

GENDER EQUALITY PLAN
at BIALYSTOK UNIVERSITY OF TECHNOLOGY

Equality action plan for 2022-2024

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Introduction

The Gender Equality Plan at Bialystok University of Technology (hereinafter referred to as the BUT Gender Equality Plan) is a document prepared for the entire academic community of BUT - for those working, studying and preparing doctoral theses. The most important goal of the BUT Gender Equality Plan is to provide conditions for safe work, study and professional development at Bialystok University of Technology, respecting the principles of equality and diversity, free from discrimination, and thus enabling everyone regardless of gender, age, ethnic origin, sexual orientation, religious beliefs, disability or skin colour free pursuit of professional and personal goals.

Equality and diversity are overriding values that contribute to the improvement of scientific research, the condition of research and development units and administrative units. *Among the many benefits of equality and diversity in science and higher education, there is a positive impact on the quality of research and teaching, as well as strengthening the scientific and research position of institutions in a competitive environment, improving dialogue and exchange of ideas by building inclusiveness and a sense of community. Equality and diversity in science and higher education also translate into well-being at work and during studies. Equality policies support the creation of clearer procedures and that contributes to the creation of a better working environment, as well as attracting and retaining scientific talents.*¹

Bialystok University of Technology, in accordance with its statute, is guided by the principles of freedom of teaching and research, freedom of artistic creation and autonomy of the academic community. This results in the fact of shaping ethical attitudes based on truth, tolerance, equality, openness and intellectual freedom, i.e. the implementation of principles and values that are necessary for the sustainable development of the modern world. Equality, as one of the fundamental human rights, is therefore recognized as an important principle of the university's operation, which is to provide each person from the academic community with both full and free access to work and education, as well as equal treatment regardless of their status and personal characteristics.

Bialystok University of Technology is constantly trying to improve its policy of supporting activities for gender equality. The activities of Bialystok University of Technology are consistent with both older acts such as Directive 2006/54/EC of the European Parliament and of the Council of 5 July 2006 on the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation, as well as the most recent: Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions of 5 March 2020, "Union of equality: Gender Equality Strategy 2020-2025" setting out the vision, policy objectives and actions to achieve tangible progress on gender equality in Europe and Regulation 2021/695 of the European Parliament and of the Council of 28 April 2021 on establishing a framework programme Horizon Europe on research and innovation, which emphasizes the importance of gender equality in paragraph 53:

The activities developed under the Programme should aim to eliminate gender bias and inequalities, enhancing work-life balance and promoting equality between women and men in R&I, including the principle of equal pay without discrimination based on sex, in accordance with Articles 2 and 3 of the Treaty on European Union (TEU) and Articles 8 and 157 TFEU. The gender dimension should be integrated in R&I content and followed through at all stages of the research cycle. In addition, the activities under the Programme should aim to eliminate inequalities and promote equality and diversity in all aspects of R&I with regard to age, disability, race and ethnicity, religion or belief, and sexual orientation.













¹ A. Cybulko, J. Kubisa, Gender Equality Plan for the University of Warsaw. Equality Action Plan for 2020-2023, p. 4-5, Warsaw 2020.

In order to consolidate these common beliefs for the entire academic community of BUT, by Regulation No. 2/2022 of the Rector of Bialystok University of Technology of 4 January 2022, a Team was established to develop the BUT Gender Equality Plan. The document is the result of research, analysis and consultations carried out by members of the Team at Bialystok University of Technology. The quantitative and qualitative research covered five thematic areas:

- work-life balance and organizational culture;
- gender balance in management and decision-making positions;
- gender equality in recruitment and access to career development;
- integrating the gender dimension into research and teaching content;
- counteracting gender-based violence, including sexual harassment.

The results of the conducted research made it possible to define actions that should serve to eliminate shortcomings and strengthen good practices in the field of gender equality. The plan is based on four objectives, which will be implemented through specified actions, and their effectiveness will be measured and monitored by means of specified indicators and specified human resources. The objectives were presented in relation to five key areas (Table 1).

Table 1. Matrix of links between the objectives of the BUT Gender Equality Plan and key thematic areas

	Thematic areas of the BUT Gender Equality Plan				
	Work-life balance and organizational culture	Gender balance in leadership and decision-making positions	Gender equality in the recruitment process and access to career development	Including the gender dimension in research content and didactic	Counteracting gender-based violence, including sexual harassment
Objective	1	2	3	4	5
Increasing awareness of diversity, tolerance and equality issues					
Ensuring balance between work, study and family life					
Supporting good practices in equal treatment of people of different sexes					
Ensuring a policy of equality in the division of administrative and organizational tasks					

Source: own study.

Bialystok University of Technology will create an atmosphere of equality at the university and implement an early response system for reported violations. For this purpose, the University has engaged specialised units in its activities, such as: Plenipotentiary for Equal Treatment and Anti-Discrimination at BUT, Team for Gender Equality Plan, Office of People with Disabilities, Plenipotentiary for Social Responsibility BUT, Mediator for Interpersonal Relations at BUT and the Disciplinary Committees of BUT.

This strategic document includes:

- diagnosis of the existing state, including the results of the analysis of the existing state and the most important conclusions from the research carried out so far in March 2022;
- main objectives and actions aimed at achieving these objectives, planned for the next three years, together with an indication of actions, indicators and units responsible for their implementation.

The BUT Gender Equality Plan includes activities planned for the years 2022-2024, with the internal evaluation taking place in 2024.

Diagnosis

Analysis of data on the gender structure at BUT

One of the tasks as part of the work on the BUT Gender Equality Plan at Bialystok University of Technology was to examine and describe the current gender distribution among employees of Bialystok University of Technology. The conducted analyses concentrated both on academic teachers and administrative staff. The data for the analyses were obtained from the Data and Strategic Analysis Centre of Bialystok University of Technology and cover the years 2020 and 2022. In the analyses, it was assumed that a difference of up to 10% between the number of employees is an acceptable value to state that the number of employees of different sexes is similar. A difference of more than 10% was considered significant.

University authorities

In the group of managerial positions and representatives of decision-making bodies in the analysed years 2020 and 2022, a slight predominance of men is visible both in 2020 and in 2022 (table 2). It should be noted, however, that over the two analysed years, managerial functions at the level of the Rectorate are relatively equal, while at the level of the Faculties, they are increasingly held by women, thus reducing the disproportions between the sexes.

Table 2. The structure of positions and decision-making bodies at Bialystok University of Technology, taking into account gender

BUT central level	2020					2022				
	M	K	Σ	%M	%K	M	K	Σ	%M	%K
University Senate	25	19	44	57%	43%	31	19	50	62%	38%
Senate committees	80	59	139	58%	42%	60	38	98	61%	39%
Disciplinary committees	45	20	65	69%	31%	49	41	90	54%	46%
Rector's committees	101	87	188	54%	46%	107	66	173	62%	38%
Total	251	185	436	58%	42%	244	166	410	60%	40%
Rectorate level	2020					2022				
	M	K	Σ	%M	%K	M	K	Σ	%M	%K
Rector	1	0	1	100%	0%	0	1	1	0%	100%
vice-rectors	2	3	5	40%	60%	3	2	5	60%	40%
Chancellor and Bursar	1	1	2	50%	50%	1	1	2	50%	50%
Total	4	4	8	50%	50%	4	4	8	50%	50%
Faculty level	2020					2022				
	M	K	Σ	%M	%K	M	K	Σ	%M	%K
Deans	5	1	6	83%	17%	4	2	6	67%	33%
vice-deans	3	4	7	43%	57%	8	5	13	62%	38%
Directors of Institutes	7	3	10	70%	30%	6	4	10	60%	40%
Heads of Departments	23	7	30	77%	23%	21	11	32	66%	34%
Total	38	15	53	72%	28%	39	22	61	64%	36%

Source: own study based on data obtained from the Data and Strategic Analysis Centre of Bialystok University of Technology.

At the central level, there is also a slight predominance of men (the Senate and committees), but with a tendency to even out the proportions.

The course of women's and men's careers from masters to professors

The professional career of academic teachers from assistant to professor in 2020 and 2022 is presented in Figure 1. The share of men and women with a master's degree is comparable in both analysed years. However, from the doctoral degree on, the differences in the percentage share of the analysed gender groups are increasing. There is a definite numerical predominance of men. In the case of academic teachers with the degree of habilitated doctor (DSc, PhD), women accounted for only 1/3 of the total. In 2020, more than 95% of men held the title of full professor. In 2022, such a large numerical advantage of men decreased, as women already accounted for 15% of employees with the title of full professor at Bialystok University of Technology.

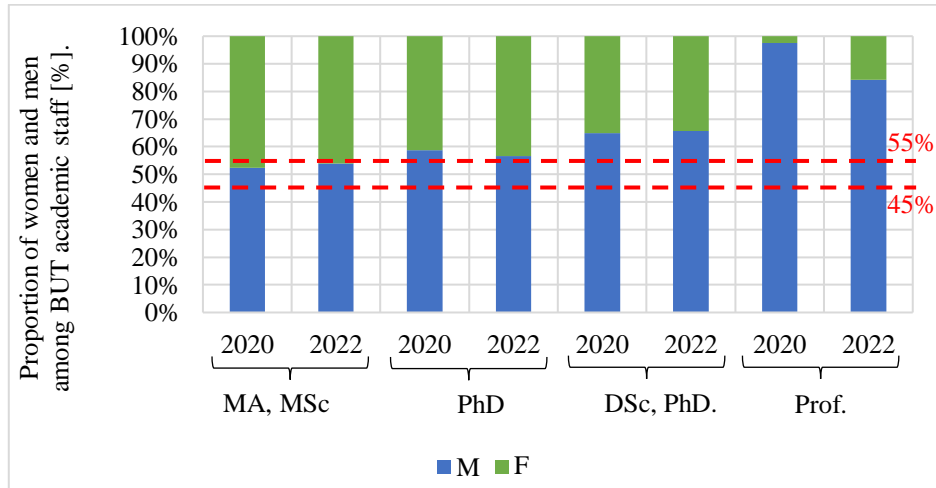


Figure 1. Career history of researchers from assistant to professor at Bialystok University of Technology

Source: own study based on data obtained from the Data and Strategic Analysis Centre of Bialystok University of Technology.

Figures 2-7 show the career progression of academic staff by faculty, distinguishing between years (2020 and 2022) and by gender (WA - Faculty of Architecture, WBiNS - Faculty of Civil Engineering and Environmental Sciences, WE - Faculty of Electrical Engineering, WM - Faculty of Mechanical Engineering, WI - Faculty of Computer Science, WIZ - Faculty of Engineering Management).

Each of the faculties is characterised by a different career development trend of men and women employed as academic teachers. At the Faculty of Architecture, a clear predominance of men begins only with the academic degree of habilitated doctor (Fig. 2). In 2022, the number of women and men at the early stages of a scientific career (MSc and PhD) is similar, with a slight advantage of women at the very beginning of scientific work.

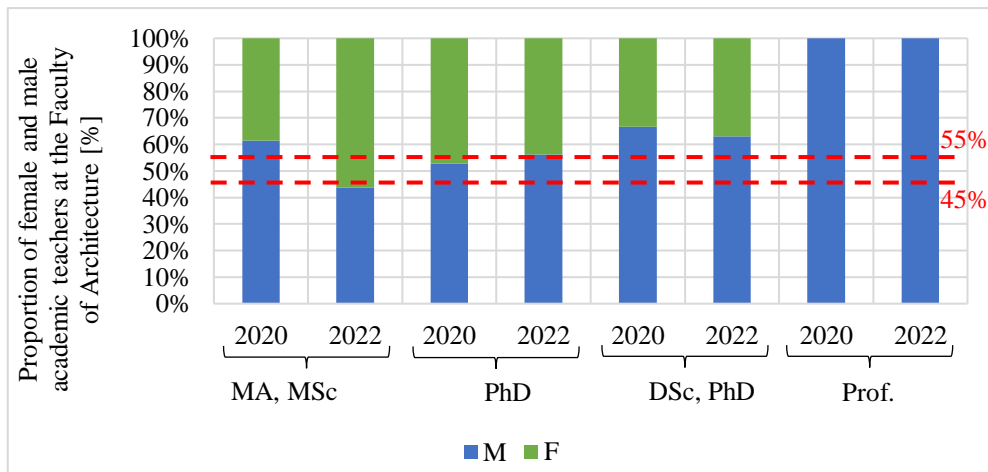


Figure 2. The course of the career of researchers from an assistant to the position of a professor at the Faculty of Architecture of Bialystok University of Technology

Source: own study based on data obtained from the Data and Strategic Analysis Centre of Bialystok University of Technology.

The Faculty of Civil Engineering and Environmental Sciences could be described as a model example when it comes to gender balance at various levels of scientific career, especially taking into account the year 2022 (Fig. 3). Starting from employees with a master's degree to employees with a degree of habilitated doctor, the number of women and men is practically equal. A significant difference occurs only in the position with the title of full professor. Among full professors, 75% are men (2022).

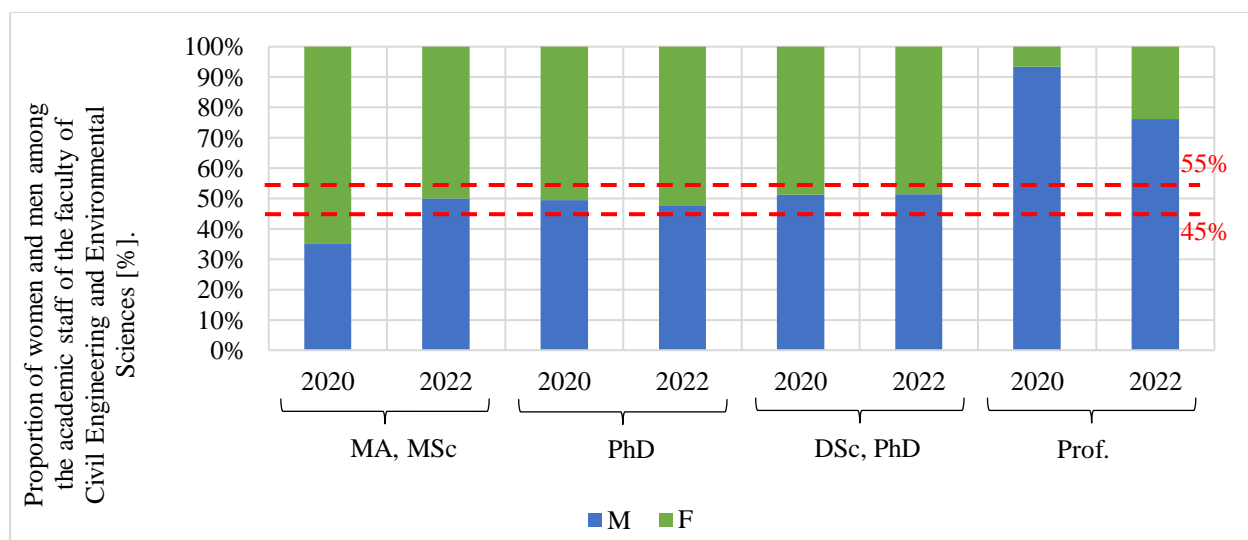


Figure 3. Career history of researchers from assistant to professor at the Faculty of Civil Engineering and Environmental Sciences of Bialystok University of Technology

Source: own study based on data obtained from the Data and Strategic Analysis Centre of Bialystok University of Technology.

The situation is different in the case of the Faculty of Electrical Engineering and the Faculty of Mechanical Engineering (Fig. 4 and 5). From the very first rungs of a scientific career ladder, men definitely prevail. Women with a doctoral degree constitute less than 30%, and their number decreases with successive scientific titles, to about 10% in the position of full professor at the Faculty of Mechanical Engineering (Fig. 5), and even to 0% in the case of the Faculty of Electrical Engineering (Fig. 4).

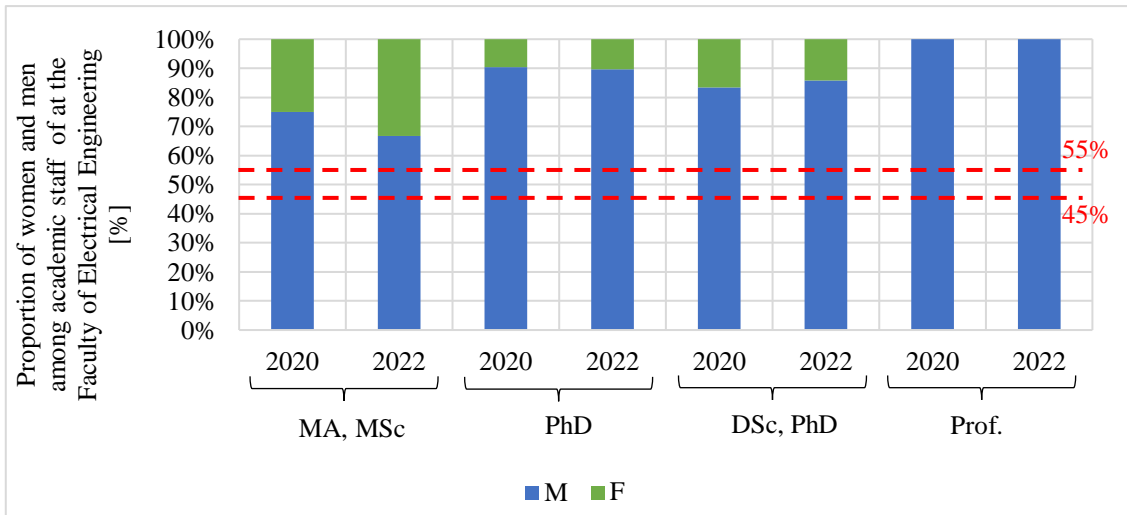


Figure 4. The course of the career of researchers from an assistant to the position of a professor at the Faculty of Electrical Engineering of Bialystok University of Technology

Source: own study based on data obtained from the Data and Strategic Analysis Centre of Bialystok University of Technology.

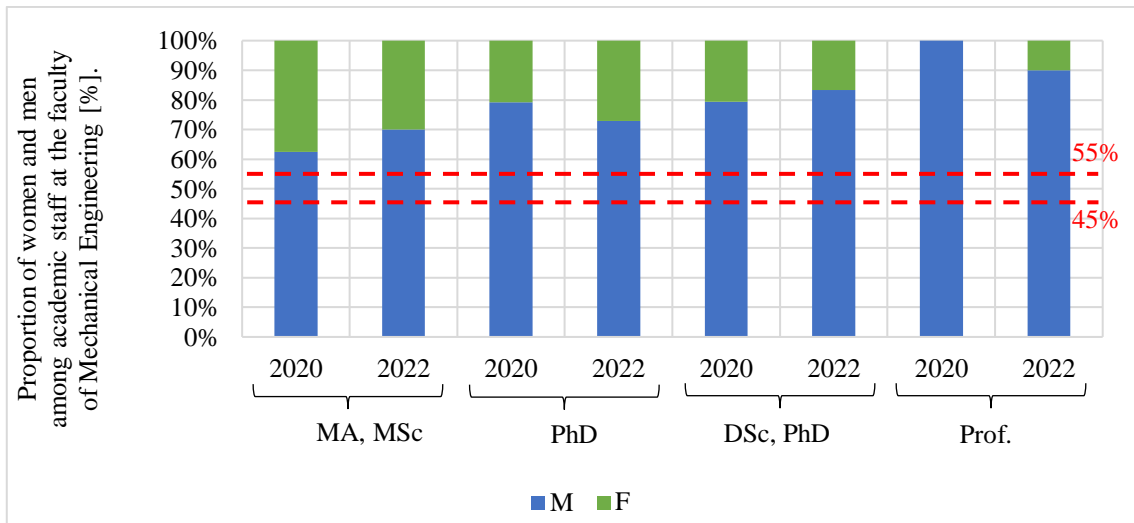


Figure 5. The course of the career of researchers from an assistant to the position of a professor at the Faculty of Mechanical Engineering of Bialystok University of Technology

Source: own study based on data obtained from the Data and Strategic Analysis Centre of Bialystok University of Technology.

There is also a noticeable predominance of men at the Faculty of Computer Science (Fig. 6), however, almost 45% of academic teachers with a degree of habilitated doctor are women. It can be assumed that a certain number of men find employment in industry after obtaining a doctoral degree, instead of pursuing a scientific career.

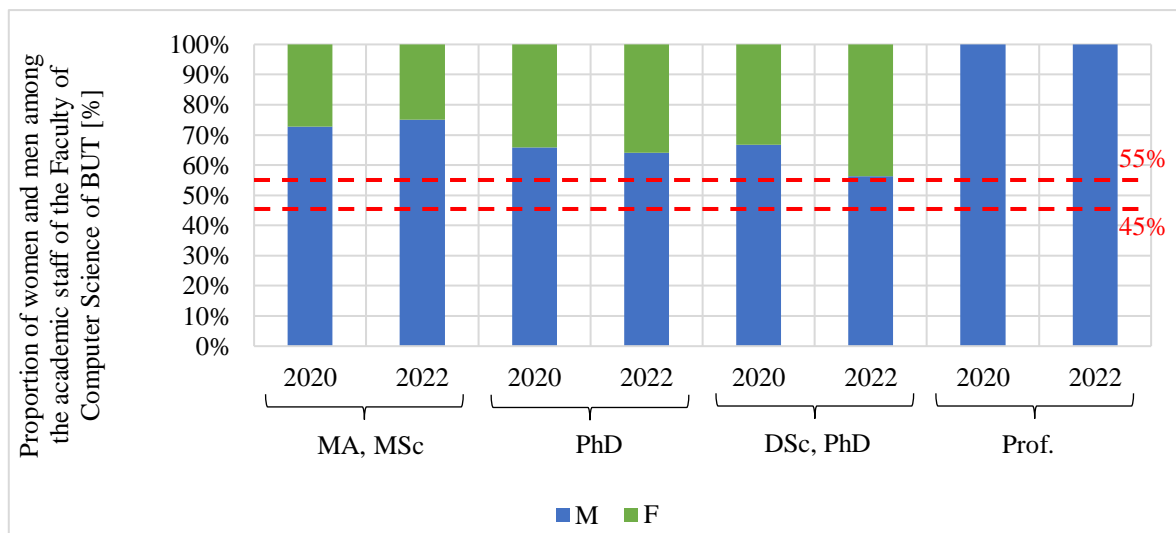


Figure 6. The course of the career of researchers from an assistant to the position of a professor at the Faculty of Computer Science of Bialystok University of Technology

Source: own study based on data obtained from the Data and Strategic Analysis Centre of Bialystok University of Technology.

A different situation was observed at the Faculty of Engineering Management. Women have a numerical advantage as academics with a master's degree and a doctoral degree (Fig. 7). There are a comparable number of women and men among employees with a habilitated doctor degree, and 40% of full professors are women (2022). However, this is a significant progress compared to 2020, where there were no women with the title of full professor.

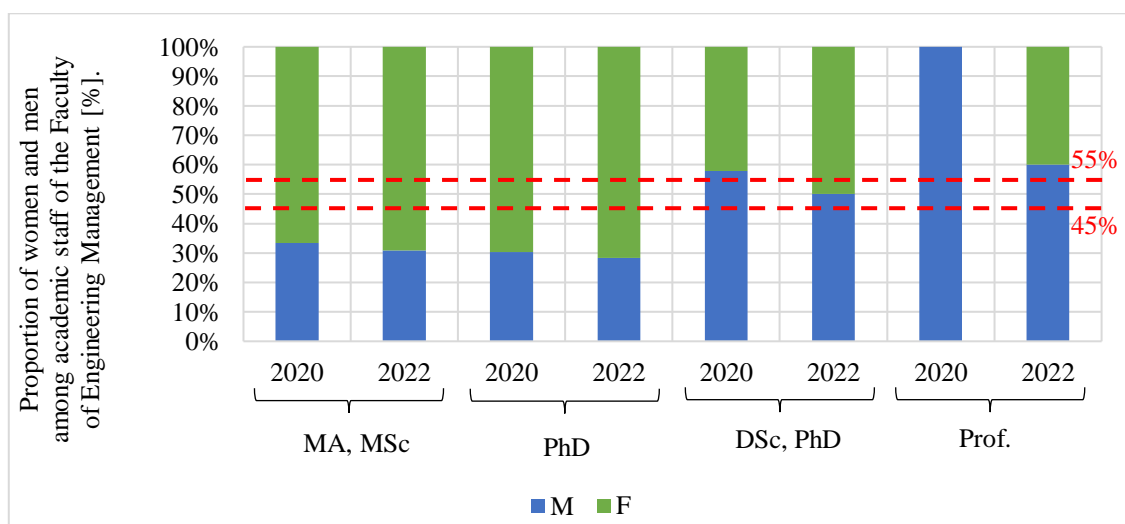


Figure 7. The course of the career of researchers from an assistant to the position of a professor at the Faculty of Engineering Management of Bialystok University of Technology

Source: own study based on data obtained from the Data and Strategic Analysis Centre of Bialystok University of Technology.

The situation is similar in the Foreign Language Centre. Here, too, there is a definite advantage of women, both with a master's degree and among employees with a doctoral degree (Fig. 8).

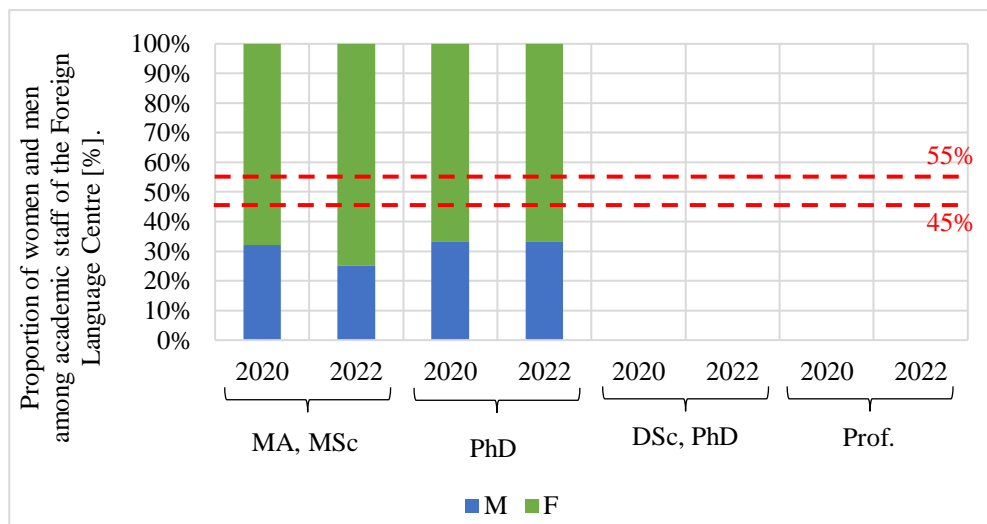


Figure 8. Academic teachers in the Foreign Language Centre of Bialystok University of Technology

Source: own study based on data obtained from the Data and Strategic Analysis Centre of Bialystok University of Technology.

The most uneven share of employees, broken down by gender, is in the Academic Sports Centre (Fig. 9). Both among the employees with a master's degree, as well as with a doctoral degree, only men are employed.

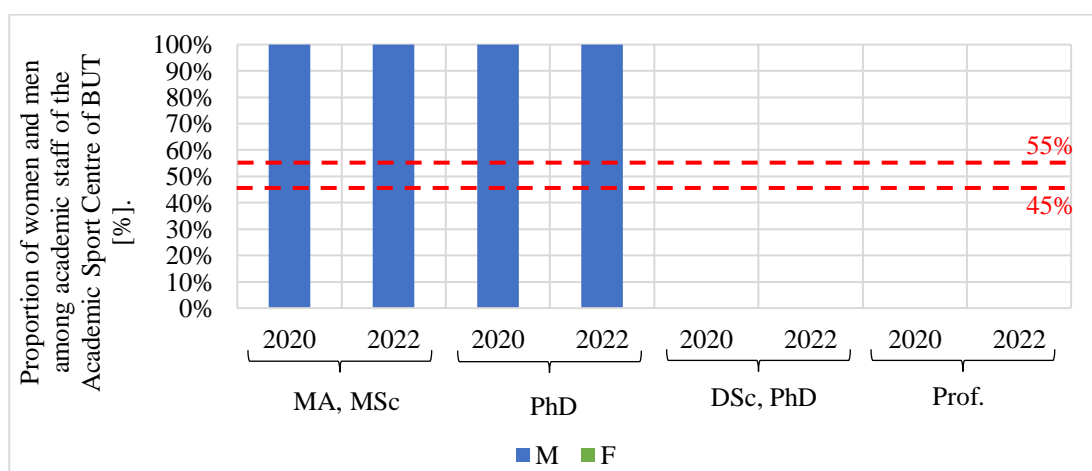


Figure 9. Academic teachers in the Academic Sports Centre of Bialystok University of Technology

Source: own study based on data obtained from the Data and Strategic Analysis Centre of Bialystok University of Technology.

Differences in the scientific career paths of employees who are academic teachers at individual Faculties and in non-departmental units may result from the characteristics and profile of research and classes conducted at them. Probably the specificity of the Faculty of Electrical Engineering and the Faculty of Mechanical Engineering is not attractive to women who choose scientific development.

The number of women and men employed as academic teachers at individual faculties and in non-departmental units varies (Fig. 10). At two faculties (WA, WI), the number of women employed is within 30-40% of the total teaching staff. In the case of the Faculty of Electrical Engineering, the Faculty of Mechanical Engineering and the Academic Sports Centre, as in the course of the scientific career, a definite predominance of men is confirmed - 80-90% (in the Academic Sports Centre – SWFiS, it is 100%). At WBiNŚ, there is a balance between the number of women and men in the positions of

academic teachers. Only at the Faculty of Engineering Management and the Foreign Language Centre there are definitely more women among the group of research and teaching staff. Overall, at Bialystok University of Technology, a slight overrepresentation of men can be found among this group of employees. Both in 2020 and 2022, they accounted for approximately 60% of research and teaching staff. Over the two analysed years, no tendency to change in the proportion of employment of women and men in these positions was observed.

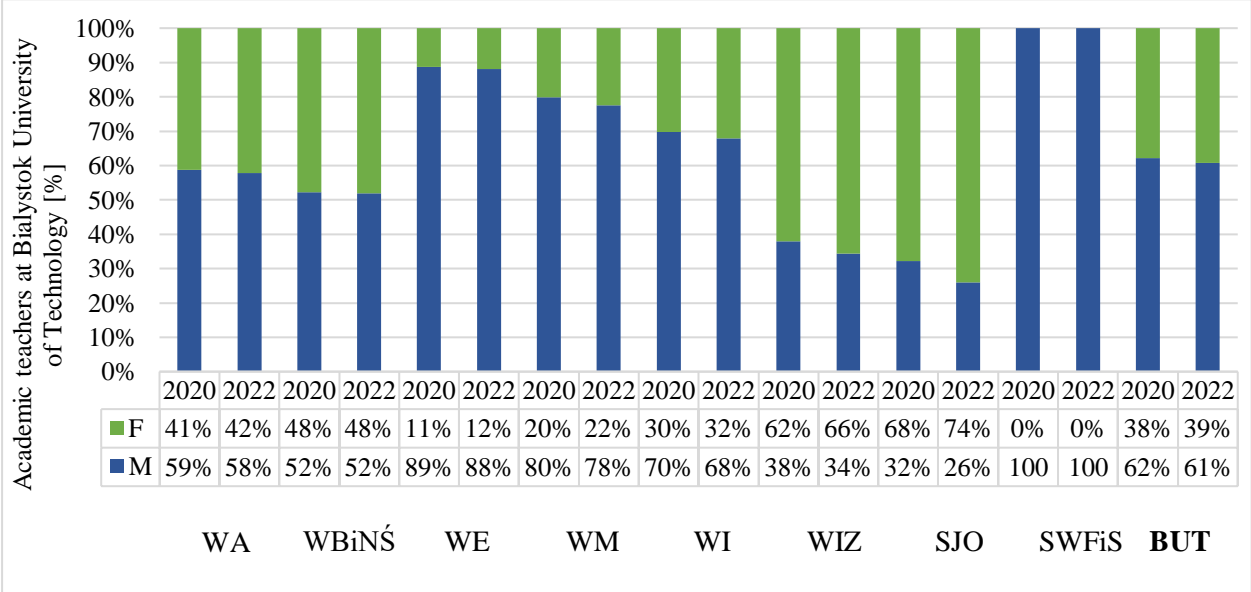


Figure 10. Academic teachers at Bialystok University of Technology at individual faculties and non-departmental units in 2020 and 2022, broken down by women and men

Source: own study based on data obtained from the Data and Strategic Analysis Centre of Bialystok University of Technology.

Employees of Bialystok University of Technology who are not academic teachers

Employees of Bialystok University of Technology who are not academic teachers can be divided into two groups: administrative employees of individual faculties and employees of administrative units of the University. The first group includes engineering and technical employees, employees of the secretariats of the Departments, Institutes, Dean's Office and the administration of the faculties. The second group concerns people working in the University's units that enable its daily functioning and are under, among others, Rector, Chancellor, Bursar. Figure 11 shows the breakdown of employees of individual faculties who are not academic teachers by gender.

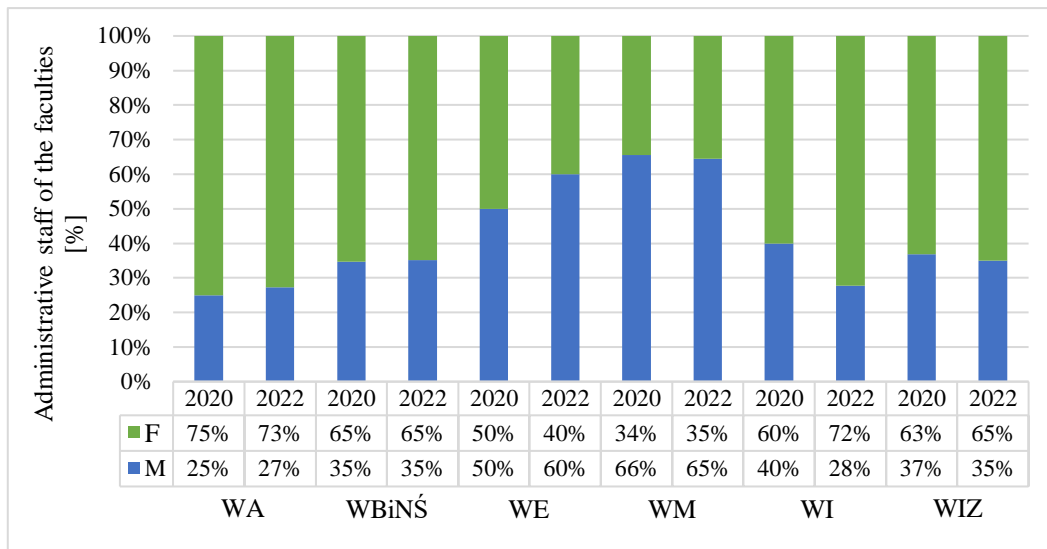


Figure 11. Employees of individual faculties of Bialystok University of Technology who are not academic teachers in 2020 and 2022, broken down by women and men

Source: own study based on data obtained from the Data and Strategic Analysis Centre of Bialystok University of Technology.

At the majority of faculties, there is a noticeable numerical advantage of women - WA, WBiNŚ, WI, WIZ. At the Faculty of Electrical Engineering in 2020, the number of women and men who were not academic teachers was equal. However, already in 2022, the numerical advantage of men is visible. This advantage is also maintained at the Faculty of Mechanical Engineering.

Figure 12 presents the percentage share of women and men among the total number of employees of faculties who are academic teachers and employees of administrative units of the University.

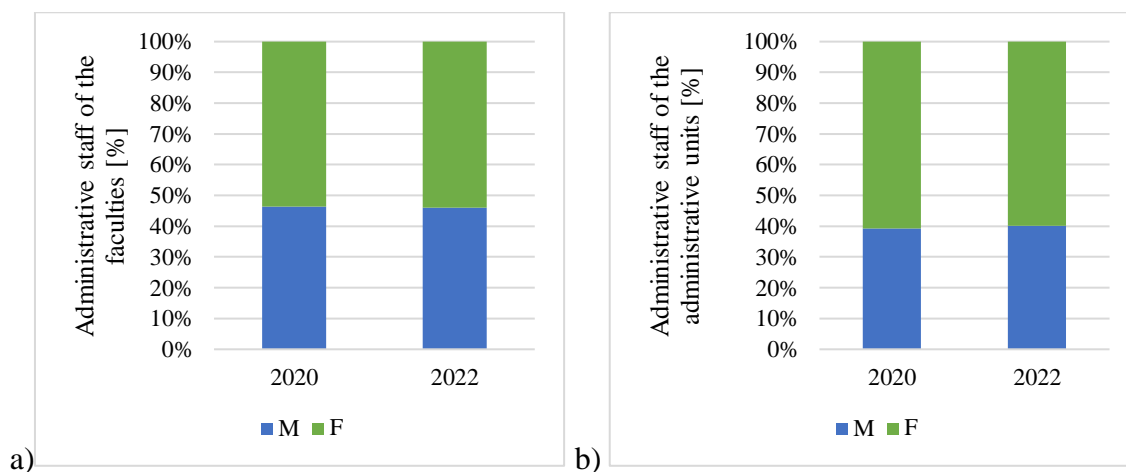


Figure 12. Administrative staff of Bialystok University of Technology, divided into women and men: a) employees of the faculties, b) employees of the University's administrative units

Source: own study based on data obtained from the Data and Strategic Analysis Centre of Bialystok University of Technology.

Among employees included in the group of administrative staff at the faculties, taking into account the entire University, a slight predominance of women can be noticed. This division is constant in the analysed period of time. However, in the group of employees of administrative units of Bialystok

University of Technology there is a clear advantage of women, as much as 60% of all employees in this group are women.

Women occupy the majority of managerial positions in all administrative units of Bialystok University of Technology, both at the faculties and in the central division (Fig. 13). In 2022, men account for only 10% of the management staff of administrative units of the faculties and 30% of administrative units of BUT.

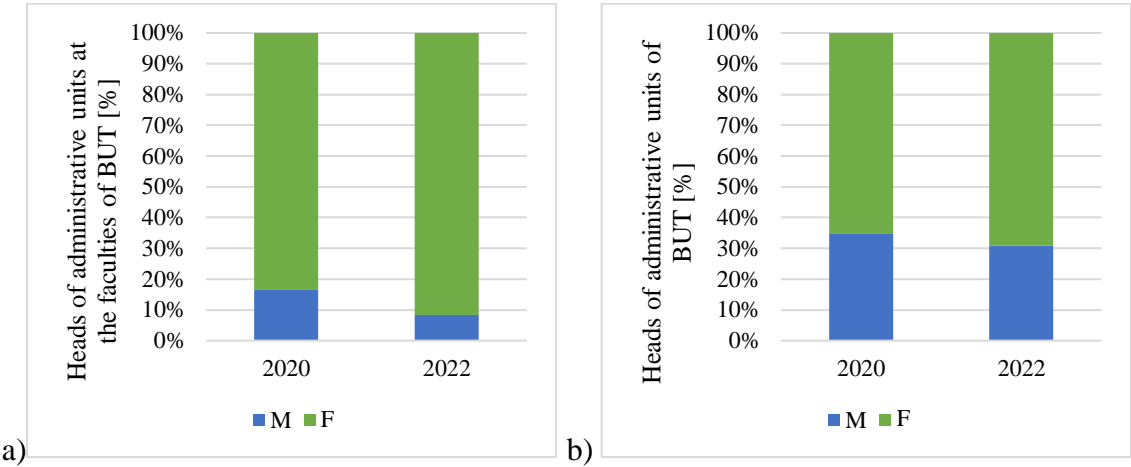


Figure 13. Management staff of administrative units broken down by women and men in 2020 and 2022: a) in the administration of the Faculties, b) in the administrative units of the University

Source: own study based on data obtained from the Data and Strategic Analysis Centre of Bialystok University of Technology.

All employees of Bialystok University of Technology

The share of women and men among the employees of individual faculties of Bialystok University of Technology is shown in Figure 14.

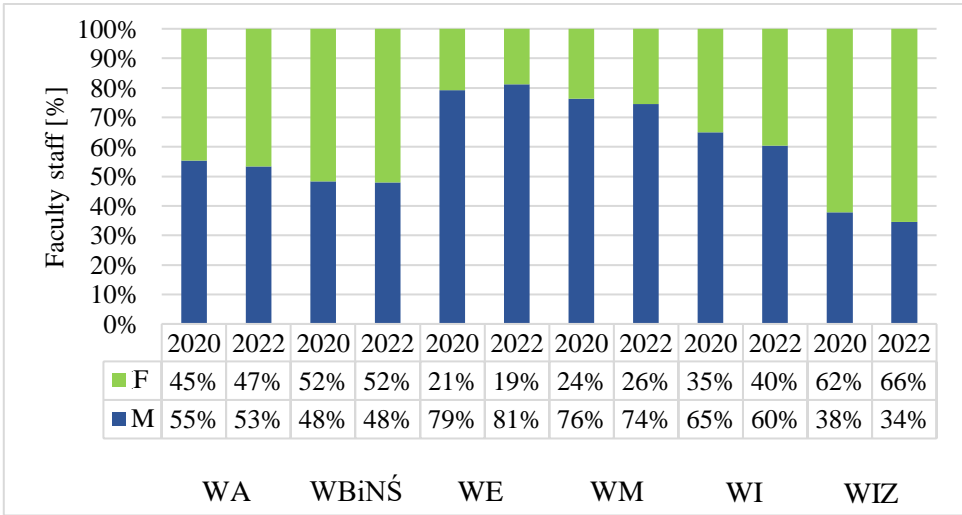


Figure 14. Employees of the BUT faculties, divided into women and men in 2020 and 2022

Source: own study based on data obtained from the Data and Strategic Analysis Centre of Bialystok University of Technology.

There is a balance in terms of the number of women and men at the Faculty of Architecture and the Faculty of Civil Engineering and Environmental Sciences. The predominance of men in the employee structures occurs at the Faculty of Electrical Engineering, the Faculty of Mechanical

Engineering and the Faculty of Computer Science. According to previous trends, a greater number of women than men are employed at the Faculty of Engineering Management.

Taking into account all employees of Bialystok University of Technology, without division into positions and functions, both in 2020 and in 2022 the number of women and men remains at a similar level (Fig. 15).

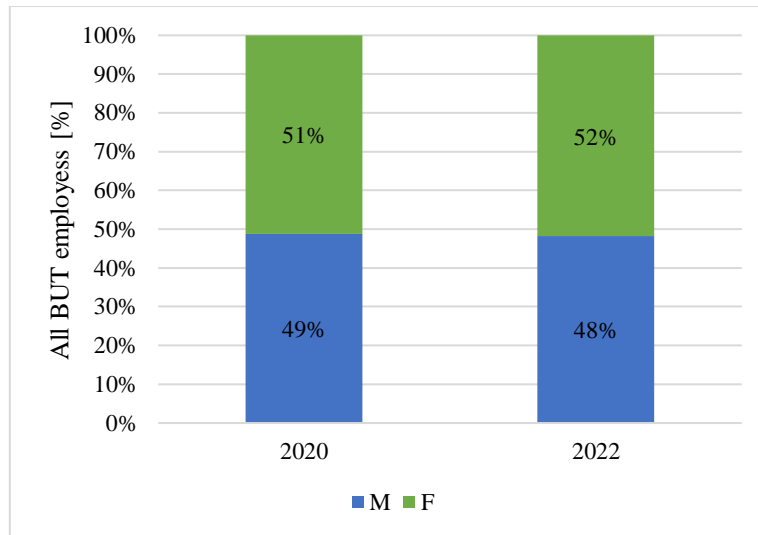


Figure 15. All employees of the University, divided into women and men in 2020 and 2022

Source: own study based on data obtained from the Data and Strategic Analysis Centre of Bialystok University of Technology.

Survey results

In March 2022, a survey was conducted among employees and doctoral students of Bialystok University of Technology. Due to the intention to reach a wide audience, the CAWI (Computer-Assisted Web Interview) technique was used. 354 people took part in the study. Among the respondents, 60% were women, 39% men, and 1% refused to answer the question about gender. Taking into account seniority, 6% are people who have been working for less than a year, 13% have been working for one to five years, 28% for six to fifteen years and as much as 53% are experienced people who have been working for more than fifteen years.

The distribution of the research sample in relation to the nature of the job was as follows: 53% were academic teachers, 41% were non-academic staff and 6% were PhD students. Among the respondents, 19% declared that they hold a managerial position.

93% of respondents work full-time, and 76% of respondents have a contract for an indefinite period.

Gender discrimination

When asked about gender discrimination, 77% of respondents had not encountered this type of phenomenon (the vast majority), 15% had encountered such a situation, and 8% did not want to comment on this issue. Among the respondents who had to deal with the phenomenon of gender discrimination, the majority (59%) were women.

Next, respondents were asked to respond to the following statements (Table 3).

Table 3. Gender equality issues at BUT

Statements	I strongly disagree	I do not agree	I have no opinion	I agree	I definitely agree
At BUT people are treated the same, regardless of gender	9%	19%	17%	35%	20%
BUT is committed to promoting gender equality	10%	17%	43%	21%	9%
I know who to turn to in order to raise gender equality issues	15%	25%	25%	26%	9%
BUT responds to gender inequality issues	9%	13%	56%	15%	7%

Source: own study based on research results.

It can be seen that more than half of the respondents do not feel any difference in treatment based on gender. Despite the positive indications, there is a space where Bialystok University of Technology should show more initiative. This applies in particular to information issues and responding to emerging issues. Therefore, a variety of information activities should be undertaken to raise awareness of the community in the field of gender equality.

Organizational culture

In the part concerning the diagnosis of organizational culture, employees were asked to what extent they agreed with the statements on the quality of work (Tab. 4).

Table 4. Quality of work and development opportunities at BUT

Statements	I strongly disagree	I do not agree	I have no opinion	I agree	I definitely agree
My job offers good career prospects	10%	24%	19%	40%	7%
BUT motivates me to achieve the best results	12%	32%	22%	30%	4%
I have a sense of security in my job	11%	21%	19%	43%	6%
There are good relations at work, we trust each other and we support each other in various issues	10%	19%	19%	45%	7%
I am satisfied with my work	3%	10%	23%	54%	10%
My contribution to work is appreciated	12%	26%	25%	31%	6%

Source: own study based on research results.

The research shows that the majority of employees - 64% - are satisfied with the work performed. Almost 50% believe that Bialystok University of Technology offers good development prospects. A similar percentage of respondents believe that there are positive relations in the organization and they have a sense of security. However, respondents are quite harsh in their assessment of motivating them to achieve the best results - as many as 44% of respondents disagree or strongly disagree with this statement. Opinions on work appreciation are also low – only 37% agree with this statement. At the

same time, every fifth respondent is unable to express an opinion on the above issues. This area may suggest the need for training of the management staff in the field of managerial competences, especially since the respondents pointed to:

- lack of a reliable assessment according to achievements and qualifications;
- lack of a good incentive system;
- lack of basic knowledge of human resources management and awareness that the opinion of employees is of great importance in shaping the image of the university;
- unequal distribution of responsibilities and benefits;
- the presence of implicit prejudices about the social and scientific role of women and men;
- occurrence of unequal treatment of women and men;
- signalling that women are overloaded with caring responsibilities, which slows down the development of their scientific and administrative careers;
- the occurrence of stereotypes that women are better at administrative positions and are more often involved in this type of work, and men are preferred at core positions;
- disregarding non-binary people.

Issues concerning the division of duties and access to various types of privileges from the point of view of the employees gender were also examined (Table 5). Most of the respondents do not see differences in remuneration and assignment of duties due to gender. It is noteworthy, however, that according to the respondents, women are more often entrusted with administrative duties, taking care of students and additional teaching duties. This is the opinion of 59%, 33% and 30% of the respondents, respectively.

Table 5. Responsibilities and benefits - indications of academic teachers and doctoral students

Statements	Mainly women	Often to women	I see no differences	Often to men	Mostly men	I have no opinion
Taking up senior positions	10%	7%	52%	16%	12%	3%
Senior management support	9%	7%	63%	10%	5%	6%
Promotion decisions	8%	4%	59%	15%	5%	9%
Training and career opportunities	8%	1%	75%	7%	2%	7%
Invitation to participate in conferences, lectures, etc. or enabling such participation (e.g. funding, extra preparation time)	6%	3%	82%	3%	1%	5%
Recognition of intellectual contributions in meetings, conferences, workshops, etc.	7%	5%	59%	13%	8%	8%
Financing and funds	7%	3%	70%	6%	3%	11%
Awards and recognition of outstanding achievements	7%	1%	69%	12%	4%	7%
Support in preparation and writing grant applications	6%	3%	72%	5%	3%	11%
Responsibilities related to support of students	12%	21%	56%	2%	2%	7%
Administrative duties	29%	30%	31%	1%	3%	6%
Additional teaching duties	12%	18%	54%	6%	3%	7%

Source: own study based on research results.

Having analysed the answers of employees who are not academic teachers (Table 6), it should be stated that the majority of them do not see differences in remuneration and burdening with duties due to gender. When it comes to occupying senior positions, the possibility of promotion and development is slightly more indicated in relation to the male gender.

Table 6. Responsibilities and benefits - indications of employees who are not academic teachers

Statements	Mainly women	Often to women	I see no differences	Often to men	Mostly men	I have no opinion
Taking a senior position	4%	10%	60%	13%	6%	7%
Senior management support	5%	5%	63%	12%	5%	10%
Recruitment of new employees	4%	12%	68%	7%	1%	8%
Promotion decisions	2%	1%	68%	11%	4%	14%
Training and career opportunities	3%	2%	71%	13%	2%	9%
Awards and recognition of achievements	3%	3%	68%	13%	2%	11%

Source: own study based on research results.

Also in the open question related to the above issues, the vast majority have not experienced or witnessed a situation of favouring or discriminating against any of the sexes. It was added that formally there are no major differences in the treatment of people based on gender. The problem lies in the mentality related to the personal self-esteem of the prejudiced person and the victim of this prejudice. In this case, it has a much broader context than just gender inequality. It was also emphasized that Bialystok University of Technology was awarded as "employee-friendly workplace" a few years ago. Nevertheless, there were negative views regarding the division of duties. They refer to stereotypes related to gender roles.

Work-life balance

Work-life balance (WLB) is a time management concept that aims at finding a balance between work and private life. WLB proposes activities according to which professional and private life form a coherent whole, which serve personal goals and expectations and are consistent with the principles and values of individuals. The main idea of WLB is to find a balance between work and career, and family and social life. This refers to respecting the life situation of employees of a given organization, which may, for example, concern the need to care for the elderly or children.

In the survey, 84% of respondents indicated that they do not provide care for the elderly, 9% gave an affirmative answer, and 7% refused to reply. In the case of caring for children under the age of 18, almost half of the employees of Bialystok University of Technology are at this stage of life (21% of employees have one child, 24% two, and 5% three or more). In addition, 6% are single parents or people taking care of minors. On the other hand, 45% of respondents do not have children under the age of 18, and 6% refused to answer.

Respondents' opinion on the possibility of using the facilities for caring for a child or an elderly person at BUT was also investigated. A synthesis of the statements of BUT employees and PhD students is presented in Table 7.

Table 7. Work-life balance - open question (synthesis)

Positive aspects	Negative aspects
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<ul style="list-style-type: none"> • Taking into account the employee's preferences related to the hourly schedule • The university supports the childcare worker in some aspects of family life (many of these answers) 	<ul style="list-style-type: none"> • No support for fathers/privileges for mothers. • Lack of support for staff who care for the elderly. • Difficulty in combining research and teaching with childcare (reported cases). • Returning after maternity/parental leave is difficult. Heads of units do not help in implementing new duties and catching up. • Too few opportunities to work remotely. • Few opportunities for flexible working hours. • Administrative staff, who go on unpaid parental leave, rarely returned to their workplace after it.
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Source: own study based on research results.

Another issue concerned the possibility of supporting employees (and students) who take care of small children. The vast majority of respondents decided on this issue. Below are recurring suggestions for solutions that could help to keep work-life balance:

- nursery and kindergarten for children of students, doctoral students and employees;
- flexible working time;
- possibility of part-time work;
- introduction of hybrid work;
- taking into account employee preferences in timetables;
- increasing communication regarding the understanding of the role of a parent in the upbringing of a child and cumulating all forms of support in reconciling the role of a parent with the role of an employee/student in one place, e.g. on a website;
- a place where younger children returning from school could wait for their parents;
- assigning tasks early enough so that the employee can plan when the task will be performed;
- consultation with the employee in the case of commissioning new tasks to be performed, verification that there are not too many tasks already assigned;
- not commissioning tasks that require work in the evenings and weekends and trips without the employee's consent.

For an in-depth analysis of the discussed issue, respondents were asked to analyse the situations presented in Table 8.

Table 8. Difficulties in keeping work-life balance

Statements	Several times a week	Several times a month	Once or twice	Never	No answer
I came home from work too tired to do my household chores.	35%	35%	15%	8%	7%
I found it difficult to fulfil my commitments in my personal life due to the amount of time spent at work	25%	34%	21%	13%	7%
I showed up at work too tired to function well due to housework	6%	15%	33%	38%	8%

I found it difficult to concentrate at work due to my personal commitments	5%	14%	40%	32%	9%
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Source: own study based on research results.

Summing up, it can be said that employees quite often “transfer” their professional life to their private life. Every third respondent pays attention to the frequent (several times a week) burden of professional duties, which translates into lower efficiency in the home sphere. In turn, it makes it difficult for one in four to perform their private life duties. In turn, private life does not affect the performance of official duties. Only 5% of respondents said that this makes it difficult for them to concentrate at work, and 6% come to work several times a week too tired to perform their duties well. Mostly young parents face such difficulties. Therefore, it was checked whether the respondents had knowledge about the opportunities offered by Bialystok University of Technology. The results are presented in table 9.

Table 9. Solutions for keeping work-life balance

Possibilities	I don't know if it's available	I know, that is unavailable	I know it's available but I haven't used it	I know it is available and I have used it	No answer
Leave on demand	11%	7%	61%	19%	2%
Flexible working hours	31%	-	33%	25%	11%
Remote work (home office)	18%	-	43%	32%	7%

Source: own study based on research results.

It can be noticed that most of the respondents know about the possibilities of using solutions facilitating combining family and professional life at Bialystok University of Technology, but they did not always use such facilities.

Mobbing, harassment and manifestations of sexism in the workplace

With regard to pathological activities such as mobbing - 96% of the respondents stated that they had not encountered such a situation, 2% refused to answer and 2% indicated that they had unpleasant experiences in this regard. Almost all respondents (99%) stated that they had not encountered the phenomenon of sexual harassment at BUT. The respondents approached the issue of sexist behaviour in a slightly different way. This phenomenon was observed by one fifth of the respondents. It should be noted that 98% of the respondents believe that they have knowledge of what sexism is, 69% do not see its manifestations at BUT. On the other hand, 22% see a problem in the phenomenon of sexism, and 9% refused to answer.

When it comes to reporting irregularities in terms of undesirable situations related to mobbing, harassment or sexism, most of the respondents would not have a problem informing their superiors or other persons dealing with these issues.

The results of the conducted research determined the definition of goals that should serve to eliminate inappropriate attitudes and actions and to strengthen good practices in the field of gender equality. Both quantitative and qualitative research gave a holistic view of the situation.

Objectives, activities, indicators

The objectives of the BUT Gender Equality Plan were related to five thematic areas.

Area 1. Work-life balance and organizational culture

Care for the organizational culture manifests itself in care for creating work environment in which all people are treated with equal respect and honesty. Increasing the awareness of the academic and scientific community of equality between women and men takes place, among others, by combating gender stereotypes and prejudices and by implementing equal opportunities measures. In addition, the ability to build understanding of the topic of equality is important, including the use of equality language in communication. The management of the university should clearly express support for activities contributing to gender balance. Particular emphasis is placed here on constructing institutional solutions contributing to the reconciliation of scientific work or studies with private life and the resulting obligations (work-life balance). Actions may concern, for example, the establishment of nurseries and kindergartens at universities and institutes, or flexible working time for scientists-parents.

Area 2. Gender balance in leadership and decision-making positions

Striving to maintain gender balance in decision-making and managerial positions (both in the area of research and teaching, as well as in the administration of the University) and the permanent strengthening and development of leadership skills of women and men are the basic goals in this area. For this reason, the aspirations of employees, representatives of both sexes, should be supported to an equal extent and their leadership competences should be developed, for example through mentoring, coaching or training.

Area 3. Gender equality in the recruitment process and access to career development

In order to ensure sustainable access to and development of a professional career, appropriate measures should be taken already at the stage of recruiting new employees. It is extremely important to ensure public availability and transparency of job advertisements. Gender-sensitive language should be used in job descriptions for which vacancies are advertised. It is recommended to actively search for potential candidates belonging to underrepresented groups. Equal opportunities should also be ensured by maintaining gender balance among candidates admitted to interviews. Finally, there is a need to actively support the career development of both genders.

Area 4. Including the gender dimension in research content and didactic

Gender mainstreaming brings added value in terms of research excellence, reproducibility, creativity and project business opportunities. Diversification of research teams in terms of gender ensures in-depth understanding not only of the needs, behaviours and attitudes of different people, but above all enables in-depth and multifaceted analysis of the essence of the research problem and the results achieved. Finally, by integrating a gender perspective, research and innovation gain greater social relevance.

Area 5. Counteracting gender-based violence, including sexual harassment

The official policy of the institution must include the prevention of gender-based violence, including the prevention of sexual harassment. Each employee must be sensitised to potential forms of gender violence and familiarised with internal regulations in this area. Training on countering gender-based violence should be mandatory. A system reporting irregularities should also be introduced, as well as institutional solutions to support people affected by violence motivated by gender bias. Sexist and discriminatory attitudes and behaviour must be strongly opposed, regardless of the gender to which they relate.

Taking into account the issues relating to individual areas, the focus was put on four basic objectives (Fig. 16):

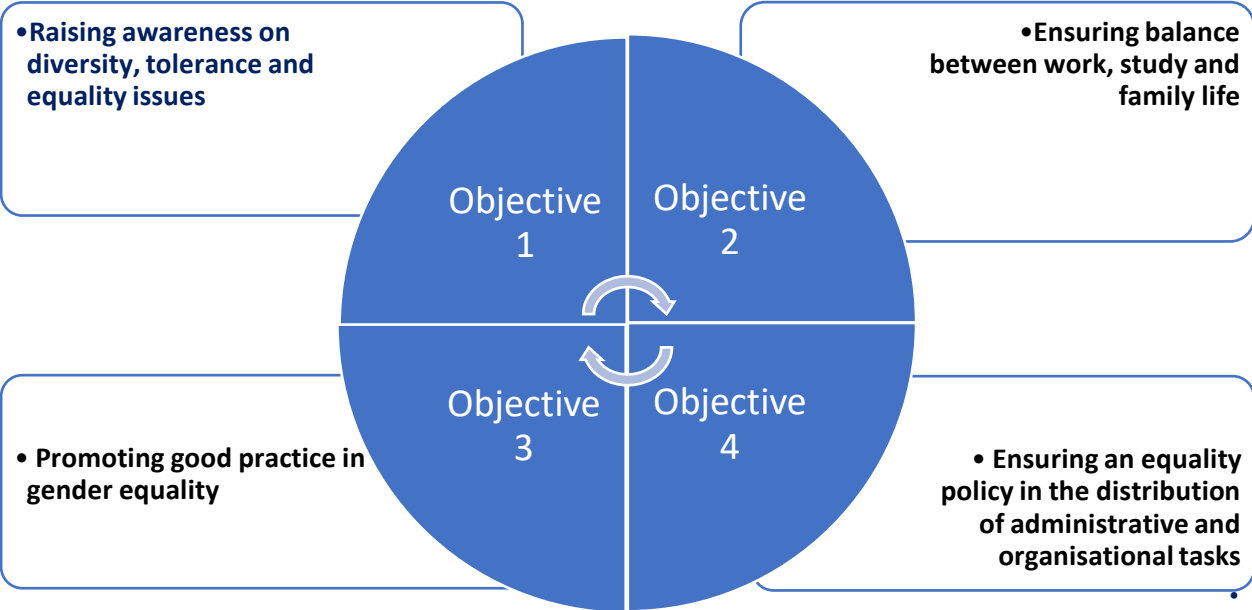


Figure 16. Goals of the BUT Gender Equality Plan for 2022-24

Source: own study.

Goals

Objective 1. Increasing awareness of diversity, tolerance and equality issues				
Support areas	Addressees	Action	Indicators	Responsible unit
Organizational culture Gender balance at the decision-making level Counteracting gender violence	The BUT community, i.e. scientists and teaching staff, PhD students, students, other BUT employees	<ul style="list-style-type: none"> Monitoring and collecting data on the BUT community (employees, PhD students, students) and its role in organizational structures broken down by gender Analysing changes regarding equality and diversity issues in the BUT community and introducing equality solutions based on the research conducted 	Number of reports from cyclical surveys related to the issues of awareness of diversity, tolerance and equality issues within the BUT community Percentage of women and men in decision-making bodies of BUT, in scientific and organizational committees of conferences, expert committees and reviewers	Data and Strategic Analysis Centre Plenipotentiary for Equal Treatment and Anti-Discrimination at Bialystok University of Technology Team for Gender Equality Plan
		<ul style="list-style-type: none"> Informing the BUT community about the results of analyses and conducted trainings and other initiatives relating to equality and diversity (website) 	Results of analyses and research (including surveys) regarding the level of awareness, changes in attitudes and existing prejudices within the BUT community. Determining the dynamics of changes in the field of research issues.	Office for People with Disabilities Plenipotentiary for Social Responsibility of BUT Mediator for Interpersonal Relations at BUT
		<ul style="list-style-type: none"> Diversity and tolerance training and combating gender-based violence 	Number of training participants	Promotion Department International Relations Office

		<ul style="list-style-type: none"> Educational training to increase the awareness of employees, including management staff, about gender equality at the decision-making level and unconscious gender bias 	Number of training participants	
Objective 2. Ensuring balance between work, study and family life				
Support areas	Addressees	Action	Indicators	Responsible unit
Organizational culture Balance in career development	BUT community	<ul style="list-style-type: none"> Cyclical diagnosis of employees' needs in order to facilitate keeping work-life balance 	Number of reports from cyclical surveys related to the issues of work-life balance	Data and Strategic Analysis Centre
		<ul style="list-style-type: none"> Promotion of the rules of flexible working time that favour work-life balance (the rules should enable employees to fulfil their caring duties) 	Number of information and other messages popularizing the principles of flexible working time	Organizational units
		<ul style="list-style-type: none"> Cooperation of the University authorities with the city authorities in order to facilitate obtaining places in nurseries and kindergartens for children of employees, doctoral students and BUT students 	Number of signed agreements with care units	Plenipotentiary for Equal Treatment and Anti-Discrimination at Bialystok University of Technology
		<ul style="list-style-type: none"> Diagnosing the need to organise a day care centre for children of employees and students on the main campus 	Diagnosis report	Team for Gender Equality Plan
		<ul style="list-style-type: none"> Diagnosing needs and ensuring equivalent conditions for returning to positions from before parental and childcare leave 	Number of consultations and tests carried out	Plenipotentiary for Social Responsibility of BUT
		<ul style="list-style-type: none"> Cyclical diagnosis of employees' needs in terms of facilitating their work due to the care of children and the elderly 	Number of reports from cyclical surveys	Mediator for Interpersonal Relations at BUT
				Human Resources Department at BUT

		<ul style="list-style-type: none"> Developing rules for remote and hybrid work 	<p>Number of applications/requests for remote/hybrid work</p> <p>% number of positively considered applications/requests for remote/hybrid work</p>	Office for People with Disabilities
Objective 3. Supporting good practices in equal treatment of people of different sexes				
Support areas	Addressees	Action	Indicators	Responsible unit
<p>Counteracting gender violence</p> <p>Balance in career development</p> <p>Gender in research and teaching</p> <p>Organizational culture</p> <p>Gender balance at the decision-making level</p>	BUT community	<ul style="list-style-type: none"> Formulating the rules and introducing the Anti-Discrimination Procedure, making it public on the BUT website: https://pb.edu.pl/gep/ <p>The procedure is to enable and ensure safe reporting of cases of discriminatory conduct and to initiate formal proceedings in such a case. It should be required to monitor the Anti-Discrimination Procedure and the path of action after reporting a case of gender discrimination and gender violence, and to archive data for updating.</p> <p>In the case of reporting discrimination, two procedures may be initiated: 1) support provided in the form of consultations by the Plenipotentiary for Equal Treatment and Anti-Discrimination at Bialystok University of Technology and mediation conducted by the appointed Mediator for Interpersonal Relations at BUT</p>	<p>Development of an anti-discrimination procedure</p> <p>Number of interventions of the Plenipotentiary for Equal Treatment and Anti-Discrimination at Bialystok University of Technology</p>	<p>Organizational units</p> <p>Plenipotentiary for Equal Treatment and Anti-Discrimination at Bialystok University of Technology</p> <p>Team for Gender Equality Plan</p> <p>Plenipotentiary for Social Responsibility of BUT</p> <p>Mediator for Interpersonal Relations at BUT</p> <p>Disciplinary Committees of BUT</p> <p>Promotion Department</p>

	2) proceedings conducted in accordance with the Anti-Discrimination Procedure.		Heads of organizational units Doctoral School Office for People with Disabilities Data and Strategic Analysis Centre
	The anti-discrimination procedure should include information on steps to follow after reporting a case of discrimination		
	<ul style="list-style-type: none"> Preparing a mailbox for anonymous reporting of irregularities 	Number of irregularities reported Number of actions taken based on reports	
	<ul style="list-style-type: none"> Limit the phenomenon of "loss of women's involvement" during the development of a scientific career 	Percentage of women in research teams, seminars, conferences by degrees, academic and professional titles	
	<ul style="list-style-type: none"> Support for research and teaching staff and teaching staff in the balanced development of their scientific and teaching career in cooperation with research teams and mentors 	Number of academic and professional promotions, broken down by gender	
	<ul style="list-style-type: none"> Recruitment for specific positions based on competence and qualifications taking into account the principle of non-discrimination of any gender 	Percentage of women and men candidates for specific positions	
	<ul style="list-style-type: none"> Reducing the disproportionate share of women and men in university and faculty decision-making bodies 	Percentage of women and men	
	<ul style="list-style-type: none"> Promotion of gender equality 	Number of information and messages about the anti-discrimination procedure, trainings, good practices posted on the BUT website: https://pb.edu.pl/gep/	
<ul style="list-style-type: none"> Supporting administrative employees in the balanced development of their career path 	Number of professional promotions of administrative employees, broken down by gender		

Objective 4. Ensuring a policy of equality in the division of administrative and organizational tasks

Support areas	Addressees	Action	Indicators	Responsible unit
Organizational culture	BUT employees	<ul style="list-style-type: none"> Organization of trainings aimed at increasing the competencies of the management staff in the field of human resources management 	Number of trainings completed Number of training participants	Heads of organizational units
Balance in career development		<ul style="list-style-type: none"> Monitoring of additional and time-consuming tasks other than workloads Striving for an even distribution of non-scientific, administrative and organizational duties among BUT employees (breaking stereotypes related to the assignment of duties to representatives of particular genders) 	Summary of workloads of employees of individual units and critical analysis	

Scope of tasks of units responsible for implementing the BUT Gender Equality Plan

Heads of organizational units

- implementing the principle of equal treatment and counteracting discrimination due to any feature;
- reacting in situations concerning all forms of discrimination;
- initiating and implementing systemic equality solutions.

Plenipotentiary for Equal Treatment and Anti-Discrimination at BUT

- undertaking initiatives aimed at full respect and implementation of the principle of equal treatment and counteracting discrimination due to any feature;
- promoting and disseminating knowledge related to equal treatment and anti-discrimination standards;
- implementing systemic equality solutions;
- developing an anti-discrimination procedure;
- receiving and investigating complaints in the area of discrimination;
- collecting data on manifestations of discrimination;
- collecting information on good practices related to counteracting discrimination.

Team for Gender Equality Plan

- supervising the implementation of the BUT Gender Equality Plan;
- monitoring the need for new equality procedures in the functioning of the University;
- promoting and disseminating the issues of equal treatment, anti-discrimination standards;
- implementing systemic equality solutions.

Office for People with Disabilities

- activities for people with disabilities in accordance with the Regulations for supporting people with disabilities at Bialystok University of Technology

Plenipotentiary for Social Responsibility of BUT

- integrated research activities in the field of Social Responsibility of the University;
- advisory activities on issues related to combining work and study with family responsibilities and diversity.

Mediator for Interpersonal Relations at BUT

- mediations;
- education about conflict resolution, mediation, negotiation;
- promoting the idea of alternative dispute resolution methods.

Disciplinary Committees of BUT

- conducting explanatory proceedings;
- issuing opinions on allegations of discrimination, in accordance with the rules of the developed anti-discrimination procedure - formal complaint procedure.

International Relations Office

- signalling the needs of students from partner universities in relation to equality issues and diversity;
- proposing new solutions aiming at deepening the understanding of equality and diversity in the academic community.

Doctoral School

- monitoring the needs of doctoral students in relation to equality issues and diversity.

Promotion Department

- promoting and disseminating issues of equal treatment, anti-discrimination standards;
- outreach activities on equality related events and diversity at BUT.

Data and Strategic Analysis Centre

- collecting data on gender and other characteristics that are the basis for unequal and unfair treatment - in individual activities of BUT, provided for in the BUT Gender Equality Plan.

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