



Lodz University of Technology



Lodz University of Technology
**Gender Equality
Plan**
Plan of Action 2022-2024

Lodz, December 2021

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Executive summary

Lodz University of Technology Gender Equality Plan was prepared to support the entire academic community of the university in upholding the principle of gender equality. The plan seeks to ensure equality in accordance with the tenets and principles enshrined in the European Charter for Researchers. It is also aligned with the actions implemented by the university following the award of the HR Excellence in Research by the European Commission in 2016. In having this Gender Equality Plan (GEP) in place, we meet the formal eligibility criterion for the European Commission's Horizon Europe calls, effective from 2022.

The Gender Equality Plan was drawn up following the efforts of a group appointed for that purpose, supervised by the Vice Rector for Science, prof. dr hab. inż. Łukasz Albrecht. The task for the Gender Equality Plan Group was to analyze the state-of-play at TUL and, from there, to formulate a plan of action for the coming years. The Group included both women and men who represented different groups of staff at different stages in their academic careers and performing different roles, which ensured a diversity of perspectives and opinions, essential in working on gender equality issues.

The plan provides for all groups of staff and students at all levels of study, and in particular for the group of doctoral candidates, who are a major source of Lodz University of Technology future research and teaching staff.

The measures assumed were decided upon following the diagnosis of the currently prevailing situation and are specific to Lodz University of Technology. The GEP addresses the five areas identified by the European Commission as critical to the achievement of gender balance in organizations. They are: gender equality in recruitment and career progression, gender balance in leadership and decision-making, integration of the gender dimension into research and teaching content, work-life balance and organizational culture, and measures against gender-based violence, including sexual harassment.

All these aspects are addressed in the Lodz University of Technology Gender Equality Plan across the 28 measures assigned to the following four scopes: 1. Institutional infrastructure; 2. Gender balance in leadership, decision-making, and research; 3. Gender equality in recruitment and career advancement; 4. Work-life balance and organizational culture.

All measures specified in the Gender Equality Plan shall contribute to making our university a better place to work and study.

Rector of Lodz University of Technology

Professor Krzysztof Jóźwik Ph.D., D.Sc.

Part I. Diagnosis of the state-of-play

1. Introduction

This section presents an assessment of the currently prevailing state of gender equality at Lodz University of Technology. It provides an inventory of data that allowed us to assess the current situation and marked the starting point for the development of a plan of action for the years 2022-2024.

The work on the document proceeded in two stages:

In Stage I, the analysis and assessment of the present situation was made based on a range of quantitative data and a review of the institutional and regulatory context of the university, with particular attention given to policies regulating, safeguarding, and monitoring gender equality, as well as measures taken to counteract discrimination, mobbing, and sexual harassment. The scope of the examined data included: the structure of employment in the TUL organizational units for all staff groups, persons holding executive posts, the composition of governing bodies, progression of research careers, parental leave taking, research grant activities, gender distribution among students and persons active in scientific circles, etc. The collected data were studied for gender disparities and the conclusions drawn formed the basis for the qualitative analysis carried out with focus groups. The qualitative analysis took the form of in-depth interviews and was intended to allow us a better understanding of the situation. It was also assumed that it would lead to getting answers to the questions of what measures should be taken towards the elimination of negative trends and phenomena.

Stage II involved writing up proposals for gender equality measures to be implemented by 2024. The measures respond to the challenges identified in the diagnosis. The prepared document sets out performance indicators for each of the planned actions, specifies the units responsible for coordinating them, and lays down the timescale. The responsibilities were agreed upon with each of the units of TUL to lead particular measures in the plan, which is of key importance for its implementation.

2. Quantitative analysis and assessment

2.1. Senior management and leadership posts

The number of women and men in leadership roles may be regarded as one of the most important indicators of equal opportunity and career advancement for both genders in an organization, including a higher education institution.

Drawing on the data collected in the preparation of the TUL Gender Equality Plan, two categories of decision-making bodies/persons were identified and thoroughly examined: 1. the category of the central level and 2. the category of the level of university faculties and general university units.

A breakdown of the representation of women and men in leadership and management positions from both categories showed no significant disparity, with percentages approaching gender balance (43.4% female, 56.6% male).

Table 1 below presents the breakdown of the representation of women and men in leadership and management positions at Lodz University of Technology.

	F	M	F%	M%
Central level				
Senate	23	26	46,9%	53,1%
Senate Committees	35	27	56,5%	43,5%
Chairs of Senate Committees	3	2	60,0%	40,0%
Councils for Scientific Disciplines	82	147	35,8%	64,2%
Chairs of Councils for Scientific Disciplines	5	7	41,7%	58,3%
Rector	0	1	0,0%	100,0%
Vice Rectors	0	4	0,0%	100,0%
Bursar and Chancellor	1	1	50,0%	50,0%
Bursar and Chancellor's Deputies	2	2	50,0%	50,0%
Directors (rector's administration)	4	8	33,3%	66,7%
Heads of offices and sections (rector's administration)	12	3	80,0%	20,0%
Heads of offices (chancellor's administration)	3	6	33,3%	66,7%
Heads of sections (bursar's administration)	2	0	100,0%	0,0%
Faculty/general university unit level				
Deans	4	5	44,4%	55,6%
Vice Deans	17	12	58,6%	41,4%
Directors of institutes	7	18	28,0%	72,0%
Heads of departments	4	22	15,4%	84,6%
Directors of general university units	13	8	61,9%	38,1%
Managers of Dean's Offices (administration)	8	1	88,9%	11,1%
Administrative and technical support managers (admin.)	5	0	100,0%	0,0%
TOTAL	230	300	43,40%	56,60%

Table 1. Leadership and management positions at TUL by gender

Given the fact that the persons holding dean and vice dean positions at the university are from the group of academic staff, where the gender ratio at TUL is 61% to 39% (Figure 2), it is reasonable to conclude that access to leadership posts at the level of faculties and general university units is adequate for women, with a slight prevalence of men among the deans (5 men to 4 women holding the post).

At the faculty level, the predominance of female vice deans is evident (vice dean for education, development, student affairs, and part-time students) with 17 women and 12 men in this role. As the collected data shows the women mainly deal with education and student-related matters, while the men deal with development-related issues. In the faculties where there is a male dean, the office of the vice dean is held by either women or men, whereas where the office of the dean is held by a woman, the vice deans are mostly women.

The analysis of the individual components of the breakdown presented in Table 1 shows a high gender imbalance when it comes to leadership and management positions in institutes and departments (11 females in total as compared to 40 males). By contrast, women in leadership and management positions prevail in the administration (rector's, bursar's, chancellor's and faculty administration) - a total of 34 women as compared to 18 men.

In summary, the aggregate gender distribution for leadership and management posts at Lodz University of Technology approaches gender parity - both at central and at the faculty level. Certain patterns of specialization were noted, with women holding the highest finance-related functions while men more frequently fulfilling central executive functions (including those filled by election). Nonetheless, maintaining the hitherto high representation of women in leadership and management posts is one of the objectives to be pursued at Lodz University of Technology in the coming years.

2.2. Progression of research careers of women and men

The percentages presented in Figure 1 provide a kind of freeze-frame images from the trajectories of female and male research careers at TUL. The situation illustrated there, especially as regards the number of full professors, has its origins a dozen or several dozen years back, when a majority of students pursuing engineering degrees were male. Today's professors at Lodz University of Technology mostly hail from among them. The graph also shows gender distribution among current students, yet it will be several years before it is known how many of them have opted for a career in research. As set out in the adopted plan of action for 2022-2024, the university is expected to put in place mechanisms to prevent skilled women from leaving academia for reasons other than merit.

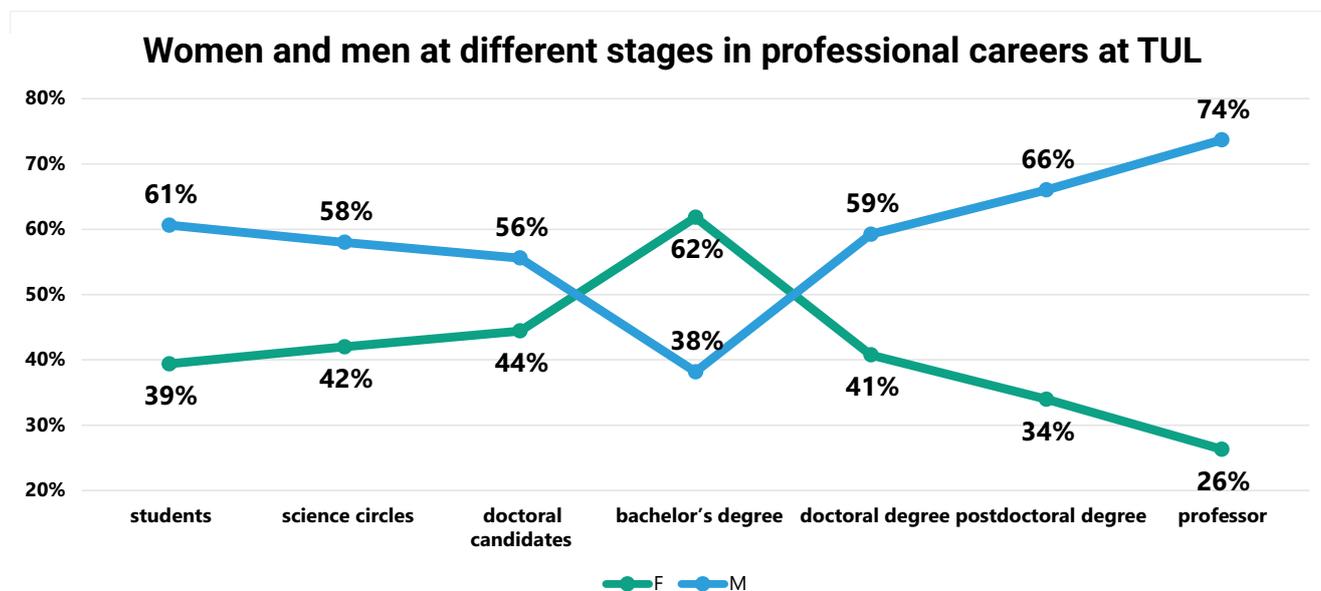


Figure 1. Women and men at different stages in professional careers at TUL

To a certain extent, the future preference for embarking on a research career may be linked to participation in student science circles, which was considered in the analysis (the gender ratio is also given in Figure 1). There are about 60 student science circles in operation at Lodz University of Technology, with 58% of their participants being male students and 42% female students. Looking at the gender ratio of those engaged in the activities of the science circles may give some indication as to how many of them are likely to be interested in pursuing a career in academia. The percentage share of women in the science circles is greater than their share in the total number of TUL students - the graph flattens out slightly at this point, which means that female students are proportionally more interested than male students in engaging in science circle activities.

The gender ratio in the group of doctoral candidates at TUL is close to one to one. However, it should still be kept in mind that not every person enrolled in a doctoral program at TUL will go on to pursue a career in research. Certainly, there are individuals in this group whose decision to undertake a doctoral degree program was motivated, for example, by precarious job market conditions. This gave them an opportunity to extend their time at the university while also ensuring their financial security through scholarships. This group also includes individuals who do not plan to tie their future with the university beyond earning a doctoral degree. Another factor to be taken into consideration in the analysis of postgraduate employability is the limited number of full-time positions at TUL, which means that many doctoral candidates may have to look for a job outside academia.

The findings reported above confirm that the progression of female and male research careers is not the same and that, at a certain stage, the number of highly-skilled women who decide to stay on at university declines considerably. There are many different reasons that may explain the situation, some of which were substantiated by the qualitative analysis and assessment, as will be discussed further in this section.

2.3. TUL academic staff by gender

The total number of academic staff in all units of Lodz University of Technology is 1226, of which 61% are male and 39% are female. Despite clear differences between individual faculties, regardless of whether they are strongly male-dominated or strongly female-dominated, the total disparity between the number of female and male staff is nevertheless evident.

The situation varies between the faculties. The greatest proportion of male academic staff is observed in the Faculty of Electrical, Electronic, Computer and Control Engineering - 90%, the Faculty of Mechanical Engineering - 85% and the Faculty of Technical Physics, Information Technology and Applied Mathematics - 78%. Noticeably more women than men work at the Faculty of Biotechnology and Food Sciences - 78%. Whereas in the Faculty of Organization and Management, the Faculty of Chemistry, and the Faculty of Materials Technology and Textile Design, the proportion of female and male staff is very close (although with a predominance of women).

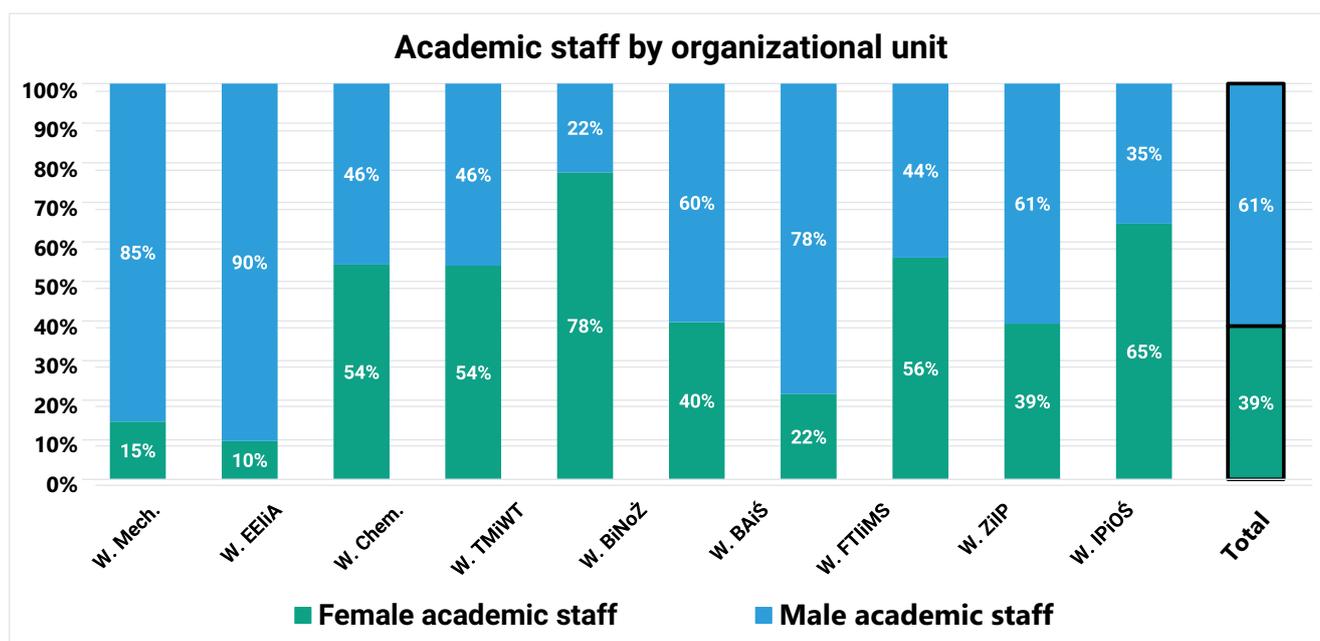


Figure 2. Academic staff by organizational unit

A cross-sectional examination of the data concerning the number of female and male academic staff may suggest that a large proportion of those currently employed in the faculties began their academic careers over a decade ago, when a majority of TUL students were male. It should further be stated that it was consistent with the particular nature of the fields of study typically represented at universities of technology at the time.

By contrast, women are overrepresented in general university units, i.e. units other than faculties, e.g. the Language Centre, Sports Centre, and the Centre for Mathematics and Physics. Their staff are mainly employed in teaching positions, and female predominance in that group (65%) fits well with the general pattern which traditionally assigns teaching roles to women and research roles to men.

The greatest gender gap is observed in the group of full professors: of the total number of 133 full professors at TUL, only 35 are women. The disparity is particularly evident in the following faculties: Mechanical Engineering; Electrical, Electronic, Computer and Control Engineering; Civil Engineering, Architecture and Environmental Engineering; Technical Physics, Information Technology and Applied Mathematics; and Process Engineering and Environmental Protection (Figure 3). Only in the Faculty of Biotechnology and Food Sciences do female professors outnumber male professors by a significant margin.

Gender distribution in the faculties where only 26% of those with a professorship (which is the pinnacle of an academic career) are women is a consequence of the policies pursued in the higher education system over the last several decades combined with socio-economic factors. Remedying the situation will require a range of comprehensive measures, also beyond the scope of higher education. Nonetheless, the tasks that are achievable by TUL are set out in the plan of action for the years 2022-2024.

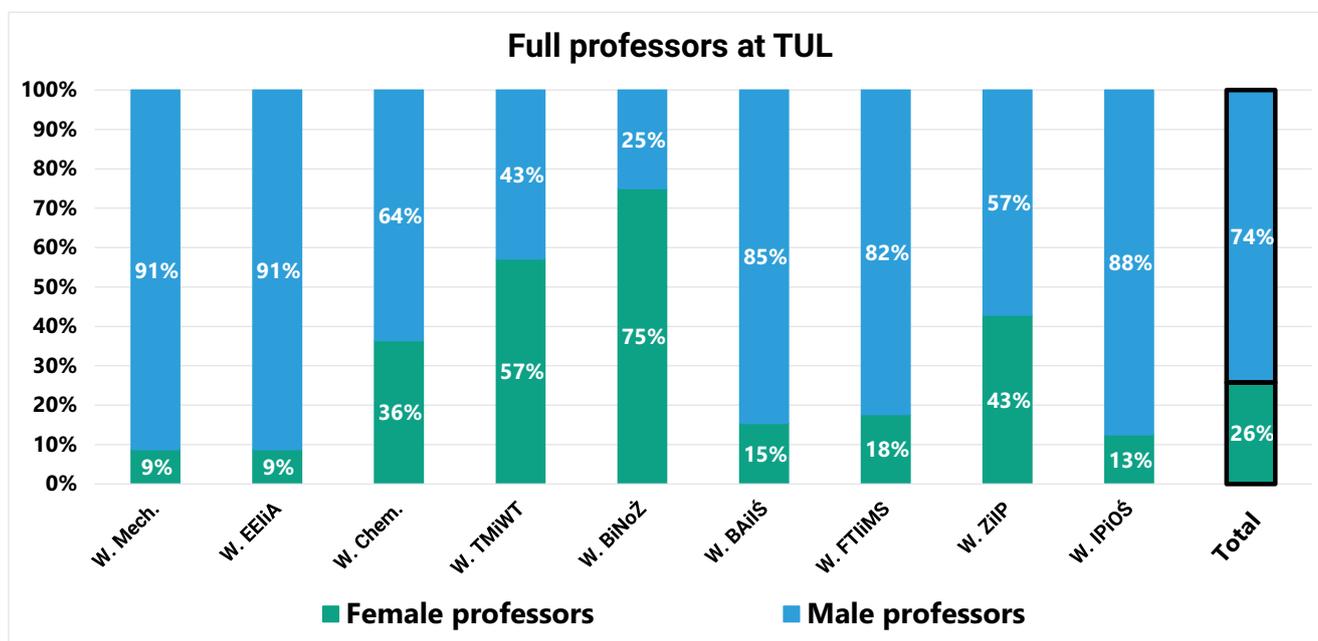


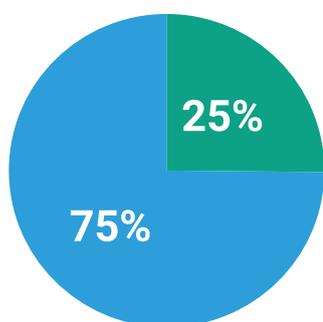
Figure 3. Full professors at TUL

It is worth noting that at a certain stage of career advancement what equally matters in addition to an advanced degree or title and a solid publication record is coordinating/leading research grants. In the framework of the GEP development, the most prestigious projects - those implemented under European calls - were considered. The gender ratio among principal investigators was approximately 1:1 - 47% were women and 52% were men. A regular trend was observed with regard to the total value of the projects. Men predominated among principal investigators in grants up to € 0.5 million and those exceeding € 10 million, whereas women outnumbered men in grants with budgets ranging from € 0.5 million to € 10 million. Given that a majority of academic staff at Lodz University of Technology are male, it is reasonable to conclude that women and men participate in projects on an almost equal level. The Gender Equality Plan provides mechanisms to further monitor gender equality issues in relation to research projects carried out at the university.

2.4. TUL non-academic staff by job group and gender

Lodz University of Technology employs 1479 non-academic staff. Unlike in the group of academic staff, a majority of non-academic staff are women (61.1% women, 38.9% men). The gender ratio varies across the different job categories. Some job groups, e.g. library staff, financial, administrative, and support personnel, are strongly female-dominated, whereas others, e.g. technical and engineering support personnel, providing technical support for research staff, are male-dominated.

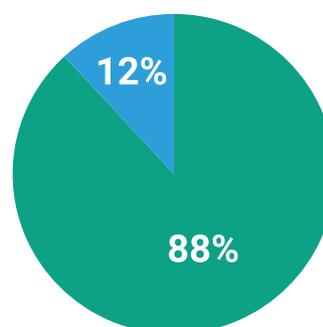
Technical and engineering support staff



■ Number of woman ■ Number of man

In the group of technical and engineering support staff 369 are male and 124 are female. A certain correlation is apparent between the number of male academic staff and the number of males in this staff group (assisting academic staff in the laboratories during their research and teaching activities).

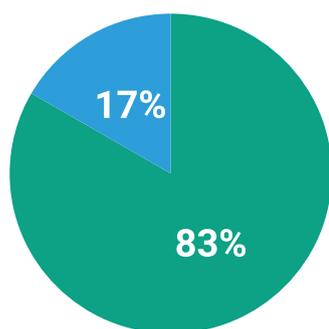
Library staff



■ Number of woman ■ Number of man

Women outnumber men among library staff by a considerable margin - the gender ratio is 52 women to 7 men. This situation prevails throughout the country, as this is a strongly female-dominated occupational group.

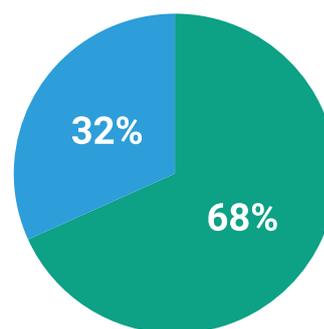
Administrative and financial services staff



■ Number of woman ■ Number of man

The largest group of non-academic staff are administrative and financial services staff, of whom 526 are female and 105 are male. This state of affairs is likely to be attributable to the conventional perception of administrative and accounting occupations. Several other factors may also be at play, e.g. the perception of this type of employment as secure, with fixed working hours and relatively low pay which women tend to be more inclined to accept.

Maintenance staff



■ Number of woman ■ Number of man

The maintenance staff includes individuals involved in cleaning, caretaking, guarding property (gatehouses, cloakrooms) and maintenance of the equipment. Significant gender disproportions are observed across this group, with a clear overrepresentation of female workers (202) compared to male workers (94).

3. Qualitative analysis and assessment

The qualitative research in focus groups was preceded by a detailed analysis of the quantitative data. In-depth interviews, based on a designed script, were conducted with the TUL faculty leadership (both women and men) and a group of female and male doctoral candidates enrolled in different years and at different faculties.

The following opinions and claims recurred among the respondents' answers:

» Blatant gender inequalities in the individual faculties are not noticeable. In the opinion of the respondents, disparities, if they do occur, are generally attributable to upbringing, family conditioning and socially held beliefs (e.g. that mechanical engineering is an essentially male field) or to gender stereotypes (e.g. the view that women are more meticulous and more persistent, and thus better suited to work in a laboratory).

» Women pursuing a degree in what are referred to as 'male' fields are more consistent in their choices compared to men. The respondents think that proportionally more men drop out of university, whereas women's decision to pursue STEM education is better thought-through and therefore they persist in their choices irrespective of adversity.

» The university does not discriminate against either women or men when it comes to access to its faculties, fields of study, and research funding.

» Approximately two years into the doctoral training, a kind of professional burnout and motivational crisis set in, which for women often coincides with starting a family and may prompt them to abandon their studies, forego the defense of their doctoral thesis, and to give up their career in research.

» According to the respondents the main reason why the pace of female scientific careers slackens is that they become mothers. Both female and male respondents consider this a natural stage in a woman's private and professional life.

» Women do not want to give up their maternity/parental leave because they want to commit to caring for their child. That it is the woman and not the man who avails of the leave is more frequently due to the woman's wish to experience motherhood rather than external constraints at the university.

» Women choose to continue on childcare leave because men earn more. Since men earn more, it makes economic sense for women to take care of their children.

» The respondents reported that over the past years many more women had assumed senior positions at the university, however, they also pointed out that on many occasions women had had the opportunity to take up a management position but declined to do so. Listed among the reasons were family responsibilities, misgivings about the time they would have to invest in their management role, spouse disapproval, etc. These are all a kind of self-imposed limitations of largely sociocultural origin rather than hindrances or requirements set by the university or by heads of organizational units.

» The respondents did not identify any form of gender discrimination. Among the male and female doctoral candidates there were reports of comments or teasing, which, however, they regarded rather as a form of a joke. The respondents usually stated that such comments were made by employees of old-fashioned ideals.

The problems identified during the focus groups, along with the discussed suggestions of remedies and practicable interventions (as regards the doctoral group), formed the basis for recommending some of the actions included in the plan of action for the years 2022-2024.

Part II. Plan of Action for 2022-2024

The plan of action was based on the results of the diagnosis presented in the previous section, review of best practice from other universities, and internal consultations conducted at Lodz University of Technology. The document provides a strategic approach to be followed over a three-year period, subject to internal review after the first full year of implementation, i.e. in 2023.

The Lodz University of Technology Gender Equality Plan focuses on the areas identified by the European Commission as critical to achieving gender balance in the organization: 1. work-life balance and organizational culture; 2. gender balance in leadership and decision-making; 3. gender equality in recruitment and career progression; 4. integration of the gender dimension into research and teaching content; 5. measures against gender-based violence, including sexual harassment.

The Lodz University of Technology Gender Equality Plan includes 28 measures assigned to the following four scopes: 1. Institutional infrastructure; 2. Gender balance in leadership, decision-making, and research; 3. Gender equality in recruitment and career advancement; 4. Work-life balance and organizational culture.

They are intended for the entire academic community, all staff groups, and students of all levels, and in particular the doctoral group.

The plan of action for 2022-2024 specifies performance indicators for each action, a timeframe for implementation, and the unit of TUL to coordinate them (implementation will require the commitment and collaboration of many units). Progress in the implementation of the measures set out in the GEP will be monitored and fostered. To this effect, the Gender Equality Plan Implementation and Monitoring Group, appointed by the Rector and supervised by the Vice Rector for Science, will meet at least once every three months.

SCOPE 1.

INSTITUTIONAL INFRASTRUCTURE

1.1. Appointment of the Gender Equality Plan Implementation and Monitoring Group by the Rector of Lodz University of Technology

» LEAD UNIT: University Office for Development

» IMPLEMENTATION TIMEFRAME: Q1 2022

» INDICATORS: Appointment of the group
Number of the group meetings

Description of action:

The Gender Equality Plan Implementation and Monitoring Group will be composed of academic and non-academic staff. Content-related oversight of the group will be mandated to the Vice Rector for Science. The group will meet at

1.2. Assigning gender equality-related responsibilities to a specific position in the rector's administration

» LEAD UNIT: Human Capital Management Center

» IMPLEMENTATION TIMEFRAME: Q1 2022

» INDICATORS: Assignment of responsibilities to a position (modification of job description)

Description of action:

Allocating part of the full-time working time of one of the positions in the Human Capital Management Centre to gender equality responsibilities (e.g. implementation of equality measures as defined in the HR Excellence Strategy for Researchers, cooperation with gender equality representatives, with the Anti-discrimination, Anti-mobbing and Anti-harassment Committee and with the GEP Implementation Monitoring Group, implementing equality measures, promoting and disseminating equal treatment and anti-discrimination standards, drafting annual reports on the implementation of the equality policy, providing administrative support with respect to equality matters, keeping

1.3. Appointment of gender equality representatives for the faculties, the rector's administration, and the chancellor's administration

» LEAD UNIT: Human Capital Management Center

» IMPLEMENTATION TIMEFRAME: Q3 2022

» INDICATORS: Appointment of representatives for all TUL faculties
Appointment of representatives for the rector's administration
Appointment of representatives for the chancellor's administration
and for other units

Description of action:

Representatives' responsibilities will include: liaising with faculty/unit leadership and supporting staff and students in conflict resolution, conducting complaint inquiries, resolving conflicts on the grounds of gender equality, referring cases to the Committee on Anti-discrimination, Anti-Mobbing and Anti-Harassment, mediation. The representatives will cooperate, among others, with the designated employee for equality matters in the Human

1.4. Drawing up anti-discrimination, anti-mobbing and anti-harassment regulations

- LEAD UNIT: Human Capital Management Center
- IMPLEMENTATION TIMEFRAME: Q3 2022
- INDICATORS: Adoption of the regulations by the ordinance of the rector of TUL

Description of action:

To prepare a document that provides a complete description of gender equality issues and introduces a standardized set of procedures, into which the existing instruments addressing discrimination and mobbing will be incorporated. The regulations will specify an early warning mechanism to enable rapid response in the event of abuse. It will also include provisions concerning the standing Committee on Anti-Discrimination, Anti-Mobbing and

1.5. Establishment of the standing Committee on Anti-discrimination, Anti-Mobbing and Anti-Harassment

- LEAD UNIT: Human Capital Management Center
- IMPLEMENTATION TIMEFRAME: Q3 2022
- INDICATORS: Appointment of the committee

Description of action:

The Committee shall be appointed for the duration of the rector's term of office. The members of the committee will include, among others, gender equality representatives. Adjudication panels will be appointed from among the committee members to hear cases. The Committee on Anti-Discrimination, Anti-Mobbing and Anti-Harassment will be responsible for, among others, considering complaints and allegations, issuing opinions on cases, identifying abuse under the anti-discrimination, anti-mobbing and anti-harassment regulations, calling for explanations and inspecting relevant documents, and, in the event of a conclusive finding of a violation, reporting the case to the university leadership for a decision.

1.6. Setting up a Gender Equality Plan page on the Lodz University of Technology website to serve as reference source for the publication of information, data and materials about gender equality initiatives carried out at TUL

- LEAD UNIT: Media and Communications Office
- IMPLEMENTATION TIMEFRAME: Q1 2022
- INDICATORS: GEP webpage in Polish provided by the TUL website
GEP webpage in English provided by the TUL website
(displaying at least the GEP)

Description of action:

The page will list university regulations on gender equality, provide information on the members of the Anti-discrimination, Anti-Mobbing and Anti-Harassment Committee and gender equality representatives, as well as training on gender equality, findings of analyses, recommendations of university leadership on gender equality

1.7. To engage with other universities and organizations to benchmark approaches and identify best practices in gender equality in view of implementing them at TUL

- LEAD UNIT: University Office for Development
- IMPLEMENTATION TIMEFRAME: Q2 2022
- INDICATORS: Number of identified good practices

Description of action:

Drawing on the information on approaches applied in Poland and abroad, it will be possible to revise the Gender Equality Plan at Lodz University of Technology. Good practices will be identified by monitoring arrangements adopted by other institutions, not least by following the recommendations of the European Commission. Further information on new developments related to gender equality matters will also be acquired through face-to-face meetings with representatives of other universities implementing their gender equality plans.

1.8. Regular trainings on gender equality for all staff groups, doctoral candidates, and students at TUL

- LEAD UNIT: Human Capital Management Center
- IMPLEMENTATION TIMEFRAME: Q1 2023
- INDICATORS: Number of delivered training programs
Number of training participants

Description of action:

The first training programs will be addressed to the university leadership and senior management, followed by training programs for other groups of staff and for doctoral candidates. The subject matter of the training will range from generating and stimulating gender equality sensitivity to tackling discrimination and mobbing. Next will be a training module for students, who will have the opportunity to attend training on gender equality at the

1.9. Introduction of the Code of Ethics of Lodz University of Technology

- LEAD UNIT: Human Capital Management Center
- IMPLEMENTATION TIMEFRAME: Q1 2023
- INDICATORS: Approval of the Code
Circulation of the Code in the units

Description of action:

To develop a comprehensive and cross-cutting document to be the internal legal act regulating ethical conduct of all TUL staff. The Code of Ethics will specify the standards of conduct. Compliance with those standards will assure

1.10. Surveying the opinions and experience of all groups of staff and doctoral candidates at TUL



LEAD UNIT: Careers Office



IMPLEMENTATION TIMEFRAME: Q2 2022, Q1 2023, Q3 2024



WSKAŹNIKI: Number of conducted CAWI surveys
Number of CAWI survey participants
Number of conducted IDIs
Number of IDI participants

Description of action:

The first survey is scheduled for 2022, further surveys are planned after the evaluation of the GEP performance within a year of its adoption, in the first quarter of 2023, and again towards the end of its implementation, in the third quarter of 2024. The surveys will allow us to assess the progress on the planned actions as perceived by the staff so as to better address or modify them, if required. The studies will be conducted with the quantitative method CAWI (Computer-Assisted Web Interview) and the qualitative method IDI (Individual In-depth Interview).

SCOPE 2.

GENDER BALANCE IN LEADERSHIP, DECISION-MAKING, AND RESEARCH

2.1. Maintaining a high proportion of women in senior management positions at Lodz University of Technology

- LEAD UNIT: Human Capital Management Center
- IMPLEMENTATION TIMEFRAME: from Q1 2022
- INDICATORS: Percentage of women in senior management positions (excluding those filled by election)

Description of action:

Ongoing monitoring of the number of women and men in management positions at the university (especially when changes are made in this respect). Activities aimed at maintaining high representation of women in top management roles at Lodz University of Technology will be aligned with upholding the strictest merit-based criteria

2.2. Monitoring gender representation in decision-making bodies and senior management posts, and presenting findings on the Gender Equality Plan page of TUL website

- LEAD UNIT: Human Capital Management Center
- IMPLEMENTATION TIMEFRAME: Q1 2023, Q1 2024
- INDICATORS: Number of annual reports
Number of monitored bodies and posts

Description of action:

Record keeping, reporting and statistical analysis of the make-up of executive bodies and leadership roles/positions with respect to gender representation. The data will cover, among others, senior management in units, composition of committees, and faculty leadership. Annual reports will be published on the TUL website, on

2.3. Formulating recommendations for gender-balanced representation in events organized at TUL, in project teams, think-tanks, faculty and university committees

- LEAD UNIT: Human Capital Management Center
- IMPLEMENTATION TIMEFRAME: Q4 2023
- INDICATORS: Adoption of the document providing recommendations
Communicating the recommendations to the units

Description of action:

A document will be prepared giving recommendations for gender-balanced representation in events organized at Lodz University of Technology, in project teams, think-tanks, faculty and university committees. These guidelines will be in effect from the first quarter of 2024. Where the nature of research areas, scientific disciplines or headcounts in particular units is at play (one gender dominates), the underrepresented sex will be included (if possible) in at least the same proportion as the proportion relevant for the research area, scientific discipline or headcount in the unit concerned. The recommendations will be communicated to all TUL units. They will also

2.4. Updating the university grant application register to collect statistical data on gender distribution among principal investigators



LEAD UNIT: Project Services



IMPLEMENTATION TIMEFRAME: Q1 2022



INDICATORS: Updated grant application registry
Number of annual reports on principal investigators by gender

Description of action:

The range of obtainable data will include information on the gender, grant amount, the age of the principal investigators in grants carried out at TUL. The data will be used for regular monitoring of grant activity of the staff and will set a starting point for the Project Service to undertake awareness-raising and competence development

2.5. To produce a publication providing examples of integration of the gender dimension into research content from Polish and foreign scientific and academic institutions (including consultation mechanism)



LEAD UNIT: Project Services



IMPLEMENTATION TIMEFRAME: Q4 2022



INDICATORS: Publication giving examples of how to incorporate gender dimension into research content. Roll-out of a consultation mechanism (Q&A) to ensure that any uncertainties around the gender dimension in research content are promptly clarified

Description of action:

The publication will offer examples of integrating the gender dimension into research content from Polish and foreign research institutes and universities. Particular attention will be given to examples from the field of technical sciences. The target audience for the publication will be individuals preparing and running research projects. The material will be distributed by the Project Service during information meetings. It will also be made available on the TUL website, on the GEP page. Additionally, a consultation mechanism (Q&A) will be launched for TUL researchers. Questions and concerns regarding the gender dimension in research content will be addressed with the

SCOPE 3.

GENDER EQUALITY IN RECRUITMENT AND CAREER ADVANCEMENT

3.1. Formulating recommendations for gender-balanced composition of selection committees conducting recruitment proceedings

- » LEAD UNIT: Human Capital Management Center
- » IMPLEMENTATION TIMEFRAME: Q2 2022
- » INDICATORS: Adoption of the document providing recommendations
Communicating the recommendations to the units

Description of action:

A document providing recommendations for the composition of selection committees engaged in staff recruitment will be produced. The document will take into account the particular circumstances arising from the nature of the research fields, disciplines, or headcounts in the units and project teams (overrepresentation of one gender) for which the recruitment is carried out. The underrepresented gender will be included in the composition of the selection committee (if possible) in at least the same proportion as the proportion relevant to the research area, discipline, or headcount of the unit/project team. The recommendations will address the necessity to adhere to merit-based appointment of individuals conducting the recruitment (e.g. competence in the area of skills expected of candidates, understanding of the teams/units to which they are recruited). The recommendations will be

3.2. Development and mandatory implementation of a standard recruitment advertisement form

- » LEAD UNIT: Human Capital Management Center
- » IMPLEMENTATION TIMEFRAME: from Q1 2022
- » INDICATORS: Development of a standard form of recruitment advertisement
Number of recruitment advertisements based on the new standard form to the total number of recruitment advertisements

Description of action:

The development and implementation of a standard recruitment advertisement form will complement the actions set out in the HR Excellence in Research Action Plan. The standard form will specify obligatory items to be included in the recruitment advertisement, as well as a description of annexes that will have to accompany the advertisement. The standard form will provide information on ensuring equal treatment in recruitment and

3.3. Development of a standardized candidate assessment questionnaire and interview script

- LEAD UNIT: Human Capital Management Center
- IMPLEMENTATION TIMEFRAME: Q2 2024
- INDICATORS: Developed candidate assessment questionnaire and interview script
Circulating the questionnaire in the units

Description of action:

The questionnaire will suggest areas of competence relevant to the recruitment process. The interview script will include the proposed structure and sequence of questions for each area, and will describe the points to be covered during the interview. The material will also provide examples of questions that should not be asked during the interview (e.g. questions concerning having or wishing to have children, questions about age, political opinions, etc.).

3.4. Collection and publication of statistical data on the number of job candidates (and hires) for each job group, by gender

- LEAD UNIT: Human Capital Management Center
- IMPLEMENTATION TIMEFRAME: from Q3 2022
- INDICATORS: Development of a Recruitment Indicators Questionnaire
Number of semi-annual reports prepared for the GEP Implementation and Monitoring Group
Number of annual reports published on the GEP webpage provided by the TUL website

Description of action:

A recruitment indicator questionnaire will be developed to allow for the compilation of recruitment statistics broken down by gender, number of applicants for a position, make-up of the selection committee, number of candidates invited to the different stages in the recruitment process, etc. The data collected from the survey will be forwarded by the selection committees to the Human Capital Management Centre to produce periodic reports. The reports will then be submitted to the GEP Implementation and Monitoring Group and posted on the TUL website, on the GEP page.

3.5. Compiling summary statistics on the progression of doctoral candidates, taking into account gender distribution

- LEAD UNIT: University Office for Science
- IMPLEMENTATION TIMEFRAME: from Q1 2022
- INDICATORS: Number of annual summary reports

Description of action:

This measure will enable monitoring the area of doctoral studies at Lodz University of Technology as regards differences in the number of opened doctoral degree proceedings, mid-term evaluations conducted, and doctoral degrees conferred, by gender. Any identified disparities will mark a starting point for corrective measures to be

3.6. Training programs for doctoral thesis supervisors on methods and techniques for conducting periodic development interviews with doctoral candidates

- » LEAD UNIT: Careers Office
- » IMPLEMENTATION TIMEFRAME: from Q2 2023
- » INDICATORS: Launching an advisory mechanism for thesis supervisors
Number of thesis supervisors trained

Description of action:

To develop a range of training opportunities for supervisors to support them in their preparation for periodic development interviews with doctoral candidates. The training program will include topics to be addressed during the development interview. The periodic development interviews will be part of the mid-term evaluation, and should take place between the supervisor and the doctoral candidate before the eventual meeting with the mid-term

3.7. Procedure for periodic development interview of doctoral candidates by their supervisors (part of mid-term evaluation)

- » LEAD UNIT: Interdisciplinary Doctoral School
- » IMPLEMENTATION TIMEFRAME: Q4 2022
- » INDICATORS: Procedure for periodic development interview
Number of doctoral candidates who have undergone a periodic development interview to the total number of doctoral candidates

Description of action:

The purpose of the interview is to define an individual development plan and to provide mentoring. It will be conducted on a regular basis and will be a component of the mid-term evaluation of the doctoral candidate. At the request of the doctoral student or the supervisor, third parties may also participate in the interview (staff of the unit or external experts, e.g. industry representatives, career counselors of the Careers Service, etc.). The first step will be to develop a procedure for conducting development interviews. Reports on the development interviews in the

3.8. Promoting gender balance in admissions to faculties where there is a significant gender imbalance among the students

- » LEAD UNIT: Media and Communications Office
- » IMPLEMENTATION TIMEFRAME: Q3 2023
- » INDICATORS: Number of campaigns to promote gender balance

Description of action:

Production of a series of video pieces featuring stories of female students enrolled at the most male-dominated faculties of TUL. The footage will provide information about the degree programs and, by analogy, present stories and profiles of male students studying at the most female-dominated faculties. The material will aim to dispel the

SCOPE 4.

WORK-LIFE BALANCE AND ORGANISATIONAL CULTURE

4.1. Development of childcare facilities - opening of a preschool on Lodz University of Technology campus

- LEAD UNIT: Vice-Chancellor for Organizational Affairs
- IMPLEMENTATION TIMEFRAME: from Q3 2022
- INDICATORS: Opening of the facility
Number of admitted children of staff, students, and doctoral candidates

Description of action:

The project is scheduled for completion in autumn 2022 and the first preschool group for children of staff, doctoral candidates, and students will be inaugurated. The on-campus preschool, i. e. preschool at the place where the parent studies or works, will make it considerably easier for persons working or studying at TUL to take care of their children.

4.2. Development of 'Caring Commitments' form as an auxiliary tool in periodic performance evaluation of academic staff

- LEAD UNIT: Human Capital Management Center
- IMPLEMENTATION TIMEFRAME: Q1 2023
- INDICATORS: 'Caring Commitments' form

Description of action:

A 'Caring Commitments' form will be developed as an auxiliary tool which, when used during the periodic performance review, will make it possible to demonstrate in a structured way relevant external circumstances detrimental to the attainment by the academic staff of the assumed academic and professional goals.

4.3. Diagnosing the needs of people returning to work after parental leave, in terms of assistance from TUL

- LEAD UNIT: Human Capital Management Center
- IMPLEMENTATION TIMEFRAME: Q1 2024
- INDICATORS: Carrying out a needs analysis among individuals returning to work
Introduction of a re-onboarding procedure

Description of action:

Prior to drafting the re-onboarding procedure, a questionnaire will be designed to identify the needs of individuals returning to work after parental leave. Based on the results of the survey and after holding focus groups with the staff who are to be the beneficiaries of the planned activities, the re-onboarding procedure will be drawn up.

4.4. Childcare allowance

- LEAD UNIT: Vice-Chancellor for Organizational Affairs
- IMPLEMENTATION TIMEFRAME: Q1 2023
- INDICATORS: Establishment of the subsidizing mechanism
Number of approved allowance applications

Description of action:

The proposed measure is intended to supplement currently available forms of childcare assistance for parents by way of subsidizing nursery and preschool care for their children. Childcare allowance to help pay childminders' wages will further facilitate reconciling professional and parental duties. Implementation of the measure requires amendment of the Rules and Regulations for Employee Welfare Activities at TUL. The allowance is to be funded

4.5. Information campaign on the possibility of combining parental and childcare leave with work

- LEAD UNIT: Media and Communications Office
- IMPLEMENTATION TIMEFRAME: Q1 2023
- INDICATORS: Execution of an information campaign (including an on-line campaign and a poster campaign)
Increase in the number of people who have benefited from the promoted solution

Description of action:

The aim is to reach staff with the information about the possibility of returning to work on a part-time basis during parental and childcare leave to allow them to maintain professional relations with Lodz University of Technology. The promoted arrangement is intended to facilitate an earlier return and easier re-entry into professional duties

Conclusion

Acknowledging that equality and diversity are fundamental values and as such contribute to the development of Lodz University of Technology, we are committed in our actions to upholding the dignity of our staff, students, and doctoral candidates and to ensuring that they have equal rights and equal responsibility.

At the same time, we take utmost care to make our university a perfectly safe environment for all members of the academic community, free of discrimination and ensuring unhindered academic and professional development of all.

The Gender Equality Plan is the result of the efforts of the leadership of Lodz University of Technology to raise awareness of the significance of gender equality. By introducing the best practice, the leadership of the University strives to mainstream gender equality standards in the academic community of Lodz.

The Gender Equality Plan 2022-2024 at Lodz University of Technology will be the foundation and a roadmap for further development of gender equality policy at our university, whereas the intended period of its implementation will be a time of intense effort and commitment of the entire community of

List of acronyms and abbreviations

GEP – Gender Equality Plan at Lodz University of Technology

NCBR – The National Centre for Research and Development

W. Mech. – Faculty of Mechanical Engineering, Lodz University of Technology

W. EEliA – Faculty of Electrical, Electronic, Computer and Control Engineering, Lodz University of Technology

W. Chem. – Faculty of Chemistry, Lodz University of Technology

W. TMIWT – Faculty of Materials Technology and Textile Design, Lodz University of Technology

W. BiNoŻ – Faculty of Biotechnology and Food Sciences, Lodz University of Technology

W. BAIiŚ. – Faculty of Civil Engineering, Architecture and Environmental Engineering, Lodz University of Technology

W. FTiIMS – Faculty of Technical Physics, Information Technology and Applied Mathematics, Lodz University of Technology

W. OiZ – Faculty of Organization and Management, Lodz University of Technology

W. IPiOŚ – Faculty of Process and Environmental Engineering, Lodz University of Technology

Glossary

Leadership and senior management – individuals of both genders holding executive positions such as rector, vice-rector, chancellor, bursar, dean, vice-dean, director, manager, chairperson

Academic staff – individuals of both genders employed in the group of teaching staff, research staff, or teaching and research staff

Non-academic staff – individuals of both genders who are not academic staff, employed in the group of administrative and financial services staff, library staff, maintenance staff, and engineering and technical support staff

Students – individuals of both genders enrolled in first- and second-cycle degree programmes

Doctoral candidates – individuals of both genders enrolled in third-cycle (doctoral) degree programmes

Thesis supervisor – individuals of both genders supervising the preparation of the doctoral thesis

Job candidates – individuals of both genders applying for employment

Participants – individuals of both genders participating in training, surveys, etc.



Lodz University of Technology

