



EQUAL OPPORTUNITIES PLAN

at the Maritime
University of Szczecin

The MUS Team for Equal Opportunities Policy
Szczecin, 2022

Table of Contents

Introduction.....	5
Historical overview – making the University more available for women	6
Diagnosis	8
Profile of employees and students at the MUS, broken down by gender	8
Management functions at the MUS	8
Discipline Boards.....	10
University Board	11
Composition of the Senate	12
Teaching and research staff	13
Institute of Mathematics, Physics and Chemistry	15
Teaching and research staff, by position held.....	16
Teaching staff, by position held	16
Teaching and research staff, by discipline.....	17
Faculty Centres for Education	20
Managerial positions held by staff other than academic teachers	21
Student Government Board	21
Students of the Maritime University of Szczecin.....	22
Overview	22
Faculty of Navigation	23
Faculty of Marine Engineering.....	24
Faculty of Economics and Transport Engineering.....	24
Faculty of Computer Science and Telecommunications	26
Faculty of Mechatronics and Electrical Engineering	26
Outcomes of qualitative research	28
Employees of the MUS.....	28
Students of the MUS	29
Selected previous activities promoting equality and preventing discrimination.....	31
Goals and action plan.....	33
The Equal Opportunities Plan administration and implementation.....	40
List of Tables	41
List of Diagrams	41
List of Illustrations	42

Introduction

Considering the constitutional equality of men and women in the family, politics, society and economy as the basis of its operations, and in response to recommendations of the European Commission set forth in Article 7(6) of the Regulation of the European Parliament and the Council Decision (EU) 2021/764 of 10 May 2021 establishing the Specific Programme implementing Horizon Europe – the Framework Programme for Research and Innovation, the Maritime University of Szczecin (MUS) has developed the Equal Opportunities Plan (EOP).

The document expresses commitment to ensuring equal opportunities of education and employment. The EOP supports the entire academic community and guarantees both employees and students a balanced and unconstrained environment for professional development. The key goal is to promote equality standards. The EOP is a well-designed institutional scheme for the implementation of equality measures, with clearly defined goals and a mechanism for ongoing and transparent monitoring of its realisation and effectiveness.

The EOP is aimed to ensure the right to equality and diversity to all employees and students at the MUS, and facilitate the realisation of potential and rights by all members of the academic community. It responds to the need to counteract discrimination, inequality of opportunity and prejudice. Implementation of the EOP will help create a safe and non-discriminative environment for professional and scientific career development.

The Equal Opportunities Plan is the result of work of the MUS Team for Equal Opportunities Policy, appointed for this purpose. It includes:

- a diagnosis of the status quo, based on the results of a quantitative analysis of the University's structure and a qualitative analysis of the results of a survey conducted among the academic community;
- goals and actions supporting the policy implementation as well as goal attainment measures and deadlines.

The Team for Equal Opportunities Policy is composed of men and women representing various groups of the academic community, such as teachers, office staff and students. The Team members hold various functions and are at different stages of professional career, thus represent a variety of viewpoints and a broad perspective of the issues in question. The EOP covers all groups of MUS employees as well as undergraduate, graduate and doctoral students.

The goals and measures adopted have been aligned with the specific character of the MUS to support the creation of a better environment for work and education. Implementation of the EOP is scheduled for 2022-2024, with a majority of the goals to be attained in 2022. It is based on three pillars:

1. Building awareness of equal opportunities in the academic community,
2. Ensuring equality of career progression opportunities, and
3. Preventing discrimination.

Historical overview – making the University more available for women

The Maritime University of Szczecin was founded in 1968 as the Maritime School of Higher Education. Initially, degree programmes were offered to men, and women were admitted only with the consent of the Minister. In 1975, by decision of the Minister of Shipping, higher maritime schools were made open for women, with an admission limit of 6. Two years later, in 1977, women were prevented access to higher maritime schools. The situation did not change until mid-1990s, when in free Poland, higher maritime schools started to recruit women again. For a long time, however, admission for women was limited to certain degree programmes only and special principles of recruitment applied, e.g., women could apply only for the degree programmes where it was not necessary to choose a major at the recruitment.

See Table 1 below for more details.

Table 1. Degree programmes at the Maritime University of Szczecin (in 1969-2004 the Maritime School of Higher Education)

Degree Programme	Major	Faculty	First recruitment since 1969/70	First recruitment of women
Navigation	Maritime Transport	Faculty of Navigation (FoN)	1969/70	1969/70 - 1992/93 with the consent of the Minister; 2002/03 according to the general principles of recruitment
Navigation	Deep-Sea Fisheries	FoN	1969/70	See above
Navigation	Marine Traffic Engineering	FoN	1997/98	1997/98
Navigation	Hydrographic Survey and Nautical Signage	FoN	1999/00	1999/00
Navigation	Marine Rescue	FoN	2000/01	2000/01
Navigation	Marine Information Systems	FoN	2005/06	2005/06
Transport	Operation of Harbours	FoN	1979/80	1979/80 to 1992/93
Transport	Operation of Harbours and Fleet (at present – Operation of Harbours and Seagoing Fleet)	FoN/ since 2002 – Faculty of Economics and Transport Engineering (FoETE)	1993/94	1993/94
Transport	-	FoN	2008/09	2008/09
Geodesy and Cartography	-	FoN	2009/10	2009/10

Ocean Engineering	-	FoN	2010/11	2010/11
Geoinformatics	-	FoN	2018/19	2018/19
Inland Navigation	-	FoN	2020/21	2020/21
Computer Science	-	FoN/since 2019 – Faculty of Computer Science and Telecommunications (FoCST)	2013/14	2013/14
Information and Communications Technology	-	FoCST	2021/22	2021/22
Management and Production Engineering	-	FoETE	2001/02	2001/02
Logistics	-	FoETE	2010/11	2010/11
Management	-	FoETE	2019/20	2019/20
Mechanical Engineering	Operation of Marine Power Plants	Faculty of Marine Engineering (FoME)	1969/70	2005/06 – part-time, 2010/11 – full-time
Mechanical Engineering	Diagnostics and Repairs of Marine Machinery and Equipment	FoME	1998/99	2004/05
Mechanical Engineering	Environmental Protection in the Operation of Fleet and Harbours	FoME	2008/09	2008/09
Mechanical Engineering	Operation of Marine and Electrical Power Equipment	FoME	2000/01	No women recruited; the major has been phased out
Mechanical Engineering – second degree cycle	Construction and Operation of Marine Power Systems (former name in use until 2008 – Operation of Marine Machinery and Equipment)	FoME	2002/03	2005/06
Mechatronics	Marine Electrical Automation	FoME /since 2019 – Faculty of Mechatronics and Electrical Engineering (FoMEE)	2010/11	2010/11

Mechanical Engineering	Mechatronics of Power Systems	FoME /since 2019 – FoMEE	2010/11	2010/11
Industrial Engineering and Offshore Wind Turbines	-	FoME	2021/22	2021/22

Diagnosis

Gender distribution has been diagnosed among academic teachers, office staff and undergraduate, graduate and doctoral students of the MUS. Relevant data has been sourced from the Personnel Department, the Department of Education, the Student Affairs Department, the Doctoral College, the Science Department, the Faculties and the MUS internal documents.

Quantitative data has been analysed, broken down by positions and functions held as well as functions in the decision-making bodies. Gender distribution has also been analysed among research and teaching staff, broken down by the represented scientific disciplines. The analysis also covered gender distribution among undergraduate, graduate and doctoral students, broken down by faculty and major for undergraduates and graduates and by discipline for students of the Doctoral College.

Qualitative data has been gathered in an anonymous questionnaire survey conducted among students and employees of the MUS. The questionnaire had two language versions, Polish and English, to include foreign students and employees. Conducted in the period from 23 February 2022 to 4 March 2022, the survey was responded by 143 employees and 355 students. A qualitative and quantitative analysis of the feedback is discussed further in this paper.

In the first step, the Team for Equal Opportunities Policy analysed the profile of MUS employees and students by gender, number of foreigners and people with disabilities.

Profile of employees and students at the MUS, broken down by gender

Below is the profile structure of employees and students at the MUS by gender¹ in particular organisational units.

Management positions at the MUS

Management positions at the Maritime University of Szczecin are defined in para. 63 of the University Statutes:

‘1. Within the meaning of the law, management positions at the Maritime University of Szczecin include:

1) the Rector,

¹ The analysis results must not be considered as sufficient proof for ‘inequality’ or ‘discrimination’, as it would be a classic example of *non sequitur*, where premises do not lead to a logical conclusion. In social sciences, based on inferential statistics, a one-dimensional analysis is not sufficient to support or reject a hypothesis.

It must not be assumed that a lack of parity is a problem in itself. Thus, we do not deny the existence of the problem of discrimination; however, we suggest that there may be other explanations for the outcomes as well.

The disproportion between men and women in certain positions can indicate inequality of outcomes and not necessarily unequal opportunities or unequal justice under law. It is of key importance to differentiate between equality of opportunities, equality of outcomes and equal justice under law, as these may be opposing, and thus irreconcilable stances.

- 2) vice-rectors,
- 3) deans,
- 4) vice-deans,
- 5) heads of departments,
- 6) heads of institutes,
- 7) the Head of the Doctoral College,
- 8) the Chancellor,
- 9) the Bursar.

2. Heads of organisational units and degree programmes not mentioned in para. 1 are not in management positions within the meaning of the law. They are appointed, discharged, or employed, respectively, by the Rector².

The position of Rector of the Maritime University of Szczecin is held by a man. Functions of vice-rectors are performed by four men, and functions of deans – by five men. There are seven men and three women among vice-deans. Heads of the Doctoral College and the Institute of Mathematics, Physics and Chemistry are men. The position of Chancellor is held by a man, and that of Bursar – by a woman.³ In total, there are six women and 27 men in management positions. At three of the five faculties at the MUS, the position of vice-dean is held by a woman. The shares of men and women in the MUS management are 82% and 18%, respectively.

See Table 2 and Diagram 1 below for more details.

Table 2. Employees in management positions, as defined in the statutes

		M	W	W [%]
	RECTOR	1	0	0%
	VICE-RECTORS	4	0	0%
Vice-Rectors	Vice-Rector for Innovation and Development	1		
	Vice-Rector for Science	1		
	Vice-Rector for Maritime Affairs	1		
	Vice-Rector for Education	1		
	DEANS	5	0	0%
Deans	Faculty of Navigation	1		
	Faculty of Marine Engineering	1		
	Faculty of Economics and Transport Engineering	1		
	Faculty of Mechatronics and Electrical Engineering	1		
	Faculty of Computer Science and Telecommunications	1		
	VICE-DEANS FOR SCIENCE	2	3	67%
Vice-Deans	Faculty of Navigation		1	

²[https://www.am.szczecin.pl/themes/user/site/am/assets/img/pages/PO.11 z 2019 tj8 .Statutu wersja od 15 .12.2021.pdf](https://www.am.szczecin.pl/themes/user/site/am/assets/img/pages/PO.11_z_2019_tj8_Statutu_wersja_od_15_12.2021.pdf)

³ As at 25 January 2022.

	Faculty of Marine Engineering		1	
	Faculty of Economics and Transport Engineering		1	
	Faculty of Mechatronics and Electrical Engineering	1		
	Faculty of Computer Science and Telecommunications	1		
	VICE-DEANS FOR EDUCATION	5	0	0%
Vice-Deans for Education	Faculty of Navigation	1		
	Faculty of Marine Engineering	1		
	Faculty of Economics and Transport Engineering	1		
	Faculty of Mechatronics and Electrical Engineering	1		
	Faculty of Computer Science and Telecommunications	1		
	CHANCELLOR	1	0	0%
	BURSAR	0	1	100%
	TOTAL	18	4	18%

**EMPLOYEES IN MANAGEMENT POSITIONS AS
DEFINED IN THE STATUTES**

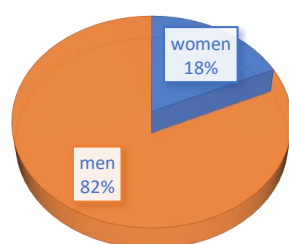


Diagram 1. Employees in management positions as defined in the statutes of the MUS

Discipline Boards (as at 25 January 2022)

In total, members of the Discipline Boards include 65 men and 19 women. All the Discipline Boards are chaired by men, three of the Boards have women as vice-chairs.

Table 3. Discipline Boards

		M	W	W [%]
	CHAIR	5	0	0%
Faculties	Faculty of Navigation	1		
	Faculty of Marine Engineering	1		
	Faculty of Economics and Transport Engineering	1		

	Faculty of Mechatronics and Electrical Engineering	1		
	Faculty of Computer Science and Telecommunications	1		
	VICE-CHAIR	2	3	60%
Faculties	Faculty of Navigation		1	
	Faculty of Marine Engineering		1	
	Faculty of Economics and Transport Engineering		1	
	Faculty of Mechatronics and Electrical Engineering	1		
	Faculty of Computer Science and Telecommunications	1		
	ORDINARY MEMBERS	58	16	12%
Faculties	Faculty of Navigation	26	5	
	Faculty of Marine Engineering	18	3	
	Faculty of Economics and Transport Engineering	7	7	
	Faculty of Mechatronics and Electrical Engineering	2		
	Faculty of Computer Science and Telecommunications	5	1	

DISCIPLINE BOARDS

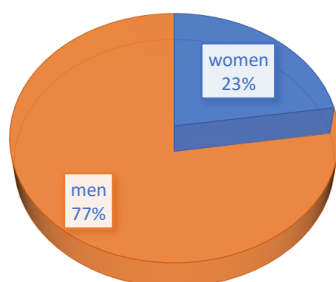


Diagram 2. Composition of the Discipline Boards

University Board⁴ (as at 25 January 2022)

Chair – a man

Board Members – 4 men, 2 women

In total, the University Board comprises 5 men and 2 women.

⁴ <https://www.am.szczecin.pl/pl/uczelnia/rada-uczelnia/> (dostęp 25.01.2022)

UNIVERSITY BOARD

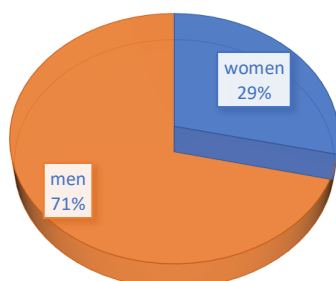


Diagram 3. University Board

Composition of the Senate⁵:

The University Senate comprises 26 men and 10 women. Female Senate Members represent the Faculty of Navigation and the Faculty of Economics and Transport Engineering as well as interfaculty units, undergraduate, graduate and doctoral students, and office staff.

Table 4. Composition of the Senate

		M	W	W [%]
	RECTOR	1		0%
	VICE-RECTOR	1		0%
	DEANS	5		0%
	REPRESENTATIVES OF ACADEMIC TEACHERS HOLDING THE TITLE OF PROFESSOR OR PhD DEGREE	5	2	29%
Faculties	Faculty of Marine Engineering	2		
	Faculty of Navigation	2	1	
	Faculty of Economics and Transport Engineering	1	1	
	REPRESENTATIVES OF OTHER TEACHERS	4	2	50%
Faculties	Faculty of Marine Engineering	2		
	Faculty of Economics and Transport Engineering		1	
	Faculty of Navigation		1	
	Faculty of Computer Science and Telecommunications	1		
	Faculty of Mechatronics and Electrical Engineering	1		

⁵ <https://www.am.szczecin.pl/pl/uczelnia/senat/sklad-senatu/> (dostęp 25.01.2022)

INTERFACULTY UNITS	1	1	50%
REPRESENTATIVES OF UNDERGRADUATE AND GRADUATE STUDENTS	3	2	40%
REPRESENTATIVES OF DOCTORAL STUDENTS		1	100%
REPRESENTATIVES OF UNIVERSITY EMPLOYEES OTHER THAN ACADEMIC TEACHERS	1	1	50%
WITH AN ADVISORY VOTE	5	1	17%

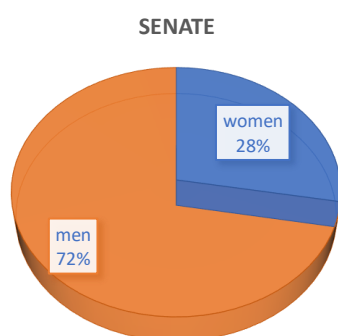


Diagram 4. Composition of the Senate

Teaching and research staff

There are 110 men and 52 women employed at University departments⁶. A vast majority of teaching and research staff at departments of the Faculty of Mechatronics and Electrical Engineering as well as the Faculty of Computer Science and Telecommunications are men. The departments with the greatest share of female staff include the Environmental Protection and Commodity Science (83%), Geoinformatics and Hydrography (57%), and Management and Logistics (56%).

The Diagnostics and Repairs of Marine Machinery and Equipment, the Electronic Engineering and Power Electronics, and the Electronics and Telecommunications employ only male staff.

The departments where gender parity has been achieved include the Marine Navigation, Marine Traffic Engineering, and Marine Rescue and Risk Management.

The staff of the Faculty of Economics and Transport Engineering has the greatest share of women (52%) and the proportions of men and women employed in its departments are the most balanced.

The Faculty of Computer Science and Telecommunications has the greatest share of men employed in its departments.

⁶ As at 25 January 2022.

Table 5. Teaching and research staff at University departments

		M	W	W [%]
Faculty of Navigation	Marine Navigation	3	3	50
	Marine Traffic Engineering	4	4	50
	Marine Simulations	8	1	11
	Marine Rescue and Risk Management	6	6	50
	Ocean Engineering and Shipbuilding	7	2	22
	Geoinformatics and Hydrography	3	4	57
	Geodesy and Offshore Surveying	6	1	14
	Total	37	21	36
		M	W	W [%]
Faculty of Marine Engineering	Basics of Engineering and Materials Science	7	2	22
	Diagnostics and Repairs of Marine Machinery and Equipment	7	0	0
	Marine Power Plants	5	1	17
	Power Generation	5	2	29
	Total	24	5	17
		M	W	W [%]
Faculty of Economics and Transport Engineering	Management and Logistics	7	9	56
	Marine Economy and Transport Systems	6	7	54
	Technological Processes	8	3	27
	Environmental Protection and Commodity Science	1	5	83
	Total	22	24	52
		M	W	W [%]
Faculty of Mechatronics and Electrical Engineering	Electronic Engineering and Power Electronics	7	0	0
	Ship Automation	5	1	17
	Total	12	1	8
		M	W	W [%]
Faculty of Computer Science	Computer Science	8	1	11
	Electronics and Telecommunications	7	0	0

Total	15	1	6
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STAFF IN UNIVERSITY DEPARTMENTS

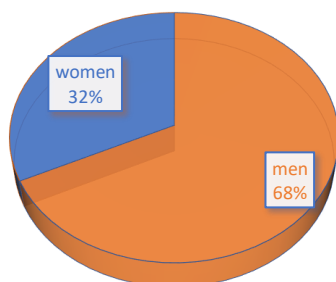


Diagram 5. Staff in University departments

Institute of Mathematics, Physics and Chemistry⁷

Table 6. Institute of Mathematics, Physics and Chemistry

	M	W	W [%]
Unit of Mathematics	3	5	63%
Unit of Physics	5	1	17%
Unit of Chemistry	2	3	60%

INSTITUTE OF MATHEMATICS, PHYSICS AND CHEMISTRY

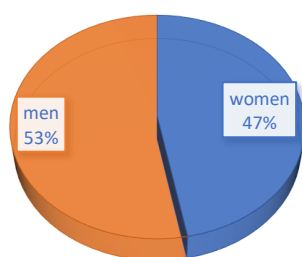


Diagram 6. Institute of Mathematics, Physics and Chemistry

⁷ <https://www.am.szczecin.pl/pl/struktura/jednostki-miedzywydzialowe/instytut-matematyki-fizyki-i-chemii/>
(dostęp 09.02.2022)

Teaching and research staff, by position held

Table 7. Teaching and research staff, by position held

		M	W	W [%]	Foreigners
Assistant Professor		46	26	36	1
Assistant Lecturer		26	23	47	1
MUS Professor	Ph.D.	6		14	
	Ph.D.	25	5		
Professor		11	1	8	2
Total		114	55	33	4

Z komentarzem [MZ1]: Tutaj sugeruję scalić komórki – w angielskim nie ma rozgraniczenia na dr i dr hab.

TEACHING AND RESEARCH STAFF,
BY POSITION HELD

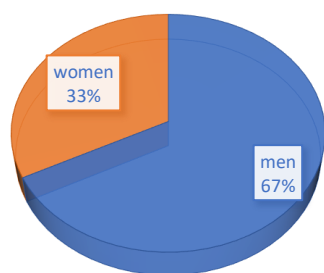


Diagram 7. Teaching and research staff, by position held

Teaching staff, by position held

Table 8. Teaching staff, by position held

		M	W	W [%]	Foreigners
Assistant Lecturer	MA		1	67	
	MSc.	2	3		
Assistant Professor	Ph.D.	12	5	33	
Lecturer	MA		1		
Senior Lecturer	MA	5	4	22	
	MSc.	8			

MUS Professor	Ph.D.	1			
	Ph.D.	1		50	
	Ph.D.		1		
Professor	Prof.	1		0	
Other teaching staff	MA	8	5	25	1
	MSc.	11	1		
	Ph.D.	5	2		
Total		54	23	30	1

Z komentarzem [MZ2]: Podobnie jak powyżej –
scalilibym komórki

TEACHING STAFF, BY POSITION HELD

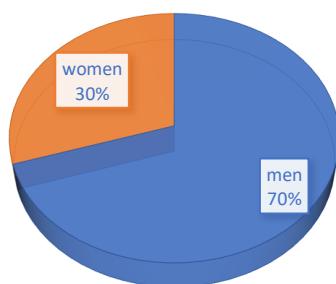


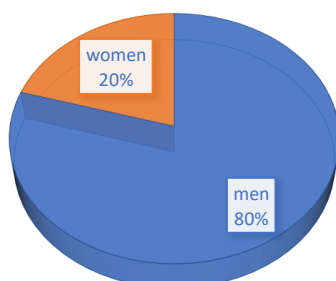
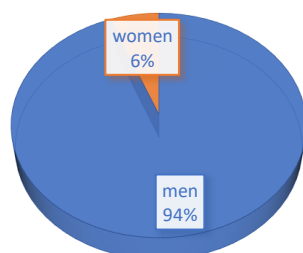
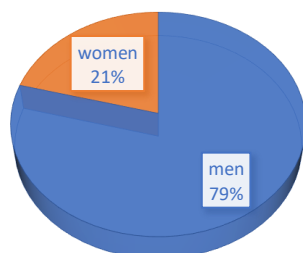
Diagram 8. Teaching staff, by position held

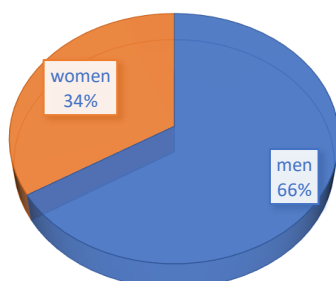
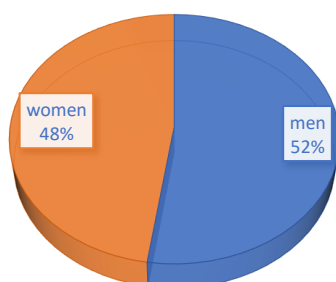
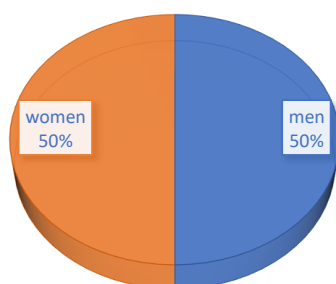
Teaching and research staff, by discipline

Table 9. Teaching and research staff, by discipline

	M	W	W [%]
Mechanical engineering	35	9	20
Automation, electronics and electrical engineering	16	1	6
Technical computer science and telecommunications	19	5	21
Civil engineering and transport	45	23	34
Management and quality	22	20	45
Other	39	39	50

The diagrams below show the percentage shares of men and women in the research staff, by declared discipline.

MECHANICAL ENGINEERING*Diagram 9. Mechanical engineering***AUTOMATION, ELECTRONICS AND ELECTRICAL
ENGINEERING***Diagram 10. Automation, electronics and electrical engineering***TECHNICAL COMPUTER SCIENCE AND
TELECOMMUNICATIONS***Diagram 11. Technical computer science and telecommunications*

CIVIL ENGINEERING AND TRANSPORT*Diagram 12. Civil engineering and transport***MANAGEMENT AND QUALITY***Diagram 13. Management and quality***OTHER DISCIPLINES***Diagram 14. Other disciplines*

Faculty Centres for Education

Table 10. Faculty Centres for Education

		M	W	W [%]
Head	Faculty of Marine Engineering	1		
	Faculty of Navigation	1		
	Faculty of Economics and Transport Engineering	1		
	Faculty of Mechatronics and Electrical Engineering	1		
	Faculty of Computer Science and Telecommunications	1		
	Total	5		0%
Office staff	Faculty of Marine Engineering		1	
	Faculty of Navigation		1	
	Faculty of Economics and Transport Engineering	1	3	
	Faculty of Mechatronics and Electrical Engineering		1	
	Faculty of Computer Science and Telecommunications		1	
	Total	1	7	88%
Coordinators of majors	Faculty of Marine Engineering	3	3	
	Faculty of Navigation	2		
	Faculty of Economics and Transport Engineering	1	3	
	Faculty of Mechatronics and Electrical Engineering	1		
	Faculty of Computer Science and Telecommunications	1		
	Total	8	6	43%
Employees (including heads and coordinators)	Faculty of Marine Engineering	18	3	
	Faculty of Navigation	11		
	Faculty of Economics and Transport Engineering	6	8	
	Faculty of Mechatronics and Electrical Engineering	5		
	Faculty of Computer Science and Telecommunications	5		

Total	45	11	20%
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STAFF OF FACULTY CENTRES FOR EDUCATION

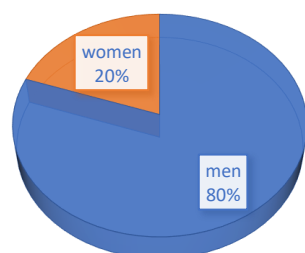


Diagram 15. Faculty Centres for Education

Staff, other than academic teachers, in management positions

There are 37 women and 14 men in management positions in the group of staff other than academic teachers.

STAFF, OTHER THAN ACADEMIC TEACHERS, IN MANAGEMENT POSITIONS

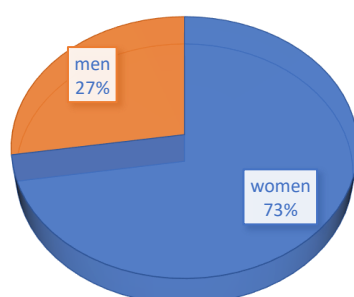


Diagram 16. Staff, other than academic teachers, in management positions

Student Government Board

The 2021-2023 term of office

The Student Government Board is chaired by a man; the function of vice-chair is performed by a woman. The Board comprises 17 members – 9 men and 8 women.

STUDENT GOVERNMENT BOARD

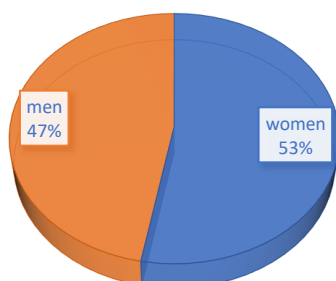


Diagram 17. Student Government Board

Students of the Maritime University of Szczecin

Overview

In total, there are 2 384 students⁸ at the Maritime University of Szczecin, including 608 women (ca. 26%). 1 646 men and 523 women are students of a first cycle degree programme, 130 men and 85 women – of a second cycle degree programme.

1 322 men and 448 women study a full-time degree programme, 454 men and 160 women – a part-time degree programme.

323 students, i.e., ca. 14% of the academic community, are foreigners.

There are 16 students with disabilities.

STUDENTS AT THE MUS

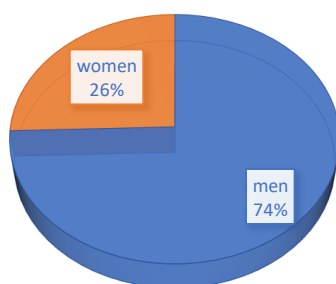


Diagram 18. Students at the MUS

⁸ The numbers refer to full-time and part-time degree programmes jointly as at January 2022. The calculation has been made not taking into account the possibility of one student pursuing two or more majors at the same time.

Faculty of Navigation

The major of Inland Navigation is pursued by the greatest number of women (56% of all the students of the major)⁹.

Table 11. Students at the Faculty of Navigation

FACULTY OF NAVIGATION		men	women	women [%]
Geodesy and Cartography	First cycle degree programme, full-time	48	25	34%
	First cycle degree programme, part-time	17	15	47%
Navigation	First cycle degree programme, full-time	380	80	17%
	First cycle degree programme, part-time	115	17	13%
	Second cycle degree programme, part-time	8	3	27%
Ocean Engineering	First cycle degree programme, full-time	40	10	20%
	Second cycle degree programme, full-time	17	8	32%
Inland Navigation	First cycle degree programme, full-time	4	5	56%
Geoinformatics	Second cycle degree programme, full-time	11	5	31%

STUDENTS AT THE FACULTY OF NAVIGATION

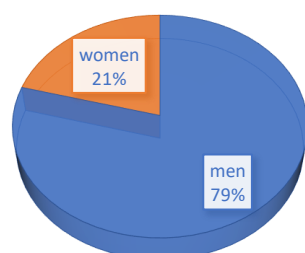


Diagram 19. Students at the Faculty of Navigation

⁹ It should be borne in mind that with such small numbers, the proportions are overexposed.

Faculty of Marine Engineering

The major pursued by the greatest number of women at the Faculty of Marine Engineering is the Industrial Engineering and Offshore Wind Turbines (8% of all the students of the major).

Table 12. Students at the Faculty of Marine Engineering

FACULTY OF MARINE ENGINEERING		men	women	women [%]
Mechanical Engineering	First cycle degree programme, full-time	256	4	2%
	First cycle degree programme, part-time	109	1	1%
	Second cycle degree programme, part-time	38	0	0%
Industrial Engineering and Offshore Wind Turbines	First cycle degree programme, full-time	12	1	8%

STUDENTS AT THE FACULTY OF MARINE ENGINEERING

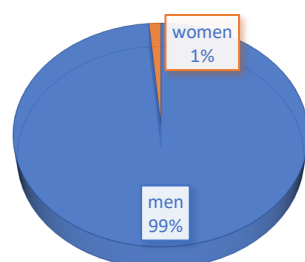


Diagram 20. Students at the Faculty of Marine Engineering

Faculty of Economics and Transport Engineering

The major of Transport at the Faculty of Economics and Transport Engineering is pursued by the greatest number of women (77% of all the students of the major).

Table 13. Students at the Faculty of Economics and Transport Engineering

FACULTY OF ECONOMICS AND TRANSPORT ENGINEERING	men	women	women [%]
--	-----	-------	-----------

Logistics	First cycle degree programme, full-time	173	172	50%
	First cycle degree programme, part-time	49	57	54%
Transport	First cycle degree programme, full-time	55	39	41%
	First cycle degree programme, part-time	29	14	33%
	Second cycle degree programme, full-time	3	10	77%
	Second cycle degree programme, part-time	21	20	49%

Management and Production Engineering	First cycle degree programme, full time	28	20	42%
	First cycle degree programme, part time	13	10	43%
	Second cycle degree programme, full time	6	18	75%
	Second cycle degree programme, part time	26	21	45%
Management	First cycle degree programme, full time	9	19	68%
	Total	412	400	49%

STUDENTS AT THE FACULTY OF ECONOMICS AND TRANSPORT ENGINEERING

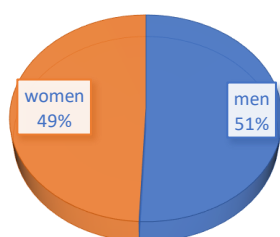


Diagram 21. Students at the Faculty of Economics and Transport Engineering

Faculty of Computer Science and Telecommunications

The greatest number of women studying at the Faculty of Computer Science and Telecommunications pursue the major of Computer Science (14%).

Table 14. Students at the Faculty of Computer Science and Telecommunications

FACULTY OF COMPUTER SCIENCE AND TELECOMMUNICATIONS		men	women	women [%]
Computer Science	First cycle degree programme, full-time	158	26	14%
	First cycle degree programme, part-time	25	2	7%
Information and Communications Technology	First cycle degree programme, full-time	10	1	9%

STUDENTS AT THE FACULTY OF COMPUTER SCIENCE AND TELECOMMUNICATIONS

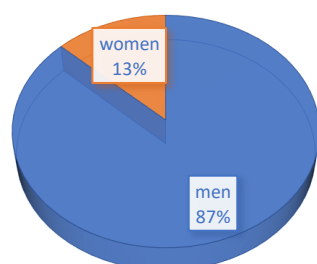


Diagram 22. Students at the Faculty of Computer Science and Telecommunications

Faculty of Mechatronics and Electrical Engineering

Women constitute 4% of the total of students at the Faculty of Mechatronics and Electrical Engineering.

Table 15. Students at the Faculty of Mechatronics and Electrical Engineering

FACULTY OF MECHATRONICS AND ELECTRICAL ENGINEERING		men	women	women [%]
Mechatronics	First cycle degree programme, full-time	112	5	4%
	First cycle degree programme, part-time	4	0	0%

**STUDENTS AT THE FACULTY OF
MECHATRONICS AND ELECTRICAL
ENGINEERING**

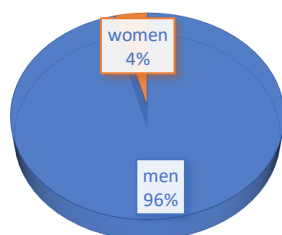


Diagram 23. Students at the Faculty of Mechatronics and Electrical Engineering

Outcomes of qualitative research

In this part of the document we discuss results of the questionnaire survey conducted in February 2022. The questionnaire was sent by email to all employees who have a university email account¹⁰, as well as to doctoral, undergraduate and graduate students. The anonymous survey was created in Microsoft Forms.

The survey was aimed to diagnose challenges and expectations in connection with the experience of unequal treatment in the workplace as well as examine what forms of discrimination (if any) were faced by employees and students of the Maritime University of Szczecin.

The survey questions investigated the respondents' subjective experience related to gender, whether any gender was perceived more often as experts, and whether they experienced being a victim or witness of unfair treatment. The respondents also had an opportunity to express their observations and comments.

Employees of the MUS

The questionnaire was responded by 94 women and 50 men. What is interesting, most of the respondents did not report any issues related to the questionnaire topic. Part of the respondents, however, reported doubts concerning anonymity of the questionnaire. Further discussion covers the respondents who expressed their observations.

Certain concerns were voiced related to discrimination, with special emphasis on gender-based discrimination. The most frequently reported concerns are:

- gender pay gap,
- creating a hostile work environment through unpleasant or unwelcome comments directed especially to women,
- favouring certain employees by their superiors,
- stereotypes and prejudiced attitudes with respect to seeking employment by female graduates from a maritime university, especially those majoring in navigation,
- the overall belief that women married to seafarers do not need to work, earn money or pursue a career.

The attitude of certain superiors was indicated as problematic. Most of the concerns were related to comments or jokes made by superiors, and their approach to employees seeking promotion or pay rise. The most vulnerable to unfair treatment were women and young men in lower positions, seeking promotion. A need was voiced for training of the management staff within the scope of mobbing awareness and communication skills. Some respondents reported a need for improvement of the employee motivational system.

Below is a cloud of words most frequently used in the anonymous comments. Most of the comments referred to superiors, salaries, bonuses, working conditions, and the opportunity for remote working.

¹⁰ Some employees of the MUS have restricted access to the university email account (mainly service staff). In order to enable them communication with the Team for Equal Opportunities Policy, a dedicated Equalmus No. 66 contact box will be set up.



Illustration 1. Cloud of words most frequently used by the MUS employees – respondents in the survey

Students of the MUS

The questionnaire designed for students was responded by 146 women, 207 men and 4 individuals who did not declare their gender. An analysis of the responses has revealed the problem of discrimination of women through inappropriate comments, jokes and undermining competence. Some students observed unequal treatment by lecturers and tutors, with more leniency expressed towards foreign students. From their point of view, foreign students are granted preferential terms of completing courses and allowed to retake tests and exams more times than Polish students, their cheating behaviours during tests and exams are tolerated, and the grades awarded are often higher than deserved. There is also a general perception of lecturers and tutors being less exigent towards foreign students as regards the dress code (wearing the student uniform). On the other hand, however, the respondents reported cases of inappropriate treatment of foreign students expressed through unfavourable comments made.

Many male and female students reported the problem of unfair and unequal grading.

Below is a cloud of words most often used by students in the comments. Many of them referred to lecturers and tutors as well as classes, examinations and evaluations.



Illustration 2. Cloud of words most frequently used by the MUS students – respondents in the survey

Selected previous activities promoting equality and preventing discrimination

Statutory operations of a higher education institution are aimed to ensure its sustainable development and must be supported by taking steps towards unrestricted functioning of the entire academic community. Higher education institutions are expected to create an environment promoting equal opportunities, which have a special role in the growth of the academic community. Realisation of the task is an ongoing process. Strongly committed to fulfil its social responsibility, the Maritime University of Szczecin takes continuous action towards this goal.

Implementation of the Equal Opportunities Plan will be incorporated into the Operating Plan of the Maritime University of Szczecin as part of **Strategic goal 4: Effective and efficient management, Operational goal 1: Staff professionalization**, to ensure the monitoring of the implementation within the framework of the management control system in place at the MUS.

In order to support the multinational academic community at the MUS, the **International Students and Mobility Office** has been set up, which provides assistance to foreign students in all aspects of the academic life. The International Students and Mobility Office upholds equality and freedom of religion and promotes equal access to education and participation in organisations, clubs and associations for all students of the MUS. It prevents and reacts to any displays of racism, xenophobia or any other forms of intolerance. It actively shapes trends in behaviours by organising training sessions and carrying out awareness-building campaigns, and makes effort to integrate foreign students into the MUS academic community. The Office also ensures equal access to information for all students, regardless of the language in which they study.

Making equality one of its priorities, the MUS implements the **Accessible University** project (POWR.03.05.00-00-A021/21) financed by the National Centre for Research and Development under the Knowledge, Education, Development Operational Programme 2014-2020. The programme is aimed to improve accessibility of the MUS to students with disabilities through organizational changes and upgrading competencies of the management and office staff. Within the framework of the project, certain tasks are aimed at adjusting the University to needs of students with various types of disabilities, in order to create equal opportunities and eliminate barriers to academic education by providing easy physical access to the University buildings as well as digital access to resources.

The MUS is strongly committed to promoting gender equality through its recruitment policy as well as promotional campaigns and hands-on activities. The approach is clearly expressed in the visual promotional materials. The MUS participates in the **Girls to Polytechnics** campaign promoting technical degree programmes among young women, by showing them an array of interesting career opportunities, both in business and science, available to graduates.

The MUS has undertaken a number of other actions aimed at combating discrimination and promoting equal opportunities. On 24 January 2022 the Rector of the MUS appointed the Team for Equal Opportunities Policy and the **Rector's Representative for Equality**. The MUS website features a tab on Equal Opportunities Policy, and any symptoms of discrimination can be reported to the dedicated email address (equalmus@am.szczecin.pl). All members of the academic community are recipients of a dedicated mailing campaign. The *Akademickie Aktualności Morskie* (Academic Maritime News)

quarterly, issued by the Scientific Publishing House of the MUS, has published a feature on equal opportunities at the MUS.

On 20 April 2022 the Senate of the MUS adopted a resolution on amendments to the University Statutes, introducing provisions on equality, tolerance and respect, in the following wording:

- ‘1. The Maritime University of Szczecin educates undergraduate, graduate and doctoral students as well as research staff according to the principles of humanism, tolerance, patriotism, honour, integrity, diligent work and responsibility for the humanity, the society and the Home Country.
2. The constitutional principle of equal treatment of all members of the MUS community constitutes the foundation of its operation.
3. The MUS supports diversity and prevents discrimination, including, without limitation, providing support to individuals with disabilities, especially through eliminating or reducing barriers and hindrances to access to the University’s resources.’

The scope of activities undertaken in order to ensure equality has been presented to the University Board and the Rector’s Committee, together with an insight into the results of the conducted analyses. A need for improvement in this area has been unanimously acknowledged and implementation of the Equal Opportunities Plan has been deemed justified.

Goals and action plan

Table 16. Goals of the Equal Opportunities Plan at the MUS for 2022-2024

No.	Goal	Goal achievement measures		Key actions	Deadline	Responsible unit(s)
		Name	Target value by the end of the year, according to the schedule			
1	2	3	4	5	6	7
1.	Building awareness of equal opportunities in the academic community	Number of completed activities	At least 2	1. Develop a MUS website tab dedicated to equality of opportunities, in the Polish and English language version	30.06.2022	Team for Equal Opportunities Policy
				2. Produce at least 100 leaflets promoting prevention of discrimination, in the Polish and English language version	30.06.2022	Team for Equal Opportunities Policy, Department of Promotion
				3. Develop at least one mandatory web-based training on equality of opportunities for employees and students	15.03.2023	Team for Equal Opportunities Policy, University IT Centre, Personnel Department, Department of Education

				4. Introduce the requirement of training on equal opportunities for employees and students	15.03.2023	Team for Equal Opportunities Policy, Personnel Department, Department of Education, Organisational and Legal Department
				5. Develop a guide on equality for employees and students, in the Polish and English language version	31.10.2022	Team for Equal Opportunities Policy
2.	Supporting equal career opportunities	Number of completed activities	At least 5	1. Draw up and carry out a questionnaire survey to identify needs for equality in access to support and opportunities in the pursuit of a scientific career	30.06.2022	Team for Equal Opportunities Policy
				2. Draw up and carry out a questionnaire survey to identify needs for equality in access to support and opportunities in the pursuit of a professional career by office staff	30.06.2022	Team for Equal Opportunities Policy
				3. Draw up and carry out a questionnaire survey to identify needs of employees returning after a maternity or parental leave – support on the part of the MUS	30.06.2022	Team for Equal Opportunities Policy
				4. Draw up information on the participation of women in the development of science and the MUS and publish it on the MUS website, in the <i>Akademickie Aktualności Morskie</i> quarterly and in social media (at least 2 papers every 6 months)	30.09.2024	Team for Equal Opportunities Policy, Department of Promotion, Department of Publication

				5. Introduce content preparing for work in a diverse team into at least two syllabuses	01.10.2024	Department of Education
				6. Develop and implement guidelines and recommendations for the management staff concerning the support of work-life balance of employees	30.06.2023	Team for Equal Opportunities Policy
				7. Deliver at least one mandatory training session for the management staff on equality	30.06.2023	Team for Equal Opportunities Policy
				8. Develop and implement a cross-university project application registration system to collect statistical data on gender distribution among project managers	Pilotage version of the system by 30.06.2022	Team for Equal Opportunities Policy
3.	Preventing discrimination	Number of completed activities	At least 3	1. Develop a tab on the MUS website dedicated to the issue of discrimination, featuring a discrimination report form	30.06.2022	Team for Equal Opportunities Policy
				2. Develop and carry out questionnaire surveys and analyse the results	Every six months, starting from 01.01.2024	Team for Equal Opportunities Policy
				3. Present the survey results to the academic community	No later than within 2 months of the survey results analyses	Team for Equal Opportunities Policy
				4. Develop a corrective action plan and present it to the management staff	No later than within 2 months of the survey results analyses	Team for Equal Opportunities Policy
				5. Develop a procedure to be followed after a discrimination	31.06.2022	Team for Equal Opportunities Policy

				report is received – in the Polish and English language version		
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Visualisation of the action plan on a Gantt chart



Wykres Gantta

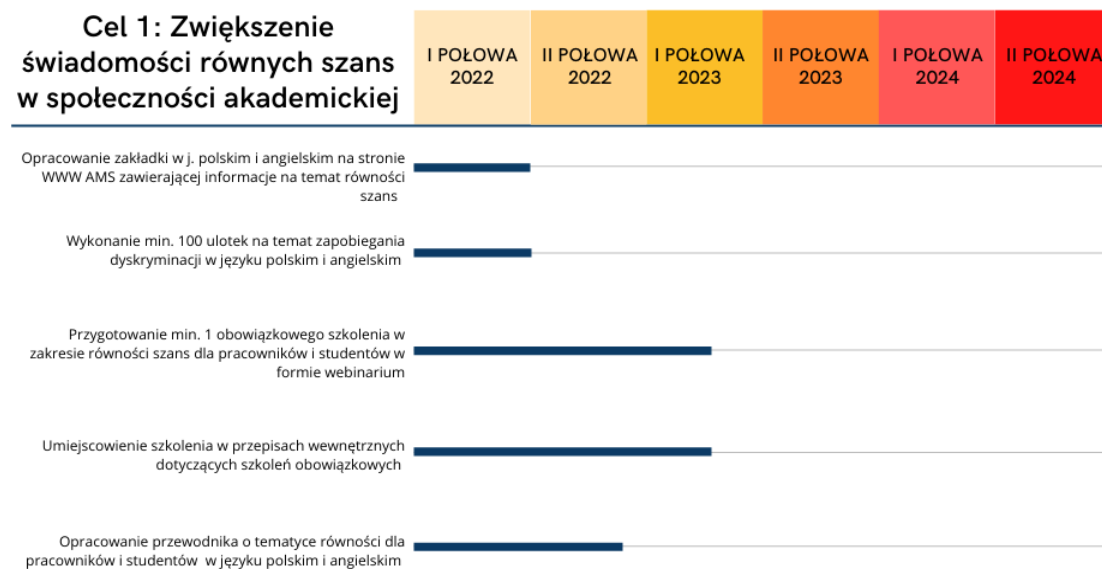


Diagram 24. Gantt chart for Goal 1

Cel 2: Wspomaganie równości w dostępie do kariery

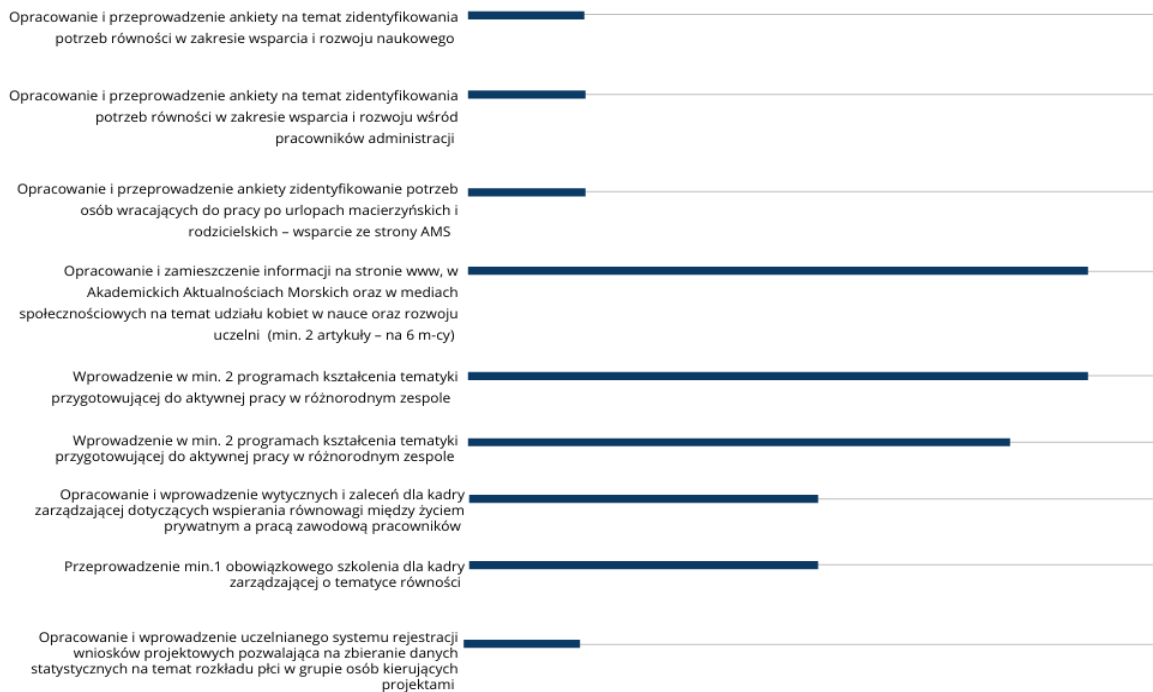


Diagram 25. Gantt chart for Goal 2

Cel 3: Przeciwdziałanie zjawiskom dyskryminacji

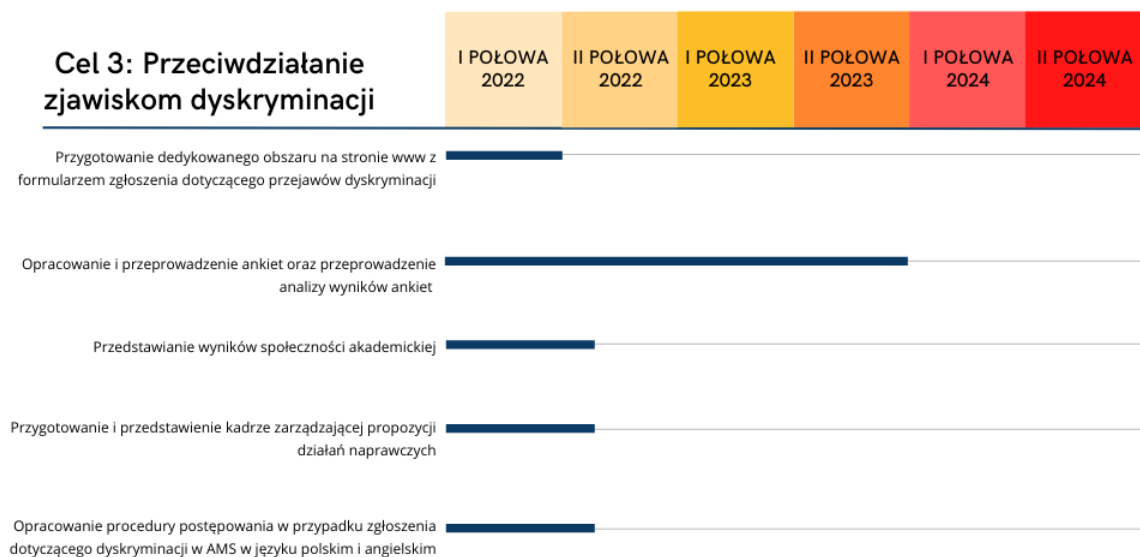


Diagram 26. Gantt chart for Goal 3

The Equal Opportunities Plan administration and implementation

The EOP will be monitored and – if necessary – updated by the Team for Equal Opportunities Policy. Goal attainment will be monitored and assessed based on a report drawn up at half-year. Should, as at the date of the report, the goal attainment level, as specified in the EOP, suggest a risk of failure to attain the goals as planned by the end of the year, corrective measures will be taken. At the end of each calendar year, goal attainment will be assessed through an analysis of the completed activities. On this basis, the Team for Equal Opportunities Policy will draw up a report on the EOP implementation. As the EOP has been incorporated into the Operating Plan of the Maritime University of Szczecin, its implementation will be monitored within the framework of the management control system in place at the MUS.

List of Tables

Table 1. Degree programmes at the Maritime University of Szczecin (in 1969-2004 the Maritime School of Higher Education)	6
Table 2. Employees in management positions, as defined in the statutes	9
Table 3. Discipline Boards	10
Table 4. Composition of the Senate.....	12
Table 5. Teaching and research staff at University departments.....	14
Table 6. Institute of Mathematics, Physics and Chemistry	15
Table 7. Teaching and research staff, by position held.....	16
Table 8. Teaching staff, by position held.....	16
Table 9. Teaching and research staff, by discipline	17
Table 10. Faculty Centres for Education	20
Table 11. Students at the Faculty of Navigation.....	23
Table 12. Students at the Faculty of Marine Engineering	24
Table 13. Students at the Faculty of Economics and Transport Engineering.....	24
Table 14. Students at the Faculty of Computer Science and Telecommunications	26
Table 15. Students at the Faculty of Mechatronics and Electrical Engineering	26
Table 16. Goals of the Equal Opportunities Plan at the MUS for 2022-2024	33

List of Diagrams

Diagram 1. Employees in management positions as defined in the statutes of the MUS.....	10
Diagram 2. Composition of the Discipline Boards	11
Diagram 3. University Board	12
Diagram 4. Composition of the Senate	13
Diagram 5. Staff in University departments.....	15
Diagram 6. Institute of Mathematics, Physics and Chemistry.....	15
Diagram 7. Teaching and research staff, by position held	16
Diagram 8. Teaching staff, by position held	17
Diagram 9. Mechanical engineering	18
Diagram 10. Automation, electronics and electrical engineering	18
Diagram 11. Technical computer science and telecommunications	18
Diagram 12. Civil engineering and transport.....	19
Diagram 13. Management and quality	19
Diagram 14. Other disciplines	19
Diagram 15. Faculty Centres for Education.....	21
Diagram 16. Staff, other than academic teachers, in management positions.....	21
Diagram 17. Student Government Board	22
Diagram 18. Students at the MUS	22
Diagram 19. Students at the Faculty of Navigation	23
Diagram 20. Students at the Faculty of Marine Engineering	24
Diagram 21. Students at the Faculty of Economics and Transport Engineering	25
Diagram 22. Students at the Faculty of Computer Science and Telecommunications.....	26
Diagram 23. Students at the Faculty of Mechatronics and Electrical Engineering.....	27

Diagram 24. Gantt chart for Goal 1	37
Diagram 25. Gantt chart for Goal 2	38
Diagram 26. Gantt chart for Goal 3	39

List of Illustrations

Illustration 1. Cloud of words most frequently used by the MUS employees – respondents in the survey	29
Illustration 2. Cloud of words most frequently used by the MUS students – respondents in the survey	30