

Gender Equality Plan (GEP)

University of Lodz
2025-2027



Document approved by the Rector of the University of Lodz



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1. Introduction

GEP 2.0 is a second version of the document developed for the University of Lodz as part of its implementation of the framework of scientific excellence and the creation of an inclusive and gender-sensitive university environment. It constitutes a revised and expanded version of the first University of Lodz Gender Equality Plan (2022-2024) and covers the period of 2025-2027. As has been the case with the UL's GEP 1.0, the idea that lies behind the design of the document is to strengthen gender equality and gender mainstreaming in all processes at the University of Lodz, with the aim to build a more inclusive and supportive environment for research and social development, and facilitate a timely and comprehensive change in institutional culture.

The University of Lodz's Gender Equality Plan 2.0 was prepared within the framework of the EU-funded project RESET: *Redesigning Equality and Scientific Excellence Together* (CSA action, 2021-2024). RESET, as all institutional partners involved in the project's realisation underline, "addresses the challenge of Gender Equality in Research Institutions in a diversity perspective with the objective to design and implement a user-centred, impact-driven and inclusive vision of scientific excellence". As a GEP-implementing partner in the project, the University of Lodz strives for the improvement of gender equality within its academic community, taking an encompassing, intersectional approach to discrimination and exclusion as experienced within and beyond academia. While GEP 1.0, spanning the years 2022-2024, was envisaged as an initial step on the way toward a more extensive and practice-oriented plan for combating of any forms of bias or disadvantageous treatment of the University of Lodz community members, GEP 2.0 offers more mature and tailor-made solutions, the elaboration of which has been enabled by, and based on, a thorough analysis of data collected during the process of implementing the actions defined within GEP 1.0. It is thanks to the human and financial resources guaranteed by the participation in the RESET project that a well-conceived design and implementation of gender-sensitive strategies has been possible. Building on the UL community's recent experiences and newly acquired organisational knowledge, GEP 2.0 constitutes a logical extension of activities undertaken within its predecessor.

The implementation of GEP has enabled the University of Lodz to carry out strategic and comprehensive actions to raise awareness, monitor gender equality-related processes, and develop tailor-made solutions, while adopting and mainstreaming an intersectional approach to organisational processes taking place in the academia. The actions planned

within the GEP 2.0 are comprehensive in scope, targeting all groups at the University of Lodz (regardless of the position, type of contract, or character of work they perform), as well as students and doctoral candidates. Such a broad orientation reflects a more general assumption behind the GEP 2.0 that a substantial improvement of the quality of work and study environment can only be achieved by focusing on a systematic enhancement of the organisation's functioning in all dimensions, including research, education and administrative processes. This is reflected in the design of the current strategy for gender equality at UL.

We believe that the implementation of GEP 2.0 will allow for a more in-depth examination, critical assessment and subsequent enhancement of the processes structuring the day-to-day functioning of the University of Lodz. GEP 2.0's objectives are conceived as:

(1) a continuation of activities that have proved to be successful in the earlier period (2022-2024); (2) an implementation of projects and solutions that, for various reasons, could not be completed within the framework of GEP 1.0; and (3) delineation of new projects, being an expression of the organisation's social responsibility and its readiness for further institutional change. The structure of the current document has not changed *vis-a-vis* its predecessor, in order to facilitate comparisons and to monitor the institution's overall progress toward the achievement of strategic objectives (where needed, relevant indicators measuring the impact have been added).

As mentioned earlier, the process of designing the current version of GEP has been based on the experiences accompanying the implementation of the GEP 1.0 (2022-2024), especially as far as the collection and analysis of data, and the usefulness of indicators adopted for impact measurement are concerned. Some of the introduced modifications are inspired by the assessment of these experiences. In addition, the scope and orientation of the activities planned in the GEP 2.0 take into account opinions and suggestions of the University of Lodz employees, doctoral candidates and students who participated in training sessions carried out as part of the RESET project activities. These encounters provided an invaluable opportunity to learn, in a direct and constructive way, about the needs of the members of our academic community in such strategic areas as work-life balance, the integration of gender and diversity dimensions in research and teaching, and challenges related to the practical implementation of anti-discriminatory policies. They also created a platform for exchanging ideas and good practices, sharing experiences connected with working at the academia and for meeting with people affiliated with various UL units or departments, as well as scholars representing different research areas and academic interests.

The development of the GEP 2.0 was possible thanks to the commitment of the GEP Implementation Team, the Gender Equality Board, the University of Lodz authorities elected for the 2024-2028 term, and the members of the RESET project based at the University of Lodz.

2. Institutional Framework on Gender Equality

The formal framework for the UL's GEP 2.0 document is provided by such legal acts as *The Constitution of the Republic of Poland* (April 2, 1997), *Law on Higher Education and Science* (July 20, 2018), *The Act on the Implementation of Certain Provisions of the European Union in Terms of Equal Treatment* (December 3, 2010) and *Labor Code* (June 26, 1974). Moreover, the objectives and actions delineated within this document comply with the EC's *HR Excellence in Research Policy*, as well as with *The European Charter for Researchers*, *The Code of Conduct for the Recruitment of Researchers* (March 11, 2005), and the EC document *Towards a European Framework for Research Careers* (July 21, 2011). GEP 2.0 also remains in line with the United Nations' *2030 Agenda for Sustainable Development* and its 17 Sustainable Development Goals (SDGs) (especially, but not exclusively, Goal 4: Quality Education, Goal 5: Gender Equality, and Goal 10: Reduced Inequalities), as well as complying with the University of Lodz defined objectives, stated in internal strategic documents and regulations.

Gender equality, inclusivity and diversity should be seen as one of the priority areas for further development at the University of Lodz in the upcoming years. Such orientation remains in line with both the EU recommendations regarding gender mainstreaming within and beyond academia, and the official University of Lodz documents delineating the current mission of the institution as well as its plans for organisational improvement in the future. 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". Even though referred to only indirectly, equality and respect should be considered fundamental values on which such priorities rest. They are also central to the University of Lodz's understanding of scientific excellence and the ambition of building a research and educational institution with an extensive network of international collaboration. As stated in official documents, 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, as well as the potential discerned in the creative management of broadly understood diversity, are therefore considered a necessary basis for strengthening the image of the University of Lodz as a responsible employer and a community whose duty is to widely promote justice and respect for all. These ideas have been codified, albeit indirectly, in *The University of Lodz Statute*, as well as in other institution’s official documents, such as *The University of Lodz Work Regulations* and *The University of Lodz Study Regulations*. The functioning of the organisation also relies on the implementation of more universally adopted tools in the HR domain, such as HRS4R, OTM-R principles, EURAXESS recommendations, anti-discrimination and anti-mobbing university regulations.

Given the fact, that currently the majority of University of Lodz employees (that is, over 75% of administrative employees and over 55% of academic employees) are women, and these are women who are typically discriminated against (especially, but not exclusively, as far as professional promotion is concerned), gender equality remains a key goal of our collaborative efforts, and our endeavours are centred on improving the situation of women in the institution, responding to their specific needs, often co-determined by the dominant culture, societal expectations and gender stereotypes. Such a priority is clearly reflected in the construction of the UL’s GEP 2.0. Yet, our equality-oriented efforts are not limited to women’s issues as we also recognise challenges experienced by trans and gender-diverse persons, international members of our community (students, doctoral candidates and employees) as well as persons with special needs, which we seek to address in our comprehensive actions, adopting a research-informed intersectional approach which takes into consideration a whole range of social differentials determining an individual private and professional context. Such a perspective has shaped the processes of designing the objectives and actions aimed at strengthening equality at the University of Lodz.

We are aware that, in order 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 the equal and comfortable participation of all employees, ensuring that they can both contribute to the community and truly benefit from being a part of it. The establishment of the Gender Equality Board in 2021 and implementation of the UL’s GEP 1.0, both within the Horizon 2020-funded project RESET, should be considered important steps on the way to building gender-sensitive awareness and attitudes among all members of our academic community.

These efforts will be continued within the framework of GEP 2.0, focused on an adoption of tailor-made equality-enhancing tools (including well-defined recruitment strategies, professional development policies, monitoring and data collection & analysis system), building institutional infrastructure responsible for the efficient implementation of equality-oriented policies (including the Rector's Representative for Equal Treatment and accompanying administrative support, such as the HR officer and a network of representatives for social responsibility implementing GEP's principles at respective faculties, in the central administration and at other units of the UL, such as the Library). In sum, we aim to strengthen the atmosphere of inclusivity and mutual respect at the UL, for instance, through launching regular communication campaigns, organising public events, and conducting specialised training. While much has already been done in this regard, mostly as part of the implementation of UL's GEP 1.0 (e.g., development of a gender-focused data collection & analysis system; introduction of a broad range of gender-sensitive training sessions for academic and administrative employees as well as doctoral candidates and students; substantial increase in general awareness about gender (in)equality achieved through targeted communication campaigns), further endeavours are needed, especially as far as the process of institutionalisation of gender-equality oriented policies and actions at UL is concerned.

The principles of equality and respect, we believe, constitute a foundation for harmonious disputes, which represent a solid and fundamental basis for scientific excellence, societal advancement, and sustainable development. 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 a wider part of the community, including not only teachers, researchers, and administrative employees of the University of Lodz, but also to our students and PhD candidates – current and future – as well as the whole social milieu in which our university operates.

3. Mission and Aims of the GEP Document

The mission of GEP across the years 2025-2027 is to further promote, mainstream, monitor, and evaluate gender equality and diversity at the University of Lodz. In addition, its goal is to examine the impact that the ongoing and new initiatives and activities have on our academic community and its surroundings.

GEP 2.0's goal is to continue various GE processes, data gathering, and monitoring as well as the constant enhancing of systemic institutional change with regard to equality, diversity, inclusivity and anti-discrimination practices. As the experiences derived from GEP 1.0 show, these should be initiated through both top-down and bottom-up activities and processes occurring simultaneously, and including the voices of all academic groups.

The general goals of the plan include:

1. Further diagnosis of the current level of gender equality at UL – good practices and challenges;
2. Application of the revised indicators, especially within area A and B, and working out of the impact indicators for further GE processes;
3. Further application of the intersectional approach in dealing with gender-based discrimination (e.g., including age, sexual/gender identity, race, ethnicity, nationality, religious denomination, disability, economic status, scientific discipline, career stage, marital/family status, etc.);
4. Critical reflection on the mechanisms and activities introduced by GEP 1.0 (e.g., anti-discrimination procedure that needs to be improved; the Gender Equality Board and its role, impact and a more effective operation beyond the RESET project);
5. Investigating what kind of mechanisms, measures, practices, solutions are perceived as necessary, timely and effective by various target groups among the academic community (through surveys, interviews and various kinds of evaluation practices);
6. Cooperation with all levels of UL management and engaging them in the implementation of GEP 2.0 (Rectoral team, Deans and Vice-Deans, Chancellors of the UL, managers of all strategic administrative branches);
7. Creating the position of Rector's Representative for Equal Treatment, who – together with the new and reformed Gender Equality Board – will oversee and monitor the GEP implementation;

8. Cooperation with all strategic units of UL (including the Centre for Social Responsibility and HR officer, which will be established in December 2024), such as the Press Office, IT Centre, International Hub, UL Library, the Recruitment and Didactic Excellence Centre, the Rector's Office, the International Relations Office, the Academic Support Centre;
9. Stronger engagement in GEP activities (campaigns, training, surveys, design of gender-sensitive documents, such as GIL guide, etc.) from students, PhD candidates and Early-Stage Researchers (both as target groups of actions and as co-creators of various GEP-related activities);
10. Stronger engagement in GEP activities (training on discrimination and combating inappropriate behaviours, surveys for employees on, for instance, work-life balance and job satisfaction, assistance in familiarising employees with anti-mobbing and anti-discrimination procedures) from all three labour unions in executing GEP-related activities (Solidarność, Związek Nauczycielstwa Polskiego – ZNP, Inicjatywa Pracownicza);
11. In response to the requests of various academic groups, working out the toolbox for Gender-Inclusive Language (GIL) adjusted to the needs of the UL community (including gender-friendly linguistic rules as well as respect for non-binary persons);
12. Recognising the need to focus on work-life balance issues (in accordance with the current European and national regulations) through a more complex engagement of the Team for Work-Family Balance at the University, established in 2023 within the RESET project;
13. Offering informational and educational campaigns promoting respect for human rights and support for vulnerable groups (systematic awareness raising of the UL community);
14. Educating the academic community about the existing official mechanisms to complain about discriminatory practices as well as disseminating information about them;
15. Supporting all GEP activities through intensive, multidimensional and complex training (tailor-made to the needs of the specific target groups in UL);
16. Enhancing and tightening the cooperation with regards to GEPs, training and promoting GE and diversity with the local and national environment (other HEIs in Lodz and in Poland and their equal opportunities units/plenipotentiaries; Lodz municipality; local and national NGOs, etc.);
17. Coordinating the activities planned in GEP with the UL's engagement in the UNIC alliance (The European University of Post-Industrial Cities), especially within the thematic area "Superdiversity".

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 2.0 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. The issues related to work-life balance are addressed within area A. These thematic areas correspond to those covered by GEP 1.0, however, their activities and indicators were critically assessed and revised by the Team for GEP Implementation (established in February 2024).

Significantly, the GEP 2.0 actions and initiatives are interrelated with other important processes, projects, and activities simultaneously undertaken at UL: realisation of the UN Sustainable Development Goals (e.g., participating in the Times Higher Education Impact Ranking, which reflects the institution’s success in achieving SDGs), HR Excellence Logo, the Diversity Charter, the Declaration of University Social Responsibility, reporting on the UL’s institutional social responsibility, projects coordinated by the Academic Support Centre (on accessibility and inclusiveness of people with special needs), etc.

GEP corresponds to the constantly changing EU regulations with regards to gender equality and diversity policies, hence, it covers all four mandatory GEP process requirements: public document, dedicated resources, data collection and monitoring, training and capacity building. Furthermore, UL aims to further develop and enhance two additional EU-defined levels of promoting equality, i.e., integration of gender (and diversity) dimensions in research and teaching as well as achieving gender balance.

The key findings substantiating this GEP and determining its objectives are the results of the survey conducted at the beginning of 2024. They highlight the insufficient awareness about gender equality policies and mechanisms in general and the GEP at UL in particular. Most respondents could not name specific activities in this area, indicating either limited communication about them or lack of knowledge. At the same time, some people support

the actions undertaken so far, noting nonetheless their declarative nature and the need for a broader implementation in academic practice. Therefore, one of the main objectives of GEP 2.0 is dissemination and awareness-raising. There is also a 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 2.0 addresses all of these findings and proposes effective and complex solutions together with preventive and educational measures and campaigns as well as complex training, aimed at improving the well-being of the academic community and enhancing gender equality at the University of Lodz.

4. Key Findings Substantiating the GEP

4.1. Brief summary of GEP 1.0 actions implemented

The first University of Lodz Gender Equality Plan, adopted in 2022, was conceived as a document whose main task was to identify key areas related to such issues as equality, inclusion, and diversity. Its goal was to offer strategic guidance for achieving gender equality within the UL academic community. Four strategic areas were substantiated in the GEP 1.0, within which priority issues were identified and specific objectives set. The level of achievement of the planned results was to be regularly monitored, hence suitable indicators were defined for this purpose. The specific actions included in the GEP 1.0 focused on reviewing administrative, research and teaching processes, identifying both good practices and deficiencies in the policy of promoting gender equality at the UL, as well as designing adequate tools and solutions to minimise the challenges to GE.

One of the major assumptions behind the design of the UL's GEP 1.0 was to develop, test, and critically assess indicators set to monitor the achievements of objectives defined within the areas indicated in the document, aimed at increasing gender equality at the UL. With this goal in mind, the GEP Implementation Team was established, gathering representatives of different UL organisational units, as well as gender-equality experts, whose tasks consisted in: (1) verifying the accuracy of the indicators adopted in the GEP 1.0 document, (2) collecting statistical data for the assessment of the current situation in the organisation, (3) evaluating the usefulness of measurement strategies adopted in the GEP 1.0, (4) identifying gaps to be addressed, (5) adjusting originally-conceived indicators, (6) setting

realistic goals to be achieved within the subsequent reporting period, (7) providing recommendations for further work on the GEP 2.0.

The main organisational accomplishment related to the implementation of UL's GEP 1.0 consists in developing a comprehensive system of obtaining information, structured around the objectives defined in the document, and allowing for an overall monitoring and evaluation (based on adjusted indicators) of the current situation at the university as far as broadly defined inclusivity is concerned. Such an achievement enables the organisation to set ambitious goals regarding equal treatment and diversity management, as well as defining directions in which to pursue further actions aimed at creating a gender- and diversity-sensitive community managed from an informed intersectional perspective. Thus, the work undertaken as part of the process of implementing GEP 1.0 has been crucial for initiating well-defined and well-organised institutional endeavours, the goal of which has been to strengthen internal processes and structures, crucial for improving gender equality at UL.

Ambitious enough, GEP 1.0 pioneered in both defining the key areas in which actions must have been taken to safeguard equality and designing suitable initiatives. Nevertheless, given the trailblazing nature of this process, as well as institutional challenges encountered on the way, not all the objectives defined in the GEP 1.0 have been accomplished. The scheme offered below illustrates the level of fulfilment of specific objectives, set for each of the issues defined within the main areas addressed in the GEP 1.0 (2022-2024). Fully accomplished objectives are marked in **green**; their implementation is ongoing, and they will be retained in the upcoming reporting period. Partially fulfilled objectives are marked in **yellow**; their implementation has started and will be continued, occasionally in a slightly modified manner. The objectives that have not yet been accomplished, or whose implementation has not commenced within the timeframe of GEP 1.0., are marked in **red**; suitably modified (if necessary), they will be reintroduced as actions to be undertaken within the framework of GEP 2.0 (2025-2027).

Accomplishment of the objectives in the GEP for 2022-2024

*The full GEP 1.0 document can be found at:

https://www.uni.lodz.pl/fileadmin/user_upload/GEP_en.pdf

AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

- **ISSUE 1.** HORIZONTAL GENDER SEGREGATION WITHIN ALL ACADEMIC DISCIPLINES:
 - Objective 1
 - Objective 2
- **ISSUE 2.** DIFFERENT RATE OF ACADEMIC PROMOTION (WOMEN ADVANCE SLOWER THAN MEN)
 - Objective 1
 - Objective 2
- **ISSUE 3.** POORLY DEFINED CAREER DEVELOPMENT PATHS FOR ADMINISTRATIVE EMPLOYEES
 - Objective 1
 - Objective 2
 - Objective 3
 - Objective 4
- **ISSUE 4.** THE LACK OF RECRUITMENT STRATEGIES TO PREVENT HORIZONTAL SEGREGATION IN ADMINISTRATIVE UNITS
 - Objective 1
 - Objective 2

AREA B: LEADERSHIP AND DECISION MAKING

- **ISSUE 1.** THE UNDERREPRESENTATION OF WOMEN IN FACULTY MANAGERIAL POSITIONS
 - Objective 1
 - Objective 2

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
 - Objective 2
- **ISSUE 2.** THE LACK OF DATA ON GENDER AND DIVERSITY DIMENSIONS IN STUDY PROGRAMMES AND TEACHING CURRICULA
 - Objective 1
- **ISSUE 3.** THE LACK OF VISIBILITY OF GENDER-RELATED RESEARCH AND TEACHING AT THE UNIVERSITY
 - Objective 1
 - Objective 2
- **ISSUE 4.** THE ACADEMIC STAFF WHO DO NOT SEE THE NEED TO INTRODUCE GENDER AND DIVERSITY DIMENSIONS TO RESEARCH AND TEACHING
 - Objective 1
 - Objective 2

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

- **ISSUE 1.** MONITORING OF REGULATIONS AND PROCEDURES TO TACKLE GENDER INEQUALITIES
 - Objective 1
 - Objective 2
- **ISSUE 2.** MONITORING OF EDUCATIONAL ACTIVITIES ORIENTED TOWARD IMPROVING AWARENESS OF, AND KNOWLEDGE ABOUT, GENDER EQUALITY
 - Objective 1
 - Objective 2

- Objective 3
- **ISSUE 3.** DISSEMINATION OF GENDER-RELATED ISSUES AND THE LACK OF PROMOTIONAL ACTIVITIES
- Objective 1
- Objective 2

In general, within GEP 1.0, the actions were centred on the overall assessment of the current situation regarding gender equality at the UL. The overarching goal was to establish and test the gender- and diversity-sensitive data collection system and gender-inclusive process of institutional management, to be further improved and operationalised. On the basis of data collected for GEP 1.0, and thanks to the system of monitoring developed in the period 2022-2024, UL's overall objectives in the area of gender mainstreaming, as well as proposed actions to address specific equality-related issues, have been adequately updated and presented in GEP 2.0. Operationalised and critically assessed in the first period of implementing the gender-sensitive policies at the UL, some of the objectives defined for 2022-2024 will remain unchanged to facilitate further monitoring, analysis, and impact assessment of particular areas, issues and actions. Therefore, activities such as data collection and analysis, which have been successfully carried out in the period 2022-2024, will be retained in GEP 2.0, and no corrections or modifications of methodology/targets have been introduced in the current version of the plan. Nevertheless, the focus of the GEP 2.0 remains on the implementation of tailor-made tools, policies, and regulations, whose aim is to strengthen equality and inclusion at the university. Since some of the objectives defined in the GEP 1.0 have not been achieved, or their accomplishment has only been partial, they will be kept in the current version of the GEP, either unchanged or with suitable modifications.

4.2. Findings from the survey

The results of the survey conducted by the Women's Studies Centre within the RESET project, undertaken in January and February 2024, are quite significant for the further development of GEP and gender equality policies at UL. Importantly, they highlight the insufficient knowledge about the GEP and various mechanisms of enhancing gender equality in general. Hence, one of the main objectives defined for GEP 2.0 is the enhanced

dissemination of knowledge and awareness-raising with regards to equality, inclusivity, and diversity in HEIs.

The survey results lead to the following conclusions:

- Most of the participants feel that supporting equality and diversity should be an important issue at the UL. However, 43% of them think that university does not pay enough attention to it. There is a visible lack of staff engagement in the designing and implementation of GEP.
- GEP 1.0 was poorly recognised by the community and has only partially changed the participants' knowledge of and sensitivity to gender equality and diversity. More than half of them feel that it did not have any impact on their awareness and attitudes. Therefore, the GEP 2.0 includes the bottom-up perspective of some employees' needs derived from, for instance, motivated participants of the training sessions. It also assumes a better communication strategy for GE and diversity initiatives.
- The majority of the community members cannot provide examples of any initiatives implemented to promote gender equality and diversity at the University of Lodz. Some respondents point to GEP, training sessions, the use of gender-sensitive language in some university units, the introduction of the anti-discrimination procedure, preparation of guidelines for communication with non-binary and transgender people, and actions carried out as part of the University Diversity action. However, they also emphasise their knowledge is superficial and lacks detail.
- Respondents perceive that their units/departments to some extent encounter obstacles when organising activities promoting diversity. These challenges include the lack of support from those in key managerial positions at the university, limited resources, and internal resistance to the implementation of actions promoting equality.
- The survey has also revealed negative attitudes among some staff toward equality activities, considering them unnecessary, time-consuming, and a waste of university resources.

As far as the drafting of the GEP 2.0 is concerned, some suggestions were formulated:

- There is a great need to modify and publicise the activities related to the GEP implementation. Given its low visibility, developing a promotional strategy and an information campaign to raise awareness among employees, doctoral candidates, and students about creating the GEP and its activities seems essential. To support this, we will cite one respondent: "There is a lack of efficient communication about the fact the

implementation of activities promoting gender equality takes place. I found out from these surveys that some initiatives are undertaken”.

- Respondents indicate that GEP and other UL policies should first target the teaching staff as well as top and middle management.
- In addition to gender equality, it is important for participants to focus on the issue of age and to address the challenges for work-life balance in everyday academic task planning and time management (with a special emphasis on childcare and care for elderly family members).

Taking into consideration particular areas of the GEP 2.0, the survey results are related to more particular and UL-specific issues:

Leadership and decision making (accountability, transparency, inclusiveness)

- Different types of training activities are seen as having a medium impact on the implementation of equality at the managerial level. However, inclusive workshops and training sessions (e.g., on work-life balance) are perceived as potentially influential in future and helpful in achieving the GE objectives.
- The support from various levels of management, especially top management, is expected to help to disseminate the GEP. In addition, some attention should be given to top-down university regulations on working hours, distribution of teaching hours, etc. At the same time, grassroot, bottom-up activities should be continued, as awareness-raising is important for changing the institutional culture.

Recruitment, retention, career progression, including availability of family-friendly policies

- The respondents assess The Employee Portal (a UL Intranet website) as unhelpful in broadening community's self-awareness, with 63% expressing a critical view of whether the portal is useful, informative, and helpful for employees.
- More than half of the participants reveal a negative approach to career counselling at UL, perceiving it as not supporting gender equality. They emphasise the need to consider equality policies in hiring and building research careers (including assessment procedures) for both women and men.

Gender dimension in research and knowledge transfer (content and curricula)

- GEP 1.0 and GIA are considered to have a low or medium impact on promoting equality in research and science. Participants are less critical of GEB's activities, although its influence on building awareness of diversity in research is rated as average.
- The respondents do not consider including gender and diversity dimensions in research important, nor do they see the need to prioritise this issue in future.

Gender biases and stereotypes, sexism, and sexual harassment

- Employees feel that anti-mobbing and anti-discrimination procedures are important to counteract inappropriate behaviours resulting from gender-based stereotypes and biases. They emphasise that responding to and counteracting unequal treatment should go across the academic hierarchy and be applied to all members of the community equally.
- They rate the impact of gender-sensitive language as a means to deal with inequalities and discrimination in the academic environment as moderate. It is important to adjust the official UL communication to GIL and to offer a toolbox with guidelines to all UL units and academic groups.

4.3. Secondary data collection

Secondary data for the GEP 2.0 was obtained from similar sources and UL units as in 2022, yet their collection was done in a more coordinated, complex, and collaborative way in comparison to GEP 1.0. The key success issue with regard to such an approach to data gathering was the establishment of the Team for GEP implementation in February 2024. The intensive work of this team (consisting of people representing key units and decision-making bodies) assessed the indicators from GEP 1.0, revised them, and adjusted them to the needs of GEP 2.0, with an aim to gather the same data in a long-term perspective in order to observe change and draw conclusions about the directions UL is going with regards to gender and diversity mainstreaming.

The data was provided and adjusted to the GEP 2.0 by:

- the Internal Control and Analysis Department,
- the Recruitment and Didactic Excellence Centre,
- the Science Centre,
- the Communications and PR Centre with Press Office,

- the Employee Affairs Department,
- the UL Library,
- the Rector's Office,
- the Doctoral Schools Centre,
- the IT Centre,
- the UL Career Office,
- the Academic Support Centre,
- the Anti-discrimination Committee,
- the Gender Equality Board,
- the UL RESET team.

In future, other units (established in the fall and winter of 2024) will take part in the collection of secondary data and building a gender-sensitive database: the Centre for Social Responsibility, the HR officer, the Team on Work-Family Balance at the University, the Rector's Representative for Equal Treatment, Rector's representatives at faculties, etc.

4.4. Other sources of information collected at local level

Important sources of information about employees and students' perception of gender and diversity initiatives as well as their needs and requirements in areas of equality, diversity and inclusivity were:

- evaluations from training sessions (each training session provides *ex-post* survey to all participants),
- discussions during the Gender Equality Board's meetings (3-4 meetings annually),
- discussions during meetings of the Team for Work-Family Balance at the University (including a panel discussion organised in 2023, followed by detailed recommendations with regards to WLB at UL),
- local meetings of GEB members with representatives of different faculties,
- workshops and meetings with various groups of students (student academic networks, LGBT+ students, etc.),
- discussions during meetings with the Anti-Discrimination Committee.

5. GEP 2.0 Summary

5.1. Thematic/content areas

The structure of the GEP 2.0 is based on four thematic areas, retaining the major assumptions from the GEP 1.0. These are:

Area A: Gender equality in recruitment, retention and career progression,

Area B: Gender balance in leadership and decision-making,

Area C: Integration of the gender and diversity dimensions into research and teaching content,

Area D: Gender biases and stereotypes, sexism and sexual harassment.

The next chapter of the document presents detailed issues and objectives to be addressed for each area.

5.2. Actions devoted to capacity building and training

It would not be possible to achieve the objectives of the GEP without extensive training activities designed as a comprehensive toolbox by the UL RESET team within the WP4. It is tailored to different needs and target groups and addresses various areas, such as gender mainstreaming in all spheres of academic activity, gender-based discrimination and exclusion, intersectionality, gender-sensitive language, gendered approaches to scientific excellence, anti-discrimination policies aiming at providing equal opportunities as well as the importance of introducing the gender and diversity dimensions in research and teaching.

Using the train-the-trainers approach, the team of nine trainers have been providing workshops for the whole UL community. Throughout 2024, various academic groups have had the opportunity to deepen their knowledge and develop skills supporting the creation of a non-discriminatory organisational culture. The topics of the UL training offer include: aggression, mobbing and sexual harassment; reacting to harassment and inappropriate behaviours; diversity and inclusivity; preventing discrimination and unconscious bias; building positive relationships and enhancing positive attitudes toward diversity at work; work-life balance; GEP implementation; gender and diversity dimensions in research and

teaching. Training sessions are designed according to an intersectional approach, taking into account different perspectives, such as gender, age, (dis)ability, sexual identity, nationality, field of study, position at the university and so on. The training offer is addressed to all target groups: administrative, research and teaching staff, PhD candidates, and students. In future, further capacity building activities are planned, for instance, short online quizzes, webinars, onboarding training sessions, training sessions as part of study programmes, BA and MA seminars, etc. Furthermore, some training will be recommended to all new students and staff, and to the employees taking obligatory tests on work safety regulations every four years.

In the case of employees, training may take place at specific moments in their careers, such as joining an organisation, promotion, change of position, obtaining a scientific degree or as an element of skills upgrading.

In addition, further educational, informational and dissemination activities will be carried out through the University of Lodz's communication channels to draw attention to specific issues connected with D&I approach, anti-discrimination initiatives, and good practices from UL faculties, student networks, and research/teaching activities; to raise awareness about inappropriate behaviour and counteracting biases and stereotypes as well as to demonstrate the benefits of diversity to the academic community.

5.3. Actions devoted to data collection and monitoring

Most indicators defined in GEP 1.0 will be retained to further monitor and evaluate results achieved within the course of realisation of the GEP 2.0. Some areas and their indicators have been refined and modified. For some actions planned within the GEP 2.0 (and retained from the GEP 1.0), earlier established impact indicators have been revised and, where necessary, new indicators have been added.

One of the priorities for achieving gender equality and diversity in the organisation is an evidence-based decision-making process. For this reason, an interdisciplinary team was set up at the University of Lodz, consisting of people involved in sustainable development, gender equality, intersectionality, IT, workers' rights, etc. The team's task was to verify the indicators adopted. The consistency of the data collection and comparison process is an important element of organisational improvement. The initial research made it possible to establish a reference point for future activities, which will be integrated into the impact

indicators. The possibility of obtaining information and its actual usefulness were verified. Some indicators were modified to better reflect the specificity of the processes. The scope of data examined in subsequent editions of the GEP may continue to change in response to changes in the environment or the achievement of some of the objectives. It is also important to develop a robust and transparent system for comparing data. This will be used to assess the extent to which proposed activities address potential areas for improvement.

It is also important to design a robust and transparent system for comparing data. This is to assess the extent to which the proposed activities eliminate potential areas where the risk of discrimination or adverse impacts is highest.

5.4. Dedicated resources (and budget)

The detailed plan for resources and budget is still being determined, as the new UL authorities started their term on September 1st, 2024. However, some crucial resources have been already confirmed:

Human resources:

- The Centre for Social Responsibility,
- The HR officer (overseeing some training activities for employees – soft skills and expansion of knowledge),
- The Gender Equality Board (combined with the Team on the GEB implementation),
- Dean's representatives on social responsibility/sustainability in each Faculty and other UL units (they will be also members of the reformed Gender Equality Board),
- The position of the Rector's Representative for Equal Treatment (who will be possibly chairing the Gender Equality Board),
- The Team on Work-Family Balance at the University (as part of structure of the Centre for Social Responsibility),
- Vice-Rector for Popularisation of Science and Education (overseeing some training activities, such as GIA),
- The Academic Support Centre (coordinating some projects that overlap GEP's goals).

Financial resources:

- New position of the HR officer,
- New position of the Rector's Representative for Equal Treatment,
- New international and national projects that include GEP's actions

6. Strategic Action Plan on Gender Equality and Diversity

AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

ISSUE 1. HORIZONTAL GENDER SEGREGATION WITHIN ALL ACADEMIC DISCIPLINES

- **Objective 1:** Monitoring gender-based patterns connected to the pursuit of academic careers, promoting gender balance in recruitment, and recognising the significance of the categories that intersect with gender in this area of research and intervention; enhancement of transparency in the recruitment process
- **Objective 2:** Combating 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. THE UNEVEN RATE OF ACADEMIC PROMOTION (WOMEN ADVANCE SLOWER THAN MEN)

- **Objective 1:** Monitoring gender-based patterns of the academic career development, recognising the significance of the categories that intersect with gender in this area of research and intervention
- **Objective 2:** In-depth understanding employees' strategies of coping with work-life balance and promotion of a fairer distribution of responsibilities between professional and private spheres

ISSUE 3. POORLY DEFINED CAREER DEVELOPMENT PATHS FOR ADMINISTRATIVE EMPLOYEES

- **Objective 1:** Monitoring gender-based patterns of career development in the university administration, recognising 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 recognises the importance of other social categories that intersect with gender

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

ISSUE 4. SETTING THE FRAMEWORKS FOR ACHIEVING WORK-LIFE BALANCE

- **Objective 1:** Monitoring the existing mechanisms and documents and designing solutions supporting work-life balance and actions addressing issues connected therewith

ISSUE 5. THE LACK OF RECRUITMENT STRATEGIES TO PREVENT HORIZONTAL SEGREGATION IN ADMINISTRATIVE UNITS

- **Objective 1:** The in-depth understanding of the gender-based job application and employment patterns and recognising 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 recognises 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: Monitoring gender-based patterns connected to the pursuit of academic careers, promoting gender balance in recruitment, and recognising the significance of the categories that intersect with gender in this area of research and intervention; enhancement of transparency in the recruitment process

Action	The development and implementation of monitoring tools to track the decision-making process in career development
Responsibilities	<ul style="list-style-type: none"> • HR officer • Rector's Representative for Equal Treatment • Vice-deans for science • Directors of the University of Lodz Doctoral Schools
Target groups	<ul style="list-style-type: none"> • PhD candidates • Teachers • Teachers-researchers • Full-time researchers • Technical assistants • Research assistants
Indicators	<ul style="list-style-type: none"> • The number of candidates for PhD programmes, aggregated by gender, by scientific field, by the form of the program (research-based vs. practice-based) • The number of candidates admitted to PhD programmes, aggregated by gender, by scientific field, by the form of the programme (research-based vs. practice-based) • The number of people who pursue an academic career after the completion of a PhD degree, aggregated by gender, by scientific field, by form of the program (research-based vs. practice-based)

Evaluation methods and resources	<ul style="list-style-type: none"> • Statistical analysis • Comparative analysis • Monitoring alumni careers • The GEP implementation team / Alumni Office / Rector's Representative for Equal Treatment with administrative staff
Timeline	2025-2027

AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

ISSUE 1. HORIZONTAL GENDER SEGREGATION WITHIN ALL ACADEMIC DISCIPLINES

Objective 2: Combating 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	An annual communication campaign combating gender stereotypes regarding academic career development targeting wide community
Responsibilities	<ul style="list-style-type: none"> • HR officer • Rector's Representative for Equal Treatment • Vice-Rector for Academic and External Relations • Vice Rector for Popularisation of Science and Education • Centre for Social Responsibility
Target groups	<ul style="list-style-type: none"> • Students • PhD candidates • Teachers • Teachers-researchers • Full-time researchers • Administrative staff • Social environment • Local community
Indicators	The number of posts, adverts, articles, and events addressing the issue
Evaluation methods and resources	<ul style="list-style-type: none"> • Monitoring university communication (website, social media, public events) • Communication officer and task coordinator
Timeline	2025-2027

AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

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

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

Action	The implementation of a monitoring tool for tracking the patterns of career development among academics
Responsibilities	<ul style="list-style-type: none"> • HR officer • Rector's Representative for Equal Treatment • Vice-Deans for Science
Target groups	<ul style="list-style-type: none"> • Teachers • Teachers-researchers • Full-time researchers • Technical assistants • Research assistants
Indicators	<ul style="list-style-type: none"> • The number of academics who earned an academic degree, aggregated by gender, by age, by degree • The number of academics who earned an academic degree, aggregated by the number of dependent children • The number of academics who earned an academic degree, aggregated by discipline

Evaluation methods and resources	<ul style="list-style-type: none"> • Statistical analysis • Collated analysis of aggregated data • The GEP implementation team / Rector's Representative for Equal Treatment with suitable administrative staff / HR officer / IT Department
Timeline	2025-2027

AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

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

Objective 2: In-depth understanding employees' strategies of coping with work-life balance

Action	<ul style="list-style-type: none"> Monitoring career breaks 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	<ul style="list-style-type: none"> HR officer Rector's Representative for Equal Treatment Vice-Rector for Science Vice-Deans for Science
Target groups	<ul style="list-style-type: none"> Teachers Teachers-researchers Full-time researchers Technical assistants Research assistants Supervisors and managerial staff

Indicators	<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, and by family/personal situation • The number of tools/solutions developed for sensitive evaluation of academic performance and for reaction to individual family/personal situations • The % of people benefiting from the system of reaction to individual family/personal situations who are satisfied with the solutions offered by the organisation
Evaluation methods and resources	<ul style="list-style-type: none"> • Statistical data • Annual survey (anonymous) • Survey for supervisors (reporting and evaluating their experience with their supervisees) • The GEP implementation team / Rector's Representative for Equal Treatment with suitable administrative staff / HR officer
Timeline	2025-2027

AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

ISSUE 3. POORLY DEFINED CAREER DEVELOPMENT PATHS FOR ADMINISTRATIVE EMPLOYEES

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

Action	<ul style="list-style-type: none"> Monitoring career development of administrative employees Systematic monitoring of internal mobility (promotion) of administrative employees
Responsibilities	<ul style="list-style-type: none"> HR officer Rector's Representative for Equal Treatment Unit Heads
Target group	Administrative employees
Indicators	<ul style="list-style-type: none"> The number of employees who get promoted to a managerial position, aggregated by gender, by age, and by employment record The number of employees who get promoted to a higher position, aggregated by gender, by age, and by employment record The number of employees who decided to quit, aggregated by gender, by age, and by employment record
Evaluation methods and resources	<ul style="list-style-type: none"> Annual statistical analysis Rector's Representative for Equal Treatment with suitable administrative staff / HR officer
Timeline	2025-2027

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 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.) • The dissemination of the survey results to the members of the UL academic community
Responsibilities	<ul style="list-style-type: none"> • HR officer • Rector's Representative for Equal Treatment • Unit Heads
Target group	Administrative employees
Indicators	<ul style="list-style-type: none"> • The number of employees satisfied with their work, aggregated by gender and by employment record • The number of employees dissatisfied with their work, aggregated by gender and by employment record • Qualitative analysis of the level of job satisfaction • Qualitative analysis of employees' professional needs

Evaluation methods and resources	<ul style="list-style-type: none"> • Anonymous biannual surveys gathering quantitative and qualitative data, conducted within administrative units • Comprehensive analysis of collated qualitative and quantitative data • The number of articles, posts, and mailings addressing the issue • HR officer / Communication officer / Employer branding officer / Rector's Representative for Equal Treatment with suitable administrative staff
Timeline	<ul style="list-style-type: none"> • 2025 (survey I) • 2027 (survey II; recapitulation)

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 recognises the importance of other social categories that intersect with gender

Action	The implementation of a tailor-made module-based training programme (hybrid format) for individual professional development
Responsibilities	<ul style="list-style-type: none"> • HR Office • Rector's Representative for Equal Treatment • Unit Heads • RESET trainers
Target group	Administrative employees
Indicators	<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, by the employment record, and by the focus of the training • The number of employees satisfied with the training programme
Evaluation methods and resources	<ul style="list-style-type: none"> • Biannual statistical analysis • Lecturers, training tools, training infrastructure • HR officer / Communication officer / Employer branding officer / Rector's Representative for Equal Treatment with suitable administrative staff / RESET trainers
Timeline	2025 and 2027

AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

ISSUE 3. POORLY DEFINED CAREER DEVELOPMENT PATHS FOR ADMINISTRATIVE EMPLOYEES

Objective 4: The 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"> Monitoring career breaks Monitoring professional performance as correlated with one's family/personal situation The 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 hours)
Responsibilities	<ul style="list-style-type: none"> HR Office Rector's Representative for Equal Treatment Unit Heads
Target group	Administrative employees
Indicators	<ul style="list-style-type: none"> The number of employees with a documented record of career breaks, aggregated by gender and other social categories, by the employment record, and by career stage The number of employees who get promoted to a managerial position after a career break, aggregated by gender, by age, by employment record, and by career stage The number of tools/solutions developed for sensitive evaluation of academic performance and for reaction to individual family/personal situations

	<ul style="list-style-type: none"> • The % of people benefiting from the system of reaction to individual family/personal situations who are satisfied with the solutions offered by the organisation
Evaluation methods and resources	<ul style="list-style-type: none"> • Annual statistical analysis • Anonymous surveys • Questionnaires • Survey for supervisors (reporting and evaluating their experience with their supervisees) • HR officer / Rector's Representative for Equal Treatment with suitable administrative staff
Timeline	2027

AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

ISSUE 4. SETTING THE FRAMEWORKS FOR ACHIEVING WORK-LIFE BALANCE

Objective 1: Monitoring the existing mechanisms and documents and designing solutions supporting work-life balance and actions addressing issues connected therewith

Action	<ul style="list-style-type: none"> • Verification of documents and procedures addressing employees' strategies of coping with WLB • Designing actions addressing the challenges related to WLB • Implementing missing procedures and mechanisms supporting WLB
Responsibilities	<ul style="list-style-type: none"> • HR officer • Rector's Representative for Equal Treatment • Head of the Centre for Social Responsibility • UL Legal Office • Experts involved in WBL issues • Team for Work-Family Balance at the University
Target group	All the UL community members
Indicators	<ul style="list-style-type: none"> • Report on identified gaps in WLB • The number of implemented actions/proposition improving the WLB mechanisms • % of people satisfied with the implemented solutions
Evaluation methods and resources	<ul style="list-style-type: none"> • Biannual statistical analysis • Anonymous surveys • Questionnaires • Survey for supervisors (reporting and evaluating their experience with their supervisees) • HR officer / Rector's Representative for Equal Treatment with suitable administrative staff / UL Legal Office
Timeline	2025 and 2027

AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

ISSUE 5. THE LACK OF RECRUITMENT STRATEGIES TO PREVENT HORIZONTAL SEGREGATION IN ADMINISTRATIVE UNITS

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

Action	<ul style="list-style-type: none"> The implementation of tools for monitoring the process of application for jobs at the University of Lodz, aggregated by gender, by career stage, the by the advertised position The implementation of tools for monitoring the employment patterns at the University of Lodz, aggregated by gender, by career stage, and by the advertised position
Responsibilities	<ul style="list-style-type: none"> HR officer Rector's Representative for Equal Treatment Unit Heads
Target group	Administrative employees
Indicators	<ul style="list-style-type: none"> The number of candidates applying for a job, aggregated by gender and other social categories, by work experience, and the advertised position The number of candidates who are offered a job, aggregated by gender, by age, by work experience, and by the advertised position
Evaluation methods and resources	<ul style="list-style-type: none"> Annual statistical analysis HR officer / Rector's Representative for Equal Treatment with suitable administrative staff
Timeline	2027

AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

ISSUE 5. THE LACK OF RECRUITMENT STRATEGIES TO PREVENT HORIZONTAL SEGREGATION IN ADMINISTRATIVE UNITS

Objective 2: The implementation of a gender-sensitive recruitment strategy which recognises 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	<ul style="list-style-type: none"> HR officer Rector's Representative for Equal Treatment Unit Heads
Target group	Administrative employees
Indicators	<ul style="list-style-type: none"> The number of candidates applying for a job, aggregated by gender and other social categories, by work experience, and by the advertised position The number of candidates who use flexible forms of employment, aggregated by gender, by work experience, and by the advertised position Qualitative content analysis of job adverts
Evaluation methods and resources	<ul style="list-style-type: none"> Biannual statistical analysis Biannual qualitative content analysis HR officer / Rector's Representative for Equal Treatment with suitable administrative staff
Timeline	2025 and 2027

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 implementation of a tool for monitoring election-based promotions • The implementation of a tool for monitoring promotions based on the supervisors' decisions • The implementation of a tool for monitoring of employees' needs for, and interests in, being promoted
Responsibilities	<ul style="list-style-type: none"> • HR officer • Rector's Representative for Equal Treatment • Rector's Office • Faculty Deans
Target groups	<ul style="list-style-type: none"> • Teachers • Teachers-researchers • Full-time researchers • Technical assistants • Research assistants
Indicators	<ul style="list-style-type: none"> • The number of candidates applying for, or interested in being promoted to, a managerial position, aggregated by gender and other social categories, by career record, by academic degree, by family situation, by discipline, by position • The number of candidates applying for academic promotion, aggregated by gender and other social categories, by career record, by academic degree, by family situation, by discipline, by position (assistant professor, associate professor)

	<ul style="list-style-type: none"> The number of promoted employees, aggregated by gender, by age, by career record, by academic degree, by family situation, by discipline, by position
Evaluation methods and resources	<ul style="list-style-type: none"> Annual statistical analysis Annual anonymous survey HR officer / Rector's Representative for Equal Treatment with suitable administrative staff
Timeline	2025-2027

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	<ul style="list-style-type: none"> • HR officer • Rector's Representative for Equal Treatment • Rector's Office
Target <u>groups</u>	<ul style="list-style-type: none"> • Teachers • Teachers-researchers • Full-time researchers • Technical assistants • Research assistants
Indicators	<ul style="list-style-type: none"> • The number of candidates applying for, or interested in being promoted to, a managerial position, aggregated by gender and other social categories, be career record, be academic degree, be family situation, be discipline, be position • The number of candidates applying for academic promotion, aggregated by gender and other social categories, be career record, be academic degree, be family situation, be discipline, be position (assistant professor, associate professor) • The number of promoted employees, aggregated by gender, be age, be career record, be academic degree, be family situation, be discipline, be position

valuation methods and resources	<ul style="list-style-type: none"> • Statistical analysis • Qualitative content analysis • HR officer / Rector's Representative for Equal Treatment with suitable administrative staff
Timeline	2027

AREA C: GENDER AND DIVERSITY DIMENSIONS IN RESEARCH AND TEACHING CONTENT

ISSUE 1. BUILDING THE DATABASE ON GENDER AND DIVERSITY DIMENSIONS IN RESEARCH (PUBLICATIONS, PROJECTS, PATENTS, ETC.)

- **Objective 1:** The creation a long-term database of publications, national and international projects, and patents that include gender and diversity dimensions (data searched according to keywords defined in 2023)
- **Objective 2:** The creation of a database of authors of publications and principal investigators of national and international projects, aggregated by gender and scientific discipline (data searched according to keywords defined in 2023)

ISSUE 2. BUILDING THE DATABASE 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 (according to title of the programme, keywords, and abstract, including the instructor's gender, faculty and scientific discipline)

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 through publication of GIA tools (checklist) developed in RESET and its dissemination among the relevant academic groups (researchers and supporting staff)
- **Objective 2:** Improving the visibility of female academics, researchers, and teachers at the university; encouraging girls and young women (including women with disabilities, non-Polish women, etc., as well as trans and gender-diverse persons) to choose academic careers; making the academic community aware of the challenges that motherhood/parenthood creates for teachers and researchers

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

- **Objective 1:** Providing training on gender mainstreaming and intersectionality, and GIA tools in research developed in RESET to researchers (recommended for those applying for EU-funded and national projects)
- **Objective 2:** Providing training on gender mainstreaming and intersectionality, and GIA tools in research developed in RESET to employees of the Project Support Centre and units supporting researchers in writing projects proposals on GIA in research
- **Objective 3:** Providing training on gender mainstreaming and intersectionality, and GIA tools in teaching developed in RESET to teachers (recommended for newly established study programmes)
- **Objective 4:** Providing training on gender mainstreaming and intersectionality, and GIA tools in research developed in RESET to all PhD candidates in three UL Doctoral Schools
- **Objective 5:** Providing regular workshops on gender mainstreaming and intersectionality, and GIA tools in teaching developed in RESET for MA students of various faculties and fields of study

AREA C: GENDER AND DIVERSITY DIMENSIONS IN RESEARCH AND TEACHING CONTENT

ISSUE 1. BUILDING THE DATABASE ON GENDER AND DIVERSITY DIMENSIONS IN RESEARCH (PUBLICATIONS, PROJECTS, PATENTS, ETC.)

Objective 1: The creation of a long-term database of publications, national and international projects, and patents that include gender and diversity dimensions (data searched according to keywords defined in 2023)

Action	Gathering data on publications, patents, national and international projects that include a gender and diversity dimensions
Responsibilities	<ul style="list-style-type: none"> • UL Library • Projects' Support Centre • IT Department
Target groups	<ul style="list-style-type: none"> • Teachers-researchers • Full-time researchers • PhD candidates
Indicators	<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
Evaluation method and resources	<ul style="list-style-type: none"> • Annual statistical analysis (according to the keywords defined in 2023) • Comparative analysis (every year)
Timeline	2025-2027

AREA C: GENDER AND DIVERSITY DIMENSIONS IN RESEARCH AND TEACHING CONTENT

ISSUE 1. BUILDING THE DATABASE 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 and scientific discipline (data searched according to keywords defined in 2023)

Action	Gathering data of the authors of publications and principal investigators of national and international projects, aggregated by gender and scientific discipline.
Responsibilities	<ul style="list-style-type: none"> • UL Library • Project Support Centre
Target groups	<ul style="list-style-type: none"> • Teachers-researchers • Full-time researchers • PhD candidates
Indicators	<ul style="list-style-type: none"> • The number of authors of publications, aggregated by gender and scientific discipline • The number of principal investigators of national and international projects, aggregated by gender and scientific discipline
Evaluation method and resources	<ul style="list-style-type: none"> • Statistical analysis (according to the keywords defined in 2023) • Comparative analysis (every year)
Timeline	2025-2027

AREA C: GENDER AND DIVERSITY DIMENSIONS IN RESEARCH AND TEACHING CONTENT

ISSUE 2. BUILDING THE DATABASE 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 (according to title of the programme, key words, and abstract, including the instructor's gender, faculty and scientific discipline)

Action	<ul style="list-style-type: none"> Collecting information about programmes and courses that contain a gender and/or diversity component (search through the title of the programme, keywords, abstract) Collecting information about instructors (by gender, faculty and scientific discipline) who teach courses with a gender and/or diversity component.
Responsibilities	Recruitment and Didactic Excellence Centre
Target groups	<ul style="list-style-type: none"> Teachers-researchers PhD candidates
Indicators	<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, faculty, and scientific discipline) who teach courses with a gender and/or diversity component.
Evaluation method and resources	<ul style="list-style-type: none"> Statistical analysis (according to the key words defined in 2023) Comparative analysis (every year)
Timeline	2025-2027

AREA C: GENDER AND DIVERSITY DIMENSIONS IN RESEARCH AND TEACHING CONTENT

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 through publication of GIA tools (checklist) developed in RESET and its dissemination among the relevant academic groups (researchers and supporting staff)

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?” • Publication of GIA tools (checklist) on website and social media • Dissemination of GIA tools (checklist) among the relevant academic groups
Responsibilities	<ul style="list-style-type: none"> • Communications and PR Centre with Press Office • Academic Support Centre • Science Centre • Vice-Rector for Popularisation of Science and Education • Centre for Social Responsibility • Vice-Deans for Science • Vice-Deans for Students and Education • Gender Equality Board
Target groups	<ul style="list-style-type: none"> • Students • PhD candidates • Teachers and researchers • Staff supporting researchers • NGOs • Local community

Indicators	<ul style="list-style-type: none"> • The number of posts, articles, adverts, visual materials on the campaign (website, social media, local media) • The number of researchers that used the GIA tool (checklist) while preparing their research projects (survey)
Evaluation method and resources	<ul style="list-style-type: none"> • Survey for researchers preparing projects and applying for funding • Person from the Communications Centre
Timeline	2025-2027

AREA C: GENDER AND DIVERSITY DIMENSIONS IN RESEARCH AND TEACHING CONTENT

ISSUE 3. THE LACK OF VISIBILITY OF GENDER-RELATED RESEARCH AND TEACHING 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, non-Polish women, 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"> • Campaign for International Day of Women and Girls in Science and International Women's Day • Campaign promoting a gendered perspective on scientific excellence • Campaign devoted female researchers and women supporting scientists • Campaign showing researchers-teachers as parents and caretakers
Responsibilities	<ul style="list-style-type: none"> • Communications Centre • Academic Support Centre • Vice-Rector for Popularisation of Science and Education • Centre for Social Responsibility • Dean's Representatives • Team for Work-Family Balance at the University

Target groups	<ul style="list-style-type: none"> • Teachers • Teachers-researchers • Full-time researchers • PhD candidates • Students • Administrative employees • Staff supporting researchers • Local community
Indicators	<ul style="list-style-type: none"> • The number of posts, articles, adverts, visual materials on the campaign (website, social media, local media) • At least 2 campaigns per year
Evaluation method and resources	<ul style="list-style-type: none"> • Person from the Communications Centre • Dean's Representatives
Timeline	2025-2027

AREA C: GENDER AND DIVERSITY DIMENSIONS IN RESEARCH AND TEACHING CONTENT

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

Objective 1. Providing training on gender mainstreaming and intersectionality, and GIA tools in research developed in RESET to researchers (recommended for those applying for EU-funded and national projects)

Action	Training sessions on gender mainstreaming, intersectionality and GIA tools
Responsibilities	<ul style="list-style-type: none"> • Communications Centre • HR officer • Centre for Social Responsibility • Vice-Deans for Science • Trainers from RESET
Target groups	<ul style="list-style-type: none"> • Teachers-researchers • Full-time researchers
Indicators	% of trained researchers (by gender, faculty, scientific discipline)
Evaluation method and resources	<ul style="list-style-type: none"> • Annual statistical analysis • Person from the Science Centre
Timeline	2025-2027

AREA C: GENDER AND DIVERSITY DIMENSIONS IN RESEARCH AND TEACHING CONTENT

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

Objective 2. Providing training on gender mainstreaming and intersectionality, and GIA tools in research developed in RESET to employees of the Project Support Centre and units supporting researchers in writing projects proposals on GIA in research

Action	Training sessions on gender mainstreaming, intersectionality and GIA tools
Responsibilities	<ul style="list-style-type: none"> • Communications Centre • HR officer • Centre for Social Responsibility • Vice-Deans for Science • Trainers from RESET
Target groups	Employees of the Project Support Centre Employees of research projects units at faculties
Indicators	% of trained staff (by gender and faculty)
Evaluation method and resources	<ul style="list-style-type: none"> • Annual statistical analysis • HR officer
Timeline	2025-2027

AREA C: GENDER AND DIVERSITY DIMENSIONS IN RESEARCH AND TEACHING CONTENT

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

Objective 3. Providing training on gender mainstreaming and intersectionality, and GIA tools in teaching developed in RESET to teachers (recommended for newly established study programmes)

Action	Training sessions on gender mainstreaming, intersectionality and GIA tools
Responsibilities	<ul style="list-style-type: none"> • Communications Centre • HR officer • Vice-Deans for Students and Education • Rector's Representative for Student Affairs • Vice-Rector for Education • Trainers from RESET
Target groups	<ul style="list-style-type: none"> • Teachers-researchers • Teachers • Teaching assistants • PhD candidates
Indicators	% of trained teachers (by gender, faculty and scientific discipline)
Evaluation method and resources	<ul style="list-style-type: none"> • Annual statistical analysis • HR officer
Timeline	2025-2027

AREA C: GENDER AND DIVERSITY DIMENSIONS IN RESEARCH AND TEACHING CONTENT

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

Objective 4. Providing training on gender mainstreaming and intersectionality, and GIA tools in research developed in RESET to all PhD candidates in three UL Doctoral Schools

Action	Training sessions on gender mainstreaming, intersectionality and GIA tools
Responsibilities	<ul style="list-style-type: none"> • Communications Centre • Doctoral Schools Centre • Directors of Doctoral Schools • Trainers from RESET
Target groups	PhD candidates
Indicators	% of trained PhD candidates (by gender, faculty and scientific discipline)
Evaluation method and resources	<ul style="list-style-type: none"> • Annual statistical analysis • Person from the Doctoral School Centre
Timeline	2025-2027

AREA C: GENDER AND DIVERSITY DIMENSIONS IN RESEARCH AND TEACHING CONTENT

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

Objective 5. Providing regular workshops on gender mainstreaming and intersectionality, and GIA tools in teaching developed in RESET for MA students of various faculties and fields of study

Action	Workshops on gender mainstreaming, intersectionality and GIA tools
Responsibilities	<ul style="list-style-type: none"> • Communications Centre • Vice-Deans for Students and Education • Vice-Rector for Education • Rector's Representative for Student Affairs • Recruitment and Didactic Excellence Centre • Trainers from RESET • UL Career Office
Target groups	<ul style="list-style-type: none"> • MA students • Student scientific networks
Indicators	<ul style="list-style-type: none"> • % of trained MA students (by gender, faculty and study programme) • % of trained student scientific networks (by faculty and study programme)
Evaluation method and resources	<ul style="list-style-type: none"> • Annual statistical analysis • Person from the UL Career Office
Timeline	2025-2027

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

ISSUE 1. IMPLEMENTING REGULATIONS AND PROCEDURES TO TACKLE GENDER AND OTHER FORMS OF INEQUALITY

- **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:** Adjustment and implementation of anti-discrimination mechanisms to improve inclusivity at the University of Lodz
- **Objective 3:** Creation of the code of ethics/code of conduct which helps to understand the expected behaviours at the academia

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

- **Objective 1:** Elaboration of a training system for all groups of employees which focuses on different aspects of gender equality and diversity
- **Objective 2:** Promoting issues related to gender equality and diversity by introducing this information in employees' and students' orientation/welcome pack

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

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

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

ISSUE 1. IMPLEMENTING REGULATIONS AND PROCEDURES TO TACKLE GENDER AND OTHER FORMS OF INEQUALITY

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

Actions	Designing, planning, and conducting regular surveys addressed to different stakeholders
Responsibilities	<ul style="list-style-type: none"> • HR officer • Head of the Centre for Social Responsibility • Gender Equality Board • IT Centre
Target group(s)	<ul style="list-style-type: none"> • Teachers • Teachers/researchers • Full-time researchers • PhD candidates • Administrative staff • Technical assistants • Research assistants
Indicators	<ul style="list-style-type: none"> • Number of respondents, aggregated by gender • Number of identified challenges • Number of actions related to solving the identified challenges annually • % of people aware of actions taken to eliminate improper behaviours • % of people satisfied with implemented actions • decreasing number of improper behaviours (%) comparing to 2024

Evaluation method/ resources	<ul style="list-style-type: none"> • Online survey platform • Statistical reports • Survey coordinator • Statistical analysis • Survey content designers • Editor of the study reports
Timeline	2025 (biannual)

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

ISSUE 1. IMPLEMENTING REGULATIONS AND PROCEDURES TO TACKLE GENDER AND OTHER FORMS OF INEQUALITY

Objective 2: Adjustment and implementation of anti-discrimination mechanisms to improve inclusivity at the University of Lodz

Actions	<ul style="list-style-type: none"> • Adjustment and improvement of the anti-discrimination procedure • Monitoring the number of cases reported through the anti-discrimination procedure • Implementation of effective communication channels integrating anti-discrimination mechanism and whistleblowing procedure (e.g., complaints) • Mechanisms to minimise the number of discrimination cases
Responsibilities	<ul style="list-style-type: none"> • HR officer • Gender Equality Board • Rector's Representative for Equal Treatment • Anti-discrimination Committee • Centre for Social Responsibility
Target group(s)	<ul style="list-style-type: none"> • Teachers • Teachers/researchers • Full-time researchers • PhD candidates • Administrative staff • Technical assistants • Research assistants • Students

Indicators	<ul style="list-style-type: none"> • Improved procedure to deal with discriminatory practices (including sexual harassment, etc.) • Number of reported cases annually • Report on the submitted cases aggregated by gender, age, units, affiliation, etc. • Number of interventions annually • % of people aware of procedure • Number of corrective actions undertaken at the University to improve the working conditions
Evaluation methods/ resources	<ul style="list-style-type: none"> • Statistical reports • Experts on equality enhancing mechanisms • Coordinator of the task • Person responsible for collecting cases of misconduct • Anti-discrimination Committee
Timeline	2025-2027

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

ISSUE 1. IMPLEMENTING REGULATIONS AND PROCEDURES TO TACKLE GENDER-BASED AND OTHER FORMS OF INEQUALITY

Objective 3: Creation of the code of ethics/code of conduct which helps to understand the expected behaviours at the academia

Actions	Co-creation of the code of ethics/code of conduct which regulates the desired behaviours and helps to understand and recognise improper behaviours
Responsibilities	<ul style="list-style-type: none"> • HR officer • Head of the Centre for Social Responsibility • Invited experts • Academic Ombudsman
Target group(s)	<ul style="list-style-type: none"> • Teachers • Teachers/researchers • Full-time researchers • PhD candidates • Administrative staff • Technical assistants • Research assistants
Indicators / evaluation method	<ul style="list-style-type: none"> • Developed code of ethics/code of conduct • Creation of a position to monitor the compliance with code of ethics/code of conduct

Impact indicators	% of people who signed the document
Evaluation methods and resources	<ul style="list-style-type: none"> • Statistical report • HR officer • Head of the Centre for Social Responsibility • Academic Ombudsman • Invited experts (e.g., from labour unions at UL)
Timeline	2025-2027

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

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

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

Actions	<ul style="list-style-type: none"> • Conducting of training sessions covering different aspects of diversity and inclusivity, aiming at combating improper behaviours • Elaboration of training schemes accompanying different processes, e.g., onboarding, recruitment, period evaluation, work safety regulation training, promotion, etc.
Responsibilities	<ul style="list-style-type: none"> • HR officer • Rector's Representative of Equal Treatment • Head of the Centre for Social Responsibility
Target group(s)	<ul style="list-style-type: none"> • Teachers • Teachers/researchers • Full-time researchers • PhD candidates • Administrative employees • Technical assistants • Research assistants • Top management • Unit heads

Indicators	<ul style="list-style-type: none"> • Designing different forms of training adjusted to the needs of potential participants • Number of training sessions annually • Number of participants by gender, by age, by position • % of knowledge improvement (based on ex-ante and ex-post evaluation forms) in the area of diversity and inclusivity • Elimination of discrimination cases (monitoring based on decreasing number of cases annually)
Evaluation methods/ resources	<ul style="list-style-type: none"> • Evaluation questionnaire • HR officer • Rector's Representative for Equal Treatment • Head of the Centre for Social Responsibility • Invited experts and trainers
Timeline	2025-2027

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

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

Objective 2: Promoting issues related to gender equality and diversity by introducing this information in employees' and students' orientation/welcome pack

Actions	Designing the additional content of the welcome pack
Responsibilities	<ul style="list-style-type: none"> • HR officer • Rector's Representative for Equal Treatment • Head of the Centre for Social Responsibility
Target group(s)	All members of the University of Lodz community
Indicators	<ul style="list-style-type: none"> • Content on gender equality included in employees' welcome pack • Content on gender equality included in students' welcome pack • Number of users • Elimination of discrimination cases (monitoring based on decreasing of number of cases annually)
Evaluation methods and resources	<ul style="list-style-type: none"> • HR officer • Rector's Representative for Equal Treatment • Head of the Centre for Social Responsibility • Invited experts
Timeline	2025-2027

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

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

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

Actions	<ul style="list-style-type: none"> Enhancing the visibility of gender issues by providing guidelines for institutional communication Review of current communication practices Introducing gender-sensitive language in university documents Providing guidelines for the use of gender-sensitive language at the institutional level Providing guidelines for the use of gender-sensitive language in educational and administrative processes Addressing the gender-neutral language requirements adjusted to the needs of non-binary members of the UL community
Responsibilities	<ul style="list-style-type: none"> HR officer Rector's Representative for Equal Treatment Head of the Centre for Social Responsibility Communications Centre Gender Equality Board
Target group(s)	All members of the University of Lodz community
Indicators	<ul style="list-style-type: none"> Published guides Report on the review of current communication practices Number and type of updated documents Number of new practices Visibility of inclusive communication in academic processes (monitoring of official documents, surveys among academic community)

	<ul style="list-style-type: none"> • Number of practices implemented at the University of Lodz (annually) • % of people reporting on discrimination practices in communication
Evaluation methods /resources	<ul style="list-style-type: none"> • Evaluation questionnaires • Rector's Representative for Equal Treatment • Head of the Centre for Social Responsibility • Task coordinator • IT Centre • UL Legal Office • Invited experts
Timeline	2025-2027

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

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

Objective 2: Combating gender stereotypes and enhancing diversity by launching promotional campaigns related to gender and diversity at the University of Lodz

Actions	<ul style="list-style-type: none"> Improving visibility of gender issues at the University of Lodz through communication and promotion measures Organisation of social-media and indoor campaigns supporting culture of diversity and inclusivity
Responsibilities	<ul style="list-style-type: none"> Rector's Representative for Equal Treatment Head of the Centre for Social Responsibility Communications and PR Centre with Press Office Academic Support Centre
Target group(s)	All members of the University of Lodz community
Indicators / evaluation method	<ul style="list-style-type: none"> Number of people who saw the posts and campaigns Access to information on social media (social media reach) Number of topics covered Types of implemented actions Number of published materials/organised events per year
Impact indicators	<ul style="list-style-type: none"> % of people who recognise improper behaviours thanks to the campaigns (based on the survey) % of people who complain about improper behaviours thanks to the campaigns (based on the reported data)

Resources	<ul style="list-style-type: none"> • Employees at the Centre for Social Responsibility • Invited experts • Rector's Representative for Equal Treatment
Timeline	2025-2027