



Lodz University
of Technology



GENDER EQUALITY PLAN

Lodz University of Technology

Action Plan 2025-2027

DECEMBER 2024

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Executive summary

It has been almost three years since *The Gender Equality Plan* was first implemented at Lodz University of Technology. We are now presenting to you the next, revised version of *The Plan*, which outlines actions for the years 2025–2027. Our objectives remain constant – to uphold gender equality and diversity, and to ensure support for the academic community at Lodz University of Technology.

The Plan complies with the principles of *The European Charter for Researchers*. It is further aligned with actions undertaken within the HR Excellence in Research process, as a result of which, since 2016, we have enjoyed the right to use the prestigious logo granted by the European Commission. Also noteworthy is the fact that by implementing *The Gender Equality Plan*, we fulfill the formal requirement for participation in competitions announced by the European Commission under the Horizon Europe program.

This document was developed by the Team for the Implementation and Monitoring of the *Gender Equality Plan at Lodz University of Technology*. Strategic coordination of the team is led by Prof. Łukasz Albrecht, Vice-Rector for Science. The team consists of both men and women representing various employee groups, at different career stages, and fulfilling a range of roles. This diversity provides a variety of perspectives on gender equality and ensures that multiple views and experiences are included.

The scope of *The Plan* includes all employees, students, and doctoral candidates, the latter being a primary source of TUL's academic staff. The actions for implementation were determined based on the diagnosis of the current state of affairs.

Taken into consideration in the document are all the priority areas indicated by the European Commission as critical for gender balance in an organization. They are: organizational culture and work-life balance; gender equality in leadership and decision-making bodies; gender equality in recruitment and career advancement; inclusion of gender issues in research and teaching; measures against gender-based violence, including sexual harassment.

In *The Gender Equality Plan of Lodz University of Technology* these EC priorities correspond to the following five scopes: 1. Organizational culture and work-life balance; 2. Gender equality in leadership and decision-making, research, and education; 3. Gender equality in recruitment and career advancement; 4. Institutional infrastructure; 5. Raising awareness of gender-based violence.

All actions outlined in *The Gender Equality Plan* are intended to make our University a welcoming and safe environment, where mutual respect and tolerance prevail, and where research, work, and study are fulfilling and rewarding.

Prof. dr hab. inż. Krzysztof Józwik
Rector of Lodz University of Technology

Part I. Diagnosis of the state-of-play

1. Introduction

The drafting of *The Gender Equality Plan at Lodz University of Technology 2025-2027* was preceded by an analysis of the employment structure at the University focusing on gender representation across the entire academic community. The analysis encompassed bodies and individuals in leadership and decision-making roles, academic staff, non-academic staff, students, and doctoral candidates.

To ensure continuity of the analysis, identify correlations, and diagnose ongoing changes, the analysis was conducted in the same areas as during the preparation of the first *Gender Equality Plan at Lodz University of Technology*, published in December 2021. The current analysis incorporates data from the fourth quarter of 2024, and, in the case of students and doctoral candidates, data as of December 31, 2023

2. Quantitative analysis

2.1. Gender distribution in management and leadership roles

As with the first *Gender Equality Plan at Lodz University of Technology*, the analysis of the number of women and men in leadership roles identified two levels of bodies or individuals holding such positions, which were subject to further examination: the group at the central level, and the group at the level of university faculties and general university units.

The collected data on management and leadership roles held by women and men at both levels indicate that there are no significant disparities in this area (46% women, 54% men). The situation has changed slightly – in the previous analysis, the difference in the proportion of women and men in leadership roles was 13%, while in the current analysis, it has decreased to 8%.

The analysis of the University's Senate composition reveals no significant disparities, with women comprising nearly 51% of its members.

The role of Chair of the Discipline Council is held by men in 58% of cases and by women in 42%, with women making up 36% of all members of the Discipline Councils at Lodz University of Technology.

The summary presented in Table 1 illustrates the distribution of management and leadership roles by gender at Lodz University of Technology.

	F	M	F%	M%
Central level				
Senate	32	31	50.8%	49.2%
Senate committees	35	29	54.7%	45.3%
Chairs of Senate committees	3	2	60.0%	40.0%
Discipline Councils	86	154	35.8%	64.2%
Chairs of Discipline Councils	5	7	41.7%	58.3%
Rector	0	1	0%	100%
Vice Rectors	0	4	0%	100%
Bursar and Chancellor	1	1	50.0%	50.0%
Deputy Bursars and Chancellors	3	1	75.0%	25.0%
Directors (rector's administration)	17	10	63.0%	37.0%
Heads of offices and sections (rector's administration)	11	2	84.6%	15.4%
Heads of offices (chancellor's administration)	3	6	33.3%	66.7%
Heads of offices (bursar's administration)	5	0	100%	0%
Faculty and general University units				
Deans	3	6	33.3%	66.7%
Vice Deans	16	12	57.1%	42.9%
Directors of institutes	10	16	38.5%	61.5%
Heads of departments	5	15	25.0%	75.0%
Directors of general University units	10	9	52.6%	47.4%
Managers of Dean's Offices (administration)	9	0	100%	0%
TOTAL	230	300	43.40%	56.60%

Table 1. Gender representation in management and leadership roles at TUL

Compared to the previous analysis, the proportion of men to women among academic staff remains almost the same (Figure 2). This group serves as the resource from which individuals are selected to hold the roles of deans and vice deans, based on which it can be asserted that women do indeed have access to leadership positions at the faculty level.

At the faculty level, women predominate in vice dean positions. Among those serving as vice deans responsible for areas such as education, development, student affairs, and part-time student affairs, there are 16 women compared to 12 men. The collected data indicate that women primarily oversee education and student-related matters – in these roles the ratio stands at 7 women to 2 men. A similar ratio is observed for vice deans responsible for development, but in this case, men are in the majority.

Both men and women hold vice dean positions across faculties, with only one unit having an entirely female leadership which, however, is attributed to the high proportion of women in this particular academic field: at the Faculty of Biotechnology and Food Sciences 78% of the academic staff are women, the highest percentage of women among academic staff across all faculties.

The results of the analysis of the individual components presented in Table 1 remain the same as in the previous study and continue to show a gender imbalance in leadership roles within institutes and departments (15 women compared to 31 men). As before, women are predominant in leadership positions in administration (rector's, bursar's, chancellor's administration, and faculty levels), where there are 45 women compared to 18 men.

In summary, despite minor differences compared to the analysis conducted for the previous *Gender Equality Plan*, the overall gender distribution in leadership roles at Lodz University of Technology is close to balanced - both at the central level and within faculties and general university units. Certain patterns of specialization are evident: women hold the highest positions in the area of finance, are more frequently entrusted with tasks related to education and student affairs, and prevail in administrative management roles. Men, on the other hand, are more often appointed to central decision-making and leadership roles, including those filled through elections.

2.2. Gender differences in research career progression

The percentages shown in Figure 1 illustrate the career progression of women and men at Lodz University of Technology. Although these data are influenced by a range of factors, e.g., the higher number of men pursuing degrees in technical fields of study, which translates into a greater number of men at subsequent stages of academic careers, still some changes have been observed in certain areas compared to the previously analyzed period.

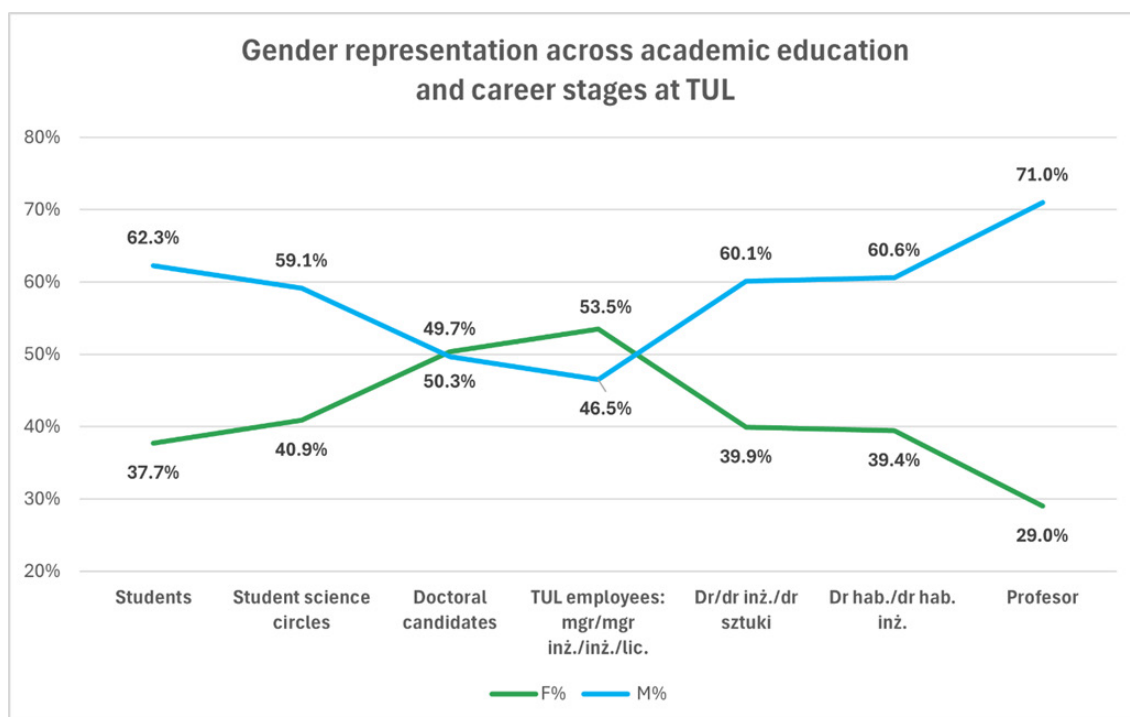


Figure 1. Gender representation across academic education and career stages at TUL

The gender proportions shown in Figure 1 do not differ significantly from those observed in the previous years. At Lodz University of Technology, there are approximately 60 active student science circles, with 59% of the members being male students and 41% female students. The percentage of women participating in science circles remains higher than their overall share of the student population at TUL – this is reflected in a slight flattening of the graph indicating that female students proportionally tend to be more interested than male students in participating in science circle activities.

The data presented confirm the observation from the previous study that the research career paths of women and men are not identical, and that the number of women decreases as more advanced career stages are attained. The ratio of women to men pursuing doctoral degrees at Lodz University of Technology is balanced; however, in the career stages following the award of a doctoral degree, the proportion of men significantly increases, reaching as high as 71% among individuals holding the academic title of *profesor*.

Although not all individuals pursuing doctoral studies at Lodz University of Technology continue their academic careers, many participate in competitions for academic positions at the university. A significant challenge to continuing an academic career at TUL is the limited number of positions available for young researchers. This makes it all the more important that the recruitment process for these positions is open, transparent, and merit-based, with a commitment to the principles of equal treatment. Actions taken in this regard help prevent discrimination and ensure equal opportunities in employment for women

and men, which, in the longer-term perspective, may lead to changes in the gender representation at subsequent stages of careers in research at TUL.

2.3. Gender distribution of academic staff by organizational unit

Across all university units a total of 1,210 academic staff are employed of whom 60% are men and 40% are women. Despite varying gender proportions across individual faculties (including some with a significant predominance of women and others with a clear majority of men), the overall disparity between the number of employed women and men is not pronounced. The situation within faculties has changed slightly compared to the previous study. The highest proportion of male academic staff is still observed in the Faculty of Electrical, Electronic, Computer and Control Engineering (W. EEIiA), although it has decreased from 90% to 86%. In the Faculty of Mechanical Engineering (W. Mech.) the disproportion observed in the prior analysis persists – the percentage of men is 84%. Similar situation holds in the Faculty of Technical Physics, Information Technology and Applied Mathematics (W. FTIMS) where 75% of academic staff are men. The highest number of women, as previously, work in the Faculty of Biotechnology and Food Sciences (W. BiNoŻ) – 78%, whereas gender proportions in the following three faculties: Organization and Management (W. OiZ), Chemistry (W. Chem.) and Material Technologies and Textile Design (W. TMIWT) remain close to balanced (with a predominance of women).

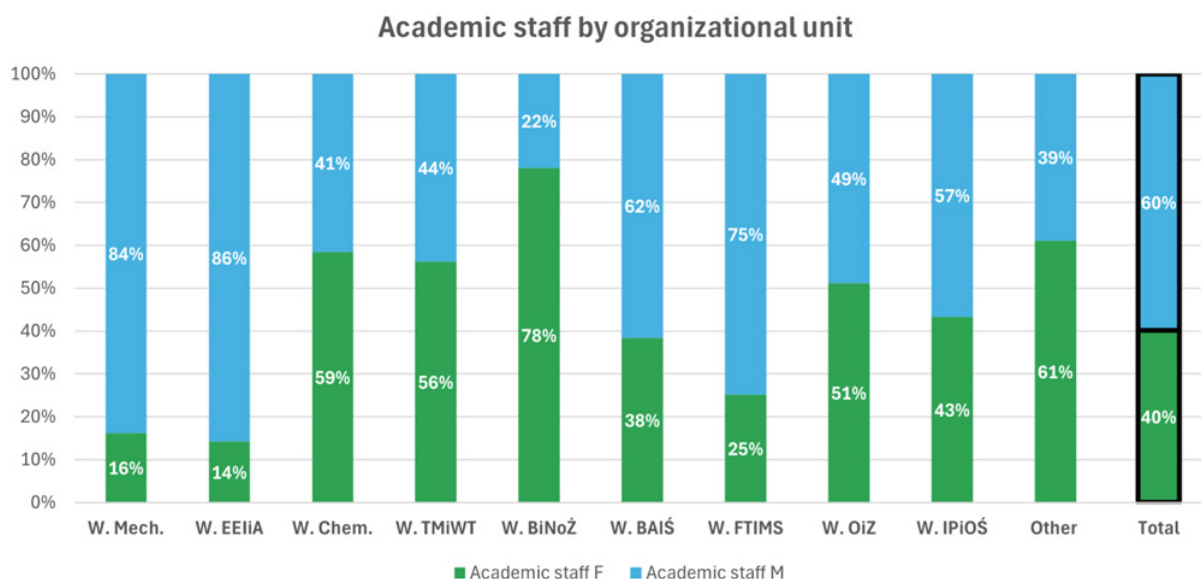


Figure 2. Academic staff by organizational unit

The opposite trend can be observed in general university units that are not faculties, e.g., Language Center, Sports Center, and Center of Mathematics and Physics. Individuals working in these units are mostly employed as instructors (teaching-only positions) and while women still dominate (61%), their representation is slightly lower compared to the previous study.

Among individuals holding the title of *profesor*, men significantly outnumber women. Within this group, there are only 38 women, compared to a total of 131 titular professors employed at TUL. This disparity is most evident in the following faculties: Mechanical Engineering – 88% men; Electrical, Electronic, Computer and Control Engineering – 83%; Civil Engineering, Architecture and Environmental Engineering – 86%; Technical Physics, Information Technology and Applied Mathematics – 77%; Process and Environmental Engineering, as well as Chemistry – 73% each (Figure 3). Women with the academic title of *profesor* significantly outnumber men only at the Faculty of Biotechnology and Food Sciences, where they constitute 71%.

The data reflect a slight increase in the proportion of women holding the title of *profesor* (from 26% to 29%). It should be emphasized that the higher percentage of men reflects the gender structure across many faculties and stems from decades of operation within the higher education system, as well as socio-economic factors. Changing this trend requires comprehensive efforts, including measures taken beyond the scope of higher education.

Gender distribution among academic staff holding the academic title of professor

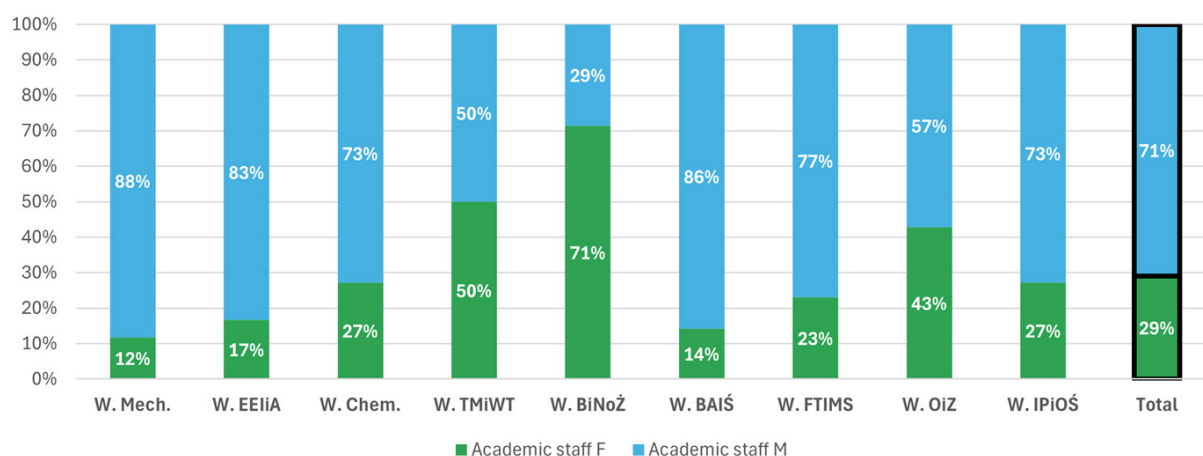


Figure 3. Gender distribution among academic staff holding the academic title of professor

2.4. Gender distribution of non-academic staff by job group

At Lodz University of Technology, there are 1,318 non-academic employees. Unlike the gender distribution among academic staff, women outnumber men among non-academic staff (65% women, 35% men), and this trend is increasing. The gender representation varies across different staff groups. In some groups, the numerical dominance of women is very pronounced – for example, among administrative and financial operations staff (86% are women) and facilities staff (where women make up 75%). Research and technical positions, as well as engineering and technical roles, are consistently occupied predominantly by men, who account for 72% of employees in these groups of employees.

Gender distribution of non-academic staff by job group

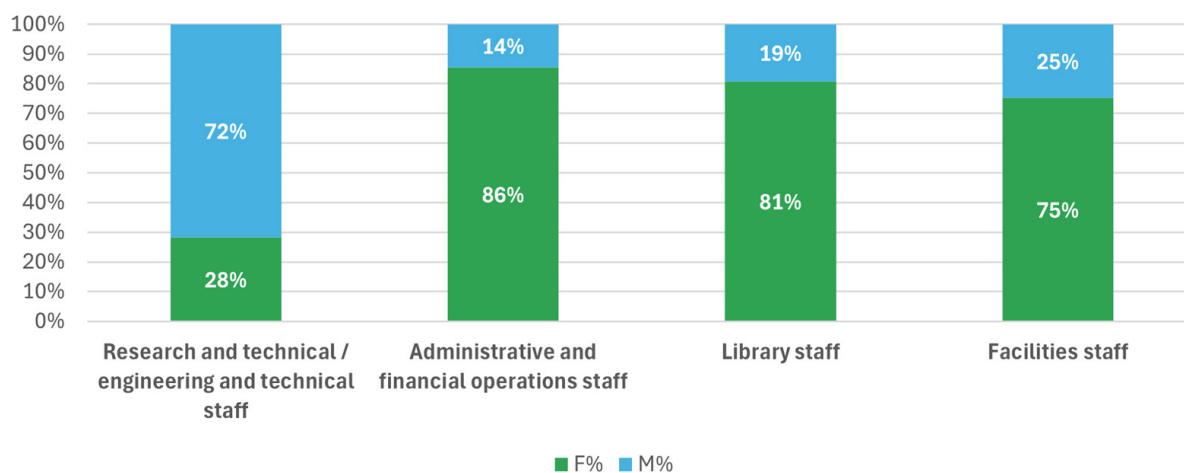


Figure 4. Gender distribution of non-academic staff by job group

The group of research and technical staff as well as engineering and technical staff includes 305 men and 120 women. There is a noticeable correlation between the number of male academic staff and the number of men in this group who support academic staff in conducting research and laboratory activities.

The largest group among non-academic staff consists of administrative and financial operations staff, of whom 526 are women and 89 are men. A similar proportion is observed among library staff, where 42

women and 10 men are employed. This situation likely stems from traditional perceptions of professions related to administration and accounting. It is also possible that other factors, such as the perception of such jobs as stable and having fixed working hours, play a role.

The group of facilities staff includes individuals responsible for maintaining cleanliness, safeguarding property (e.g., at reception desks or coatrooms), and equipment maintenance. Within this group as a whole, there are significant gender disparities, with a strong predominance of women – 203 women compared to 67 men.

Part II. Action plan 2025-2027

Out of the 28 actions outlined in the 2022 – 2024 plan, 22 were fully implemented. Some of the unfinished actions have been carried over to the current plan for 2025–2027. Examples of actions set out in *The Gender Equality Plan at Lodz University of Technology 2022 - 2024* that were fully implemented include the launch of the Non-Public Preschool of TUL, followed by the Non-Public Child Daycare Center of TUL; the inclusion in the Regulations on Social Support and Benefits of provisions for partial reimbursement of childcare costs for employees provided by a daytime caregiver or nanny; and the setup of a Gender Equality section on the TUL website and on WIKAMP, including information about ombudsmen for equality, the composition of the Team for Implementing and Monitoring the GEP at TUL, and guidance on balancing professional duties with parenting responsibilities.

One of the most significant achievements of the 2022–2024 GEP Action Plan is the introduction of the Ordinance of the Rector of TUL on the Internal Anti-Discrimination and Anti-Mobbing Policies at Lodz University of Technology, which apply to all employees, doctoral candidates, and students. This document established a Standing Committee for Preventing Discrimination and Mobbing. During the implementation of the previous plan, the Code of Ethics for Employees of Lodz University of Technology was also introduced.

Additionally, recommendations for gender-balanced recruitment committees were developed, and a mandatory recruitment announcement template was created and implemented. Gender representation in decision-making bodies and leadership roles is continuously analyzed, with the data published every six months on the Gender Equality section of the TUL website.

These are just selected examples of the implementation of *the Gender Equality Plan at Lodz University of Technology for 2022–2024*. The new action plan, like the previous one, addresses areas identified by the European Commission as key to achieving gender balance in organizations, i.e., work-life balance and the organizational culture of the institution; gender equality in management and decision-making bodies; gender equality in recruitment and career development; integrating gender issues into research and educational content; measures against gender-based violence, including against sexual harassment. The plan includes 15 actions each of which falls into one of the following 5 scopes: Organizational culture and work-life balance; Gender equality in leadership, decision-making, research, and education; Gender equality in recruitment and career advancement; Institutional infrastructure; Raising awareness of gender-based violence.

The actions are intended for the entire university community – all staff groups, as well as doctoral candidates, and students. For each action, outcome indicators, a timeframe, and a TUL unit responsible for coordination have been defined (implementation will require the involvement and cooperation of multiple units). The progress of the tasks outlined in the GEP will be monitored and further developed. Therefore, the Team for the Gender Equality Plan at Lodz University of Technology, appointed by the rector and supervised by the vice rector for research, will meet at least once a quarter.

SCOPE 1.

ORGANIZATIONAL CULTURE AND WORK-LIFE BALANCE

1.1. Identifying the needs of individuals returning to work after parental leave with respect to support from TUL



LEAD UNIT: Human Capital Management Center, Research Support Center



IMPLEMENTATION TIMEFRAME: Q2 2026



INDICATORS: results of the study concerning the needs of individuals returning to work introduction of a re-onboarding procedure making the developed procedure available on WIKAMP

Description of action:

A survey will be conducted to diagnose the needs of individuals returning to work after parental leave. Based on the survey results and focus group studies involving employees who are the target audience of the planned activities, a procedure for re-integrating such individuals into work at TUL (re-onboarding) will be developed.

To streamline the procedure for postponing the periodic evaluation of teachers due to parental leave, a solution will be created to inform the relevant parties about the postponement and the new evaluation date. This will replace the current requirement for teachers in such situations to submit a formal request for postponement.

Additionally, training sessions on labor law for the management are planned, including topics related to parenthood.

1.2. Raising awareness concerning the possibility of combining parental and childcare leave with professional work



LEAD UNIT: Media and Communications Office



IMPLEMENTATION TIMEFRAME: years 2026-2027



INDICATORS: information campaign (including an online campaign and a poster initiative) the number of people availing themselves of the endorsed opportunity

Description of action:

Raising employees' awareness of the possibility of returning to work on a part-time basis during parental and childcare leave. The endorsed solution should enable individuals on leave to maintain contact with Lodz University of Technology, while also facilitating their return and reintegration into their duties after the leave ends. The initiative will be linked to promoting good practice related to balancing professional and private life (e.g., sharing professional and personal responsibilities).

1.3. Development of a Polish-language version of the game EQUINI



LEAD UNIT: TUL International Cooperation Center



IMPLEMENTATION TIMEFRAME: until the end of 2025



INDICATORS: Polish-language version of the gamej

Description of action:

A board game, EQUINI, to develop emotional intelligence and support the university's anti-discrimination campaign will be introduced at Lodz University of Technology. All members of the academic community – students, academic and non-academic staff – will be able to participate in the game. The game should help them develop skills to manage their emotions and should foster an attitude of openness and tolerance toward others. The English version of the game was created in 2024, and the Polish version will be produced in 2025. Ombudsmen for equality will be introduced to the game, which should contribute to the dissemination of this tool within the university and have a positive impact on the integration of the ombudsmen themselves.

SCOPE 2.

GENDER EQUALITY IN LEADERSHIP, DECISION-MAKING, RESEARCH, AND EDUCATION

2.1. Monitoring decision-making bodies and individuals in leadership roles from the perspective of gender representation, and presenting the results of these observations in an aggregated form on the TUL website in The Gender Equality Plan section

- LEAD UNIT: Human Capital Management Center**
- IMPLEMENTATION TIMEFRAME: from Q1 2025 through Q4 2027**
- INDICATORS: number of annual reports number of monitored bodies and roles/positions**

Description of action:

Records will be kept and reports and statistics will be produced regarding gender participation in decision-making bodies and among individuals in leadership roles. The data will relate, among other things, to the management in organizational units and the composition of committees and dean's authorities. Reports will be prepared annually and published on the TUL website, in The Gender Equality Plan section

2.2. Organization of awareness raising events and promoting good practice in the area of equality

- LEAD UNIT: Careers Office**
(Implementation of workshops on discrimination and professional development for women)
- Interdisciplinary Doctoral School** (Informational and promotional activities for doctoral candidates and supervisors, as well as the implementation of activities within the STER project)
- International Cooperation Center**
(Provision of facilities)
- IMPLEMENTATION TIMEFRAME: from Q1 2025 through Q4 2027**
- INDICATORS: number of events**

Description of action:

Organization of awareness – raising events aimed at preventing discrimination and mobbing, emphasizing positive phenomena, and sharing good practice. The events will feature:

- 1) Workshops for academic staff, focusing on the issue of discrimination in teaching (increasing awareness among academic teachers about discriminatory actions, including introducing participants to examples of such actions);
- 2) Events supporting professional development and building a Kobiety Nauki w PŁ [Women in Science at TUL] community at TUL, including networking meetings, workshops, and discussion panels that allow members of the TUL academic community to network, share experiences, and gain knowledge about career development opportunities in STEM;
- 3) Events facilitating intercultural integration for doctoral candidates, e.g.,:
 - intercultural workshops for doctoral candidates and supervisors to promote openness, tolerance, and mutual respect,
 - Diversity Day with open networking meetings with international participants.

2.3. Promotion and awareness campaign for equality actions



LEAD UNIT: Media and Communications Office

IMPLEMENTATION TIMEFRAME: from Q1 2025 through Q4 2027

INDICATORS: number of promotional actions per year number of published items of information about research projects

Description of action:

Promotion of events related to the Dziewczyny do Nauki [Girls, Do Science] program will be conducted in secondary schools. The action is geared towards encouraging young women to apply for studies at TUL and demonstrating that Lodz University of Technology is a women-friendly place, where many interesting events are organized. Research projects by TUL staff, doctoral candidates, and students that include a gender and/or diversity perspective will be promoted on the university's website. A series of videos will also be created, showcasing the cultural similarities and differences between Poland and the countries from which foreign doctoral candidates come from.

SCOPE 3.

GENDER EQUALITY IN RECRUITMENT AND CAREER ADVANCEMENT

3.1. Tracking statistics on the progress of subsequent stages of doctoral education, including gender representation



LEAD UNIT: Research Support Center

IMPLEMENTATION TIMEFRAME: from Q1 2025 through Q4 2027

INDICATORS: number of annual statistical reports

Description of action:

The area of doctoral training at Lodz University of Technology will be monitored for differences in the number of doctoral degree procedures initiated, mid-term evaluations, and doctoral degrees awarded, broken down by gender. The data will be analyzed, and the results will serve as a starting point for launching new initiatives.

3.2. Promoting gender equality concerning student admissions to faculties where there is a significant gender disparity



LEAD UNIT: Media and Communications Office

IMPLEMENTATION TIMEFRAME: from Q1 2025 through Q4 2027

INDICATORS: number of campaigns promoting gender balance number of reports

Description of action:

Short videos will be recorded featuring the stories of female and male students studying at those faculties at TUL where the largest gender disparity in student numbers is observed. The videos will be intended to challenge the stereotypical perception of study programs as being suitable for either men or women.

3.3. Tracking statistics on gender representation in grant applications and in internal TUL competitions for scholarships and grants at all stages of the academic career



LEAD UNIT: Research Support Center

IMPLEMENTATION TIMEFRAME: from Q1 2025 through Q4 2027

INDICATORS: number of reports

Ongoing collection and analysis of statistics concerning the participation of women and men in external and internal competitions.

SCOPE 4.

INSTITUTIONAL INFRASTRUCTURE

4.1. Collaboration with other universities and organizations to compare the solutions and identify instances of good practice in equality initiatives, with a focus on the possibility of implementing them at TUL



LEAD UNIT: University Office for Development

IMPLEMENTATION TIMEFRAME: from Q1 2025 through Q4 2027

INDICATORS: number of identified instances of good practice

Description of action:

Learning about the solutions and good practice in equality initiatives implemented by other universities and research institutions in Poland and abroad. This should help in the revision of The Gender Equality Plan at Lodz University of Technology. Instances of good practice will be identified by observing solutions adopted by other institutions and by following the recommendations of the European Commission. Another way to learn about new solutions related to equality issues will be through direct meetings with representatives of other universities implementing equality plans.

4.2. Promotion of The Gender Equality Plan at Lodz University of Technology



LEAD UNIT: Media and Communications Office

IMPLEMENTATION TIMEFRAME: from Q1 2025 through Q4 2027

INDICATORS: number of information campaigns

Description of action:

Using the available citylights at TUL, information campaigns will be conducted to encourage TUL employees, doctoral candidates, and students to familiarize themselves with the Gender Equality Plan section on the university's website. Additionally, periodic communication (emails/newsletters) will be sent to remind the community about the existence of ombudsmen for equality and The Gender Equality Plan at TUL. These notifications will inform employees, doctoral candidates, and students about who the ombudsman for equality in their faculty/unit are. The initiative will also promote teams appointed to handle with equality issues at TUL and highlight the regulations on this subject in force at the university.

4.3. Development of newsletters/webinars/videos on equality-related topics



LEAD UNIT: Media and Communications Office Multimedia Centre Lodz University of Technology

IMPLEMENTATION TIMEFRAME: until the end of 2026

INDICATORS: number of newsletters, videos, and webinars (e-learning courses) available to employees

Description of action:

Online publications will be developed containing equality-related content, contact information for psychologists from the Office for People with Disabilities and the Careers Office, and a list of ombudsmen for equality appointed at Lodz University of Technology. Additionally, a webinar and short videos on equality topics are planned to be recorded. E-learning courses will also be designed and produced for employees involved in recruitment processes and those sitting on selection committees. The courses will aim to support gender equality in recruitment, prevent discrimination in candidate evaluation, enhance staff competence in recruitment techniques and methods, and promote good practice in communication and the composition of committees.

4.4. Development of an employee satisfaction survey that considers equality-related topics and inclusion of equality-related questions in the existing Exit Interview



JEDNOSTKA KOORDYNUJACA: Centrum Zarządzania Kapitałem Ludzkim

IMPLEMENTATION TIMEFRAME: Q3 2025

INDICATORS: development of an employee satisfaction survey revising the Exit Interview to include equality-related topics

Description of action:

Designing and administering an employee satisfaction survey that will include equality-related issues. This type of issues will also be incorporated into the revised Exit Interview survey completed by employees leaving employment.

SCOPE 5.

RAISING AWARENESS OF GENDER-BASED VIOLENCE

5.1. Training on anti-mobbing and anti-discrimination topics for individuals in decision-making and leadership roles, other employees, doctoral candidates, and students



LEAD UNIT: Careers Office, Human Capital Management Center

IMPLEMENTATION TIMEFRAME: from Q1 2025 through Q4 2027

INDICATORS: number of training sessions per year

Description of action:

Raising awareness of the manifestations of discrimination, mobbing, and other forms of undesirable conduct, as well as of the legal and organizational consequences of such actions.

5.2. Informational support from psychologists at the Office for People with Disabilities and the Careers Office for potential victims of gender-based violence



LEAD UNIT: Office for People with Disabilities, Careers Office

IMPLEMENTATION TIMEFRAME: from Q1 2025 through Q4 2027

INDICATORS: number of support sessions

Description of action:

Support for potential victims of gender-based violence through psychologists employed at the Office for People with Disabilities and the Careers Office. Contact information of the psychologists will be published in the equality section of the Lodz University of Technology website.

Conclusion

Recognizing that equality and diversity are values that contribute to the development of Lodz University of Technology, we are guided in our actions by the principle of respecting the dignity of employees, doctoral candidates, and students, ensuring their equality in rights and responsibilities. At the same time, we strive to make our university a fully safe place for all members of the academic community, free from discrimination and fostering unrestricted scientific and professional growth.

The Gender Equality Plan is the result of the efforts of the leadership of Lodz University of Technology to raise awareness of the importance of equality issues. By implementing the best instances of good practice, the university's leadership seeks to promote equality standards within the academic community at TUL. The Gender Equality Plan at Lodz University of Technology 2025 – 2027 serves as a principal element and guideline for further development of equality policies at our institution. The planned implementation period will be a time of intensive work and action for the entire Łódź University of Technology community.

Glossary

GEP – Gender Equality Plan

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

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

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

W. TMiWT – Faculty of Material Technologies and Textile Design of Lodz University of Technology

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

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

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

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

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

Leadership and decision-making – individuals of different genders in leadership, management and decision-making roles, e.g., rector, vice rector, chancellor, bursar, dean, vice dean, director, manager, chair

Academic staff – individuals of different genders employed at the University in the group of teaching staff, research staff, or research and teaching staff

Non-academic staff – individuals of different genders who are not academic staff and are employed in the group of administrative and financial operations staff, library staff, facilities staff, engineering – technical staff, or research and technical staff

Students – individuals of different genders enrolled in first-cycle or second-cycle degree programs

Doctoral candidates – individuals of different genders enrolled in the Interdisciplinary Doctoral School of Lodz University of Technology

Scientific supervisors – individuals of different genders who provide scientific supervision during the preparation of a doctoral dissertation

Job candidates – individuals of different genders seeking employment

Participants – individuals of different genders participating in training, research projects, etc.

GENDER EQUALITY PLAN

LODZ UNIVERSITY OF TECHNOLOGY

Action Plan 2025-2027



Lodz University
of Technology

