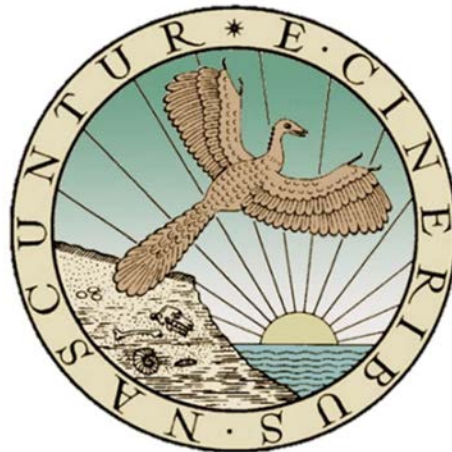


Gender Equality Plan for the Institute of Paleobiology of the Polish Academy of Sciences

for years 2024–2028



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1. Introduction

This document, the Gender Equality Plan of the Institute of Paleobiology of the Polish Academy of Sciences for the years 2024–2028, is an expression of our commitment to providing the Institute with a safe environment of equal opportunities for all, free from prejudice and discrimination, operating with respect for equality and diversity, ensuring equal treatment, respect and free scientific and professional development for employees and students. This plan also aims to improve the HR and recruitment policy of IPal PAS in terms of equality.

1.1. Origin and Definitions of the Gender Equality Plan

On the 12th of October 2023, the Institute of Paleobiology of the Polish Academy of Sciences received the prestigious HR Excellence in Research distinction from the European Commission. To maintain it, IPal PAS is obliged to constantly improve its activities in terms of respecting the equality policy. Since obtaining the HR distinction, the principles of the OTS-R policy – Open, Transparent and Substantive Recruitment of Scientists – have been introduced at IPal PAS. In the second quarter of 2024, new regulations regarding the recruitment policy at IPal PAS following OTS-R were presented to all IPal PAS employees and then approved by the Scientific Council and the director of IPal PAS.

The creation of the IPal PAS Gender Equality Plan is the next stage in meeting the assumptions of the OTS-R policy: ensuring that all those who want to develop their professional careers have equal access to knowledge and acquire qualifications, and counteracting discrimination at various levels.

The Gender Equality Plan is intended to be a dynamic project that will develop based on ongoing monitoring and evaluation. An important element is the influence of IPal PAS employees and doctoral students on the activities carried out. This will allow us to listen to the needs of the community and implement solutions that are appropriate in the face of the changing dynamics of the work environment.

1.2. Stages of preparation, implementation, monitoring and evaluation of the Gender Equality Plan

Preparation stage

As part of the preliminary stage, a team for the development of the Gender Equality Plan was established, which included representatives of doctoral students, administrative, scientific, and technical employees, as well as members of the directorship representing various genders, age groups, sexual orientations, and nationalities. The team prepared the Plan after conducting a quantitative and qualitative diagnosis, taking into account gender equality issues and "Gender Plus" issues, such as exclusion due to age, linguistic origin, disability, religion or beliefs, sexual orientation, and appearance.

The plan has been prepared following the four basic criteria described in the European Commission's Gender Equality Plan guidelines:

- **Public document:** The GEP must be a formal document published on the institution's website, signed by the top management and actively communicated within the institution. It should demonstrate a commitment to gender equality, set clear goals and detailed actions and measures to achieve them.
- **Dedicated resources:** a GEP must have dedicated resources and expertise in gender equality to implement the plan. Organisations should consider what type and volume of resources are required to support an ongoing process of sustainable organisational change.
- **Data collection and monitoring:** organisations must collect sex/ gender disaggregated data on personnel (and students, for the establishments concerned) with annual reporting based on indicators. Organisations should consider how to select the most relevant indicators, how to collect and analyse the data, including resources to do so, and should ensure that data is published and monitored on an annual basis. This data should inform the GEP's objectives and targets, indicators, and ongoing evaluation of progress
- **Training:** The GEP must also include awareness-raising and training actions on gender equality. These activities should engage the whole organisation and be an evidence-based, ongoing and long-term process. Activities should cover unconscious gender biases training aimed at staff and decision-makers and can also include communication activities and gender equality training that focuses on specific topics or addresses specific groups

The activities of the team for the preparation of the Gender Equality Plan end with the submission of the developed Gender Equality Plan to the Director of IPal PAS in order to decide on its approval.

The next stages are the tasks of the equality team carried out after the plan is implemented by the Director of IPal PAS.

Implementation stage

The equality team will be responsible for carrying out the activities included in the Gender Equality Plan following the schedule, as well as serving as a consultation and contact point in matters of discrimination, collecting information on good equality practices and disseminating these practices, as well as providing information about equality courses and training.

Monitoring stage

The scope of activities includes monitoring issues of equal treatment in all areas (such as gender, age, disability, foreign language) following the schedule set out in the Gender Equality Plan. In addition, the team commits to:

- conducting equality surveys midway and at the end of the period specified in the plan,
- submitting to the Director of IPal PAS a report summarizing its activities in the middle and at the end of the period specified in the plan,

- presenting the report to employees and doctoral students of IPal PAS after obtaining the Director's approval, in the form indicated by the Director.

Evaluation stage

The scope of activities includes carrying out an evaluation of the Gender Equality Plan in the last year of the proposed period and presenting its results in the form of a report submitted to the Director of IPal PAS by the equality team. The collected materials will be used to prepare the Gender Equality Plan for the coming years.

1.3. Definitions and terminology

Acceptance – expressing consent to something, showing favourable judgment and accepting some assessment, opinion or action. The acceptance process supports the implementation of changes by a given entity and the achievement of its own goals.

There are three types of acceptance:

- 1) acceptance of other people,
- 2) acceptance of entire social groups,
- 3) acceptance of norms and rules, thanks to which, to a certain extent, approval of the implementation and acceptance of self-person is expressed.

Discrimination – the unjust and differential treatment of the members of different age, gender, racial, ethnic, religious, national, ability identity, sexual orientation, socioeconomic, and other groups at the individual level (e.g., behavioral manifestation of prejudice involving negative, hostile, and injurious treatment of the members of targeted groups) and the institutional/structural level (e.g., operating procedures, laws, and policies) that favor certain groups over others and has the effect of restricting opportunities for other groups. Discrimination is usually the behavioral manifestation of prejudice and therefore involves negative, hostile, and injurious treatment of the members of rejected groups. By contrast, reverse discrimination is the favorable treatment of the oppressed group rather than the typically favored group.

Sex – Sex refers to the biological status of being male, female, or intersex.

Gender – the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for different genders. In a human context, the distinction between gender and sex reflects the usage of these terms: Sex refers to the biological status of being male, female, or intersex, whereas gender implies the psychological, behavioral, social, and cultural aspects of gender (i.e., masculinity, femininity, nonbinary, nonconforming, or other gender).

Social Equality – equivalent treatment of and opportunity for members of different groups within society regardless of individual distinctions of race, ethnicity, gender, age, social class, socioeconomic status, sexual orientation, or other characteristics or circumstances. Given its breadth, social equality remains a global ideal yet to be obtained. Hierarchies continue to exist worldwide in which different groups of people are distinguished—whether intentionally or unintentionally—and consequently experience differential treatment that

produces divergent daily realities. Consider marriage as an example. Many societies do not permit same-sex marriage, which means that LGBTQ+ individuals in those societies do not have the same legal, economic, and civil rights as their heterosexual counterparts.

Diversity – the representation or composition of various population and social identity groups in a work group, organization, or community, diversity can include such factors as race, ethnicity, culture, gender, gender identity and expression, sexual orientation, socioeconomic status, religion, spirituality, disability, age, national origin, immigration status, and language.

Tolerance – acceptance of others whose actions, beliefs, physical capabilities, religion, customs, ethnicity, nationality, and so on differ from one's own.

Gender identity – a person's psychological sense of self in relation to their gender. Many people describe gender identity as a deeply felt, inherent sense of being a boy, a man, or male; a girl, a woman, or female; or a nonbinary gender (e.g., genderqueer, gender-neutral, agender, gender-fluid, transgender) that may or may not correspond to a person's sex assigned at birth, presumed gender based on sex assignment, or primary or secondary sex characteristics. Although the dominant approach in psychology for many years had been to regard gender identity as residing in individuals, the important influence of societal structures, cultural expectations, and personal interactions in its development is now recognized as well. Significant evidence now exists to support the conceptualization of gender identity as influenced by both environmental and biological factors.

Source:

American Psychology Association dictionary <https://dictionary.apa.org/>

2. Diagnosis

The diagnosis was made based on data on the structure of employment and remuneration (Table 1) and information collected during an anonymous survey conducted among employees and doctoral students in October 2024.

2.1. Employment structure

As of 30th of September 2024, IPal PAN employs 47 people, including 9 employees of the technical department, 6 employees of the administration and accounting department, 2 library employees, 5 employees of the Museum of Evolution and 25 researchers.

Researchers are represented by: 11 assistant professors, 2 assistant professors with the degree of P.hD., D.Sc., 8 professors of the Institute, and 4 professors. Among the employees of IPal PAN, one foreigner is directing an NCN Polonez Bis grant.

Table 1. Employment and remuneration (as of September 30, 2024).

Division by sex		The value of the basic salary concerning the lowest earnings in a given position (taken as 100%)	
Job title/job group			
Women	Men	Women	Men
professor – 4 pers., 4 et.			
1	3	100%	3 pers. – 100% 1 per. – 125.5%
professor of Institute – 8 pers., 8 et.			
3	5	100%	100%
Ph.D. (assistant professor) – 2 pers., 2 et.			
1	1	100%	100%
Doctor (assistant professor, chief specialist) – 11 pers., 10.33 et.			
2	9	100% / 117%*	6 pers. – 100% 115.9%*/ 142.7%*/ 253.6%*
Technical department – 9 pers., 8.35 et.			
6	3	100% / 100% / 3 pers. – 102.2% / 112.1%	100% / 105.3% / 107.1%
Library – 2 pers., 1 et.			
2	0	100% / 123.9%	–
Administration and accounting department - 6 pers., 5.5 et.			
5	1	106.7% / 111.11% / 120%/ 133.33% / 135.6% (including chief accountant and deputy admin.)	100%
Museum of Evolution – 5 pers., 4 et.			
4	1	103.2%; 104%; 112.8%; 124.2%	100%

* remuneration from NCN projects for the duration of the projects

47 people (including a person on unpaid leave from July 2021 to September 2025)

43.18 full-time positions (as above)

remuneration for part-time positions was converted into 1 piece.

Doctoral students at the Doctoral School from October 1, 2024.	
Women	Men
4	2

The Institute co-runs the Bioplanet Doctoral School, which educates 6 Ph.D. students from IPal PAS (4 women and 2 men).

The employment of employees for scientific positions at IPal PAS is carried out following the new Regulations for recruitment for scientific positions at the Institute of Paleobiology of the Polish Academy of Sciences, in force from the 14th of May 2024. In the recruitment process (both for scientific, technical, and administrative positions), IPal PAS is obliged to use OTS-R policy principles (i.e., open, transparent, and substantive recruitment). IPal PAS is guided by the overarching principle that the only criterion for assessing an employee for a given position is their qualifications.

Currently, the Institute exhibits a sex-balanced employment (24 women and 23 men). The graph (Fig. 1) shows the current percentage share of women and men in the employment structure. Nevertheless, a significant gender imbalance is visible in the case of leaders of research groups and individual scientific positions, where men dominate (Fig. 2). This imbalance may be partly due to the uneven gender distribution among job candidates (statistically greater interest in paleontology among men) and the impact of the Institute's previous employment policy, which did not pay attention to employing a similar number of women and men in the positions of assistant professor, Institute professor, and professor. Equal opportunities regardless of gender have since been emphasized in the new employment regulations.

Fig. 1. The current distribution of employment divided into women and men.

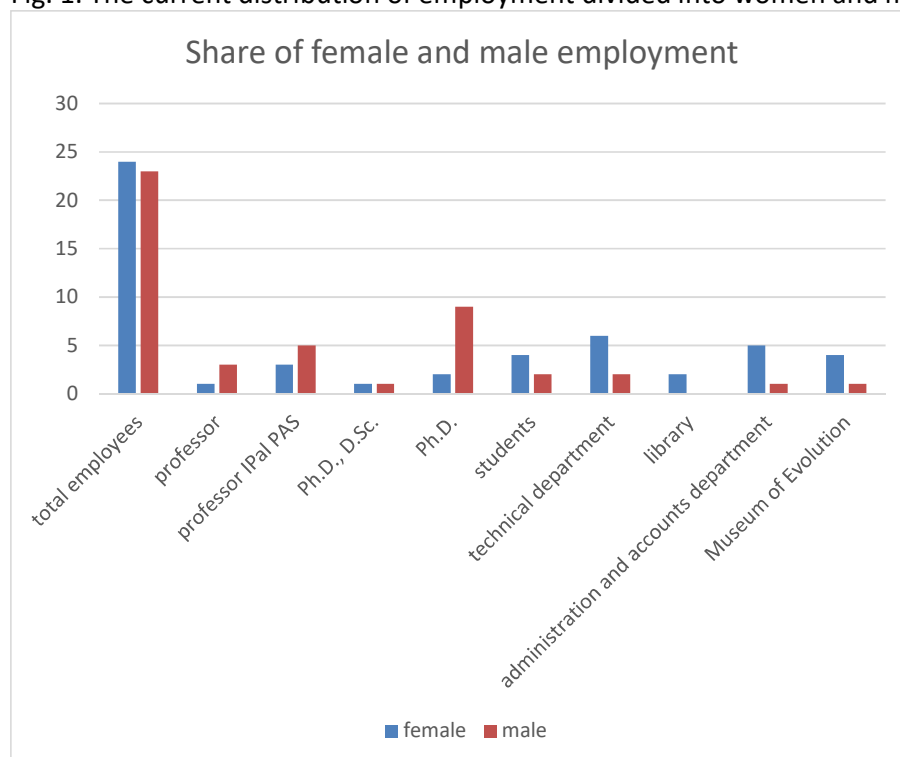
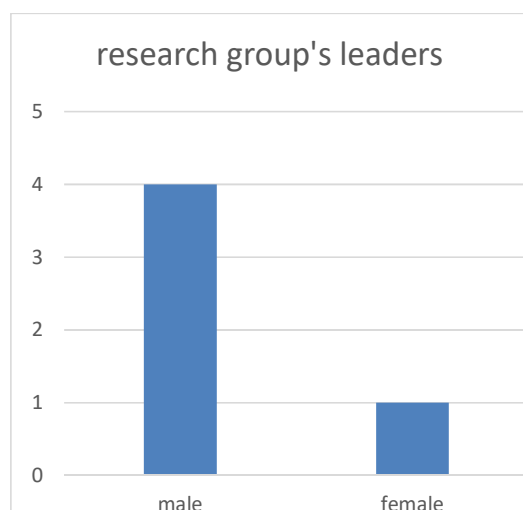


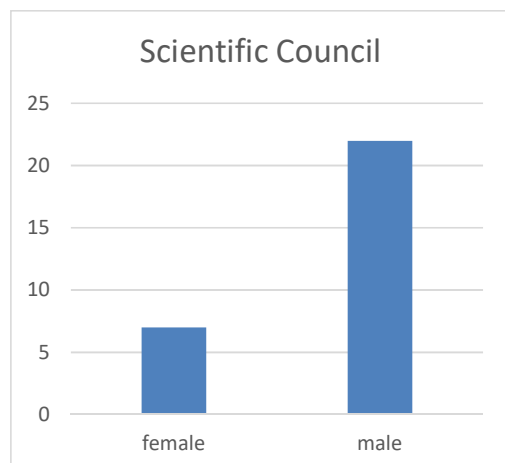
Fig. 2. Distribution of research group leaders.



Only 5 women represent independent researchers (have at least habilitation), out of whom one is involved in managerial functions (research group leader and coordinator of the Doctoral School). Moreover, women predominate in other "non-scientific" positions at the Institute (in the technical, library, administrative, and accounting departments, and the Museum of Evolution).

A significant imbalance with a significant majority of men is observed in the composition of the Scientific Council, which is represented by 29 people, including 7 women and 22 men (Fig. 3). This imbalance could be a result of the above-mentioned previous employment policy at the institute, which results in a small number of women with post-doctoral degrees. However, the disproportion in the gender structure is significantly deepened by the number of people from outside the Institute who are members of the IPal PAN Scientific Council (including one woman out of three representatives appointed by the PAN; and only one woman among the 11 elected members of the Scientific Council). Among doctoral students and recent (> 2015) graduates of the doctoral school, there is a visible domination of females (9 women vs. 4 men).

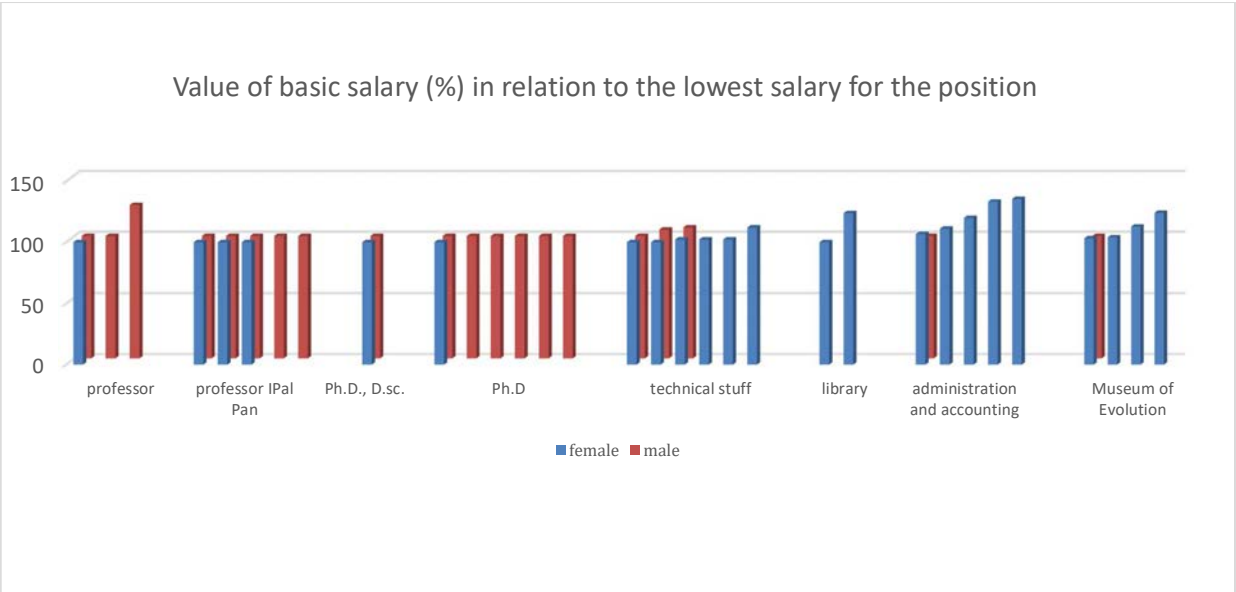
Fig. 3. Distribution of women and men in the Scientific Council of IPal PAS.



Employee remuneration is not gender-specific and depends solely on the position and/or function held (e.g. Director, Chief Laboratory Specialist, etc.). Employees' earnings are the same or close, in a similar position and are not gender dependent (Fig. 4). None of the remuneration components depend on the employee's gender. Four assistant professors receive salaries higher than the basic salaries for the same position at the Institute, but these are people financed from external funds (NCN projects). Additionally, one assistant professor is on unpaid leave.

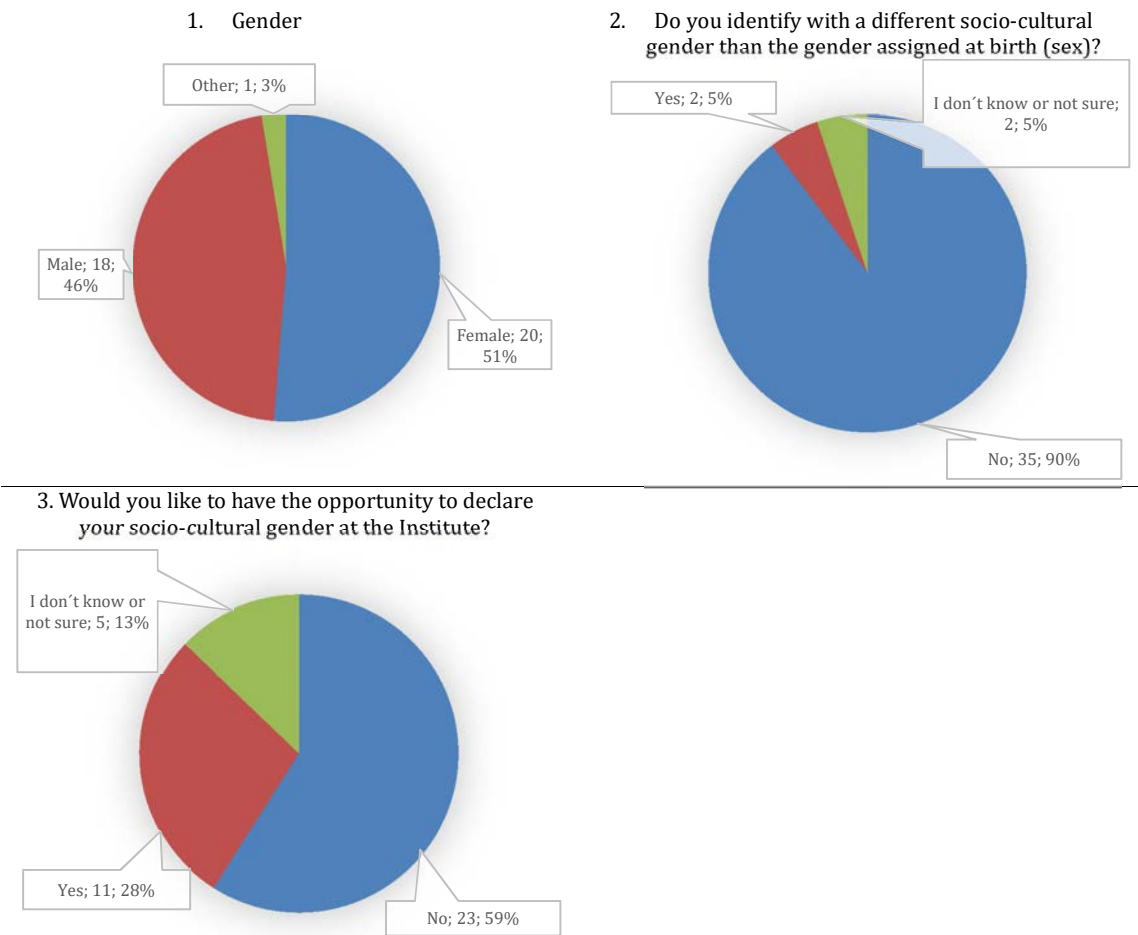
The Institute offers the option of remote and/or hybrid work, which the employees often use. In the case of two people with children, it is possible to conduct research away from the Institute building.

Fig. 4. The relative amount of the basic salary in a given position concerning the lowest earnings in a given position (taken as 100%). Employees employed under the grant were excluded.

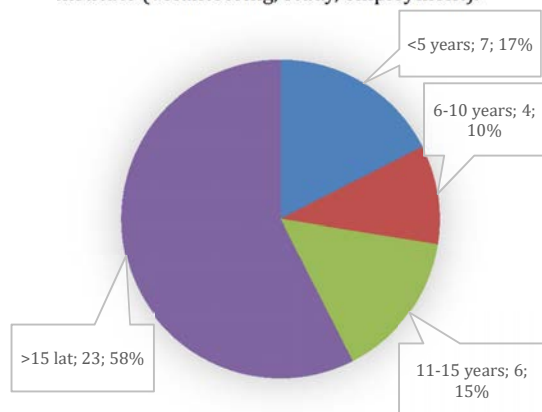


2.2. Detailed results survey "Equality at IPal PAS"

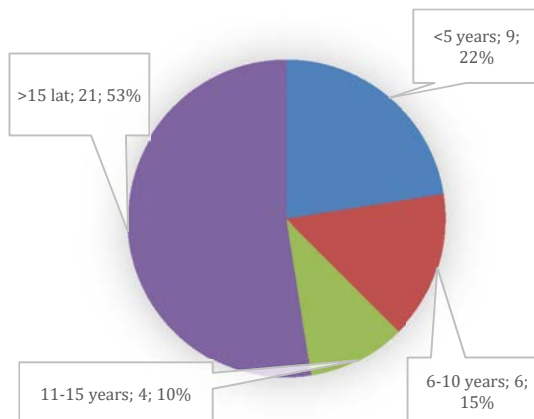
Biological gender and gender identity



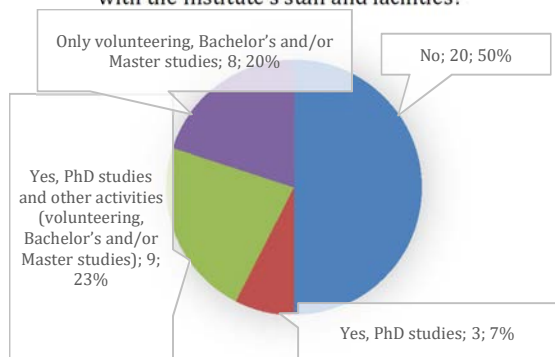
4. How long have you been associated with IPal PAS?
Please include any activity during which you have had regular contact with the staff and facilities of the Institute (volunteering, study, employment).



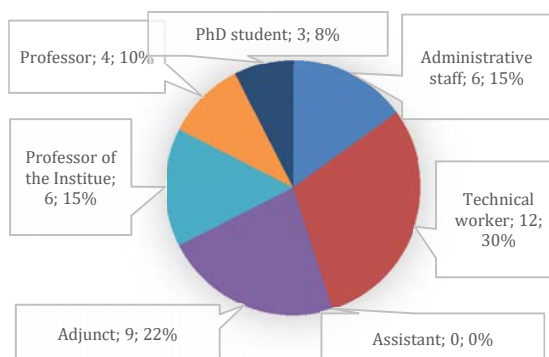
5. How long have you been working at the IPal PAS (employment contract)?



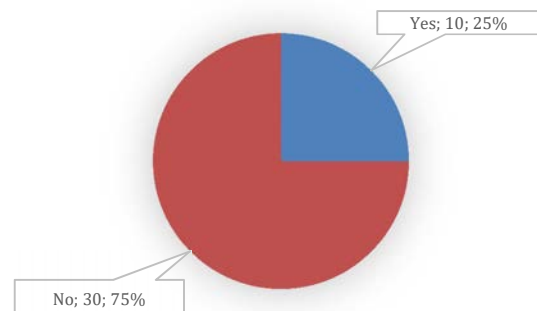
6. Did you have any other activities prior to your employment at IPal PAS that required regular contact with the Institute's staff and facilities?



7. What is your position at the IPal PAS?

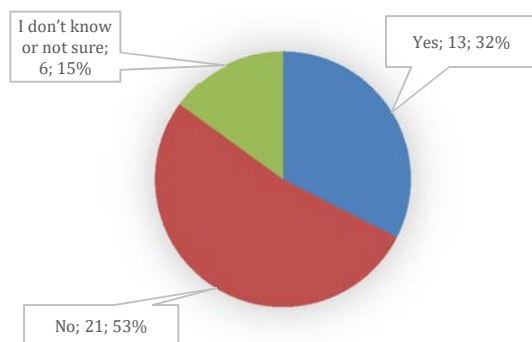


8. In the past, was the nature of your employment at the IPal PAS (administrative employee, technical employee, researcher) different than it is now?

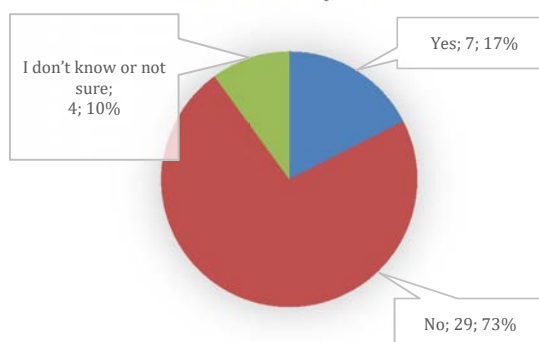


Manifestations of discrimination

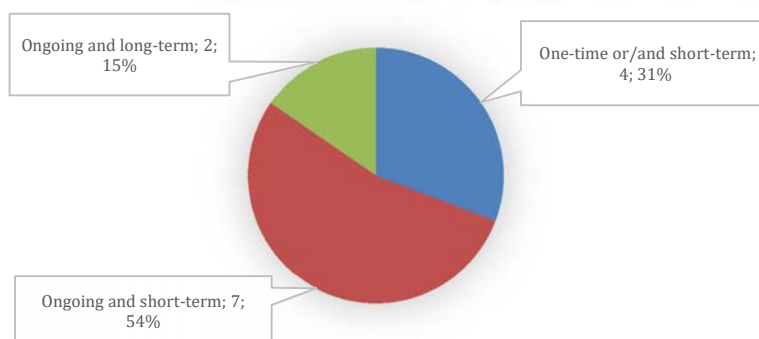
1. Have you ever been discriminated against at the IPal PAS?



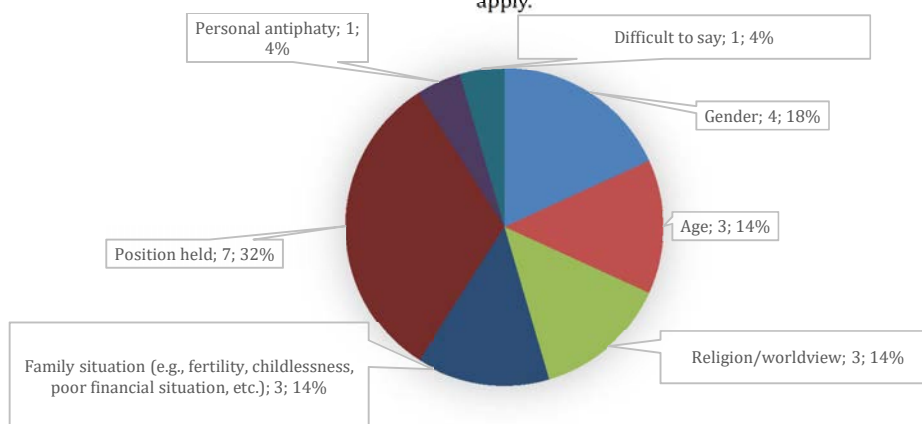
2. Have you been affected by discrimination at the IPal PAS in the last 5 years?



3. If you answered "Yes" to points 1 or 2 above, please specify, was the discrimination:

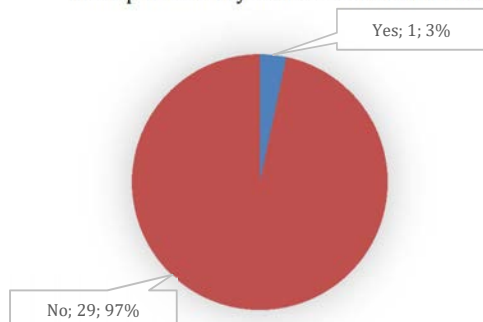


4. If you answered "yes" to question 1 or 2, please state the reason for the discrimination. Please check all that apply.

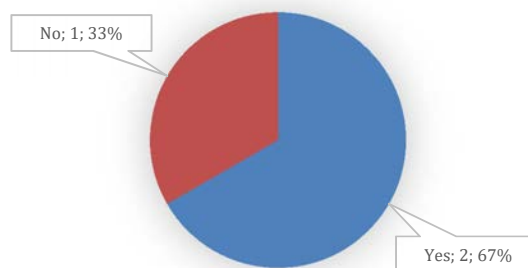


Manifestations of discrimination – continued

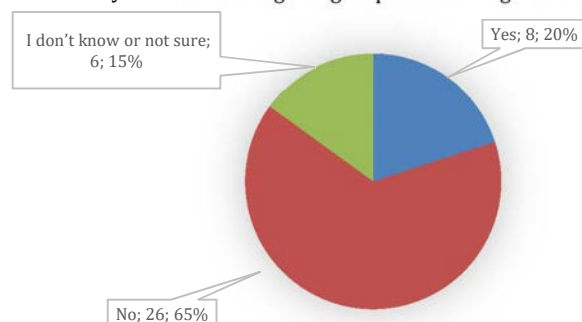
5. Have you ever communicated or behaved in a way that could be perceived by others as discrimination?



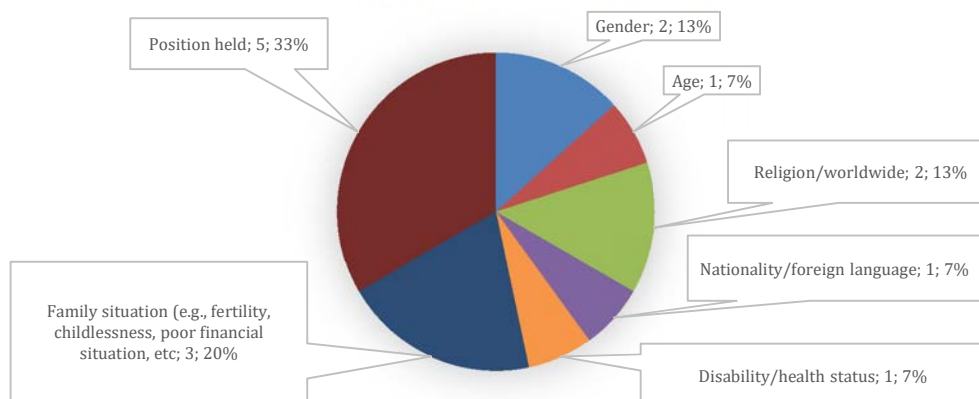
6. If you answered "yes" to question 5, did you seek to clarify the situation or issue an apology?



7. Do you consider yourself to belong to a group that is at higher risk of being discriminated?

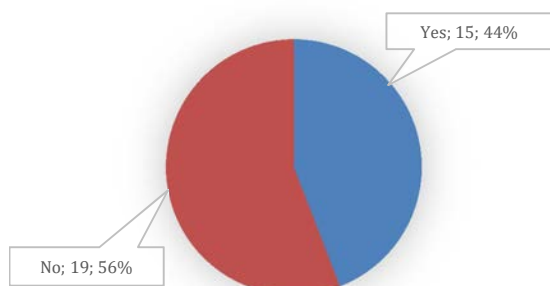


8. If the answer to question 7 is "yes", what might be the basis for this discrimination? Please select all that apply.

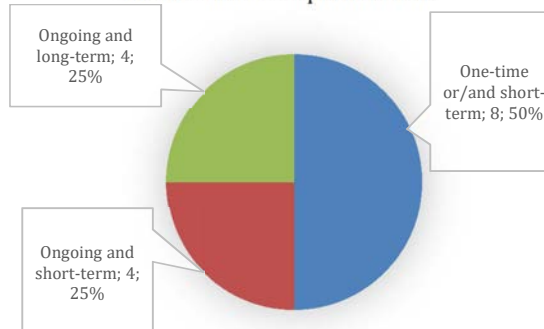


Manifestations of discrimination – continued

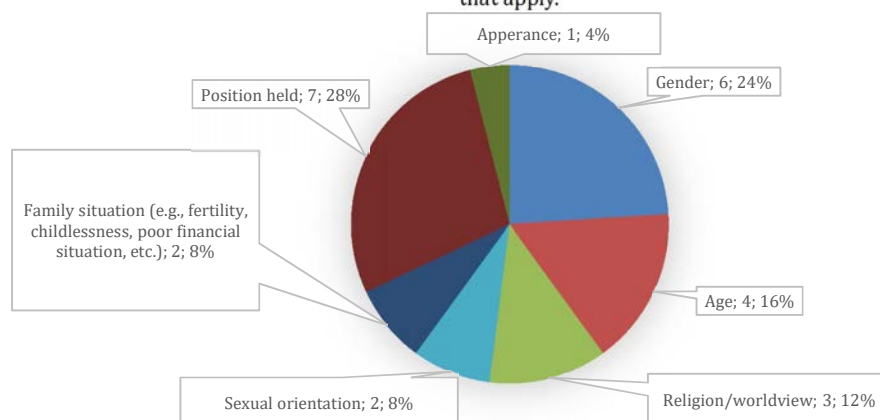
9. Have you witnessed discrimination in IPal PAN?



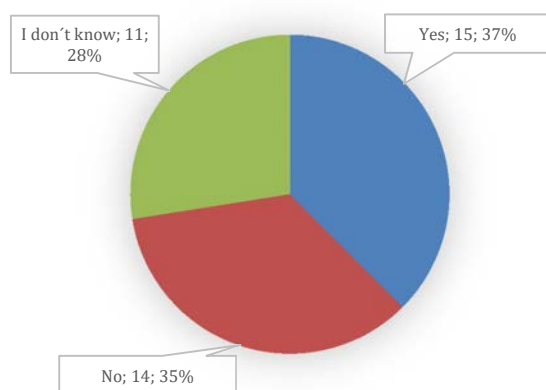
10. If you answered “yes” to question 9, please state whether this was a phenomenon:



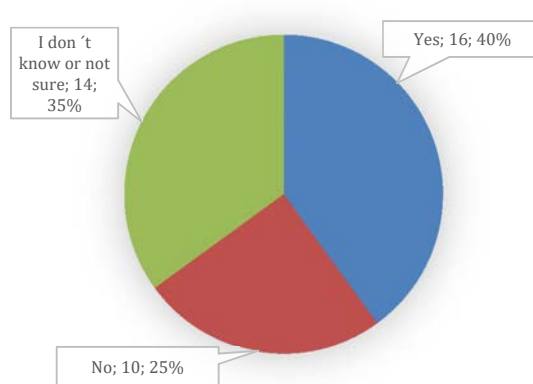
11. If you answered “yes” to question 9, what was the basis for the discrimination you observed? Please select all that apply.



12. Do you think there is someone in IPal PAN who you can turn to for help in the event of discrimination or observation of such a phenomenon?

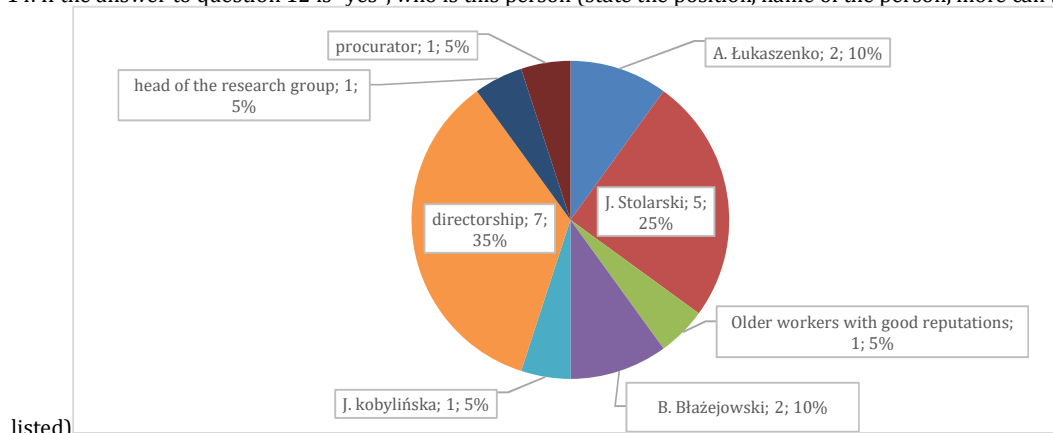


13. In your opinion, does IPal PAN carry out activities related to the pursuit of equal rights/prevention of discrimination?



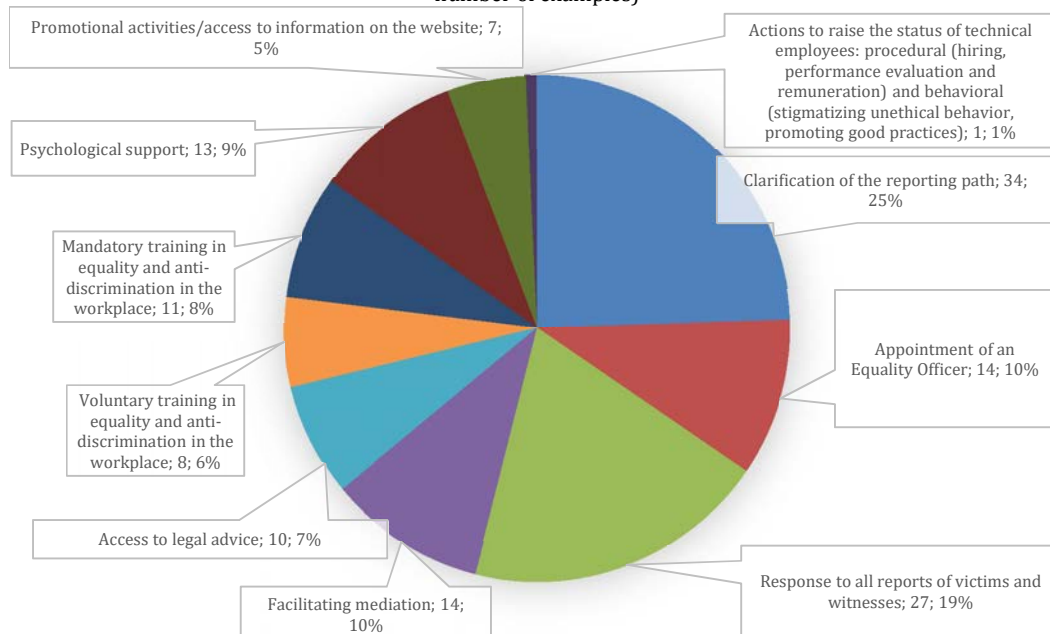
Manifestations of discrimination – continued

14. If the answer to question 12 is "yes", who is this person (state the position, name of the person, more can be



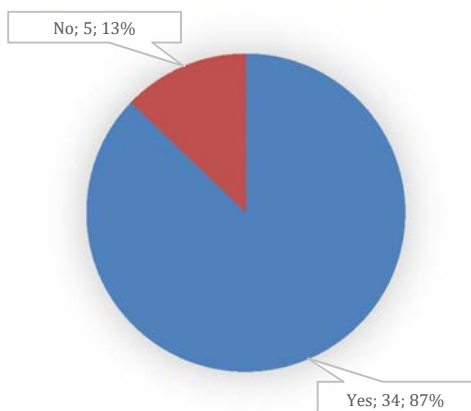
listed)

15. What actions should be taken in the field of equality/prevention of discrimination? (you can choose any number of examples)

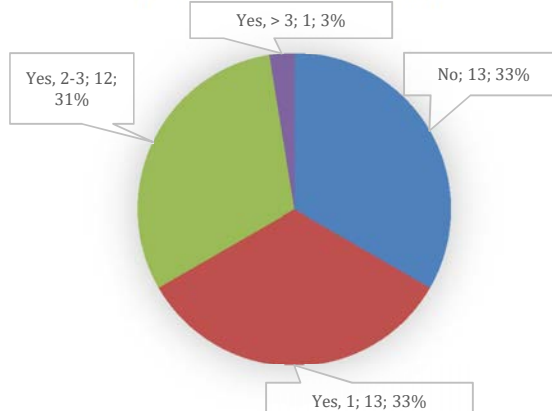


Family situation and work/studies

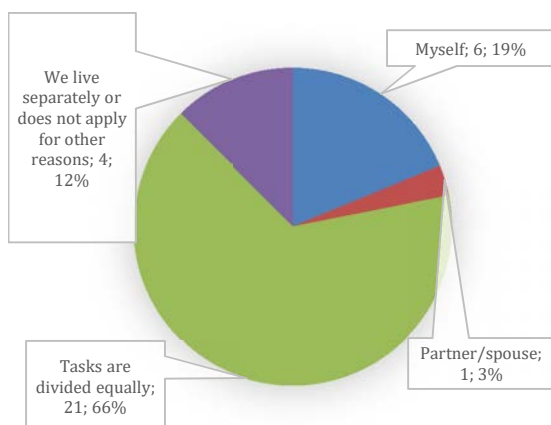
1. Do you have a family in the broad sense (do you have a permanent partner, spouse, children)?



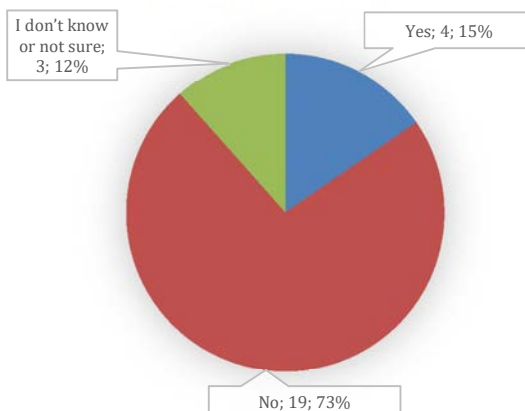
2. Do you have children or are you a permanent or temporary carer? If so, how many?



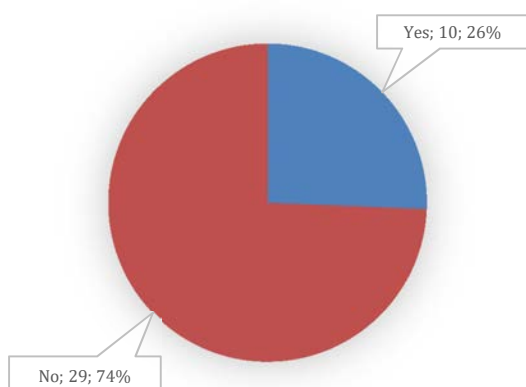
3. If the answer to question 1 is "yes", who do you think does the most housework?



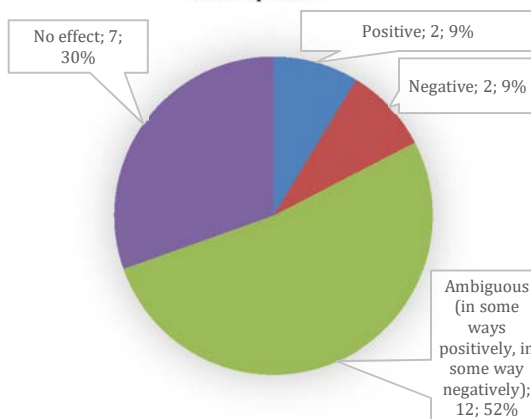
4. If you answered "yes" or "equally" to question 3, do you think that this has a negative impact on your work and career development?



5. Do you have other adults (not children) in your care who require constant assistance, e.g. parents, partner or spouse?

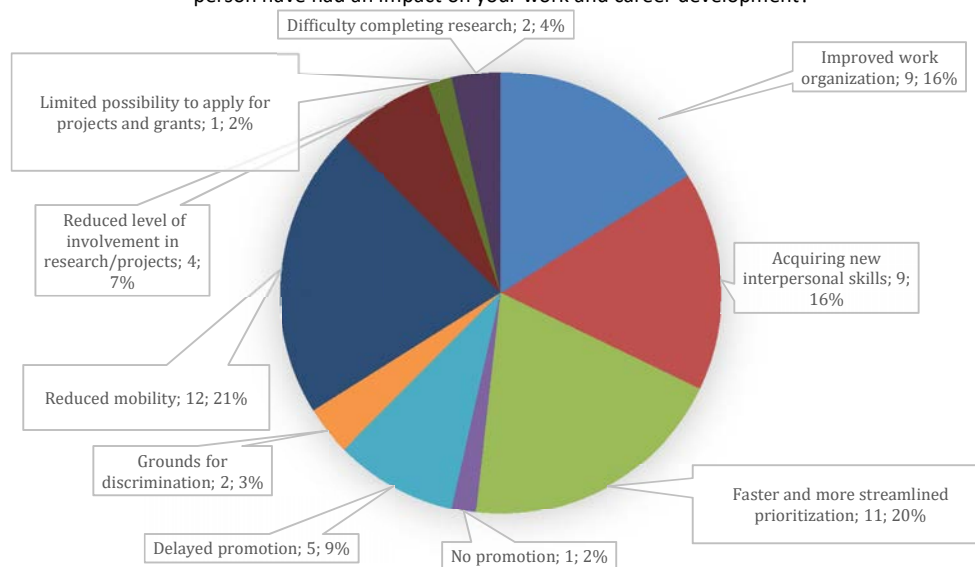


6. If you answered yes to questions 2 or 5 (i.e. you have a child/children and/or another person in your care), how does this affect your work and career development?

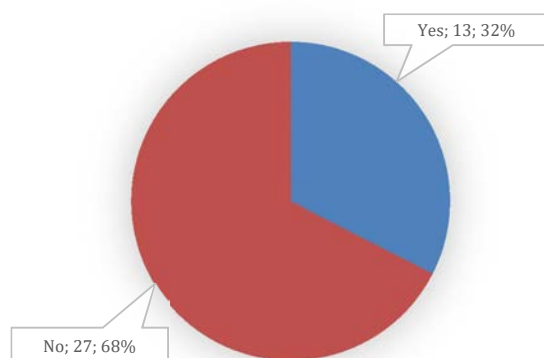


Family situation and work/studies – continued

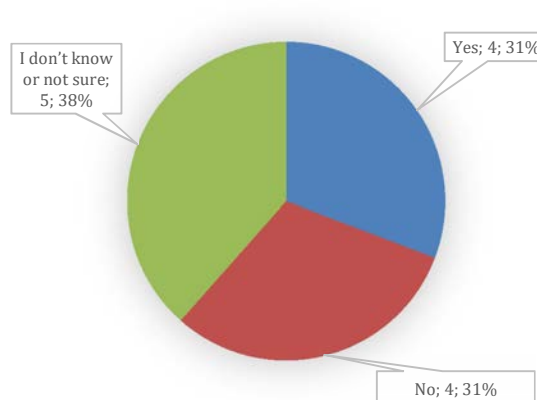
7. If you answered yes to questions 2 or 5, do you feel that any of the following impacts of caring for children or another person have had an impact on your work and career development?



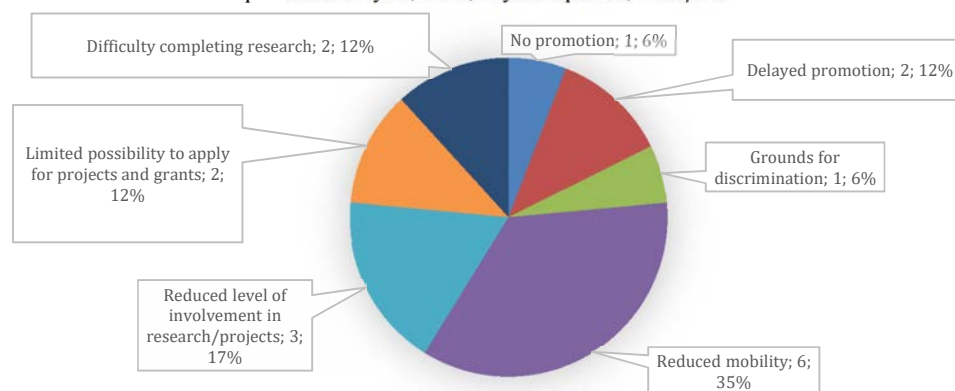
8. Have you been on maternity/paternity leave or parental leave?



9. If you answered "yes" to question 8, do you feel that this type of leave had a negative impact on your career development?

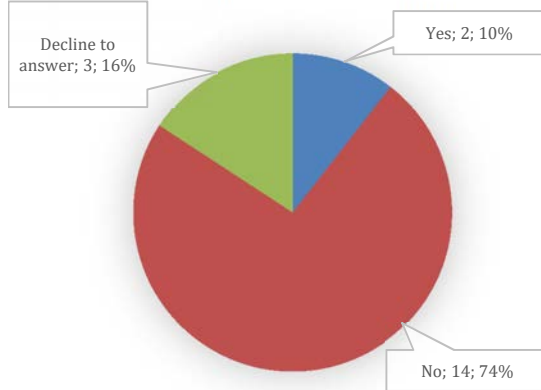


10. If the answer to question 8 is "yes", what, in your opinion, were/are the effects of such leave?



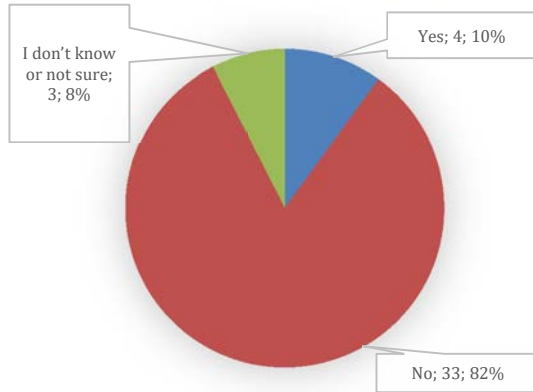
Family situation and work/studies – continued

11. If you do not have children, is this due to fear of, for example, losing your position, delaying or reversing your professional career development?

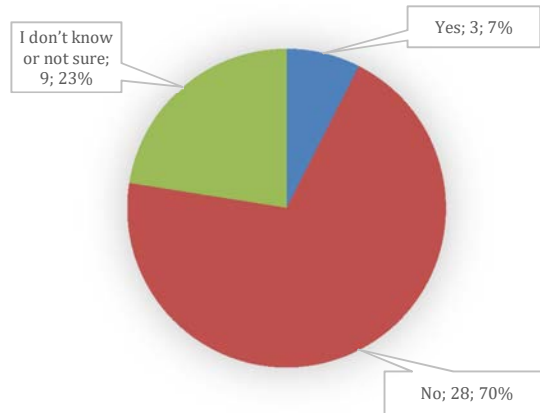


Gender and position

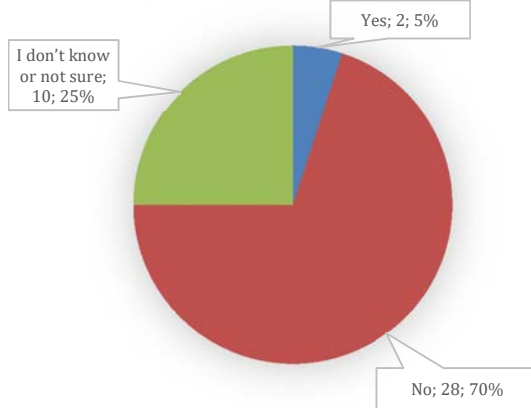
1. Do you think that the number of responsibilities in your job is greater than the number of responsibilities of a person of the opposite sex in a similar position?



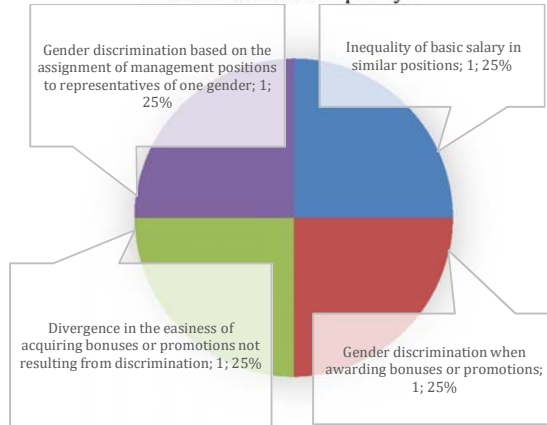
2. Do you think that people of the opposite sex in a similar position have a higher basic salary than you?



3. Do you think that the amount of wages in IPal PAN is in some respects dependent on gender?



4. If the answer to question 3 is "yes," what might be the reasons for such inequality?

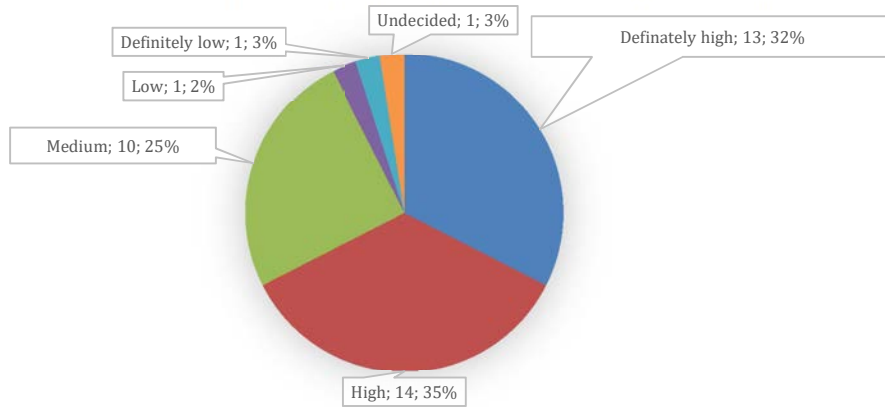


Do you have any proposed solutions to problems related to gender discrimination?

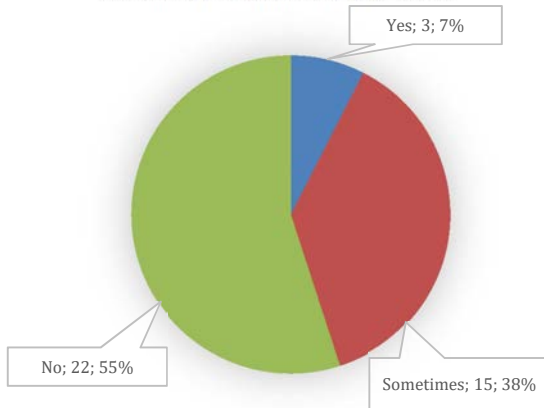
- To have equal salary
- Increasing employee awareness of this issue.
- No (x2)

Employee/PhD student and supervisor relationships

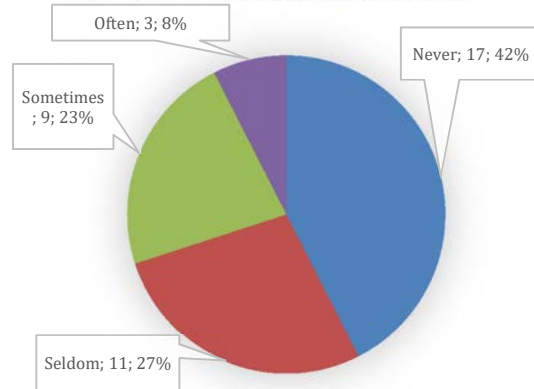
1. How do you assess the degree of your professional independence (the ability to make independent decisions and take actions related to the position you hold) in relation to the position you hold or the stage of your career development?



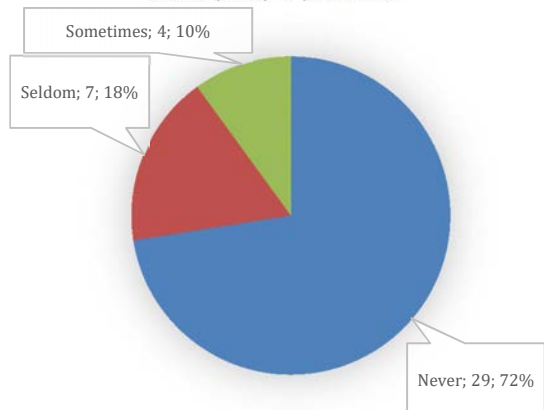
2. Do you ever feel pressured by your superiors regarding the quality and quantity of your work?



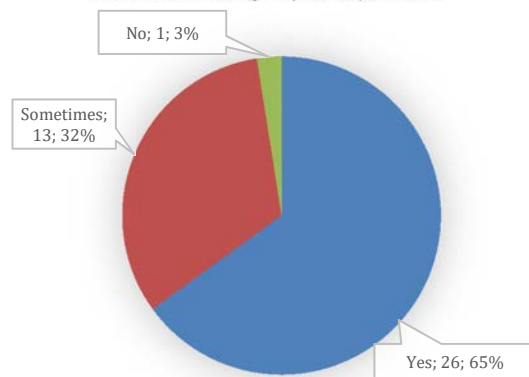
3. Have you ever been forced to perform a task that goes beyond the duties assigned to your position?



4. Have you ever felt ridiculed by your supervisor in terms of the quality of your work?

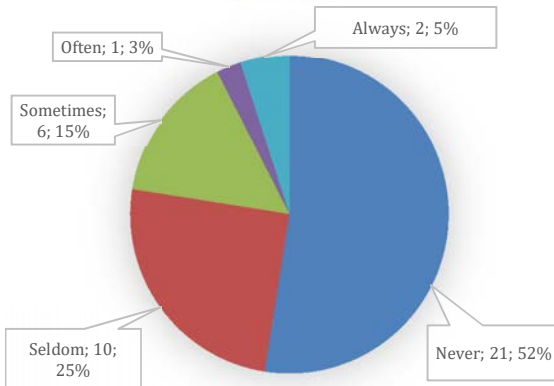


5. Are you able to set clear boundaries regarding your work when talking to your supervisor?

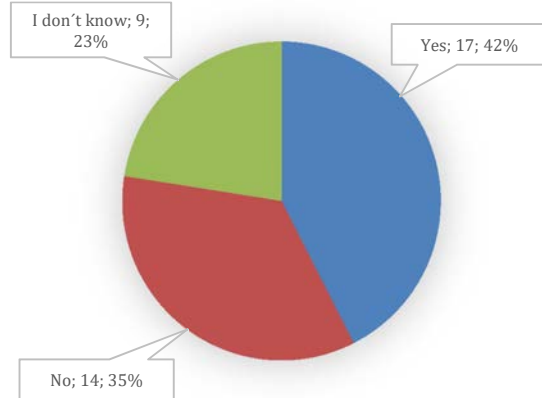


Employee/PhD student and supervisor relationships – continued

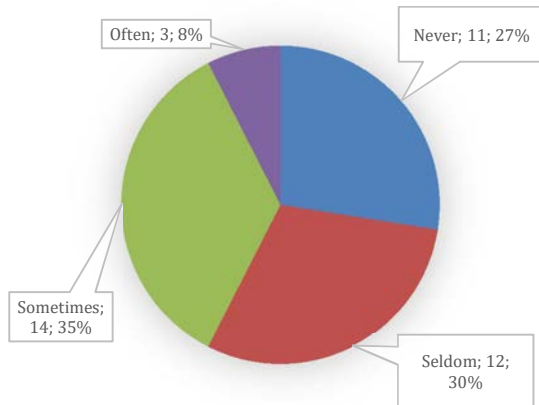
6. Do you receive calls after hours/while on vacation (non-emergency)?



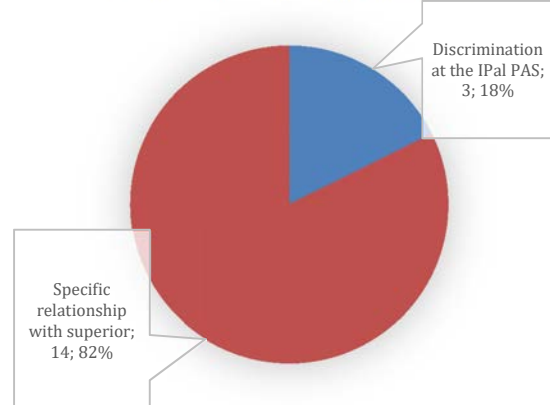
7. Do you feel that the remuneration you receive is inadequate to the number of duties you perform?



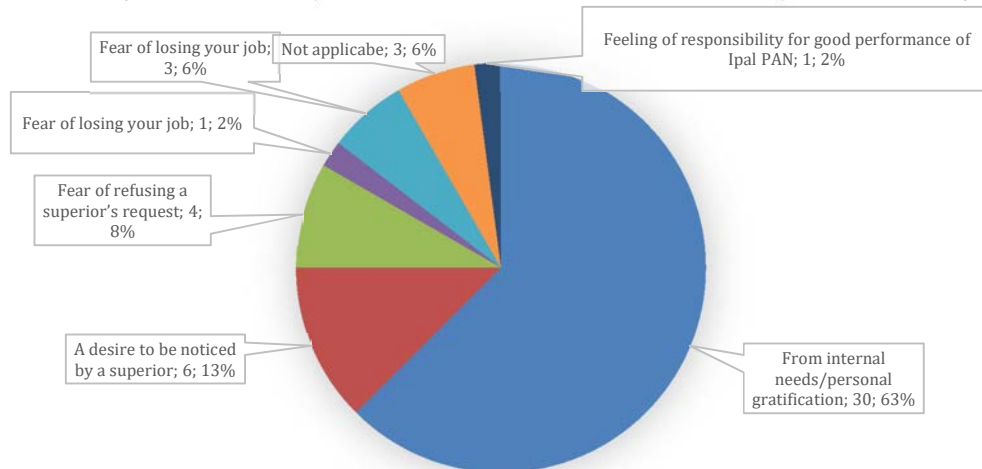
8. How often do you feel that you should take on additional responsibilities to demonstrate your value as an employee/PhD student?



9. If your answers to the above 10 questions raise disturbing aspects, do you believe that this is related to a manifestation of systemic discrimination at IPal PAN or to a specific relationship with your superior?

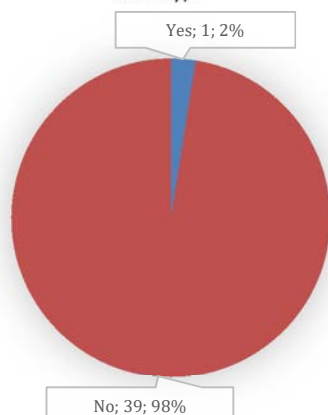


10. What makes you feel the need to perform additional duties in order to demonstrate your value as an employee?

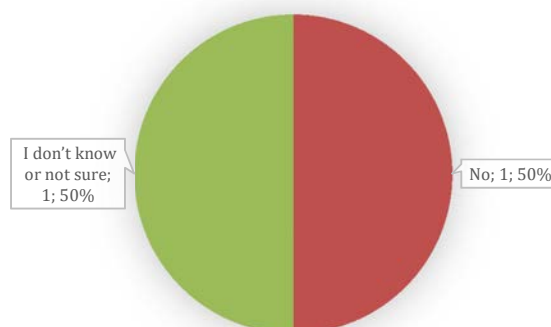


Foreign language, other nationality

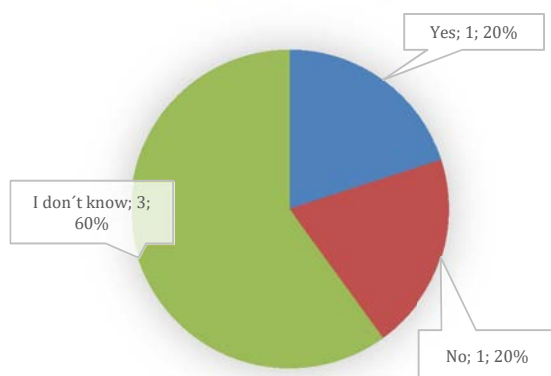
1. Are you a foreign speaker (you do not speak Polish fluently)?



2. If you answered "yes" to question 1, do you feel discriminated against for this reason at IPal PAN?



3. If the answer to question 1 is "yes", do you believe that IPal PAN counteracts discrimination on the grounds of foreign language proficiency?



4. If the answer to question 3 is yes, could you explain how?

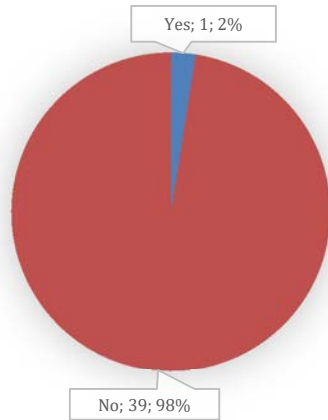
-Foreign-speaking people are always under someone's care

5. Do you have any specific proposals for solving problems related to foreign language issues, e.g. documents should be in English (we are already working on this)?

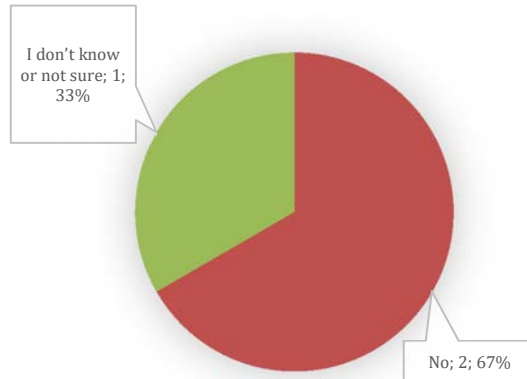
- For me would be better to meet more often with others. To feel more to be a member of the team.

Disability and work/studies

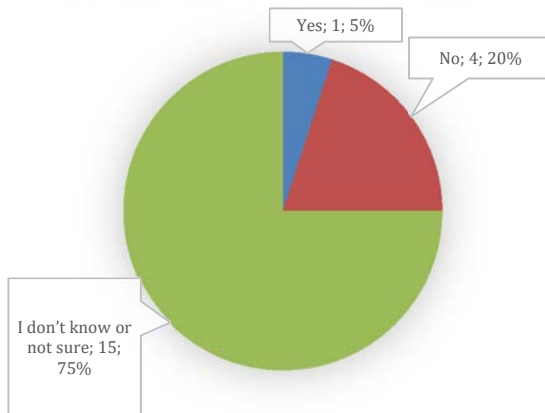
1. Are you a disabled person?



2. Has your disability been the subject of discrimination at IPal PAN?



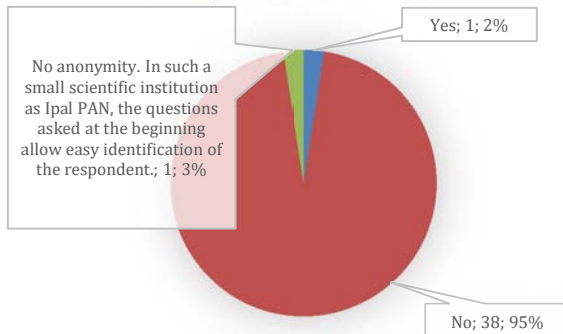
3. Do you think that IPal PAN counteracts discrimination on the grounds of disability?



4. Do you have any specific suggestions for solving problems related to disability, e.g. what facilities we could introduce for you?

- The building should have toilets adapted for disabled people (e.g. ground floor, sixth floor).
- Door signs should be more legible (currently: black text on a dark blue background).

Do you feel there is any issue/problem missing from the above survey?



In addition, to the question: “do you have any suggestions for improving working conditions at IPal PAN?”, the respondents provided a number of answers:

- More general meetings, more opportunities to meet. Coffee breaks together?
- higher remuneration; fewer responsibilities; fewer official meetings with employees and instead handling matters individually between the people concerned; more remote work and less at the institute
- In the current political and economic situation, it is difficult to expect anything more.
- A transparent path for reporting discrimination, respecting employee leave.
- A general question, does not really fit the phenomenon of discrimination
- Allowing universal remote access to desktop computers, intranet and server resources (archive, paleoshare) and creating a "forum" for internal communication between employees/students.
- no
- 1) Organizing regular meetings in employee groups and general meetings, with the participation of employees from different groups (including the participation of superiors), in order to clarify conflicting issues and understand the specifics of work in different positions at IPal PAN.
- 2) Planning tasks to be performed in advance so that a leave or unplanned absence of an employee (e.g. due to illness) does not result in the need to seek contact with the employee during their justified absence, causing unnecessary stress and discomfort. Clearly establish deadlines and scope of work for individual employees.
- 3) Teamwork, which would allow for the fact that in the event of, for example, an employee's unplanned absence, a given project would be implemented by the efforts of other people involved, while respecting the employee's right to convalescence during illness or to deal with other urgent random matters."
- No
- More support in non-scientific areas would be useful.
- I do not have
- periodic meetings/workshops addressing issues of cooperation and communication between all employees. Clearly explain to employees what discrimination is and how it can be expressed, and what behaviors and comments may be perceived negatively.

2.2.1. Summary of the most important survey results

The anonymous online survey consisted of questions relating to various issues (sex and gender identity, manifestations of discrimination, family situation and work/study, gender and position, employee/doctoral student and supervisor relations, foreign languages, foreign nationality, disability and work/study). All questions in the questionnaire were optional. Only the most important general conclusions resulting from the survey are presented below.

The survey was completed by 40 employees and doctoral students, constituting 78.4 % people working and studying at IPal PAS. The survey was completed by a similar number of women (51%) and men (46%), with 3% of respondents defining their gender as "other". All age groups identified in the survey, with different work experience, orientation, religion, and

holding various positions, participated in the survey. Therefore, the survey results can be considered representative. Importantly, 10% of employees identify with a different socio-cultural gender than the sex assigned at birth (5%) or are unsure about their identity (5%). 28% of respondents would like to be able to declare their gender, and 13% are not sure about it. The survey shows that the community of IPal PAS employees is diverse in terms of sexual orientation (90% heterosexual people, but homosexual, bisexual, and asexual people are also represented) and religion and ideology (58% atheists, 3% agnostics, 39% Christians).

An important element of the survey were questions about discrimination. Just over half of the respondents (53%) have never been affected by discrimination at IPal PAS, however, as many as 32% of respondents answered affirmatively, and 15% do not know or are not sure. However, it is worth noting that the number of people affected by discrimination has decreased significantly in the last 5 years (to 17% of people affected by discrimination and 10% of people who are not sure). The responses indicate that discrimination is usually of a repeatable and short-term nature (54%). The dominant grounds for discrimination were not identified, but the most frequently mentioned were position (32%) and gender (18%). Surprisingly, only 3% of respondents admit that their actions could be perceived as discriminatory. This indicates the need to carry out educational activities to increase awareness of the problem of discrimination among employees.

Only 40% of respondents believe that IPal PAS introduces activities in the field of equal rights/preventing discrimination. Among the actions that should be taken at IPal PAS as part of equal rights and prevention of discrimination, respondents listed several different proposals, but most often they mentioned setting a reporting path (25%).

The vast majority (87%) of respondents form a family in a broad sense and have children or act as a permanent/temporary caregiver (67%) or have an adult under their care (26%). Among people responsible for taking care of a child/children and/or another person who requires constant care, there were different opinions about the impact of this situation on their work and career development, however, only 9% of respondents declared a clearly negative impact. Among the noticeable effects of the impact of caring for a child/children and/or another person on work and career development, respondents mainly mention: limited mobility (21%), acquiring new interpersonal skills (16%) and improving work organization (16%), i.e., not only negative effects. Among people having taken a maternity/paternity leave, 31% believe that it had a negative impact on the development of their scientific career. Among the effects of the leaves, the most frequently declared effects were limited mobility (35%) and limited level of involvement in research/projects (17%). In both cases, the number of people declaring limited mobility exceeds the number of people declaring a clearly negative impact of their care responsibilities/leave, so not all employees perceive this phenomenon negatively.

The vast majority (82%) of respondents do not think that the number of responsibilities in her/his job is greater than the number of responsibilities of a person of the opposite gender occupying a similar position. 70% of employees and Ph.D. students who completed the survey do not think that people of different gender in a similar position have a higher basic

salary. The same number of respondents does not believe that the amount of earnings at IPal PAS is in some respect dependent on gender.

Many respondents rate their level of professional independence as high or very high (35% and 32%, respectively). Only 7% feel pressure from their superior regarding the quality and quantity of work performed; 38% sometimes feel this pressure. 42% of respondents did not happen to be forced to perform additional tasks that go beyond the duties of the position, while 27% rarely, 23% sometimes, and 8% often feel such pressure.

A high percentage of respondents (71%) have never felt ridiculed in terms of the quality of work performed by their superiors, and the majority (65%) are able to set clear boundaries regarding the work performed. 52% of respondents do not receive calls after working hours and/or during holidays (excluding emergencies). 42% of respondents believe that the remuneration received is inadequate to the number of duties performed, 35% consider it adequate. Only 8% of respondents feel a frequent, constant need to perform additional duties in order to demonstrate their value as an employee, yet most often it results from internal needs/personal gratification.

A small part of the respondents (2%) answered that they were foreign-speaking employees/students. The same percentage declares a disability. Both aspects were not subject to discrimination, but most are not sure whether IPal PAS prevents discrimination due to foreign language and/or disability.

3. Detailed implementation and monitoring schedule

In the EU Gender Action Plan (GEP), the European Commission distinguished five key areas for achieving gender balance:

- gender equality in the recruitment and career development process,
- gender balance in the management staff,
- inclusion of gender issues in research and project implementation,
- ensuring the balance between work and family life,
- taking action against gender-based violence, including sexual harassment.

As a result of the diagnosis carried out at IPal PAS, **four main goals** of the Gender Equality Plan for the Institute for 2024–2028 were established. These goals refer to the above-mentioned key areas designated by the European Commission for achieving gender equality.

GOAL 1. Increasing awareness of the importance of equality issues and preventing discrimination

Action	Addressees	Indicator	Responsible entity
Dissemination of the Gender Equality Plan for IPal PAS along with the results of the anonymous survey among employees and doctoral students.	Employees and Ph.D. students of IPal PAS.	Dissemination of the plan by e-mail and its publication on the institutional website. [Q4 2024]	Directorship and Administration.
Sending informants about training and content regarding equality and anti-discrimination issues among employees and doctoral students.	Employees and Ph.D. students of IPal PAS.	Sending information on an ongoing basis by e-mail and posting it on the Institute's website. [ongoing] Appointment from the equality team and Representative for gender equality, whose main task will be to monitor and implement the Gender Equality Plan of IPal PAN in 2024–2028. [Q1 2025]	Equality Team and Representative for Gender Equality.
Introduction anti-discrimination regulations and procedures for reporting cases of discrimination and methods of dealing with such situations.	Employees and Ph.D. students of IPal PAS.	Publishing regulations and procedures on the unit's website and sending this information to employees and doctoral students by e-mail. [Q3 2025] Information included in the annual activity report. Vocation equality team and Representative for gender equality, whose main task will be to monitor and implement the Gender Equality Plan of IPal PAN in 2024-2028. [Q1 2025]	Equality Team and Gender equality representative

Efforts to obtain funds to adapt rooms for disabled people.	Employees and Ph.D. students of IPal PAS.	Information in the annual report about activities and submitted applications. [ongoing]	Directorship
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GOAL 2. Monitoring, reducing disparities and maintaining a balanced gender level in recruitment, career development, and decision-making bodies.

Action	Addressees	Indicator	Responsible entity
Striving to maintain balanced gender representation in individual departments, research groups, committees and other teams appointed by the Scientific Council and/or the Director. Recruitment of employees and doctoral students on a gender-blind basis, i.e., without favoring or discriminating against any gender.	Employees and Ph.D. students of IPal PAS.	Comparative information in the Institute's annual reports/reports. [2024–2027]	Directorship
Striving to improve gender balance in decision-making bodies and in the Scientific Council of the IPal PAS.	Employees and Ph.D. students of IPal PAS.	Achieving a higher gender balance after the next elections to the Scientific Council, comparative information in the annual report. [Q4 2026 vs Q1 2027]	Directorship and independent research workers.

GOAL 3. Strengthening work-life balance

Action	Addressees	Indicator	Responsible entity
Conducting an information campaign regarding the possibilities making it easier to combine professional work with private life, including the possibility of a flexible work system that takes into account remote work outside the pandemic period. Enabling remote connection to a desktop computer at the Institute.	Employees and Ph.D. students of IPal PAS.	Passing new regulations for remote work. Dissemination of information on the institutional website and via e-mail. [ongoing] Establishment of an equality team and a representative for gender equality, whose main task will be to monitor and implement the Gender Equality Plan of IPal PAS in 2024–2028. [Q1 2025]	Directorship, Equality Team and Representative for Gender Equality.
Developing a path for reporting the current needs of employees and doctoral students. Organizing information meetings with employees depending on needs.	Employees and Ph.D. students of IPal PAS.	Dissemination of information on the unit's website and via e-mail. [until the fourth quarter of 2025 and on an ongoing basis] Information included in the annual activity report. Establishment of an equality team and a representative for gender equality, whose main task will be to monitor and implement the Gender Equality Plan of IPal PAS in 2024–2028. [Q1 2025]	Directorship, equality team and representative for gender equality.

GOAL 4: Implementation of gender equality issues in research and project implementation

Action	Addressees	Indicator	Responsible entity
Sending informants and content regarding the inclusion of gender equality aspects in the content of scientific research and project implementation.	Employees and Ph.D. students of IPal PAS.	Resending information by e-mail and attaching it at the Institute's website. [ongoing] Establishment of an equality team and a representative for gender equality, whose main task will be to monitor and implement the Gender Equality Plan of IPal PAS in 2024–2028. [Q1 2025?]	Directorship, equality team and gender equality representative.

4. Summary

The Gender Equality Plan for the Institute of Paleobiology of the Polish Academy of Sciences is another solution implemented at the Institute that supports the co-creation of a friendly, non-discriminatory workplace. A detailed diagnosis revealed that the Institute is characterized by balanced employment of women and men. However, gender imbalance is visible in the case of leaders of research groups or individual scientific positions, as well as in the scientific council, where there is an overrepresentation of men. Employee remuneration is not gender-specific and depends solely on the position and/or function held. Analysis of the survey results revealed that IPal PAS employees notice discrimination problems and want to strive for equal rights. Activities included in the Plan (including, among others, conducting information campaigns on equality issues or development of procedures anti-discrimination (in the form of regulations) in rank Director's orders) are intended to support professional development regardless of gender and to increase work comfort.