



**Uniwersytet
SWPS**

Gender Equality Plan for SWPS University

Warsaw, October 2023



HR EXCELLENCE IN RESEARCH

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I. Introduction

SWPS University supports and promotes equality and preventing discrimination in all areas of its activity. SWPS University is guided by the values of openness, courage and responsibility, which underpin all its activities in line with its strategy (We, the University). These values, together with common university standards (beauty, goodness, wisdom and truth), determine the rules of conduct for SWPS University in all areas of its activity.

Diversity and multiculturalism are treated as major strengths of SWPS University, while respect for equality is one of the basic goals which are crucial for promoting a sense of community and mutual trust in the relationships built by the University.

The „Gender Equality Plan for SWPS University” (hereinafter also referred to as the „Plan” and the „Gender Equality Plan for SWPS”) presented below contains goals and actions that implement the organisational culture and values set forth above. The plan was developed and created based on baseline data covering the entire University community, including male and female academic teachers (employees of the academic division), individuals working in the organizational division, as well as students at all levels of study. The plan is intended to be implemented between the years 2022 and 2024.

The primary goal of the plan is to ensure that SWPS University is a safe place for everyone and that it acts with respect for equality and diversity, supporting all community members regardless of their gender. The primary objective of the Plan is to take action to prevent unequal treatment of women and men on the labor market and in positions of power, to prevent all forms of violence and to combat stereotypes and prejudice of any kind, including gender-based bias.

SWPS University has received the „HR Excellence in Research” award from the European Commission which obligates it to ensure continuous development and to promote equality and anti-discrimination in all areas. An important element of these activities is the development of an equality policy in the form of the Equality Plan for SWPS University („Gender Equality Plan for SWPS”).

The efforts undertaken towards equal rights and opportunities are based on the demands placed on SWPS University by generally applicable law, and takes into account the internal legal regulations that are relevant to promoting equality and preventing mobbing and discrimination. For a description of generally applicable law, see Part II (Applicable Laws). Internal regulations of SWPS University will be discussed later in this Plan with respect to the specific issues they address.

The Plan also takes into account the opinions and recommendations of Poland's leading grant agencies, most notably the National Science Center (NCN), relating to activities in the area of promoting gender equality.

The analysis presented below originally addressed four areas relevant to the goal of the plan consisting in ensuring that SWPS University is a safe place for everyone and that it operates with respect for equality and diversity, supporting all members of our community regardless of their gender.

The current Plan was supplemented by the issue of integrating the gender equality dimension into research and teaching content (updated in March 2023). It therefore covers the following areas:

1. Work-life balance and organizational culture;
2. Gender distribution in SWPS University and gender balance in leadership and decision-making;
3. Gender equality in recruitment and career development;
4. Integrating a gender dimension into research and teaching content;
5. Measures to prevent gender-based violence, including sexual harassment.

The analysis performed covers the period before the Plan was drawn up and therefore also relates to the period in which the University did not operate in its ordinary manner due to the Covid-19 pandemic. It should be emphasized, therefore, that some of the measures and actions undertaken by the University at that time, included in the following diagnosis, responded to the ongoing needs of the people working in the University and which were welcomed and appreciated. In light of the above, those measures should be retained.

The analyses are also based on data obtained from the HR Department, the Research Projects Department, the Teaching Organization Department, the Interdisciplinary Doctoral School, as well as on the legal regulations in force in the University and the activities undertaken by the responsible entities within the scope of their competence, which are of significant importance for the areas specified in the Plan.

II. Applicable Laws

1. Act of 3 December 2010 on Implementation of Certain EU Regulations Concerning Equal Treatment

As of the date of the Plan, generally applicable legal regulations impose a number of obligations on the University related to undertaking activities aimed at counteracting violations of the principle of equal treatment. These are primarily the provisions of the Act of 3 December 2010 on the implementation of certain provisions of the European Union on equal treatment (Journal of Laws of 2020, item 2156).

Due to its broad subject matter, the Act also applies to universities (Article 2 section 1 of the Act). It should be noted that the Act applies to the conditions for taking up and pursuing economic or professional activities, including, in particular, within the framework of an employment relationship or a civil law contract (pt. 2); joining and acting in trade unions, employers' organizations and trade organisations, as well as exercising the rights vested in members of such organizations (pt. 3).

The provisions of this Act apply to both students and employees of SWPS University (with the exception of the provisions of Chapter 1 and 2, which do not apply to employees to the extent governed by the provisions of the Act of 26 June 1974 – the Labour Code, Journal of Laws of 2020, item 1320). On ensuring equality in employment, see also pt. 2 below.

Of particular relevance to students is Article 4 section 4 pt. d of this act, which mandates equal access and conditions for the enjoyment of education and higher studies. The obligation to ensure equal treatment at the same time means a prohibition of any form of discrimination against Data relating to students, either directly or indirectly.

2. Act of J26 June 1974 – the Labor Code

The principle of equal treatment of male and female employees and the prohibition of discrimination are regulated as fundamental principles in employment. They originate from the provisions of the Labour Code. According to Article 112 of the Labor Code, „employees have equal rights by virtue of the equal performance of the same duties; this rule applies in particular to equal treatment of men and women in employment.” In addition, according to Article 113 of the Labour Code,

any discrimination in employment, whether direct or indirect, in particular based on gender, age, disability, race, religion, nationality, political opinion, union membership, ethnic origin, religion, sexual orientation, employment for a definite or indefinite period as well as full-time or part-time employment – is unacceptable.

The obligation to ensure equal treatment of employees by the employer and the prohibition of discrimination also arise from the provisions of the Polish Constitution and international agreements ratified by Poland.

3. Act of 20 July 2018 – Law on Higher Education and Science

The University, in relation to both students and employees, is required to apply the provisions of the Act of 20 July 2018 – the Law on Higher Education and Science. The law regulates the principles of functioning of higher education and science [Article 1 of the Act]. In particular, the provisions of this Act set forth the basic competence of the various bodies of the university, including entities authorized to issue internally binding regulations. In addition, it is the provisions of this Act that provide the basis for the establishment of bodies responsible for assessing instances of possible violations of equal treatment, although only in terms of disciplinary responsibility, both with respect to employees [disciplinary committees academic teachers] and students [disciplinary committees for students].

4. Internal regulations applicable in SWPS University

SWPS University is governed by the workplace regulations of SWPS University approved by Rector's Order No. 29/2019 of 27 May 2019. Pursuant to § 3 of these regulations, the employer is obligated, in particular, to organize work in a manner ensuring full utilization of working time, as well as high productivity and appropriate quality of work by employees using their skills and qualifications [pt. 2], to organize work in a manner ensuring reduction of inconvenience [pt. 3], and also to counteract discrimination in employment, in particular on the grounds of gender, age, disability, race, religion, nationality, political opinion, union membership, ethnic origin, religion, sexual orientation, as well as on the grounds of employment for a definite or indefinite period of time, full-time or part-time employee [pt. 4]. It is also important to emphasize the employer's obligation to apply objective and fair criteria to evaluate male and female employees and their performance [pt. 9]. It emphasizes the employer's obligation to use non-discriminatory criteria in conducting employee evaluations.

Moreover, the employer's is obligated to respect the dignity and other perso-

nal interests of the employee, influence the development of rules of social co-existence in the University and counteract mobbing (§ 3 pt. 12 of the regulations). Related to this obligation is also the provision of § 4 pt. 16 of the regulations which emphasizes that behavior of an employee consisting in mobbing or discriminatory practices against other employees is treated as a particularly gross breach of duty.

SWPS University has also enacted regulations for counteracting mobbing and discrimination in SWPS University which were approved by way of Order No. 43/2019 of the Rector of SWPS University of 10 July 2019. For a more extensive discussion of the obligations imposed on the employer by these regulations, see pt. III.

III. Work-life balance and organisational culture

Universities that are managed in a manner which is purposeful, conscious and responsive to the needs of their workforce are more likely to attract and retain employees. Employees who lead fulfilling lives and who feel they are genuinely able to balance the demands of work, family life, the community, and their own needs, are an extremely important part of the organization. There is no doubt, therefore, that an organizational culture that gives employees the opportunity to maintain a work-life balance also has a significant impact on the performance of the organisation. In the case of universities, this translates to the perception of the institution by students – the recipients of the educational service.

The starting point for this analysis were primarily the internal regulations in force in SWPS University and the actions undertaken to implement their provisions.

1. Diagnosis

Pursuant to § 3 pt. 7 of the workplace regulations of SWPS University, the employer is obligated to look after the well-being of their employees as far as possible using the means at their disposal. This is a broad responsibility that also includes taking action to support working people in maintaining a work-life balance. This is particularly significant in the event that employees work remotely.

With respect to remote work, there is only one provision in the workplace regulations. This is §35 of the workplace regulations of SWPS University, according to which, with the consent of their immediate supervisor, employees who are not academic teachers are allowed to work remotely (home office) for up to 10 days in a calendar year. The employee establishes the scope and time frames of remote work with his/her immediate superior, with the reservation that remote work may not be rendered on consecutive days.

During the pandemic, the possibility of remote work by both administrative staff and academic teachers was regulated by subsequent orders of the Rector, issued on an ongoing basis.

In the currently applicable regulations there is no detailed provision regulating the principles of remote work for all employees, which is significant for the issue of work-life balance. Moreover, there are also no clear rules relating to the culture of work in this area, including for example time frames for remote meetings, which also impacts the employees work-life balance.

SWPS University organized a training session for its employees on the issue of organization of work, including remote work. In addition, in 2020 training sessions were organised for parents in the area of remote working and combining various roles and for managers in the area of managing a remote team and supporting employees in difficult situations resulting from the pandemic.

In 2021, the University commissioned an external entity (a law firm) to prepare a detailed interpretation regarding the working time of academic teachers in relation to their additional duties, including publishing, research, and organizational responsibilities, in addition to the teaching load associated with the remuneration specified in their employment contract. Analysis of the report is currently underway which will constitute basis for appropriate changes.

It should also be noted that there is a lack of detailed data on the distribution of workload among individual employees, particularly those employed in the academic division, including the amounts of overtime, the number of additional duties (e.g. participation in the work of university committees), as well as their distribution among individual employees (also taking into account gender).

In connection with the Covid-19 pandemic, in 2020 SWPS University provided psychological support for employees in collaboration with the Cognitive Behavioral Therapy Clinic of SWPS University in Warsaw, Poland. It offered single consultations and full therapeutic sessions to the employees of the University. Support has been funded by the Human Resources Department.

In addition, during the pandemic, due to employee problems appearing in connection with the need to work remotely and the associated difficulties in maintaining a work-life balance, we launched activities related to the widely understood support for employees, including yoga classes, relaxation exercises, mindfulness courses, and anti-stress workshops. A support program for parents in the form of childcare services has also been launched (for example the 2021 summer vacation scheme). A similar scheme has also been scheduled for the 2022 winter holidays for employees' children ages 7 - 14.

SWPS University offers its employees and their families support in the area of health care (medical packages), as well as additional benefits (e.g. the "multisport" scheme) and educational services (e.g. discounts for employees and their family members).

The activities described above are addressed to all employees of SWPS University. They show that the University is committed to enhancing the well-being of its employees outside of work as well. Some of these activities respond to

challenges particularly affecting employees of SWPS University related to balancing work and childcare.

It should also be noted that the wide range of these activities and the size of the organization such as SWPS University may, in many cases, cause difficulties for employees in obtaining information about the benefits to which they are entitled. The information is scattered throughout the system, which in itself is not very intuitive, which, added with widespread information overload, can cause difficulty in finding the right information. This is not without its implications for work-life balance.

An important issue that falls within this area, though also touching upon other areas as well (especially pts. 3 and 4), is the problem of non-discriminatory language. This is an important part of organizational culture that is very relevant to gender equality issues.

Non-discriminatory language refers to equal treatment in terms of language based on gender. The use of non-discriminatory language is a response to the tendency, common for all languages that have grammatical gender, to designate persons of different gender by means of only masculine forms. Research indicates that the use of the masculine form promotes discrimination, as people of a different gender may, for example, feel excluded or less motivated to identify with the organization. In SWPS University, there is no uniform policy relating to non-discriminatory language to date. At the same time, it is a significant issue that affects the entire university community – both its employees and students.

2. Objectives and measures

The fulfilment of the assumed goals is intended to lead to changes at the institutional level, modify current practices in the University, as well as introduce new procedures and support the creation of working conditions (including in the area of administrative, teaching and research obligations) that will allow for better implementation of the principle of equal treatment regardless of gender.

Objective No. 1: To support male and female employees in achieving better work-life balance, particularly in the case of remote work

The main objective in this area is to support employees in maintaining work-life balance, not only by means of additional “benefits”, but above all on organisational level. The main objective thus defined requires the achievement of certain sub-objectives. First, it is the development of legal solutions relating to remote

work, and the associated rules to enable employees to maintain an appropriate work-life balance. To achieve this goal, it is also necessary to develop solutions and tenets for accounting for the costs of remote work, as well as to perform a detailed analysis of the distribution of workload (both in terms of overtime and organizational responsibilities) to determine whether gender differences exist in this regard (audit phase). Depending on the results of the detailed analysis, appropriate action should then be undertaken.

It is important to note that planned solutions should take into consideration the employee's right to digitally disconnect (the "right to disconnect"), which the University recognizes. Second, it is necessary to continue to implement activities that support employees, including providing psychological support, child care, or additional benefits (e.g. the "multisport" scheme or yoga classes).

Attaining this goal requires the following actions:

- conducting a detailed audit and
- developing recommendations related to remote working culture and disseminating such recommendations across all organisational divisions.

Conducting a detailed audit is necessary to properly assess the workload between male and female employees on similar positions, taking into account gender. The audit should focus separately on employees working in the academic and organizational divisions. The audit should also help to identify reasons why women are less likely to be promoted than men (see pt. IV).

The audit with regard to employees of the academic division should include, in particular, an analysis of the teaching load for women and men, an analysis of the diversity of the curriculum delivered by women and men (e.g. frequency of changing classes etc.), involvement in additional teaching activities (academic clubs, on-call duties, etc.) and assigned administrative work (committees, teams etc.), as well as an analysis of the factors influencing the quality of work performed by women and men (e.g. quantitative and qualitative research). The analysis should also take into consideration the report obtained from the outside law firm and develop a plan to implement its findings.

With regard to the organizational division, the audit should primarily include an analysis of the responsibilities of women and men employed on the same positions, the amount of additional administrative work (committees, teams etc.), as well as an analysis of the factors affecting the quality of work delivered by men and women (e.g. quantitative and qualitative research). The audit should also

answer the question of the reasons for the differences in earnings amongst male and female employees working on the same positions. See pt. IV.

An appropriate action plan should subsequently be developed to implement the results of the analysis, including training for deans and directors in the organizational division on working time standards. Steps should also be undertaken to adapt the workplace regulations of SWPS University to the realities of remote working (and the applicable provisions of the Labour Code in this regard).

The achievement of this goal also requires that recommendations be designed with consideration to the duration of meetings held in connection with professional responsibilities, making business calls and sending emails in such a way as to promote appropriate work-life balance. And then organize and execute a workplace culture campaign (e.g. no calls after 5 p.m., not inviting people to meetings after working hours etc.).

Objective No. 2: To develop and implement new policies for communication within the organization

With respect to the culture of the organization, the development and implementation of new rules for communication within the organization should be considered a primary goal. Firstly, develop and implement a consistent policy on the use of non-discriminatory language across the organisation, including an arrangement of the appropriate nomenclature (the use of non-discriminatory language) at the level of internal and external communications. Secondly, simplify the rules for the flow of messages within the organization and the retrieval of information necessary in the indicated area for the employee and the student.

Achieving the aforementioned goal requires:

- establishing a team (composed of representatives from the organizational and academic divisions, including both genders) to develop new principles for communication in the organization with respect to the two fundamental aspects identified below.

First, it will be charged with the task of working on solutions to support internal communication within the organization promoting the values of the University. The team should firstly analyze and identify the most relevant areas for the employees and students, and coordinate the activities which are currently dispersed. The next step would be to compile the information in the identified areas in an accessible and transparent manner, e.g. by developing a decision tree to determine who to approach with the given problem, but also how to guide

another person [e.g. a faculty member or lecturer will be able to direct a student appropriately].

Second, this team will be responsible for developing a consistent policy regarding the use of non-discriminatory language throughout the organization. There are steps to be undertaken with respect to non-discriminatory language that include certain consecutive steps. First, an audit phase, which will develop indicators to measure the current state and then serve to evaluate the measures put in place. Second, the action planning stage, in which a detailed schedule of planned training and deployment will be developed. Third, the implementation stage, in which activities will be carried out, and fourth, the evaluation stage, where the effectiveness of planned activities will be assessed on the basis of, among others, the indicators developed at the audit stage. During the audit phase, an analysis should be conducted into the current status of affairs including:

- documentation of current language used in internal communication (language used in SWPS documents, mailings to employees and students) and external communication (language used in recruitment, press communications)
- a quantitative and qualitative study determining the attitudes of employees and students toward the use of non-discriminatory language and diagnosing potential barriers to implementing non-discriminatory language as the university's communication standard
- public consultation on the needs of women and minority groups (e.g. My-Gender academic club) on the use of non-discriminatory language in SWPS University.

During the planning phase, a timeline and scope of activities will be identified, in particular:

- preparing a uniform document governing the use of non-discriminatory language in the university's internal and external communications,
- preparing training sessions informing employees and students about the changes introduced and the benefits related to the use of non-discriminatory language (goals: shaping organisational culture, informing about the positive effects of using non-discriminatory language in counteracting discrimination and increasing diversity),
- preparing training sessions to promote the use of non-discriminatory language. These training initiatives will be developed based on scientific research showing the benefits of using non-discriminatory language within organizations and based on the findings of the audit phase.

A diagnosis of the current attitudes of staff and students towards non-discriminatory language and its use in institutional space will identify specific and organisation-specific potential barriers to the use of non-discriminatory language and allow to address these issues in training.

At the implementation stage, the activities planned at the planning stage will subsequently be carried out. At the evaluation stage, surveys measuring the extent to which non-discriminatory language is used in the University's internal and external communications will be repeated, as will quantitative surveys measuring the attitudes of staff and students to the change and measuring the effectiveness of promoting non-discriminatory language.

IV. Gender distribution and gender balance in leadership and decision-making in SWPS University

The starting point for the analyses aimed at developing the Plan was the verification of the gender distribution of persons working in the various divisions in accordance with the recommendations contained in the European Charter for Researchers; the degrees and titles of employees in the academic division were also taken into account, as well as the managerial positions held in both divisions [also from the perspective of gender].

The analysis also takes into account the results of a survey conducted in SWPS University from 20 February to 20 March 2021 among the persons working in the research and research/teaching areas. Its aim was to probe the needs of employees associated with the problem of long-term absence from work and returning to work after such absences. The survey was conducted by means of an online questionnaire sent to employees by e-mail from individual faculties and institutes. Both the persons who had previously taken advantage of this type of leave and those who wanted to share ideas for solutions even though they had not experienced long-term absence themselves were invited to complete the survey.

1. Diagnosis

Women make up 70% of the staff at SWPS University, with the predominance of women particularly evident in the organizational division. In the academic division, women constitute 59% of all employees.

Table no. 1. Employment in SWPS University by gender

		Women	Men	Women	Men
Total no. of employees	760	534	226	70%	30%
in the academic division	397	235	162	59%	41%
in the organizational division	363	299	64	82%	18%

1.1 Employment by gender in the academic division

Analysis of the data relating to employment on particular positions in the academic division shows some differences with respect to gender balance.

Table no. 2. Employment in the research area by position and gender.

Employment by position	Persons employed in the research area	Women	Men	% women
Assistant	1	1	0	100,0
Assistant Professor	16	14	2	87,5
Associate Professor	4	1	3	25
Professor	1	0	1	0
Professor Emeritus	0	0	0	
Visiting Professor	1	0	1	0
Visiting Assistant Professor	0	0	0	—

Lecturer	0	0	0	—
Instructor	0	0	0	—
Total	23	16	7	69,57

In the research area, there is an apparent preponderance of women among all employees. At the same time, it is also apparent that women are employed on lower positions.

Table no. 3. Employment in the research/teaching area by position and gender.

Employment by position	Persons employed in the research/teaching area	Women	Men	% women
Assistant	12	4	8	33,33
Assistant Professor	96	64	32	66,67
Associate Professor	68	32	36	47,06
Professor	23	6	17	26,09
Professor Emeritus	6	1	5	16,67
Visiting Professor	3	0	3	0,00
Visiting Assistant Professor	0	0	0	
Lecturer	0	0	0	—
Instructor	0	0	0	—
Total	208	107	101	51,44

Data pertaining to the gender distribution among persons employed in the research/teaching area indicate an even distribution of women and men. At the same time, differences in gender distribution across positions are apparent. It should be noted, in particular, that the position of assistant professor (where the largest number of persons are employed) is significantly dominated by women. On the other hand, the number of women on higher positions is decreasing – of all the persons employed on the position of associate professor, 47.06% are women, while this proportion is only 26.09% for the position of professor.

Table no. 4. Employment in the research/teaching area by position and gender.

Employment by position	Persons employed in the teaching area	Women	Men	% women
Assistant	34	22	12	64,71
Assistant Professor	106	74	32	69,81
Associate Professor	9	5	4	55,56
Professor	2	1	1	50,00
Professor Emeritus	8	5	3	62,50
Visiting Professor	0	0	0	
Visiting Assistant Professor	0	0	0	–
Lecturer	5	3	2	60,00
Instructor	2	2	0	100,00
Total	166	112	54	67,47

The teaching area also shows a predominance of women among all employed persons and, at the same time, differences in the employment on senior positions (professor and associate professor) are not as significant as in the other areas (research and research/teaching positions). At the same time, there is a significant representation of women on the positions of assistant and assistant professor.

To summarize: in the academic division, at the level of the entire University, there is a tendency of uneven distribution of the proportions of women and men according to the area of employment (research, research/teaching, teaching) and the position held. Women predominate in the research and teaching areas, while men and women have similar numbers in the research/teaching area.

It should be noted that the groups employed in the research and research/teaching areas show a high representation of women on lower level positions. On professorial positions, on the other hand, an opposite trend is evident, with very few women holding senior positions. There is an observed predominance of women on teaching positions or a similar number of women and men on various positions.

Differences in gender proportions by position are even more pronounced in an analysis of employment on academic positions by faculty, as shown in the table below.

The overall conclusions of the analysis of the representation of men and women in the academic division are 1) lower representation of women in senior academic positions and 2) low overall representation of women in social sciences and law faculties. Importantly, these disparities are not due to the specific nature of the given field of knowledge. There are more female students than male students in each of the fields of study, and similarly there is an apparent predominance of women on lower-level positions. The observed trend indicates that women have specific difficulties in academic advancement or employment in faculties typically dominated by men.

Table no. 5. Employment in individual faculties by position and gender.

Faculties employment	Assistant			Assistant Professor			Associate Professor			Professor			% women total
	W	M	%W	W	M	%W	W	M	%W	W	M	%W	
Faculty of Humanities in Warsaw	8	2	80,0	18	7	72,0	3	8	27,27	1	2	33,33	61,22
Faculty of Social Sciences in Warsaw	0	0	–	6	4	60,0	2	7	22,22	0	2	0,00	38,10
Faculty of Law in Warsaw	0	0	–	3	7	30,0	1	4	20,00	0	4	0,00	21,05
Faculty Design in Warsaw	4	8	33,3	7	6	53,8	1	4	20,00	0	0	–	40,00
Faculty of Psychology in Warsaw	4	3	57,1	50	14	78,1	11	2	84,62	5	4	55,56	75,27
Faculty of Psychology in Katowice	0	0	–	10	2	83,3	6	3	66,67	0	1	0,00	72,72
Faculty of Psychology in Sopot	1	2	33,3	13	4	76,5	3	2	60,00	0	1	0,00	65,38
Faculty of Psychology in Wrocław	1	0	100,0	10	3	76,9	5	3	62,50	1	2	33,33	68,00
Faculty of Law and Communication in Wrocław	5	6	45,5	5	5	50,0	3	1	75,00	0	2	0,00	48,15
Faculty of Psychology and Law in Poznań	2	0	100,0	14	12	53,8	2	5	28,57	0	1	0,00	50,00

1.2 Employment by gender in the organizational division

Table no. 6. Employment in the organizational division by gender and position.

Employment by position	Total number of persons on the position:	Women on the position	Men on the position	% women	% of average salary of W compared to M ¹
Assistant	6	5	1	83.33	101%
Specialist	238	199	38	83,61	74%
Manager	47	39	8	82.97	69%
Director	27	20	7	74.07	88%
Management Board	7	4	3	57.14	

The organizational division is predominantly female, both among total employees and on individual positions. At the same time, there is a clear tendency on most positions (except for the position of assistant) whereby women employed on the same position receive lower earnings than men.

1.3. Survey results among male and female employees regarding long-term absence from work and subsequent return

The results of the survey (described in the introductory section of pt. 2) indicate that the primary expectation of employees is that they want/need to receive specific information and guidance regarding long-term leave and vacation, and to be able to establish with their supervisors how they will prepare (if possible) for the transition to such leave, how they will function during the leave, and what they can expect when they return to work. In addition to compliance with the law and fulfilling the demands of the employer, these actions should also be oriented towards the personal (family) circumstances of the person intending to benefit from such leave. In addition, the survey results indicate that transparency and clear communication of these activities is also of key importance. It should be noted, however, that there were also responses in the surveys indicating

1. The percentage indicated in the column was calculated by comparing the average salaries of women and men on the indicated positions and then calculating the percentage of the average salary of women in relation to the average salary of men on the same position.

employees' needs for reassurance that they will not be „punished” for going on leave and that they will have the opportunity and time to adapt upon returning from the leave. The survey did not take into account the gender criterion.

1.4 Doctoral students and undergraduate/graduate students of SWPS University

Table no. 6. Doctoral students of SWPS University by gender

Doctoral School	Total number of persons	W	M
Warsaw	35	19	16
Wrocław	16	14	2
Total	51	33	18
Doctoral studies			
Warsaw	108	89	9
Wrocław	21	15	6
Total	129	104	15

It is clear from the data that women make up a significant proportion of doctoral students, both in relation to doctoral studies and the doctoral school.

There is a lack of detailed data on what percentage of doctoral students complete their doctoral studies/doctoral school taking into account the gender criterion, and possibly what problems male and female students of SWPS University face during their studies (e.g. in relation to maternal or paternal responsibilities).

Table no. 7. SWPS University students by gender

Faculty	Women	Men	Final total	%W
Faculty of Psychology in Katowice	1009	246	1255	80.4%
Faculty of Psychology and Law in Poznań	1271	375	1646	77.2%
Faculty of Psychology in Sopot	1189	264	1453	81.8%
Faculty of Humanities in Warsaw	1930	620	2550	75.7%
Faculty Social Sciences in Warsaw	334	225	559	59.7%
Faculty of Psychology in Warsaw	3761	1040	4801	78.3%
Faculty of Law in Warsaw	514	263	777	66.2%
Faculty Design in Warsaw	338	179	517	65.4%
Faculty of Psychology in Wrocław	1396	377	1773	78.7%
Faculty of Law and Communication in Wrocław	619	239	858	72.1%
Total	12361	3828	16189	76.4%

Among students, similarly to doctoral students, women are a significant group, although the exact numbers varies by faculty.

Since June 2017, the My Gender academic club has been active in SWPS University, which develops and implements academic and social projects, including conducting anti-discrimination workshops. The club associates students of cultural studies and psychology, as well as graduates of SWPS University, doctoral students, and also persons who are not affiliated with the University, but have matching academic interests. As part of its activities, the club developed a guide for teachers on how to support transgender and non-binary students.

1.5 Gender balance in leadership and decision-making

Ensuring gender equality in decision-making processes and on leadership positions is generally associated with the underrepresentation of women. It is pointed out that the main reasons for this situation are traditional gender roles and stereotypes, lack of support for women and men to balance care responsibilities with work, and the dominant political and corporate culture.

The analyses are based on data obtained from the HR department.

In SWPS University, gender imbalance on managerial positions is also evident, however the tendency is different than it is commonly believed (male predominance), although it does not apply to all positions. The lowest representation of women relates to the positions of director of institute or vice director of institute (only 33.33%). Other leadership positions in the academic division show a predominance of women.

Table no. 8. Leadership roles in the academic division by gender

Function performed	Persons performing the function	W	M	% of women on the position
Rector/Vice-Rector	3	2	1	66.66%
Director of Institute/ Vice-Director of Institute	12	4	8	33.33%
Dean	10	6	4	60%
Vice-dean	13	8	5	61.53%
Dean's Representative/ Spokesperson	22	15	7	68.18%
Manager	69	39	30	56.52%
Coordinator	35	24	11	68.57%

The high representation of women is particularly evident at the University's board level² where out of seven people – four are women. In SWPS University, women have been represented on the Management Board for many years, while since 2020 they have constituted a majority. This sets SWPS University apart from many other universities.

2. The Management Board of SWPS University consists of 7 persons, including the Rector, two Vice Rectors, the Director General, the Deputy Director General for Finance and Projects, the Deputy Director General for Marketing and Admissions, and the Deputy Director General for Professional Education.

Table no. 9. Managerial positions in the administrative division by gender

Position	Total number of persons on the position:	Women on the position	Men on the position
Manager	47	39	8
Director	27	20	7
Management Board	7	4	3

The situation is similar in the case of research projects carried out in SWPS University, where the majority of project managers are women.

Table no. 11. Research project management by gender

Gender	Project Manager
Woman	104
Men	87
Final total	191

At the same time, the high number of women involved in research projects does not provide a complete picture regarding the participation of both genders in research, including in SWPS University. An important component of this area is also the preservation of gender equality at the stage of the tender procedure in expert committees and selection committees. This is a significant issue that transcends internal tender procedures, which are of the greatest significance for this Plan. Indeed, it should be noted that the National Science Centre has implemented measures to monitor the participation of women and men in research grants [NCN 1] and has taken steps to ensure balanced gender representation on expert committees and in reviewer roles [NCN 2].

2. Objectives and measures

Objective No. 1: Support for women in their professional development

The first major goal identified in this area is to organize support for women's professional development, particularly in the transition from the position of assistant professor to associate professor and then professor. It is also important to consider the need to support women in their advancement in the organizational division.

To make this goal a reality, the following actions should be undertaken:

- explore the possibility of obtaining funding and appointing a career counselor for both male and female employees needing support in planning their academic path as well as employees of the organizational division;
- conduct qualitative/quantitative research on the factors hindering women's advancement on the academic path and their needs in this respect, including an analysis of the average time to obtain the degree of "doktor habilitowany" in SWPS University for women and men (see also pt. III.2);
- conduct training for male and female employees on gender-specific issues in academic careers;
- develop a mentoring program.

Goal No. 2: Gender balance in relation to selection committees and expert panels, as well as other university committees and academic events

The second goal identified in the aforementioned area is to balance gender representation on selection committees and expert panels for internal tender procedures, as well as other university committees and academic events.

To make this goal a reality, the following actions should be undertaken:

- formulate recommendations for balanced gender representation with respect to SWPS University events;
- formulate and implement guidelines for the minimum percentage of female and male representation on expert panels, review and examination boards, as well as selection committees and expert panels, and other university committees and academic events;
- disseminate recommendations and guidelines in all organisational units.

Objective No. 3: To support employees returning to work after a long-term absence

The third goal identified in this area is the need to support employees returning to work after a long-term leave, and to establish clear rules for returning to work after a long-term absence. In this regard, it is necessary to develop clear rules for the evaluation of employees [both in terms of research and teaching] returning to work after long-term absences (e.g. maternity or paternity leave or sick leave), and subsequently to promulgate such rules throughout all institutes, faculties and units in the organizational division.

To make this goal a reality, the following actions should be undertaken:

- develop a handbook of guidelines for Deans/Directors of Institutes on regulations and good practices related to dealing with long-term absences;
- examine the feasibility of initiating internal grants for individuals after long-term absences to support the implementation of research projects or publications of academic employees returning after long-term absences.

Objective No. 4: To address the needs of students and doctoral students in relation to their parental responsibilities

Parental responsibilities in some cases affect the ability to complete a program of study in accordance with its regular schedule. This problem predominantly affects women. The study regulations applicable in the individual faculties provide for a number of possibilities of applying for re-scheduling of examinations, repeating semesters etc. These are standard solutions relating to the student community at large.

To make this goal a reality, the following actions should be undertaken:

- conduct an audit to determine what problems students/doctoral students face during their studies and what problems students/doctoral students face in carrying out their parental responsibilities;
- develop standards for the completion of the curriculum by male and female students and doctoral students from the perspective of their parental responsibilities.

Objective No. 5: To ensure the implementation of gender equality objectives and monitor the actions undertaken in this area

The implementation of the goals set forth in the plan and monitoring of the activities undertaken at SWPS University with regard to issues related to ensuring gender equality and combating discrimination requires:

1) establishing an organisational unit to coordinate activities throughout the university relating to gender equality issues, including overseeing the implementation of this Plan in all its areas.

V. Gender equality in recruitment and career progression

The starting point for this analysis were primarily the internal regulations in force in SWPS University and the actions undertaken to implement their provisions.

1. Diagnosis

Recruitment in SWPS University for positions in the academic division follows the OTM-R policy. There are two regulations, i.e. the regulations for the tender procedure for teaching and research/teaching positions and the regulations for the tender procedure for research and research/technical positions. Both genders are represented on the Selection Committee. Both regulations specify criteria for evaluating candidates.

Content of the offers includes no elements indicating the candidate's preferred gender, age, or disability status. The offer always states that we are looking for male and female candidates. Even if the name of the position is not conjugated with a feminine ending, such wording is contained in every advertisement.

For academic positions, the criteria under evaluation are academic achievement, teaching, and organizational experience. Gender criterion is not taken into account, both genders are invited to participate in interviews. Candidate requirements and evaluation criteria are specified in the offers.

For administrative positions, the most important criteria are competencies and experience in the field. Gender is not included in the evaluation. Candidate requirements and evaluation criteria are specified in the offers.

However, there is a lack of complete uniformity with respect to non-discriminatory language [see more in pt. 1]. It should also be noted that although gender is not an evaluation criterion for applicants for positions in both divisions, there may be implicit discrimination in the evaluation of job applications, related to the fact that due to family burdens affecting mainly women, the professional achievements of women and men may differ.

To support the career development of male and female employees in the academic division, the University has a training and development offer in the form of the Teaching Competence Week, Master Class sessions or support from teaching advisors. In addition, SWPS University operates a system of internal financing

[Regional Excellence Initiative] where the basic criterion for selecting a project for funding is not the academic output of the applicant.

In order to support male and female employees working in the research division, a bridging contract solution was introduced. Once the grant from which the salary is funded has ended, the employee may apply for what is known as a bridging contract which entails temporary employment on the research path from the University's budget until another grant is obtained. This form of employment ensures a sense of stability and secure employment and provides a livelihood between grants.

2. Objectives and measures

Purpose: To increase employee and student awareness of anti-discriminatory policies and unconscious gender bias

To make this goal a reality, the following actions should be undertaken:

1. conduct mandatory training on unconscious bias for employees and students (bias against faculty and in relationships with each other);
2. prepare a training program for on recruitment, including the principles of non-discrimination during recruitment proceedings;
3. repeat awareness training on anti-mobbing and anti-discrimination policies for all employees;
4. prepare awareness materials for managers on mobbing and anti-discrimination policies.

VI. Integrating a gender dimension into research and teaching content

Gender issues concern not only the hiring, recruitment and functioning of the institution's employees and students, but also the consideration of them in the creation of scientific knowledge and the process of teaching. Including the gender dimension should be considered in research wherever differences in outcomes between gender groups can be expected, or where applications of a given solution may affect different genders differently. In the area of teaching, it is important to consciously create curricula and use teaching methods that take gender equality into account. Therefore, taking into account the gender dimension in establishing research processes, developing methodologies, collecting and analyzing gender-disaggregated data, but also in conducting teaching activities at the university, is important in various fields of scientific research, innovation and teaching. The starting point for this analysis were primarily the internal regulations in force in SWPS University and the actions undertaken to implement their provisions.

1. Diagnosis

1.1. Research area – the following areas were taken into account in the analysis:

- to what extent the issue of gender equality is a priority for SWPS University in research and innovation;
- to what extent the university has processes in place to ensure that gender is taken into account in research design, analysis and description of results;
- to what extent the university provides support for researchers in developing gender-sensitive methodologies.

SWPS University engages in scientific activities on gender issues, as exemplified by the existence of the following research centers: Youth Research Center and Center for Research on Social Relations, academic clubs: MyGender, the implementation of grants in this area, for example „Differences in perceptions of sexual harassment due to the gender of victims and perpetrators – the effect of minimizing male trauma”, „The theme of gender inequality in the world of dance”, „Professional gender minorities. Analysis of the Situation of Women in Masculinized Occupations and Men in Feminized Occupations”, as well as the recent initiative of a nationwide study conducted under the direction of the Vice Rector for Research in SWPS University in consultation with the Conference of

Rectors of Academic Schools in Poland on the diagnosis of the Academy during the pandemic as well as the experiences and the organization of work at Polish universities, which particularly focused on issues of gender differences in experiencing the pandemic. However, an analysis of the practices and internal regulations of SWPS University revealed a lack of systemic consideration of gender issues in the research area (analysis of internal grant procedures, applications to the Research Ethics Committee, and training material of the Doctoral School).

1.2. Teaching area: the analysis in this area includes, where possible:

- integrating the gender dimension into the study curricula;
- the problem of presence of gender as an issue in the study curricula;
- awareness of inclusive language among academic teachers;
- the way the university communicates with the academic community.

2. Objectives and measures

2.1. Research area

Goal: To develop and introduce principles for incorporating the gender dimension in the research area

In view of the need to systematize the rules for incorporating the gender dimension in the research area, a diagnosis of the existing state of affairs, introduction of comprehensive support and education in this area, and the development of university standards for gender mainstreaming in the research area should be considered the primary goal. This goal includes the following intermediate objectives:

1. Diagnosis of the current state of inclusion of the gender dimension in the research and implementation projects being carried out at SWPS University as well as awareness of the importance of this issue on the part of the researchers. The diagnosis will make it possible to determine the current state, to which the results of the activities undertaken in the University will be compared after such activities are carried out, which will in turn make it possible to measure their effectiveness.
2. Establishment of an interdisciplinary team to increase awareness of the gender dimension from the perspective of different disciplines. The establishment of this team would allow a) preparation of training materials on increasing awareness of the gender dimension in different scientific disciplines, b) involvement of team members as promoters of the importance of the gender dimension in their respective departments, c) development of internal standards for including the gender dimension in research design

[e.g. introduction of a permanent item referring to the gender dimension in internal grant proposals, research proposals, doctoral projects etc.).

3. Including the issue of diversity (including gender) in the discussion of SWPS University's new strategy.

To make this goal a reality, the following actions should be undertaken:

1. Diagnosis stage: Assessing the status quo involves conducting a survey of researchers' knowledge and awareness of whether and to what extent they take into account the gender dimension in designing and conducting scientific research. The diagnosis would include managers of internal and external grant projects carried out over the past 2 years at SWPS University. In addition, the diagnosis would be supplemented by an analysis of randomly selected scientific articles published in the various fields represented by SWPS employees in recent years in terms of the inclusion of gender issues in relation to the subject matter or gender sensitivity at the stage of conducting the research, the methodology of conducting the research, analysis of the results, and the inclusion of gender issues in the discussion of the results.
2. The interdisciplinary team will be tasked with developing educational materials. Their goal will be to inform the persons involved in scientific research, but also students at all stages of education, about the importance of the gender dimension in conducting scientific research and designing innovations. The materials will present practical examples of the role of the gender dimension in various disciplines, ways to take into account the gender dimension at the stage of designing the study, in relation to its methodology, and during the analysis of the results. The team's second task will be to develop standards for incorporating the gender dimension into the preparation of internal and external grant proposals. Regular team meetings will also provide an opportunity for consultation in order to assess whether the proposed research or university-wide projects comprehensively address the gender dimension.
3. Including equality issues in SWPS University's strategy for the next several years.

2.2. Teaching area

Goal: To develop and introduce principles for incorporating the gender dimension in the teaching area

The teaching area also lacks a diagnosis of the current state of affairs. Therefore, it is necessary to recognize both the level of awareness of educators concerning the relevance of including the gender dimension in the study curricula, but also

to create mechanisms to check its presence in those curricula. The main intermediate objectives here will be:

1. Diagnosing the current state, taking into account both the existing selected curricula, but also the process of creating selected syllabuses and course descriptions, teaching methods, recruitment process and communication, with reference to objective no. 2 in the first area of the plan.
2. Recognizing the level of sensitivity of lecturers to the gender dimension.
3. Preparing educational materials and training for persons teaching at the university, as well as processes that will allow this knowledge to circulate freely regardless of the status of the person conducting teaching.
4. Making students aware of the importance of including the gender dimension in their research.

To make this a reality, the following actions are proposed:

1. At the diagnosis stage, it will be necessary to review selected curricula, course descriptions and syllabuses, both from the perspective of the inclusion of gender-related content and the language in which they are written, and subsequently to create a process that will take into account the gender dimension in documents prepared in the future. Among other things, attention should be paid to the learning outcomes for the study area as well as the learning outcomes for the subject domain from the perspective of the gender dimension, as well as the construction of the reading list required for courses, the methods of teaching and evaluation. In addition, an important element will be the analysis of the recruitment process from this perspective as well as the manner of communicating with candidates;
2. Preparing educational materials means both introducing a gender element into the training process of employees and associates at the university, including gender stereotypes, but also ways of communicating with students. Among the important areas that need to be worked on is the issue of using appropriate pronouns in relation to people who are part of the academic community.
3. Including gender equality content in work with students, among others, by making the matter part of diploma seminars or competitions for theses that address the gender dimension.

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

Gender-based violence is violence directed against a person because of their gender or violence that disproportionately affects a person of a particular gender. It is a violation of human rights and a form of discrimination, covering all acts of gender-based violence, including sexual harassment.

1. Diagnosis

The basis for undertaking activities relating to this area are the regulations for counteracting mobbing and discrimination in SWPS University which were approved by way of Order No. 43/2019 of the Rector of SWPS University of 10 July 2019. The regulations set out the rules for making reports and for the investigation by entities appointed on its basis to investigate all suspected cases of mobbing or discrimination. Its provisions apply to the entire SWPS University community.

Based on the provisions of these regulations, the Rector's Representative for the Prevention of Discrimination and Mobbing and the Anti-Mobbing and Anti-Discrimination Committee have been appointed in SWPS University. Additionally, a Discrimination and Mobbing Expert has been appointed for students.

According to § 4 pt. 3 of the regulations, the responsibilities of the Rector's Representative for the Prevention of Discrimination and Mobbing include in particular:

1. Receiving and initially investigating reports and taking action as referred to in § 8;
2. collecting data and information on instances of mobbing and discrimination;
3. collecting information on good practices relating to counteracting mobbing and discrimination;
4. undertaking initiatives relating to counteracting mobbing and discrimination.

Moreover, the responsibilities of the Representative include submitting, by 31 January each year, a report to the Rector on the problem of mobbing and discrimination in the previous year, along with conclusions concerning possible actions to counteract mobbing and discrimination.

The responsibilities of the Anti-Mobbing and Anti-Discrimination Commission, pursuant to § 5 pt. 9 of the regulations, include in particular:

1. conducting investigations and hearing explanations of the Parties to the proceedings and the witnesses (if indicated by the Parties),
2. preparing reports from investigations.

Regardless of the responsibilities carried out by the Representative and the Committee, the university also conducts educational activities in the field of its anti-mobbing and anti-discrimination policy. In the years 2019-2020, training in this area was provided to, among others, faculty and staff in the academic and organizational division, doctoral students, and managerial staff.

The primary goal of the activities of the anti-mobbing and anti-discrimination expert role is to support students of SWPS University (in all campuses and faculties) in the informal resolution of disputes and conflicts with other members of the academic community, without the need to initiate formal procedures such as disciplinary proceedings. The responsibilities of the expert include:

- reacting to instances of discrimination and harassment, including sexual harassment in the academic environment in relationships between students as well as between students and faculty members;
- analysis and monitoring of reported violations or abuse (based on the established notification procedure);
- reporting these situations to appropriate University and/or external authorities for further action and institution of proceedings;
- establishing a system of support, primarily legal, for male and female students who are victims of discrimination and harassment, including sexual harassment in the academic environment;
- developing, implementing, and updating strategies and procedures to counter these problems;
- developing standards for equal treatment in the academic environment;
- taking measures to ensure that the principle of equal treatment is respected and put in practice and to prevent discrimination of any kind;
- promoting and disseminating awareness of equal treatment issues and anti-discrimination standards as well as implementing systemic equality solutions.

In addition to investigations, the Expert is also charged with the task of promoting best practices and undertaking educational initiatives. Educational activities are conducted periodically and have been devoted to, among others, the following issues:

1. Depression and other mental disorders – tabooing, stigma, discrimination;
2. The impact of the pandemic on psychological distress;
3. Hate speech and online hate;
4. Building mutual respect and tolerance for non-heteronormative persons.

A reporting form has been made available for students in the Virtual University, through which they can anonymously report incidents of violence or discrimination to the appropriate entities.

The SWPS University also has two Student Disciplinary Ombudsmen, as well as two Disciplinary Committees – the Student Disciplinary Committee which reviews cases in the first instance, and the Student Disciplinary Appeal Committee, which reviews cases in the second instance. All these entities carry out their statutory tasks in accordance with the rules provided for in the provisions of the Act of 20 July 2018 – the Law on Higher Education and Science.

2. Objectives and measures

Purpose: To raise awareness and educate in the area of discrimination, mobbing, and sexual harassment.

Raising awareness and educating both employees and students in the area related to discrimination, mobbing, and sexual harassment is the most important goal to be attained in this area. This is a key issue that is important in the prevention of such behavior.

To make this goal a reality, the following actions should be undertaken:

train employees and managers in the area of equality policies, mobbing and discrimination, including a series of informational webinars on gender equality; develop and disseminate awareness materials for managers and employees; continue to provide training to students on equality policies, mobbing and discrimination;

establish an academic spokesperson whose primary task would be to oversee the University's broadly understood ethical standards; the idea would be that the spokesperson would work with the various organisational units already operating

in the University, as well as support employees and contractors in the academic and organizational divisions in informally resolving disputes and conflicts with other members of the academic community without the need to initiate formal procedures.

VIII. Final conclusions

The analysis carried out focused, after the update of the plan in March 2023, on five important areas for the completion of the core objective of ensuring that SWPS University is a safe place for everyone and that it operates with equality and diversity, supporting all members of the community regardless of gender.

In each area, goals have been set to achieve improvements in the diagnosed situation, as well as to bring about an increase in balance relating to both genders, and to counteract gender bias for the entire academic community. Thus, the goal of the Plan is not only to address discrimination and harassment, but also to create and maintain a learning and working environment in which all individuals can reach their full potential. The plan also takes into account the perspectives and competencies of all individuals – members of the SWPS University community.

The most important intention, the implementation of which is necessary to achieve the objectives set out in the Plan, is to conduct a detailed audit (in the areas indicated in the Plan) in order to obtain detailed data and therefore a broader range of expertise not only on gender inequality but also on the specific problems of male and female workers in these areas. In addition, it should be emphasized that regardless of the necessity to deepen the analysis of needs, it is also important to establish an organisational unit to supervise the implementation of the Gender Equality Plan, including monitoring the stages of its execution and proposing possible changes in response to current needs (see pt. IV. 2, objective No. 4). This will help streamline the implementation of the Plan, as well as maintain consistency in achieving its goals.

The 2022-2024 Plan assumes the following specific objectives and provides measures to achieve them:

1. supporting employees with work-life balance, particularly when working remotely;
2. developing and implementing new policies for communication within the organization;
3. supporting women in their professional development;
4. achieving better gender balance in relation to selection committees and expert panels, as well as other university committees and academic events;
5. ensuring the implementation of gender equality objectives and monitoring of the actions undertaken in this area;
6. increasing employee and student awareness of anti-discriminatory policies and unconscious gender bias;

7. preparing educational materials on the gender dimension, including gender-related stereotypes, and also ways of communicating with students.
8. raising awareness and educating on issues of discrimination, mobbing and sexual harassment.

Notwithstanding the specific objectives identified herein, it is also important to ensure that the Equity Plan is disseminated to all members of the University community and subsequently updated and revised in response to feedback from students and staff.

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