

Redefining organizational culture: gender equality plans in polish universities under the lens of critical discourse analysis

Redefinicja kultury organizacyjnej: plany równości płci na polskich uniwersytetach w perspektywie krytycznej analizy dyskursu

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1. Introduction

Globally, academic institutions are facing systematic gender imbalances that must be addressed and Gender Equality Plans (GEPs) have become essential tools in this effort. In the framework of Polish public universities, this study examines the field of gender equality plans in particular and examines how they contribute to concrete changes in campus culture. Beyond being merely an institutional matter, gender equality in academics is essential to the advancement of society. Not only does gender parity in representation and involvement improve learning environments, but it also has a significant impact on society progress, creativity and accessibility. The dynamics of gender equality programs interact with particular conditions and difficulties within the Polish social and political environment. Measuring the effectiveness and potential obstacles of adopting GEPs in Polish public institutions requires an understanding of these contextual nuances.

This article aims to explore a fundamental question: Can the introduction and systematic implementation of Gender Equality Plans facilitate real, substantial changes in the organizational culture of Polish public universities? By critically analysing the impact and feasibility of GEPs, this study endeavours to shed light on the potential for transformative change and the hurdles that may impede such progress.

The following sections will delve into the multifaceted dimensions of gender equality plans, the socio-political context in Poland and the feasibility of instigating substantial cultural shifts within academic institutions through these measures.

2. Basic information about GEPs and their implementations

Gender disparities within academia have persisted for decades, spanning from inequitable representation in leadership positions to unequal access to resources, opportunities and recognition. These disparities have been documented globally and have roots in historical biases and systemic barriers against women and marginalized genders in academic settings.

For much of history, academic spaces were predominantly male-dominated, with limited access for women. Women faced systemic barriers to education, entry into academic institutions and career advancement. This exclusion stemmed from entrenched societal beliefs about women's intellectual capacities, roles in the household and limited opportunities for professional development outside traditional domestic spheres. Even as educational opportunities gradually expanded for women in the late 19th and early 20th centuries, disparities persisted. Women encountered discriminatory admission policies, limited access to resources and social norms that discouraged their pursuit of certain fields, particularly in STEM (Science, Technology, Engineering and Mathematics) (Yousaf, Schmiede 2017; Etzkowitz, Ranga 2011).

The mid-20th century witnessed notable advancements in women's access to higher education and entry into academia. However, despite these gains, gender disparities persisted in various forms. Women faced challenges in securing leadership positions, obtaining equal pay for equal work and experiencing biases in grant allocations, publication opportunities and recognition for their contributions. The academic „leaky pipeline” concept emerged, highlighting the attrition of women at different career stages within academia (Shaik, Fusulier 2010; Gasser, Shaffer 2014). This phenomenon reflected the challenges women faced in progressing to higher academic ranks due to a myriad of factors, including implicit biases, lack of mentorship and networking opportunities and inadequate support structures.

The historical backdrop of gender disparities underscores the need for deliberate and targeted interventions, such as Gender Equality Plans, to dismantle deeply ingrained barriers and foster inclusive academic environments. Understanding this historical context is crucial in comprehensively addressing present-day disparities and shaping future strategies for achieving genuine gender equality in academia (Belingheri et al. 2021). The Horizon Europe Framework Programme, the European Union's flagship research and innovation initiative, has integrated the requirement of Gender Equality Plans as a means to address gender imbalances in research and innovation. GEPs are mandatory for many

institutions participating in Horizon Europe projects, aiming to foster gender equality and inclusivity within research and academic environments. Several legal and institutional motivations drive the implementation of GEPs. These motivations encompass both national and international policies, including legislation promoting gender equality, commitments to international agreements (such as the UN Sustainable Development Goals) and the ethical imperative to create fair and inclusive academic environments.

The successful implementation of Gender Equality Plans typically necessitates adherence to four crucial process-related requisites (European Commission 2021):

- a. official documentation – GEPs must attain the status of an official document, endorsed by the institution's leader and made accessible through publication on the website;
- b. resource allocation – specific institutional resources must be designated and allocated to support the effective execution of the GEP;
- c. data-driven analysis – initiating with a comprehensive data analysis is imperative, aiming to establish pertinent indicators. Subsequently, consistent monitoring, conducted at least annually, becomes vital to assess the ongoing situation and evaluate the efficacy of the GEP;
- d. educational support – integrating educational support actions into the GEP timetable is crucial.

These training and educational initiatives play a crucial role in fostering awareness and facilitating necessary changes outlined within the GEP. There are also five thematic areas recommended for content of GEPs to comprehensively address gender disparities (European Commission 2021):

- work-life balance and organizational culture,
- gender balance in leadership and decision-making,
- recruitment and career progression,
- integration the gender dimension into research and teaching content,
- measures against gender-based violence, including sexual harassment.

Implementing GEPs involves a comprehensive approach that addresses structural and cultural aspects to foster genuine gender equality within academic institutions.

Gender Equality Plans offer a range of benefits that extend beyond addressing gender disparities, ultimately fostering enriched academic environments and yielding positive outcomes. By promoting equitable opportunities for all genders, GEPs create environments that welcome diverse perspectives, experiences and ideas. This inclusivity contributes to a vibrant intellectual atmo-

sphere, nurturing creativity, collaboration and a broader range of viewpoints within academic institutions. Addressing gender disparities involves creating policies and support mechanisms that benefit not just women but all members of the academic community. This leads to a more positive work atmosphere, increased morale and greater satisfaction among faculty, staff and students. A supportive environment is conducive to productivity, engagement and overall well-being, thereby enhancing the quality of academic life. Gender-balanced research teams and diverse perspectives resulting from GEPs often lead to better research outcomes (Turban, Wu, Zhang 2019). Studies indicate that diverse teams produce more innovative and impactful research. Institutions that prioritize gender equality through GEPs often experience enhanced competitiveness and bolstered reputation. Such institutions attract a more diverse pool of talented individuals, both in terms of recruitment and retention. Additionally, a commitment to gender equality signals institutional excellence and social responsibility, which can positively impact funding opportunities, collaborations and partnerships, thereby elevating the institution's reputation on a national and international scale (Helman, Bear, Colwell 2020).

The implementation of gender equality was a central focus of the GENOVATE project, an action-research initiative aimed at integrating Gender Equality Action Plans (GEAPs) across six European universities. This project assembled a consortium comprising members with a broad spectrum of experiences in gender equality mainstreaming. These institutions varied not only in their disciplinary and institutional backgrounds but also in their geographical and national contexts. Despite these differences, they collectively faced similar challenges in advancing women's participation in research. They identified three primary areas requiring intervention: (a) recruitment, career progression, and research support; (b) the creation of supportive working environments, work-life balance, and nurturing an inclusive institutional culture; and (c) addressing the critical areas of standards and diversity in research excellence and innovation.

The project yielded several outcomes, indicating that certain strategies and measures can effectively enhance the likelihood of successfully implementing gender equality policies. These deliverables provided empirical evidence supporting the efficacy of targeted actions in the aforementioned areas of intervention (Dursun et. al. 2016, Archibong et.al. 2016; Espinosa, Bustelo & Velasco 2016).

Yet, implementation of Gender Equality Plans within academic institutions encounters a multitude of challenges that impede their effectiveness and sus-

tainability (Roos, Mampaey, Huisman 2020). Resistance to change entrenched within the academic culture often manifests as a dismissal of gender disparities as inherent or beyond the institution's responsibility, hindering proactive measures to address them (O'Connor 2020). Compounded by a lack of commitment from leadership, GEPs face an uphill battle, compounded by insufficient funding and resources, limiting the scope and impact of initiatives. Additionally, the challenge of effectively measuring and tracking progress is compounded by deliberate omissions or concealment of certain facts in the diagnostic phase, hindering a comprehensive understanding of the existing disparities (Rosenberg, Mosca 2011). Pressures from governing authorities further complicate matters, sometimes leading to an incorrect assessment of potential disruptions in change implementation and fostering a pervasive scepticism resulting from past, especially unsuccessful, change efforts (Hodgins et. al. 2022). Moreover, self-sustaining patterns of behavior, unconscious biases and a natural resistance to change among staff pose significant barriers, rooted in entrenched elements of the organizational culture, exacerbating the challenge of fostering meaningful and lasting transformations toward gender equality (Al Saifi 2015).

That is why we have chosen to undertake a critical analysis of the current Gender Equality Plans within Polish public universities, aiming to evaluate their capacity to instigate substantial organizational transformations within academic structures. Here, the preliminary conclusions from an ongoing research work are presented.

3. Methods: Critical Discourse Analysis

3.1. Theoretical Framework: Understanding Gender Inequality in Higher Education Institutions

The examination of gender inequality within Higher Education Institutions (HEIs) is underpinned by theoretical frameworks including feminist institutionalism (Mackay et al. 2010; Krook, Mackay 2011), gendered organisations (Acker 1990, 2006), gender regimes (Connell 1987, 2002) and the recognition of gender as a primary determinant signifying power and hierarchy within organizational structures and cultures, a concept less commonly applied to HEIs. These frameworks elucidate how gender inequality becomes ingrained within the fabric of institutions, perpetuating under-representation of women in se-

nior roles, constructing leadership through a gendered lens, shaping academic career trajectories and devaluing areas predominantly occupied by women.

In the context of HEIs, feminist institutionalism unveils gender inequality manifested through various dimensions. This encompasses the systematic under-representation of women in top-tier positions, the gendered structuring of leadership roles, the delineation of academic career paths along gender lines and the devaluation of areas dominated by female employees. Additionally, gender disparities manifest informally, seen in daily interactions and the enactment of informal power dynamics, delineating micro-political practices (O'Connor et al. 2020). Furthermore, institutional resistance to gender equality measures perpetuates sluggish or absent implementation, showcasing patterns of organizational behavior among decision-makers that resist, deny, or actively impede gender equality initiatives. The pervasive notion attributing gender inequality to women's perceived deficits in confidence or leadership abilities, often leading to a „fix the women” approach, can become internalized within the organizational culture, perpetuating systemic inequities (Steinspodotti et al. 2018, O'Connor 2020). These frameworks underscore the structural and cultural embedment of gender inequality within HEIs, necessitating comprehensive strategies to dismantle entrenched biases and foster genuine gender inclusivity.

3.2. Research Design

Critical Discourse Analysis (CDA) operates within a framework that allows for the utilization of diverse theories, descriptions and methods depending on the socio-political objectives (Jabłońska 2006). Language, as asserted by Jabłońska (2006), stands as the architect of all societal processes, emphasizing its essential role in shaping social constructs. However, it's also acknowledged as „diabolical” by Bourdieu and Foucault, as it obscures power-laden relationships, contributes to their perpetuation and constructs them in covert ways. It's crucial to note that CDA, following Laclau and Mouffe (Narwaya 2021), doesn't reduce the social sphere solely to language; it explores the interplay between discursive (realm of meanings) and non-discursive elements (materiality) that are intertwined and inseparable, per van Dijk (2009), Bourdieu (2005) and Foucault (2000a, 2000b), emphasizing the constitutive and constituted nature of discourse.

As a research approach (Wodak and Meyer 2001), CDA involves several key steps. This includes the selection of the phenomenon under scrutiny and the clarification of theoretical assumptions. Its methodology amalgamates theory

and observation by employing various methods. Linguistic analysis involves surface-level examinations of pronouns, attributes, tenses, among others; van Dijk (2009) suggests focusing on aspects reflecting power relations since a comprehensive discourse analysis in CDA might be impractical. Sociocognitive analysis delves into social representations and frameworks guiding the acquisition of knowledge crucial for understanding encoded language. Moreover, intertextuality, interdiscursivity and context play significant roles. Data collection and analysis occur simultaneously, echoing grounded theory principles and the sampling process is purposeful, aligning with the principle of theoretical sampling.

In essence, CDA emerges as a multifaceted approach acknowledging the complex relationship between language and society, employing diverse tools and methods to dissect discourse, revealing power dynamics and unravelling the intricate fabric of societal constructs and their linguistic manifestations.

3.3. Data Collection, Procedure and Analysis

In the analysis, because of the specificity of HEIs, we took into account only Polish classical universities established before 2023. The table below presents the list of these universities with their original names, places of residence and the information of their GEPs.

Tabela 1. The list of classic Polish universities

No	University name	City	GEP
	Uniwersytet Jagielloński	Kraków	Yes
	Uniwersytet Wrocławski	Wrocław	Yes
	Uniwersytet Warszawski	Warszawa	Yes
	Uniwersytet im. Adama Mickiewicza w Poznaniu	Poznań	Yes
	Uniwersytet Marii Curie-Skłodowskiej w Lublinie	Lublin	Yes
	Uniwersytet Łódzki	Łódź	Yes
	Uniwersytet Mikołaja Kopernika w Toruniu	Toruń	Yes
	Uniwersytet Śląski w Katowicach	Katowice	Yes
	Uniwersytet Gdański	Gdańsk	Yes

	Uniwersytet Szczeciński	Szczecin	Yes
	Uniwersytet Opolski	Opole	Yes
	Uniwersytet w Białymstoku	Białystok	Yes
	Uniwersytet Warmińsko-Mazurski w Olsztynie	Olsztyn	Yes
	Uniwersytet Kardynała Stefana Wyszyńskiego w Warszawie	Warszawa	No (HR Excellence in Research)
	Uniwersytet Rzeszowski	Rzeszów	Yes
	Uniwersytet Zielonogórski	Zielona Góra	Yes
	Uniwersytet Kazimierza Wielkiego w Bydgoszczy	Bydgoszcz	Yes
	Uniwersytet Jana Kochanowskiego w Kielcach	Kielce	Yes

Gender Equality Plans represent publicly available documents accessible via organizational websites, offering insights into their creators and intended audience. The primary research inquiries encompass:

- What constitutes the content within the current GEPs across Polish public universities?
- How are objectives, benchmarks and proposed actions articulated and are they realistically attainable?
- What foreseeable impediments might emerge during the execution of initiatives aimed at enhancing gender equality within these institutions?

We analysed the contents of 17 Gender Equality Plans, because out of 18 universities just one does not have such a document.

In utilizing Critical Discourse Analysis (CDA) within the confines of gender equality plans as the sole textual data, the approach focused intensively on dissecting and critically examining the linguistic and discursive elements embedded within these plans. The data collection specifically revolved around retrieving and compiling gender equality plans from various Polish public universities, considering them as primary textual sources reflecting institutional discourses on gender equality.

The analysis procedure within CDA aimed to reveal the ways in which gender equality is conceptualized, communicated and operationalized within these institutional documents. It allows to shed light on the complexities and challenges within the discourse surrounding gender equality plans in Polish public universities.

4. Findings

The examination of these plans revealed notable variations in the quality of the diagnostic phase among different universities. The divergence in quality primarily stemmed from the methods employed in conducting the diagnosis. A significant observation was that some universities solely relied on existing quantitative data available to them, utilizing these pre-existing statistics as the basis for their diagnosis. In contrast, others opted for a more comprehensive approach, supplementing the quantitative data with surveys, thereby enriching their diagnostic insights.

Remarkably, a few universities stood out by incorporating additional qualitative data sources into their diagnostic process. This inclusion of qualitative data, such as interviews or focus groups, provided a more nuanced understanding of the gender dynamics within their academic communities. However, one university lacked any form of diagnosis within its gender equality plan. This absence not only raised questions about the depth of understanding regarding gender-related issues but also highlighted a potential oversight in laying the groundwork necessary for effective interventions within that particular institution. These variations underscored the critical role of methodological diversity and depth in shaping the quality and comprehensiveness of the diagnosis presented within these gender equality plans. The summary of data gathering methods used in the diagnosis can be found in the figure 1 below.

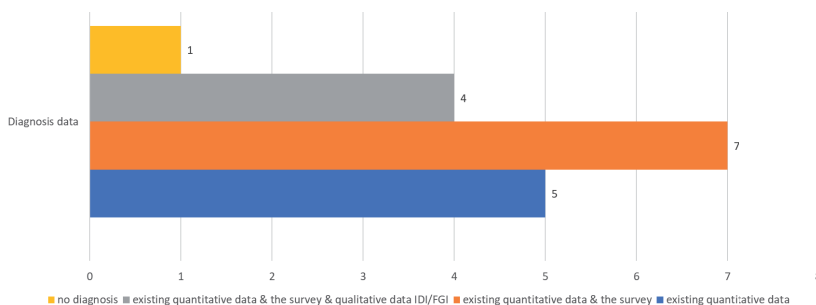


Figure 1. The data taken into account in diagnosis (N = 17)

To create a fully inclusive GEPs, the university should also consider addressing intersectionality and non-binary categorizations of genders. Intersectionality involves recognizing the intricate interplay between gender and various intersecting identities, underscoring the multifaceted nature of an individual's experiences and social positioning. It goes beyond solely considering gender, acknowledging how race, ethnicity, class, sexuality and other facets intersect to

shape an individual's lived reality. Inclusive plans aimed at addressing inequality must adopt an intersectional lens, understanding that individuals occupy multiple social locations concurrently and thus require holistic strategies that encompass and address the interconnected dimensions of discrimination and marginalization.

Acknowledging and addressing intersectionality within Gender Equality Plans is crucial for several reasons. Firstly, intersectionality recognizes that individuals don't experience gender inequality in isolation but within a complex web of intersecting identities such as race, ethnicity, class, sexuality and more. By incorporating intersectionality into GEPs, these plans can better capture and address the diverse experiences and needs of individuals, ensuring that interventions consider the compounded effects of multiple forms of discrimination. Secondly, failing to acknowledge intersectionality can lead to oversimplified solutions that might inadvertently neglect or exacerbate inequalities faced by marginalized groups within the broader gender equality framework. Therefore, by explicitly recognizing and integrating intersectional perspectives into GEPs, institutions can craft more inclusive, effective and equitable strategies that account for the nuanced experiences of all individuals.

The yellow circles below represent the universities that adequately addressed the specified topics. Out of all universities, a total of eight included discussions on either intersectionality or non-binary categories within their gender equality plans. However, notably, only two universities demonstrated an inclusive approach by incorporating both intersectionality and non-binary categories into their plans. This observation highlights a significant disparity among institutions in comprehensively addressing these multifaceted aspects within the framework of gender equality initiatives.

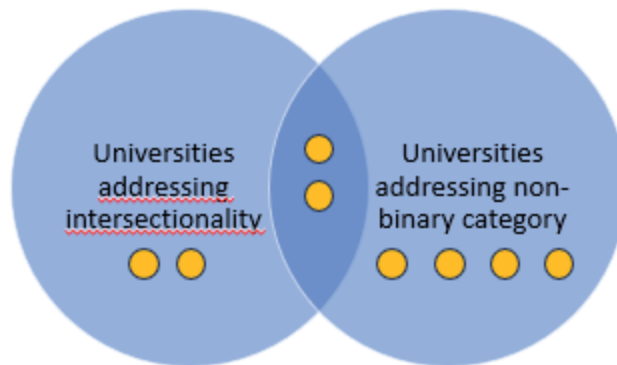


Figure 2. Beyond gender

The analysis of the Gender Equality Plans reveals several recurring themes and areas of focus.

First is the purpose and scope. GEPs primarily aim at increasing social awareness within university communities and projecting a positive image of the institution. The planned actions encompass a broad spectrum, including fostering career development, encouraging managerial roles, interventions to ensure Work-Life Balance and promoting inclusive team roles.

Secondly, mandatory elements and objectives occur. The GEPs underscore key mandatory elements like resource allocation, data analysis, training, official documentation and continual monitoring and evaluation. Specific objectives include heightening awareness of equality in academic activities, achieving balanced representation in decision-making and addressing issues related to Work-Life Balance, discrimination and gender equality in research and teaching.

Then there are also diagnostic elements. The diagnostic sections within GEPs predominantly focus on quantitative aspects, such as gender ratios. However, there is an emerging trend toward incorporating conclusions from these analyses, studies concerning discrimination and surveys capturing the opinions of the academic community. In almost all plans there is also the basis for plan implementation described. The rationale for introducing these plans often draws from legal aspects, university strategies, values, community needs and references to initiatives like Horizon Europe. However, there's a disparity in the depth of these references across different GEPs.

Then there are also benefits of implementation. The anticipated benefits of implementing equality principles encompass a shift towards open university culture, increased inclusivity, countering discrimination and violence, broadening knowledge, legal compliance, enhanced research and teaching quality and ensuring equal access to education and scientific careers. Moreover, GEPs lay out formal definitions, structural elements, linguistic aspects and concepts related to diversity, gender, discrimination and intersectionality. There's a focus on ensuring clarity and understanding of these key terms and frameworks within the plans.

All the plans outline diverse planned actions, including research, training, interventions, collaborations, communication efforts, infrastructure development, committees, support programs, competitions and evaluations. Additionally, previous actions undertaken by institutions involve the appointment of equal treatment advocates, support for cultural initiatives, research involvement and the implementation of anti-discrimination procedures.

Aspects described above are intrinsically inscribed in all the plans, mainly because they are mandatory elements of such strategic documents. However,

there are disparities in the depth and coverage of various elements across different GEPs, signalling opportunities for enhancing comprehensiveness and specificity in certain areas, such as diagnostic methodologies, implementation strategies and strategic frameworks.

5. Critical review conclusion

Critical Discourse Analysis sheds light on the quality of planning within Gender Equality Plans of Polish universities, revealing several notable shortcomings. The enigmatic definition of actions within these plans presents a significant challenge, often resulting in ambiguity and unclear directives. Moreover, an overload of activities seems to plague these GEPs, creating a convoluted landscape where actions are frequently intertwined with indicators and the projected effects of implementation. For instance, instances like "Determining and introducing methods of childcare support for employees and students of University X" exemplify poorly formulated indicators, blurring the lines between actions and anticipated outcomes.

Further complicating the effectiveness of these plans is the lack of homogeneity in indicators, leading to inconsistencies and difficulties in measuring progress coherently across various university GEPs. Additionally, the absence of a stringent time frame adds to the ambiguity, hindering the evaluation of timelines for achieving set goals and actions. The diagnostic phase, often limited to quantitative aspects, predominantly focuses on gender representation – merely tallying the numbers of women and men – falling short in providing substantive insights or meaningful conclusions.

Crucially, the formulation of goals and actions appears detached from empirical data and grounded analysis, seemingly crafted without a comprehensive understanding of the actual needs of the academic community. The disconnect between the goals declared in GEPs and the substantiated needs of the community raises questions about the plans' relevance and applicability. This discrepancy underscores the significance of grounding these plans in empirical evidence and aligning them closely with the actual needs and experiences of the academic cohort. Lastly, while the design of GEPs may appear robust on paper, the disparity between planning and practical implementation emerges as a critical issue. Even well-designed plans can falter if executed inadequately, emphasizing the importance of effective implementation strategies for ensuring the translation of plans into meaningful actions and outcomes within the university setting.

The implementation of Gender Equality Plans faces significant hurdles within the context of Polish public universities, primarily stemming from extensive managerialism that pervades these institutions (Steinspodotti et al. 2018). This managerial dominance often yields unintended consequences, fostering a defensive rather than innovative culture among workers, contradicting the intended outcomes of managerial regimes (Enteman 1993). The very structures meant to encourage progress and efficiency inadvertently cultivate resistance and fear, impeding the initial stages of diagnosis necessary for effective GEPs.

Additionally, the imposition of change for profit-driven motives (mainly the desire to take advantage of Horizon Europe funds) can dilute the authenticity and sincerity behind the initiatives, overshadowing the core principles of equity and inclusivity. This emphasis on forced change risks prioritizing superficial adjustments over meaningful and sustainable transformations required to address systemic gender disparities.

To foster substantial change within Polish public universities, several strategies have been identified as vital. Firstly, fostering a gender-inclusive academic culture stands as a cornerstone. This involves creating environments that not only tolerate but actively embrace gender diversity, promoting inclusivity and eradicating biases. Additionally, establishing mentorship and support schemes proves vital, providing guidance and opportunities for professional growth, particularly for underrepresented genders. Implementing bias-aware recruitment and promotion processes is equally crucial, ensuring fair and equitable opportunities for all individuals based on merit rather than entrenched biases. Moreover, providing resources that support work-life balance, such as flexible schedules and family-friendly policies, is essential in promoting an environment that accommodates diverse needs.

However, amidst these identified strategies, a critical inquiry emerges: are these strategies genuinely poised for implementation, or are they merely declarative in nature? The effectiveness of these approaches hinges not only on their articulation within plans but on the sincerity and commitment of the institutions to translate these strategies into tangible actions. It raises the question of whether these strategies are articulated for the sake of appearances or if they embody a genuine commitment to instigate meaningful change. An honest assessment is imperative to ensure that these strategies move beyond mere declarations and manifest as concrete efforts leading to real transformations in gender equality within academic settings.

The accountability and sustainability of Gender Equality Plans within Polish public universities are contingent upon various factors. Firstly, institutional

commitment plays a key role. Genuine dedication from university leadership to uphold and prioritize gender equality initiatives is fundamental. This commitment needs to transcend mere lip service, requiring tangible support in terms of resource allocation, policy reinforcement and fostering an inclusive environment.

Continuous monitoring and evaluation mechanisms stand as linchpins for accountability. Regular assessments provide opportunities to gauge progress, identify shortcomings and recalibrate strategies if needed. This adaptive approach enables adjustments to address evolving challenges and capitalize on opportunities, potentially fostering a more effective implementation of GEPs.

Moreover, the ability to adapt GEPs to changing needs and contexts is vital for their sustainability. Flexibility in approach allows for responsiveness to shifting societal norms, emerging issues, or alterations within the academic landscape. However, while these principles are integral to ensuring accountability and sustainability, there remains an inherent skepticism: are these measures genuinely embraced and upheld or are they merely stated for compliance? The doubt lingers regarding the sincerity behind these commitments – whether these institutions are truly dedicated to fostering lasting change or if these assertions merely serve as performative declarations lacking genuine intent.

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SUMMARY

This article delves into the critical analysis of Gender Equality Plans (GEPs) within the landscape of Polish public universities. Employing the lens of Critical Discourse Analysis (CDA), it scrutinizes the quality of planning within these GEPs, identifying notable shortcomings. These plans often manifest enigmatic actions, overloaded activities and confused indicators, hampering their effectiveness. Moreover, inconsistencies in indicators, absence of strict time frames and a narrow focus on quantitative aspects in diagnostics impede comprehensive assessments. The formulation of goals and actions seemingly detached from empirical data and community needs raises questions about their relevance. Further, the study unveils significant obstacles in implementing GEPs, including managerial dominance, resistance at various stages and a disturbing trend of creating plans devoid of genuine intent of change. Strategies for real change, such as fostering inclusive cultures and implementing bias-aware processes, emerge amidst these challenges. However, doubts linger about the honesty behind these strategies, pondering whether they are more declarative than actionable. Finally, the article contemplates the accountability and sustainability of GEPs, questioning the institutions' commitment, monitoring mechanisms and adaptability to changing contexts. It underscores the dichotomy between drafting visionary plans and the arduousness of translating them into tangible actions for genuine transformation in gender equality.

KEYWORDS: gender equality plans, critical discourse analysis, polish public universities, implementation challenges, accountability, sustainability

STRESZCZENIE

W artykule dokonano krytycznej analizy Planów Równości Płci (GEPs) powstałych w polskich uniwersytetach publicznych. Wykorzystując narzędzia Krytycznej Analizy Dyskursu (CDA), szczegółowo przeanalizowano jakość planowania w ramach GEP-ów i zidentyfikowano pewne braki. Okazuje się, że plany często prezentują enigmatycznie zdefiniowane działania, są nadmiernie przeciążone aktywnościami oraz posługują się mylącymi wskaźnikami, co wpływa na ich efektywność. Ponadto niespójności we wskaźnikach, brak ściśle określonych ram czasowych oraz ograniczenie diagnoz do aspektów ilościowych utrudniają kompleksową ocenę zasadności proponowanych rozwiązań i ich wpływu na wprowadzanie rzeczywistych zmian. Formułowanie celów i działań, które wydają się oderwane od danych empirycznych i potrzeb społeczności, budzi wątpliwości co do ich istotności. Ponadto badanie ujawnia znaczące przeszkody w implementacji GEP-ów, w tym dominację menadżeryzmu, opór na różnych etapach wdrażania oraz niepokojący trend tworzenia planów pozbawionych autentycznych intencji zmiany kultury organizacyjnej. Pośród tych wyzwań wyłaniają się też strategie

prawdziwej zmiany, takie jak wspieranie działań inkluzywnych i wdrażanie procesów uwzględniających bariery związane z płcią. Jednakże pozostają wątpliwości co do rzetelności tych strategii, ponieważ wylania się pytanie, czy rzeczywiście wynikają one ze szczerych pobudek, a nie są jedynie deklaratywne. Wreszcie, artykuł rozważa kwestie odpowiedzialności i zrównoważonego rozwoju, kwestionując zaangażowanie instytucji, mechanizmy monitorowania oraz zdolność dostosowania planów do zmieniających się kontekstów. Podkreśla rozdźwięk między opracowywaniem wizjonerskich planów a trudnością ich przekształcenia w konkretne działania prowadzące do rzeczywistej transformacji w zakresie równości płci.

SŁOWA KLUCZOWE: plan równości płci, krytyczna analiza dyskursu, polskie uniwersytety publiczne, wyzwania implementacyjne, odpowiedzialność, zrównoważony rozwój

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