

***Gender Equality Plan for the Institute of Slavic Studies, Polish Academy of Sciences.  
Equality Measures for 2026–2030***

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The Institute of Slavic Studies, Polish Academy of Sciences, acting in accordance with European and national legal and ethical standards, undertakes systematic measures to ensure gender equality and combat all forms of discrimination in the workplace and in education. This commitment is reflected in the introduction of the second version of *the Gender Equality Plan for the Institute of Slavic Studies, Polish Academy of Sciences. Equality Measures for 2026–2030* (hereinafter referred to as *the Plan*).

The overarching goal of *the Plan* – which is addressed to the entire Institute community: employees, collaborators, and doctoral students – is to create an environment in which everyone at the Institute can feel that they are treated with respect, have a genuine opportunity to express their needs, and participate in academic and organizational life on an equal footing. In implementing *the Plan*, the Director of the Institute unequivocally emphasizes that diversity is viewed as a value, and its protection is an element of responsible management of a scientific institution.

The actions undertaken under *the Plan* are part of the long-term development strategy of the Institute of Slavic Studies, Polish Academy of Sciences as an institution meeting the highest European standards in the field of human resources policy. This direction was confirmed by the award of the prestigious “HR Excellence in Research” distinction to the Institute in 2017. This certificate, awarded by the European Commission, is the result of an application process that began in 2015 and confirms that the Institute provides stable employment conditions, transparent recruitment procedures, support for academic career development, and substantive and financial assistance in the implementation of research projects.

*The Plan*, as a tool supporting sustainable institutional and cultural change through the implementation of specific organizational solutions, remains in line with the guidelines of the European Commission. The document meets four mandatory criteria: it is public in nature, secures funding for the implementation of planned activities, provides for the systematic collection and monitoring of data, and includes workshops and training sessions to raise awareness of equality and gender issues.

*The Plan* addresses five key areas recommended by the European Commission as particularly important for an effective gender equality policy. These include: 1/ fostering an organizational culture that promotes equality and supports work-life balance; 2/ increasing women's participation in decision-making processes; 3/ ensuring gender equality in recruitment and career development; 4/ incorporating a gender perspective into scientific research; and 5/ combating all forms of gender-based violence, including sexual harassment.

These areas define the fundamental structure of *the Plan* for 2026–2030 and provide a framework for specific actions to be implemented during this period, aimed at strengthening the Institute of Slavic Studies, Polish Academy of Sciences as a safe, inclusive, and development-friendly environment.

The introduction of *the Plan* is accompanied by an awareness on the part of the Institute's administration and its staff that the issue of gender inequality in the academic environment affects women the most. For this reason, *the Plan* focuses on developing systemic solutions that support equal opportunities for women in accessing and pursuing academic careers. At the same time, the specific nature of the Institute is recognized: women constitute the majority here among both employees and students, and they also hold the majority of managerial positions. However, this fact cannot be equated with the absence of a risk of exclusion. Therefore, the implementation of *the Plan* is accompanied by a decision to conduct in-depth monitoring of other factors that may lead to unequal treatment, regardless of gender composition. Its adoption reflects the conviction that only conscious, systematic, and long-term actions can effectively counteract exclusion and build genuine equality in the workplace.

*The Plan* also addresses equality measures related to factors other than gender that may contribute to exclusion. Therefore, it also takes into account groups and individuals other than those at risk of exclusion, marginalization, or unequal treatment in the academic environment. These include, in particular, non-heterosexual, non-binary, and transgender individuals; people with disabilities and special health needs; neurodiverse individuals; members of ethnic, national, cultural, and religious minorities; as well as foreign nationals and those with migration experiences, including refugees. Those potentially vulnerable to inequality also include young people, those in the early stages of their academic careers, older individuals, caregivers of children or dependents, or animals with special needs (e.g., those with chronic illnesses), as well as those in precarious employment situations. The Institute commits to incorporating an intersectional perspective and to taking actions that foster the creation of an inclusive, safe, and discrimination-free work environment.

### **Intersectionality**

An intersectional analytical framework allows us to understand how various categories of social identity, such as gender, race, social class, ability/disability, age (particularly the differences between those early in their careers and those approaching retirement), and sexual orientation,

intersect and shape individuals' experiences within the context of structures of power, privilege, and oppression. This concept was named and described in detail by an American lawyer and scholar Kimberlé W. Crenshaw in 1989; she demonstrated why anti-discrimination laws treating race and gender as separate categories failed to protect Black women experiencing both forms of discrimination simultaneously. The intersectional perspective helps diagnose inequalities within institutions not only on the basis of gender alone, but in the context of other factors, which is crucial for accurate data analysis, policy-making, and affirmative action, e.g., regarding promotions, recruitment, access to resources, flexible forms of employment, or support for caring for dependents.

### **How we will work with intersectionality**

- **Analysis of HR data and evaluation results:** disaggregated by gender, age, employment type, tenure, and other variables to identify potential patterns of inequality (e.g., disparities in promotions, working hours).
- **Recruitment and promotion procedures:** reviewing job descriptions and evaluation criteria for potential exclusion resulting from stereotypes and multidimensional biases.
- **Training and workshops:** developing competencies.

### **Inclusive language**

Inclusive language refers to verbal and written communication that avoids exclusionary forms, stereotypes, and biases, while respecting the diversity of identities and experiences. It includes gender-neutral forms. Empirical research has shown that the use of inclusive language has a positive impact on the self-esteem and well-being of marginalized individuals, including trans employees, LGBTQ+ employees, and members of other social groups. Language shapes organizational culture and influences who feels visible and treated with respect. In the academic community, inclusive language influences recruitment, academic collaboration, job descriptions, internal and public communication – all of which, in turn, are important for attracting talent and creating a bias-free environment.

### **How we will work with inclusive language**

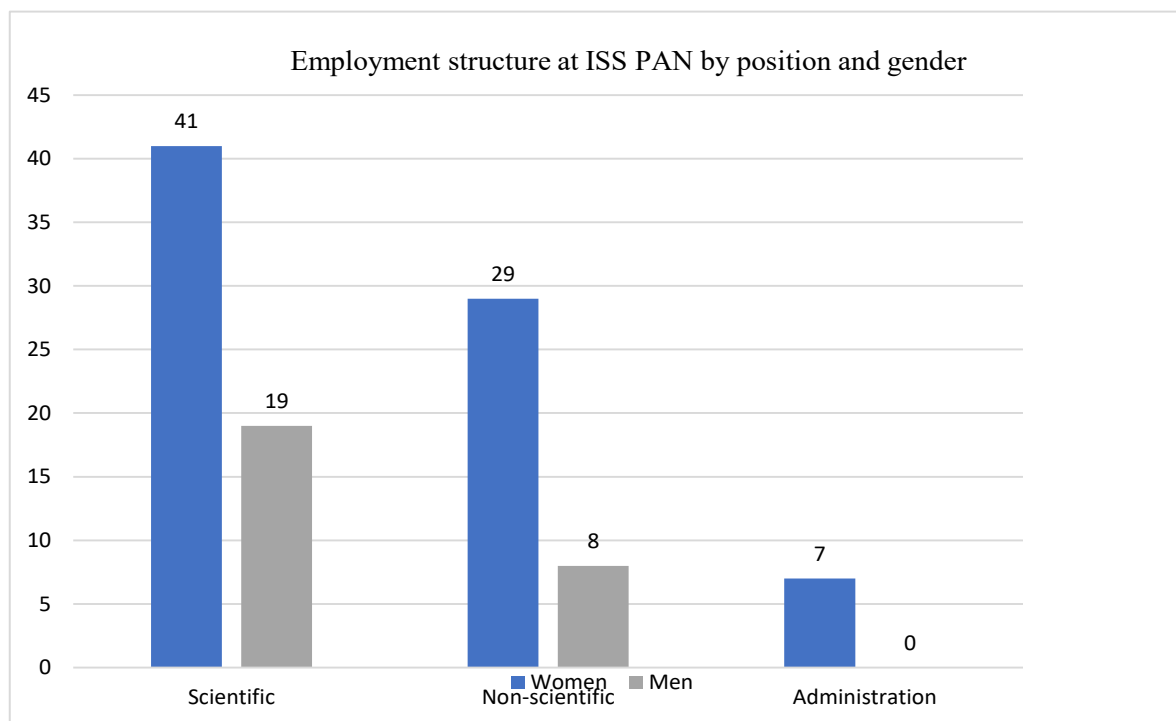
- Development of guidelines regarding inclusive language for the Institute's internal and external communications.
- Regular training and provision of informational materials on inclusive language.
- Review of documents, job postings, and informational materials for exclusionary language.

### **Statistical data – current situation**

**1. Employment at the Institute of Slavic Studies, Polish Academy of Sciences by gender –  
as of January 10, 2026**

**Table 1. Employment Structure by Gender**

<b>Position</b>	<b>Women</b>	<b>Men</b>	<b>Number of employees</b>
Professors	9	3	12
Professors at the ISS PAS	13	2	15
Assistant Professors	17	14	31
Research assistants	2	-	2
Research and technical specialists	8	2	10
Engineering and technical staff	12	6	18
Library	1	-	1
Administration	7	-	7
<b>TOTAL</b>	<b>69</b>	<b>27</b>	<b>96</b>



**Table 2. Employment in managerial positions at the Institute of Slavic Studies, Polish Academy of Sciences, by gender**

	Women	Men
Management	3	0
Research Support Team	1	0
Administration	1	0
Publishing House	1	0
Departments	3	1
Slavic Academic Information Centre	0	1
Special Collections	1	0
Library	1	0

<b>AGE GROUPS</b>												
	25–35		36–45		46–55		56–60		61–70		70–78	
	K	M	F	M	F	M	K	M	K	M	K	M
Professors	-	-	1	-	1	1	1	-	3	2	1	-

Professors at the ISS PAS	-	-	3	-	3	1	4	-	5	1	-	-
Assistant Professors	-	4	15	9	1	-	1	-	-	1	-	-
Assistants	1	-	1	-	-	-	-	-	-	-	-	-
Research and technical specialists	-	-	2	2	-	1	1	-	2	-	-	-
Engineering and technical staff	4	1	1	3	-	1	1	1	1	1	-	-
Library	-	-	-	-	-	-	1	-	-	-	-	-
Administration	-	-	-	-	2	-	2	-	3	-	-	-
<b>TOTAL</b>	<b>5</b>	<b>5</b>	<b>23</b>	<b>14</b>	<b>15</b>	<b>2</b>	<b>11</b>	<b>1</b>	<b>14</b>	<b>5</b>	<b>1</b>	
	<b>96</b>											

## Detailed information and activities

### Area 1

#### **Organizational culture, work-life balance, and combating exclusion**

The objective of this area is to further strengthen the organizational culture of the Institute of Slavic Studies, Polish Academy of Sciences as a work and educational environment based on the principles of equality, respect, and inclusion, taking into account the experiences from the first phase of *the Plan's* implementation.

Work-life balance enables the reconciliation of professional responsibilities with personal life, care for children, the elderly, and pets, as well as attention to one's own health and social engagement, without unduly burdening one sphere at the expense of another. Research findings show that women still perform significantly more unpaid domestic and care work than men, which translates into a weaker sense of work-life balance and lower life satisfaction.

Flexible work arrangements (e.g., flexible working hours) have a positive impact on job retention and the ability to pursue an academic career. In the context of *the Plan*, efforts to improve this balance lead to equal opportunities and the well-being of employees.

#### **How we will work on work-life balance:**

- supporting flexible work arrangements (e.g., flexible hours, remote work options),

- support for people with caregiving responsibilities (e.g., mentoring programs, administrative assistance),
- employee satisfaction surveys regarding work-life balance,
- workshops for employees of the Institute of Slavic Studies, Polish Academy of Sciences.

## **Goal 1**

### **Maintaining and improving the equality and anti-discrimination management system**

#### **Actions:**

- continuation of the work of the Equality Commission as a permanent advisory and monitoring body of the Director of the Institute,
- clarifying the scope of the Commission's responsibilities, including its advisory role in organizational and personnel matters,
- introduction of a summary report on the implementation of *the Plan*,
- periodic surveys (anonymous questionnaires, focus groups).

## **Goal 2**

### **Strengthening protections for those in the early stages of their careers and temporary employees**

#### **Actions:**

- maintaining flexible forms of work organization (including remote and hybrid work) as a standard supporting the reconciliation of academic work with caregiving responsibilities,
- developing an information policy regarding parental and care leave addressed to all genders,
- taking care leave into account in performance evaluations and career planning.

## **Goal 3**

### **Promoting inclusive communication and countering stereotyping**

#### **Actions:**

- updating the Institute's documents and forms to use gender-neutral language,
- periodic refresher training on equality, symbolic representation, and combating prejudice,
- incorporating inclusive communication standards into administrative practices.

## **Goal 4**

### **Supporting well-being and preventing burnout**

#### **Actions:**

- systematically identifying employees' well-being needs,
- promoting vacation planning as a means of recharging,
- strengthening social and infrastructural support tools.

## **Area 2**

### **Women's participation in decision-making and representative roles**

The goal is to conduct an in-depth analysis and further strengthen women's participation in formal and informal structures of power and representation.

#### **Goal 1**

##### **Systematic monitoring of women's representation**

###### **Actions:**

- analysis of women's participation in collegial bodies, editorial boards, research teams, grant projects, and academic events,
- incorporating the results of these analyses into the planning of the Institute's outreach activities.

#### **Goal 2**

##### **Strengthening women's leadership competencies**

###### **Actions:**

- promoting equitable management models,
- countering stereotypes of women in leadership roles,
- supporting mentoring and the exchange of experiences.

## **Area 3**

### **Employment and Career Equality - An Intersectional Perspective**

This area builds on existing efforts, expanding them to include other potential factors contributing to exclusion, while respecting privacy and sensitive data.

#### **Goal 1**

##### **Analysis of data on gender and professional careers**

###### **Actions:**

- regular analysis of employment forms, career breaks, and caregiving leave,
- analysis of pay gaps by gender,
- analysis of job satisfaction, taking gender into account.

#### **Goal 2**

##### **Equal opportunity recruitment procedures**

###### **Actions:**

- use of inclusive language in job postings,
- applying the principle of equal opportunity when evaluating equally qualified candidates.

#### **Goal 3**

##### **Inclusion of caregiving work in the assessment of professional activity**

###### **Actions:**

- allowing for the voluntary reporting of caregiving responsibilities for a sick person or a sick animal.
- taking into account the impact of a dependent's illness on the temporary intensity of

work.

#### **Goal 4**

##### **Respect for gender identity**

###### **Actions:**

- training on gender identity and inclusive language,
- recommendation to use gender-neutral pronouns in email communication as a best practice.

#### **Area 4**

##### **Equality education and integration of an equality perspective in research**

#### **Goal 1**

##### **Continuous promotion of equality awareness**

###### **Actions:**

- regular workshops tailored to the needs of the Institute of Slavic Studies, Polish Academy of Sciences, involving the entire community,
- treating equality education as a continuous process.

#### **Goal 2**

##### **Integration of a gender perspective into doctoral education**

###### **Action:**

- incorporating analyses of inequality and power relations into the curriculum of the Anthropos Doctoral School.

#### **Area 5**

##### **Combating all forms of gender-based violence and sexual harassment**

#### **Goal 1**

##### **Strengthening mechanisms to combat workplace bullying**

###### **Action:**

- updating anti-mobbing policies.

#### **Goal 2**

##### **Ensuring the safety of individuals reporting violence**

###### **Actions:**

- developing and implementing regulations to prevent sexual harassment and other forms of violence,
- ensuring clear, safe, and confidential reporting procedures,
- ensuring the confidentiality and data protection of those who report incidents,
- providing an email address to which any violations or concerns can be reported.

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