



GENDER EQUALITY PLAN

2022-2024



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Document Information

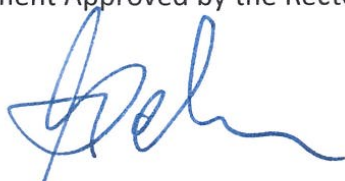
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Prof. Elżbieta Żądzińska

Introduction

The objective of the Gender Equality Plan (GEP) – spanning the years 2022-2024 – is to monitor and foster gender equality at the University of Lodz. GEP has been developed as part of the Horizon 2020-funded Redesigning Equality and Scientific Excellence Together (RESET) project, which addresses the issues related to equality from an intersectional perspective and aims to design and implement – as all the institutional partners involved in realization of the project underline – “a user-centred, impact-driven and inclusive vision of scientific excellence”. In line with the project’s objectives, the University of Lodz strives for the improvement of gender equality within its academic community while adopting an encompassing, intersectional approach to the issues of discrimination and exclusion. The first GEP to be implemented at the University of Lodz is envisaged as an initial step on the way toward a more extensive and practice-oriented plan for combatting any forms of discrimination or disadvantageous treatment of the University of Lodz community members.

The major goal of the current GEP is to conduct a thorough assessment of the present work environment relating to issues of equality and diversity at the University of Lodz with an aim of identifying the directions for further interventions. GEP addresses the needs and situations of all employees to ensure a better understanding of the issues of equality and the ways in which the principles of diversity and inclusivity can be better implemented in research, education, and administrative work. The document has been developed on the basis of organizational secondary data analysis, comprehensive focus-group study, and a large-scale survey conducted among all the University of Lodz employees. Such an encompassing approach has been adopted to carefully map the needs and expectations of different members of the academic community. Next to the data-driven objectives established to verify possible risks of inequalities, the activities planned within GEP aim to raise awareness about the forms of discrimination encountered in Higher Education Institutions (HEIs) and to broaden knowledge about the mechanisms of combatting discriminatory behaviours and structures. Thus, the principles set up in GEP are grounded in the conviction that solutions operating at both institutional and individual levels must work hand in hand to achieve a meaningful change at all levels of the university and its social surrounding.

GEP was created in an inclusive manner, adopting a co-design approach to offer an opportunity for presenting diverse points of view pertaining to different representatives of the University of Lodz community and to find solutions that would be satisfactory for all stakeholder groups and suitable for their different needs and expectations. The Gender Equality Board – established in early 2021 within the earlier-mentioned RESET project – has served as an important forum for discussing the final shape of the document. Representatives of different administrative units of the institution – such as Promotion Centre, Science Centre, International Relations Office – were also consulted in the process of designing GEP. This allowed for including therein a diversity of perspectives and experience-based points of view with an aim to produce a truly inclusive and comprehensive plan for enhancing gender equality at the University of Lodz.

Local context

Gender equality and inclusivity are one of the priorities of the University of Lodz for further development in the upcoming years. Such orientation remains in line with the official University of Lodz documents delineating the current mission and the vision of the institution. As they state, “The mission of the University of Lodz is to conduct research in a reliable manner and to proclaim truth that comes from it, so as to educate the next generations wisely, be useful to the society and boldly respond to the challenges of the modern world”. Equality and respect are in this regard considered the fundamental values on which such priorities should rest. They are also central to the University of Lodz understanding of scientific excellence, and the ambition of building a research and educational institution with an extensive network of international collaboration. The University of Lodz is “to become a research university with a strong position in the country and in Europe, standing out thanks to the courage and solidity of research, diversity, and openness in undertakings, educating wise and responsible citizens”. Principles of equality and, especially, equal opportunities in research, education, and employment, are therefore considered a necessary basis for strengthening the image of the University of Lodz as a responsible employer and a community devoted to justice and respect for all.

Given the fact that currently (as of 2022) the majority of the University of Lodz employees are women, and these are women who are often discriminated against, gender equality remains a key goal of our collaborative efforts. Yet, these efforts are not limited to women's issues, as we also recognize problems experienced by trans and gender-diverse persons, which we seek to address. To achieve the aforementioned goals, it is essential to build on the capacities and skills of all members of the University of Lodz community. It is therefore crucial to create a work environment, which will encourage and enable equal participation of all employees, ensuring that they can both contribute to the community and benefit from being a part of it. The establishment of Gender Equality Board in 2021 and implementation of Gender Equality Plan, both within the Horizon 2020-funded project RESET, are considered important steps on the way to building gender-sensitive awareness and attitudes among all members of our academic community. The principles of equality and respect constitute a foundation of harmonious disputes, which represent a solid and fundamental basis for scientific excellence. Since the University of Lodz is currently the biggest employer in the region, it is also of crucial importance for us to reach out to non-academic spheres of society with our message. It is equally important to broaden the reach of equality and diversity-based policies with an aim to foster an inclusive environment, and to spread these policies to wider part of the community, including not only teachers, researchers, and administrative employees of the University of Lodz, but also our students – current and future – as well as the whole social milieu in which our university operates.



Main assumptions and framework

The mission of GEP is to promote, mainstream, monitor and evaluate gender equality and diversity at the University of Lodz. The main aims of the plan include:

- Identifying the areas of gender equality and diversity that have been already addressed at the University of Lodz (on the basis of the gender equality report prepared for RESET), which can be further enhanced and mainstreamed.
- Identifying the main challenges to gender equality, and diversity at the University of Lodz.
- Formulating objectives of the plan to tackle these challenges.
- Proposing solutions and activities aiming to recognize, assess, monitor, and counteract these challenges.
- Engaging various key stakeholders, including: top and middle management, teachers and researchers, technical and administrative staff, students and PhD candidates, labour unions as well as various bodies and units of the University of Lodz (such as the Chancellor of the University of Lodz, the HR Department, the Department of Internal Audit and Analyses, the Promotion Centre, iHub, the International Relations Office) in pursuing the goals of the GEP.
- Introducing relevant gender- and diversity-friendly mechanisms and policies aiming to improve equal treatment of all employees and students (such as the antidiscrimination procedure).
- Addressing the intersectionality of equality by providing measures to prevent discrimination on the basis of gender, age, sexual identity, race, ethnicity, nationality, religious denomination, disability, economic status, etc.
- Raising awareness of gender equality, and diversity among the academic community by organising informational and educational campaigns and various training activities as well as enhancing the existing activities devoted to gender and diversity.

The proposed GEP is designed in accordance with the official strategy of the University of Lodz, approved in 2021 (for years 2021-2030), which in a general manner mentions the issues of equality and inclusiveness. It refers to, among other things, “diversity and the tradition of multiculturalism” and to “diversity, respect, and understanding for other opinions and attitudes as well as cultural

openness and tolerance for different world-views". Three operational objectives of the strategy mention equality-related issues: "accepting the plan to implement a set of pro-equality activities", "further development of 'University Diversity' campaign", and "supporting employees having children in maintaining work comfort and job effectiveness".

GEP addresses four priority focus areas around which all objectives, activities, and solutions are organised: 1) recruitment, retention, and career progression; 2) leadership and decision-making; 3) gender dimension in research and knowledge transfer; 4) gender biases and stereotypes, sexism and sexual harassment, and other forms of gender-based prejudice and harassment. These thematic areas correspond to the large-scale study undertaken within the RESET project in 2021, which provided a diagnosis of the main challenges and problems that should be included in the GEP for the years 2022-2024.

The key findings substantiating the GEP and determining its objectives (on the basis of the gender equality prepared for the RESET) include the fact that the University of Lodz's female employees are underrepresented in the collective decision-making organs, even though they constitute the majority of the University of Lodz's community. What is more, there is visible vertical segregation of academic employees and horizontal gender segregation. Additionally, work-life balance (WLB) and the lack of gender dimension in research and teaching practices were identified as key present challenges at the University of Lodz. Finally, the processes of discrimination are often located at the intersection of gender and age, and there are still some gender stereotypes visible in the academic community. The University of Lodz also recognizes the need to further research problems arising at the intersection of gender and other social categories as well as to look into the situation of trans and gender-diverse members of the community.

The proposed GEP addresses all of these findings and proposes effective and complex solutions together with preventive and educational measures and campaigns aiming at improving the well-being of the academic community and enhancing gender equality at the University of Lodz.

Gender Equality Plan

Priority focus areas



AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

ISSUE 1. HORIZONTAL GENDER SEGREGATION WITHIN ALL ACADEMIC DISCIPLINES

Objective 1: Understanding current gender-based patterns connected to the pursuit of academic careers, promoting gender balance in recruitment, and recognizing the significance of the categories that intersect with gender in this area of research and intervention

Objective 2: Combatting gender-based stereotypical distribution of academic employees within specific disciplines and preventing all forms of prejudice that negatively affect gender equality and diversity in these disciplines

ISSUE 2. DIFFERENT RATE OF ACADEMIC PROMOTION (WOMEN ADVANCE SLOWER THAN MEN)

Objective 1: Understanding gender-based patterns of the academic career development and recognizing the significance of the categories that intersect with gender in this area of research and intervention

Objective 2: Understanding employees coping with work-life balance

ISSUE 3. POORLY DEFINED CAREER DEVELOPMENT PATHS FOR ADMINISTRATIVE EMPLOYEES

Objective 1: Understanding gender-based patterns of career development in the university administration and recognizing the importance of other categories that intersect with gender and affect these patterns

Objective 2: Monitoring of career patterns of administrative employees with attention to gender and other categories that intersect with it and affect professional development

Objective 3: The implementation of a training programme for development of professional skills which recognizes the importance of other social categories that intersect with gender

Objective 4: The development and implementation of tools monitoring administrative employees' strategies of coping with work-life balance with attention to the importance of gender and other social categories that intersect with it

ISSUE 4. THE LACK OF RECRUITMENT STRATEGIES TO PREVENT HORIZONTAL SEGREGATION IN ADMINISTRATIVE UNITS

Objective 1: The understanding of the gender-based job application and employment patterns and recognizing the significance of other social categories that intersect with gender and affect these patterns

Objective 2: The implementation of a gender-sensitive recruitment strategy which recognizes the importance of other social categories that intersect with gender



AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

ISSUE 1. HORIZONTAL GENDER SEGREGATION WITHIN ALL ACADEMIC DISCIPLINES

Objective 1: Understanding current gender-based patterns connected to the pursuit of academic careers, promoting gender balance in recruitment, and recognizing the significance of the categories that intersect with gender in this area of research and intervention

Action	The development and implementation of monitoring tools to track the decision-making process in career development
Responsibilities	HR Department Vice-deans for science Department of Internal Audit and Analyses
Target groups	Teachers Teachers-researchers Full-time researchers Technical assistants Research assistants
Indicators / evaluation method	<ul style="list-style-type: none"> • The number of candidates for PhD programmes, aggregated, by scientific field and by gender; • The number of candidates admitted to PhD programmes, aggregated, by scientific field and by gender; • The number of people who pursue an academic career after the completion of a PhD degree, aggregated, by scientific field and by gender.
Resources	Statistical analysis Monitoring alumni careers
Timeline	2024

AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

ISSUE 1. HORIZONTAL GENDER SEGREGATION WITHIN ALL ACADEMIC DISCIPLINES

Objective 2: Combatting gender-based stereotypical distribution of academic employees within specific disciplines and preventing all forms of prejudice that negatively affect gender equality and diversity in these disciplines

Action	The launching of an annual communication campaign combatting gender stereotypes regarding academic career development
Responsibilities	Promotion Centre RESET team
Target groups	Students Teachers Teachers-researchers Full-time researchers Administrative staff Social environment Local community
Indicators / evaluation method	The number of posts, adverts, articles addressing the issue
Resources	Monitoring university communication (website, social media)
Timeline	2023

AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

ISSUE 2. DIFFERENT RATE OF ACADEMIC PROMOTION (WOMEN ADVANCE SLOWER THAN MEN)

Objective 1: Understanding gender-based patterns of academic career development and recognizing the significance of the categories that intersect with gender in this area of research and intervention

Action	The development and implementation of a monitoring tool for tracking the patterns of career development among academics
Responsibilities	HR Department Vice-deans for science Department of Internal Audit and Analyses
Target groups	Teachers Teachers-researchers Full-time researchers Technical assistants Research assistants
Indicators / evaluation method	The number of academics who earned an academic degree, aggregated by gender, career stage, age, and degree
Resources	Statistical data
Timeline	2024

AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

ISSUE 2. DIFFERENT RATE OF ACADEMIC PROMOTION (WOMEN ADVANCE SLOWER THAN MEN)

Objective 2: Understanding employees' coping with work-life balance

Action	<ul style="list-style-type: none"> • The development and implementation of a tool for monitoring career breaks; • The development and implementation of a tool for monitoring academic performance as correlated with one's family/personal situation; • The design and implementation of a sensitive and flexible system for the evaluation of academic performance; • The design and implementation of a system of reaction to individual family/personal situations (such as flexible work, temporary modification of professional responsibilities).
Responsibilities	<p>HR Department Vice-deans for science Department of Internal Audit and Analyses</p>
Target groups	<p>Teachers Teachers-researchers Full-time researchers Technical assistants Research assistants</p>
Indicators / evaluation method	<ul style="list-style-type: none"> • The number of academics with a documented record of career breaks, aggregated by gender, by career stage, by age, by degree; • The number of academics who get promoted after a career break, aggregated by gender, by career stage, by age, by degree; • The number of academics who decide to temporarily modify their professional responsibilities, aggregated by gender, by career stage, by age, by degree.
Resources	<p>Statistical data Annual anonymous survey Questionnaire Regular face-to-face meetings with supervisors</p>
Timeline	<p>2024</p>

AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

ISSUE 3. POORLY DEFINED CAREER DEVELOPMENT PATHS FOR ADMINISTRATIVE EMPLOYEES

Objective 1: Understanding gender-based patterns of career development in the university administration and recognizing the importance of other categories that intersect with gender and affect these patterns

Action	<ul style="list-style-type: none"> • The development and implementation of tools for monitoring career development of administrative employees; • Systematic monitoring of internal mobility of administrative employees.
Responsibilities	HR Department Unit Heads
Target group	Administrative employees
Indicators / evaluation method	<ul style="list-style-type: none"> • The number of employees who get promoted, aggregated by gender and employment record; • The number of employees who transferred to a different unit or took on new responsibilities, aggregated by gender and employment record; • The number of employees who decided to quit, aggregated by gender and employment record.
Resources	Annual statistical analysis
Timeline	2023

AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

ISSUE 3. POORLY DEFINED CAREER DEVELOPMENT PATHS FOR ADMINISTRATIVE EMPLOYEES

Objective 2: Monitoring the career patterns of administrative employees with regard to gender and other categories that intersect with it and affect professional development

Action	<ul style="list-style-type: none"> • The development and implementation of tools for the identification of employees’ professional needs; • The evaluation of employees’ level of job satisfaction; • The evaluation of employees’ willingness to change, expand, and limit their professional responsibilities; • Regular internal advertising of opportunities for professional development (job offers, short-term tasks, etc.).
Responsibilities	HR Department Unit Heads
Target group	Administrative employees
Indicators / evaluation method	<ul style="list-style-type: none"> • The number of employees satisfied with their work, aggregated by gender and employment record; • The number of employees dissatisfied with their work, aggregated by gender and employment record; • Qualitative analysis of the level of job satisfaction; • Qualitative analysis of employees’ professional needs; • The number of employees who learnt about new opportunities for professional development from internal database/communication tools made available by the employer, aggregated by gender and employment record.
Resources	Anonymous biannual surveys gathering quantitative and qualitative data, conducted within administrative units
Timeline	2024

AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

ISSUE 3. POORLY DEFINED CAREER DEVELOPMENT PATHS FOR ADMINISTRATIVE EMPLOYEES

Objective 3: The implementation of a training programme for development of professional skills which recognizes the importance of other social categories that intersect with gender

Action	The development of a tailor-made module-based training programme (hybrid format) for individual professional development
Responsibilities	HR Department Unit Heads
Target group	Administrative employees
Indicators / evaluation method	<ul style="list-style-type: none">• The number of employees who participated in the training programmes offered by the employer, aggregated by gender and other social categories, the employment record, and the focus of the training;• The number of employees who increase the level of satisfaction from their job after completion of the training programme.
Resources	Biannual statistical analysis Lecturers, different training tools, training infrastructure
Timeline	2024

AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

ISSUE 3. POORLY DEFINED CAREER DEVELOPMENT PATHS FOR ADMINISTRATIVE EMPLOYEES

Objective 4: The development and implementation of tools monitoring administrative employees' strategies of coping with work-life balance with attention to the importance of gender and other social categories that intersect with it

Action	<ul style="list-style-type: none"> • The development and implementation of tools for monitoring career breaks; • The development and implementation of tools for monitoring professional performance as correlated with one's family/personal situation; • The development and implementation of a sensitive and flexible system of the evaluation of professional performance; • The design and implementation of a system of reaction to employees' individual situations (such as temporary modification of responsibilities, flexible working hour).
Responsibilities	HR Department Unit Heads
Target group	Administrative employees
Indicators / evaluation method	<ul style="list-style-type: none"> • The number of employees with a documented record of career breaks, aggregated by gender and other social categories, the employment record, career stage; • The number of employees who get promoted after a career break, aggregated by gender, employment record, career stage; • The number of employees who decide to temporarily modify their professional responsibilities, aggregated by gender, employment record, career stage.
Resources	Annual statistical analysis Anonymous surveys Questionnaires Regular face-to-face meetings with supervisors
Timeline	2024

AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

ISSUE 4. THE LACK OF RECRUITMENT STRATEGIES TO PREVENT HORIZONTAL SEGREGATION IN ADMINISTRATIVE UNITS

Objective 1: Understanding gender-based job application and employment patterns and recognizing the significance of other social categories that intersect with gender and affect these patterns

Action	<ul style="list-style-type: none"> • The development and implementation of tools for monitoring the process of application for jobs at the University of Lodz, aggregated by gender, career stage, position; • The development and implementation of tools for monitoring the employment patterns at the University of Lodz, aggregated by gender, career stage, position.
Responsibilities	HR Department Unit Heads
Target group	Administrative employees
Indicators / evaluation method	<ul style="list-style-type: none"> • The number of candidates applying for a job, aggregated by gender and other social categories, work experience, the advertised position; • The number of candidates who are offered a job, aggregated by gender, work experience, the advertised position.
Resources	Annual statistical analysis
Timeline	2024

AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

ISSUE 4. THE LACK OF RECRUITMENT STRATEGIES TO PREVENT HORIZONTAL SEGREGATION IN ADMINISTRATIVE UNITS

Objective 2: The implementation of a gender-sensitive recruitment strategy which recognizes the importance of other social categories that intersect with gender

Action	<ul style="list-style-type: none"> • The development of a gender-sensitive language (textual and visual) toolkit to be used in recruitment policies; • The development of gender-sensitive flexible forms of employment adjusted to individual needs of employees.
Responsibilities	<p>HR department Unit Heads Promotion Centre</p>
Target group	Administrative employees
Indicators / evaluation method	<ul style="list-style-type: none"> • The number of candidates applying for a job, aggregated by gender and other social categories, work experience, the advertised position; • The number of candidates who use flexible forms of employment, aggregated by gender, work experience, the advertised position; • Qualitative analysis of the context of job adverts.
Resources	<p>Biannual statistical analysis Biannual qualitative content analysis</p>
Timeline	2023

AREA B: LEADERSHIP AND DECISION-MAKING

ISSUE 1. THE UNDERREPRESENTATION OF WOMEN IN FACULTY MANAGERIAL POSITIONS (DEANS, DEPARTMENT CHAIRS, DIRECTORS OF INSTITUTES)

Objective 1: Understanding gender-based patterns of promotion to a managerial function

Objective 2: The evaluation of promotion mechanisms



AREA B: LEADERSHIP AND DECISION-MAKING

ISSUE 1. THE UNDERREPRESENTATION OF WOMEN IN FACULTY MANAGERIAL POSITIONS (DEANS, DEPARTMENT CHAIRS, DIRECTORS OF INSTITUTES)

Objective 1: Understanding gender-based patterns of promotion to a managerial function

Action	<ul style="list-style-type: none"> • The development and implementation of a tool for monitoring election-based promotions; • The development and implementation of a tool for monitoring promotions based on the supervisors' decisions; • The development and implementation of a tool for monitoring of employees' needs for, and interests in, being promoted.
Responsibilities	HR Department Rector's Office Faculty Deans
Target groups	Teachers Teachers-researchers Full-time researchers Technical assistants Research assistants
Indicators / evaluation method	<ul style="list-style-type: none"> • The number of candidates applying for a managerial position, aggregated by gender and other social categories, career record, academic degree, family situation, discipline, position; • The number of promoted employees, aggregated by gender, career record, academic degree, family situation, discipline, position.
Resources	Annual statistical analysis Annual anonymous survey
Timeline	2024

AREA B: LEADERSHIP AND DECISION-MAKING

ISSUE 1. THE UNDERREPRESENTATION OF WOMEN IN FACULTY MANAGERIAL POSITIONS (DEANS, DEPARTMENT CHAIRS, DIRECTORS OF INSTITUTES)

Objective 2: The evaluation of promotion mechanisms

Action	A gender-sensitive review of the available opportunities for being promoted (such as eligibility criteria), which takes into account other social categories intersecting with gender.
Responsibilities	HR Department Rector's Office
Target groups	Teachers Teachers-researchers Full-time researchers Technical assistants Research assistants
Indicators / evaluation method	<ul style="list-style-type: none">• Qualitative analysis;• Comparative analysis.
Resources	Biannual statistical analysis Biannual qualitative content analysis
Timeline	2023

AREA C: THE GENDER DIMENSION IN RESEARCH AND KNOWLEDGE TRANSFER (CONTENT AND CURRICULA)

ISSUE 1. THE LACK OF DATA ON GENDER DIMENSION IN RESEARCH (PUBLICATIONS, PROJECTS, PATENTS, ETC.)

Objective 1: The creation of a database of publications, national and international projects, and patents that include gender and diversity dimensions

Objective 2: The creation of a database of authors of publications and principal investigators of national and international projects, aggregated by gender, age, and academic degree as well as other relevant categories that intersect with gender

ISSUE 2. THE LACK OF DATA ON GENDER AND DIVERSITY DIMENSIONS IN STUDY PROGRAMMES AND TEACHING CURRICULA

Objective 1: The creation of a database of programmes and courses that contain a gender and/or diversity component (with short description of content; by faculty)

ISSUE 3. THE LACK OF VISIBILITY OF GENDER-RELATED RESEARCH AND TEACHING AT THE UNIVERSITY

Objective 1: Improving the visibility of gender dimension in research and teaching; enhancing knowledge of gender and diversity mainstreaming

Objective 2: Improving the visibility of female scientists, researchers, and teachers at the university; encouraging girls and young women (including women with disabilities, women of colour and of different nationalities, etc., as well as trans and gender-diverse persons) to choose scientific careers; making the academic community aware of the challenges that motherhood/parenthood creates for teachers and researchers

ISSUE 4. THE ACADEMIC STAFF WHO DO NOT SEE THE NEED TO INTRODUCE GENDER AND DIVERSITY DIMENSIONS TO RESEARCH AND TEACHING

Objective 1: Encouraging academics to include a gender and/or diversity dimension in their research and teaching

Objective 2: Providing tools for scholars to include gender and diversity dimensions in research; providing tools for teachers to include a gender dimension in teaching curricula



AREA C: THE GENDER DIMENSION IN RESEARCH AND KNOWLEDGE TRANSFER (CONTENT AND CURRICULA)

ISSUE 1. THE LACK OF DATA ON GENDER DIMENSION IN RESEARCH (PUBLICATIONS, PROJECTS, PATENTS, ETC.)

Objective 1: The creation of a database of publications, national and international projects, and patents that include gender and diversity dimensions

Action	Gathering data on publication, patents, national and international projects that include a gender dimension and take into consideration the ways in which gender intersects with other social categories.
Responsibilities	Department of Internal Audit and Analyses Science Centre iHub International Cooperation Office
Target groups	Teachers-researchers Full-time researchers Research assistants
Indicators / evaluation method	<ul style="list-style-type: none"> • The number of publications that include a gender dimension; • The number of national and international projects that include a gender dimension; • The number of patents that include a gender dimension.
Resources	Annual statistical analysis
Timeline	2023

AREA C: THE GENDER DIMENSION IN RESEARCH AND KNOWLEDGE TRANSFER (CONTENT AND CURRICULA)

ISSUE 1. THE LACK OF DATA ON GENDER DIMENSION IN RESEARCH (PUBLICATIONS, PROJECTS, PATENTS, ETC.)

Objective 2: The creation of a database of authors of publications and principal investigators of national and international projects, aggregated by gender, age, and academic degree as well as other relevant categories that intersect with gender

Action	Gathering data of the authors of publications and principal investigators of national and international projects, aggregated by gender, age, and academic degree as well as other relevant categories that intersect with gender.
Responsibilities	Department of Internal Audit and Analyses Science Centre International Relations Office iHub
Target groups	Teachers_researchers Full-time researchers
Indicators / evaluation method	<ul style="list-style-type: none"> The number of authors of publications, aggregated by gender, age, and academic degree as well as other relevant categories that intersect with gender; The number of principal investigators of national and international projects, aggregated by gender, age, and academic degree as well as other relevant categories that intersect with gender.
Resources	Annual statistical analysis
Timeline	2023

AREA C: THE GENDER DIMENSION IN RESEARCH AND KNOWLEDGE TRANSFER (CONTENT AND CURRICULA)

ISSUE 2. THE LACK OF DATA ON GENDER AND DIVERSITY DIMENSIONS IN STUDY PROGRAMMES AND TEACHING CURRICULA

Objective 1: The creation of a database of programmes and courses that contain a gender and/or diversity component (with short description of content; by faculty)

Action	<ul style="list-style-type: none"> Collecting information about programmes and courses that contain a gender and/or diversity component (with short description of content; by faculty); Collecting information about instructors (by gender) who teach courses with a gender and/or diversity component.
Responsibilities	<p>Vice-rector for students and quality of education Vice-deans for teaching curricula Department of Internal Audit and Analyses</p>
Target groups	<p>Teachers-researchers Full-time researchers</p>
Indicators / evaluation method	<ul style="list-style-type: none"> The number of programmes (by faculty) that focus on gender and/or diversity; The number of courses (by faculty) that contain a gender and/or diversity component; The number of instructors (by gender) who teach courses with a gender and/or diversity component.
Resources	<p>Annual statistical analysis</p>
Timeline	<p>2023</p>

AREA C: THE GENDER DIMENSION IN RESEARCH AND KNOWLEDGE TRANSFER (CONTENT AND CURRICULA)

ISSUE 3. THE LACK OF VISIBILITY OF GENDER-RELATED RESEARCH AND TEACHING AT THE UNIVERSITY

Objective 1: Improving the visibility of gender dimension in research and teaching; enhancing knowledge of gender and diversity mainstreaming

Action	<ul style="list-style-type: none"> • Creating an information and educational campaign (online and on-site): “Why is gender and diversity mainstreaming in research and teaching important?”; • Promoting gender and diversity mainstreaming in research and teaching directed to students.
Responsibilities	<p>Promotion Centre Vice-rector for students and quality of education Vice-deans for teaching curricula Gender Equality Board</p>
Target groups	<p>Students PhD candidates Teachers Teachers-researchers Full-time researchers NGOs Local community</p>
Indicators / evaluation method	<p>The number of posts, articles, adverts, visual materials on the campaign (website, social media, local media).</p>
Resources	<ul style="list-style-type: none"> • A database of programmes and courses that contain a gender and/or diversity component; • Statistical data; • Promotion Centre’s employee responsible for creating the campaign; • A designer.
Timeline	<p>2024</p>

AREA C: THE GENDER DIMENSION IN RESEARCH AND KNOWLEDGE TRANSFER (CONTENT AND CURRICULA)

ISSUE 3. THE LACK OF VISIBILITY OF GENDER-RELATED RESEARCHERS AND TEACHERS AT THE UNIVERSITY

Objective 2: Improving the visibility of female scientists, researchers, and teachers at the university; encouraging girls and young women (including women with disabilities, women of colour and of different nationalities, etc., as well as trans and gender-diverse persons) to choose scientific careers; making the academic community aware of the challenges that motherhood/parenthood creates for teachers and researchers

Action	<ul style="list-style-type: none">• Campaigns for International Day of Women and Girls in Science and International Women’s Day;• Campaigns promoting a gendered perspective on scientific excellence;• The campaign “Faces on Campus” developed within the RESET project promoting female researchers, along with female administrative and supporting staff;• A campaign showing researchers-teachers as parents and caretakers.
Responsibilities	Promotion Centre Science Centre The RESET team PR plenipotentiaries at faculties Gender Equality Board

Target groups	<p>Teachers</p> <p>Teachers-researchers</p> <p>Full-time researchers</p> <p>PhD candidates</p> <p>Administrative employees</p> <p>Technical assistants</p> <p>Research assistants</p>
Indicators / evaluation method	<p>The number of posts, articles, adverts, visual materials promoting these campaigns (website, social media, local media).</p>
Resources	<p>The RESET team</p> <p>PR plenipotentiaries at faculties</p> <p>Promotion Centre's employee</p> <p>A designer</p>
Timeline	<p>2022</p>

AREA C: THE GENDER DIMENSION IN RESEARCH AND KNOWLEDGE TRANSFER (CONTENT AND CURRICULA)

ISSUE 4. THE ACADEMIC STAFF WHO DO NOT SEE THE NEED TO INTRODUCE GENDER AND DIVERSITY DIMENSIONS TO RESEARCH AND TEACHING

Objective 1: Encouraging academics to include a gender and/or diversity dimension in their research and teaching

Action	Training sessions on gender mainstreaming exploring why it is important to include a gender dimension in all aspects of research and teaching.
Responsibilities	The RESET team Vice-rector for science Vice-deans for science Gender Equality Board
Target groups	Teachers Teachers-researchers Full-time researchers PhD candidates Administrative employees Technical assistants Research assistants
Indicators / evaluation method	<ul style="list-style-type: none"> • Number of UL employees trained; • Questionnaire (<i>ex ante</i>, <i>ex post</i>).
Resources	RESET team Training curricula developed within RESET
Timeline	2024

AREA C: THE GENDER DIMENSION IN RESEARCH AND KNOWLEDGE TRANSFER (CONTENT AND CURRICULA)

ISSUE 4. THE ACADEMIC STAFF WHO DO NOT SEE THE NEED TO INTRODUCE GENDER AND DIVERSITY DIMENSIONS TO RESEARCH AND TEACHING

Objective 2: Providing tools for scholars to include gender and diversity dimensions in research; providing tools for teachers to include a gender dimension in teaching curricula

Action	<ul style="list-style-type: none"> • Developing guidelines on how to write project proposals that include gender and diversity dimensions; • Developing guidelines on how to include gender and diversity dimensions in designing courses and study programmes.
Responsibilities	<p>The RESET team Vice-rector for science Vice-deans for science Science Centre Vice-rector for students and quality of education Vice-deans for students</p>
Target groups	<p>Teachers Teachers-researchers Full-time researchers PhD candidates Administrative employees Technical assistants Research assistants</p>
Indicators / evaluation method	<ul style="list-style-type: none"> • The number of researchers who include gender and diversity dimensions in their research (aggregated by gender); • The number of teachers who include gender and diversity dimensions in teaching (aggregated by gender).
Resources	<p>Statistical data The RESET team</p>
Timeline	<p>2024</p>

AREA D: GENDER BIASES AND STEREOTYPES, SEXISM AND SEXUAL HARASSMENT

ISSUE 1. MONITORING OF REGULATIONS AND PROCEDURES TO TACKLE GENDER INEQUALITIES

Objective 1: Implementation of cyclical surveys aimed at monitoring gender inequalities within the academic community which also recognize the importance of other categories that intersect with gender and affect these inequalities

Objective 2: The creation of a trial version of an anti-discrimination procedure; the adjustment and implementation of anti-discrimination mechanisms to improve inclusivity at the University of Lodz

ISSUE 2. MONITORING OF EDUCATIONAL ACTIVITIES ORIENTED TOWARD IMPROVING AWARENESS OF, AND KNOWLEDGE ABOUT, GENDER EQUALITY

Objective 1: Designing a training scheme for all employees which focuses on different aspects of gender equality and diversity

Objective 2: A regular training session for representatives of the University of Lodz community

Objective 3: Promoting issues related to gender equality and diversity by introducing this information in employee orientation pack

ISSUE 3. DISSEMINATION OF GENDER-RELATED ISSUES AND THE LACK OF PROMOTIONAL ACTIVITIES

Objective 1: Combatting gender stereotypes and enhancing diversity by designing and implementing a language guide that is gender- and diversity-inclusive

Objective 2: Combatting gender stereotypes and enhancing diversity by launching promotional campaigns and training on issues related to gender and diversity at the University of Lodz

AREA D: GENDER BIASES AND STEREOTYPES, SEXISM AND SEXUAL HARASSMENT

ISSUE 1. MONITORING OF REGULATIONS AND PROCEDURES TO TACKLE GENDER INEQUALITIES

Objective 1: Implementation of cyclical surveys aimed at monitoring gender inequalities within the academic community which also recognize the importance of other categories that intersect with gender and affect these inequalities

Action	esigning, planning, and conducting regular surveys addressed to different stakeholders.
Responsibilities	HR Department Gender Equality Board Department of Internal Audit and Analyses
Target groups	Teachers Teachers-researchers Full-time researchers Students PhD candidates Administrative staff Technical assistants Research assistants
Indicators / evaluation method	<ul style="list-style-type: none"> • The number of respondents, aggregated by gender and other relevant social categories/identities; • The number of identified challenges.
Resources	Online survey platform Survey coordinator Statistical analysis Survey content designers The editor of the study report
Timeline	Biannual, starting in 2023

AREA D: GENDER BIASES AND STEREOTYPES, SEXISM AND SEXUAL HARASSMENT

ISSUE 1. MONITORING OF REGULATIONS AND PROCEDURES TO TACKLE GENDER INEQUALITIES

Objective 2: Creation of a trial version of an anti-discrimination procedure; the adjustment and implementation of anti-discrimination mechanisms to improve inclusivity at the University of Lodz

Action	<ul style="list-style-type: none"> • The elaboration of an anti-discrimination procedure; • Testing of the designed mechanism; • The implementation of improvements after revisions.
Responsibilities	<p>HR Department Gender Equality Board RESET team Rector’s plenipotentiary for equal opportunities (collecting reported cases) A committee to process reported cases</p>
Target groups	<p>Teachers Teachers-researchers Full-time researchers PhD candidates Administrative staff Technical assistants Research assistants Students</p>
Indicators / evaluation method	<ul style="list-style-type: none"> • A draft of the procedure to deal with discriminatory practices (including sexual harassment, etc.); • The number of reported cases annually; • A report on the documented cases aggregated by gender, age, units, etc.; • The number of interventions annually.
Resources	<p>Experts on equality enhancing mechanisms A work coordinator Person responsible for collecting cases of misconduct A committee to process the reported cases</p>
Timeline	<p>2022-2024</p>

AREA D: GENDER BIASES AND STEREOTYPES, SEXISM AND SEXUAL HARASSMENT

ISSUE 2. MONITORING OF EDUCATIONAL ACTIVITIES ORIENTED TOWARD IMPROVING AWARENESS OF, AND KNOWLEDGE ABOUT, GENDER EQUALITY

Objective 1: Designing a training scheme for all groups of employees which focuses on different aspects of gender equality and diversity

Action	<ul style="list-style-type: none"> • The preparation of a training toolbox; • The preparation of training syllabi addressing the needs of different groups of stakeholders; • The preparation of training guides and templates.
Responsibilities	The RESET team
Target groups	Teachers Teachers-researchers Full-time researchers PhD candidates Administrative employees Technical assistants Research assistants Top management Unit Heads
Indicators / evaluation method	<ul style="list-style-type: none"> • Designed toolbox; • Designed training syllabi.
Resources	RESET team
Timeline	2022-2023

AREA D: GENDER BIASES AND STEREOTYPES, SEXISM AND SEXUAL HARASSMENT

ISSUE 2. MONITORING OF EDUCATIONAL ACTIVITIES ORIENTED TOWARD IMPROVING AWARENESS AND KNOWLEDGE ABOUT GENDER EQUALITY

Objective 2: A regular training session for representatives of the University of Lodz community

Action	Designing a training session covering different problems related to gender issues (such as unconscious biases), approached from an intersectional perspective.
Responsibilities	The RESET team Promotion Centre Rector’s plenipotentiary for equal opportunities
Target groups	Newly recruited employees (obligatory training as a part of orientation) Teachers Teachers-researchers Full-time researchers PhD candidates Administrative employees Technical assistants Research assistants Top management Unit Heads
Indicators / evaluation method	<ul style="list-style-type: none"> • The number of training sessions; • The number of participants (by gender, age, position); • The number of topics taught; • The evaluation of training; • <i>Ex-ante</i> and <i>ex-post</i> analyses.
Resources	Experts/lecturers Moodle platform for online training sessions Rooms for face-to-face training
Timeline	2023-2024

AREA D: GENDER BIASES AND STEREOTYPES, SEXISM AND SEXUAL HARASSMENT

ISSUE 2. MONITORING OF EDUCATIONAL ACTIVITIES ORIENTED TOWARD IMPROVING AWARENESS OF, AND KNOWLEDGE ABOUT, GENDER EQUALITY

Objective 3: Promoting issues related to gender equality and diversity by introducing this information in employees' orientation pack

Action	Designing additional content in orientation pack
Responsibilities	HR Department Rector's plenipotentiary for equal opportunities Promotion Centre
Target group	All members of the University of Lodz community
Indicators / evaluation method	<ul style="list-style-type: none">• Content on gender equality included in the employees' orientation pack;• Content on gender equality included in the students' orientation pack.
Resources	An HR consultant A designer Promotion Centre
Timeline	2023-2024

AREA D: GENDER BIASES AND STEREOTYPES, SEXISM AND SEXUAL HARASSMENT

ISSUE 3. DISSEMINATION OF GENDER-RELATED ISSUES AND THE LACK OF PROMOTIONAL ACTIVITIES

Objective 1: Combatting gender stereotypes and enhancing diversity by designing and implementing a language guide that is gender- and diversity-inclusive

Action	<ul style="list-style-type: none"> • Enhancing the visibility of gender-related issues by providing guidelines for institutional communication; • A review of current communication practices; • Introducing gender-sensitive language in university documents, formal communication (with employees and students), employees’ portal, the University of Lodz website and social media; • Providing guidelines for the use of gender-sensitive language at the institutional level.
Responsibilities	<p>The HR Department Rector’s plenipotentiary for equal opportunities Promotion Centre</p>
Target group	<p>All members of the University of Lodz community</p>
Indicators / evaluation method	<ul style="list-style-type: none"> • A published guide; • A report on the current communication practices; • The number and type of updated documents.
Resources	<p>An employee at the Promotion Centre</p>
Timeline	<p>2023-2024</p>

AREA D: GENDER BIASES AND STEREOTYPES, SEXISM AND SEXUAL HARASSMENT

ISSUE 3. DISSEMINATION OF GENDER-RELATED ISSUES AND THE LACK OF PROMOTIONAL ACTIVITIES

Objective 2: Combatting gender stereotypes and enhancing diversity by launching promotional campaigns and training on issues related to gender and diversity at the University of Lodz

Action	<ul style="list-style-type: none"> Improving the visibility of issues related to gender and diversity at the University of Lodz through communication and promotion measures; The organisation of events and training on gender and diversity-related issues at the University of Lodz.
Responsibilities	Promotion Centre
Target group	All members of the University of Lodz community
Indicators / evaluation method	<ul style="list-style-type: none"> The number of beneficiaries; The presence in social media; The number of topics covered; The number of participants in training sessions; The number of published materials and organised events per year.
Resources	<p>An employee of the Promotion Centre</p> <p>A designer</p> <p>Experts to work on the content</p>
Timeline	2024



**UNIVERSITY
OF LODZ**



**Redesigning
Equality and
Scientific
Excellence
Together**

**The Gender Equality Plan was developed
as part of the **RESET** project.**

UniLodz RESET project leader - Dr. Aleksandra Różalska:

aleksandra.rozalska@uni.lodz.pl

Chair of the **Gender Equality Board** - Prof. Eleonora Bielawska-Batorowicz:

eleonora.batorowicz@now.uni.lodz.pl

