



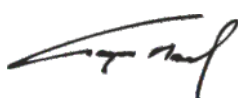
KOZMINSKI UNIVERSITY



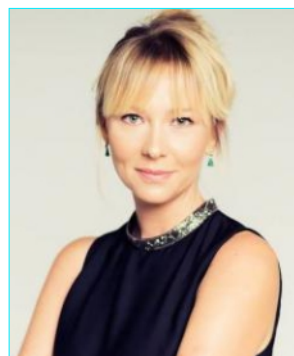
GENDER EQUALITY PLAN

for Kozminski University



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Prof. Grzegorz Mazurek
Rector
Kozminski University

A stylized, handwritten signature in black ink.

Prof. Aleksandra Przegalinska
Vice Rector
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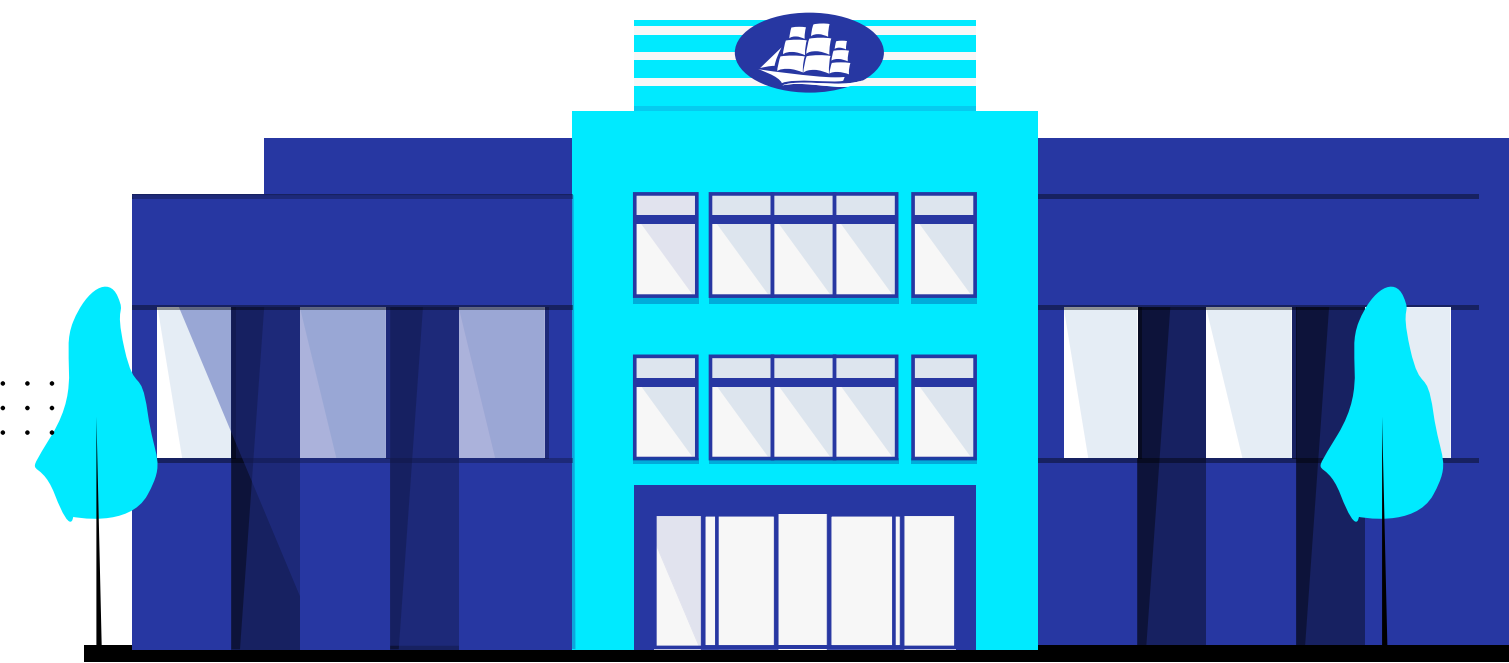
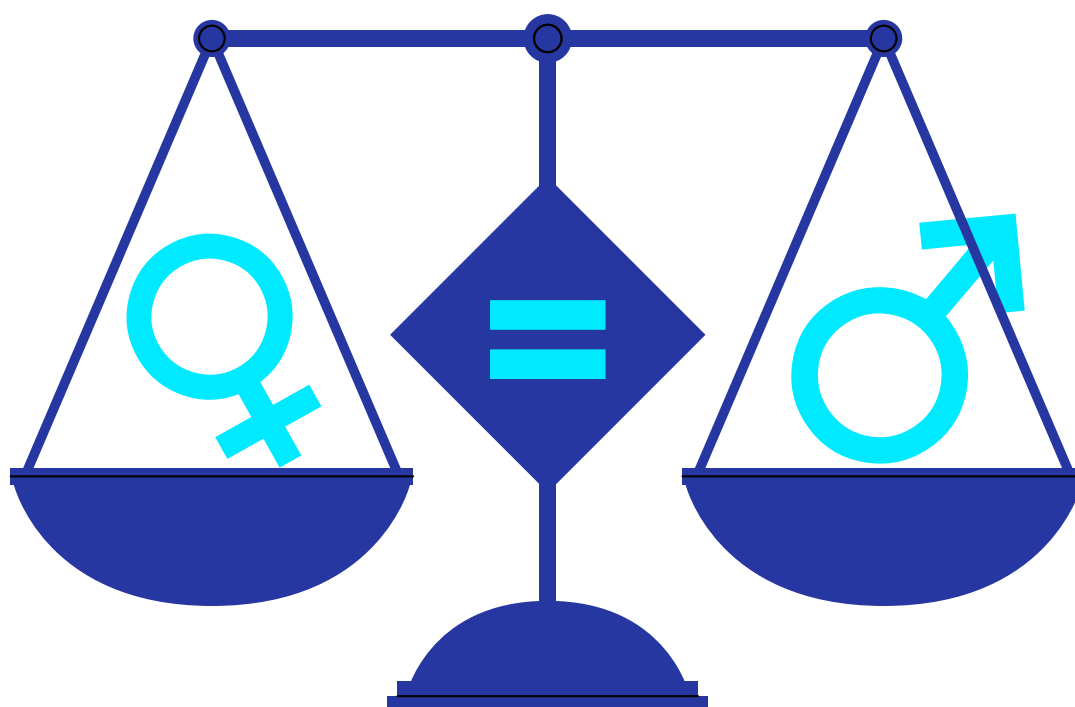


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Introduction

We are pleased to present the Gender Equality Plan for Kozminski University, which is the equality action plan for the 2022- 2023. The Gender Equality Plan (GEP) was prepared based on the diagnosis that had been conducted in the 2020 and 2021, as well as on the input of the KU community. To ensure that GEP serves the entire KU community, different stakeholders were consulted on the final version of this document.

To ensure a variety of perspectives, GEP was prepared by the team appointed by the Rector, which included women and men, both KU faculty and administrative staff, on different levels of their careers, with different points of view, and from different KU colleges, departments, and research centers. The team included (in alphabetical order):

- Dr. Helena Chmielewska-Szlajfer
- Prof. Dr. hab. Dorota Dobija
- Dr. Anna Maria Górską - Team Co-leader
- Joanna Kartasiewicz, MA
- Prof. ALK dr. hab. Paweł Krzyworzeka
- Prof. ALK dr. hab. Aleksandra Przeglasińska- Skierkowska - Team Co-leader
- Prof. ALK dr. hab. Robert Rządca
- Agnieszka Sławska, MA
- Zuzanna Staniszevska, MA - secretary
- Dr. Jolanta Tkaczyk
- Dr. Mateusz Woiński
- Dr. Michał Ziółkowski

The Gender Equality Plan is one of several initiatives undertaken by Kozminski University to promote gender equality. We present other examples of the University's initiatives in this area below.

In 2020, KU has implemented Kozminski University Sustainability Transition Strategy.

The goal of the strategy is to include Sustainable Development Goals (SDGs) within the University's mission in education, research, and societal impact. The strategy is based on the following six goals:

- Ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all;
- Achieving gender equality and empowering all women and girls;
- Building resilient infrastructure, promoting inclusive and sustainable industrialization and fostering innovation;
- Making cities and human settlements inclusive, safe, resilient, and sustainable
- Ensuring sustainable consumption and production patterns;
- Strengthening the means of implementation and revitalizing the global partnership for sustainable development

Given that one of our Sustainable Transition Strategy goals is focused explicitly on supporting gender equality within and outside of the University, developing the Gender Equality Plan was a natural next step towards this commitment.

In 2018, Kozminski University established the research center on Women and Diversity in Organizations, one of the first such institutions in Central Europe, presently chaired by dr. Anna Górska. Thanks to this, KU made significant intellectual contributions to this important issue, including publications in top scholarly outlets, research grants, and the organization of numerous conferences and workshops.

The University is also dedicated to teaching on this topic, for example, KU has a dedicated program for women leaders, LeaderShe. What's more, the University's faculty members offer specifically dedicated training for companies to support them in promoting diversity and inclusion in their firms.

In addition, KU initiated the student organization Women in Organizations to promote and educate about gender equality, diversity, and inclusion in organizations. Currently, the organization has over 40 active participants and organizes various events dedicated to gender equality.

It is also worth noting that Kozminski University is a member of several institutions and movements that prioritize and promote equality, including:

- **The UN Principles for Responsible Management Education (PRME)** program, of which KU has been a Communicating Participant since 2008. As part of KU participation, we have implemented and developed the six core principles of the program (described further). To enhance transparency and commitment;
- **The Polish Academy of Science** initiative to create a Code of Ethics for Researchers, of which KU has been part of since 2020 and has since submitted its comments to the initiative's Code of Ethics project;
- **The Positive Impact Rating for Business Schools**, by which KU has been recently recognized as Progressing Business School, among such institutions as Maastricht University, Audencia Business School, ESCP Business School, London Business School, and the University of Toronto. KU is the only institution from the CEE region that was included in the ranking. The Positive Impact Rating serves to distinguish business schools which have a positive impact in the world that goes beyond their contributions to business and the economy. Moreover, the Positive Impact Rating addresses the need for Universities to provide positive social impact also in regard to gender equality;
- **Responsible Research of Business and Management (RRBM) network**, of which KU is a member, that is dedicated to inspiring, encouraging, and supporting credible and valuable research in the disciplines of business and management.

Kozminski University collaborates with various networks and organizations committed to sustainable development on a regular basis, such as the **International Society for Business, Economics and Ethics (ISBEE)**, the **European Business Ethics Network (EBEN)** via the Polish Association for Business Ethics (EBEN Poland), and the **Academy of Business in Society (ABIS)**. In addition, we are cooperating with the UNDP Growing Inclusive Markets initiative, providing expertise for reports.

KU is also the only institution from Poland which received the Business School Impact System (BSIS) certificate, serving to promote sustainable development and social responsibility of Business Schools. Finally, KU has received the **HR in Excellence** in Research title from the European Commission. This distinction obliges Universities to actively develop Human Resource policies, such as recruitment and employment policies, including equality initiatives.

It should also be emphasized that the values of equality, diversity and inclusion are deeply rooted within Kozminski University. They are reflected in Kozminski's Decalogue, which is a set of principles co-created by students, academics, and other university employees.

The Gender Equality Plan for Kozminski University is the result of consultations, observations, and conducted studies, including surveys and focus groups, carried out by GEP team at KU.

The Plan is the outcome of the diagnosis and assumes the following five objectives:

OBJECTIVE 1:

Supporting the development of women's careers
at Kozminski University

OBJECTIVE 2:

Increasing transparency and impact of women employees
in creating procedures and the functioning of the University

OBJECTIVE 3:

Supporting work, study, and family life

OBJECTIVE 4:

Making invisible work visible

OBJECTIVE 5:

Fostering an inclusive organizational culture

These are presented in detail on the following pages. In addition, the Gender Equality Plan shows how Kozminski University aims to achieve these objectives, and what their indicators are.

The proposed Gender Equality Plan will continue to be further assessed and developed on a regular basis, to adjust to the University's developments, as well to deal with future challenges.

KOZMINSKI UNIVERSITY

DIAGNOSIS

 Gender at Kozminski University in numbers

Kozminski University students

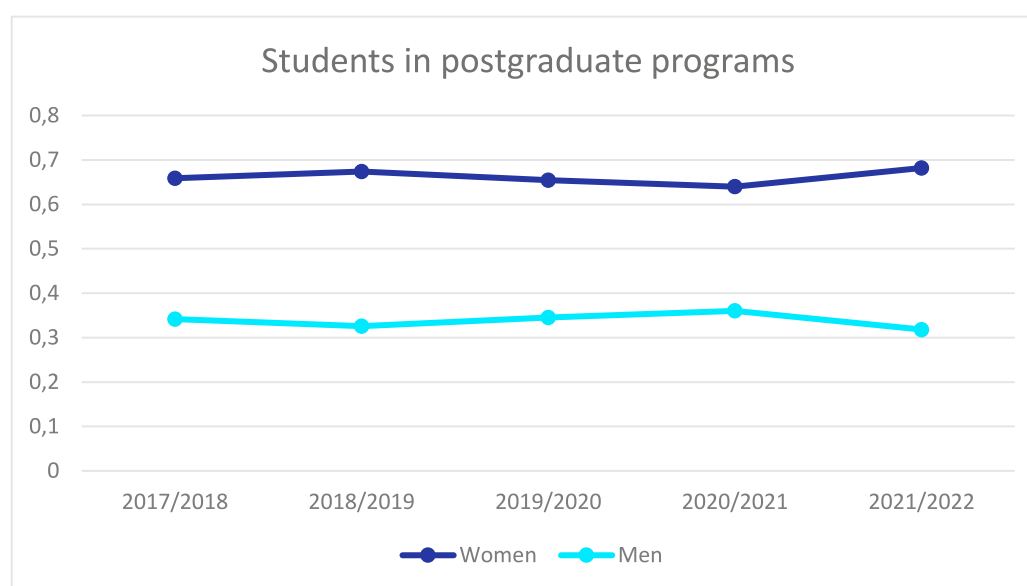
The following data present the distribution of female and male students across different types of studies. What can be observed is that the smallest discrepancies among genders are among bachelor and masters' students, where the ratio of women to men is close to 50 percent.

Due to changes in higher education policies regarding doctoral students and establishing doctoral schools, which are more prestigious compared to doctoral studies, and thus more limited in the number of students, data from the recent years are not comparable with older data. Still, it can be noted that Kozminski University reached gender parity in its student body in the last two years. However, even before the switch to doctoral schools, KU showed gender parity of people (women and men) enrolled in doctoral studies.

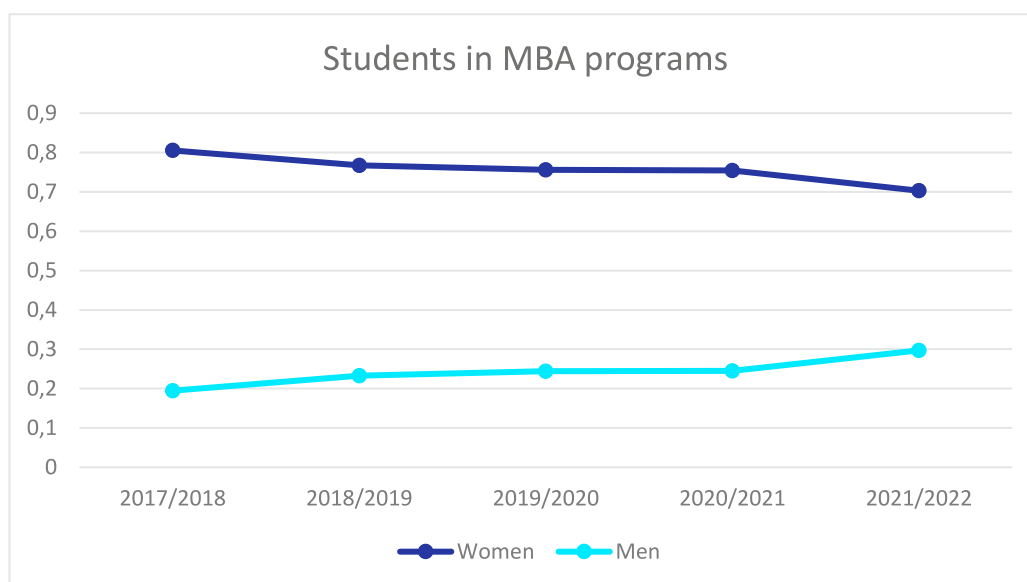
Similar trends are visible across Polish and other European Business Schools.

Additional studies will be conducted in the future to better understand the situation of doctoral students, both women and men, including their reasons for studying and plans after the completion of their doctorates.

When it comes to postgraduate studies, however, we can observe significant discrepancies between women and men students. In the last five years women made up most of the student body, with 65% of students on average being women. This trend can be linked with the fact that postgraduate studies are often chosen because they offer short, specialized and inexpensive training that often stems directly from current market needs. In the future, additional analysis taking into account particular studies programs into account is necessary to assess the situation in greater detail.

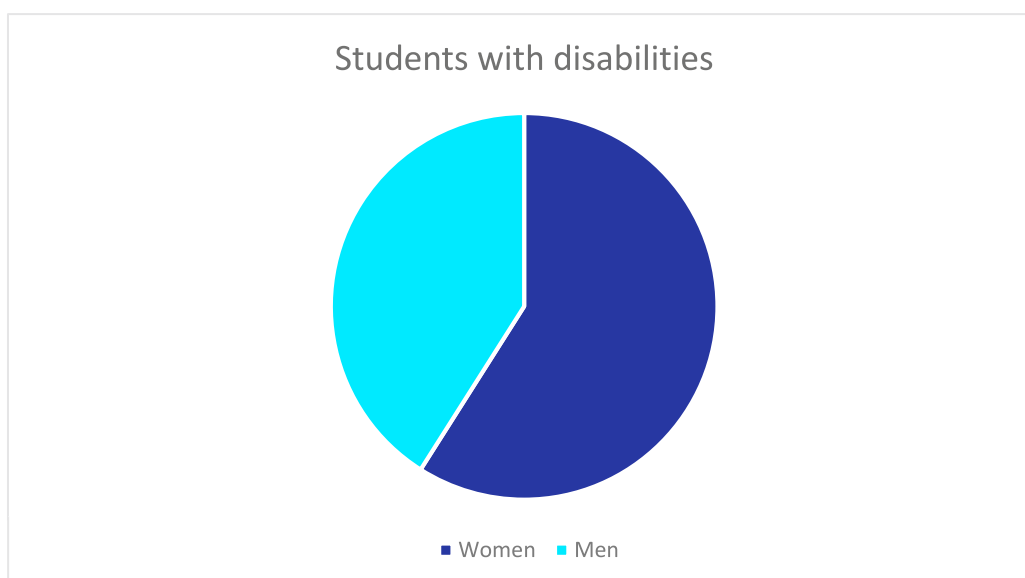


Unlike postgraduate studies, MBA studies are dominated by men who make up 75% of the student body. This proportion has been stable for the last five years. The specificity of MBA studies may explain this situation, as in Poland, they are focused on experienced managers who often hold C-level positions, and these are predominantly held by men. Moreover, such courses are often financed by companies or are treated as an investment in future career development. The proportion of men in MBA courses reflects the corporate reality, where men make up over 70% of all managers and more than 90% of C-level positions, including CEOs.



Students with special needs

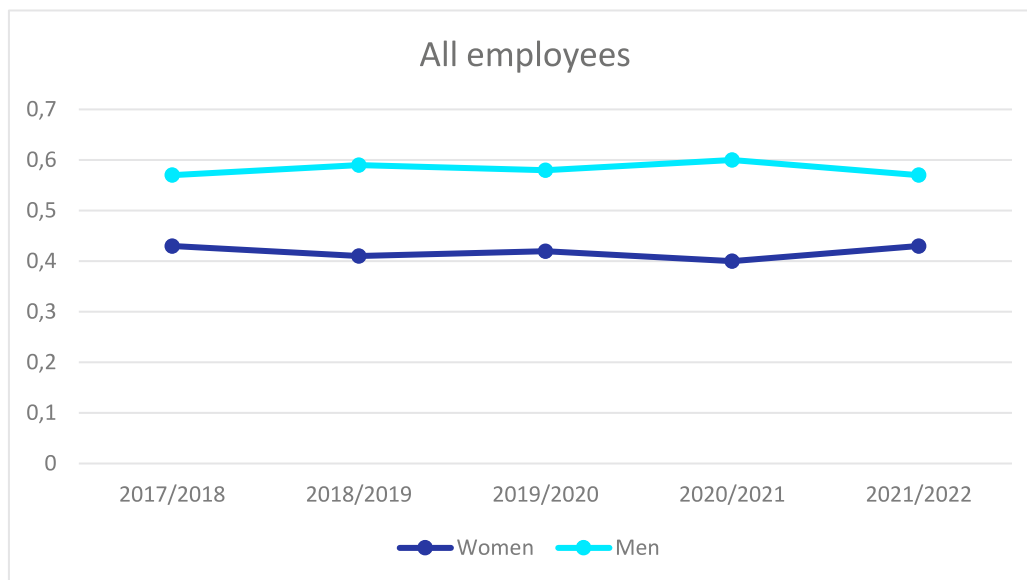
In order to support minorities, people coming from disadvantaged backgrounds, and with disabilities, as part of GEP we also take a closer look at the needs of students with special needs. Among the students with disabilities, we observe slightly higher enrollment among women.



Most of the disabilities our students with special needs face relating to mental health, eyesight, and physical disabilities.

Kozminski University employees

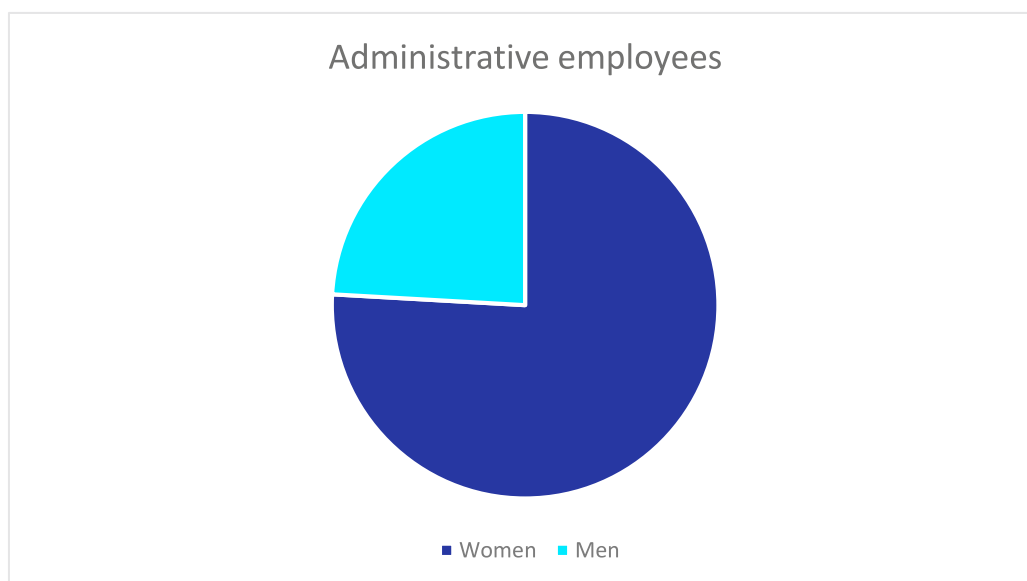
Men constitute the majority of all Kozminski University employees. This trend has been stable in the last five years, with little proportional change observed.



However, at the same time we observe significant differences in gender ratio between professional employees and faculty.

Administrative staff

Women constitute the majority of the professional staff across KU; they also represent 85% of managers, directors, and supervisors of administrative staff.

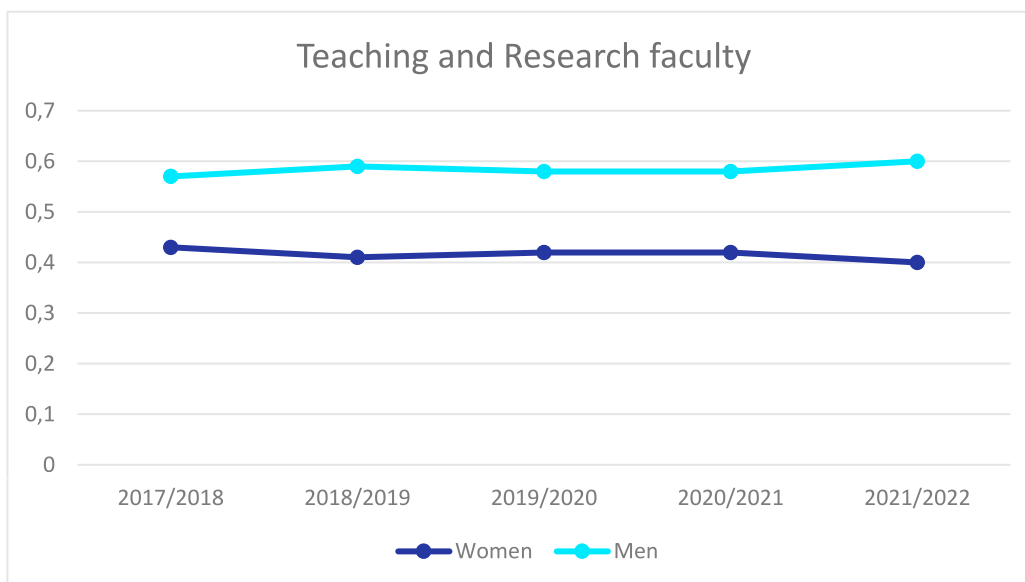


This is also reflected in recent recruitments, where 68% of submitted applications were sent by women candidates

Simultaneously, we observe that in the last five years on average women earned less compared to men holding administrative positions. Although the remuneration for women and men in September 2021 was equalized, it should be noted that since women constitute the majority of managerial staff, their remuneration should be higher on average compared to men's. A closer observation and additional analysis should be conducted to better understand the reasons behind this inconsistency.

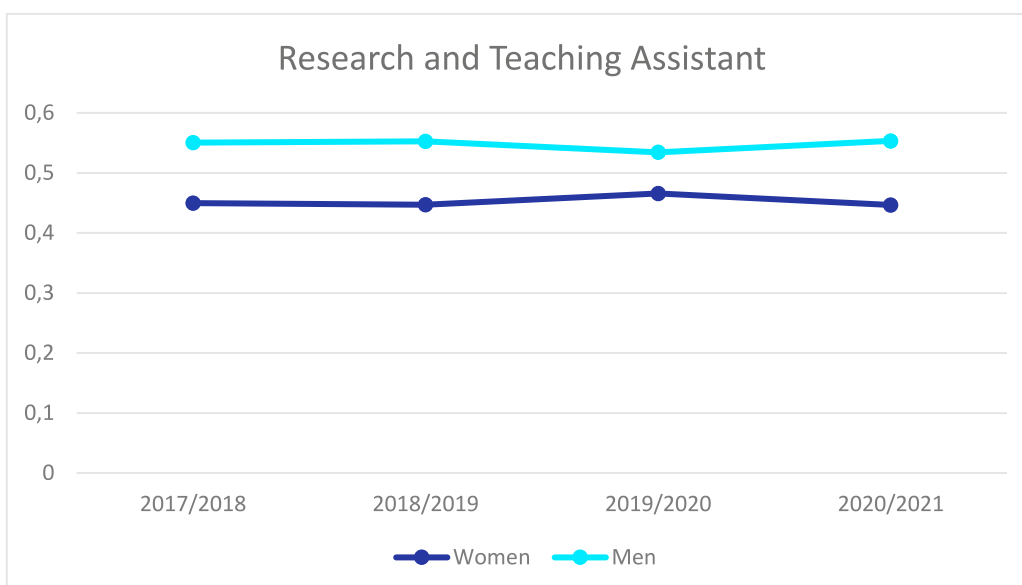
Faculty

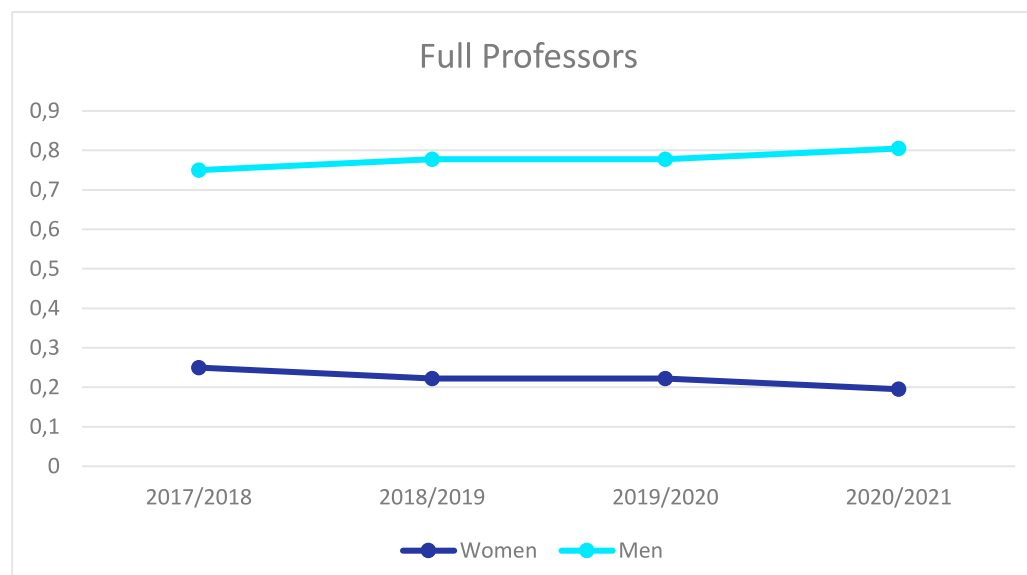
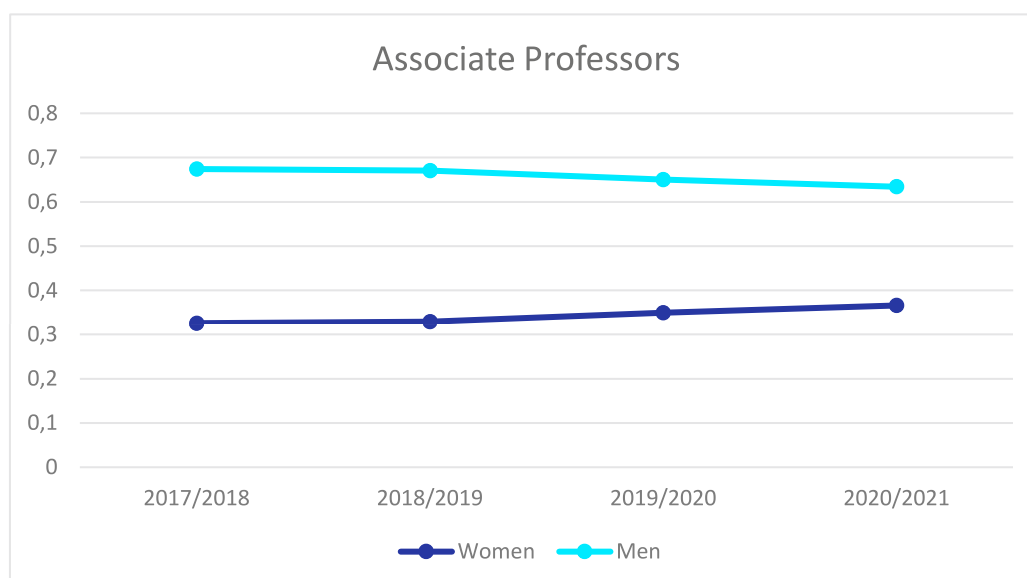
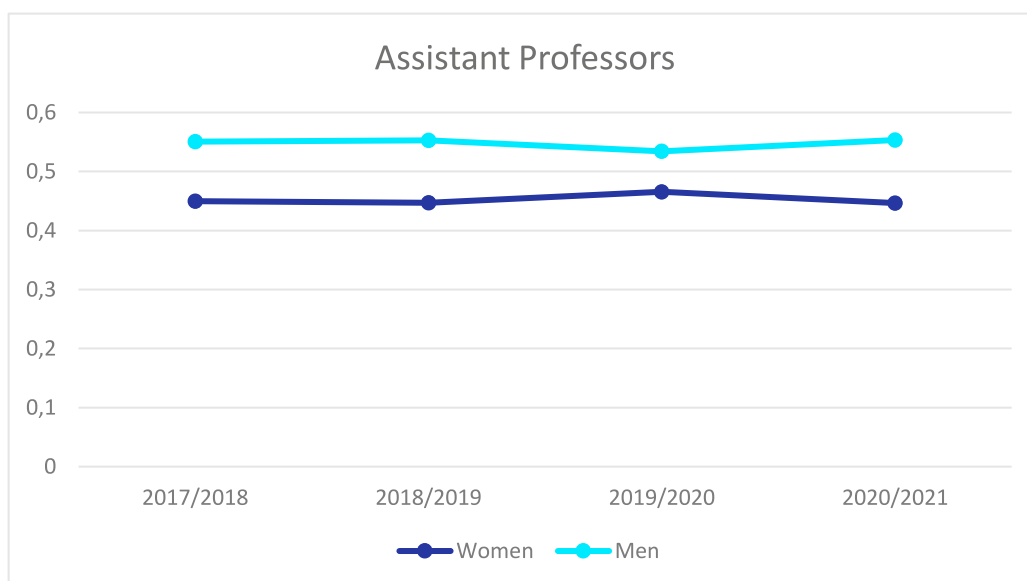
Among non-administrative faculty, data show smaller discrepancies between employed women and men. However, in contrast to administrative staff here, men that dominate positions, constituting around 60% of faculty.



Yet, the situation seems to be changing. Gender parity was maintained in the most recent recruitments for academic faculty; this was also reflected in new hires in which women make up 48%.

In addition, data highlight that gender imbalance increases the higher the position and the higher the academic title. This situation is not unique for Kozminski University and is reflected across the entire HEI sector in Poland, throughout the EU, and the world in general. Thus, there is parity between genders in entry level positions (early career hires with masters' diplomas and PhD students), but the higher the title, the less women are present. The largest discrepancy can be found among full professors, where women constitute only 20% of the faculty; this tendency has been visible in the last five years. Similarly, in the case of associate professors (dr hab., prof. ALK), a stable underrepresentation of women is visible, as they constitute around 35% of the faculty. These particular data reflect general national statistics on the participation of women as an associates and full professors. Additional studies will be conducted in future in order to gain a deeper understanding of this situation.





Despite visible inequalities in the proportion of women among associate and full professors, the last recruitment looks optimistic. This is particularly noticeable in the case of full professors, where gender parity was reached in received submissions and hired employees, a similar trend is visible in the recent hires of research and teaching assistants. However, in the case of assistant professors, despite the majority of applications for jobs in this rank having come from women (56%), mostly men were hired (60%).

Remuneration of faculty

To better understand the remuneration of faculty and to conduct a comparative analysis between women and men, it is also important to conduct a study of gender differences within the ranks. Among young faculty who do not hold PhD degrees, remuneration between genders reached parity, with slightly higher average pay for women.

Among young faculty who hold PhD degrees, employed as assistant professors, the gender pay gap is especially visible in basic remuneration (without bonuses). Our data highlight that in the last five years men assistant professors earned on average 10% more than women in the same positions. However, the latest data from 2021 highlight the equalization of the pay between women and men assistant professors.

Similarly, we observe a pay gap of **18%** in the last five years among associate professors. However, in 2021 the discrepancy was decreased, and the current gender pay gap is at a much lower level of **5%**.

The most apparent discrepancies between the remuneration of men and women are among the full professors, where the gender pay gap reaches on average **20%**. However, in 2021 the situation also improved, although it did not bring the full elimination of inequality in pay. The pay gap may be connected with the fact that women constitute a minority among full professors. Still, this needs further investigation in order to find reasons for this particular gender pay gap.

At the same time, we also observe a negative gender pay gap, when on average women earn more than men. This can be noticed in the rank of lecturer and senior lecturer. However, these discrepancies decreased last year as well.

Kozminski University faculty teaching obligations

To better understand the current situation of faculty members, we conducted an analysis of teaching obligations by looking specifically at gender. On average, women have an obligatory teaching load of 187 hours, which is 14 hours more than those allocated to men. This is because men constitute the majority of associate and full professors, who have lower teaching obligations, while women constitute the majority of lecturers and senior lecturers who have the highest teaching obligations.

Our analysis shows that among the top ten teaching faculty members with the highest salaries, seven are women.

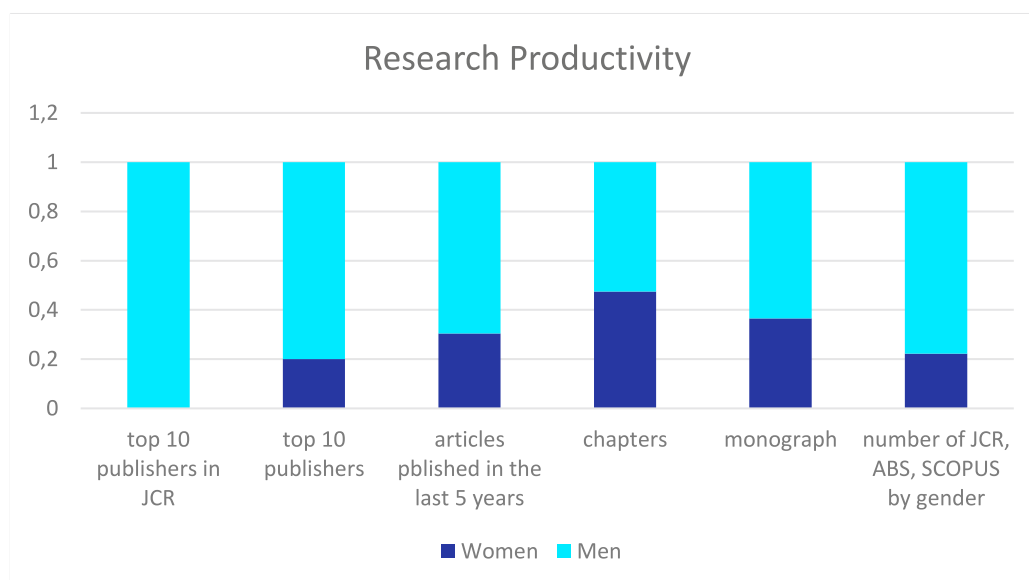
In the 2020/21 academic year, women had an average load of 260 teaching hours and men 253 hours; in total, women taught 61,024 hours and men 59,996 hours. Nonetheless, when comparing overtime men had significantly higher overtime levels compared to women (women: 27,000 h; men: 31,500 h). This stark difference can be explained by the fact that on average women have a higher mandatory teaching load than men, thus even though the number of hours is large, a significant portion of them is not considered overtime. This also has negative consequences in terms of pay, since each overtime hour is additionally remunerated. As a result, on average men accumulate additionally remunerated overtime of 106 hours, while women have only 75 hours.

It is also worth mentioning that men comprise around 60% of postgraduate studies and 70% of MBA studies teaching staff. In both these programs the pay is significantly higher compared to regular teaching at bachelor and master levels.

Kozminski University faculty Intellectual Contributions

One of the most important features in performance evaluation and career development of academic faculty is generating intellectual contributions (ICs), which include articles in peer-reviewed journals, books, book chapters, participation in research projects, grants, and national as well as international conferences. However, not each of these ICs is equally important. Particularly in the case of international academic achievements, publications in top peer-reviewed journals with impact factors are key in academic career development and necessary to reach further academic titles and positions. This is why in the following part of the GEP diagnostical part, we present an analysis of ICs focusing on gender.

A basic analysis of research productivity among Kozminski University faculty shows that men have more ICs across categories. What's more, men are the top ten publishers overall as well as in journals with impact factors. This may be connected to the fact that men comprise the majority of the academic faculty at KU. The subsections below shed more light on these discrepancies.

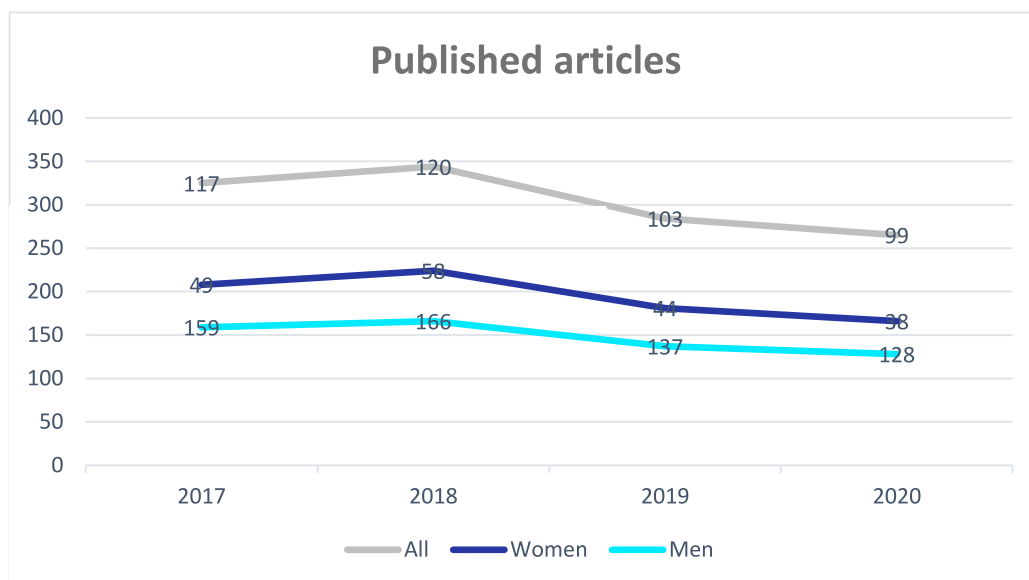


Funded projects (internal and external)

Data shows a general downtrend in the number of internal research grants awarded. However, in recent years the number of funded projects was smaller among women than men. In the case of externally funded grants, in 2018 and 2020 men received four times more grants than women but in 2017 and 2019 women received more external grants than men. In 2021 there were no differences in the number of awarded grants in relation to gender.

Peer- reviewed articles

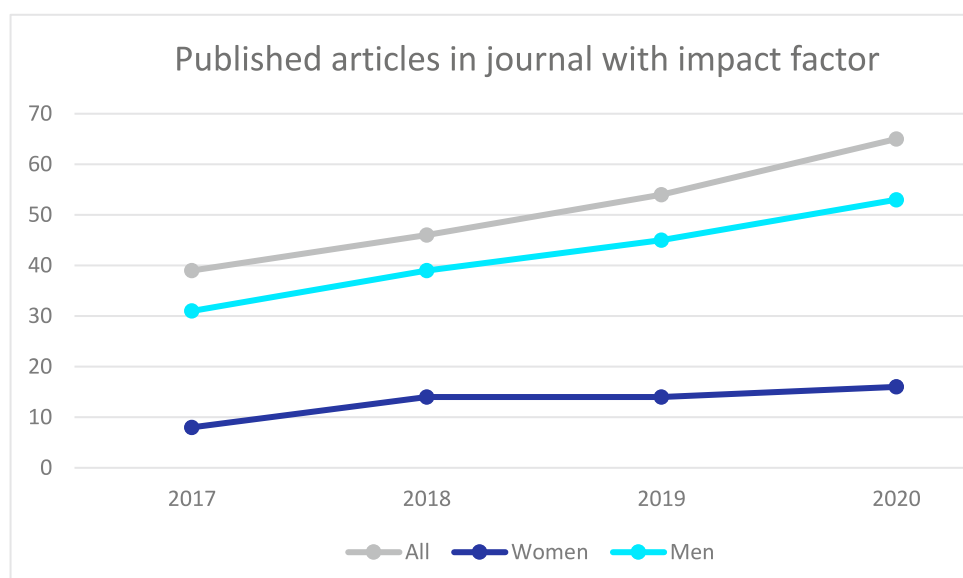
We have been observing a downward trend in the number of peer-reviewed articles written in the last five years both, by women and men. However, the drop has been more visible for men. Still, it has to be mentioned that the decrease in the number of published articles results from a focus on quality rather than quantity. Thus, this means that Kozminski University faculty publish less but in better, internationally recognized journals. This is reflected in the next subsection.



Articles with impact factors

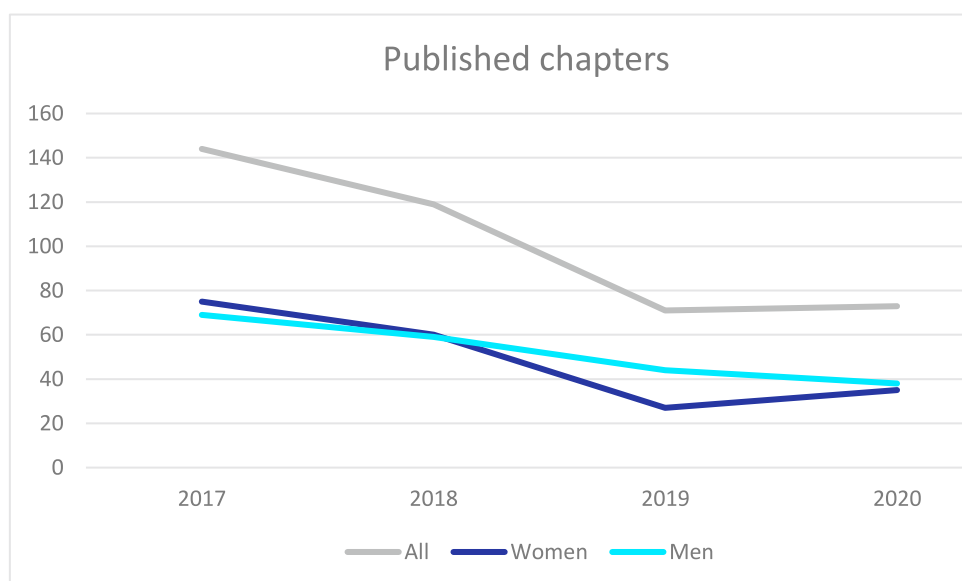
We can observe a vast increase in the number of publications in journals with impact factors in the last five years. It should be noted, though, that the increase is significantly higher for men than women members of the faculty. The lower overall number of ICs in JCR journals by women can be linked to the fact that women are a minority within the academic faculty, nonetheless the trend shows that the increase in ICs is not as visible as in the case of men.

This tendency is visible across different groups among faculty members, including assistants, associates, and full professors.



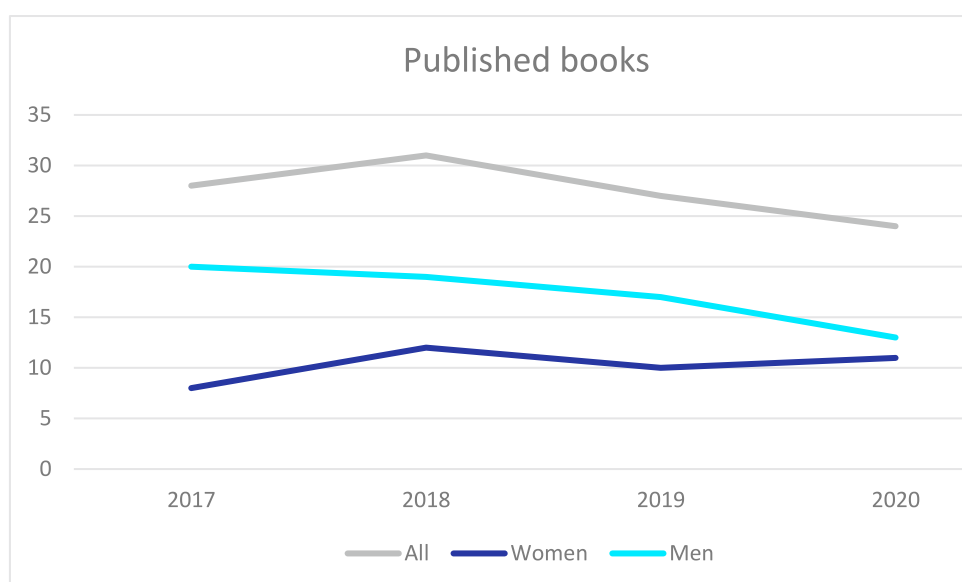
Book chapters

When analyzing publications in book chapters, despite the lower number of women among academic faculty, gender parity is maintained in these types of publications. Thus, it becomes clear that women are more likely to publish ICs as book chapters, but these are considered less prestigious and valuable for academic development than publications in top international JCR journals. What's more, women are the majority of authors of book chapters among assistant and associate professors.



Monographs

Similarly, as in the case of other ICs, we can observe a downward trend in the number of published books published by women and men faculty. However, it should be noted that in the analyzed period men published more books than women.



KOZMINSKI UNIVERSITY

EMPLOYEE SATISFACTION

Survey results

To better understand the situation of women and men employees at Kozminski University, we conducted an online survey in June and July 2020 using an online survey tool. Overall, 85 administrative staff and 85 academic staff participated in the survey. For comparative purposes, the survey was based on the same method and tool as previous ones, conducted in 2003 and 2013.

The general conclusions from the 2020 survey are as follows:

- Both academic and administrative staff rate KU as **a good place to work** in general (3 on average, on a point scale of 1-4);
- Among academic teachers, **men by far outnumber women of being very satisfied** as an employee (no such analysis was performed for administrative staff, since women comprise over 80% of all respondents in that group);
- **Salary level** in relation to **workload** is an important criterion for both faculty and administrative staff, and was rated **low** (a much lower rating than expected indicates that the levels of salaries do not satisfy employees);
- **Financing conference trips** for academic teachers and preferential studies at ALK for administrative staff are important criteria, which are rated high;
- **Remuneration and mutual respect**, respect towards employees, and relations at Kozminski University are the most frequently mentioned issues that academic teachers and administrative staff would like to change at KU.

Faculty

When analyzing the survey from the perspective of gender we can notice significant differences between women and men employees at KU in the following areas:

- Women claim **to spend more time on preparing online classes** than men;
- Women claim **to spend more time on informal and formal student support during online classes** than men;
- Women are overall **less satisfied** than men with work at KU;
- Women are **less satisfied** than men with online teaching;
- Women **point at poor organizational culture**;
- On average, women evaluate their general satisfaction on a 4-point scale **lower** (2.81) than men (3.20);
- 46% of men surveyed evaluated their satisfaction at the highest level of 4, compared to only 16% of surveyed women.

Net Promoter Score (NPS) analysis also revealed gender differences among KU academic faculty. NPS ranges between -100, which represents negative attitude (critics) to 100, which represents positive attitude (promoters).

- Women tend to have a negative NPS, unlike men who tend to have a positive score;
- 40% of women are categorized as critics and 50% are neutrals, compared to men, out of which the largest group are promoters.

Women and men also perceive Kozminski University differently in the terms of academic financial support. Women evaluated KU lower than men in terms of access to funding of conferences, training, and financial support in academic publishing. Women also evaluated KU lower compared to men in terms of the University's transparency and availability of information, for example transparency in administrative workload and transparency of performance evaluations as well as rewarding system.

However, the most apparent gender differences were visible in work-life balance.

- Almost half of women strongly agreed with the statement: **"It is more difficult to distinguish work from private life when working from home,"** (WFH) compared to a third of men.
- A quarter of women were highly dissatisfied with the **"the University's respect for their private lives,"** compared to only 15% men. Women were also less satisfied with the **option of flexible work** compared to men, and the possibility of working outside the campus.

In open-ended questions, women referred to invisible work on which they claim to spend a huge amount of time, including student support. Other survey data confirm this:

- Women were **more available to students online than men**. Over 70% of women claimed that they are very available, compared to 60% of men.
- Similarly, women were more likely than men to say that **they support Kozminski University students during online classes**.
- As a result, **women evaluated student engagement during classes higher than men did** (3.41 compared to 3.21 on average, on a 1–5-point scale)
- In addition, women claimed to **spend more time than men** preparing for classes, contacting students, as well as providing formal and informal support.

The above results lead to a conclusion that women suffer from lower work-life balance and engage in additional, invisible work at the University.

Focus group results

Additional, qualitative research was conducted to better understand the situation of women and men employees at Kozminski University. Two separate focus group studies, one for faculty members and one for administrative staff, were conducted by an outside company to eliminate possible conflict of interests and bias. The focus group studies were conducted in May 2021 and were held online due to the pandemic. We present the results of the two focus group studies below, this time without distinguishing genders. While the aim of this particular research was to better understand the perspectives of employees at Kozminski University, further qualitative research will allow for comparisons by gender.

Faculty

The study revealed a high sense of belonging among faculty. However, the feeling of having an impact on the activities of Kozminski University depends on the department in which the respondents work. In more democratic departments the voices of employees count, in others they do not.

It appears that one of the most crucial features that result in lower satisfaction is the lack of transparency (also visible in the quantitative part of the diagnosis) and the lack of a clear communication policy.

When it comes to teaching, the qualitative study both confirmed and shed more light on conclusions previously drawn from the quantitative part of the study, namely that faculty members are dissatisfied with increased invisible work. Faculty members pointed out that classes are arranged in ways that negatively affect the quality of their work and work-life balance.

On the other hand, it should be emphasized that overtime teaching is seen as a way to increase remuneration, while at the same time only a few members of the faculty can afford not to teach. In general, they perceive the didactic path as nonexistent and view teaching as a punishment without any other incentives than solely monetary.

*a clear message that the employee
has to deal with teaching on our own*

*we actually do free mentoring
for these students*

Kozminski University research perspectives were evaluated rather positively.

Faculty members pointed at the research path's clear definition and outline. Research freedom is felt by faculty members, as well as KU's support in "unstructured activities" (for e.g. organization of the conference). Faculty members evaluate the motivational system related to research rather positively: they not clearly defined expectations and an enticing system of financial rewards, which are available to all. The system is transparent and fair, with rules and regulations published, and the existence of a dedicated commission. In addition, they emphasized particularly good-quality research support in relation to substance and administration, compared to other Polish universities. However, in the qualitative study faculty members highlighted the lack of individual development plans. It is an issue that did not come out in the quantitative study, but which may be considered an essential feature requiring support in career development. Faculty members pointed out that few employees receive mentoring and can use this to plan their further development.

Administrative staff

Similarly, as in the case of faculty members, administrative staff focus groups revealed an elevated level of sense of belonging and the role of informal networks, which support employees in day-to-day tasks. Kozminski University administrative staff emphasized their pride in the workplace and strong emotional ties with the university itself as well as its employees.

On the other hand, KU administrative staff pointed out the lack of formal support from supervisors, and the lack of mentorship that would further career development. As in the case of faculty members, administrative staff criticized the insufficient flow of information between departments.

Thus, to deal with daily activities administrative employees have developed informal social support systems. Official communication procedures do not work in practice, and the only reliable and accessible sources of information are personal, informal contacts. Moreover, administrative employees feel left alone with their tasks, which on the one hand gives them a sense of flexibility, but on the other hand, deprives them of the possibility of receiving feedback.

*...the idea was created somewhere, it was put in the hands of a particular employee,
only this employee was not given the space to do it (...) nobody asked her/him
"listen, do you have time for this?", no one asked about the duties, no one asked about support...*

GENDER EQUALITY PLAN

OBJECTIVES, ACTIVITIES, AND INDICATORS

The objectives of the Gender Equality Plan for Kozminski University are based on the results of the University's Diagnosis, which comprised a quantitative and qualitative study with the participation of the University's academic and administrative staff. It is also the result of consultations and experiences shared with the University's authorities and is part of the Kozminski University Sustainability Transition Strategy.

This work allowed us to formulate five GEP objectives, which are presented below. Each objective is linked to particular activities, indicators, and organizational units responsible for their implementation.

OBJECTIVE 1:

Supporting the development of women's careers at Kozminski University

OBJECTIVE 2:

Increasing transparency and impact of women employees in creating procedures and the functioning of the University

OBJECTIVE 3:

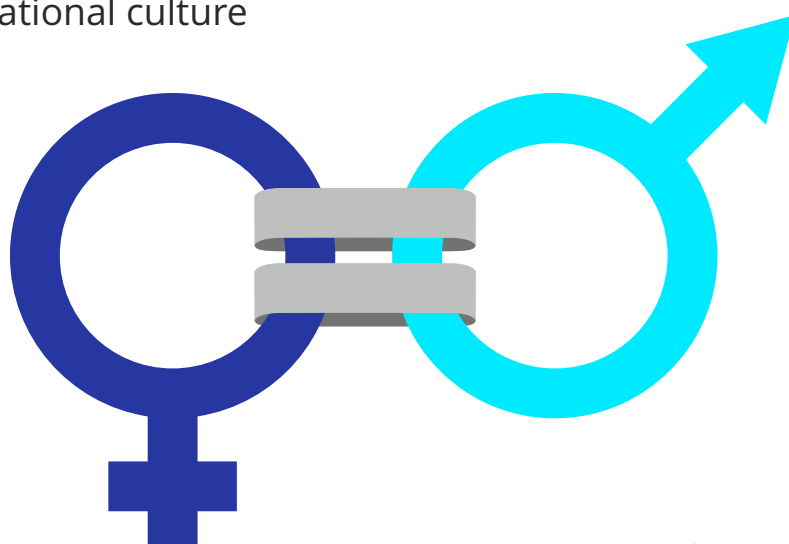
Supporting work, study, and family life

OBJECTIVE 4:

Making invisible work visible

OBJECTIVE 5:

Fostering an inclusive organizational culture



OBJECTIVE 1:

Supporting the development of women's careers at Kozminski University

The aim of this objective is to support the development of women's careers across Kozminski University, including academic, teaching, and administrative careers. Both academic research and specialist reports show that women face obstacles in their path to successful careers in higher education institutions that are not shared by men.

In terms of academic career development with regards to gender, studies find that women tend to have different career patterns compared to men. Research shows the existence of "leaky pipelines" in the career development of women across the higher education sector, and women fall out more often than men do. This phenomenon permeates the entire system of higher education: women are left behind in academic career paths, and some of them are thrown out of the system. In order to counter this, Kozminski University aims to support the careers of women, who face systemic disadvantages.

The objective is to support women focused on research, research and teaching, administrative staff, as well as doctoral students, in the first two instances also taking different needs depending on academic rank into consideration (doctor, doctor with habilitation, university professor, full professor)

Equal proportion of women and men employees

Activities:

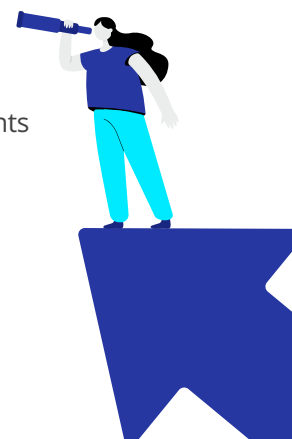
- **Diversity hires.** During the recruitment process if two candidates have equal points based on their skills, experience, qualifications, and other requirements, the committee will recommend hiring a person that constitutes a minority in that position
- **Implementation of inclusive language and imagery in recruitment announcements.**
- Collecting data including the category gender in relation to career development
- Inclusivity training for employees responsible for recruitment announcements

Indicators:

- Number of diversity hires in a given year
- Number of job advertisements with inclusive language
- Specific training course dedicated to inclusive recruitment announcements

Organizational units responsible for implementation:

- Research and HR development Office
- Marketing Office



Internationalization of women's research

Activities:

- Networking for women specifically focused on building social capital among researchers within Kozminski University and elsewhere
- Funding external, specialized courses and training to increase skills of women faculty members
- Rector's Research Awards bonuses for creating and fostering diversified teams
- Mentoring dedicated specifically for women faculty members, such as connecting younger, less experienced women faculty members with senior, and more experienced ones. The goal of mentors is to advise on day-to-day activities, career planning, training, but also research, for example, selecting conferences, publishing houses, and development opportunities such as grants and scholarships. Mentoring will include doctoral students, faculty members (focused on research, research and teaching, and teaching), and administrative staff. Mentoring activities will be considered in employee evaluations and will have an influence on their results, recognizing this type of invisible work. Each employee eligible for mentorship (that is faculty member without habilitation) will be informed about mentoring opportunities via e-mail
- Supporting networking activities for all and of networking groups for women in order to increase the bridging and bonding social capital of men and women employees, to support Kozminski University employees in connecting with each other as well as with others outside of KU who may support their careers (e.g., international researchers). KU will launch events for all, women specifically, in addition to other targeted groups that require additional support (e.g., women with small children).
- Supporting women coming back from maternity leave. Studies show that women's career paths are significantly interrupted by maternal leaves and have a much greater negative effect than in the case of men's paternal leaves. This phenomenon is known in academic literature as the "motherhood penalty." This particular type of support will include dedicated training, networking events, as well as targeted support of mentors.

Indicators:

- Introducing the mentoring program until 2023; measuring awareness of the program among the targeted faculty members; and qualitative evaluation of the program by the mentee. Our aim is to have at least a half of women mentees in the program. Each faculty member without habilitation may indicate whether he or she wishes to participate in the program and indicate the preferred mentor chosen from among Kozminski University faculty members.
- Organizing at least one workshop each year by the Research and HR Development Office and Wellbeing Office dedicated to networking, supporting women's careers, science fairs, poster sessions, as well as meetings for faculty members returning from maternity leave.
- Increasing the participation of women researchers in grant applications at early stages of their careers

Organizational units responsible for implementation:

- Human Resources Office
- International Relations Office
- Doctoral School Office
- Research and HR Development Office
- Wellbeing Office

Increasing the transparency of promotion and hiring

Activities:

- Initiating discussion on turning the position of Head of Department into a rotating one and collecting ideas on ways of introducing a new system of rotating appointments for Heads of Departments.
- Organizing a competition for new ideas on selecting Heads of Departments
- Creating more transparent descriptions of procedures of internal promotions, as well as internal and external hiring
- Creating more transparent procedures on achieving the ranks of university professor and teaching professor
- Maintaining parity in the number of women and men in recruitment committees, evaluation committees, and other bodies that decide on promotions and hires
- Collecting data including gender in recruitment processes
- Establishing necessary requirements to be listed in performance evaluations

Indicators:

- Discussion at Kozminski University Senate and Rector's College on turning the position of Head of Department into a rotating one
- A number of distributed job announcements among KU faculty
- Quantitative assessment of the transparency of procedures among KU faculty members, with a particular focus on women

Organizational units responsible for implementation:

- Research and HR Development Office
- Evaluation Committees and other bodies that decide on promotions and hiring

OBJECTIVE 2:

Increasing transparency and impact of women employees in creating procedures and the functioning of the University

The aim of this objective is to increase the transparency of Kozminski University procedures among all KU employees, including administrative staff and faculty members at all levels. Moreover, the goal of this objective is to increase the impact of women employees on creating procedures and the functioning of the University

It is key that employees at all levels have an in-depth understanding of the University's procedures, plans and strategy in general and in the context of gender equality in particular. Such transparency will allow all KU employees to have a greater impact on the functioning of the University.

Thanks to this objective, we will be able to achieve the goal of supporting women in research, research and teaching, and administrative staff positions.

Increasing the transparency and impact of women and men in the University's awarding and evaluation systems

Activities:

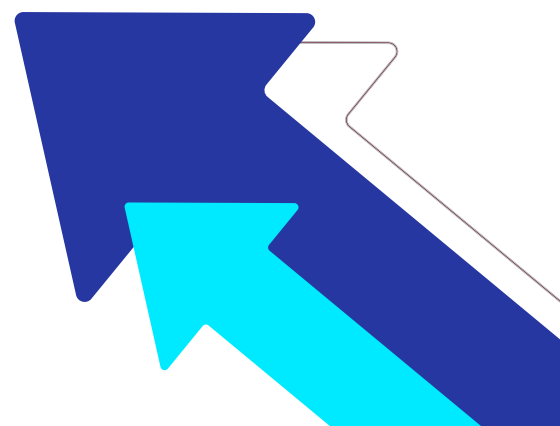
- Consultations with employees on processes concerning granting awards, distinctions, and employee performance evaluations
- Increasing the transparency and flow of information related to the University's strategy, activities, and specific plans

Indicators:

- At least one consultation per year with employees' representatives on the processes related to granting awards and distinction, as well as employee performance evaluations
- At least two consultations per semester with employees' representatives on the University's strategy

Organizational units responsible for implementation:

- Research and HR Development Office
- Anti-discrimination Expert at Kozminski University



Increasing the transparency of employee remuneration

Activities:

- Enabling access to information on pay scales for particular positions, academic titles, and additional functions
- Enabling access to information on average salaries for particular positions, academic titles, and additional functions
- Collecting data on salaries earned by women and men for comparative purposes
- Training negotiation skills

Indicators:

- Gender Pay Gap measurement within the same positions (including preparing a report on GPG every two years)
- One training course in negotiations skills for each employee who wishes to undergo such training
- Annual report on employee remuneration, including gender and job positions
- Quantitative assessment of the transparency of KU employee remuneration

Organizational units responsible for implementation:

- Research and HR Development Office
- Financial Director
- Rector
- HR Office

OBJECTIVE 3:

Supporting work, study and family life

The aim of this objective is to support the work-life/family balance of Kozminski University employees, especially women. Academic research and specialized reports show that women have significantly more responsibilities at home than men, which have a negative impact on their professional work and self-development. For example, women are often the ones responsible for caring duties, which are becoming even more visible in the global COVID pandemic. Moreover, studies highlight the existence of the so-called motherhood penalty working against working mothers, and a fatherhood bonus, working in favor of working fathers.

Thanks to this objective, we will be able to achieve the goal of supporting women in research, research and teaching, administrative staff, and doctoral students.

Increasing the flexibility of work

Activities:

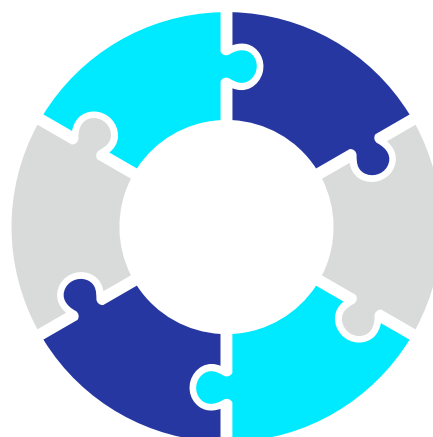
- Introducing opportunities to negotiate teaching schedules, particularly for young parents, single parents, and people with additional home responsibilities (e.g. taking care of seniors at home)
- Introducing home-office options and flexible work hours for administrative employees
- Making arrangements with employees on their work schedules, taking into account individual circumstances

Indicators:

- Evaluation questionnaire on employees' assessment of job satisfaction in terms of flexible work (percentage of people who indicate the possibility of setting work hours)
- Evaluation of worksheets of administrative employees

Organizational units responsible for implementation:

- Dean's Office
- Teaching Organization and Planning Office
- Research and HR Development Office
- HR Office
- Heads of Departments and Offices
- Deans



Support of employees and students with care duties

Activities:

- Initiating discussion on establishing financial bonuses for daycare or kindergarten for parents with children below the age of 6
- Initiating discussion on establishing an hourly day-care spot for children, open during teaching hours, dedicated for Kozminski University employees
- Including care duties of employees in their performance evaluations, if they wish to reveal this information. Enabling adding information on significant outside circumstances (e.g., taking care of children, sick, elderly with family members with special needs) affecting the performance of previously planned research goals, in performance evaluations
- Conducting a diagnosis of the needs of people with care duties

Indicators:

- Evaluation questionnaire on employees' and students' own diagnosis of their work-life balance needs, and assessment of care duties performed (percentage of individuals who indicate they engage in such support)
- At least one meeting per year of Kozminski University's Rector's College on issues concerning support for staff and students' care duties

Organizational units responsible for implementation:

- Research and HR Development Office
- Wellbeing Office

Supporting the wellbeing and health of Kozminski University employees and students

Activities:

- Free mental support for all KU employees
- Organizing and promoting outdoor and indoor physical activities
- Educating on work-life balance and factors affecting the quality of work and life outside work
- Performing preventive examinations adjusted to special needs, such as age, gender, lifestyle

Indicators:

- Evaluation survey on employee assessment of job satisfaction in terms of flexible work hours (percentage of employees who indicate the possibility of setting their own work hours)
- At least two notices per year sent with reminders on preventive examinations offered
- At least one physical activity per semester available for each willing employee and student

Organizational units responsible for implementation:

- Wellbeing Office in cooperation with the MindMed Institute
- Research and HR Development Office

OBJECTIVE 4:

Making invisible work visible

The aim of this objective is to make invisible work visible and adequately appreciated among Kozminski University employees. Research shows that women engage in invisible work more often than men throughout their careers. This results in less time dedicated to work that could have an evident impact on one's career.

Invisible work may include, but is not limited to, supporting students, emotional labor, writing article reviews, writing national and international grant applications, cooperating with external institutions, working on administrative and service projects, and mentoring.

Appreciating and remunerating invisible work

Activities:

- Including invisible work in self-evaluations and as part of the performance evaluation
- Adequate appreciation of invisible, administrative work (including ad hoc teams)
- Adequate appreciation of invisible research work (including submitting grant proposals, conducting reviews for journals, supervising masters and doctoral dissertations, organizing academic events, coordinating research centers)
- Adequate appreciation of invisible work connected with general impact (including cooperation with companies, supporting social issues, engagement in local initiatives)
- Establishing the Student Teaching Award (as a bottom-up initiative where students nominate and choose outstanding teachers in different categories)
- Educating KU employees, including top managerial staff, about the existence and different dimensions of invisible work

Indicators:

- One seminar per year on invisible work
- Including invisible work in performance evaluations
- Annual Student Teaching Awards ceremony to celebrate outstanding teachers

Organizational units responsible for implementation:

- Gender Equality Task Force
- Research and HR Development Office
- Anti-discrimination Expert at KU
- Vice Rector for Didactic Activities



OBJECTIVE 5:

Inclusive organizational culture

The aim of this objective is to make Kozminski University more inclusive for all, to create a more fair and equal organizational culture that will benefit all employees, including minorities from unprivileged backgrounds. This will result in a better work environment for both women and men at KU.

Building an inclusive environment

Activities:

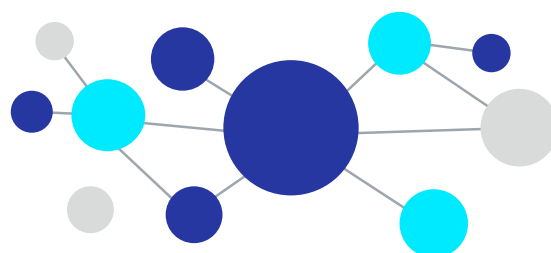
- Creating anti-discrimination and anti-bullying policies in coordination with the Ethics Committee
- Using inclusive language in internal and external communication (e.g. women's suffixes, gender-neutral forms)
- Promoting and supporting grassroots student and employee activities as well as events that support inclusivity
- Introducing a special award for research related to SDGs (Rector's award)
- Introducing a master's thesis award for research related to SDGs
- Conducting regular satisfaction surveys among academic and administrative staff

Indicators:

- Evaluation survey on employee assessment of job satisfaction in relation to fostering an inclusive environment (percentage of employees who are satisfied with the work environment)
- Annual ceremony to distinguish student research related to SDGs
- Evaluation of internal documents and visual materials (including those published on social media and on the University website) in terms of inclusive language and imagery
- Implementation of anti-discrimination and anti-bullying policies in coordination with the Ethics Committee

Organizational units responsible for implementation:

- Gender Equality Task Force
- Research and HR Development Office
- Anti-discrimination Expert at KU
- Ethics Committee
- Vice-Rector for Didactic Activities
- Vice-Rector for International Relations and ESR



Educating on inclusive environment

Activities:

- Training for University authorities (at all levels, including Rector's and Dean's colleges) on inclusive evaluation and promoting employees on parental leave
- Introducing a course and workshops on equality, inclusivity, and respect
- Introducing a course and workshops on anti-discrimination

Indicators:

- Creation of course on inclusion; number of employees who completed the course and workshop on equality
- Creation of course on inclusion; number of employees who completed the course and workshop on anti-discrimination
- Annual awards for best research on SDGs
- Conducting regular satisfaction surveys among academic and administrative staff

Organizational units responsible for implementation:

- Gender Equality Task Force
- Anti-discrimination Expert at KU
- Research and HR Development Office
- The Office for Innovations in Teaching
- Rector
- Vice-Rector for International Relations and ESR

CONCLUSION

Kozminski University Gender Equality Plan is the next step in furthering the support for and active promotion of gender equality at the University. This Plan is one of many initiatives undertaken by the University in recent years to support women and men who are part of the Kozminski University community. Briefly put, the main goal of the Gender Equality Plan is to create a more inclusive University. The Plan is based on an in-depth diagnosis, for the purpose of which primary and secondary data were analyzed. Quantitative empirical data were collected using online surveys by one of the GEP Team members. In order to gain a deeper, qualitative perspective, the analysis included two focus group studies, which were conducted by an outside company. The collected data allowed us to get a broader and deeper understanding of the situation of women and men at Kozminski University, and thus to propose objectives, actions, and initiatives that reflect the needs of the KU community.

Based on the diagnosis and the team's discussions, we proposed five objectives, which aim to support and promote gender equality at Kozminski University.

The proposed Gender Equality Plan will be further assessed and updated on a regular basis, to adjust it to the University's developments, as well to deal with future challenges.

The team will monitor the progress of the planned activities regularly, in addition to checking whether the indicators and objectives are being met in accordance with the Gender Equality Plan.

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