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AKADEMIA
ŁOMŻYŃSKA

GENDER EQUALITY PLAN UNIVERSITY OF LOMZA FOR 2024-2030

ŁOMŻA 2024



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I. INTRODUCTION

University of Lomza's Gender Equality Plan is a strategic document designed for the entire academic community to ensure a safe and welcoming workplace and learning environment free from discrimination and allowing everyone to develop freely academically, professionally and personally. University of Lomza, recognizing that equality and diversity are values that contribute to the development of science and thus entire communities, is committed to creating a social, educational, professional and scientific environment based on an inclusive culture that values diversity and the dignity of all.

The Gender Equality Plan is based on the European Commission's guidelines and international standards for combating all forms of discrimination, including on the basis of gender, religion, sexual orientation, race, nationality or disability. Therefore, the most important task of the Plan is to promote, implement and monitor positive actions and good practices regarding gender equality and diversity. Through its adoption and implementation, the University aims to eliminate all forms of gender discrimination, both overt and covert, and create a culture based on respect, equality and justice.

University of Lomza, while realizing its primary mission which is "education of professionals", does so using a holistic approach which includes not only imparting the best possible educational quality standards in the form of professional and substantive knowledge combined with the practice so expected and required on the labour market, but also by inducing certain social attitudes based on the fundamental values stemming from the inherent and inalienable dignity of the human person.

As part of the Plan, University of Lomza is focusing on the key areas identified by the European Commission to foster the achievement of gender equality:

- Work-life balance.
- Gender balance in management and decision-making groups.
- Gender balance in recruitment and career development.
- Integrating gender into research and teaching.
- Measures against gender-based violence, including sexual harassment.

The preparation of the Plan was preceded by a survey of the academic community and an analysis of the University's staffing structure. The purpose of these activities was to understand the needs of the academic community and to recognize the challenges associated with civilizational and technological progress that is taking place today and that affects the functioning of higher education institutions.

University of Lomza is committed to regularly reviewing and updating the Gender Equality Plan to respond to changing needs and challenges. The pursuit of gender equality is not only a matter of social justice, but also a key element in building a modern, innovative and

sustainable educational institution. Through the implementation of this Plan, the University not only meets its legal obligations, but also actively contributes to the creation of a society based on equality and inclusiveness.



II. DIAGNOSIS

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

- quantitative summaries of employment by employee groups and positions and functions held,
- data on students,
- quantitative and qualitative survey results from a questionnaire of academic teachers, support staff and students of the UL.

Making the diagnosis began with an analysis of institutional data on the distribution of men and women within the University structures. The data was provided by the administrative units of University of Lomza, including the Department of Personnel Affairs, the Department of Didactics and Academic Affairs, and the Department of Science and Projects, among others. Quantitative data were analysed on the positions held by women and men in the staff and student structure in the faculties, as well as in decision-making bodies at various levels of the University, resulting in an opportunity to assess the University structures.

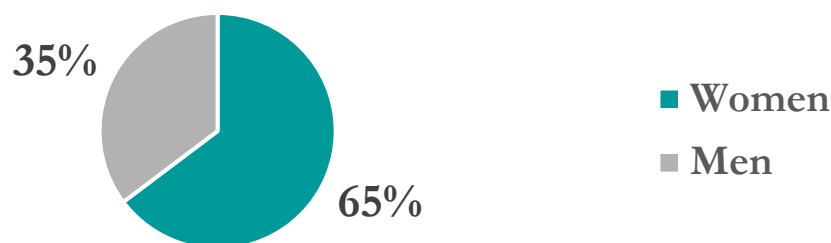
The next step was to develop and conduct an anonymous survey of those employed as University teachers, support staff, as well as the student community. All data obtained from the surveys were and still are stored in the University's internal systems. The surveys were voluntary and anonymous.

1. Employment structure

The analysis of data on the structure of the workforce was carried out on the basis of data from the Department of Personnel Affairs. The information presented below illustrates the status as of 20 August 2024.

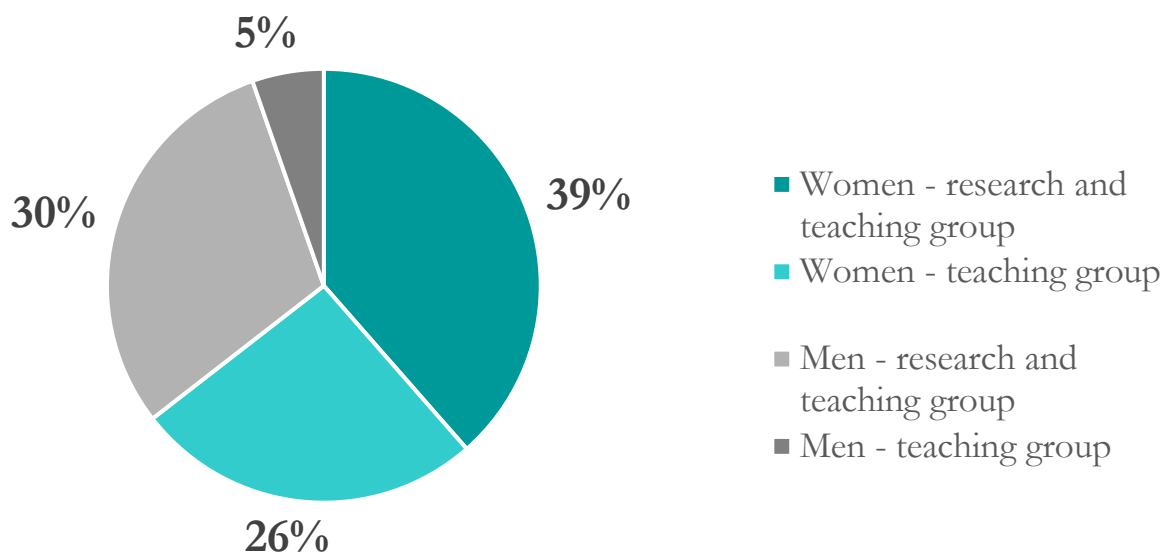
University of Lomza, in the middle of 2024, had a total of 258 employees, of which the number of women was 167 and the number of men was 91.

Breakdown of University employees by gender

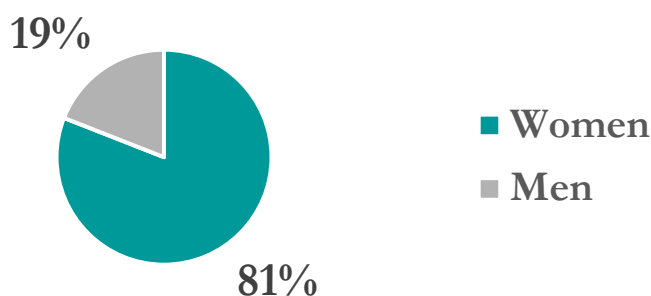


The University had 180 employees [101 women and 79 men] in the position of academic staff and 84 employees making up the support staff (the University administration) [68 women and 16 men].

University employees by gender and position



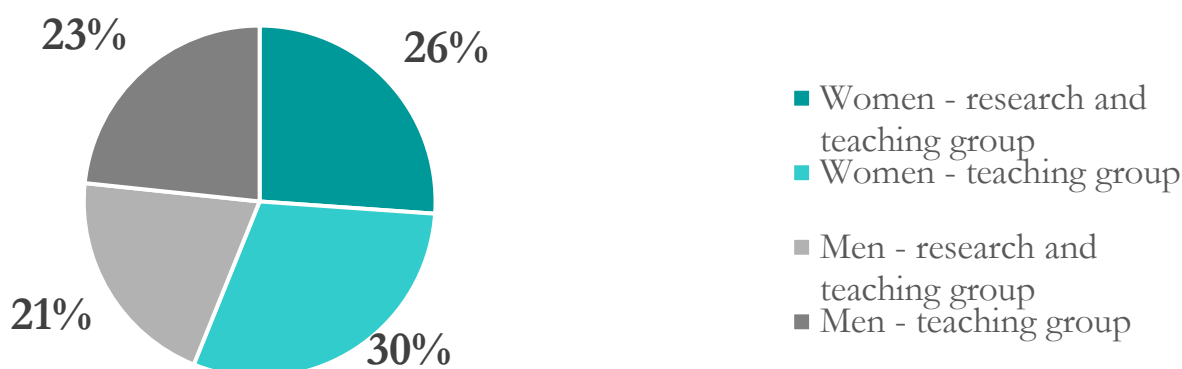
Support staff by gender



The difference between the number of men and women employed at the University is clear. Women account for 65% of employees, while men account for 35%. Women are in the majority both among employees in academic teaching positions and among support staff. The biggest difference is noticeable in the case of those employed in the support staff group, where there is a very large underrepresentation of men. The University employs only 16 men in administration, while there are 68 women. This means that women numerically outnumber in positions that support the University's operations. The structure of employment in support staff positions reflects the feminisation of some professions in Poland, this applies to those employed in accounting, human resources, library, projects or offices.

Among academic teachers, 84 people were employed in the research and teaching group [47 women and 37 men], while 96 people [54 women and 42 men] in the teaching-only group.

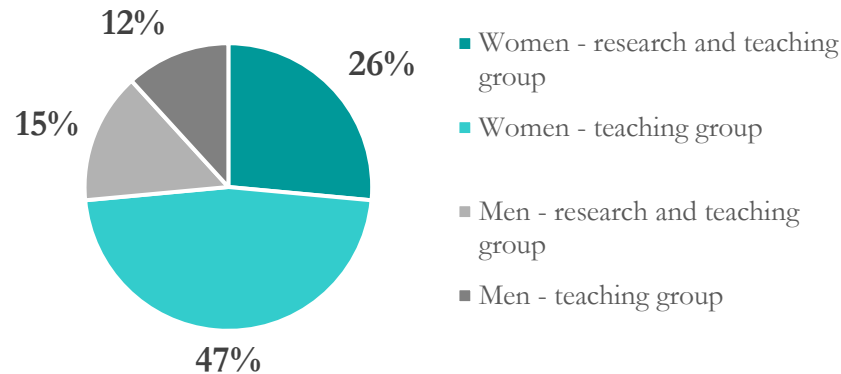
University teachers by gender and job group



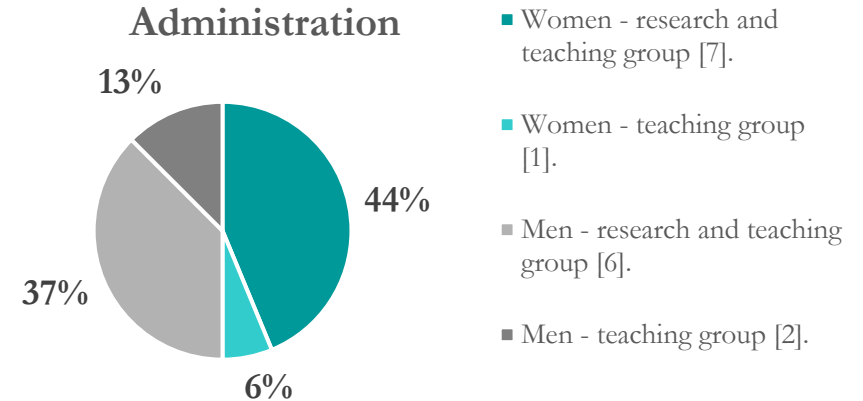
The structure of employment in each Faculty is shown in the charts below.



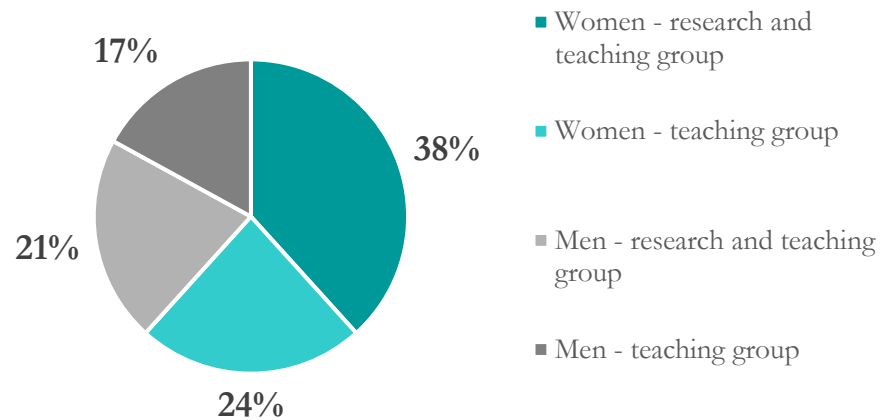
Employment structure at the Faculty of Health Sciences



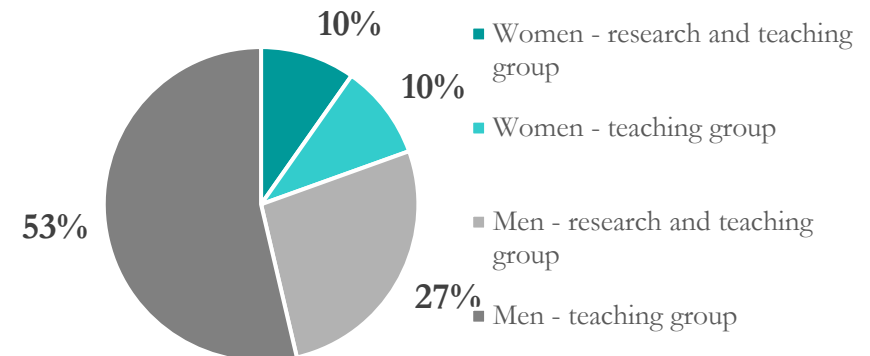
Employment structure at the Faculty of Law and Administration



Employment structure at the Faculty of Social Sciences and Humanities

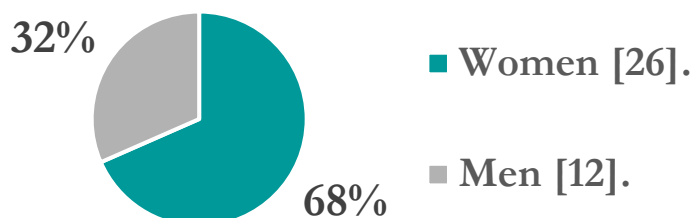


Employment structure at the Faculty of Computer Science and Technology



The composition of the executive staff of University of Lomza is made up of 38 people, including rectors, deans, heads of faculties and departments, as well as persons holding managerial and directoral positions among the support staff.

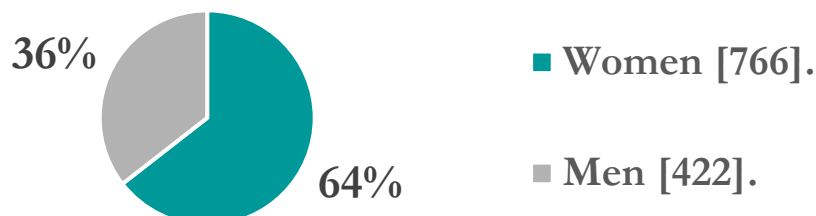
Executives by gender



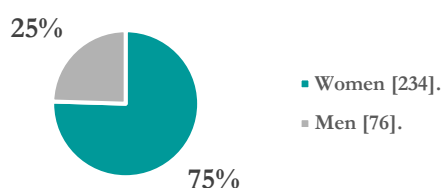
2. Students

As of the date of the Plan, i.e. 22 August 2024, falling during the inter-semester break, there were 1095 students [766 female students and 422 male students] studying at University of Lomza in full-time and part-time modes.

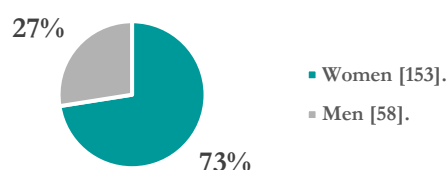
University students by gender



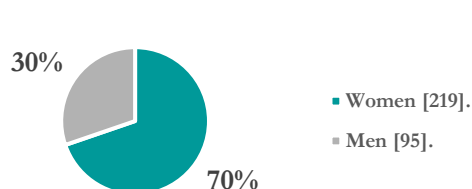
Students by gender at the Faculty of Health Sciences



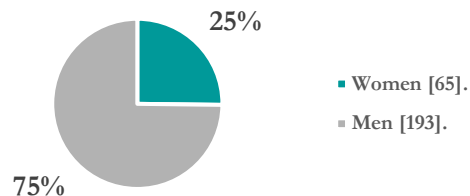
Students by gender at the Faculty of Law and Administration



Students by gender at the Faculty of
Social Sciences
and Humanities

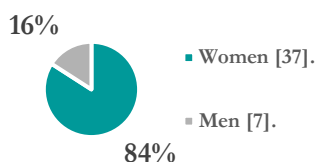


Students by gender at the Faculty of
Computer Science and Technology

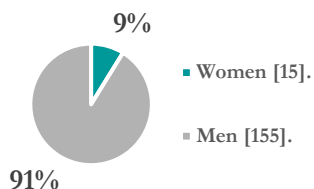


The distribution of students by gender in each field of study is presented in the charts below.

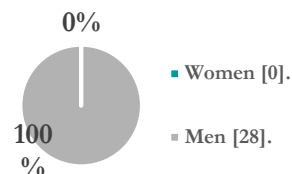
Food Safety
and Certification



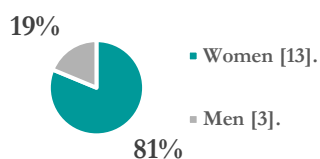
Computer Science



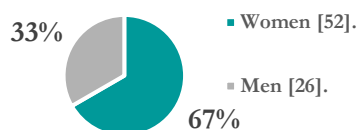
Mechatronics



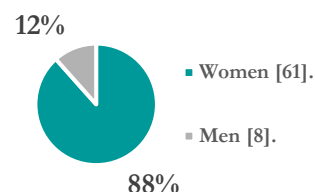
Food Technology
and Human Nutrition



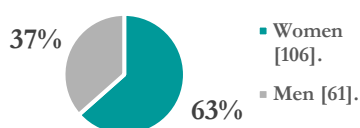
English Philology



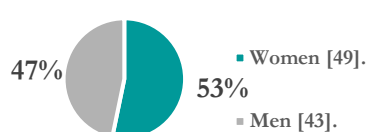
Pedagogy



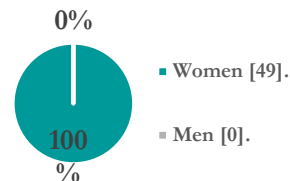
Management



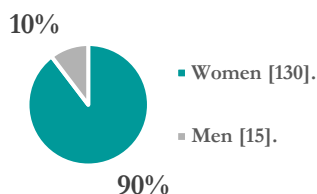
Physiotherapy



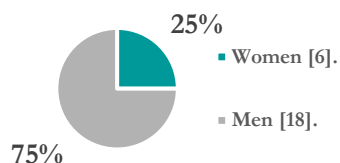
Cosmetology



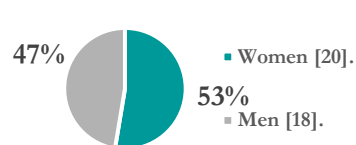
Nursing



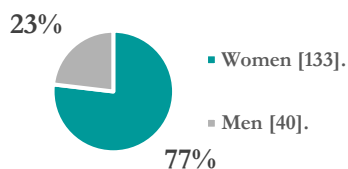
Physical Education



Law



Administration



3. Quantitative research

Analysis of the results of a survey of academic staff at University of Lomza.

The survey was addressed to academic teachers employed at University of Lomza. Of the 180 eligible, 42 participated in the survey, which is 23% of all respondents.

Gender restrictions:

- Recruitment: None of the teachers experienced gender restrictions when applying for their positions. All (100%) responded that they did not experience such restrictions.
- Promotion: Also, all respondents (100%) agreed that University of Lomza employees have equal opportunities for promotion, regardless of gender.

Obstacles to career fulfilment.

The most frequently identified obstacles are:

- Family responsibilities: 24 respondents (57%) indicated that family responsibilities were the biggest obstacle to their careers.
- Workload: 15 participants (35%) believe that too much workload also has a negative impact on career development.
- Time: 15 respondents (35%) indicated not having enough time to complete scientific tasks.

Participation in projects and trips:

- Internships and Erasmus+: The majority of respondents (26 people, 61%) did not participate in domestic or foreign internships in 2020-2024. Only 9 people (14%) participated in more than 3 such programmes.
- Externally funded projects: 37 participants (88%) did not have a leadership role in externally funded projects, and 18 respondents (42%) have not participated in such projects at all. Those who participated in the projects did not feel any gender restrictions.

Gender restrictions and obstacles:

- Training and projects: All respondents (100%) said that participation in trainings and projects is not gender-specific. Similarly, no one felt any gender restrictions when participating in projects.
- Discrimination and favouritism: 41 respondents (98%) said that they did not perceive any informal circumstances discriminating against or favouring employees based on gender.

Work atmosphere and stereotypes:

- Inappropriate comments: 41 respondents (98%) did not witness inappropriate comments about sex or with sexual overtones in the work environment. Only one person indicated that they had experienced inappropriate comments about their appearance.
- Stereotypes: Some respondents (5 people, 11%) agreed with the statement that women are less assertive than men, and 5 people (11%) believe that women are less resilient to stress.
- Inappropriate behaviour: None of the respondents experienced propositions of a sexual nature from superiors. One person experienced propositions of a sexual nature from co-workers.
- Favouritism: 3 participants (7%) indicated differences in the requirements for University of Lomza employees working in similar positions, taking into account gender. 41 respondents believe that neither gender is favoured in University of Lomza community. One respondent indicated that men are the privileged gender.

Work-life balance:

- Support in combining family and work responsibilities: 18 respondents (42%) feel that they receive support from their superiors in combining family and work responsibilities, and 14 people (33%) feel support from co-workers.
- Work-life balance: The majority of respondents (35 people, 83%) believe that they manage to maintain a work-life balance.

The survey results indicate a generally positive perception of gender equality at University of Lomza. Teachers do not perceive significant gender restrictions in the context of recruitment, promotions, participation in projects or training. The biggest challenges indicated by respondents are aspects related to family responsibilities and workload, which can affect their careers. In addition, the work atmosphere is rated positively.

Analysis of the results of a survey of University of Lomza support staff.

The survey was addressed to administrative employees working at University of Lomza. Twelve people out of 84 eligible participated in the survey, which was 14%.

Gender restrictions:

- Recruitment and promotions: None of the respondents felt restricted by gender when recruiting for their position. All of them (100%) said that employees have equal opportunities for promotion.
- Equality in opportunities and possibilities: All respondents believe that there are no gender differences in the treatment of employees.

Institutional support and career obstacles:

- Level of support: Most respondents rated the level of institutional support as good (58%) or very good (33%). Only one person rated the support as sufficient.
- Career obstacles: The most frequently indicated obstacles are:
 - Family responsibilities: 4 respondents (33%).
 - Workload: 4 respondents (33%).
 - Perception of insufficient competence: 3 respondents (25%).

Participation in projects and training:

- External projects: 4 people (33%) have participated in projects funded from external sources, but none of them as project managers.
- Training: The majority (75%) believe that the number of trainings is satisfactory. At the same time, all agreed that participation in training is not gender-specific.

Work atmosphere and stereotypes:

- Inappropriate behaviour: Only one person witnessed inappropriate jokes about gender, but none of the respondents experienced inappropriate comments about appearance, sexual propositions or bullying.
- Stereotypes: Most respondents reject gender stereotypes, although individuals agreed with statements about men's greater creativity (8%) and their greater resilience to stress (8%).

Work-life balance:

- Work-life balance: All respondents said they manage to maintain a work-life balance.
- Support in combining family and work responsibilities: Some respondents (25%) indicated that they receive support in this regard, both from superiors and co-workers.

Overall, the survey results indicate a positive atmosphere at University of Lomza. Respondents are satisfied with the level of institutional support although they perceive some obstacles to career development, mainly related to the workload and family responsibilities. The survey shows that work-life balance is maintained, and the work environment is perceived as equal and gender equitable.

Analysis of the results of a survey of students at University of Lomza.

The survey was conducted among male and female students of University of Lomza. Eighty-six people took part in the survey, which is about 8% of the total eligible population (1,095 students).



Gender restrictions:

- Enrolment: Only 1 respondent (1%) indicated that they experienced gender restrictions during enrolment. The majority, or 85 people (99%), did not experience such restrictions.
- Participation in activities: 84 respondents (98%) said that access to training, conferences and other activities is not gender-specific. Only 2 people (2%) had a different opinion.

Obstacles to study.

The most commonly identified obstacles are:

- Schedule organisation: 53 respondents (62%).
- Social situation and need for paid employment: 23 respondents (27%).
- Unequal treatment of students by lecturers: 15 respondents (17%).

Experiences of gender inequality:

- Equal opportunities: 81 respondents (94%) believe that all students have equal opportunities, but 5 people (6%) have a different opinion.
- Comments with gender overtones: 19 respondents (22%) had witnessed inappropriate comments about gender in the student environment, and 17 people (20%) indicated similar behaviour from academics.

Differential treatment:

- Assessments and requirements: 7 respondents (8%) saw differences in grades, and 5 people (6%) in the requirements for students based on gender.
- Gender-based favouritism: 3 respondents (4%) noted gender-based favouritism among students.

Responses to reports of inequality:

- Only one person attempted to report discriminatory behaviour, but without satisfactory results.

Stereotypes and bullying:

- Bullying: 3 respondents (4%) experienced bullying from an academic teacher.
- Gender stereotypes: There is a certain percentage of respondents who agree with negative gender stereotypes, for example, 15 people (17%) believe that women are less resilient to stress than men

Teacher preferences:

- The majority of respondents (78 people, 90%) said that the gender of the teacher did not matter to them in terms of their knowledge, group relations or ability to use educational tools.

The results of the survey indicate that the majority of students do not perceive problems with gender equality at the enrolment stage and during their time at University of Lomza. Nevertheless, there are a number of respondents who have experienced or witnessed unequal treatment, gender stereotyping or bullying.

III. STRATEGIC GOALS FOR 2024-2030

Area: Work-life balance.



OBJECTIVE: To raise awareness of the principles of equality and non-discrimination.

Activities aimed at achieving the desired effect should be the implementation of the following operational objectives:

1. Speeches and lectures

- Open lectures for employees and students: Organising open lectures on equality, diversity and anti-discrimination. Lectures should be tailored to different groups at the University, including academic staff, support staff and students.
- Interactive workshops: Workshops on identifying and responding to incidents of discrimination, prejudice and microaggression, with practical scenarios and discussions. An e-learning platform can be used for this purpose.

2. Information campaigns

- Educational materials: Create educational materials that explain equality principles, examples of discrimination and how to report it.
- Social media campaigns: Using the University's social media platforms to run campaigns to raise awareness of equality and non-discrimination.

3. Support and advice

- Establish an Equality Ombudsman, whose role will be to provide support on issues related to equality and discrimination for the University employees and students.

4. Research and analysis

- Surveys and research: Conduct regular surveys among students and employees about their experiences with equality and discrimination.
- Progress monitoring: Analysis of the progress and effectiveness of the University's efforts, with periodic reporting of results and implementation of improvements.

Taking the above actions can significantly contribute to raising awareness of the principles of equality and non-discrimination at the University, creating a more inclusive and safe environment for all members of the academic community.

OBJECTIVE: To strengthen the balance between family and work life.

Activities aimed at achieving the stated goal should be the implementation of the following operational objectives:

1. Policies and procedures to promote balance

- Reviewing the University policies: Regularly review and update work, study and family life policies to make them more family-friendly.
- Policies to limit overtime: Adopt an employee policy that limits overtime and supports maintaining a healthy balance.
- Work culture: Perform job duties only during working hours.

2. Work organisation

- Planning of teaching loads: Continuation of the policy of creating and incorporating desiderata into the didactic planning process.
- Organisation of studies: Enabling the individualization of the learning process and forms of verification of its effects for those with parental and custodial responsibilities, including by granting an individual study organisation plan.
- Flexible working hours: Continuation of the adopted policy on working time for employees who make up the support staff.
- Computerization: Computerization of processes and digitisation of documents for improved administrative convenience and the possibility of developing telework/hybrid solutions, through greater use of the existing Document Exchange System platform.
- Meeting organisation: Scheduling work meetings that take into account the work-family or learning-family balance.

3. Promoting a culture of balance

- Training: Organising trainings on topics such as building a work-family balance, time management, counteracting professional burnout.
- Educational campaigns: Organising information and education campaigns on the benefits of maintaining a work-life balance.

4. Family leaves

- Parental and paternity leave: Encourage the use of full parental leave entitlements by both mothers and fathers.
- Health leave: Introduce policies to support employees and students in case they need to take care of a sick family member.
- Facilitating workers and students to return to work or study routines when they return from leave: Introduce "stay-in-touch" practice for long-term beneficiaries of parental rights, and regulate the situation of those transitioning and returning from parental leave to teaching and research work, including regulating the situation of those on leave working on teaching and research grants.

5. Infrastructure

- Development of the University's infrastructure friendly to parents with young children.

Taking such measures will help the University create a more supportive and sustainable environment for all members of the academic community, which can contribute to the well-being and efficiency of both employees and students.

Area: Gender balance in management and decision-making bodies.



OBJECTIVE: To ensure gender balance and diversity in decision-making processes and bodies.

Activities aimed at achieving the stated goal should be the implementation of the following operational objectives:

1. Support efforts to promote adequate representation of women and men in all structures of the University.
 - Promotion of gender equality and diversity: Training and briefings on equality policies (regardless of management area); following equality policies when making personnel decisions; indicating to those in management positions their duty to actively support and promote gender equality efforts; raising diversity management competencies; maintaining gender representation in management bodies and the University entities.
2. Organisational culture
 - Inclusive language: Using language that is neutral to those requesting that.

These activities can help the University provide a more balanced and diverse environment in which everyone has an equal opportunity to participate in decision-making processes.

Area: Gender balance in recruitment and career development.



OBJECTIVE: To ensure the implementation of the principle of transparency and equality during recruitment.

Activities aimed at achieving the stated goal should be the implementation of the following operational objectives:

1. Building the University's brand.

- Campaigns to promote gender inclusivity and equality: Create advertising campaigns and promotional campaigns that highlight the University's commitment to promoting gender equality and diversity. These can include social media campaigns, the University websites, and traditional media. Use promotional materials (posters, brochures, videos) that portray a diverse university community, showing gender equality and diversity as integral to the University's culture. Update the University's website and profiles on social media to reflect the University's commitment to promoting equality and diversity.
- Events and initiatives to promote gender equality: Organise events, conferences and seminars on topics related to gender equality, diversity and inclusivity. These can be open to both the academic community and the general public.

2. Development of equality procedures at the stage of employee recruitment

- Develop and implement clear recruitment procedures: Create and implement detailed, standardised recruitment procedures that clearly define the stages of the recruitment process and the criteria for evaluating candidates. Each stage of the recruitment process should be properly documented to allow for subsequent verification of compliance with the principles of transparency and equality.
- Training for those involved in recruitment: Those involved in the recruitment process, including members of recruitment committees, should receive training on gender equality, diversity and the prevention of prejudice and discrimination, and transparency in the hiring process, including openness of evaluation criteria and decision-making.
- Transparency of job advertisements: All job advertisements should contain clear information about requirements, duties, expectations and criteria for evaluating



candidates. Job ads should be published on various platforms to reach a wide range of candidates, increasing the diversity of applicants.

- Openness of recruitment decisions: The University should inform all applicants of the results of recruitment and, if requested, provide feedback on the evaluation of their applications. If possible, the University may publish information about the recruitment process, such as the number of applications, the selection criteria and the final decision, with appropriate confidentiality.

Taking these measures will make the University's recruitment process transparent and in line with the principles of equality, which in turn will contribute to building a more diverse and inclusive academic environment.

OBJECTIVE: To create mechanisms to build gender equality of opportunity in terms of professional development.

Activities aimed at achieving the stated goal should be the implementation of the following operational objectives:

1. Policies that support professional advancement

- Transparent promotion rules: Introduce clear, transparent criteria for career advancement that are equally applied to all employees, regardless of gender.

2. Scientific development

- Scientific Care Programme: Continuation of the scientific mentoring programme, which connects less experienced staff with independent researchers who can help with professional development.
- Provide optimal conditions for career development: Familiarise newly hired employees with the University's policy on equal treatment during the process of professional adaptation; ensure equal access to research projects and research grants; allow employees and students to go on research and teaching trips; provide institutional support for academic and didactic research.

Through these measures, the University can effectively build mechanisms that promote gender equality in professional development, which will contribute to a more diverse and equitable academic environment.

Area: Integrating gender into research and teaching.



OBJECTIVE: To promote gender issues in scientific research and teaching.

Activities aimed at achieving the stated goal should be the implementation of the following operational objectives:

1. Integration of gender issues in teaching

- Review and update study programmes: Systematically review and update study programmes to include a gender perspective in proposed teaching activities by offering optional open subjects focused on gender issues, such as gender studies, gender equality, anti-discrimination law.
- Creating teaching resources: Create and share teaching resources such as textbooks, articles, case studies that address gender issues in different contexts. Create an online platform where lecturers and students can access gender-related materials and research, making it easier to integrate these topics into classes.

2. Support for research from a gender perspective

- Grants and fellowships: Encourage interdisciplinary research that brings together different disciplines and perspectives to explore gender issues. Encourage students to engage in gender-related research projects and teaching initiatives through competitions, grants and research programmes.
- Promoting diversity in research teams: Encourage diverse research teams that include both men and women, allowing for the inclusion of different gender perspectives in research. Networking research and gender practitioners across disciplines. Monitoring leadership roles with reference to gender in the University projects.
- Promoting and publishing gender-related research results: Organising scientific conferences and supporting publications in journals that focus on gender-related research. The University can support the dissemination of gender-related research results to various academic and non-governmental communities to promote their practical application.

Taking these measures will help the University to effectively integrate gender into research and teaching content, which will contribute to building a more balanced, diverse and inclusive academic environment.

Area: Measures against gender-based violence, including sexual harassment.



OBJECTIVE: To increase security and counteract discrimination and gender-based violence.

In order to effectively prevent gender discrimination and violence, the University should strive to achieve the following operational goals:

1. Education and awareness raising

- Training and workshops: Introduce trainings or lectures open to members of the academic community covering topics related to gender equality, anti-discrimination, sexual harassment and other forms of gender-based violence.
- Awareness campaigns: Conduct information campaigns that raise awareness about forms of discrimination and violence, how to recognize them, and what support measures are available.

2. Creation and enforcement of anti-discrimination policies

- Clear rules and procedures: Develop and implement policies that clearly define discrimination and gender-based violence, and specify consequences for those who commit such actions.
- Intervention procedures: Establish effective intervention procedures that ensure prompt and equitable responses to reports of violence and discrimination.
- Evaluation of effectiveness of activities: Regularly evaluate the effectiveness of anti-discrimination measures taken by collecting feedback from students and employees and analysing data on incidents of violence. Based on the results of the evaluation, make necessary changes and improvements to the University's policies and procedures to ensure the best possible protection against violence and discrimination.

3. Promoting a culture of respect and equality

- Culture of respect: Promoting the values of respect, equality and inclusivity through the activities of the University authorities, social campaigns and inclusive events.
- Engaging the entire community: Encourage students, faculty and staff to actively participate in initiatives that promote gender equality and counteract violence.

4. Support for victims of violence and discrimination

- Anonymous reporting: Introduce mechanisms for anonymous reporting of incidents of violence and discrimination that ensure the safety and privacy of those reporting.
- Assistance: Organise a professional system of legal and psychological assistance for those experiencing discrimination or gender-based violence. Involve the Mediation Centre at University of Lomza in solving possible conflicts.
- Cooperation with external organisations: Cooperation with NGOs and institutions specializing in counteracting violence and discrimination in order to exchange knowledge, organise training and make support resources available. Establish contacts with international institutions that can provide knowledge and support on countering violence and discrimination.

Taking the recommended measures will allow the University to effectively counteract discrimination and gender-based violence, creating a safe and equal academic environment.

IV. IMPLEMENTATION AND MONITORING

Implementation of the Gender Equality Plan will be a key step in further transforming University of Lomza into a modern institution that is open to diversity and committed to ensuring equal rights for all members of its community. Implementation of the Plan will ensure that the University is seen as a place where professional development, education and personal growth are not restricted by gender. These actions should contribute to greater visibility for the University and increased interest in studying or working at the University from candidates with high qualifications and diverse experience.

Implementation and monitoring of the Plan at the University should be a systematic and comprehensive process, involving the entire academic community. Care should be taken to ensure that all members of the academic community, including management, staff and students, are aware of the Plan's operational and strategic goals and the importance of their implementation. It should be supported by regular training sessions and workshops that will raise the awareness and competence of all members of the academic community regarding gender equality. It is also important to include feedback from staff and students in the implementation process, so that actions can be adjusted on an ongoing basis and adapted to current needs and challenges.

Monitoring the implementation of the Gender Equality Plan is as important as its implementation itself. It should be based on regular data collection and analysis of progress in achieving the set goals. It is crucial that reporting mechanisms be put in place to assess the effectiveness of the measures taken and to identify areas that still need to be addressed. The results of monitoring should be publicly available, which will increase the transparency of the entire process and allow the involvement of the wider community in its implementation. To this end, it is recommended that an Equality Ombudsman be appointed to evaluate the implementation of the plan once a year and, based on this, prepare recommendations for the University authorities.

Implementation and monitoring of the Gender Equality Plan should be a dynamic process that takes into account changing external and internal conditions. Regular reviews of the plan, combined with updates, will ensure that it remains relevant to the University's needs and will effectively implement the stated goals. As a result, long-term implementation and monitoring will contribute to creating a more equitable, equal and inclusive academic environment that fosters the development of all its members.