

EQUAL OPPORTUNITIES PLAN

for 2025-2028

at the Maritime University of Szczecin

The MUS Team for Equal Opportunities Policy

Szczecin, January 2025

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Introduction

Appointed in 2022 by the Rector of the Maritime University of Szczecin (MUS), the MUS Team for Equal Opportunities Policy developed and implemented the Equal Opportunities Plan for 2022-2024, based on a previously made diagnosis. This document is a continuation of the Plan, setting new goals for the MUS and actions required to achieve them. The cornerstone of the actions is the constitutional principle of equality in the family, politics, society and economy. The Plan strengthens our commitment to ensuring unconstrained access to education and employment and guarantees that all students and employees of the MUS have equal opportunities for professional and scientific development. The Plan is aimed at promoting and disseminating equality standards. Applicable across the organization, it sets clear goals and contains mechanisms for ongoing, transparent monitoring of its performance and effectiveness.

The Maritime University of Szczecin is committed to creating an inclusive and diverse academic community. By carrying out the Plan, we ensure that all our students and employees have equal rights and opportunities, and are empowered to work to their full potential. The Plan addresses the need for regular activities aimed at preventing discrimination. It promotes equal opportunities and a fair, non-discriminatory environment conducive to scientific and professional development.

The Equal Opportunities Plan for 2025-2028 includes:

- a diagnosis of the status quo, based on results of a quantitative analysis of the University structure and a qualitative analysis of data collected via questionnaire surveys among the academic community,
- a summary of the activities undertaken in previous years,
- goals and actions aimed at implementation of the Plan, goal achievement measures, and time limits.

The Plan, applicable to all employees, undergraduate, postgraduate and doctoral students of the MUS, is a follow-up on the goals set for the years 2022-2024.

The MUS remains committed to:

1. building awareness of equal opportunities in the academic community,
2. supporting a healthy work-life and/or study-life balance,
3. preventing discrimination,
4. providing equal access to scientific career and professional development opportunities.

Diagnosis

The diagnosis comprises an analysis of gender distribution among academic teachers, administrative staff, and students, based on data collected from the Human Resources Department, the Department of Education, the Student Affairs Department, the Doctoral School, the Science Department, the faculties, and certain internal documents. The MUS Team for Equal Opportunities Policy conducted an analysis of the profile of University's staff and students, taking into consideration gender distribution, number of foreigners, and number of individuals with disabilities. The analysis has been performed based on quantitative data specifying positions held and roles performed, including those in decision-making bodies, as well as data on gender distribution.

Qualitative data have been collected via anonymous questionnaire surveys aimed to evaluate the performance of the Equal Opportunities Plan for 2022-2024. The questionnaires, drafted in Polish and English (with the aim to include foreigners), were distributed to all employees and students of the MUS. The feedback shows very low interest in the Equality Policy: out of more than 600 employees and ca. 3,000 students, only 43 and 45 individuals, respectively, submitted a response. This is far below an absolute minimum required to make a reliable diagnosis of problems in the academic environment. The low response rate may suggest that very few individuals have read the documents concerning the Equality Policy and/or do not see their importance. This phenomenon may be symptomatic of a lack of public awareness of the matter. The situation could be improved by taking measures aimed to increase the engagement of both the personnel and students. Organisation of workshops, seminars and information campaigns to promote the Equality Policy and involve all the stakeholders in the implementation of the same may be worth considering. Raising awareness is key to creating an inclusive academic environment, where everyone has equal opportunities to pursue and excel in a professional and/or scientific career.

Gender distribution

Below is a profile of employees of the MUS, broken down by gender.¹

Executive roles

Pursuant to the Law on Higher Education and Science Act (hereinafter referred to as the 'Act'), executive roles at the MUS are specified in Art. 63 of the MUS Statutes.

'1. The executive roles at the MUS, as defined in the Act, include:

- 1) the Rector,
- 2) Deputy Rectors,
- 3) Deans,
- 4) Deputy Deans,
- 5) Heads of departments,
- 6) Heads of institutes,
- 7) the Head of the Doctoral School,
- 8) the Chancellor,
- 9) the Bursar.

2. Heads of organisational units and degree programmes not referred to in Section 1 do not perform executive roles. They shall be appointed, dismissed and/or employed, respectively, by the rector.²

As at 31 December 2024:

The executive roles specified in the Statutes are performed by 15 men and 8 women (35%). Compared to the previous report, there is an increase of 14 pp in the share of women (up from 18%). The Rector is male, and women constitute 50% of deputy rectors. The Deputy Rector for Student Affairs and Deputy Rector for Education and Development are females, whereas the Deputy Rector for Science and Deputy Rector for Maritime Affairs are males.

Out of the five deans at the MUS, one is female (20%) and runs the Faculty of Marine Engineering. 40% of Deputy Deans for Science and 20% of Deputy Deans for Education are women. The Head of the Doctoral School and the Bursar are women. The Chancellor is a man.

¹ The results of the analysis should not be construed as sufficient evidence for the existence of inequality, let alone of any form of discrimination. Such a conclusion would be erroneous, as it does not follow directly from the premises presented. In social sciences, which rely on statistical inference, a unidimensional analysis is not sufficient to confirm or reject a hypothesis. The fact of uneven gender distribution cannot be automatically considered a problem. While we do not deny the existence of discrimination, we point out that there may be other factors explaining the differences observed. The demonstration of a disparity in positions of leadership may suggest uneven gender distribution, but not necessarily imply unequal opportunities or rights.

²[Statutes of the MUS](#)

The share of females in the MUS authorities is 34.8%. Detailed figures are listed in the table and represented on the chart below.

Role	Men	Women	Share of women
Rector	1	0	0%
Deputy Rector	2	2	50%
Dean	4	1	20%
Deputy Dean for Science	3	2	40%
Deputy Dean for Education	4	1	20%
Head of the Doctoral School	0	1	100%
Chancellor	1	0	0%
Bursar	0	1	100%
Summary	15	8	35%

Table 1. MUS executives, as specified in the Statutes.

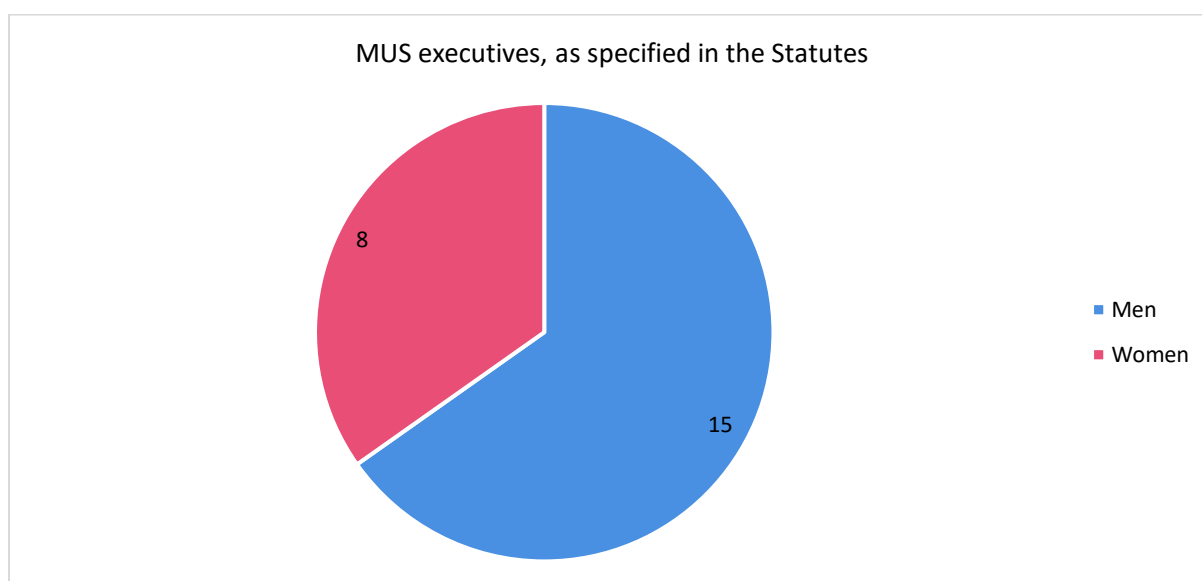


Figure 1. MUS executives, as specified in the Statutes.

Discipline boards

As at 31.12.2024 (or earlier) The highest percentage of women, accounting for 38%, is found in the Council of the Discipline Management and Quality Sciences. Conversely, the Council of the Discipline of Technical Informatics and Telecommunications exhibits the lowest proportion of women, with a figure of 14%. The Council of the Discipline Automation, Electronics, Electrical Engineering and Space Technologies has the second highest percentage of women, at 33%. The proportion of women on the Council of the Discipline Mechanical Engineering is 20%, and on the Council of the Discipline Civil Engineering, Geodesy and Transport, women make up 31%.

Table 2. Discipline boards.

Role	Men	Women	Share of women
Automation, Electronics, Electrical Engineering and Space Technologies	4	2	33%
Technical Computer Science and Telecommunications	6	1	14%
Management and Quality Sciences	10	6	38%
Mechanical Engineering	16	4	20%
Civil Engineering, Geodesy and Transport	25	11	31%

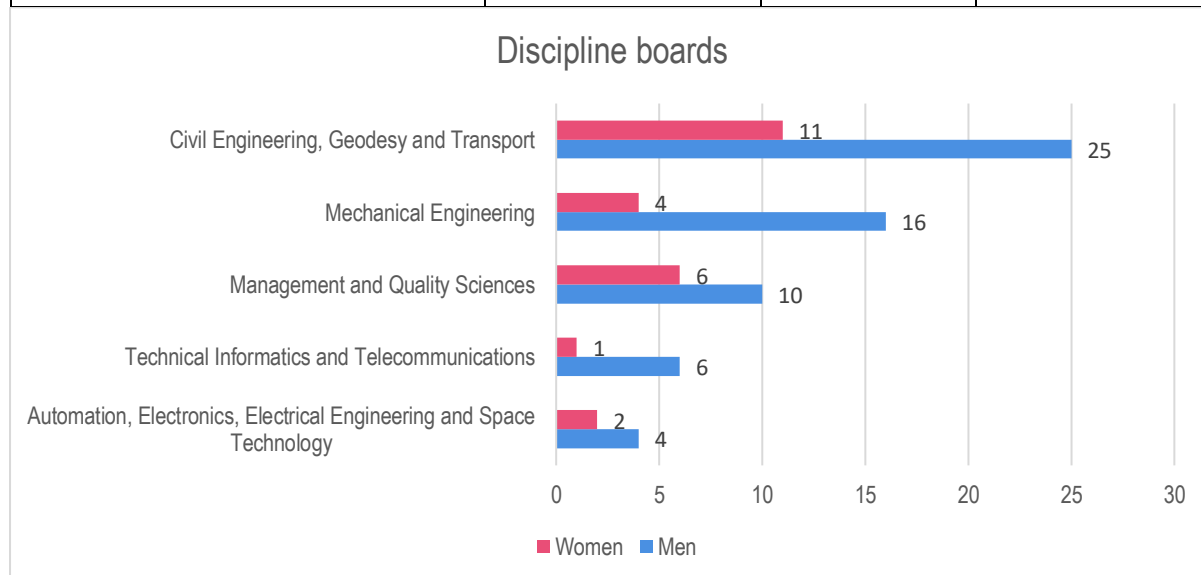


Figure 2. Discipline boards.

University Board

Chairperson – male

Other members – 4 men, 2 women

In total, there are 5 men and 2 women on the University Board.

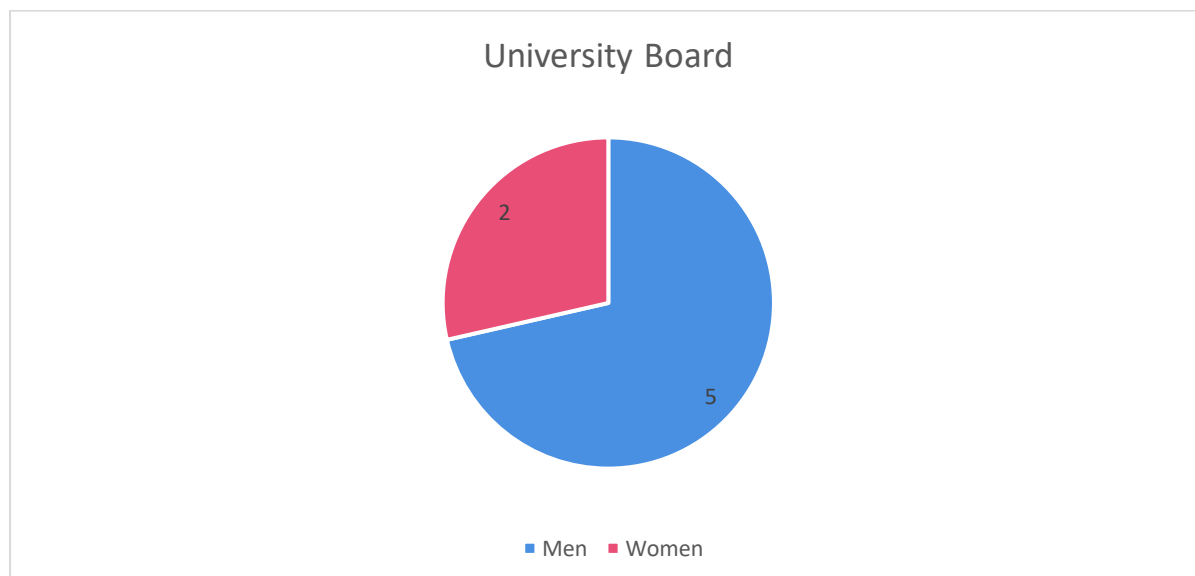


Figure 3. University Board.

Senate

The 20 men and 10 women who make up the Senate for the 2024-2028 term are listed below.

The Rector of the University is a man. There are 12 men and 3 women working as professors and university professors. The other academic staff in the Senate are four men and two women. Among non-academic staff employed in the faculties, there is one woman, while the representative of non-academic staff employed outside the faculties is a man. The group of students holding a seat on the Senate includes three women and two men, and there is one woman among doctoral students.

Table 3. Senate.

Role	Men	Women	Share of women
Rector	1	0	0%
Deputy Rectors	2	0	0%
Deans	4	1	20%
Representatives of teachers	9	3	25%
Representatives of students	3	1	25%
Representatives of doctoral students	0	1	100%
Representatives of the MUS employees other than teachers	1	1	50%
Members in an advisory capacity	2	4	67%

Role	Men	Women	Share of women
Total	22	11	33%

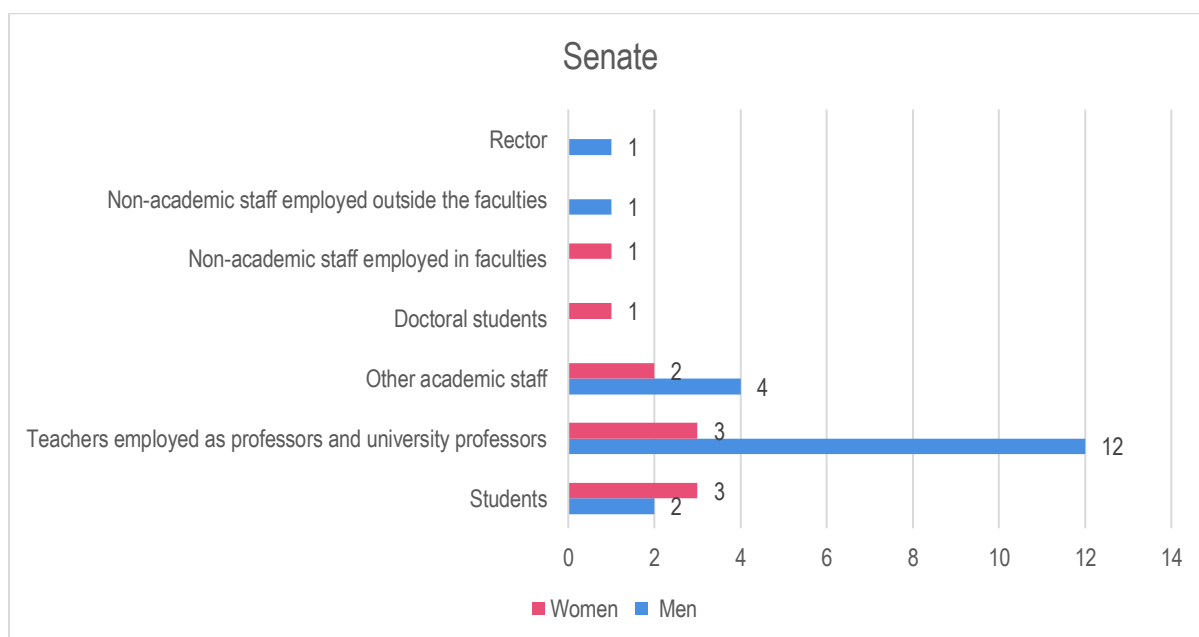
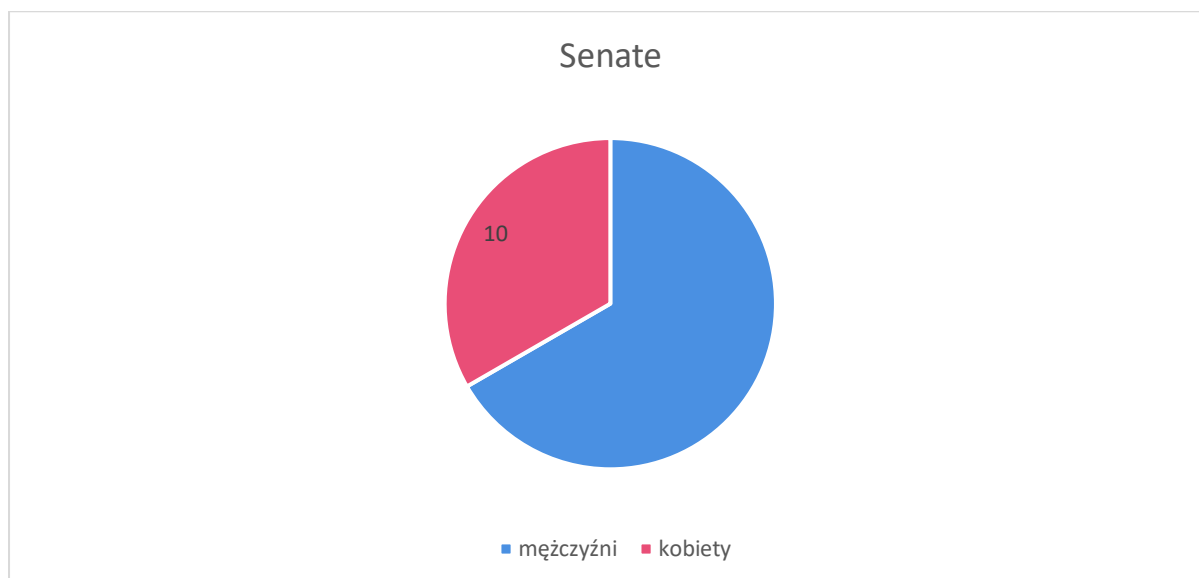


Figure 4. Senate.

Teaching and research staff

The table below includes an analysis of the profile of teaching and research staff, by faculties and departments.

The Faculty of Navigation employs 36 men and 20 women, i.e., women constitute 35.7% (rounded up to 36%) of all the Faculty employees. The gender distribution across departments is as follows: there are 4 men and 2 women employed at the Department of Marine Navigation, 3 men and 4 women at the

Department of Marine Traffic Engineering, 7 men and 2 women at the Department of Marine Simulations, 4 men and 5 women at the Department of Marine Rescue and Risk Management, 7 men and 2 women at the Department of Ocean Engineering and Shipbuilding, 4 men and 1 woman at the Department of Geoinformatics and Hydrography, 5 men and no women at the Department of Geodesy and Offshore Surveying, and 2 men and 4 women at the Department of Hydrography and Analyses.

The Faculty of Marine Engineering employs 28 male and 3 female teaching and research professors, i.e., the share of women amounts to 9.7% (rounded up to 10%). The Department of Basics of Engineering and Materials Science employs 6 men and no women, the Department of Diagnostics and Repairs of Marine Machinery and Equipment – 6 men and no women, the Department of Marine Power Plants – 7 men and no women, the Department of Power Generation – 6 men and 1 woman, and the Department of Materials Technology and Manufacturing Techniques – 3 men and 2 women.

The Faculty of Engineering and Economics of Transport has 21 male and 30 female employees. The share of women amounts to 59% and is record high in this report. The Department of Management and Logistics has 8 male and 8 female teachers, the Department of Marine Economy and Transport Systems has 6 men and 10 women, the Department of Technological Processes has 6 men and 6 women, and the Department of Environmental Protection and Commodity Science has 1 man and 6 women.

There are 19 men and 3 women employed at the Faculty of Mechatronics and Electrical Engineering, i.e., the share of women in the total number of teachers amounts to 13.7%. The Department of Electronic Engineering and Power Electronics employs 5 men and 2 women, the Department of Ship Automation – 10 men and 1 woman, and the Department of Robotics and Control – 4 men and no women.

The Faculty of Computer Science and Telecommunications also employs 19 men and 3 women (13.7%). The Department of Computer Science has 11 men and 3 women, and the Department of Electronics and Telecommunications has 8 men.

The table below summarises the gender variation across faculties, indicating differences in staffing patterns. The Faculty of Engineering and Economics of Transport has the highest share of women, and the Faculty of Marine Engineering is at the other end of the scale.

Faculty	Department	Men	Women	Share of women
Navigation	Marine Navigation	4	2	33%
	Marine Traffic Engineering	3	4	57%
	Marine Simulations	7	2	22%
	Marine Rescue and Risk Management	4	5	56%
	Ocean Engineering and Shipbuilding	7	2	22%
	Geoinformatics and Hydrography	4	1	20%
	Geodesy and Offshore Surveying	5	0	0%

	Hydrography and Analyses	2	4	67%
	Total	36	20	36%
Faculty	Department	Men	Women	Share of women
Marine Engineering	Basics of Engineering and Materials Science	6	0	0%
	Diagnostics and Repairs of Marine Machinery and Equipment	6	0	0%
	Marine Power Plants	7	0	0%
	Power Generation	6	1	14%
	Materials Technology and Manufacturing Techniques	3	2	40%
	Total	28	3	10%
Faculty	Department	Men	Women	Share of women
Engineering and Economics of Transport	Management and Logistics	8	8	50%
	Marine Economy and Transport Systems	6	10	63%
	Technological Processes	6	6	50%
	Environmental Protection and Commodity Science	1	6	86%
	Total	21	30	59%
Faculty	Department	Men	Women	Share of women
Mechatronics and Electrical Engineering	Electronic Engineering and Power Electronics	5	2	29%
	Ship Automation	10	1	9%
	Robotics and Control	4	0	0%
	Total	19	3	14%
Faculty	Department	Men	Women	Share of women
Computer Science and Telecommunications	Computer Science	11	3	21%
	Electronics and Telecommunications	8	0	0%
	Total	19	3	14%

Table 4. Teaching and research staff.

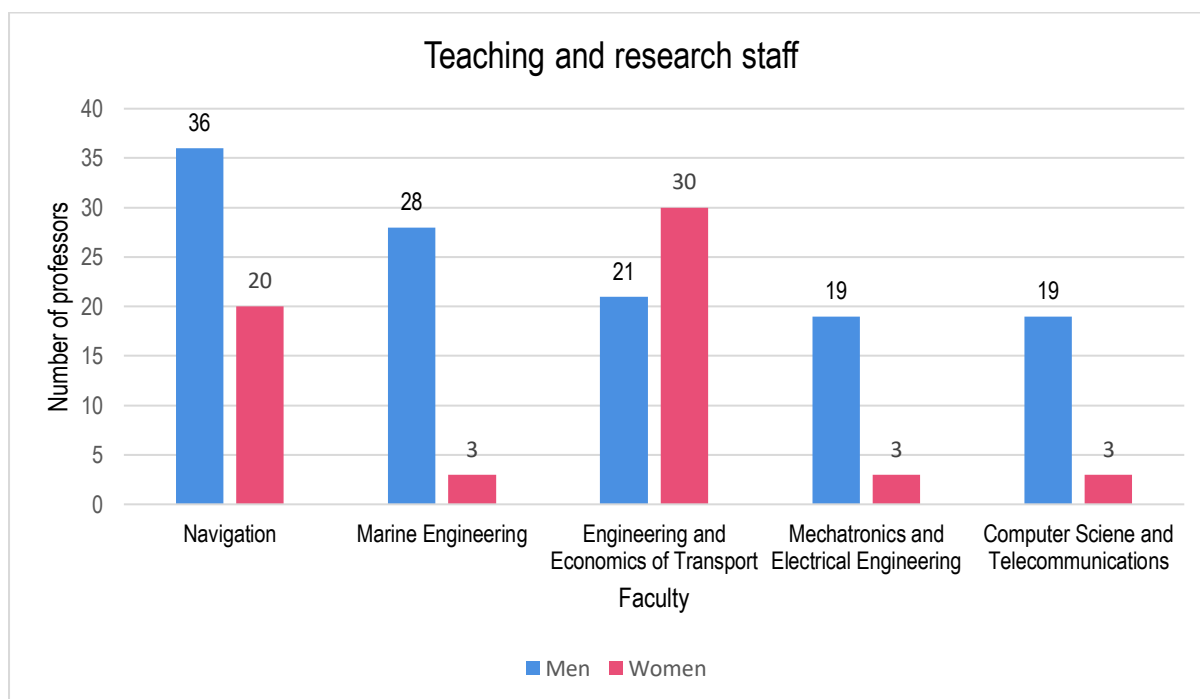


Figure 5. Teaching and research staff.

Teaching and research staff, by position

Women constitute 34% of the total teaching staff. The highest proportion of women was recorded in the roles of assistant (40%) and assistant professor (39%). As academic rank increases, the proportion of women decreases. Among university professors who hold a postdoctoral degree, the proportion is 16%, while among professors, it is 11%. The employment of women as professors at universities was not observed in instances where doctoral degrees were held. Two members of the staff are not native to the country.

Position	Degree/Title	Men	Women	Share of women	Foreigners
Assistant professor	MA/MSc.	54	35	39%	1
Assistant lecturer	MA/MSc.	38	25	40%	1
Associate professor	PhD	4	0	0%	
Associate professor	PhD (<i>dr hab.</i>)	26	5	16%	
Full professor	Prof.	8	1	11%	
Summary		130	66	34%	2

Table 5. Teaching and research staff, by position.

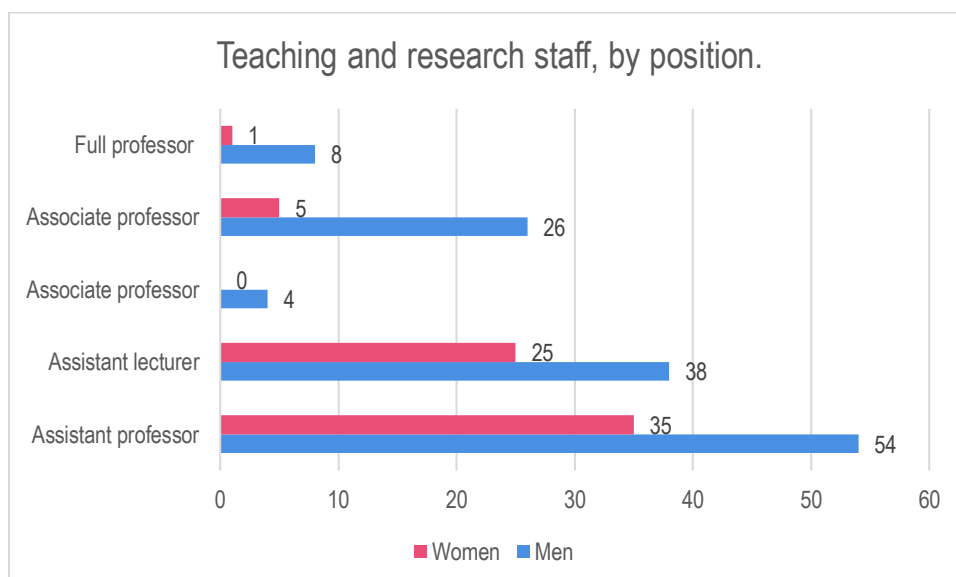


Figure 6. Teaching and research staff, by position.

Institute of Mathematics, Physics and Chemistry

There are 3 men and 6 women employed at the Unit of Mathematics; i.e., the share of women stands at 67% and constitutes a majority.

The Unit of Physics employs 5 men and 4 women. With a percentage share of 44%, women are in minority.

The Unit of Chemistry has 2 male and 3 female employees, with a share of women at 60%. Although in majority, women do not dominate this unit as strongly as that of Mathematics.

To sum up, women are in majority at the Unit of Mathematics and Unit of Chemistry, with more men at the Unit of Physics.

Unit	Men	Women	Share of women
Mathematics	3	6	67%
Physics	5	4	44%
Chemistry	2	3	60%
Institute of Mathematics, Physics and Chemistry – summary	10	13	57%

Table 6. Institute of Mathematic, Physics and Chemistry.

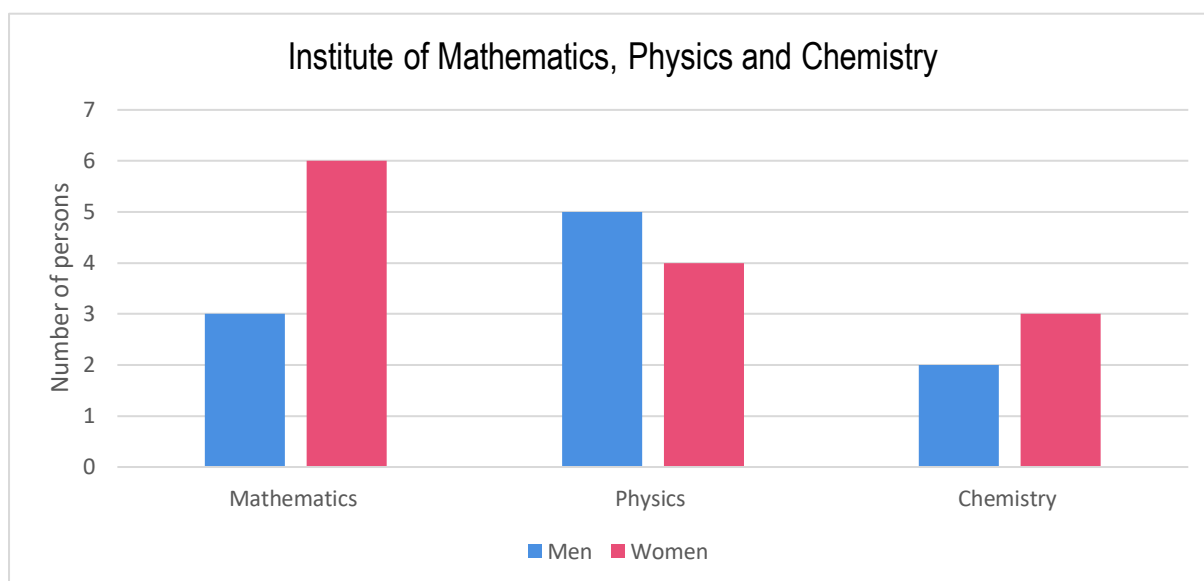


Figure 7. Institute of Mathematics, Physics and Chemistry.

Teaching staff, by position

Women represent 33% of the teaching staff.

The highest proportion of women is found in the roles of assistant (where 100% of the positions are held by women) and lecturer (where again the position is held exclusively by women). In the group of assistant professors, women account for 36% of the total. This figure rises to 50% among senior lecturers.

In the master's group, the proportion of women is 50%. The available evidence does not support the hypothesis that there are any women employed in higher academic positions, such as university professor or professorship. The proportion of women among the teaching staff varies according to the academic qualification held by the individual. The proportion of women is 13% among PhD holders and 50% among those with a master's degree. Moreover, the institution employs three individuals who hold foreign status. Specifically, one individual serves as an assistant, one individual is employed as a lecturer, and one individual occupies a position among assistant professors.

Position	Degree/title	Men	Women	Share of women	Foreigners
Assistant lecturer	MA	0	5	100%	1
	MEng	7	2	22%	
Assistant professor	PhD	7	4	36%	1
Lecturer	MA	0	1	100%	1
Senior lecturer	MA	4	4	50%	
	MEng	5	0	0%	
	PhD	1	0	0%	
Associate professor	PhD	2	0	0%	

Position	Degree/title	Men	Women	Share of women	Foreigners
	PhD (<i>dr hab.</i>)	0	0	n.d.	
Full professor	Professor	0	0	n.d.	
Other teaching staff	MA	6	6	50%	
	MEng	15	3	17%	
	PhD	7	1	13%	
Summary		54	26	33%	3

Table 7. Teaching staff, by position.

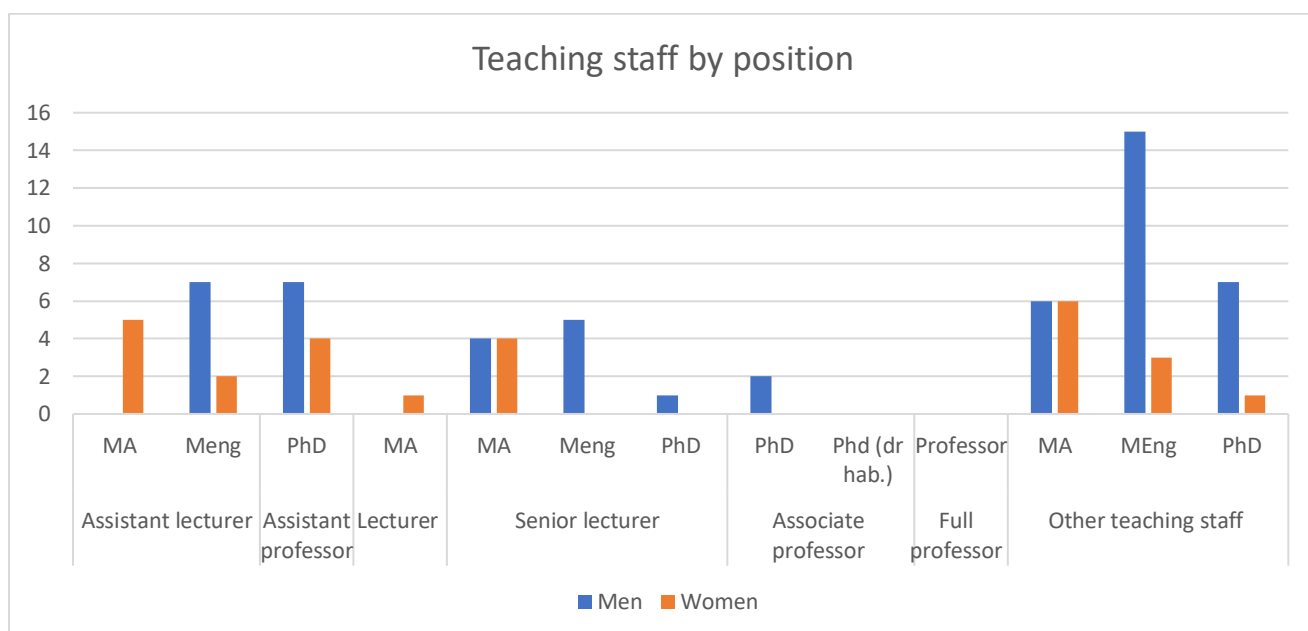


Figure 8. Teaching staff, by position.

Faculty Learning Centres

Heads of Faculty Learning Centres are mostly men. Four of the five faculties at the MUS have a male head of the Faculty Learning Centre. Only the Faculty of Mechatronics and Electrical Engineering has a female head of its Faculty Learning Centre.

Coordinators of degree programmes have the following gender profile: at the Faculty of Navigation and the Faculty of Mechatronics and Electrical Engineering, the numbers of men and women performing the functions of coordinators are equal and amount to 3 at the former and 1 at the latter. The Faculty of Marine Engineering has 2 male and 1 female coordinator. The Faculty of Engineering and Economics of Transport has 3 male and 1 female coordinator, whereas the Faculty of Computer Science and Telecommunications has 3 male coordinators.

To sum up, men are in majority in most categories, albeit at some faculties (Navigation, Mechatronics and Electrical Engineering) the numbers of employees of both genders are equal.

Employees of the Faculty Learning Centres	Men	Women	Share of women
Heads	4	1	20%
Coordinators of degree programmes	12	6	33%
Faculty of Navigation	3	3	50%
Faculty of Marine Engineering	2	1	33%
Faculty of Engineering and Economics of Transport	3	1	25%
Faculty of Mechatronics and Electrical Engineering	1	1	50%
Faculty of Computer Science and Telecommunications	3	0	0%

Table 8. Faculty Learning Centres.

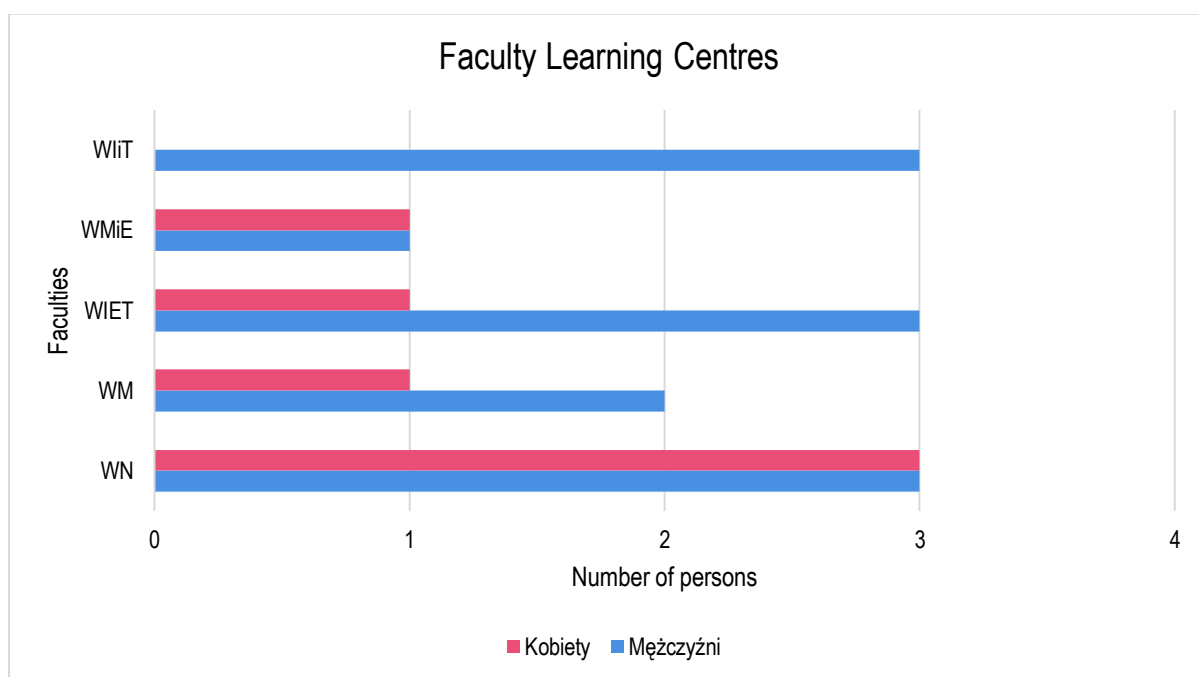


Figure 9. Faculty Learning Centres.

Employees other than teaching staff in management positions

There are 42 women and 15 men holding management positions among employees other than teaching staff, which corresponds to a 26.3% share of men and 73.7% share of women.

Employees other than teaching staff, in management positions

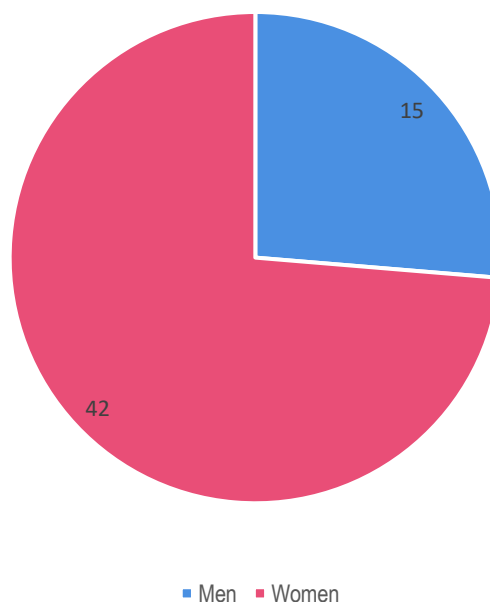


Figure 10. Employees other than teaching staff, in management positions.

Student Parliament

As of 31.12.2024, the PM Students' Parliament Presidium comprises one female representative and four male representatives. The total membership of the PM Students' Parliament is 59 men and 28 women, thus making a total of 87 members. Among the permanent members, women constitute 43% of the total, while in the supporting members category, this figure drops to 30%. This indicates that women constitute 32% of the entire parliament.

Student Parliament	Men	Women	Share of women
Permanent members	8	6	43%
Supporting members	51	22	30%
Total	59	28	32%

Table 9. Student Parliament.

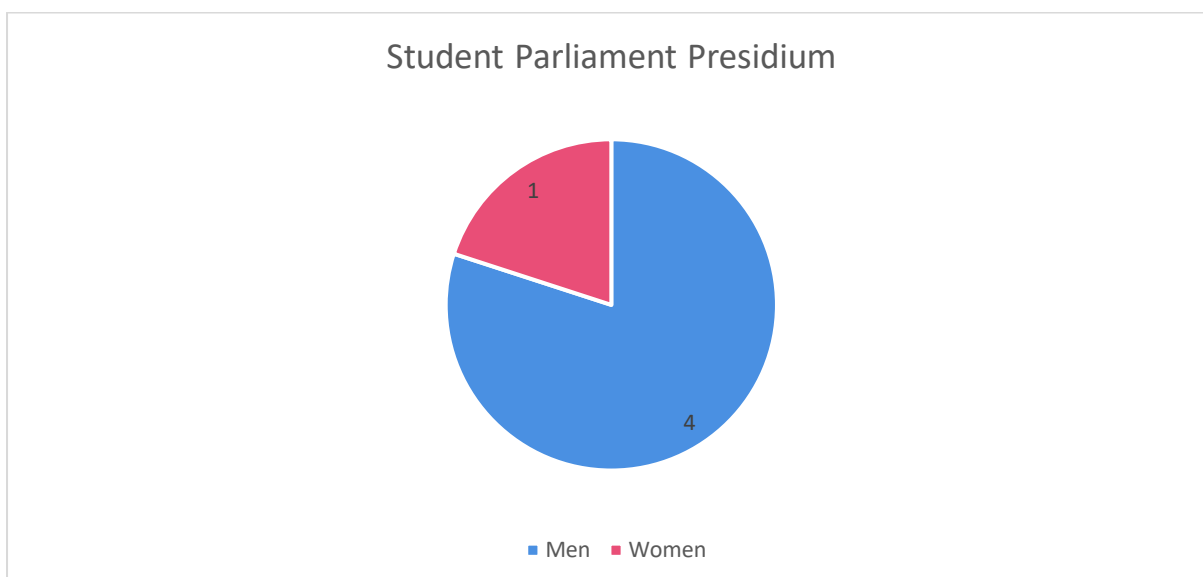


Figure 11. Student Parliament.

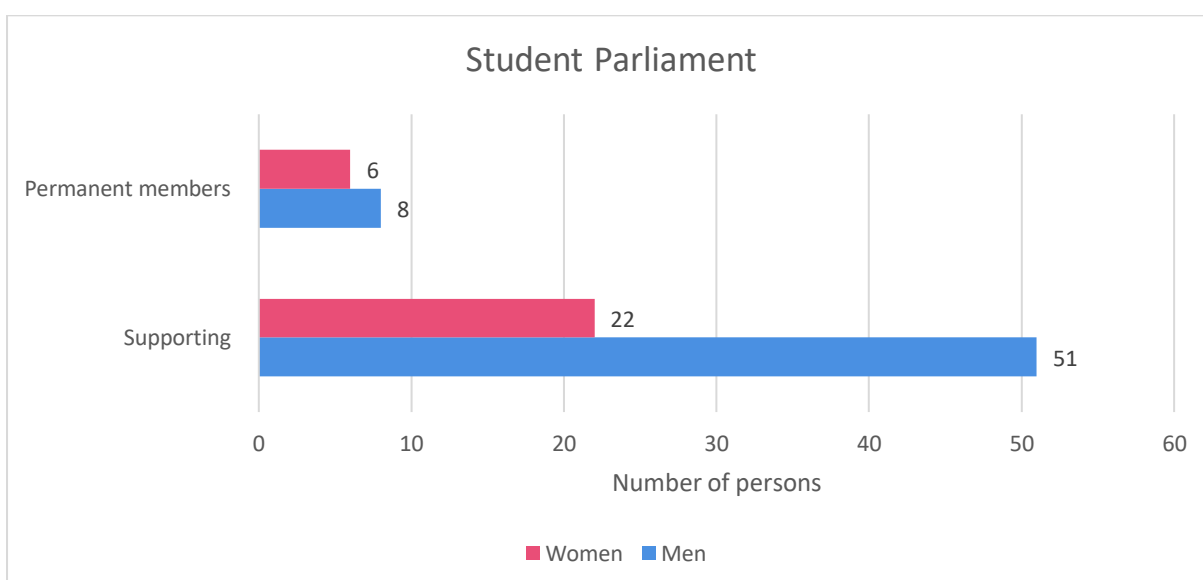


Figure 12. Student Parliament

Students

As at 31 December 2024

The Faculty of Engineering and Economics of Transport has the greatest number of female students. Out of the total number of 702 students, 338 students are female (48%).

The Faculty of Navigation has 944 students, 209 of whom are women and 735 men. Women constitute 22% of the total number of the students of Navigation.

The Faculty of Computer Science and Telecommunications has 376 students, 48 of whom are female (13%).

The Faculty of Marine Engineering has 547 students, including 29 women (5%).

Out of 311 students at the Faculty of Mechatronics and Electrical Engineering, 20 students are female (6%).

To sum up, the total number of students at the MUS amounts to 2880, 644 of whom are women (22%).

Faculty	Number of students	Men	Women	Share of women
Navigation	944	735	209	22%
Mechatronics and Electrical Engineering	311	291	20	6%
Marine Engineering	547	518	29	5%
Computer Science and Telecommunications	376	328	48	13%
Engineering and Economics of Transport	702	364	338	48%
Total	2880	2236	644	22%

Table 10. Students.

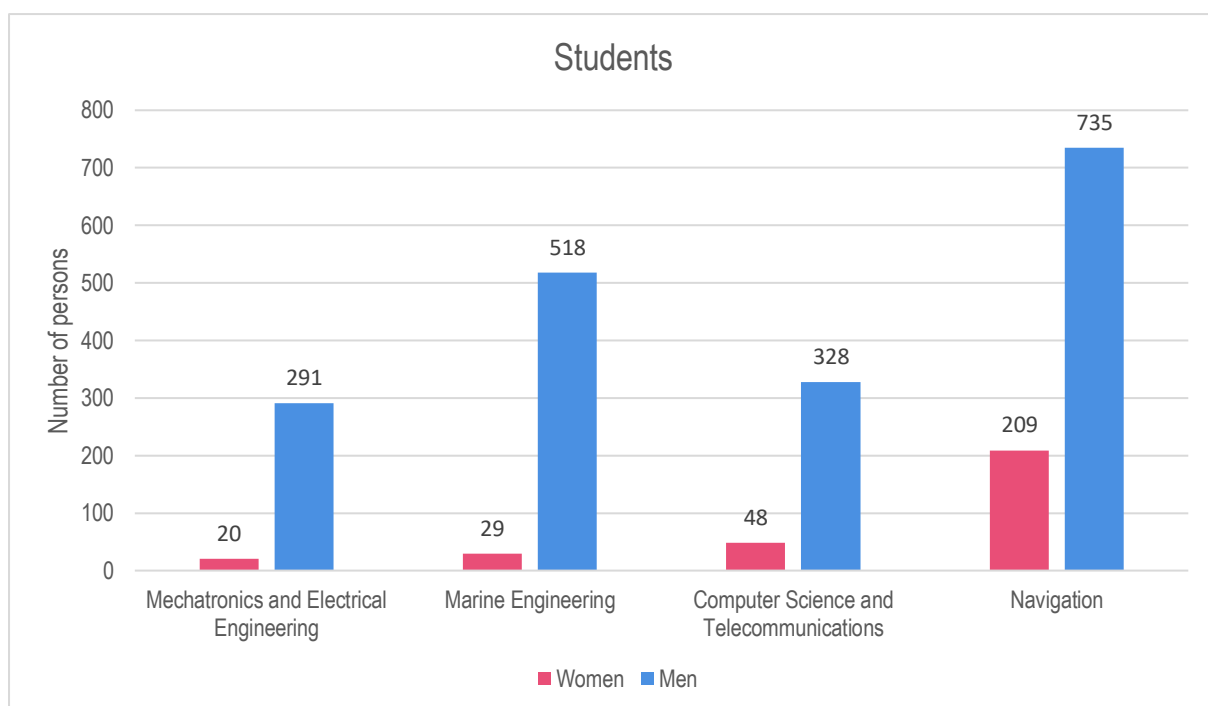


Figure 12. Students.

Individuals with a disability degree certificate

As at 31 December 2024, 21 students of the MUS have a disability degree certificate (0.7% of all students). The MUS employs ten individuals with a disability degree certificate (1.4% of all employees).

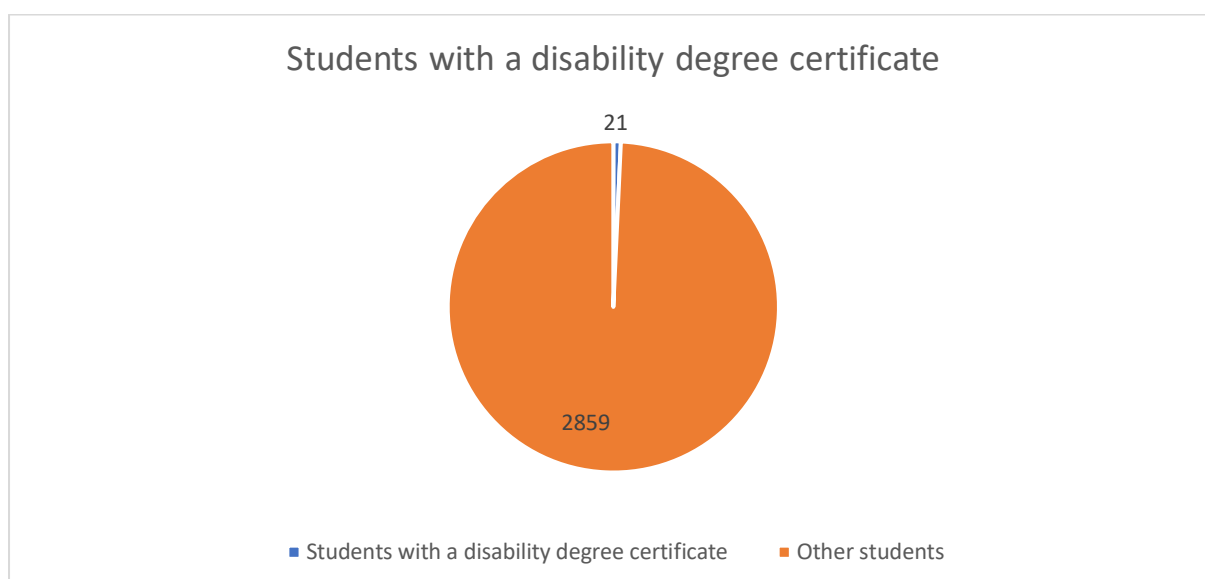


Figure 13. Students with a disability degree certificate.

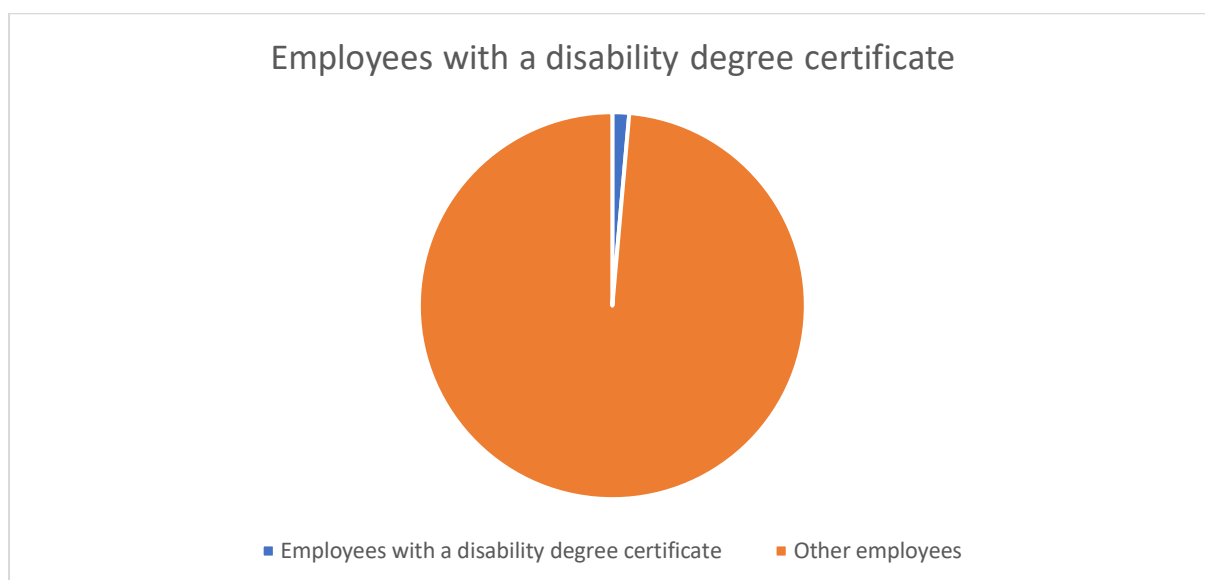


Figure 14. Employees with a disability degree certificate.

Overview of questionnaire survey results

Data collected from students and employees via anonymous questionnaire surveys show that the MUS is not free from discrimination, especially gender-based. Unequal pay for equal work, hostile atmosphere at work, and superiors treating certain employees better than others are just some of the problems reported in the survey. The most vulnerable seem to be women and younger men employed in lower positions. Certain administration departments are unwilling to cooperate, which has a negative impact on relations in the workplace. Individuals returning to work post maternity leave have not been included in pay adjustments and received little support concerning advice on entitlements under the Labour Code, flexitime, or adjustment of teaching schedules to the requirements of parenting. Research staff receive little scientific support, feel underpaid and miss a motivational system designed for assistant lecturers at the beginning of the path of the academic career. Repeated comments have been made concerning unequal pay for work in the same positions. According to the respondents, the management staff needs training, and there is an urgent need for an employee motivation system.

Students have reported discriminatory behaviours against women and unequal treatment of Polish nationals and foreigners. According to the respondents, foreigners need to meet lower requirements for a Pass grade. On the other hand, foreign students unfairly use the issue of cultural differences to their advantage. The respondents have reported discriminating behaviours of lecturers against foreigners and sexist behaviours towards female students, including humiliating and insulting comments, unfair grades, and undermining women's ability to pursue the career of a seafarer.

Actions promoting equality and preventing discrimination, taken to date

Implementation of the equality policy is part of the MUS Activity Plan, **Strategic Goal 4: Effective and efficient management, Operational goal 1: Human resource development**. Its incorporation into the MUS Activity Plan ensures that the implementation is monitored in compliance with the MUS management control system.

The first Equal Opportunities Plan for 2022-2024 had the following goals:

1. Building awareness of equal opportunities in the academic community.
2. Supporting equal career opportunities.
3. Preventing discrimination.

Below is a review of the activities performed as part of the implementation.

1. Questionnaire surveys have been carried out among undergraduate, postgraduate and doctoral students and employees of the MUS. The first questionnaire survey, conducted in March 2022, was aimed at diagnosing the situation at the MUS. The survey was aimed to examine whether students or employees experienced unequal treatment, discrimination and/or harassment in the workplace/at university. Most of the 498 respondents had not experienced any of the above; however, some respondents highlighted the problem of inequality. The survey was repeated in early December 2022. The results are available on the intranet.³

Results of the first survey were presented at all the faculties in the presence of the faculty authorities, as well as to the administrative workers, in the presence of the Rector and the Chancellor, and at the Rector's Collegium meeting.

³ The MUS webpage on [Equality Policy](#) (access as at 13 January 2025).

In order to facilitate reporting and reacting to all symptoms of discrimination, the MUS Team for Equal Opportunities Policy developed a reporting procedure and set up a dedicated email address (equalmus@pm.szczecin.pl) and a conventional post box (No. 66).

Other questionnaire surveys examined the needs of employees returning to work post maternity leave, support provided to researchers, and support provided to administrative workers. The results of the surveys, as well as other outcomes of the conducted diagnosis, are available on the intranet on the Equality Policy webpage.

2. The most important documents related to the MUS Equality Policy have been made available at the 'Equality Policy' tab at www.pm.szczecin.pl.
3. The 'Equal Opportunities Newsletter' has been created, aimed at raising awareness of equality.
4. Leaflets promoting equal treatment have been designed and distributed.
5. Cases of discrimination can be reported to the dedicated email address equalmus@pm.szczecin.pl and via post box No. 66.
6. By way of Rector's Regulation No. 52/2022 of 16 June 2022, the Rules of Conduct in the Event of Discrimination have been introduced. Report forms have been made available at <https://pm.szczecin.pl/en/university/equality-policy/>.
7. A video tutorial entitled '*Z nami możesz być sobą!*' (*You can be yourself with us!*) has been created and distributed to the MUS employees and students, displayed on monitors in the University building, and made available on the intranet in the Equality Policy tab.
8. Two training sessions for the management personnel have been organised: 'Diversity in practice – anti-discrimination training' and 'Employee performance review'.
9. In response to the requests expressed in the surveys, the following documents issued by the Rector have come into force:
 - a. 'Rules of periodic assessment of staff other than academic teachers' – by way of Regulation No. 81/2023 of 23 November 2023;
 - b. 'Rules of promoting the MUS employees other than academic teachers' – by way of Regulation No. 37/2023 of 15 June 2023.
10. Guidelines on interactions with persons undergoing the process of gender transition have been developed and disseminated.
11. Guidelines for the management personnel have been developed to support the concept of work-life balance (circular No. 5/2024 of the Rector of the MUS of 8 February 2024).

The [Equality Policy tab](#) on the intranet contains all the materials and documents drafted as part of the implementation of the Equality Policy, as well as infographics with the results of the conducted questionnaire surveys.

Areas requiring more action

The future areas of increased focus of the MUS Team for Equal Opportunities Policy include:

1. Communications aimed to increase awareness of equal treatment and improve the turnout in questionnaire surveys; and
2. Streamlining of communications within the MUS of the activities undertaken by the Team.

Goals and action plan

No.	Goal	Goal achievement measures		Key actions	Time limit	Responsible unit(s)
		Name	Target value by the end of the year, according to the schedule			
1	2	3	4	5	6	7
1.	Building awareness of equal opportunities in the academic community	Number of completed activities	At least 3	1. Deliver the 'Language matters' information campaign	31 December 2025	Team for Equal Opportunities Policy
				2. Disseminate the Equal Opportunities Plan and promote equality in the academic community – cyclical mailing campaign, infographics displayed on the monitors in the University building, articles in the AAM periodical	from 1 January 2025	Team for Equal Opportunities Policy, Personnel Department
				3. Deliver training sessions to the academic community members – one training session per year per one group	from 1 January 2025	Team for Equal Opportunities Policy, University IT Centre, Personnel Department, Deputy Rector for Education and Development

No.	Goal	Goal achievement measures		Key actions	Time limit	Responsible unit(s)
		Name	Target value by the end of the year, according to the schedule			
1	2	3	4	5	6	7
				4. Develop guidelines for the modification of curricula to include the topic of diversity	By 1 October 2025	Team for Equal Opportunities Policy
				5. Develop and deliver an information campaign concerning the creation of an academic community free from discrimination	At the beginning of each semester	Team for Equal Opportunities Policy
2.	Ensuring work-study-life balance	Number of completed activities	At least 2	1. Develop and disseminate infographics concerning support to researchers	By 30 June 2025	Team for Equal Opportunities Policy
				2. Develop and disseminate a book of good practices and recommendations to promote work-life balance	By 31 October 2026	Team for Equal Opportunities Policy

No.	Goal	Goal achievement measures		Key actions	Time limit	Responsible unit(s)
		Name	Target value by the end of the year, according to the schedule			
1	2	3	4	5	6	7
				3. Develop and disseminate a book of good practices and recommendations to promote study-life balance	By 31 October 2026	Team for Equal Opportunities Policy
3.	Preventing discrimination	Number of completed activities	min 2	1. Develop and disseminate questionnaire surveys concerning symptoms of discrimination in the University	Once a year starting from 1 March 2025	Team for Equal Opportunities Policy
				2. Analyse questionnaire survey results and present them to the academic community, including the management personnel	Once a year, upon completion of the analysis	Team for Equal Opportunities Policy
				3. Develop and disseminate communication materials on benefits from building, working and studying in teams based on diversity	By 31 December 2026	Team for Equal Opportunities Policy

No.	Goal	Goal achievement measures		Key actions	Time limit	Responsible unit(s)
		Name	Target value by the end of the year, according to the schedule			
1	2	3	4	5	6	7
4.	Ensuring equal access to scientific and professional career opportunities	Number of completed activities	min 2	1. Develop guidelines on gender representation in project teams and incorporate them into instructions for project managers	By 28 February 2025	Team for Equal Opportunities Policy, Projects and Innovation Centre
				2. Monitor projects to collect statistical data on gender distribution among project managers	Every six months	Team for Equal Opportunities Policy, Projects and Innovation Centre, Student Affairs Department, Recruitment and Internationalisation Department CPI, SS, SM
				3. Consistently collect statistical data on gender distribution among students and employees and draft a review as at 31 December every year	From December 2025	Team for Equal Opportunities Policy, Personnel Department, Student Affairs Department

Table 11. Goals and action plan.

Equal Opportunities Plan administration and implementation

The Equal Opportunities Plan will be monitored and updated, on a need-be basis, by the MUS Team for Equal Opportunities Policy. The implementation will be monitored and the achievement of goals evaluated on the basis of an interim mid-year report. In the event the evaluation reveals unsatisfactory goal achievement suggesting that the targets may not be met at the end of the calendar year, corrective measures will be taken. At the end of each calendar year, an analysis of the activities performed during the year will be conducted, aimed at evaluating goal achievement. On this basis, the MUS Team for Equal Opportunities Policy will draw up a report on the implementation of the Plan. Since the Equal Opportunities Plan has been incorporated into the MUS Activity Plan, its implementation will be monitored in compliance with the MUS management control system.

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