

Gender Equality Plan: Status Report on Tasks for 2022-2025

1. Work-Life Balance and Organizational Culture

OBJECTIVE 1: Support employees in maintaining work-life balance, particularly in the context of remote work

Task	Description of task	Target group	Responsible person	Status	Implementation status
1.1.1 Develop and implement rules for remote work	Develop legal solutions to support maintaining a work-life balance. 1. Adjust work regulations to the realities of remote work and to the current provisions of the Labor Code. 2. Develop regulations concerning the costs of remote work. 3. Hold training sessions for management on the standards of working time.	Employees	HR Director	Completed	In the 2021/2022 academic year, training sessions on Labor Law were conducted for management in both employment groups. Subsequently, in the 2022/2023 academic year, training sessions were conducted for management in the organizational employment group. These activities will be repeated on a regular basis. A Remote Work Policy has been implemented, aligned with the provisions of the Labor Code. The information has been posted on a webpage accessible to all employees —the Virtual University (April 2023). A meeting was held to discuss the rules governing remote work for employees. The amount of the lump-sum payment for remote work was announced (May 2023).
1.1.2 Conduct workload audit	1. Analyze the legal regulations governing the number of additional	Employees	HR Director	Completed	The initial analyses concerning workload have been completed.

	duties in the academic employment group (overtime teaching hours). 2. Examine the workload in the academic and organizational employment groups, with particular attention to gender distribution. 3. Prepare conclusions and action plans.				Based on these findings, a working-time model was developed and presented to the academic employment group management. The model was validated in the 2023/24 academic year. In the next stage, the model will be presented to the appropriate faculty staff. One of SWPS University's strategic objectives for 2024–2029 is the implementation of standards that support a balance between professional and personal life (work-life balance). In the 2024/25 academic year, a detailed analysis was developed to enable monitoring of employee workload in terms of leave of absence, overtime hours, engagement in the functions assigned, and engagement in projects. In 2025, the above-mentioned report was migrated to PowerBI, which will enable ongoing monitoring of changes in employee workload. In the 2025/26 academic year, the descriptions of organizational functions performed by academic staff, as well as organizational job descriptions, were verified. The verification of the scopes of duties made it possible to examine the workload associated with individual roles and to review responsibilities to distribute tasks more evenly or to clarify the scope of duties.
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					Work has begun on verifying and standardizing the workload conversion factors used across faculties to ensure more transparent and equitable principles for accounting teaching activities, reflecting the actual amount of work associated with the performed tasks.
1.1.3 Remote-work culture	1. Develop remote-work recommendations that support work-life balance, including the right to disconnect, <i>online</i> meeting hours, communication after 5:00 p.m., etc. 2. Conduct an information campaign.	Employees	HR Director	Completed	Task 1.1.3 aligns with one of SWPS University's strategic objectives for 2024–2029, which comprises the implementation of standards that ensure a balance between professional and personal life (work-life balance). In the 2024/2025 academic year, the Transversal Competence Model was developed, implemented, and communicated. The model identifies competencies related to health protection and sustainable development. These are understood as the ability to care for one's physical and mental health and to support the well-being of others in the workplace, including adherence to the principles of work-life balance and ergonomic work. Actions are planned for subsequent years to support the development of these competencies among employees. In the 2024/2025 academic year, an employee satisfaction survey was conducted at SWPS University. The purpose of the survey was to gain a deeper understanding of employees' experiences, opinions, and needs, and to identify areas requiring improvement. The questionnaire addressed key aspects of institutional functioning, including well-being

				and the balance between professional and personal life. In 2025, a 360-degree survey was conducted among senior management in both employment groups. The survey enables evaluation of managerial competencies relevant to shaping institutional culture. Based on the results, development actions will be designed to improve team communication and strengthen competencies (supporting well-being, promoting work-life balance, increasing employee agency). In the 2025/2026 academic year, a working group was established to support employee well-being. Its task was to develop a conceptual framework for understanding and supporting well-being at SWPS University. Based on the group's recommendations, an action plan will be developed to implement actions that foster employee well-being. In 2025, additional funding was secured from the National Center for Research and Development (NCBiR) for the project "Sustainable University—Competent Staff, Modern Management." The project is scheduled for completion by the end of 2028. As part of the project, an implementation workshop on work-life balance has been planned. The workshop aims to deepen knowledge and develop competencies that support a work-life balance culture, as well as to establish guidelines for managers and employees on building a culture that promotes balance between professional and
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					personal life.
1.1.4 Employee support	1. Continue psychological support for employees in cooperation with the Clinic of Cognitive-Behavioral Therapy. 2. Continue the support program for parents in the areas of childcare, medical care, and maintaining physical fitness.	Employees	HR Director	Completed	SWPS University offers psychological support to employees and their families in cooperation with the Clinic of Cognitive-Behavioral Therapy. SWPS University provides employees with additional benefits that support their well-being and that of their families. The catalog of employee benefits is regularly reviewed and updated. In 2025, informational communication regarding the benefits offer was continued. A consolidated overview of the benefits available to employees was prepared to ensure that information about available support options is clear and easily accessible. For greater clarity, the benefits were grouped into four pillars: mental health, physical health, development, and a safe and friendly work environment.

OBJECTIVE 2: Development and implementation of new organizational communication principles

Task	Description of task	Target group	Responsible person	Status	Implementation status
1.2.1 Establish the communication team	Select members for the internal communication team from both the organizational and academic employment groups, ensuring	Employees	HR Director	Completed	A new organizational unit—the Internal Communication Center—was established within the University structure to ensure effective internal communication (January 2023).

	representation of both genders. Ensure the team is established and commences work.				
1.2.2 Inclusive language	1. Analyze and identify key areas relevant to employees and students, and coordinate currently dispersed activities. 2. Develop and implement a coherent University-wide policy on the use of inclusive language.	Employees	HR Director	Completed	An analysis of the use of inclusive language at SWPS University was conducted (December 2022). Consultations with the Employee Council and management were also held on this matter. As the next step, the development and publication of recommendations on the use of inclusive language have been planned. The everyday use of inclusive language is also one of SWPS University's strategic objectives for 2024–2029. In the 2024/25 academic year, an expert team was established to analyze the existing situation and develop an inclusivity policy. The team's tasks include, among other objectives, preparing recommendations for the use of inclusive language at the university. The team's activities enabled a comprehensive diagnosis, including workshops and survey research involving representatives of service offices as well as academic experts. Questions related to inclusivity were also incorporated into the employee satisfaction survey addressed to all staff members. In the 2025/26 academic year, the expert team continued its work to develop a coherent inclusivity policy.

					In the 2025/26 academic year, as part of the project “A More Accessible University,” plain-language standards incorporating equality principles were implemented. The Internal Communication Center team obtained certification in plain language. A series of training sessions on plain-language standards was launched and made available to all employees. In the 2025/26 academic year, an e-learning course titled Straight to the Point was developed for employees. The course explains the principles of plain language, and participants receive access to a knowledge capsule—a set of plain-language guidelines in practical PDF format. These guidelines constitute a collection of proven principles that support everyday communication at the university.
1.2.3 Principles of communication	1. Simplify the principles governing the flow of communications at the University and the process of locating essential information for employees and students within the indicated area. 2. Work on solutions that support internal communication and promote the University's values.	Employees and students	HR Director, Internal Communication Center	Completed	A “Knowledge Base” was created as a tool supporting internal communication, enabling employees to easily search for necessary information. A mobile application for students—My USWPS—was launched (May 2023). The application provides quick access to key student information and updates on university life. It meets WCAG 2.1 accessibility standards and is user-friendly for individuals arriving from abroad. Activities aimed at improving the internal communication system have been recognized as one of the University's key actions and are specified in the 2024–2029 strategy under

				Objective 4.10: “Ensuring an effective and user-friendly internal communication system based on digital tools.” Internal communication research is part of the implementation of this objective and will be conducted on a regular basis. In the 2024/2025 academic year, an employee satisfaction survey was conducted at SWPS University. The purpose of the survey was to gain a deeper understanding of employees’ experiences, opinions, and needs, and to identify areas requiring improvement. The questionnaire addressed key aspects of institutional functioning, including the internal communication system. The Internal Communication Center team regularly participates in training sessions on plain communication and conducts internal training in this area. Other University units (dean's offices and the HR Department) also participated in plain-language training sessions. As part of the project “A More Accessible University,” a comprehensive program for implementing plain Polish as the standard for internal communication with students and employees at USWPS is being carried out. The program includes: 1. an audit of a selected set of texts and internal legal acts related to student and employee matters—2024/25 2. simplification of the selected set—2024/25 3. development of guidelines for the use of plain Polish at SWPS University
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				4. E-learning course 5. Training sessions for employees 6. a certified course for the ICC team, completed with an examination qualifying participants as plain-Polish consultants—2024/25 7. informational campaign As part of these activities, an e-learning course titled Straight to the Point was developed for employees in 2025. The course explains the principles of plain language, and participants receive access to a knowledge capsule—a set of plain-language guidelines in practical PDF format. These guidelines constitute a collection of proven principles that support everyday communication at the university. In 2025, as part of the Welcome to Poland project, the university obtained funding to implement a solution supporting communication with international job candidates and onboarding communication for employees. This solution will streamline communication processes by enabling the delivery of personalized information tailored to recipients' needs, including appropriate forms of address aligned with the represented gender. In 2026, activities related to the development of the tool are underway. In the 2024/25 academic year, work was carried out on the development of digital tools—development stage II of the “My USWPS” mobile application for students and
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					Development of digital tools—development stage II of the Knowledge Base, as well as activities related to adapting tools created based on Salesforce to the needs of persons with disabilities (WCAG)—including an audit of selected tools. In the 2024/25 academic year, the first event within the Accessibility Days initiative was organized—a recurring annual event combined with an information campaign aimed at raising awareness within the USWPS community about various aspects of accessibility. In the 2024/25 academic year, work began on a new Communication Portal—an integrated communication solution that will eventually replace the WU—the system is intended to facilitate navigation across other systems/solutions developed at USWPS.
1.2.4 Policy implementation and evaluation	Develop a coherent University-wide policy on the use of inclusive language.	Employees	HR Director	In progress	A team composed of representatives from various units and campuses were established to work on the communication policy. Consultations with the Employee Council and senior management were also conducted. The next steps will include developing recommendations, planning additional training sessions, and materials that create inclusive language. In the 2024/25 academic year, an employee satisfaction survey was conducted at USWPS, which included an assessment of communication.

				In the 2024/25 academic year, as part of the university's strategy Objective 4 Action 4.1, a team was appointed to analyze the attitudes of employees and students toward inclusivity, including the use of inclusive language. The team is also responsible for developing coherent guidelines for inclusive communication (FAQ), incorporating forms of address that respect the identity aspects of internal and external communication recipients, and identifying the actions necessary to implement principles of the inclusivity policy at the University, including training for service teams, communication staff, and students. The team's activities enabled a comprehensive diagnosis, including workshops and survey research involving representatives of service offices as well as academic experts. Questions related to inclusivity were also incorporated into the employee satisfaction survey addressed to all staff members. In the 2025/26 academic year, the expert team continued its work to develop a coherent inclusivity policy.
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2. Gender distribution and gender balance in leadership and decision-making at SWPS University.

OBJECTIVE 1: Supporting women in professional development

Task	Description of task	Target group	Responsible person	Status	Implementation status
2.1.1 Advisory	Analyze the possibilities for securing funding and appointing a career advisor for employees who require support in planning their academic development path, as well as for staff working in the organizational division.	Employees	HR Director / HR Academic Partner	Completed	A program of academic and artistic advisors for academic staff interested in scholarly development was launched (October 2024). The program is based on mentoring principles. Development conversations were implemented for organizational employees to strengthen engagement, satisfaction, and a culture of feedback (April 2024). As part of the SWPS University Strategy 2024–2029, the creation of diverse and flexible career paths has also been planned, taking into account the needs of both the university and its employees. In the 2025/26 academic year, the first edition of the Academic Traineeship Program in the discipline of psychology was launched. The program is intended for individuals planning to pursue an academic career. Participants develop teaching and research competencies under the guidance of experienced Supervisors.

					Work is underway to launch the next edition in the 2026/27 academic year. In the 2025/26 academic year, the first Individual Development Plans were created for participants in development programs. In the 2025/26 academic year, another edition of the academic and artistic advisory program was launched, expanding support to all institutes.
2.1.2 Analysis and research on challenges and needs	1. Conduct qualitative / quantitative research on factors that hinder women's advancement in academic careers and on their needs in this area. 2. Analyze the average time required to obtain the degree of doktor habilitowany at SWPS University for women and men.	Employees	HR Director	In progress	As part of the SWPS University Strategy 2024–2029, the creation of diverse and flexible career paths has been planned, taking into account the needs of both the university and its employees. Based on HR data, an analysis was conducted of the average time required to obtain the degree of doktor habilitowany for women and men. The analysis of the time elapsed between earning the degree of doktor and the degree of doktor habilitowany revealed gender-based differences in the pace of academic advancement. In the analyzed group, the average time was 11 years for men and 14 years for women. In the 2025/2026 academic year, Individual Development Plans (IDPs) were implemented as a tool supporting the intentional creation of individualized career paths. The IDP concept was developed under Strategic Action 4.8 on diverse and flexible career paths and was prepared by an appointed expert team. An Individual Development Plan is a structured plan that helps define and achieve a specific

					development goal within a set timeframe. It also identifies concrete actions leading to the goal and the transversal competencies essential for achieving it. The IDP process enables an individualized approach to career planning and allows for the consideration of specific career challenges, including those related to gender.
2.1.3 Training	Conduct a training session for employees on gender-specific challenges in academic careers.	Employees	HR Director	Completed	Under Strategic Action 4.8, actions were planned to support individualized career path development pathways for employees. The designed, individualized solutions are intended to minimize gender-related barriers that affect career path planning. In the 2025/2026 academic year, Individual Development Plans (IDPs) were implemented as a tool supporting the intentional creation of individualized career paths. The IDP concept was developed under Strategic Action 4.8 on diverse and flexible career paths and was prepared by an appointed expert team. An Individual Development Plan is a structured plan that helps define and achieve a specific development goal within a set timeframe. It also identifies concrete actions leading to the goal and the transversal competencies essential for achieving it. The IDP process enables an individualized approach to career planning and allows for the consideration of specific career challenges, including those related to gender. The University has an Academic Ombudsman, who leads the Team for Informal Resolution of

					Disputes Arising From Inappropriate Behaviors and provides consultations to employees. The Academic Ombudsman promotes and upholds high ethical standards, supports amicable dispute resolution, and advances solutions that benefit the academic community, including those related to addressing disputes arising from inappropriate behaviors and provides consultations to employees. The Academic Ombudsman's Team includes an expert in preventing mobbing and discrimination.
2.1.4 Mentoring	Development and launch of a mentoring project.	Employees	HR Director	Completed	A pilot mentoring program named the <i>Academic and Artistic Advisors Program</i> for academic staff interested in scholarly development was launched (September 2024). In June 2025, the program was evaluated, and a decision was made to launch the next edition. In the 2025/26 academic year, the next edition of the Program was launched, extending support to all Institutes.

OBJECTIVE 2: Gender balance in competition committees, expert teams, and other university committees and academic events

Task	Description of task	Target group	Responsible person	Status	Implementation status
2.2.1 Recommendations on gender representation	Formulate and implement guidelines on the minimum percentage representation of women and men in teams of: - experts, reviewers, and examiners - competition committees and expert teams - other university committees and academic events.	Employees	HR Director	Completed	The SWPS University Senate adopted the Gender Equality Policy, committing to ensuring balanced gender representation in bodies (including managerial bodies), teams, committees, and events organized by SWPS University (December 2021). Provisions requiring the presence of different genders in competition committees are also included in the regulations governing competitions for academic positions. The importance of building gender-balanced teams is widely recognized. When forming other committees / representation, appointing authorities pay attention to appropriate composition. Under Strategic Action 4.1, "Strengthening our role as an employer and a university that supports diversity, equality, and accessibility," actions have been planned to support communication of gender-equality principles.
2.2.2 Communication of recommendations	Disseminate recommendations and guidelines across all university units.	Employees	HR Director	Completed	The University Senate adopted a policy stating that gender balance should be maintained in appointed teams/units. When forming other committees / representation, appointing authorities pay attention to appropriate composition.

					The university ensures gender balance when appointing bodies, committees, and working groups. The university has Regulations governing competitions for teaching and research-and-teaching positions, as well as Regulations governing competitions for research and research-and-technical staff. The regulations clearly define candidate selection criteria, and committee compositions are adjusted to each competition and formed in accordance with principles supporting diversity and gender equality.
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OBJECTIVE 3: Support for employees returning to work after long-term absence

Task	Description of task	Target group	Responsible person	Status	Implementation status
2.3.1 Good practices	Develop a handbook for Deans of Faculties / Institute Directors containing guidance on regulations and good practices related to procedures during and after long-term absences.	Employees and management	Head of the ZKL Section	Completed	Labor-law training sessions were conducted for SWPS University's managerial staff. These training sessions covered regulations related to long-term absences. The Human Resources Department employs 4 HR Academic Partners who provide daily support to managers in matters related to labor law and assist in resolving individual challenges involving employees. Information on long-term absences has also been included in the online Knowledge Base, ensuring managers have continuous access to

					relevant guidelines. Employees returning after long-term absences are offered onboarding and reintegration activities to facilitate their return to work and responsibilities.
2.3.2 Internal grants	Analyze the possibility of launching internal grants for academic employees returning after long-term absence, aimed at supporting their research projects or publications.	Employees	Research and Innovation Manager, Representative of the Vice-Rector for Research	Completed	The current internal grant system—the Research Development Fund (FRBN)—provides favorable conditions for employees returning after long-term absence to apply for funding. The system is designed to support the development and growth of the scientific potential of all employees, and its substantive and formal structure promotes inclusivity. The primary goal of the FRBN is to fund projects that contribute to the academic and artistic development of University staff. Supporting employees returning after a break in academic work directly aligns with this goal by helping “rebuild” or strengthen their potential. The FRBN funding model is inherently open and flexible. Its focus on project quality rather than historical achievements makes it an effective tool for supporting academic staff returning after long-term absence. In 2025, a total of 100 grants were awarded, including 66 awarded to women.

OBJECTIVE 4: Addressing the needs of students and doctoral students related to parental responsibilities

Task	Description of task	Target group	Responsible person	Status	Implementation status
2.4.1 Audit	Conduct an audit to identify challenges related to parental responsibilities experienced by male students/doctoral students and by female students/doctoral students.	Employees	Director of the Communication and Customer Services Department, Director of the Doctoral School, Director of the Open Education Center, Director of the Center for Professional Education	In progress	Activities related to analyzing challenges and needs arising from parental responsibilities during studies experienced by male students/doctoral students and by female students/doctoral students will be included under Strategic Action 4.5, "Supporting the mental well-being of employees and students." In the 2025/26 academic year, a working group was established to analyze issues related to student well-being. As part of its work, the group will review existing solutions and actions, as well as feedback from students and doctoral students. Based on the group's recommendations, individual units will develop an action plan to implement actions supporting the well-being of students.

2.4.2 Standards	Develop standards for completing the curriculum by students and doctoral students with parental responsibilities.	Students	The Area of the Vice-Rector for Educational Affairs/Communication and Customer Services Department	In progress	As part of the implemented actions, a range of solutions is available to support the reconciliation of academic responsibilities with family life. Under the Study Regulations, student-parents are entitled to parental leave and Individual Study Arrangements (ISA). This solution allows for individualized conditions for course participation and final assessment. Mechanisms supporting equal opportunities have been implemented as part of the the Erasmus+ program. Students with children (up to age 8) receive additional points in the admission process, which increases their access to international academic and teaching mobility. To minimize time and logistical barriers, all application processes are fully supported in remote mode. The online application system enables learners to complete administrative procedures without the need for in-person visits at organizational units of the university. Students also have access to substantive support through a system of consultations with student advisors. Support in resolving specific situations is provided in accordance with students' preferences—through on-campus office hours or online consultations.
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OBJECTIVE 5: Ensuring the implementation of gender-equality objectives and monitoring actions in this area

Task	Description of task	Target group	Responsible person	Status	Implementation status
2.5.1	Establish a unit responsible for coordinating all university activities related to gender equality, including oversight of the implementation of this Plan across all areas.			Completed	By Rector's Order No. 30/2023 of April 14, 2023, the Gender Equality Plan Implementation Team was established. In 2025, an expert team responsible for developing the inclusivity policy was appointed; based on its recommendations, decisions will be made regarding the organization of work in this area.

3. Gender equality in recruitment and career development

OBJECTIVE 1: Increasing awareness among employees and students regarding anti-discrimination policies and unconscious gender bias

Task	Description of task	Target group	Responsible person	Status	Implementation status
3.1.1 Training on bias	Conduct mandatory training on unconscious bias for employees and students (including bias toward instructors and in peer interactions).	Employees and students	HR Director	Completed	In 2022, 24 in-person training sessions were held for managers and employees. The training program covered the topics of mobbing and discrimination and included a module on unconscious bias. Currently, training is delivered on a regular basis in e-learning format on the training

					platform. Training applies to both employees and learners. Anti-discrimination training has been incorporated into the obligatory training package. In the 2025/26 academic year, training was conducted for members of the Anti-Mobbing and Anti-Discrimination Committee.
3.1.2 Recruitment-related training	Develop a training program for managers on recruitment, including non-discrimination principles in recruitment processes.	Individuals responsible for recruitment within their units.	HR Director	Completed	Solutions have been implemented involving individual consultations between HRAPs and managers for each recruitment process. When a recruitment process is initiated (including competitions within research projects), an HR representative—HR Academic Partner meets with the manager or project lead to discuss recruitment principles and provide guidance on the rules governing the recruitment/competition process, principles for forming committees, candidate evaluation, and approaches to conducting interviews.
3.1.3 Anti-mobbing training	Renew training aimed at increasing awareness of anti-mobbing and anti-discrimination policies among all employees.	Employees	HR Director	Completed	In 2022, 24 on-site group training sessions were conducted for managers and employees. The training program covered the topics of mobbing and discrimination. Anti-mobbing training has been incorporated into the obligatory training package. Since March 1, 2022, SWPS University has had an Academic Ombudsman, whose role is to promote and uphold high ethical

					standards, support amicable dispute resolution, and advance solutions that benefit the academic community. The Academic Ombudsman leads the Team for Informal Resolution of Disputes Arising From Inappropriate Behaviors. In the 2024/25 academic year, training sessions/webinars were organized on preventing mobbing and discrimination, including content related to unconscious bias. In the 2025/26 academic year, training was conducted for members of the Anti-Mobbing and Anti-Discrimination Committee.
3.1.4 Materials	Prepare informational materials for managers on anti-mobbing and anti-discrimination policies	Employees	HR Director	Completed	Under Strategic Action 4.1, "Strengthening our role as an employer and a university that supports diversity, equality, and accessibility," further initiatives have been planned to support communication of principles related to anti-mobbing and anti-discrimination procedures. In the 2025/26 academic year, informational materials were prepared for employees, presenting key contacts and answers to questions related to inappropriate behaviors in the form of infographics. Infographics were also prepared specifically for managers. Materials intended for employees were communicated and embedded in the Knowledge Base to ensure continuous access.

4. Integration of the gender-equality dimension into research and teaching content

OBJECTIVE 1: RESEARCH AREA—Development and implementation of principles for integrating the gender dimension into the research area

Task	Description of task	Target group	Responsible person	Status	Implementation status
4.1.1 Diagnosis of the current state	Diagnose the current state of integration of the gender dimension in research and implementations at SWPS University, as well as the level of awareness among researchers regarding the importance of this issue. The University's results obtained after the implementation of actions will be compared with the diagnosed state to measure effectiveness.	Employees	The Area of the Vice-Rector for Research	Planned	Activities are planned for implementation in 2025–2026.
4.1.2 Activities aimed at raising awareness of the gender dimension from the perspective of different disciplines	1. Establish an interdisciplinary team tasked with raising awareness of the gender dimension from the perspective of various disciplines. 2. Prepare training materials on sensitizing to the	Employees	The Area of the Vice-Rector for Research	Planned	Activities are planned for implementation in 2025–2026. In June 2025, the Women in Tech Summit 2025 conference took place in Warsaw. The Vice-Rector for Research of SWPS University participated in the event as a mentor in the “Girls into Science” program. She was one of the facilitators of workshops on

	gender dimension in different scientific fields. 3. Engage team members as advocates for the importance of the gender dimension within their respective faculties. 4. Develop internal standards for integrating the gender dimension into research design (e.g., introduction of a dedicated section on the gender dimension in internal grant, research, and doctoral application forms).				career-path selection. The participation of the Vice-Rector for Research as an expert and mentor represents a practical implementation of the role of promoter of the importance of the gender dimension. This activity demonstrates that support for the gender perspective is an integral element of SWPS University's strategy. Obligatory mechanisms for verifying the inclusion of the gender dimension in research projects have been introduced into the regulations of the Research Development Fund. The gender dimension will be assessed under the substantive criterion "Scientific excellence of the project" and evaluated by the Competition Committee. For selected types of projects, the Competition Committee will assess whether the applicant has identified and incorporated the gender perspective in the research design process, as this is a prerequisite for high substantive and ethical quality. For grants that are not subject to substantive evaluation, a verification question has been added to the application form regarding the inclusion of the gender dimension in the project. If the applicant considers this dimension irrelevant, they are required to provide justification. The implemented provisions emphasize the scientific content of the research rather than the composition of the project team. This strengthens
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					methodological standards of conducted research and builds awareness among academic staff.
4.1.3 Strategy	Incorporate diversity considerations (including gender) into the discussion on the new SWPS University strategy.	Employees	The Area of the Vice-Rector for Research	Completed	In the SWPS University Strategy 2024–2029, one of the strategic actions adopted by the university is strengthening its capacity to support diversity, equality, and accessibility. By 2029, SWPS University aims to be a community grounded in care for others, well-being, diversity, and mutual respect.

OBJECTIVE 2. TEACHING AREA—Development and implementation of principles for integrating the gender dimension into the teaching area

Task	Description of task	Target group	Responsible person	Status	Implementation status
4.2.1 Diagnosing the current state	Diagnose the current state, including selected existing curricula as well as the process of developing selected syllabi and course descriptions, teaching methods, the admission process, and communication, in relation to Objective 2 in the first area of the plan.	Employees	The Area of the Vice-Rector for Educational Affairs	Planned	Despite preparatory work, full implementation of Task 4.2.1 was not completed within the planned timeframe. The delay resulted from the need to address urgent operational challenges and priority needs in the teaching area that required immediate attention.

4.2.2 Educational materials	Assess the level of awareness among teaching staff regarding the gender dimension. Prepare educational materials and training for instructors, as well as processes that ensure the free flow of this knowledge regardless of the employment status of teaching personnel.	Employees	The Area of the Vice-Rector for Educational Affairs	Planned	Training sessions on gender equality were delivered by the Center for Academic Competence Development. The following training topics were conducted: 1. Gender and sexual diversity—inclusive approaches to teaching and affirmative communication with students 2. Anti-discrimination workshop: How to be a more equality-oriented academic teacher? The experiences developed during these training sessions will serve as a foundation for preparing systemic educational materials and tools that ensure the free flow of knowledge.
4.2.3 Raising awareness	Raise awareness among students about the importance of the gender dimension in their research.	Students	The Area of the Vice-Rector for Educational Affairs	Planned	Full implementation of Task 4.2.3 was not completed within the planned timeframe. The delay resulted from the need to address urgent operational challenges and priority needs in the teaching area that required immediate attention.

5. Measures to prevent gender-based violence, including sexual harassment

OBJECTIVE 1: Raising awareness and providing education on discrimination, mobbing, and sexual harassment

Task	Description of task	Target group	Responsible person	Status	Implementation status
5.1.1 Equality training	Train employees and managers on equality policy, mobbing, and discrimination, including the planning of informational webinar cycles on gender equality.	Employees and management	HR Director	Completed	In 2022, 24 in-person training sessions were held for managers and employees. The training program covered the topics of mobbing and discrimination and included a module on unconscious bias. At the University, anti-mobbing and anti-discrimination training sessions are delivered on a regular basis in e-learning format using the training platform and have been incorporated into the obligatory training package. In the 2023/24 academic year, new Regulations on Preventing Inappropriate Behaviors— including mobbing and discrimination—were introduced. The catalog of violations was expanded to include broadly understood inappropriate behaviors, including harassment and sexual harassment.
5.1.2 Informational materials	Prepare and disseminate informational materials for employees and managers.	Employees and management	HR Director	Completed	Under Strategic Action 4.1, “Strengthening our role as an employer and a university that supports diversity, equality, and accessibility,” initiatives have been planned to support communication of principles related to anti-mobbing and anti-discrimination procedures.

					Updated Regulations on Preventing Inappropriate Behaviors—including mobbing and discrimination—were introduced in the SWPS University work environment. The structure of the Academic Ombudsman's Team was established to support informal dispute resolution, and the composition of the Anti-Mobbing and Anti-Discrimination Committee was expanded to include a representative of the Trade Union. In 2025/2026, informational materials were prepared for employees, presenting key contacts and answers to questions related to inappropriate behaviors in the form of infographics. Informational infographics were also prepared specifically for managers. Materials intended for employees were communicated and embedded in the Knowledge Base to ensure continuous access.
5.1.3 Training sessions for students	Continue equality training for students on equality-policy, mobbing, and discrimination.	Students	HR Director	Completed	An anti-discrimination e-learning course was developed in two language versions for students. Information about the course is provided to students via email at the start of their studies at SWPS University. Annual reminders about the course are subsequently sent. The course content is also permanently available in the Knowledge Base.
5.1.4 Ethics Officer	Establish an academic ethics officer whose primary responsibility will	Employees	HR Director	Completed	By Rector's order, the role of the Academic Ombudsman was established to promote and uphold high ethical

	be to oversee broadly understood ethical standards at the University. This person will collaborate with various existing University units and supports employees and collaborators—both in the academic and organizational employment groups—in informally resolving disputes and conflicts within the academic community, without the need to initiate formal procedures.				standards, support amicable dispute resolution, and advance solutions that benefit the academic community. In the 2023/24 academic year, the Academic Ombudsman's Team was created. Its task is to conduct informal proceedings aimed at amicably resolving disputes related to inappropriate behaviors. The team includes an Expert on Preventing Mobbing and Discrimination. The expert's role is to ensure that USWPS remains a safe and supportive environment for the community. The expert reviews reports and implements anti-discrimination measures to prevent abuses and inappropriate behaviors in the academic environment. The University has a designated Expert on Preventing Harassment and Discrimination. This expert is responsible for reviewing reports of inappropriate behaviors, such as inappropriate jokes or remarks related to the gender, origin, skin color, or sexual orientation of students or employees, made by students or employees.
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