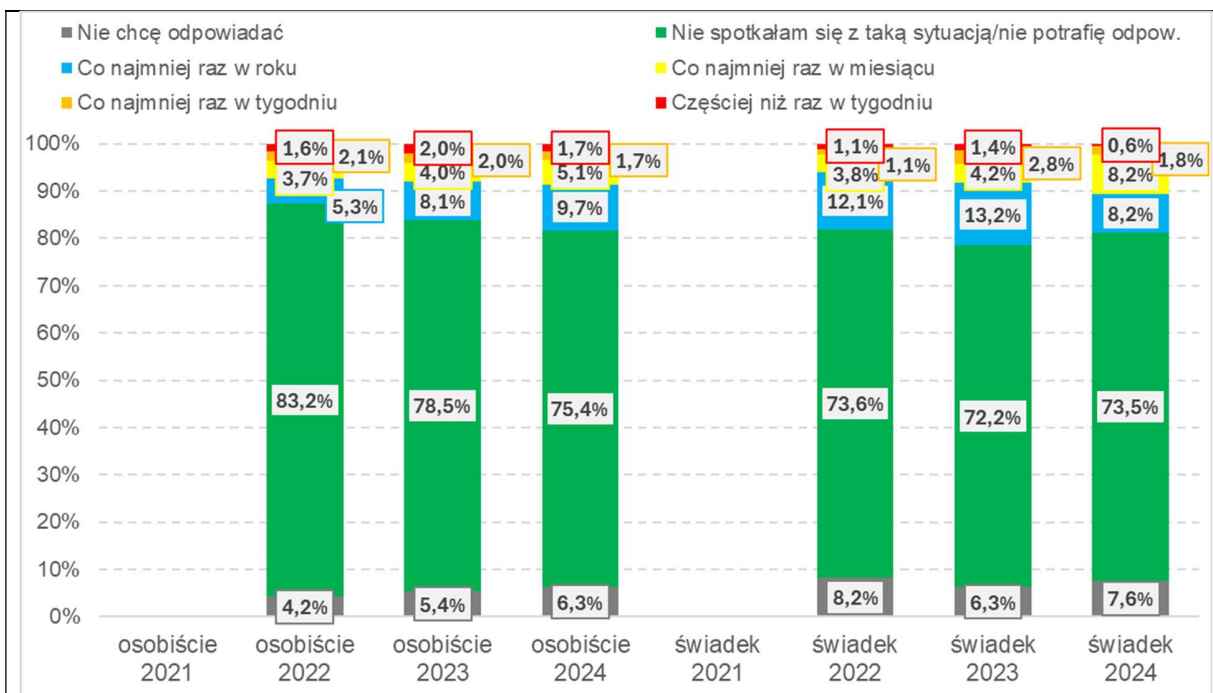


Chart 3-28. Frequency of UNIVERSITY ADMINISTRATION STAFF encountering instances of discrimination based on AGE, in the years 2021–2024

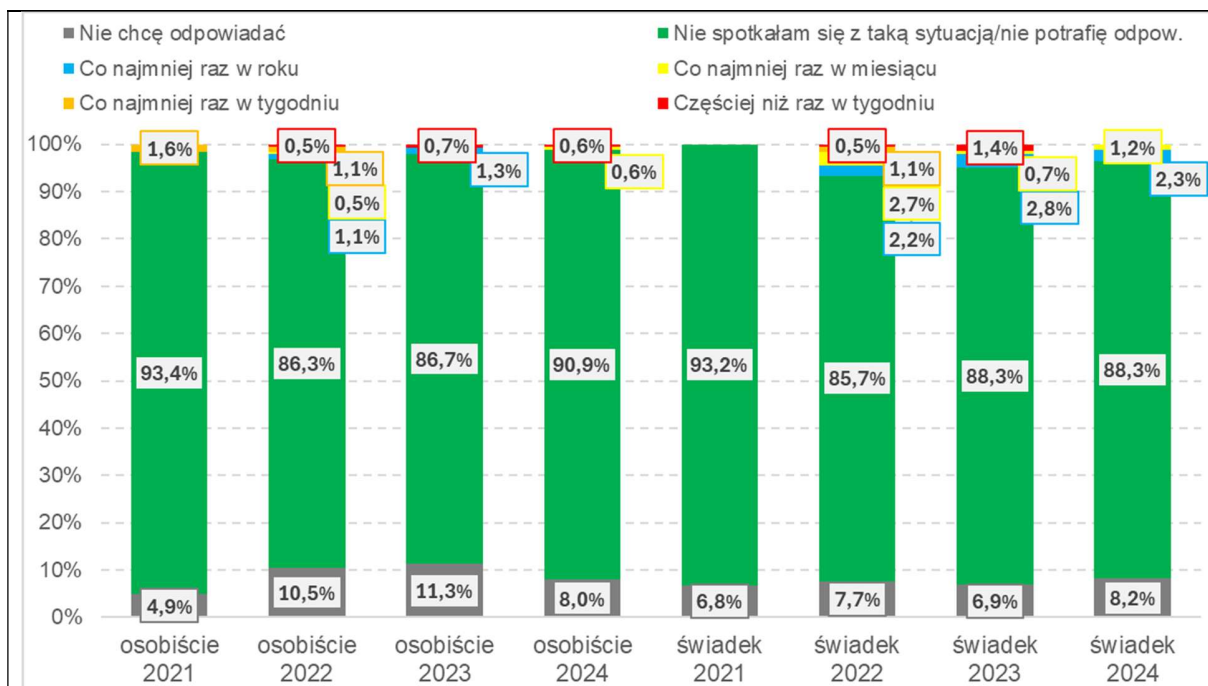


Chart 3-29. Frequency of UNIVERSITY ADMINISTRATION STAFF encountering instances of discrimination based on DISABILITY, in the years 2021–2024

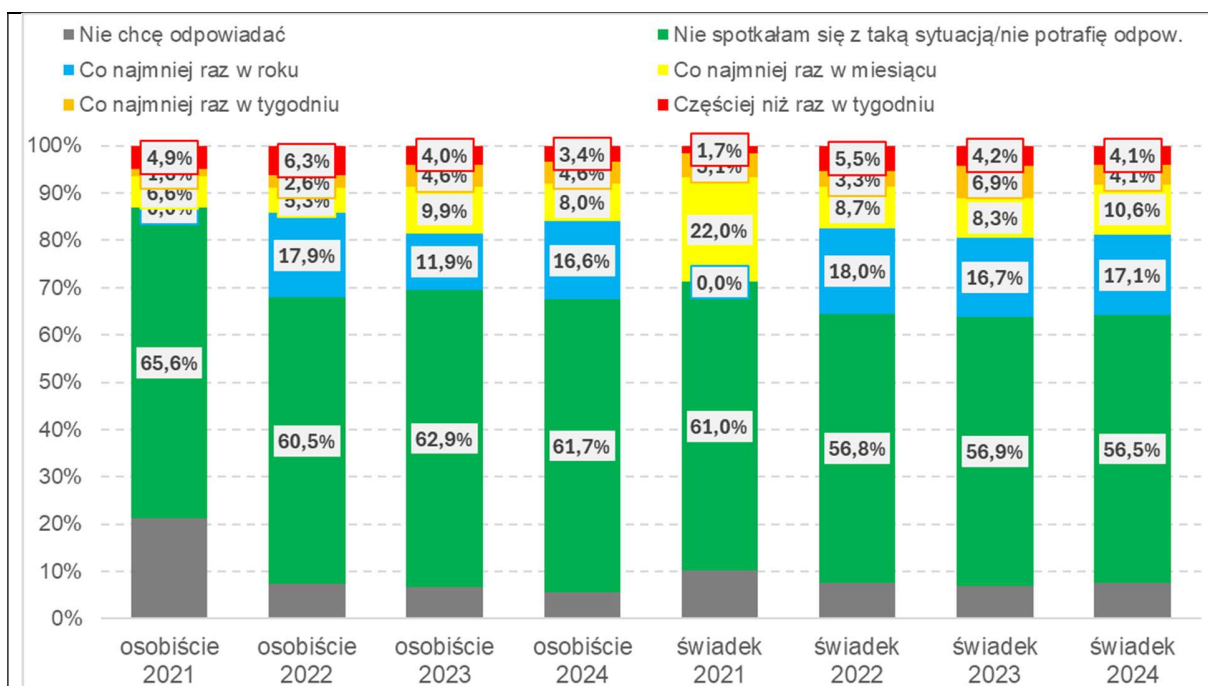
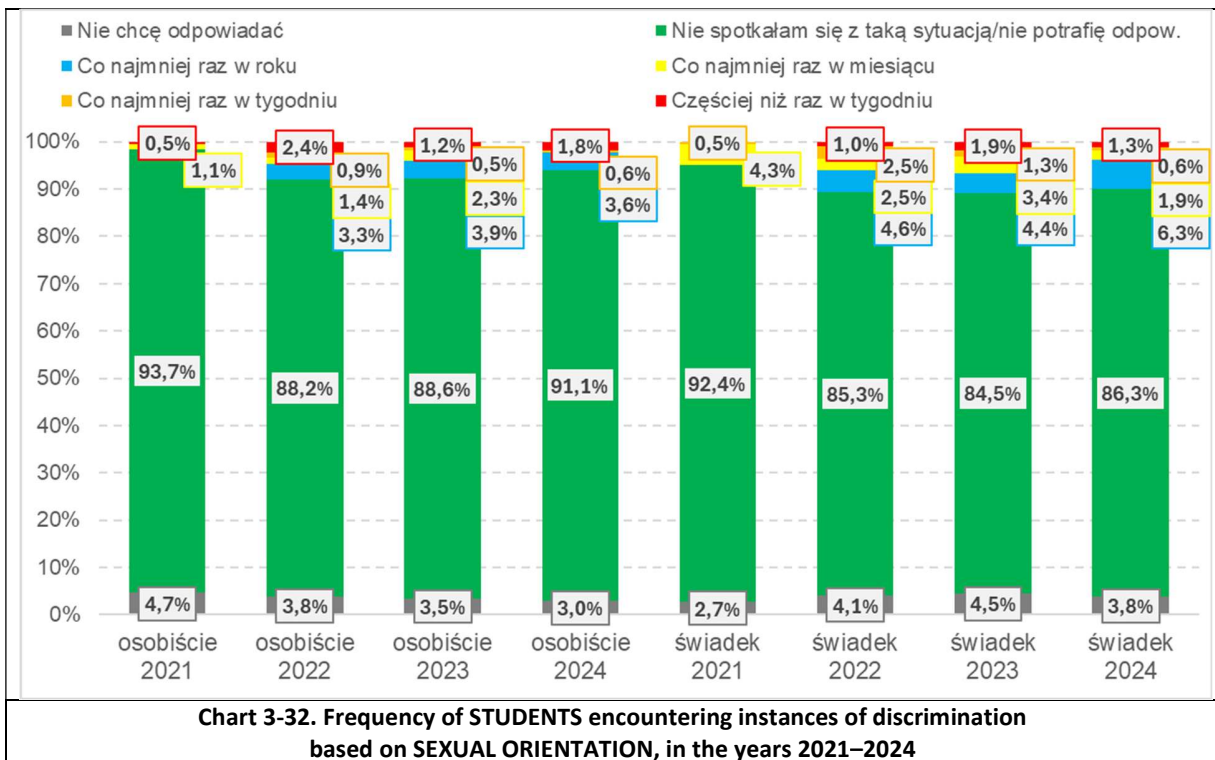
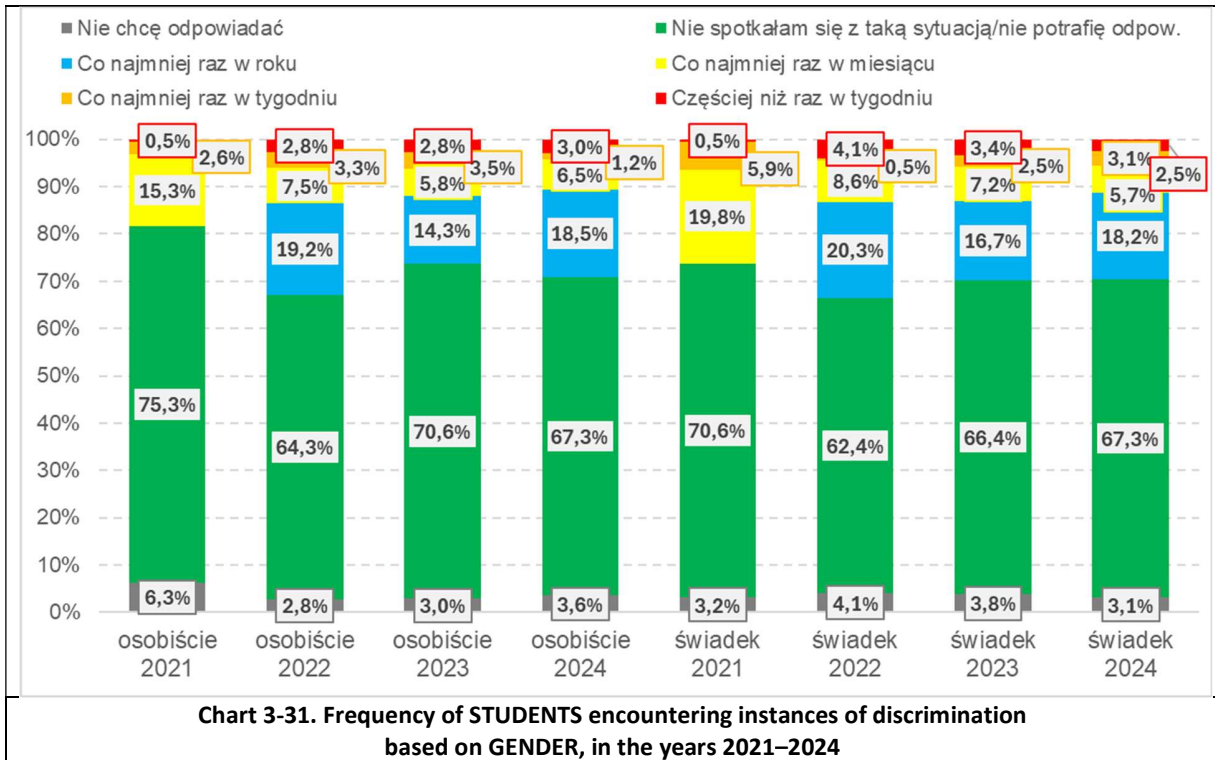
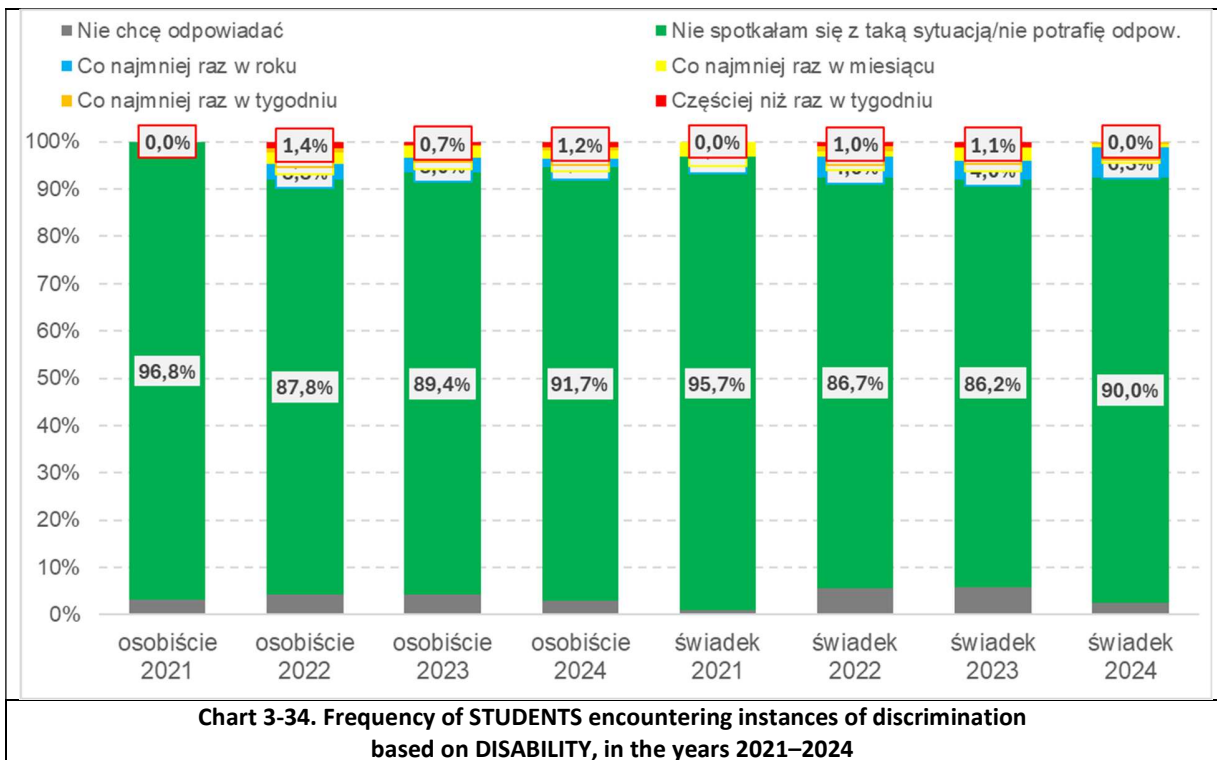
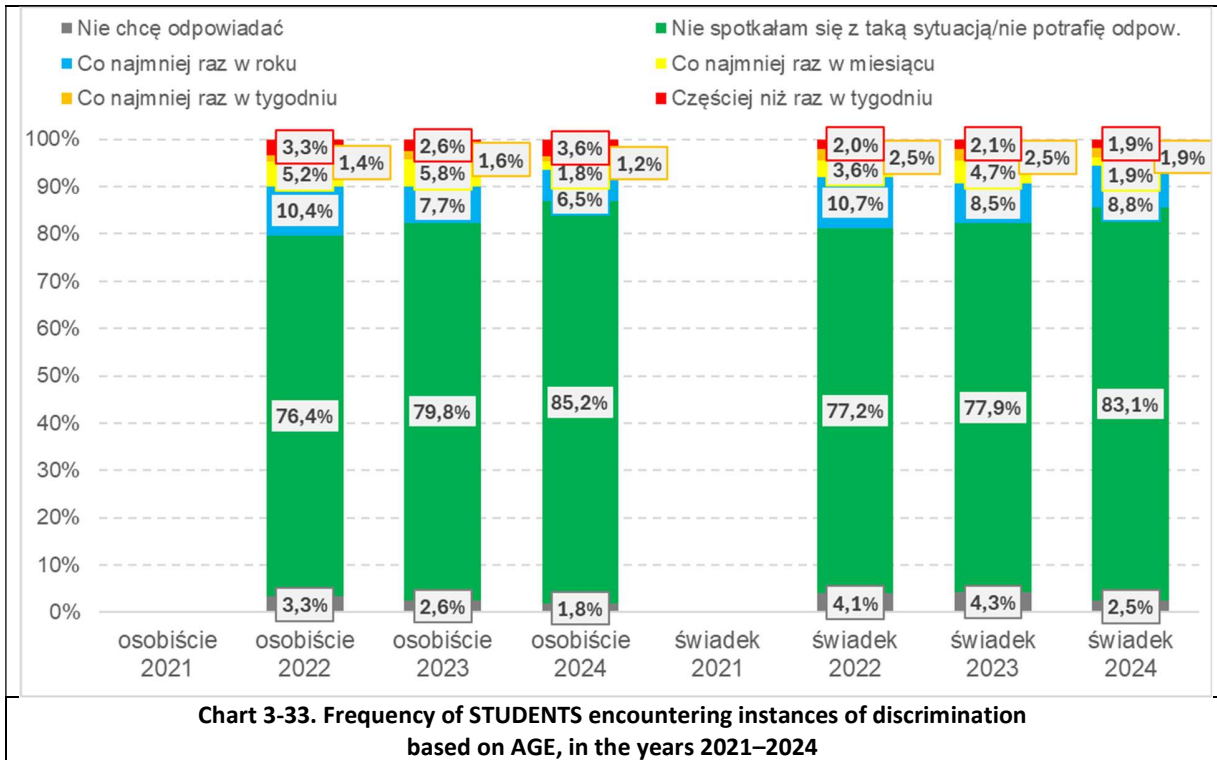


Chart 3-30. Frequency of UNIVERSITY ADMINISTRATION STAFF encountering instances of HARASSMENT, 2021–2024





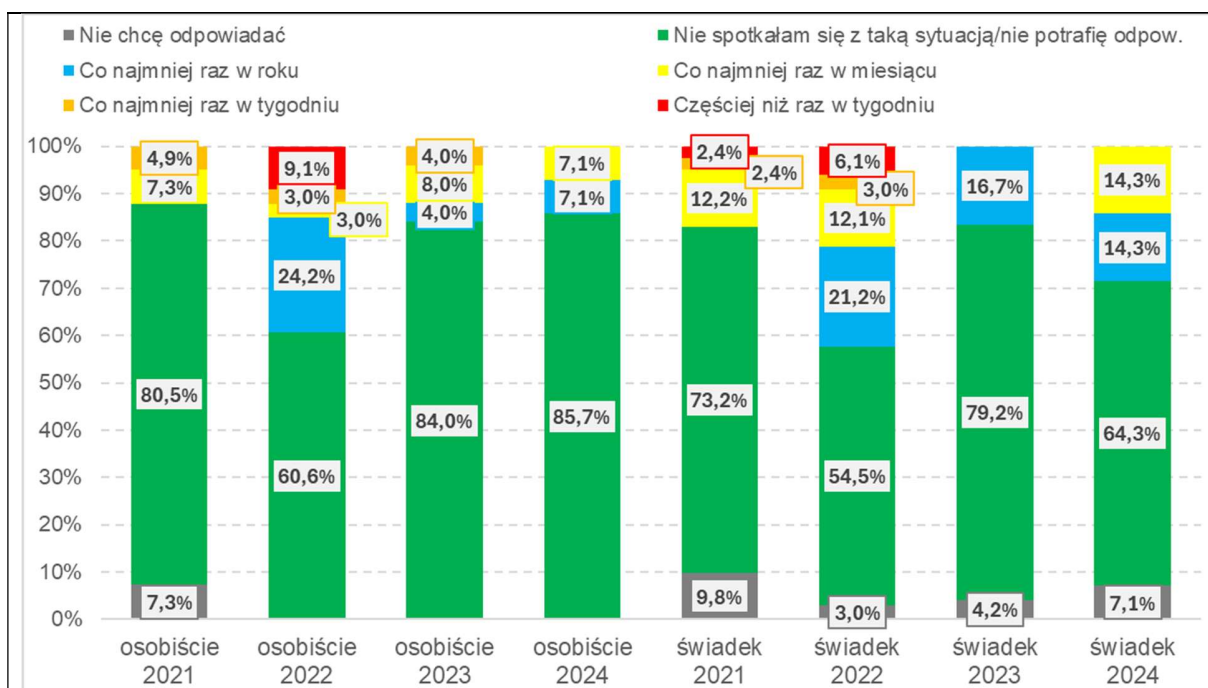


Chart 3-35. Frequency of DOCTORAL STUDENTS encountering instances of discrimination based on GENDER, in the years 2021–2024

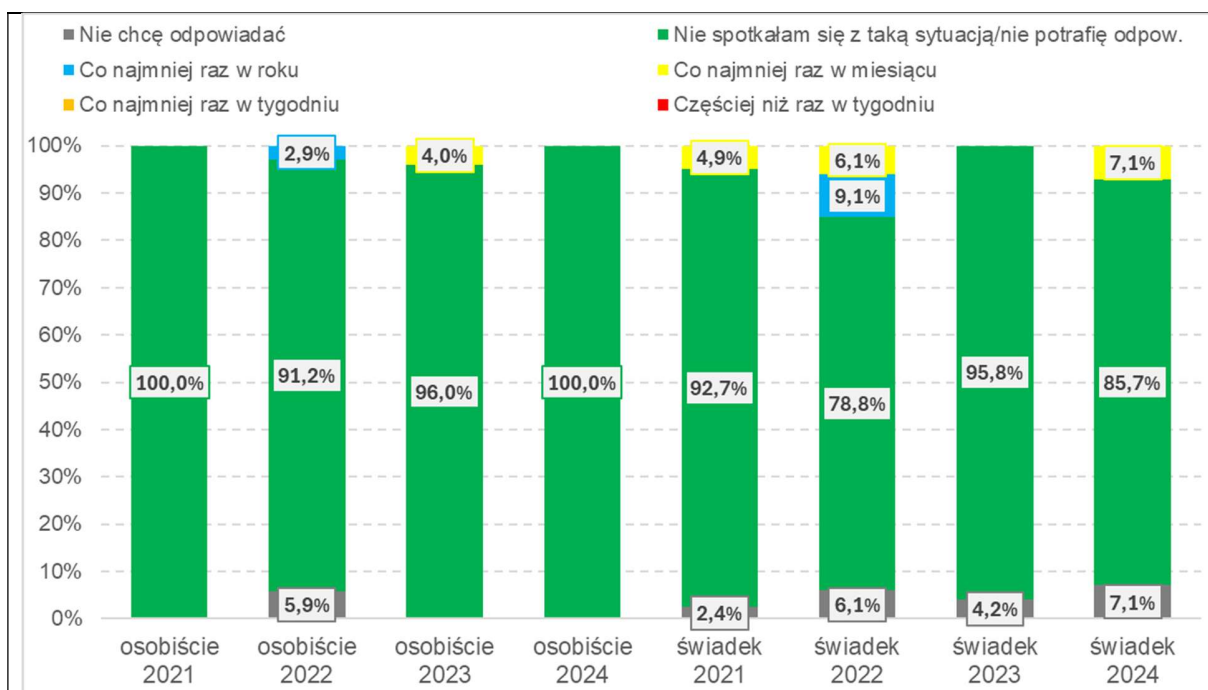
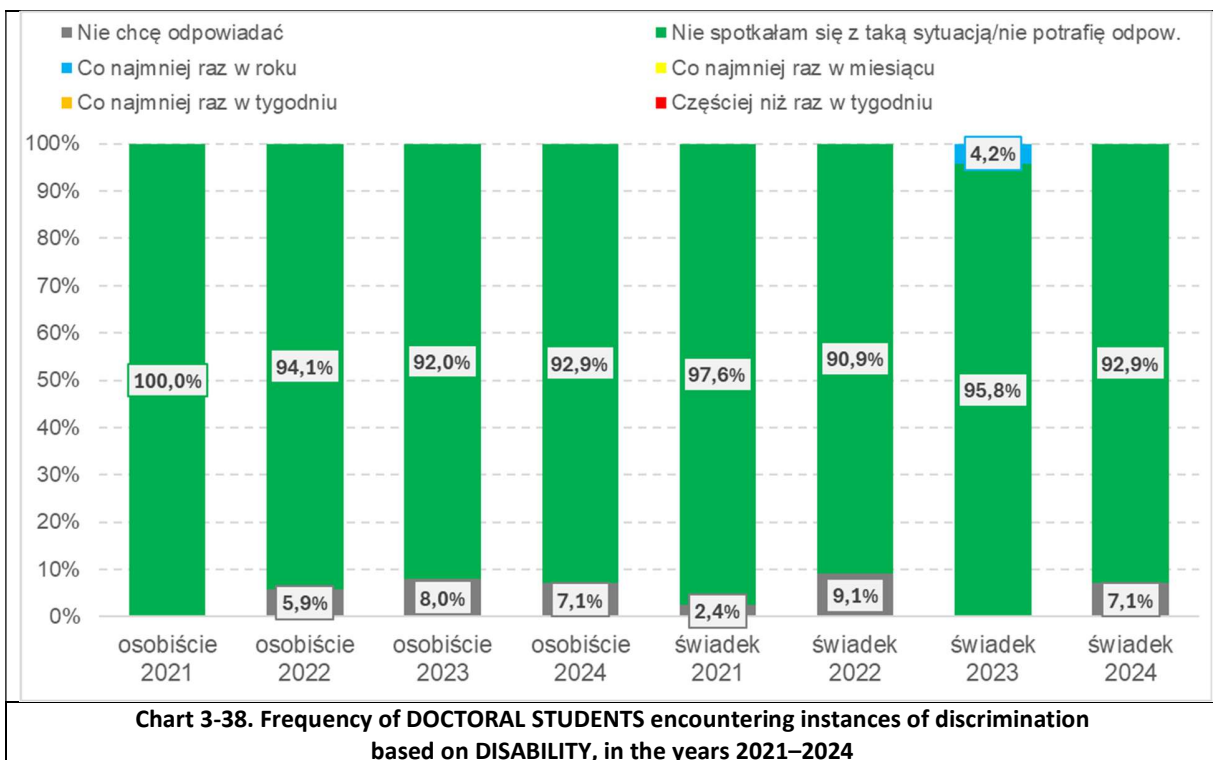
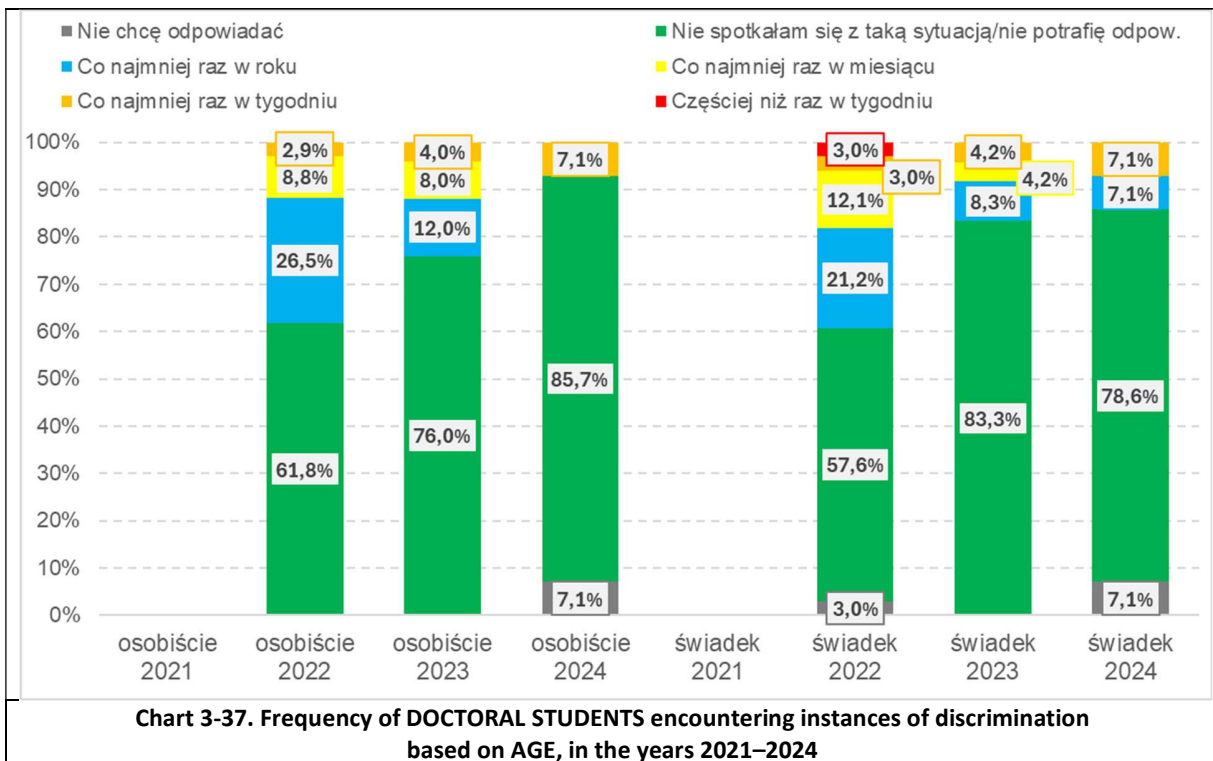


Chart 3-36. Frequency of DOCTORAL STUDENTS encountering instances of discrimination based on SEXUAL ORIENTATION, in the years 2021–2024





In the charts presented above, 2021 is the base year and serves as a reference point for actions taken during the implementation of the first Equality Plan, which was in effect from 2022 to 2025. The results from subsequent years thus show not only changes in the frequency of behaviors but also—to some extent—the trends underlying these changes.

The collected research data, supported by statistics on the composition of the PK KUT Academic Community, made it possible to assess the current state of perceived equality at the university. Areas that are working well and areas that need improvement were identified. The most important findings include the following:

- The survey results unequivocally confirmed the need to continue the regular activities outlined in the first Equality Plan,
- Awareness-raising training sessions on equality, conducted for groups of employees, students, and doctoral candidates, had the desired effect, as the number of “I prefer not to answer” responses decreased overall during the period when the first Equality Plan was in effect,
- The proportion of women among university professors and full professors—despite a slight increase between 2022 and 2025—still lags significantly behind that of men in these positions, the “scissors effect” is one of the most difficult problems to solve regarding the lack of equal career development, as it is linked to many other aspects,
- Women are well represented in the university’s governing bodies, and although the first Equality Plan did not include provisions on gender parity, the university’s personnel policy is based primarily on employees’ qualifications,
- By far the most significant problem identified regarding inequality at the university is discrimination based on position in the professional hierarchy (among university staff),
- In light of the survey results, it is also necessary to take more extensive measures than before to protect employees from workplace harassment,
- There are also noticeable instances of gender-based discrimination, which affect all groups analyzed within the PK KUT Academic Community; and although there has been an overall decrease in the reported frequency of such behavior, it is necessary to continue and even expand efforts to provide greater protection against gender-based discrimination,
- There is virtually no problem of discrimination based on sexual orientation or disability at the university; however, PK KUT continue to ensure equal treatment in this area as well,
- Advancement through the various stages of professional development must continue to be based solely on merit, but it is essential to create a level playing field for everyone interested in further development, including both women and men. That is why it is important to look for solutions, especially at the interface between work and private life.
- 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 PK KUT Academic Community in these activities.



4. Objectives of the Equality Plan

The primary objective of the Equality Plan is to establish the conditions and principles for the equal treatment of all members of the PK KUT Academic Community and to develop mechanisms to minimize the risk of any form of discrimination. Achieving such an ambitious goal is possible only through the implementation of systemic measures that raise awareness among members of the PK KUT Academic Community regarding equal treatment, measures that enable the effective prevention of any manifestations of inequality, as well as measures that ensure equal opportunities for professional development at PK KUT. This will enable the achievement of three strategic objectives, identified based on an assessment of the current state of equality at PK KUT:

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

Operational objectives have been aligned with strategic objectives to address the diverse needs of the various groups within the PK KUT Academic Community. They are presented in Table 4-1.

Tab. 4-1. Strategic and operational objectives in the Equality Plan for PK KUT

STRATEGIC OBJECTIVE	OPERATIONAL OBJECTIVE
1. Increase awareness of equality and mutual respect among members of the PK KUT Academic Community	1.1. Providing necessary equality information to all members of the PK KUT Academic Community
	1.2. Strengthening positive attitudes among employees toward equality in the academic environment
	1.3. Strengthening positive attitudes among students and doctoral candidates toward equality in the academic environment
	1.4. Building a university as a relational and restorative organization
2. Preventing manifestations of inequality at PK KUT	2.1. Monitoring the attitudes of members of the PK KUT Academic Community
	2.2. Improving the mechanisms for organizing support for members of the PK KUT academic community
3. Ensuring equal opportunities for participation in the PK KUT Academic Community	3.1. Providing equal opportunities for professional development of PK KUT employees
	3.2. Ensuring equal opportunities in the educational process of PK KUT students and doctoral students
	3.3. Ensuring a balance between professional and personal development
	3.4. Ensuring gender balance in scientific development and PK KUT representation



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5. Actions taken to achieve the objectives of the Equality Plan

Achieving strategic and operational goals requires taking specific actions. A total of 30 actions were proposed, assigned to operational objectives:

Operational objective 1.1. PROVIDING NECESSARY EQUALITY INFORMATION TO ALL MEMBERS OF THE PK KUT ACADEMIC COMMUNITY

- Action 1.1.1. Creation and ongoing updating of a knowledge base on equality in the academic community
- Action 1.1.2: Conducting campaigns to promote the Equality Plan
- Action 1.1.3. Dissemination of information on the Equality Plan's implementation progress

Operational objective 1.2. STRENGTHENING POSITIVE ATTITUDES AMONG EMPLOYEES TOWARD EQUALITY IN THE ACADEMIC ENVIRONMENT

- Action 1.2.1. Conducting awareness training sessions for employees
- Action 1.2.2. Providing employees with self-study materials on ensuring and upholding the principles of equality
- Action 1.2.3. Providing employees with opportunities to meet with experts on the effects of unequal treatment

Operational objective 1.3. STRENGTHENING POSITIVE ATTITUDES AMONG STUDENTS AND DOCTORAL CANDIDATES TOWARD EQUALITY IN THE ACADEMIC ENVIRONMENT

- Action 1.3.1. Conducting awareness training sessions for students and doctoral candidates
- Action 1.3.2. Providing students and doctoral candidates with self-study materials on ensuring and upholding the principles of equality
- Action 1.3.3. Providing students and doctoral candidates with opportunities to meet with experts on the effects of unequal treatment

Operational objective 1.4. BUILDING A UNIVERSITY AS A RELATIONAL-RESTORATIVE ORGANIZATION

- Action 1.4.1. Establishment of a dialogue platform for members of the PK KUT Academic Community

Operational objective 2.1. MONITORING THE ATTITUDES AMONG MEMBERS OF THE PK KUT ACADEMIC COMMUNITY

- Action 2.1.1. Conducting surveys among university faculty in the group of academic teachers
- Action 2.1.2. Conducting surveys among university administrative staff
- Action 2.1.3. Conducting a survey among a group of students



- Action 2.1.4. Conducting surveys among doctoral candidates
- Action 2.1.5. Development of a universal system for coordinating and recording aid activities
- Action 2.1.6. Development of a universal system for coordinating and recording disciplinary cases

Operational objective 2.2. IMPROVING MECHANISMS FOR ORGANIZING SUPPORT FOR MEMBERS OF THE PK KUT ACADEMIC COMMUNITY

- Action 2.2.1. Providing training for disciplinary officers and members of disciplinary committees
- Action 2.2.2. Promoting the use of mediation in investigations into cases of discrimination or workplace harassment
- Action 2.2.3. Development of a psychological support program for employees focused on coping with stress and burnout
- Action 2.2.4. Developing a psychological support program for students and doctoral candidates to help them cope with the challenges of studying

Operational objective 3.1. PROVIDING EQUAL OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT OF PK KUT EMPLOYEES

- Action 3.1.1. Ensuring an equitable distribution of professional responsibilities among faculty members
- Action 3.1.2. Ensuring an equitable distribution of official duties among university administrative staff

Operational objective 3.2. ENSURING EQUAL OPPORTUNITIES IN THE EDUCATIONAL PROCESS FOR STUDENTS AND DOCTORAL CANDIDATES

- Action 3.2.1. Standardization of requirements for students and doctoral candidates in the educational process
- Action 3.2.2. Ensuring equal access for students and doctoral candidates to programs, events, and competitions organized by PK KUT

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

- Action 3.3.1. Promoting recommendations that support the effective work-life balance
- Action 3.3.2. Promoting recommendations that support the effective study-life balance

Operational objective 3.4. ENSURING GENDER BALANCE IN SCIENTIFIC DEVELOPMENT AND PK KUT REPRESENTATION

- Action 3.4.1. Updating the recommendations for activities to support the scientific development of women
- Action 3.4.2. Striving to increase diversity, including gender balance in the decision-making bodies and processes at various levels of the PK KUT organizational structure
- Action 3.4.3. Implementation of gender equality issues in the content of scientific research conducted at PK KUT
- Action 3.4.4. Introduction of gender-neutral language (voluntary basis)



6. Equality Plan implementation matrix for PK KUT

The implementation matrix for the Equality Plan includes:

- strategic objectives,
- operational objectives,
- actions,
- performance indicators,
- target values for the indicators,
- the estimated duration of each action,
- PK KUT units designated to carry out specific actions and responsible for specific tasks.

For the purposes set out in Chapter 4 and the measures proposed in Chapter 5, performance indicators have been established, along with target thresholds; achieving these thresholds will signify the implementation of the Equality Plan. Performance indicators can be classified into three categories:

- **implementation indicators** – the assessment of an action is binary (two assessment options: task completed, task not completed); therefore, the mere completion of a given action means that the target value of the indicator has been achieved,
- **quantitative indicators** - the evaluation of the action is carried out by determining the number of individual actions required to carry out the task, and the achievement of the indicator occurs when the number of completed actions is not less than the minimum number of actions specified,
- **qualitative indicators** – performance is assessed based on the results of a survey in which respondents evaluate specific outcomes of the actions, using a uniform ordinal scale from 1 to 5 for all actions, where 1 is the lowest rating (very poor) and 5 is the highest (very good), with the assumption that the indicator is met by achieving an average score of 3.00 or 3.50 (depending on the task) or on a Likert scale (very satisfied, satisfied, neither satisfied nor dissatisfied, dissatisfied, very dissatisfied).

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. Often these are indicators of different types, such as implementation and quantitative indicators. All of the performance indicators used refer to the calendar year.

All tasks outlined in the Equality Plan are scheduled to be carried out during its term (2026–2030), although most indicators are cyclical in nature, and their values will be reported on an annual basis. In a few cases, however, specific years have been named in which the targets are to be achieved (this mainly applies to implementation indicators).



The entities responsible for implementing most of the actions under the Equality Plan are:

- **PK KUT Academic Community Support Center** – a unit operating under the Vice-Rector for Student Affairs, whose mission is to comprehensively address issues related to inappropriate treatment, as well as to take measures to prevent such treatment and to support members of the PK KUT Academic Community who have been harmed by the undesirable behavior of third parties.
- **Student Affairs Department** – a unit under the Vice-Rector for Student Affairs that has been conducting surveys among members of the PK KUT Academic Community since 2022.

These units will carry out their assigned tasks in close cooperation with other university units, within the scope of their responsibilities:

- **Careers Office,**
- **Accessibility Center,**
- **HR Center**
- **Center for Pedagogy and Psychology,**

The implementation of the Equality Plan will also not be possible without support from:

- **Commissioner for Preventing Harassment and Discrimination at PK KUT**
- **Mediator,**
- **Commissioner for Student's Rights,**
- **Commissioner for Doctoral Student's Rights**

Some of the proposed actions, due to the need to take into account the different points of view of individual PK KUT units, as well as the need to involve specialists (including external ones) from different scientific fields - will require the formation of thematic task teams. The Vice-Rector for Student Affairs is responsible for the overall implementation of the Equality Plan.

The implementation matrix for the Equality Plan is presented in Table 6-1.



Table 6-1. Equality Plan implementation matrix for PK KUT

STRATEGIC OBJECTIVE	OPERATIONAL OBJECTIVE	ACTION	INDICATOR	THRESHOLD VALUES FOR THE PERFORMANCE INDICATOR	IMPLEMENTATION
1. Increasing awareness of equality and mutual respect among members of the PK KUT Academic Community	1.1. Providing necessary equality information to all members of the PK KUT Academic Community	1.1.1. Creation and ongoing updating of a knowledge base on equality in the academic community	a) Number of content updates per year b) Number of people using the knowledge base over the course of a year	a) At least 10 per year b) At least 100 persons a year	2026–2030 CeWSA*
		1.1.2. Conducting campaigns to promote the Equality Plan	a) Number of events promoting the Equality Plan throughout the year b) Percentage of people aware of the existence of the Equality Plan (annual survey)	a) At least 2 events per year b) At least 30% of the respondents	2026–2030 CeWSA* DSS
		1.1.3. Dissemination of information on the Equality Plan's implementation progress	a) Publication of a report summarizing the implementation of actions under the Equality Plan and the indicator values achieved in a given year	a) Publication of the annual report	2023-2025 PS* CeWSA DSS
	1.2. Strengthening positive attitudes among employees toward equality in the academic environment	1.2.1. Conducting awareness training sessions for employees	a) Percentage of new employees who received training in a given year b) Percentage of faculty members who participated in the training in a given year c) Percentage of university administrative staff who participated in the training in a given year	a) 100% b) At least 10% c) At least 10%	2026–2030 CeWSA* CPiP
		1.2.2. Providing employees with self-study materials on ensuring and upholding the principles of equality	a) Development and distribution of self-study materials b) The number of people who reviewed the self-study materials over the course of the year	a) Materials distribution b) At least 50 persons a year	2027 CeWSA* CPiP DSS
		1.2.3. Providing employees with opportunities to meet with experts on the effects of unequal treatment	a) Number of meetings per year b) Number of people attending meetings throughout the year	a) At least one meeting per year b) At least 30 persons a year	2026–2030 CeWSA*
	1.3. STRENGTHENING POSITIVE ATTITUDES AMONG	1.3.1. Conducting awareness training sessions for students and doctoral candidates	a) Percentage of first-year students receiving the training b) Percentage of doctoral candidates receiving the training in a given year	a) At least 95% b) At least 10%	2026–2030 CeWSA* CPiP



STRATEGIC OBJECTIVE	OPERATIONAL OBJECTIVE	ACTION	INDICATOR	THRESHOLD VALUES FOR THE PERFORMANCE INDICATOR	IMPLEMENTATION
	STUDENTS AND DOCTORAL CANDIDATES TOWARD EQUALITY IN THE ACADEMIC ENVIRONMENT		c) Assessment of the training's usefulness (survey)	c) An average rating of at least 3.00 (on a 1–5 scale)	
		1.3.2. Providing students and doctoral candidates with self-study materials on ensuring and upholding the principles of equality	a) Development and distribution of self-study materials b) The number of students and doctoral candidates who reviewed the self-study materials over the course of the year	a) Materials distribution b) At least 150 persons a year	2027 CeWSA* CPIP DSS
		1.3.3. Providing students and doctoral candidates with opportunities to meet with experts on the effects of unequal treatment	a) Number of meetings per year	a) At least one meeting per year	2027–2030 CeWSA*
	1.4. Building a university as a relational and restorative organization	1.4.1. Establishment of a dialogue platform for members of the PK KUT Academic Community	a) Number of events bringing together the PK KUT Academic Community b) Assessment of the campus atmosphere (surveys)	a) At least 2 events per year b) An average rating of at least 3.50 (on a 1–5 scale)	2026–2030 CeWSA*
	2.Preventing manifestations of inequality at PK KUT	2.1. Monitoring the attitudes of members of the PK KUT Academic Community	2.1.1. Conducting surveys among university faculty in the group of academic teachers	a) Number of faculty members participating in the surveys b) Preparation of a report summarizing the results of the surveys conducted in a given year	a) At least 100 persons a year b) Development of the report
2.1.2. Conducting surveys among university administrative staff			a) Number of university administrative staff participating in the surveys b) Preparation of a report summarizing the results of the surveys conducted in a given year	a) At least 100 persons a year b) Development of the report	2026–2030 DSS* BK
2.1.3. Conducting surveys among students			a) Number of students participating in the surveys b) Preparation of a report summarizing the results of the surveys conducted in a given year	a) At least 1% of students b) Development of the report	2026–2030 DSS* BK



STRATEGIC OBJECTIVE	OPERATIONAL OBJECTIVE	ACTION	INDICATOR	THRESHOLD VALUES FOR THE PERFORMANCE INDICATOR	IMPLEMENTATION
		2.1.4. Conducting surveys among doctoral candidates	a) Number of doctoral candidates participating in the research b) Preparation of a report summarizing the results of the surveys conducted in a given year	a) At least 5% of doctoral candidates b) Development of the report	2026–2030 DSS* BK
		2.1.5. Development of a universal system for coordinating and recording aid activities	a) Development of an IT tool to support relief efforts	a) Launching the tool	2027 CeWSA* CPiP, CD
		2.1.6. Development of a universal system for coordinating and recording disciplinary cases	a) Development of an IT tool for managing disciplinary actions	a) Launching the tool	2027 CeWSA* CPiP
	2.2. Improving mechanisms for organizing support for members of the PK KUT Academic Community	2.2.1. Providing training for disciplinary officers and members of disciplinary committees	a) Number of training sessions conducted during the year b) Number of participants in the training sessions	a) At least 1 b) At least 15	2026–2030 CeWSA*
		2.2.2. Promoting the use of mediation in investigations into cases of discrimination or workplace harassment	a) Percentage of cases initiated in a given year in which mediation was used	a) No less than in the base year (2025)	2026–2030 CeWSA*
		2.2.3. Development of a psychological support program for employees focused on coping with stress and burnout	a) Development of documentation for a psychological support program for employees	a) Program approval	2027 CeWSA* CPiP
		2.2.4. Developing a psychological support program for students and doctoral candidates to help them cope with the challenges of studying	a) Development of documentation for a psychological support program for students	a) Program approval	2027 CeWSA* CPiP
3.Ensuring equal opportunities for participation in the PK KUT Academic Community	3.1. Providing equal opportunities for professional development of PK KUT employees	3.1.1. Ensuring an equitable distribution of professional responsibilities among faculty members	a) Conducting an analysis of the current situation b) Survey on satisfaction with the division of work responsibilities	a) Developing a diagnosis b) An average rating of at least 3.00 (on a 1–5 scale)	2026–2027 Task team*
		3.1.2. Ensuring an equitable distribution of official duties	a) Conducting an analysis of the current situation	a) Developing a diagnosis	2026–2027 Task team*



STRATEGIC OBJECTIVE	OPERATIONAL OBJECTIVE	ACTION	INDICATOR	THRESHOLD VALUES FOR THE PERFORMANCE INDICATOR	IMPLEMENTATION
		among university administrative staff	b) Survey on satisfaction with the division of work responsibilities	b) An average rating of at least 3.00 (on a 1–5 scale)	
	3.2. Ensuring equal opportunities in the educational process of PK KUT students and doctoral candidates	3.2.1. Standardization of requirements for students and doctoral candidates in the educational process	a) Survey of the assessment of requirements for students and doctoral candidates	a) An average rating of at least 3.00 (on a 1–5 scale)	2026–2030 DSS* BK
		3.2.2. Ensuring equal access for students and doctoral candidates to programs, events, and competitions organized by PK KUT	a) Rating satisfaction with access to events, programs and competitions, on a scale of 1-5 (survey)	a) An average rating of at least 3.00 (on a 1–5 scale)	2026–2030 DSS* BK
	3.3. Ensuring a balance between professional and personal development	3.3.1. Promoting recommendations that support the effective work-life balance	a) Assessment of the ability to balance a professional career at PK KUT with family life (survey) b) Assessment of the ability to balance a professional career at PK KUT with the pursuit of personal interests (survey)	a) An average rating of at least 3.00 (on a 1–5 scale) b) An average rating of at least 3.00 (on a 1–5 scale)	2026–2030 CeWSA* DSS BK
		3.3.2. Promoting recommendations that support the effective study-life balance	a) Assessment of the ability to balance studies at PK KUT with family life (survey) b) Assessment of the ability to balance studies at PK KUT with the pursuit of personal interests (survey)	a) An average rating of at least 3.00 (on a 1–5 scale) b) An average rating of at least 3.00 (on a 1–5 scale)	2023-2025 CeWSA* DSS BK
	3.4. Ensuring gender balance in scientific development and PK KUT representation	3.4.1. Updating the recommendations for activities to support the scientific development of women	a) Development and dissemination of recommendations b) Keeping statistics on promotions and obtaining academic degrees and titles, distinguished by gender	a) Making the recommendations available b) Publication of the annual report	2026–2027 Task team*
		3.4.2. Striving to increase diversity, including gender balance in the decision-making bodies and processes at various levels of	a) Monitoring the staffing of decision-making bodies at PK KUT in terms of gender diversity b) Developing informational materials on the benefits of balancing gender	a) Publication of the annual report b) Materials distribution	2026–2030 DSS* CHR Task team



STRATEGIC OBJECTIVE	OPERATIONAL OBJECTIVE	ACTION	INDICATOR	THRESHOLD VALUES FOR THE PERFORMANCE INDICATOR	IMPLEMENTATION
		the PK KUT organizational structure	representation in PK KUT decision-making bodies, councils, committees and teams c) Preparing guidelines and recommendations on the need for gender representation in decision-making bodies, councils, committees, etc.	c) Publication of recommendations	
		3.4.3. Implementation of gender equality issues in the content of scientific research conducted at PK KUT	a) Incorporating gender equality issues into the grant acquisition training program b) Incorporating gender equality issues into the curriculum at the Doctoral School	a) Conducting at least two modified training courses per year b) Modification of course syllabi	2026–2027 SD PK* DSS
		3.4.4. Introduction of gender-neutral language (voluntary basis)	a) Assessment of the need and willingness to use gender-neutral language (survey)	a) 51% positive reviews	2026 DSS

* - the units coordinating individual activities have been marked



Definitions

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

Discrimination - the unlawful deprivation or restriction of rights arising from the employment relationship or unequal treatment of employees on the basis of sex, age, disability, nationality, race, beliefs, especially political or religious beliefs and union membership, sexual orientation, the performance of remote work or the refusal to perform it, as well as the granting to some employees of fewer rights on these grounds than those enjoyed by employees in the same factual and legal situation.

Direct discrimination - it is understood as a situation in which a member of the PK KUT Academic Community, on the basis of 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.

Intersectional discrimination - refers to the unequal treatment of an individual based on several characteristics at the same time, all of which the individual experiences simultaneously.

Indirect discrimination - this refers to a situation in which a member of the PK KUT Academic Community, on the basis of gender, race, ethnic origin, nationality, religion, creed, worldview, disability, age, or sexual orientation, as a result of an apparently neutral provision, criterion, or practice, faces or could face unfavorable disparities or a situation that is particularly disadvantageous to them, unless the provision, criterion, or practice is objectively justified by a legitimate aim to be achieved, and the means of achieving that objective are appropriate and necessary.

Mediation - a conversation between two conflicting parties in the presence of a neutral PK KUT mediator, leading the parties to reach a settlement.

Mediator - a person who is an academic teacher, mediating between parties when a dispute arises.

Workplace bullying – a systematic form of violence, primarily psychological, perpetrated by a coworker (supervisor, subordinate, or colleague); actions or behaviors concerning an employee or directed against an employee, consisting of persistent and prolonged harassment or intimidation of the employee, causing the employee to underestimate their professional competence, and resulting in or intended to humiliate or ridicule the employee, isolate them, or exclude them from the team of colleagues.

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

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

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

Harassment – a form of discrimination, unwanted conduct that has the purpose or effect of violating an employee's dignity and creating an intimidating, hostile, degrading, humiliating, or offensive environment for that employee. Stalking can be a form of harassment.

Sexual harassment – any unacceptable conduct of a sexual nature or related to an employee's gender, the purpose or effect of which is to violate the employee's dignity, in particular by creating an intimidating,



hostile, degrading, humiliating, or offensive environment; such conduct may consist of physical, verbal, or nonverbal elements.

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).

Unequal treatment – this refers to the treatment of individuals in a manner that constitutes one or more of the following: direct discrimination, indirect discrimination, harassment, sexual harassment, as well as less favorable treatment of a natural person resulting from rejecting harassment or sexual harassment or submitting to harassment or sexual harassment, and encouraging or ordering such conduct.

Equal treatment – a principle that ensures equal rights in assuming personal and professional roles, as well as full access to social benefits for all groups regardless of their characteristics, including, among others: gender, age, beliefs, religion, and sexual orientation.

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

The PK KUT Academic Community – a community comprising all PK KUT employees, regardless of their employment status, type of work, or position, as well as all students, doctoral candidates, and participants in postgraduate and other educational programs.

Stalking – persistently harassing another person or someone close to them, causing them to feel, under the circumstances, a sense of threat, humiliation, or distress, thereby significantly infringing upon their privacy.

Internal Anti-Discrimination Policy at PK KUT - rules to counteract manifestations of discrimination and harassment (including sexual harassment) and bullying at PK KUT, along with the procedure to be followed in case of their occurrence.

Internal Anti-Harassment Policy at the PK KUT - rules to prevent the phenomenon of harassment or phenomena having the appearance of harassment at PK KUT, 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.



Accepted designations

PK KUT - PK Krakow University of Technology in Krakow,

Equality Plan - **Equality Plan** for PK Krakow University of Technology for the years 2026-2030 (this document),

First Equality Plan - Equality Plan for the PK Krakow University of Technology for the years 2022–2025,

BK – Careers Office (PS-5)

CD - PK KUT Accessibility Center (PS-2),

CeWSA – PK KUT's Academic Community Support Center (PS-3),

CPiP – Center for Pedagogy and Psychology (O-5),

CHR - HR Center (R-1),

DSS - Student Affairs Department (PS-1),

PJD - non-faculty teaching units,

URSD – University Council of Doctoral Students at the PK Krakow University of Technology,

SSPK – PK KUT Student Council,

SD PK - PK KUT Doctoral School,

Strategy - The Development Strategy of the PK Krakow University of Technology in Krakow for the Years 2026–2030,

WA - Faculty of Architecture,

WIM - Faculty of Computer Science and Mathematics,

WIEK - Faculty of Electrical and Computer Engineering,

WIL - Faculty of Civil Engineering,

WIMF - Faculty of Materials Engineering and Physics,

WIŚE - Faculty of Environmental Engineering and Energy,

WITCh – Faculty of Chemical Engineering and Technology,

WM - Faculty of Mechanical Engineering.