Politechnika
Wrocławska

R E K T O R

ZARZĄDZENIE WEWNĘTRZNE 143/2021

z dnia 22 listopada 2021 r.

w sprawie Planu Równości dla Politechniki Wrocławskiej na lata 2022-2024

Na podstawie art. 23 ust. 2 pkt 2 ustawy z dnia 20 lipca 2018 roku *Prawo o szkolnictwie wyższym i nauce* (t. j. Dz. U. 2021 r. poz. 478 z późn. zm.) zarządza się, co następuje:

§ 1

Wprowadza się Plan Równości dla Politechniki Wrocławskiej na lata 2022-2024, stanowiący załącznik do niniejszego Zarządzenia Wewnętrznego.

§ 2

Zarządzenie Wewnętrzne wchodzi w życie z dniem ogłoszenia.

Prof. dr hab. inż. Arkadiusz Wójs



Wrocław
University
of Science
and Technology

THE EQUALITY PLAN

FOR WROCŁAW UNIVERSITY OF SCIENCE AND TECHNOLOGY FOR THE PERIOD 2022–2024



Wrocław
University
of Science
and Technology

Drawn up and edited by:

Mateusz Kotowski, PhD

Monika Małek-Orłowska, PhD

Study designed and conducted by:

Anna Borkowska, PhD

Wrocław Tech Professor Katarzyna Jach, PhD, DSc

Mariusz Mazurkiewicz, PhD

TABLE OF CONTENTS

Introduction ... 7
1. Equality and discrimination at Wrocław University of Science and Technology: Diagnosis of the actual situation ... 9
1.1. Gender structure at Wrocław University of Science and Technology ... 9
The authorities of Wrocław University of Science and Technology ... 9
The authorities of the faculties ... 9
Science Discipline Councils and Degree Committees ... 14
Persons employed in research positions, research and teaching positions, and teaching positions at Wrocław University of Science and Technology ... 16
Administration ... 19
1.2.Study dedicated to equal treatment and discrimination at Wrocław University of Science and Technology ... 19
Quantitative study results ... 20
Qualitative study results ... 23
Employees ... 23
Students ... 24
1.3. Selected past activities aiming to promote equality and combat discrimination ... 26
Implementation of the principles and recommendations of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers at Wrocław University of Science and Technology ... 26
Information for employees on equal treatment in employment in the Work Regulations of Wrocław University of Science and Technology ... 26
Rules for dealing with bullying ... 27
Plenipotentiaries of the Rector ... 27
Website dedicated to equality and discrimination ... 27
Support for persons with special needs, including disabilities ... 27
Gender mainstreaming in university campaigns targeting future students ... 28
2. Objectives and action plan ... 29
2.1. Objective 1 To raise awareness among the community of Wrocław University of Science and Technology about discrimination and the principle of equal treatment ... 29
2.1.1. Action: Updating and developing the university's website dedicated to equality ... 30
2.1.2. Action: Periodic e-mails to students and teachers ... 30

2.1.3. Action: Production and distribution of a leaflet on anti-discrimination for Wrocław Tech students 30
2.1.4. Action: Production and distribution of a leaflet on anti-discrimination for Wrocław Tech staff 31
2.1.5. Action: Adding content on discrimination to the “Guide for New Hires” 31
2.1.6. Action: Awareness training for Wrocław Tech staff 31
2.1.7. Action: Awareness training for university entrants 32
2.1.8. Action: Organisation of cultural and scientific events to raise awareness on discrimination and the principle of equal treatment 32
2.2. Objective 2 To strive to balance gender representation among all employee groups at Wrocław Tech 32
2.2.1. Action: Formulation and implementation of guidelines for balancing gender representation in the governing bodies of Wrocław Tech, its organisational units, competition committees, and expert and review teams and committees 33
2.2.2. Action: Formulation of guidelines for the inclusion of the gender balance aspect in competition procedures 33
2.2.3. Action: Formulation of guidelines for the inclusion of the gender balance aspect in recruitment procedures 34
2.3. Objective 3 To strive to balance the gender representation of students 34
2.3.1. Action: Mainstreaming gender balance in university campaigns targeting future students 34
2.3.2. Action: Training for persons involved in promotion and popularisation activities 35
2.4. Objective 4 To support the development of women’s careers in science 35
2.4.1. Action: Diagnosis of the needs of female researchers employed at Wrocław University of Science and Technology in terms of possibilities to support their development and professional advancement 36
2.4.2. Action: Formulation of recommendations and proposals for actions aiming to actively support scientific careers of women at Wrocław University of Science and Technology 36
2.5. Cel 5. Objective 5 To make it easier for Wrocław University of Science and Technology students and employees to maintain a healthy work-life balance, including making it easier for employees to combine work with caring for dependent 36
2.5.1. Action: Defining the framework of possible actions to be undertaken by the university with respect to making it easier for the employees and students of Wrocław University of Science and Technology to keep a proper work/study/life balance 38

2.5.2. Action: Diagnosis of the needs of Wrocław Tech employees with respect to maintaining a healthy work-life balance 38
2.5.3. Action: Diagnosis of the needs of Wrocław Tech students with respect to maintaining a healthy study-life balance 38
2.5.4. Action: Formulation of recommendations and proposals for actions to be undertaken by Wrocław Tech to help its employees and students maintain a healthy work/study/life balance 39
2.6. Objective 6 To counteract all kinds of discrimination phenomena at Wrocław University of Science and Technology 39
2.6.1. Action: Adoption and implementation of a procedure for reporting and dealing with cases of discrimination at Wrocław Tech 39
2.6.2. Action: Review of the existing codes of ethics and selected internal regulations at Wrocław Tech for content on discrimination and equality 40
2.6.3. Action: Diagnosis of the main causes of discriminatory experiences of employees working in administrative positions and other positions not involving teaching or research and formulation of recommendations for implementing a more equal career model for these positions 40
2.6.4. Action: Development and implementation of solutions to allow persons who do not identify with their given name to change it in the student services systems 41
2.7. Objective 7 To raise the awareness of gender mainstreaming in research among Wrocław Tech researchers and students 41
2.7.1. Action: Training in the area of gender mainstreaming in research for Wrocław Tech employees working in research positions as well as research and teaching positions 42
2.7.2. Action: Training in the area of gender mainstreaming in research for employees of Wrocław Tech's Projects Department 42
2.7.3. Działanie: Action: Analysis of degree programme curricula and formulation of recommendations for adding content related to gender mainstreaming in research 42
2.8. Summary of objectives and actions 43
3. Administration of the implementation of the Plan 46
4. Monitoring and reporting 46
5. Revision and updating of the Equality Plan 46
6. Responsibility for the implementation of the Equality Plan 47
Selected bibliograph 48

Introduction

In accordance with its Statute, Wrocław University of Science and Technology is a university that fosters ethical attitudes based on truth, tolerance, equality, openness, and intellectual liberty, i.e. principles and values indispensable for the sustainable development of the contemporary world. Equality, as a fundamental human right, is therefore recognised as an essential principle of the university, which aims to ensure that every person participating in the academic community has both full and free access to work and education and receives equal treatment irrespective of their status and personal characteristics.

The main purpose of the Equality Plan for Wrocław University of Science and Technology, hereafter referred to as „the Plan", is to promote equality and diversity as the principles that enable all those working and studying at the university to thrive, develop, and fulfil their potential as well as deepen their autonomy of thought and action. At the same time, they increase the security, empowerment, and autonomy of the entire academic community.

The adoption of this Plan complements and extends the range of pro-equality and anti-discrimination measures that constitute the embodiment of the commitments made by the university in connection with the award of the „HR Excellence in Research" logo by the European Commission[1] . It is also intended to carry into effect the recommendations of the European Commission on the implementation of the Gender Equality Plan in research institutions[2] .

[1] See the website dedicated to the implementation of the recommendations of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers at Wrocław University of Science and Technology, https://pwr.edu.pl/uczelnia/europejska-karta-naukowca.

[2] See the European Institute for Gender Equality website dedicated to gender equality in academic institutions and scientific research, https://eige.europa.eu/gender-mainstreaming/toolkits/gear.

Irrespective of the fulfilment of the obligations incumbent upon the university, the Plan is also intended to respond to the need for systematic action to counteract discrimination and promote equality, as indicated by the conclusions of research into discrimination, including sexual harassment, at Polish universities[3] . The Minister of Science and Higher Education has also indicated the need for action in this area[4] .

The Equality Plan is the result of the work of the university's Equality Policy Team, appointed by order of the Rector of Wrocław University of Science and Technology, Prof. Arkadiusz Wójs on December 1, 2020. The document was drawn up on the basis of an analysis of similar types of documents in force at Polish and European universities and the results of a diagnosis conducted at the university in the first half of 2021.

[3] See the Ombudsman, Doświadczenie molestowania wśród studentek i studentów. *Analiza i zalecenia (Eng.: The experience of harassment among students. Analysis and recommendations)*, Office of the Ombudsman, Warsaw 2018, https://bip.brpo.gov.pl/sites/default/files/Do%C5%9Bwiadczenie%20molestowania%20w%C5%9Br%C3%B3d%20studentek%20i%20student%C3%B3w,%202018.pdf; Gerlich Julia, *Molestowanie na polskich uczelniach publicznych (Eng.: Harassment at public universities in Poland)*, Helsinki Foundation for Human Rights, Warsaw 2019.

[4] See the response of the Minister of Science and Higher Education to the Ombudsman on the irregularities at the Medical University of Silesia in Katowice, 24.06.2020, https://bip.brpo.gov.pl/sites/default/files/Odpowied%C5%BA%20MNSzW%20dla%20RPO%20w%20sprawie%20nieprawid%C5%82owo%C5%9Bci%20w%20%C5%9AUM%20w%20Katowicach%2C%2024.06.2020.pdf.

1. Equality and discrimination at Wrocław University of Science and Technology: Diagnosis of the actual situation

1.1. Gender structure at Wrocław University of Science and Technology

The first steps taken to diagnose the situation of women and men at the university includ-ed collecting and analysing numerical data on the gender structure of employment in indi-vidual positions and organisational units. The following study is based on data collected in late 2020 and early 2021.[5]

The authorities of Wrocław University of Science and Technology

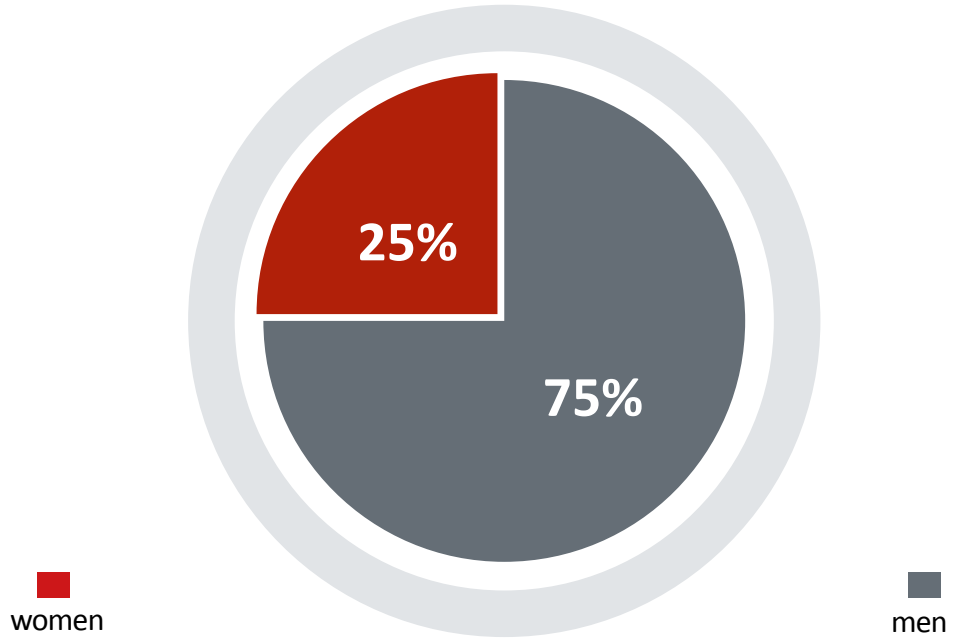
In the above mentioned period, the position of the Rector of Wrocław University of Science and Technology was held by a man, while the positions of Vice-Rectors were held by four men and one woman.

Forty-two men and eleven women sat in the University's Senate. As for the nine-strong University Council, its membership included two women.

The authorities of the faculties

In late 2020 and early 2021, the authorities of the faculties at Wrocław University of Science and Technology included three times as many men as women, with the distribution accounting for 25% (women) and 75% (men) respectively (16 women and 48 men). Of the 14 officials serving as Deans, 10 are men. There is no clear correlation between the degree of masculinisation (and, respectively, feminisation) of a faculty and the distribution of gender representation among the authorities – for instance, at the most feminised faculty, i.e. the Faculty of Chemistry, the Dean was a man, while the Faculty of Mechanical Engineering, characterised by a significantly higher proportion of men to women (including 1 woman out of 13 professors), had a female Dean. However, certain regularities can be identified. At the four faculties with a female Dean, representation of women in the authorities is observed: at two faculties, it was balanced (the Faculty of Architecture, with two women and two men, and the Faculty of Civil Engineering – two women and three men); at the Faculty of Mechanical Engineering,

[5] Therefore, it does not take into account the changes to the structure of the university that have taken place after this period.



Rys. 1 Shares of women and men in the authorities of the faculties

the roles are held by two women and five men. The leading position in terms of women's representation in faculty authorities is held by the Faculty of Computer Science and Management[6] , where the roles of the Dean and Vice-Deans are held by three women and one man. Of the ten faculties with male Deans, the authorities of only four included women. At the Faculty of Chemistry, the proportion was three men and one woman; at the Faculties of Geodesy, Mining and Geology and Environmental Engineering, it was two women and three men respectively, while at the Doctoral School, it was one man and two women. The lack of women's representation in the authorities was present at as many as six faculties of the university. As for the highly masculinised faculties (Electronics, Electrical Engineering, Mechanical and Power Engineering, and Mathematics), the lack of female representation in the authorities can be linked to the very low representation of women in the positions of professors or university professors (the exception here being the Faculty of Mechanical Engineering). It is interesting to note the case of the Faculty of Microsystem Electronics and Photonics, where, despite the relatively high representation of women compared to men in the position of professor (4 to 7), there are no women in the authorities. It was also the only faculty where the positions of university professors are exclusively held by men (14), while the ratio of female to male assistant professors is 9 to 16.

[6] Since September 15, 2021, it has been the Faculty of Management. The female representation in faculty authorities has remained unchanged at the faculty.

Shares of women (F) and men (M) in the authorities of the faculties and the Doctoral School of Wrocław University of Science and Technology

The faculties of Wrocław University of Science and Technology	Architecture	Civil Engineering	Chemistry	Electronics	Electrical Engineering	Geodesy, Mining, and Geology	Environmental Engineering	Computer Science and Management	Mechanical and Power Engineering	Mechanical Engineering	Fundamental Problems of Technol-ogy	Microsystem Electronics and Pho-tonics	Mathematics	Doctoral School	TOTAL
Dean	F	F	M	M	M	M	M	F	M	F	M	M	M	M	4F 10M
Vice-Dean for Education	F							F	M						2F 1M
Vice-Dean for Re-search and Interna-tional Cooperation	M														1M
Vice-Dean for Student Affairs and Community Relations	M														1M
Vice-Dean for General Affairs		M	M			F		F	M	F		M			3F 4M
Vice-Dean for Staff Development and International Coop-eration		M													1M
Vice-Dean for Studies		M	M	M								M			4M
Vice-Dean for Student Affairs		F	F	M		M		M	M	M	M	M	M		2F 8M
Vice-Dean for Organisation				M											1M
Vice-Dean for Full-time Studies					M										1M
Vice Dean for Part-time Studies and International Pro-grammes					M										1M
Vice-Dean for Scientific Research and Development					M										1M
Vice-Dean for Student Affairs and Promotion					M										1M

Shares of women (F) and men (M) in the authorities of the faculties and the Doctoral School of Wrocław University of Science and Technology

The faculties of Wrocław University of Science and Technology	Architecture	Civil Engineering	Chemistry	Electronics	Electrical Engineering	Geodesy, Mining, and Geology	Environmental Engineering	Computer Science and Management	Mechanical and Power Engineering	Mechanical Engineering	Fundamental Problems of Technol-ogy	Microsystem Electronics and Pho-tonics	Mathematics	Doctoral School	TOTAL
Vice-Dean for Studies (Mining and Geology)						F									1F
Vice-Dean for Studies (Geodesy and Cartography)						M									1M
Vice-Dean for Finance and General Affairs							M								1M
Vice-Dean for Scientific Research and International Cooperation							M								1M
Deputy Dean for Studies and Staff Development							F				M				1F 1M
Vice-Dean for Student Affairs and Organisation							F								1F
Vice-Dean for Full-time Studies (degree programmes: Auto-mation and Robot-ics, Mechatronics, Robotics and Process Automation – first and second cycle)										M					1M
Vice Dean for Full-time Studies (degree programmes: Me-chanics and Machine Construction – first degree and second cycle)										M					1M

Shares of women (F) and men (M) in the authorities of the faculties and the Doctoral School of Wrocław University of Science and Technology

The faculties of Wrocław University of Science and Technology	Architecture	Civil Engineering	Chemistry	Electronics	Electrical Engineering	Geodesy, Mining, and Geology	Environmental Engineering	Computer Science and Management	Mechanical and Power Engineering	Mechanical Engineering	Fundamental Problems of Technol-ogy	Microsystem Electronics and Pho-tonics	Mathematics	Doctoral School	TOTAL
Vice-Dean for Full-time Studies (degree programmes: Biome-chanical Engineering, Transport, Manage-ment and Production Engineering – first and second cycle)										M					1M
Vice-Dean for Part-time Studies										M					1M
Vice-Dean for Finance											M				1M
Vice-Dean for Promotion and Cooperation											M				1M
Vice-Dean for Finance and General Affairs													M		1M
Vice-Dean for Studies													M		1M
Vice-Dean for Computerisation and Development													M		1M
Vice-Dean for Inter-nationalisation and Cooperation with Industry														F	1F
Vice-Dean for Doctoral Students														F	1F
TOTAL	2F, 2M	2F, 3M	1F, 3M	4M	5M	2F, 3M	2F, 3M	3F, 1M	4M	2F, 5M	5M	4M	5M	2F, 1M	16F 48M

Table 1. Shares of women (F) and men (M) in the authorities of the faculties and the Doctoral School of Wrocław University of Science and Technology.

Science Discipline Councils and Degree Committees

There were twelve Science Discipline Councils at Wrocław University of Science and Technology in the period in question, with a total of 404 male and 133 female members. The total proportion of women in these bodies was therefore 25%, which can be considered a balanced representation with respect to the gender structure (discussed below) among those employed in research positions and research and teaching positions. However, there were significant differences between individual councils. Only in one council (the disciplines of architecture and urban planning) did women predominate, while in as many as five cases their share accounted for below 20%.

The ratio of women and men in the twelve Degree Committees was similar to that in the Science Discipline Councils. There, the overall proportion of women was 27%, while significant differences were observed between individual committees.

In both cases, differences between particular bodies were generally connected with the presence of women in professorial positions at faculties where research in the disciplines concerned is conducted.

Science Discipline Councils					
	women	**men**	**TOTAL**	**share of women**	**share of men**
Architecture and Urban Planning	**19**	**17**	**36**	**53%**	**47%**
Automation, Electronics, and Electrical Engineering	**10**	**63**	**73**	**14%**	**86%**
Technical Informatics and Telecommunications	**4**	**47**	**51**	**8%**	**92%**
Biomedical Engineering	**8**	**10**	**18**	**44%**	**56%**
Chemical Engineering	**18**	**18**	**36**	**50%**	**50%**
Civil Engineering and Transport	**3**	**27**	**30**	**10%**	**90%**
Mechanical Engineering	**7**	**54**	**61**	**11%**	**89%**
Environmental Engineering, Mining, and Power Engineering	**20**	**52**	**72**	**28%**	**72%**
Mathematics	**3**	**37**	**40**	**7,5%**	**92,5%**
Chemical Sciences	**19**	**36**	**55**	**35%**	**65%**
Physical Sciences	**11**	**30**	**41**	**27%**	**73%**
Management and Quality Sciences	**11**	**13**	**24**	**46%**	**54%**
OGÓŁEM	**133**	**404**	**537**	**25%**	**75%**

Table 2. Shares of women and men in Science Discipline Councils.

Degree Committees					
	women	**men**	**TOTAL**	**share of women**	**share of men**
Architecture and Urban Planning	**15**	**12**	**27**	**56%**	**44%**
Automation, Electronics, and Electrical Engineering	**4**	**54**	**58**	**7%**	**93%**
Technical Informatics and Telecommunications	**1**	**37**	**38**	**3%**	**97%**
Biomedical Engineering	**8**	**10**	**18**	**44%**	**56%**
Chemical Engineering	**16**	**7**	**23**	**70%**	**30%**
Civil Engineering and Transport	**2**	**18**	**20**	**10%**	**90%**
Mechanical Engineering	**7**	**43**	**50**	**14%**	**86%**
Environmental Engineering, Mining, and Power Engineering	**18**	**34**	**52**	**35%**	**65%**
Mathematics	**3**	**32**	**35**	**9%**	**91%**
Chemical Sciences	**18**	**27**	**45**	**40%**	**60%**
Physical Sciences	**8**	**25**	**33**	**24%**	**76%**
Management and Quality Sciences	**12**	**7**	**19**	**63%**	**37%**
OGÓŁEM	**112**	**306**	**418**	**27%**	**73%**

Table 3. Shares of women and men in Degree Committees.

Persons employed in research positions, research and teaching positions, and teaching positions at Wrocław University of Science and Technology

In late 2020 and early 2021, a total of 683 women and 1,428 men were employed at the thirteen faculties and three Institutes of Wrocław University of Science and Technology in research positions, research and teaching positions, and teaching positions. The Faculty of Electronics was the most masculinised unit (28 women to 231 men), while the Faculty of Chemistry was the most feminised (148 women to 122 men). The Faculty of Chemistry is at the same time the only faculty with more female staff than men in these positions.

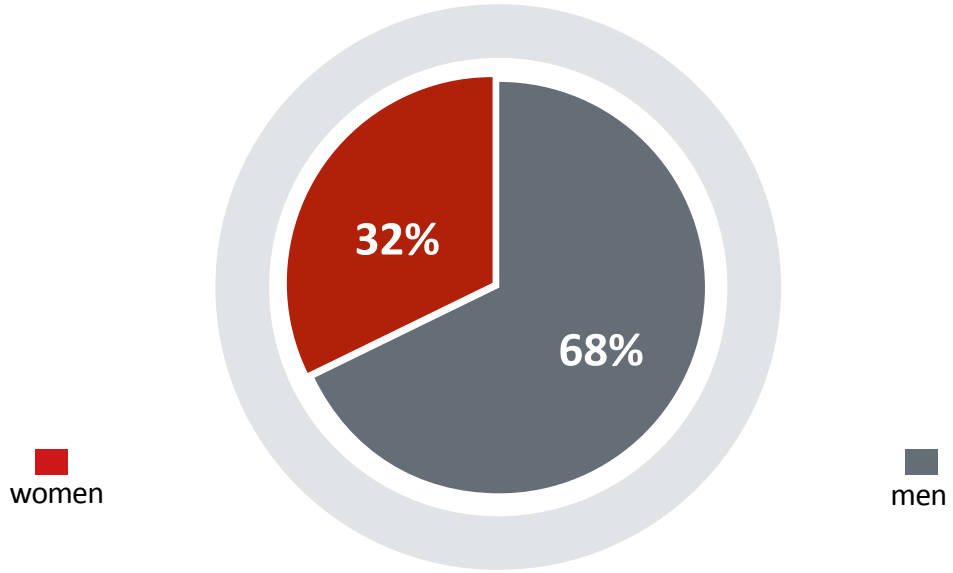


Figure 2 Ratio of men and women among persons employed in teaching positions, research and teaching positions, and research positions

Data on the employment of women and men in different types of research positions and research and teaching positions shows that women are much more likely to give up their academic careers or stop advancing having reached a certain echelon in the world of science[7]. While at all faculties the combined the ratio of male to female adjunct professors in research positions and research and teaching positions was about two to one (502 to 267, to be precise), the ratio of male to female professors in research positions and research and teaching positions was only about five to one (159 to 30, to be precise). Even at the Faculty of Chemistry, which employs more than twice as many female than male adjunct professors in research and teach-

7 The relatively low representation of women at higher echelons of academic careers is a common phenomenon in the higher education sector. See, for example, Directorate-General for Research and Innovation (European Commission), *She Figures 2021. The path towards gender equality in research and innovation (R&I)*, https://op.europa.eu/s/tPry

ing positions (70 and 32 respectively), there is a fourfold male predominance in the position of professor (33 to 8, to be precise). At two faculties – Mechanical and Power Engineering and Mathematics – the positions of professor are held exclusively by men, while women outnumber men in this position only at the Faculty of Architecture (5 to 3), which is at the same time the most balanced Faculty in terms of the share of women and men employed in these positions. The phenomenon of women slowing down in their careers more often than men is by no means specific to Wrocław University of Science and Technology, being a largely systemic issue. Nevertheless, the university should make every effort to counteract this phenomenon.

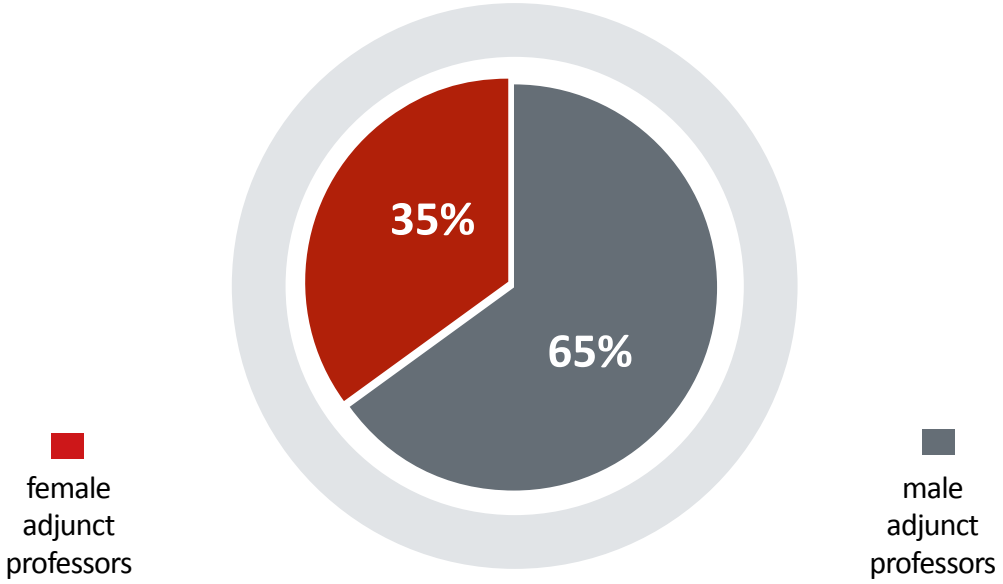


Figure 3 Ratio of male to female adjunct professors in research and teaching positions and research positions

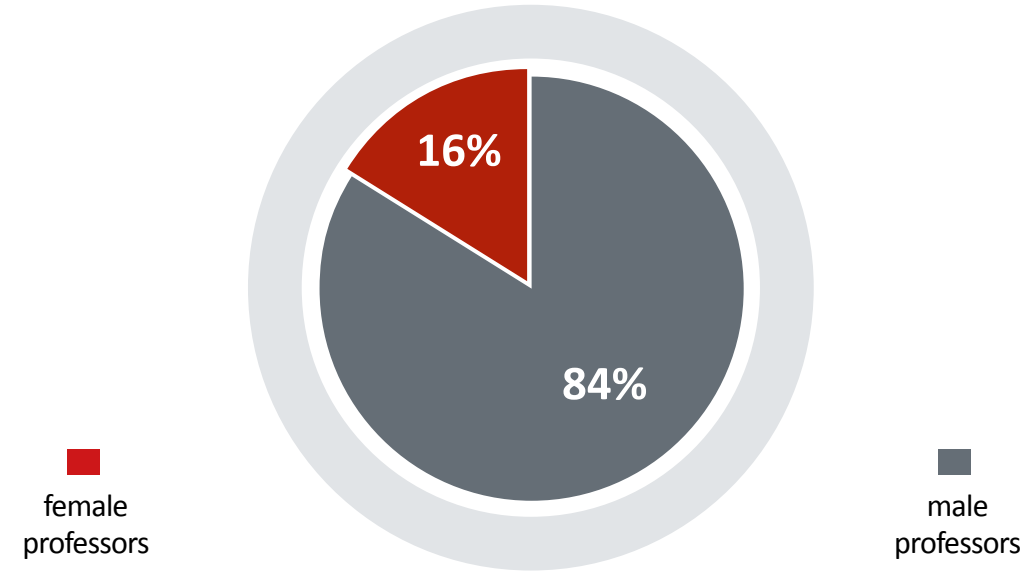


Figure 4 Ratio of male and female professors in research and teaching positions and research positions

The faculties of Wrocław University of Science and Technology	Architecture		Civil Engineering		Chemistry		Electronics		Electrical Engineering		Geodesy, Mining, and Geology		Environmental Engineering		Computer Science and Management		Mechanical and Power Engineering		Mechanical Engineering		Fundamental Problems of Technology		Microsystem Electronics and Photonics		Mathematics	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
RESEARCH-TEACHING																										
professor	5	3	1	14	8	30	1	19	1	8	1	8	2	7	2	10	0	4	1	12	4	19	4	7	0	12
university professor	15	14	2	13	30	27	3	25	1	19	5	8	9	7	13	22	1	10	6	39	13	27	0	14	3	19
adjunct professor, habilitated	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
adjunct professor	21	17	10	55	68	32	7	79	6	27	15	15	32	30	27	53	5	22	37	79	15	44	9	16	5	13
assistant lecturer	2	1	5	16	13	10	9	40	1	4	0	0	3	5	2	10	1	3	15	35	9	8	2	15	0	6
RESEARCH																										
professor	0	0	0	0	0	3	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
university professor	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0
adjunct professor	0	0	0	1	2	0	0	4	0	0	1	2	0	0	3	5	0	0	2	5	2	5	0	0	0	0
assistant lecturer	0	0	0	0	19	11	2	8	0	0	4	4	1	2	0	0	4	1	0	6	1	3	4	2	0	0
TEACHING																										
professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	2	0	0	0	0	0	0
university professor	0	1	0	3	0	1	0	3	0	6	1	0	0	0	0	5	0	2	0	2	1	4	0	0	1	0
adjunct professor	8	30	7	21	8	8	3	28	2	11	2	3	0	1	9	24	0	8	5	32	6	16	1	1	8	13
assistant professor	2	1	2	2	0	0	1	8		0	1	0	0	0	2	6	0	0	8	11	2	1	0	0	0	0
assistant professor	0	0	0	1	0	0	1	1	0	0	0	0	0	1	0	0	0	2	0	1	1	0	0	0	0	0
senior lecturer	1	5	0	2	0	0	1	13	0	1	0	2	0	0	3	1	0	0	0	0	0	2	0	0	0	0
lecturer	2	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2	0	1
language teacher	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table 4. Share of women (F) and men (M) in research positions, research and teaching positions, and teaching positions at the faculties of Wrocław University of Science and Technology.

Administration

The administrative staff of the university[8], zboth central and at the faculty level, is highly feminised. In late 2020 and early 2021, there were 124 men and 454 women employed in the central administration, while the total numbers at the faculties amounted to 55 and 329 respectively. Women thus accounted for 77% of central administrative staff and 86% of faculty administrative staff.

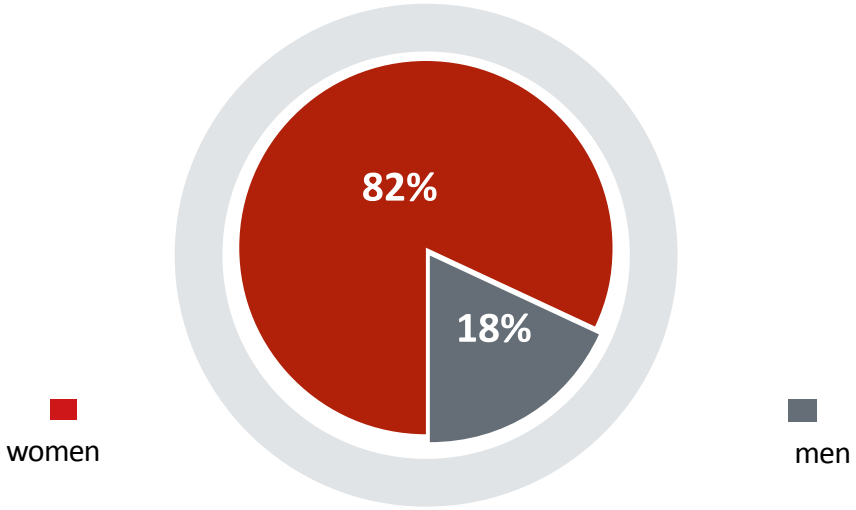


Figure 5 Ratio of women to men in administrative positions

These proportions were reflected at the managerial level. Women held 69% of the managerial positions in the central administration and 88% of the managerial positions in the faculties' administration cells.

1.2. Study dedicated to equal treatment and discrimination at Wrocław University of Science and Technology

The main objective of the study was to diagnose the scale of the discrimination problem at Wrocław University of Science and Technology as well as to identify the frequency and type of discriminatory behaviours occurring at the university and the groups which particularly experience discrimination.

Preceded by a promotional campaign, the study was conducted between May 4, 2021, and June 15, 2021. As a result, 628 fully completed questionnaires were received from persons working and 1,358 from those studying at Wrocław Tech. The sample is quantitatively but not structurally representative.

[8] The term administrative staff refers to all persons employed in the group "P8 administrative staff" without the group "P8 support staff" according to Appendix 3 to the Remuneration Regulations of Wrocław University of Science and Technology.

Quantitative study results

The results of the study indicate that being a witness or a victim of discriminatory behaviour is a fairly common experience, i.e. it concerns the majority of people studying or working at Wrocław University of Science and Technology[9]. Discriminatory behaviours were witnessed by 79% of Wrocław Tech employees surveyed and 72% of the university's students. This means that the above percentage of respondents in their answer to the question: "Have you, and – if so – how often have you, witnessed the situations listed below at the university over the past few years?" at least once admitted to witnessing one of the 15 situations given. Using harmful stereotypes, undermining another person's competencies, treating another person as someone inferior, and inappropriate jokes were indicated most often, and sexual harassment was mentioned least often. 66% of the respondents in the employee population and 47% in the student population considered themselves to be victims of such behaviours.

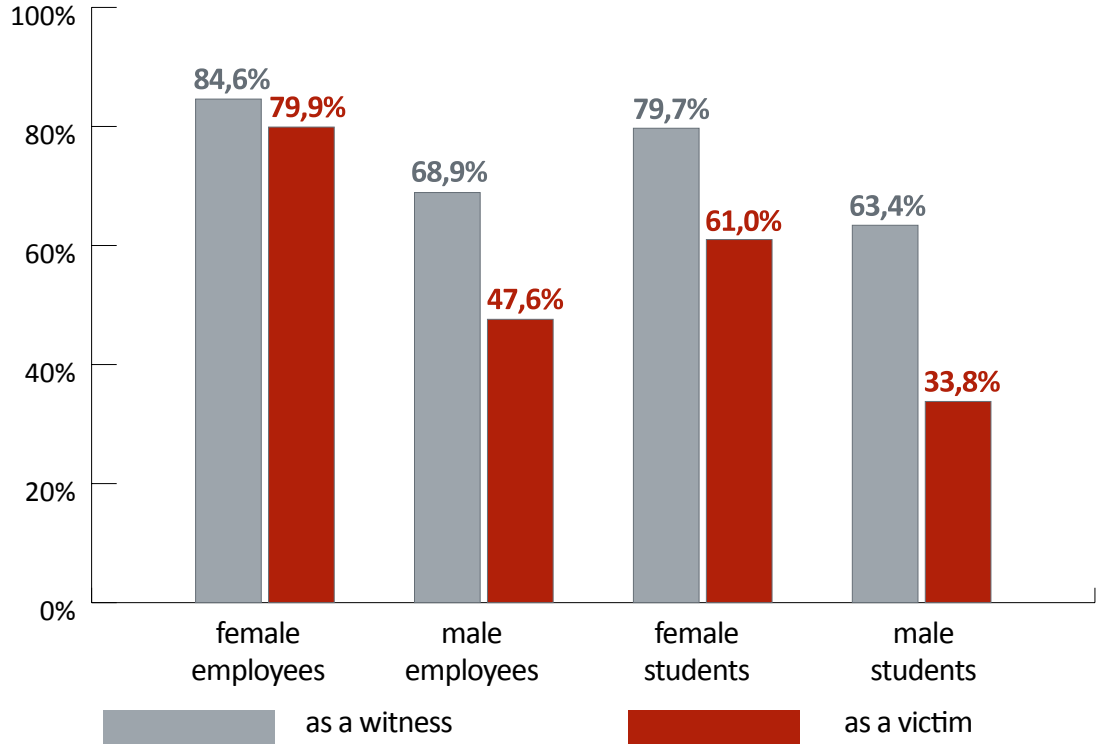


Figure 6 Percentage of people working and studying at Wrocław Tech who have experienced discriminatory behaviours

The average number of discriminatory behaviours observed (out of the 15 types indicated in the study) was 5.21 in the group of Wrocław Tech employees surveyed and 4.54 in the group of students. The average number of discriminatory behaviours that the respondents were victims of was 3.3 in the group of employees and 2.44 in the group of students.

[9] The frequency of such behaviours observed is not included in this analysis.

Behaviour	Female employees [%]	Male employees [%]	Female students [%]	Male students [%]
inappropriate jokes	56	38	61	42
using harmful stereotypes	65	44	70	46
using hurtful names and epithets	52	39	53	41
undermining, questioning competences	69	50	65	50
remarks with sexual overtones	41	27	44	33
giving a student worse marks as a result of their belonging to a particular group	42	19	40	24
inappropriate overfamiliarity	45	28	25	18
inappropriate remarks on another person's clothes or appearance	42	24	30	22
inappropriate intrusion into another person's personal space	34	13	16	8
sexual harassment	5	2	2	1
intrusive behaviours	25	14	12	11
avoidance of contact	35	34	27	32
disregarding a person as a result of their belonging to a particular group	30	12	20	13
treating a person like somebody inferior/second rate citizen	56	33	46	29
not addressing a person directly as a result of their belonging to a particular group	24	10	13	8

Table 5. Percentage of the respondents working and studying at Wrocław Tech who witnessed the discriminatory behaviours indicated.

Of the discriminatory behaviours experienced, undermining another person's competencies, using harmful stereotypes, and making inappropriate jokes relating to a particular group were most frequently reported. Also, a relatively high percentage of mentions concern remarks with sexual overtones. Apart from the avoidance of contact in both groups and sexual harassment in the group of employees, all observed differences between men and women are statistically significant.

Summary:

- **Women were significantly more likely to be witnesses and victims of discriminatory behaviours**, which concerns both employees and students (statistically significant differences).
- Compared to students, **employees experienced a larger number of discriminatory behaviours** (statistically significant differences).
- As for the working population, **those employed in administrative positions were significantly more likely to be witnesses and victims of discriminatory behaviours** (statistically significant differences).
- **Students who identify as LGBT+ were significantly more likely to experience discriminatory behaviours** (on average, as a witness – for 11 of the 15 under analysis, and as a victim – for 7 of the 15), no similar differences were found in the group of employees.
- **There were no statistically significant differences between those studying and employees identifying themselves as disabled compared to the other respondents.**
- Statistically significant differences were found between students at different faculties and first and second cycle students in terms of the frequency of discriminatory behaviours they experienced as a victim and witness.
- **In the employee population, all indicated favouritism towards men and discrimination against women, but among administrative staff, these voices were significantly stronger** (further from the neutral "0"); age was not a factor differentiating opinions on this issue.
- **As far as students are concerned, these beliefs followed a similar pattern, and the differences between men and women were even more significant** (with male students being closest to the neutral "0" point).
- Of all the groups surveyed, female students had the strongest beliefs about favouritism towards men and discrimination against women.

Qualitative study results

Employees

An analysis of the free statements of persons working at Wrocław Tech indicates that, in general, **discrimination** on the basis of gender, sexual orientation, race, religion or, disability **is not reported as a pressing problem**. Quite a few of the statements portray **Wrocław Tech as a fairly equal and friendly workplace**.

Of course, problems were reported (mostly by women working at the university), but they largely concerned **improper work-life balance**. The respondents pointed out that working hours and work-related e-mails were incompatible with the general standards as well as that there was no support for parents of young children and carers of dependent persons. However, **the main problem according to the respondents is the area of work organisation**, manifested by **injustice, bullying, nepotism, unclear or even unfair remuneration systems** and other negative phenomena occurring in the workplace. Women are more likely to express a **need for education, training, and workshops for managers** at various levels of seniority – not only in the area of anti-discrimination, but generally in HR, i.e. people management as well as motivating, evaluating, and communicating with employees.

Another distinctive group of respondents (rather male) bluntly **question the problem of discrimination of minority groups**, unjust privileges and abuse of power, as well as the **activities of the Team and the Plenipotentiary, as well as the meaningfulness of the study itself**. This group of respondents appears to be strongly motivated by their own beliefs, religion, worldview, or political views. It is likely that the majority of employees, in their general beliefs about equality, hierarchy, and the treatment of different minority groups, fall somewhere between two distinct attitudes – i.e. conservative and progressive.

Of the identified groups – **those unambiguously confirming that they have experienced discrimination and verbal aggression are persons who at the same time identify themselves with the LGBTQ+ community.** These people speak of a lack of counterbalance to the strong conservative-Catholic views of some of the employees, who hold positions of privilege and power (professors). Those who are most explicit about discrimination also raise the issue of **the impact of these experiences on their psychological state and their decisions on whether to continue their careers as students or employees at Wrocław Tech**. They also point out

the environment: the negative influence of the actions of the government and the Minister of Education in particular, but they also compared the situation and solutions at Wrocław Tech to other universities.

There is quite a visible dissonance in the perceptions of self-status between administrative staff (in their view – undervalued and marginalised) and research and teaching staff (some of whom describe themselves as being "at the service" of the administration and without support from administrative staff).

In summary: most discriminatory behaviours are tangibly experienced by minority groups (primarily those identifying themselves as LGBTQ+). Other respondents, describing themselves as belonging to the groups of young employees, women, or administrative staff, feel that they have little decision-making power and influence as well as low status and inferior place in the university hierarchy. They also describe an unfair, i.e. discretionary, and unclear system, or a complete lack thereof, governing the distribution of resources, responsibilities, pay, or rewards. This seems to be a problem involving the culture of the organisation rather than strictly discriminatory behaviours, all the more so given the fact that a significant number of the respondents explicitly state that they perceive the university to be a rather safe place that embraces equality, one to a large degree free from prejudice.

Students

On analysing the statements voiced by students, one can notice a clearly greater sensitivity to the problem of discrimination and manifestations of inequality among female students and those who identify themselves as LGBTQ+. These respondents stated that discrimination manifests itself **mainly in the shape of improper jokes as well as belittling the competencies, knowledge, and "suitability" of certain groups (e.g. women) for specific roles or activities.** In addition, there are manifestations of racist behaviours (jokes), behaviours that favour one religion and the temples of that religion as well as the treatment of LGBTQ+ people as different or even disturbed, and lack of support for marginalised groups. **Problems consisting in the marginalisation of non-Polish** speakers were also reported (correspondence in Polish or lack of events promoting diversity).

According to the student respondents, the perceived impunity of violent and discriminatory persons, "sweeping of the problem under the carpet", the lack of clear procedures for reporting and dealing with cases of discriminatory behaviour on the part of teachers, as well as the tangible threat of "getting even" by the teacher if a problem is reported, do considerable harm.

A very large number of statements – expressed by both male and female students – concerned the **problem of "misused" power and privileges** of academics at high echelons of the university hierarchy, mainly the old generation of professors. These individuals **are disrespectful to students** (often female students) and rude, fail to recognise their violent behaviour (e.g. jokes), as well as fail to communicate clearly, politely, and effectively. However, it should be stressed that some of the persons surveyed have recently noticed (in many cases, this is seen as the actions of the new university authorities) **positive, albeit rather slow, changes in this area**.

One of the most frequently recurring problems in the respondents' statements was the **failure of the university and teachers to understand the way of life of modern students**. For the life of today's students does not only consist in studying but also, in many cases, working, which results from their need to support themselves, or at least partially support themselves while studying. Other activities are also necessary for them – hobbies, sports, social life, family life – to **maintain a certain balance in life**. The assumption on the part of the university that students are supposed exclusively or primarily to study, which in practice often amounts to **several hours of remote work a day, which is to a large extent self-study**, is one of the biggest misunderstandings and disappointments in the eyes of the student respondents.

As for male students, as was the case with university staff, more statements were recorded **belittling or even denying the problem of unequal treatment of different groups at the university**, and certainly of sexual, ethnic, or gender minorities. These persons take a negative view of the survey itself, alleging bias, impartial questions, and questionnaire wording. People with such views explain the over-representation of men in the authorities, senior positions in business, and other organisations by natural characteristics (e.g. inclination to take risks, determination, or willpower).

In their view, allegedly marginalised groups are illegitimately striving for privileges undue to them and unfairly disadvantaging the majority (e.g. men).

1.3. Selected past activities aiming to promote equality and combat discrimination

Implementation of the principles and recommendations of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers at Wrocław University of Science and Technology

In connection with the awarding of the "HR Excellence in Research" logo to Wrocław Tech by the European Commission and as part of the implementation of the recommendations of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers, Wrocław University of Science and Technology implemented in the period 2016-2019 several solutions to increase the transparency and objectivity of the recruitment process as well as help build more stable and secure working conditions for researchers at every stage of their career. The implementation of the above-mentioned recommendations involved corrective measures in the areas that required them, which included the development and implementation of remuneration regulations and regulations relating to the remuneration motivation system or the development of a code of good practice for thesis supervisors and advisors. Several self-improvement activities were undertaken, including the following:

- publication of a set of national guidelines on ethical issues in the area of higher education on the university's website;
- development of recommendations for informing candidates of the strengths and weaknesses of their applications;
- development and implementation of a procedure for organising training for all persons employed at Wrocław University of Science and Technology [10].

Information for employees on equal treatment in employment in the Work Regulations of Wrocław University of Science and Technology

In accordance with the applicable law, in Appendix 1 to the Work Regulations of Wrocław University of Science and Technology[11] – „Information for employees on equal treatment in employment" – the provisions on equal treatment in employment were collected and made available to

[10] Details of the measures are available on the university's website dedicated to the European Charter for Researchers: https://pwr.edu.pl/uczelnia/europejska-karta-naukowca.

[11] The current Work Regulations were adopted by Internal Directive 66/2019 and are available to the public on the university's website https://pwr.edu.pl/pracownicy/strefa-pracownika/regulamin-pracy

employees in a single place. The information covers the principles relating to equal treatment in employment as set out in the Constitution of the Republic of Poland and the Labour Code.

Rules for dealing with bullying

In 2015, Wrocław University of Science and Technology introduced an internal regulation on defining the rules of conduct in the event that a person employed at the university reports allegations of harassment[12] .

Plenipotentiaries of the Rector

Under the university's internal regulations, there are positions of Plenipotentiary for Persons with Disabilities and Plenipotentiary for Anti-Discrimination at Wrocław University of Science and Technology.

Website dedicated to equality and discrimination

In March 2021, the "Equal Wrocław Tech" website was created as a result of the work and efforts of the university's Equality Policy Team[13] . The website serves the following purposes:

- raising awareness on equal treatment and discrimination among the students and employees of Wrocław University of Science and Technology;
- providing information on the tools available to the academic community of Wrocław University of Science and Technology for counteracting discrimination, including the possibilities and methods of reporting cases of discrimination at the university;
- providing information on the equality measures taken by the university;
- providing measures for safe reporting of discriminatory behaviours occurring at Wrocław Tech;
- cooperation with bodies and institutions concerned with equality issues.

The website will be developed as the actions included in this Plan are implemented.

Support for persons with special needs, including disabilities

For many years, Wrocław University of Science and Technology has had a system of support for people with disabilities in place, which is now also attempting to include support for peo-

[12] The policy for dealing with allegations of bullying made by an employee was adopted by Internal Directive 88/2015 and is available to the public in the section of the university's "equality website" dedicated to bullying https://rowna.pwr.edu.pl/dyskryminacja/dyskryminacja-a-mobbing

[13] rowna.pwr.edu.pl

ple with special needs. Within this system, support is offered in the following spheres: didactic, material, organisational, social and living, as well as psychological support.

All forms of support are provided as part of the activities of the Department of Accessibility and Support for Persons with Disabilities and the project "Wrocław Tech for New Opportunities" carried out at the university as part of the competition no. POWR.03.05.00-IP.08-00-DOS/19 "The accessible university". One of the main tasks of this project is to raise awareness of the needs and capabilities of people with special needs through workshops open to all university staff[14] .

The first long-term Action Plan to improve accessibility for people with special needs for the period 2021-2024 was produced in 2021. The plan covers the following activities:

- monitoring the state of accessibility, including expert audits oriented towards adjusting the infrastructure (buildings, websites in the domain pwr.edu.pl) to the needs of people with disabilities;
- drawing up architectural accessibility statements for Wrocław Tech facilities and digital accessibility statements for websites in the domain pwr.edu.pl;
- consultations concerning renovation and construction work on Wrocław Tech facilities as well as the university's investments (also IT-related) with respect to their adaptation to the needs of people with disabilities;
- drawing up Wrocław Tech standards for architectural and urban accessibility, visual information design, digital accessibility, etc.

In view of the fact that Wrocław Tech is already implementing a coherent policy of support for persons with disabilities and persons with special needs, as well as the fact that the research conducted for the development of this document did not identify these groups of persons as particularly affected by discrimination at the university, no objectives and actions concerning them are included in the Plan.

Gender mainstreaming in university campaigns targeting future students

The Departments of Admissions, International Cooperation, and Information and Promotion at Wrocław University of Science and Technology strive to ensure that gender is taken

[14] Details of the activities carried out by the Department of Accessibility and Support for People with Disabilities are available on its website: https://ddo.pwr.edu.pl/. Information on the activities carried out under "Wrocław Tech for New Opportunities" can be found on the website dedicated to the initiative: https://pns.pwr.edu.pl/.

into account in their campaigns targeting persons interested in applying for admission to the university – both with respect to promotional campaigns and direct actions. This is particularly evident in the visual communication of promotional materials. All of these activities, although they seem well-targeted, are carried out intuitively, and it would be appropriate to include them in Wrocław Tech's official Equality Strategy, providing, where possible, support to the above departments in this regard.

Furthermore, Wrocław University of Science and Technology is a long-standing participant in the campaign "Let's Get Girls at Technical Universities!", which promotes young women taking up degree programmes in technical fields by means such as showing how attractive to young women can be professional and scientific careers in technical and scientific areas.

2. Objectives and action plan

2.1. Objective 1 To raise awareness among the community of Wrocław University of Science and Technology about discrimination and the principle of equal treatment

One of the fundamental premises of the Equality Plan is anti-discrimination. The actions set out in this area concern two complementary areas: preventing situations involving discrimination and properly responding to cases of discrimination. In this context, raising awareness of the phenomenon of discrimination is an important part of the system for its prevention[15]. Discrimination awareness is understood to mean both theoretical knowledge of the phenomenon itself and the knowledge of the practices and procedures applied when discrimination occurs. Therefore, raising awareness among the Wrocław Tech community concerns the dissemination of both general knowledge and practical knowledge of existing practices and procedures. Moreover, it is part of the broader ideal of an accessible, open, and transparent Wrocław Tech. In addition, awareness research should serve to mitigate the deep ideological dispute within Wrocław Tech's academic community, discussed in the first part of this document.

The initiatives envisaged to raise awareness of discrimination are oriented towards providing information and training; also, the organisation of events involving the ac-

[15] According to the research conducted by Kantar Public in 2018, Poles' legal awareness of equal treatment is low, both with respect to discrimination in the workplace and access to services. See: *Świadomość prawna w kontekście równego traktowania 2018. Raport dla Biura Rzecznika Praw Obywatelskich* (Eng.: *Legal awareness in the context of equal treatment 2018. Report for the office of the Ombudsman*), Kantar Public, https://bip.brpo.gov.pl/sites/default/files/Badania%20Kantar%20Public%20dla%20RPO%20o%20postrzeganiu%20dyskryminacji%20przez%20Polakow%20w%202018%20r.pdf.

tive participation of attendees is planned. The activities are conducted in a manner relevant to their type. The information activities related to providing access to knowledge on the equality policy and counteracting discrimination at Wrocław University of Science and Technology are continual and are constantly present in the life of the university community.

2.1.1. Action: Updating and developing the university's website dedicated to equality

Updating and developing Wrocław Tech's website dedicated to equality, launched in March 2021 (https://rowna.pwr.edu.pl/), which is an online repository of up-to-date knowledge on issues of discrimination and its prevention, providing information on current training sessions and events.

2.1.2. Action: Periodic e-mails to students and teachers

Circulation among the university's students and teaching staff, by means of student and staff e-mail, of updates and brief information on the university's anti-discrimination procedures and the importance of the principle of equal treatment. The mailshot should take place regularly, with an appropriate frequency so as not to overwhelm the recipients (i.e. once or twice per academic year), and offer bilingual content (in Polish and English), starting at the beginning of the 2022/2023 academic year at the latest.

2.1.3. Action: Production and distribution of a leaflet on anti-discrimination for Wrocław Tech students

Production of a leaflet for students (in Polish and English) with basic information on discrimination and ways to deal with it, including the possibility of reporting problems to the Anti-Discrimination Commission. The electronic leaflet should be published in a place visible to students on the university's website. As far as possible, the leaflet in the shape of a poster should be displayed in designated, fixed places (such as the Student Culture Area, information boards at the Department of International Cooperation and Admissions Department, Deans' offices, front offices, etc.).

The leaflet is expected to be produced by the end of the third quarter of 2022 at the latest.

2.1.4. Action: Production and distribution of a leaflet on anti-discrimination for Wrocław Tech staff

Production of a leaflet for the university's employees (in Polish and English) containing basic information on discrimination and bullying, including information on the procedures for reporting cases of these phenomena at the university. The electronic leaflet should be published in prominent locations easily visible by staff on the university's website (including the Human Resources Department website and all faculty websites).

The leaflet is expected to be produced by the end of the third quarter of 2022 at the latest.

2.1.5. Action: Adding content on discrimination to the "Guide for New Hires"

As part of the university's implementation of the recommendations of the European Charter for Researchers, the "Guide for New Hires" [16] has been produced in Polish and English, which is distributed by HR assistants to newly hired new staff. This guide will be supplemented with content on discrimination, including information on Wrocław Tech's website dedicated to equality and anti-discrimination procedure, by the end of the first quarter of 2022 at the latest.

2.1.6. Action: Awareness training for Wrocław Tech staff

Biannual training sessions dedicated to awareness-raising and anti-stereotyping for all interested employees. Dedicated training courses are planned for university authorities, persons employed in administrative positions, as well as teaching staff and research and teaching staff.

It is planned to organise the aforementioned training from 2022 onwards.

[16] The "Guide..." can be found on the website dedicated to the implementation of the recommendations of the European Charter for Researchers at Wrocław University of Science and Technology: https://pwr.edu.pl/uczelnia/europejska-karta-naukowca/otwarta-przejrzysta-i-merytoryczna-rekrutacja-naukowcow-otm-r

2.1.7. Action: Awareness training for university entrants

Short awareness training sessions for university entrants. Training in the form of meetings organised by the Plenipotentiary for Anti-Discrimination will be held at the beginning of each academic year. Where technically and organisationally possible, video recordings of these meetings will be distributed through the university's information channels. The exact formula and thematic scope of the meetings should be developed in consultation with representatives of the Students' Self-Governing Union and the Department of International Cooperation. It is expected that the training will be provided from the 2022/2023 academic year onwards.

2.1.8. Action: Organisation of cultural and scientific events to raise awareness on discrimination and the principle of equal treatment

The realisation of the ideal of Wrocław Tech as an open and accessible university will be supported by launching events thematically related to the promotion of equality principles and joining selected initiatives undertaken by independent organisations (i.e. campaigns such as Human Rights Week, Disability Week, or Rainbow Week). As for initiatives open to the wider public with the participation of persons studying and working at Wrocław University of Science and Technology, in addition to educational value, aspects such as the popularisation of science (discussion panels, thematic workshops) or artistic value (exhibitions and other artistic activities) will also be important. Because of its multidisciplinary nature – fields from the arts to the sciences – and the combination of strictly theoretical disciplines with engineering practice, Wrocław Tech is a perfect place to host events reflecting the ideal of the value of diversity in academic and social life.

It is planned to organise, co-organise, or participate in at least two such events per year, starting from 2022.

2.2. Objective 2 To strive to balance gender representation among all employee groups at Wrocław Tech

Wrocław University of Science and Technology is committed to balancing the gender structure among all staff groups and at all levels of employment at the university, aiming to achieve equality.

The problem of unbalanced gender representation among numerous employee groups and in the authorities of organisational units at Wrocław University of Science and Technology is clearly illustrated by the figures presented in the first part of this study. As the roots of this problem are largely systemic, achieving gender equality should be seen as a long-term goal that cannot be assigned a specific implementation date. Nevertheless, the university will take steps to move closer to achieving this goal in selected areas. At the same time, due to the ideological dispute, revealed in the diagnosis, concerning perceptions of equality among the university community, including gender equality as a value and the legitimacy of undertaking activities aimed at counteracting discrimination and promoting equality, it should be considered appropriate to implement gender balancing solutions gradually, abandoning those that at a given stage may lead to further deepening of these divisions.

2.2.1. Action: Formulation and implementation of guidelines for balancing gender representation in the governing bodies of Wrocław Tech, its organisational units, competition committees, and expert and review teams and committees

Developing guidelines specifying the rules for the selection of persons for managerial positions at Wrocław University of Science and Technology, taking into account the aspect of gender balance in the authorities and management of the university and its organisational units, as well as in competition committees and expert and review teams and committees. The guidelines should be formulated and adopted as internal directives by the end of 2023.

2.2.2. Action: Formulation of guidelines for the inclusion of the gender balance aspect in competition procedures

Development of a set of guidelines for the inclusion of the gender balance aspect in recruitment procedures. According to the adopted guidelines, all advertisements concerning non-academic staff with respect to administrative, specialist, and other jobs should be worded in a gender-neutral manner. As far as possible, in terms of visual communication, the above-mentioned advertisements should target the gender underrepresented at the unit and/or in the employee group, i.e. promote careers for women in masculinised units and men in feminised

units. The units concerned will also be advised to actively seek out candidates of the under-represented sex.

The aforementioned guidelines should be developed and communicated to the university units by the end of 2022.

2.2.3. Action: Formulation of guidelines for the inclusion of the gender balance aspect in recruitment procedures

Development of a set of guidelines for the inclusion of the gender balance aspect in recruitment procedures. According to the adopted guidelines, all advertisements concerning non-academic staff with respect to administrative, specialist, and other jobs should be worded in a gender-neutral manner. As far as possible, in terms of visual communication, the above-mentioned advertisements should target the gender underrepresented at the unit and/or in the employee group, i.e. promote careers for women in masculinised units and men in feminised units. The units concerned will also be advised to actively seek out candidates of the underrepresented sex.

The aforementioned guidelines should be developed and communicated to the university units by the end of 2022

2.3. Objective 3 To strive to balance the gender representation of students

Wrocław University of Science and Technology is committed to taking action to balance the gender representation of students at its various faculties and across its courses.

As is the case with the employment structure, the sources of the problem of unbalanced gender representation of students at most of the faculties and on most courses are systemic and the university has only very limited tools to balance this representation; achieving gender equality of students is a long-term goal that cannot be assigned a specific implementation date. In pursuit of the above, Wrocław Tech will undertake the following activities:

2.3.1. Action: Mainstreaming gender balance in university campaigns targeting future students

Wrocław University of Science and Technology commits itself to attach particular importance to ensuring that the message of recruitment campaigns allows for the aspect of balancing gender representation among students. In particular, as far as possible in terms of language and visual communication, promotional materials should promote

the pursuit by women of studies at masculinised faculties and on masculinised courses and vice versa – by men at feminised faculties and on feminised courses. The language of promotional materials should be gender-neutral where possible.

Irrespective of its own promotional campaigns, Wrocław Tech will actively engage in the activities organised by other entities aimed at an equal representation of the genders of those studying at technical universities, which also involves its continued involvement in the "Let's Get Girls at Technical Universities!" campaign.

2.3.2. Action: Training for persons involved in promotion and popularisation activities

Workshop-type training on the culture of equality in communication for at least five female and male employees participating in direct activities promoting the pursuit of degree courses at Wrocław University of Science and Technology (meetings in secondary schools, popularising lectures, etc.). The exact thematic scope, training formula, and demand will be determined together with the Admissions Department, the Department of Information and Promotion, and the Department of International Cooperation; the training is planned to be delivered in 2022.

2.4. Objective 4 To support the development of women's careers in science

Wrocław University of Science and Technology is committed to creating good and stable working conditions for all female and male researchers, at every stage of their careers, applying employee evaluation criteria that are transparent and as objective as possible. However, the structure of employment of persons in research and teaching positions as well as in research positions at Wrocław University of Science and Technology indicates the occurrence of a phenomenon, common at universities, consisting in women slowing down and/or abandoning their scientific careers at specific levels much more frequently. As the data presented in the first part shows, while the ratio of male to female adjunct professors at Wrocław University of Science and Technology is about two to one, the ratio of male to female professors is already about five to one. This may be partly countered by the implementation of work-life balance measures (objective 5), but regardless of these, in pursuit of gender equality, Wrocław Tech commits itself to active support of the scientific careers of women. However, the measures taken in this respect should be particularly well thought out so that they respond to the actual needs

of female researchers employed at Wrocław Tech while using the help of the university's human resources, and so that their implementation does not lead to resentment among unsupported groups. This is why the current Equality Plan in the first place involves the development of a needs assessment to identify possible further actions to be taken by the university in this respect.

2.4.1. Action: Diagnosis of the needs of female researchers employed at Wrocław University of Science and Technology in terms of possibilities to support their development and professional advancement

A needs diagnosis aiming to answer the questions of what kind of problems female research staff and research and teaching staff of Wrocław Tech encounter in their professional path and, above all, what kind of relevant support they would expect from the university. This process should include consultation using participatory methods.

The aforementioned needs diagnosis should be conducted by the end of 2023.

2.4.2. Action: Formulation of recommendations and proposals for actions aiming to actively support scientific careers of women at Wrocław University of Science and Technology

Based on the results of the above-mentioned needs diagnosis, the university Equality Policy Team will prepare a set of recommendations and proposals concerning possible specific actions for active support of women's scientific careers at Wrocław University of Science and Technology, which will be included in the next Equality Plan. The recommendations should be formulated by the end of the first half of 2024.

2.5. Objective 5 To make it easier for Wrocław University of Science and Technology students and employees to maintain a healthy work-life balance, including making it easier for employees to combine work with caring for dependents

The harmonious combination of work and private life is an important aspect of the Equality Plan. The central part of this issue is the problem of combining family life with professional responsibilities, and the inequalities arising from socially and culturally

assigned gender roles lead to a situation of imbalance which requires both a generally applicable legal framework and, above all, the formulation of a relevant policy providing instruments for its effective implementation at the level of the individual institution [17]. Given that family life is a daily reality not only for working people but also for those studying at the university, we assume that harmonising these interdependent spheres of life is also important for students and should therefore also be included in a broader plan. The main objective of the Plan with respect to work-study/life balance will be to define in detail the scope of possible actions, diagnose needs, and develop recommendations for the future, including proposals for specific solutions. The knowledge and studies already available on how to implement policies at the organisational level urges caution and do not always recommend repeating "one size fits all" solutions[18]. A multi-faceted analysis, one as broad as possible, of this complex issue will make it possible to avoid solutions that lead to resentment[19] and to take account of the fact that family life is a phenomenon that goes beyond the institution of parenthood. The organisational culture developed by the university can significantly support the harmonious combination of work, family, and private life. By assuming the role of a mediator, as it were, in this respect, Wrocław University of Science and Technology, by offering adequate solutions and supporting equal opportunities for both employees and students, could substantially help to maintain the work-life or study-life balance of the members of its community.

[17] See J. Lewis, *Work-family balance, gender and policy*, Edward Elgar Publishing, Cheltenham 2009. In this work, the author analyses the policies and solutions adopted in 15 European Union countries with respect to three essential elements facilitating the combination of work and family life: available childcare services, flexible working hours, and available solutions related to the need to care for a dependent person

[18] By using the example of remote work from home and comparing data from two countries with different models of work distribution – Poland and Sweden – Anna Kurowska showed that while in both countries men have a higher ability to balance paid and unpaid (i.e. related to household duties) work, gender differences in this respect are lower in Sweden. See A. Kurowska, "Gendered Effects of Home-Based Work on Parents' Capability to Balance Work with Non-work: Two Countries with Different Models of Division of Labour Compared", *Social Indicators Research* (2020), 151 (2). In short, as far as remote working is concerned, men in Poland benefit much more than women in terms of work-life balance.

[19] See J. Haar, C.S. Spell, "Where is the justice? Examining work-family backlash in New Zealand: The potential form employee resentment", *New Zealand Journal of Employment Relations* (2003), 28 (1): 59-74. Research conducted in New Zealand shows that an exclusive focus on solutions that cater to the needs of parents with minor children can result in dissatisfaction and resentment among childless or older employees.

2.5.1. Action: Defining the framework of possible actions to be undertaken by the university with respect to making it easier for the employees and students of Wrocław University of Science and Technology to keep a proper work/study/life balance

The first action under Objective 5 of the Equality Plan is to identify the range of activities that the university can offer to its employees and students to facilitate a healthy work/study/life balance. This will be determined with reference to the current legal status, existing standards and good practices in this area at Polish and European universities, as well as analysis of research and the literature on this issue.

This action should be implemented by the end of 2022.

2.5.2. Action: Diagnosis of the needs of Wrocław Tech employees with respect to maintaining a healthy work-life balance

The next two activities, to be carried out in parallel, will consist in a detailed diagnosis of the needs of the employees and students of Wrocław University of Science and Technology in terms of harmonising their work or study with private life. The range and type of needs of the employees will be identified through collaboration with a selected representative employee group.

This action is planned to be completed by the end of 2023.

2.5.3. Action: Diagnosis of the needs of Wrocław Tech students with respect to maintaining a healthy study-life balance

A diagnosis of the needs of the university's students differs from one to be conducted with respect to the employees in that on the basis of currently identified needs, an assessment of such needs for the future will be formulated together with a recommendation, if necessary, for corrections on the basis of subsequent diagnoses. As the family profile of a student may differ significantly from that of an employee, it must be taken into account that the needs of students may also differ from those of employees.

This action will be implemented by the end of 2023.

2.5.4. Action: Formulation of recommendations and proposals for actions to be undertaken by Wrocław Tech to help its employees and students maintain a healthy work/study/life balance

The last activity, one concluding the implementation of Objective 5, consists in the formulation of recommendations for the university's policy in the area of harmonising work or study with private life as well as the presentation of specific proposed facilitation solutions for persons studying and working at Wrocław University of Science and Technology. The presented recommendations and proposals for specific solutions will be drawn up on the basis of the results of the preceding activities, i.e. the identified scope of systemically possible activities and the diagnosis of needs carried out.

The implementation of this action will be completed in the first half of 2024.

2.6. Objective 6 To counteract all kinds of discrimination phenomena at Wrocław University of Science and Technology

The last of the objectives adopted under the Equality Plan revolves around the effective and efficient prevention of all forms of discrimination. The action to be taken in the first instance here is to adopt and implement a procedure for reporting and dealing with cases of discrimination at the university. The anti-discrimination procedure serves to identify cases of discrimination and take appropriate measures against those who commit acts of discrimination.

When formulating equality policies at an institutional level, it is no less important to have clearly formulated aspirational ideals and ethical principles with standards of behaviour that reflect them. The codes of ethics and other internal regulations in force at Wrocław Tech should therefore be reviewed in the light of the equality policy principles, and if any shortcomings are identified, initiatives should be undertaken to reformulate or amend them. In addition to these two mutually complementary framework actions, other ones are also planned to address specific and well-defined needs identified in the study carried out (actions 2.6.3 and 2.6.4).

2.6.1. Action: Adoption and implementation of a procedure for reporting and dealing with cases of discrimination at Wrocław Tech

Wrocław University of Science and Technology undertakes to thoroughly investigate all manifestations of discrimination against individuals or groups to mitigate their nega-

tive effects and prevent such phenomena in the future. To this end, a procedure will be developed to describe how to deal with a discrimination complaint. This procedure is intended as a tool for effective and safe reporting of discrimination at the university by its victims or witnesses.

The procedure should be adopted in the first quarter of 2022.

2.6.2. Action: Review of the existing codes of ethics and selected internal regulations at Wrocław Tech for content on discrimination and equality

The Equality Policy Team will review the university's codes of ethics and other internal regulations on standards of professional conduct in terms of implementing the demands of equality and anti-discrimination. The review will result in a set of recommendations and proposals for possible changes to these documents with respect to said issues. The recommendations should be issued by the end of 2023.

2.6.3. Action: Diagnosis of the main causes of discriminatory experiences of employees working in administrative positions and other positions not involving teaching or research and formulation of recommendations for implementing a more equal career model for these positions

As shown by the study discussed in the first part of this document, the experience of discrimination is significantly more frequent among those working in administration than research and teaching staff. At the same time, the causes of this are not known. The first action to be undertaken to solve the problem identified is to diagnose these causes. Based on the results of the diagnosis, the Equality Team will make recommendations for the development and implementation of a more equal career model for persons in administrative positions as well as other positions not involving teaching or research. These activities are planned to be conducted over the entire implementation period of the plan, i.e. until September 2024.

2.6.4. Action: Development and implementation of solutions to allow persons who do not identify with their given name to change it in the student services systems

In many cases, transgender and non-binary persons do not identify with the names they were given at birth and use in everyday life names that correspond with their identity. Since the process of officially changing a name is very long in Poland, the official documents of these persons still sometimes contain names with which they do not identify (so-called dead names). Consequently, such individuals are forced to use these names in their interactions with the teaching staff and administration and when using the university's online platforms. This problem became particularly noticeable when distance learning was introduced, but it concerns a broader range of areas. To respond to the needs of these persons, Wrocław University of Science and Technology will develop solutions allowing them to use, as far as possible (i.e. apart from matters requiring the use of official documents), only the first names of their choice. Nevertheless, due to the changes stemming from the departure from the JSOS student service system and the implementation of USOS, the timing of the development and implementation of these solutions will depend on when USOS is adopted. The University undertakes to implement the above solutions as soon as possible after the successful implementation of the USOS system.

2.7. Objective 7 To raise the awareness of gender mainstreaming in research among Wrocław Tech researchers and students

In addition to being one of the most important areas in building a more equal environment for scientific work, initiatives to support gender mainstreaming in research have substantial potential for broad societal impact. At the same time, it is safe to assume that allowing for the gender dimension in the planning and implementation of research projects is not widely known and understood by those conducting research, also at Wrocław University of Science and Technology. For this reason, the first phase of measures taken to increase the extent to which the aspect of gender is taken into account in research conducted at Wrocław Tech should include, first and foremost, actions aiming to raise the awareness among female and male researchers of both the importance of including the gender dimension in research as well as ways to achieve it.

It is no less important to shape the awareness of this issue among students, i.e. future researchers. However, the inclusion of content on the relevance of the gender dimension in research first requires an analysis of the current degree programme curricula, based on which recommendations can be made on how to supplement them with such content.

2.7.1. Action: Training in the area of gender mainstreaming in research for Wrocław Tech employees working in research positions as well as research and teaching positions

Organisation of training for researchers working at Wrocław Tech dedicated to the inclusion of the gender dimension in research. Addressed to interested researchers, the training should be organised at least once a year, starting in 2022.

2.7.2. Action: Training in the area of gender mainstreaming in research for employees of Wrocław Tech's Projects Department

Organisation of training for the employees of Wrocław Tech's Projects Department dedicated to the inclusion of the gender dimension in research. The training should cover issues related to the gender-sensitive evaluation of research projects.

Addressed to employees designated by the authorities of the Department, should be delivered in 2022.

2.7.3. Action: Analysis of degree programme curricula and formulation of recommendations for adding content related to gender mainstreaming in research

Analysis of the degree programme curricula at Wrocław Tech in terms of learning outcomes in relation to the importance of gender mainstreaming in research. Formulation, based on the results of the analysis, of recommendations concerning the inclusion of this issue in the curricula of the degree programmes delivered at Wrocław Tech.

Recommendations in this regard should be made by the end of 2023.

2.8. Summary of objectives and actions

The following summary includes the objectives set out in the Equality Plan along with associated actions.

Objective	Action	Implementation time-frame
1. To raise awareness among the community of Wrocław University of Science and Technology about discrimination and the principle of equal treatment	Updating and developing Wrocław Tech's website dedicated to equality.	The whole time frame of the Plan implementation
	Periodic mailshot addressed to the university's students and teaching staff.	From the beginning of the academic year 2022/2023
	Development and distribution of a leaflet on the prevention of discrimination for Wrocław Tech students.	By 10.2022
	Development and distribution of a leaflet on the prevention of discrimination for Wrocław Tech staff.	By 10.2022
	Adding content on discrimination to the "Guide for New Hires".	By 04.2022
	Awareness training for Wrocław Tech staff.	From 2022
	Awareness training for university entrants.	From the beginning of the academic year 2022/2023
	Organisation of cultural and scientific events to raise awareness on discrimination and the principle of equal treatment.	From 2022
2. To balance the gender structure among all employee groups and at all levels of employment at Wrocław Tech	Formulation and implementation of guidelines for balancing gender representation in the governing bodies of Wrocław Tech, its organisational units, competition committees, and expert and review teams and committees.	By the end of 2023
	Formulation of guidelines for the inclusion of the gender balance aspect in competition procedures.	By the end of 2022
	Formulation of guidelines for the inclusion of the gender balance aspect in recruitment procedures.	By the end of 2022

Objective	Action	Implementation time-frame
3. To strive to balance the gender representation of students	Mainstreaming the balancing aspect of gender representation in university campaigns targeting future students.	The whole time frame of the Plan implementation
	Training for people involved in promotion and popularisation activities.	2022
4. To support the development of women's careers in science	Diagnosis of the needs of female researchers employed at Wrocław University of Science and Technology in terms of opportunities to support their development and professional advancement.	By the end of 2023
	Formulation of recommendations and proposals for measures aiming to actively support scientific careers of women at Wrocław University of Science and Technology.	By 07.2024
5. To make it easier for Wrocław University of Science and Technology students and employees to maintain a healthy work-life balance, including making it easier for employees work with caring for dependents	Defining the scope of possible actions to be undertaken by the university with respect to making it easier for the employees and students of Wrocław University of Science and Technology to keep a proper work/ study/life balance.	By the end of 2022
	Diagnosis of the needs of Wrocław Tech employees with respect to maintaining a healthy work-life balance.	By the end of 2023
	Diagnosis of the needs of Wrocław Tech students with respect to maintaining a healthy study-life balance.	By the end of 2023
	Formulation of recommendations and proposals for actions to be undertaken by Wrocław Tech to help its employees and students maintain a healthy work/study/life balance.	By 07.2024

Objective	Action	Implementation time-frame
6. Counteracting all phenomena of discrimination at Wrocław University of Science and Technology	Adoption and implementation of a procedure for reporting and dealing with cases of discrimination at Wrocław Tech.	By the end of 03.2022
	Review of the existing codes of ethics and selected internal regulations at Wrocław Tech for content on discrimination and equality.	By the end of 2023
	Diagnosis of the main causes of discriminatory experiences of employees working in administrative positions and other positions not involving teaching or research and formulation of recommendations for implementing a more equal career model for these positions.	By 09.2024
	Development and implementation of solutions to allow persons who do not identify with their given name to change it in the student services systems.	Immediately after the implementation of USOS
7. To raise the awareness of gender mainstreaming in research among Wrocław Tech researchers and students.	Training in the area of gender mainstreaming in research for Wrocław Tech employees working in research positions as well as research and teaching positions.	From 2022
	Training on gender mainstreaming in research for the employees of the Projects Department of Wrocław University of Science and Technology.	By the end of 2022
	Analysis of degree programme curricula and formulation of recommendations for the inclusion of gender-sensitive content in research.	By the end of 2023

3. Administration of the implementation of the Plan

To ensure efficient implementation of the Equality Plan, Wrocław University of Science and Technology will allocate funds to commission tasks related to the coordination of activities included in the Plan, monitoring the status of implementation of the Plan, reporting, as well as administrative support for the Plenipotentiary for Anti-Discrimination and the Anti-Discrimination Committee [20] in accepting and processing discrimination complaints at the university.

4. Monitoring and reporting

One of the first tasks to be undertaken by the bodies responsible at Wrocław University of Science and Technology for the implementation of the Plan will be to develop solutions enabling systematic and efficient monitoring of changes in gender equality as well as the scale of the problem of discrimination at the university. In particular, the gender composition of the workforce should be monitored over the long term to assess to what extent and at what pace Wrocław Tech is approaching the goal of gender balance in its workforce. Furthermore, it will be important to systematically monitor the levels of the pay gap between men and women employed at the university. Periodic reports on disclosed cases of discrimination at the university will, in turn, make it possible to adapt the anti-discrimination measures to the actual problems of people studying and working at Wrocław Tech.

5. Revision and updating of the Equality Plan

The pursuit of the objectives set out in this document will in many cases involve the introduction of solutions that are innovative in the university's environment, which means that their effectiveness and consequences are not fully predictable. It is therefore important that both the Plan itself and the solutions implemented on its basis are periodically reviewed and updated.

Bearing that in mind, it is assumed that, at the beginning of each Rector's term of office, the university's newly appointed Equality Policy Team will evaluate the operation of the implemented arrangements and review the Equality Plan in the context of any new external circumstances, including changes in regulations, as well as national and international legislation.

20 The establishment of the Anti-Discrimination Commission is envisaged on the basis of a planned ordinance setting out the principles to be followed in the case of a discrimination complaint at Wrocław University of Science and Technology.

6. Responsibility for the implementation of the Equality Plan

The implementation of the Plan is the responsibility of the Rector of Wrocław University of Science and Technology. Support for the Rector in this regard is provided by the Rector's Plenipotentiary for Anti-Discrimination and the university's Equality Policy Team.

Selected bibliography

European Institute for Gender Equality, *Gender Equality in Academia and Research*; https://eige.europa.eu/gender-mainstreaming/toolkits/gear

Gerlich, J., *Molestowanie na polskich uczelniach publicznych,* Helsińska Fundacja Praw Człowieka, Warsaw 2019; https://www.hfhr.pl/wp-content/uploads/2020/01/%E2%80%9EMolestowanie-na-polskich-uczelniach-publicznych%E2%80%9D-%E2%80%93-raport-HFPC.pdf.

General for Research and Innovation (European Commission), *She Figures 2021. The path towards gender equality in research and innovation (R&I)*, https://op.europa.eu/s/tPry

Haar, J., C.S. Spell, „Where is the justice? Examining work-family backlash in New Zealand: The potential form employee resentment", New Zealand Journal of Employment Relations (2003), 28 (1): 59-74.

Kantar Public, Świadomość prawna w kontekście równego traktowania 2018. Raport dla Biura Rzecznika Praw Obywatelskich, 2018; https://bip.brpo.gov.pl/sites/default/files/Badania%20Kantar%20Public%20dla%20RPO%20o%20postrzeganiu%20dyskryminacji%20przez%20Polakow%20w%202018%20r.pdf.

Kurowska A., „Gendered Effects of Home-Based Work on Parents' Capability to Balance Work with Non-work: Two Countries with Different Models of Division of Labour Compared", Social Indicators Research (2020), 151 (2).

Lewis, L., Work-family balance, gender and policy, Edward Elgar Publishing, Cheltenham 2009.

The equality website of the University of Warsaw, http://rownowazni.uw.edu.pl/

Rzecznik Praw Obywatelskich, *Doświadczenie molestowania wśród studentek i studentów. Analiza i zalecenia*, Biuro Rzecznika Praw Obywatelskich, Warszawa 2018; https://bip.brpo.gov.pl/sites/default/files/Do%C5%9Bwiadczenie%20molestowania%20w%C5%9Br%C3%B3d%20studentek%20i%20student%C3%B3w,%202018.pdf



Wrocław
University
of Science
and Technology

pwr.edu.pl