

Annex to Ordinance No. 5 of the SGGW Rector dated 26 January 2026 on the introduction of the “Gender Equality Plan for the SGGW in Warsaw for the years 2026–2031”



**Gender Equality Plan for the Warsaw University of Life Sciences
for the years 2026–2031**

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Introduction

“The Gender Equality Plan for the Warsaw University of Life Sciences for 2026–2031”, is the second such Plan designed to strengthen equal treatment and, thereby, improve working and learning conditions at SGGW. It aims to continue activities which, by implementing the principle of equal treatment whilst respecting the equality of needs and diversity, can contribute to making the Warsaw University of Life Sciences an increasingly open and accessible place. Activities aimed at creating a university of equal opportunities, providing all staff and students with a friendly and safe environment conducive to development, the full realisation of potential, and care for well-being. This objective, as in the SGGW Gender Equality Plan for 2022–2025, will be pursued on two fronts – at the institutional and individual levels (awareness-raising) – to achieve a synergistic effect. The new Plan for 2026–2031 is both a continuation and a change. The aim of the actions undertaken in 2022–2025 was primarily institutional change, which, through the introduction of procedures ensuring equal treatment and counteracting discrimination, as well as education, created the basis for changing practices and improving study and working conditions to make them safer and more conducive to development for the entire SGGW community. In the first Plan, changes to practices at the University were achieved mainly through the introduction of new practices and procedures intended to foster changes in awareness. In the second Plan, these changes in awareness are intended to lead to tangible changes in practices and thus ensure further progress in making the University open, accessible, and welcoming to the entire academic community, which is diverse in many respects.

The new Gender Equality Plan for the SGGW primarily aims to enhance knowledge and skills in practising openness and accessibility across all areas of the University's operations. It proposes implementing DEI (Diversity, Equity, Inclusion), which promotes diversity, equality of opportunity, and inclusivity within organisations and society. DEI is a key element of modern management, aimed at creating a working environment in which all employees feel valued and have equal opportunities. In the Gender Equality Plan for SGGW for 2026–2031, this idea will be implemented from a gender perspective in an intersectional framework. The new Plan for SGGW, guided by the motto GENDER IDEA (Gender, Intersectionality, Diversity, Equity, Acceptance), focuses on how to recognise, value and strengthen equality and diversity, and how to harness their potential in everyday practices related to teaching, research, and the functioning of the University as an organisation, including management and communication. It also aims to integrate the gender dimension into all aspects of the University's operations. Its objective is not only to eliminate inequalities but also to enhance the quality of research by incorporating diverse perspectives and experiences.

These objectives align with the goals of the gender equality strategy in research and innovation: promoting equality in academic careers, ensuring gender balance in decision-making processes and bodies, and integrating the gender dimension into research and innovation. In line with the European Commission's communication on a strengthened European Research Area, EU Member States are encouraged, amongst other things, to remove legal and other barriers to the recruitment, retention and career development of women in science, whilst fully complying with EU law on gender equality (Directive 2006/54/EC), as well as addressing gender inequality in decision-making processes and ensuring that at least 40% of representatives of the under-represented gender participate in committees involved in recruitment/career development and in the design and evaluation of research programmes¹. Furthermore, having an Equality Plan from 2022 onwards is an eligibility criterion for participation in the Horizon Europe 2021–2027 and 2028–2034 programmes for universities, research institutes and public institutions applying for funding under the programme. Horizon Europe establishes gender equality as a cross-cutting principle, integrating it at all stages of the research and innovation process. The aim of this principle is not only to eliminate inequalities but also to improve the quality of research by taking diverse perspectives and experiences into account. The integration of the gender dimension into research and

1. DIRECTIVE 2006/54/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 5 July 2006 on the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation <https://eur-lex.europa.eu/legal-content/PL/TXT/PDF/?uri=CELEX:32006L0054&from=RO>

innovation – the inclusion of sex and gender-based analysis in project content – is a default requirement assessed under the ‘excellence’ criterion, unless the call for proposals explicitly states otherwise². The Horizon Europe Work Programme for 2026–2027 (General Annexes) introduces significant changes to the requirements for Gender Equality Plans (GEPs), aimed at strengthening the integration of gender equality into research and innovation activities³. These measures aim to support the development of the European research and innovation system in a way that enables the full utilisation of the talents of all researchers, regardless of gender. It is assumed that better integration of the gender perspective into research projects translates into an increase in their quality, usefulness and impact on the development of the knowledge, technology and innovation society.

The objectives of the Gender Equality Plan for the SGGW for 2026–2031 are in line with the guidelines of the new European Charter for Researchers and, at the same time, complement and expand the scope of pro-equality and anti-discrimination measures fulfilling the commitments undertaken by the Warsaw University of Life Sciences in connection with the European Commission’s award of the ‘HR Excellence in Research’ distinction⁴ and the continuous improvement of human resources and recruitment policies, including the development of equality policies. It integrates the equality-related activities previously carried out at SGGW with new initiatives. This plan also aligns with the objectives and principles of the SGGW Anti-Discrimination Standard. It complements and develops the objectives and principles of the equal treatment policy implemented at SGGW.

The Gender Equality Plan for SGGW for 2026–2031 is based on objectives that will be achieved through specific actions, the effectiveness of which will be monitored using defined indicators. The Plan has been drawn up in accordance with the current guidelines for preparing a Gender Equality Plan⁵ and the results of an assessment carried out at SGGW in the second half of 2025. The assessment was drawn up based on data concerning the gender structure at the SGGW in the year preceding the drafting of the new Plan, and based on an analysis of the results and conclusions from the monitoring carried out under the Gender Equality Plan for the SGGW for the years 2022–2025, as well as the evaluation of gender equality measures implemented under that Plan and the findings of research into discrimination, including harassment, sexual harassment and bullying, carried out during the 2024/2025 academic year. The new Plan is a five-year strategy, and its internal evaluation, as in the previous Plan, will be carried out in relation to short- and medium-term plans and to the annually prepared schedules of activities. It will be implemented in collaboration with numerous entities and units of the University, which, during the implementation of the previous Plan, demonstrated a high level of commitment and systematic cooperation, namely the Rector’s Council, the Promotion Office, the Human Resources and Payroll Office, the Student Affairs Office, the International Research Projects Office, SGGW TV, the Main Library and the Equal Treatment Coordinators within the units.

² Horizon Europe Guidance on Gender Equality Plan <https://op.europa.eu/en/publication-detail/-/publication/ffc06c3-200a-11ec-bd8e-01aa75ed71a1/language-en>

³ Updates on the requirements for Gender Equality Plans in the Horizon Europe programme – National Contact Point [Updates on the requirements for Gender Equality Plans in the Horizon Europe programme – National Contact Point](#)

⁴ Human Resources Management Strategy for Researchers and Action Plan at the SGGW in Warsaw based on the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers <https://www.sggw.edu.pl/nauka/hr-excellence-in-research/>

⁵ Updates regarding requirements for Gender Equality Plans op. cit.

ASSESSMENT

1. ASSESSMENT

The Assessment presented below contains an analysis of the current gender structure at SGGW among staff, students and doctoral candidates at the SGGW Doctoral School, as well as an analysis of changes in gender proportions within these groups from the 2020/2021 academic year – before the introduction of the SGGW Gender Equality Plan for 2022–2025 – to the 2024/2025 academic year. The Assessment is supplemented by the results and conclusions from a comparative analysis of gender ratio monitoring in governing bodies and regarding positions, as well as academic degrees and titles, for the period 2020/2021–2024/2025 from the analysis of the monitoring of the gender pay gap for the period 2022–2025, and the conclusions from the evaluation of equality measures carried out under the Gender Equality Plan for the SGGW for the years 2022–2025.

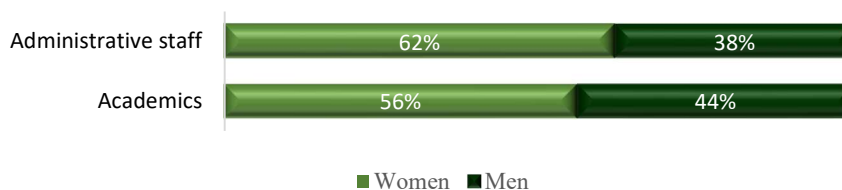
1.1. WOMEN AND MEN AT THE SGGW IN THE 2025/2026 ACADEMIC YEAR

The analysis of gender structure at the Warsaw University of Life Sciences (SGGW) examines the gender proportions among staff and students at SGGW, as well as those enrolled in the SGGW Doctoral School. The analysis of gender distribution among staff was conducted taking into account place of employment, position, academic rank/title, and the holding of managerial roles within the University and as research project managers. The analysis of students, on the other hand, took into account the type and organisation of studies, as well as the faculty and field of study. The report was compiled based on data from the 2024/2025 academic year provided by the Human Resources and Payroll Office, the Student Affairs Office, the International Research Projects Office, the National Projects Office, the Structural and Investment Projects Office, the Science Services Office, and based on the POLON GUS S10 Report as at 31 December 2024. The full results of the analyses were published in the report entitled *Gender at SGGW. Gender structure of persons studying and working at the Warsaw University of Life Sciences 2024/2025*, compiled by Szymon Wielgosz and Emilia Paprzycka, Warsaw 2025. Selected results and conclusions from the analyses.

1.1.1. Women and men working at SGGW by place of employment, position, academic title/degree

In the 2024/2025 academic year, 2,641 people were employed at the SGGW, including 1,559 women and 1,082 men. The proportion of women among SGGW employees is higher than that of men (59% vs 41%). More women than men work in both research (56% and 44% respectively) and administration (62% and 38% respectively) (Figure 1).

Figure 1. Gender breakdown of staff at the SGGW in Warsaw, broken down by research and administration.



Source: compiled based on data from the Human Resources and Payroll Office (as at 31 December 2024).

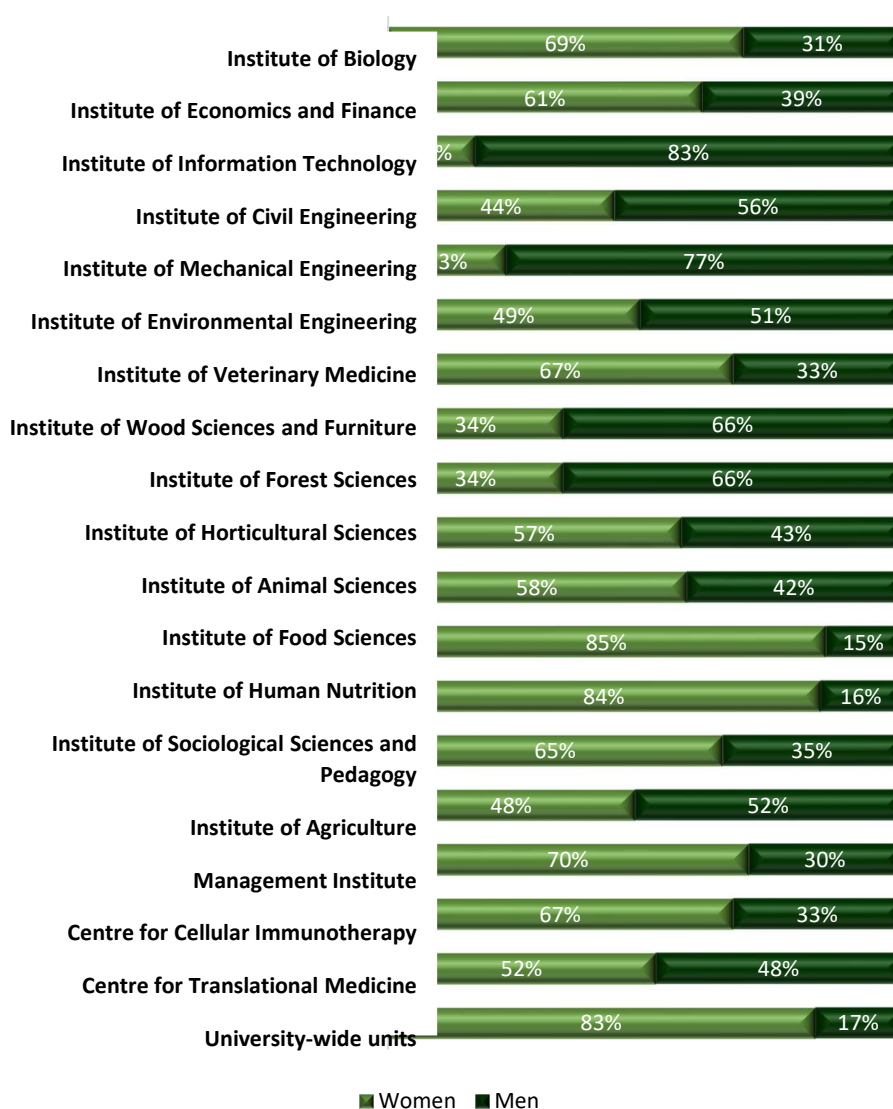
Female and male administrative staff

Women make up the majority of staff employed in central government and other bodies. Women account for 57% of staff in central government, whilst in other bodies they constitute the overwhelming majority (83%).

Staff and academic staff at SGGW

Of the sixteen institutes (as at 31 December 2024) and two university-wide units (the Centre for Cellular Immunotherapy and the Centre for Translational Medicine), in ten of them the proportion of women among staff is higher than that of men. The gender ratio is similar at the Institute of Agriculture, the Institute of Environmental Engineering and the Centre for Translational Medicine. In university-wide units, women account for over four-fifths of the workforce (83%) (Figure 2).

Figure 2. Gender structure in the institutes and interdisciplinary and university-wide units of the SGGW.



Source: compiled based on data from the Human Resources and Payroll Office (as at 31 December 2024).

Gender structure of management staff / University authorities

In the 2024–2028 term, the gender balance within the University Authorities – i.e. the Rector’s Council and the University Council – is uneven, with men constituting the majority. However, the First Vice-Rector is a woman. Men predominate in the SGGW Senate, the Rector’s Committees and among the Rector’s Representatives. In the University Committees and the Praesidium of the University Council of the SGGW Student Self-Government, the gender ratio is similar, and in the Senate Committees, it is equal.

Table 1. Gender structure among representatives of the university authorities, the SGGW Academic Senate, the University Council for the 2024–2028 term, and the Praesidium of the SGGW Student Self-Government for the 2024–2025 term⁶.

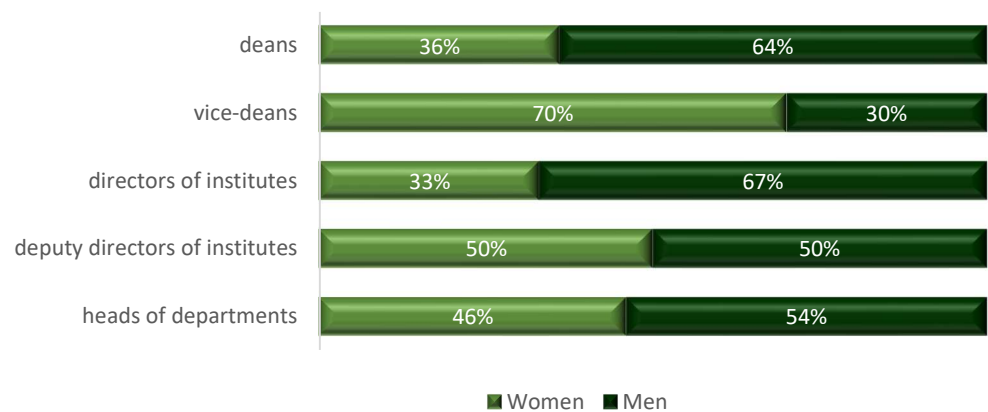
Position, role	Women		Men		Total	
	N	%	N	%	N	%
Rector	-	0%	1	100%	1	100%
Vice-Rectors	1	25%	3	75%	4	100%
Chancellor	-	-	1	100%	1	100%
Bursar	1	100%	-	-	1	100%
Academic Senate of SGGW	20	43%	27	57%	47	100%
University Council	2	29%	5	71%	7	100%
Rector’s representatives	4	36%	7	64%	11	100%
Rector’s Committees	105	44%	132	56%	237	100%
Senate Committees	66	50%	66	50%	132	100%
University Committees	51	53%	45	47%	96	100%
Praesidium of the University Council of SGGW Student Self-Government	4	50%	4	50%	8	100%

Source: compiled based on data from the Organisational Office and the SGGW Student Self-Government.

The gender balance in faculty management varies – men are more often deans, whilst women are more often vice-deans. In the case of institute management, the gender balance among institute directors varies – women account for one-third of those holding these positions. In the positions of deputy director and head of department, the gender ratio is similar (Figure 3). In central administration, managerial positions are more often held by women (61%) than by men (39%).

⁶ The RUSS Praesidium is elected for a one-year term.

Figure 3. Gender structure in the management of SGGW units

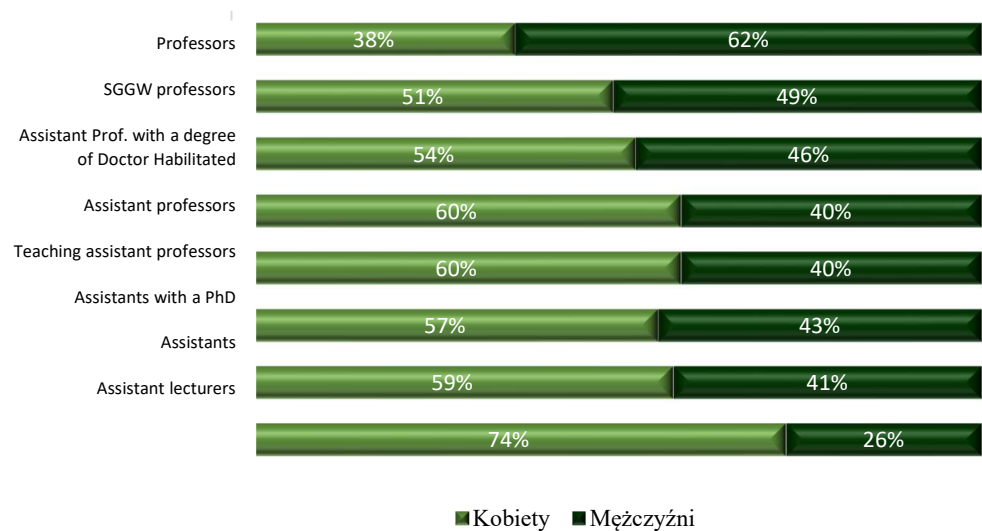


Source: compiled based on data from the Human Resources and Payroll Office (as at 31 December 2024).

Gender structure by position and academic title/degree

The gender balance across job categories varies. The gender balance is similar only among those employed as SGGW professors and associate professors with a postdoctoral qualification. There is an imbalance in the professor role: 62% of those employed in this role are men. An uneven gender ratio also exists for the positions of assistant professor, teaching assistant, research assistant, research assistant with a PhD and teaching assistant. However, women are more frequently employed in these roles and constitute the majority among teaching assistants (Figure 4).

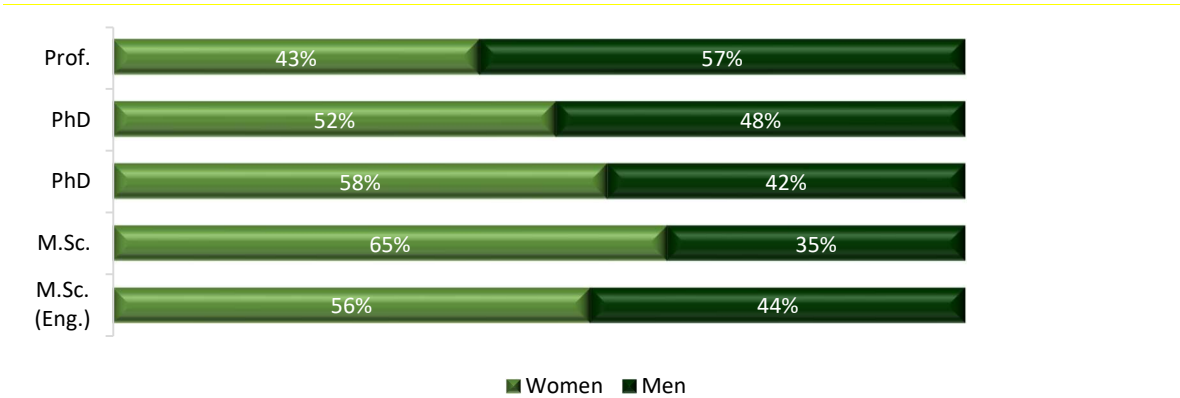
Figure 4. Gender structure of staff at the SGGW by position.



Source: compiled based on data from the Human Resources and Payroll Office (as at 31 December 2024).

An analysis of gender proportions in terms of academic titles, degrees and professional titles showed that men are in the majority only among those holding the title of professor (57%). Among those holding the degree of habilitated doctor, the gender ratio is balanced, with a slight numerical advantage for women, whilst among those holding a doctoral degree, a master’s degree and a master of engineering, there are more women, with this disparity already being quite significant among master’s degree holders (Figure 5).

Figure 5. Gender structure of staff at the SGGW by academic title and degree.

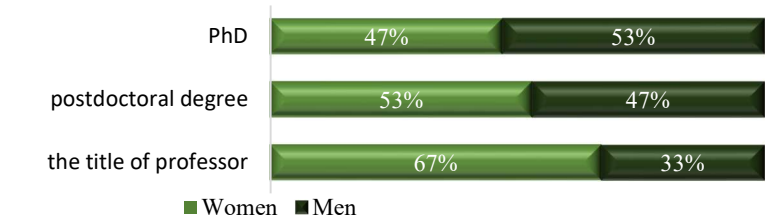


Source: compiled based on data from the Human Resources and Payroll Office (as at 31 December 2024).

Gender structure of awarded degrees and titles

In the 2024/2025 academic year, the title of professor was awarded significantly more often to women than to men (67% and 33%, respectively). More women than men also obtained the degree of habilitated doctor (53% and 47% respectively). However, more men than women obtained the doctoral degree (53% and 47% respectively) (Figure 6).

Figure 6. Gender breakdown by degrees and titles awarded.

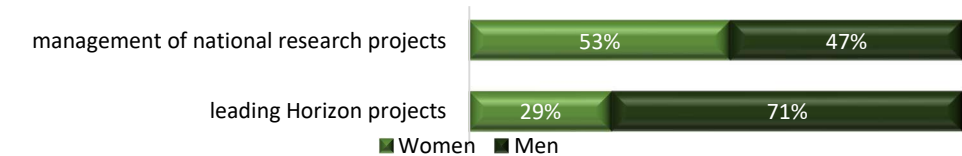


Source: compiled based on data from the Science Services Office.

Gender structure of project leaders

In 2024, 169 projects funded by the National Science Centre (NCN), the National Centre for Research and Development (NCBiR), the Ministry of Science and Higher Education (MNiSW), the Ministry of Agriculture and Rural Development (MRiRW) and others (national research projects) were carried out at the SGGW. The gender balance among research project managers is almost equal, although women led such projects slightly more often than men (53% vs 47%). In the case of Horizon projects, the gender ratio is not equal – there is a significant predominance of men (71%) among those leading them (Figure 7).

Figure 7. Gender breakdown of project leaders for national and Horizon projects at the SGGW.



Source: compiled based on data from the National Projects Office and the International Research Projects Office.

Conclusions

Based on the analyses carried out, it can be concluded that:

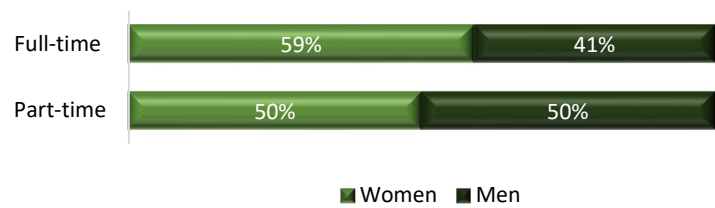
- women account for over half of all SGGW staff, both among academic and administrative staff,
- women are under-represented in the university’s governing bodies and leadership roles, i.e. the University Council, the Senate, among vice-rectors, and deans and as institute directors – two-thirds of directors are men,
- the ‘scissors effect’ in academic careers: although women constitute the majority of staff and dominate among those holding master’s and doctoral degrees, their proportion among professors is significantly lower than that of men (among men, the proportion holding the title of professor is almost twice as high as among women),
- the ‘leaky pipeline’ phenomenon – overall, the proportion of women holding the title of habilitated doctor, university professor and professor is 13 percentage points lower than that of men,
- a reversal in the trend regarding the award of academic titles – in the 2024/2025 academic year, two-thirds of those awarded the title of professor were women, and more women than men were also awarded the postdoctoral degree.

1.1.2. Women and men studying at the SGGW by type and organisation of studies, faculty and field of study

In the 2024/2025 academic year, 15,324 students were enrolled at the SGGW, including 8,665 women and 6,659 men. The proportion of women among students is higher than that of men (57% and 43%, respectively). The gender ratio in full-time study is uneven – more women than men are enrolled in full-time programmes (59% and 41% respectively). In contrast, among part-time students, there is a 50:50 gender balance (50% women; 50% men) (Figure 8).

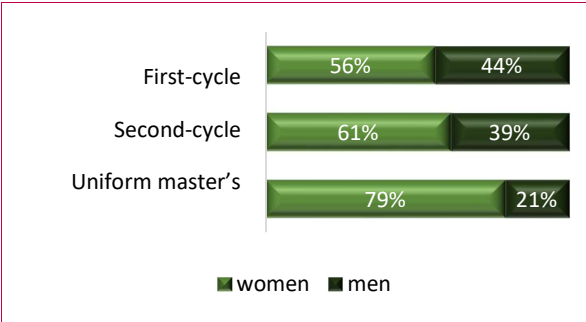
In full-time first-cycle programmes, the proportion of women is higher than that of men (56% and 44% respectively), and similarly in second-cycle programmes (61% and 39% respectively). In uniform Master’s programmes, the majority (79%) of students are women (Figure 9). In part-time first-cycle programmes, the gender ratio is similar. In contrast, in part-time second-cycle programmes, the proportion of women is higher than that of men (54% and 46% respectively) (Figure 10).

Figure 8. Gender structure of students at SGGW in Warsaw by study programme.



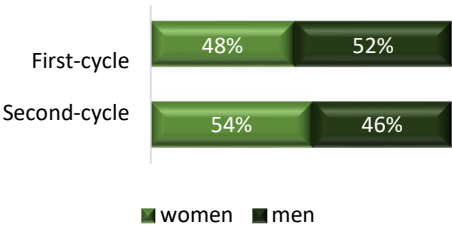
Source: compiled based on the POLON GUS S10 report (as at 31 December 2024).

Figure 9. Gender structure in full-time studies



Source: compiled based on the POLON GUS S10 report (as at 31 December 2024).

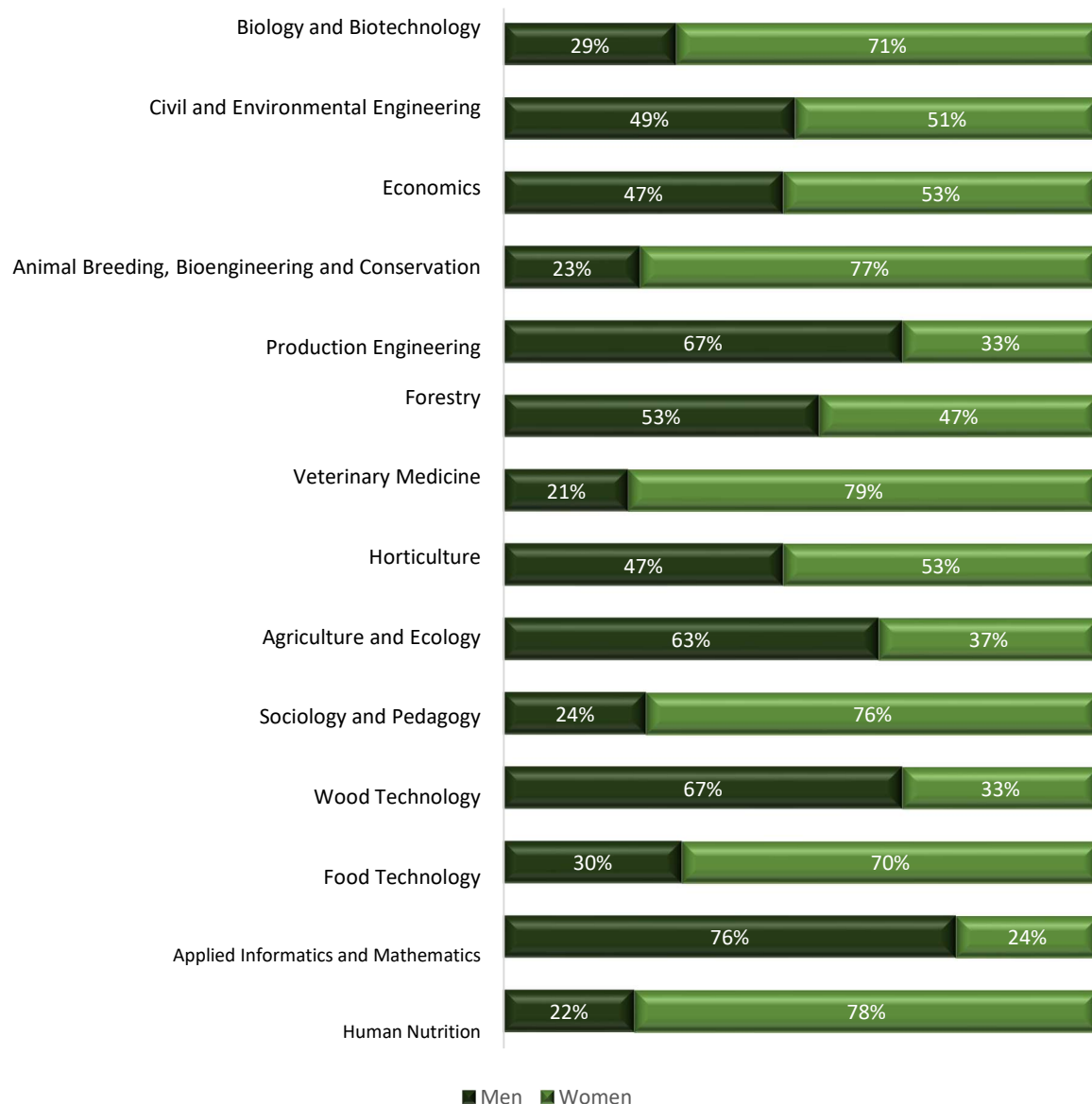
Figure 10. Gender structure in part-time studies



Source: compiled based on the POLON GUS S10 report (as at 31 December 2024).

Of the fourteen faculties offering courses at the SGGW in Warsaw, the gender ratio is roughly equal in four: the Faculty of Civil and Environmental Engineering, the Faculty of Forestry, the Faculty of Economics, and the Faculty of Horticulture. In the remaining ten, the gender ratio is uneven, with an equal split: in five, the proportion of men is higher than that of women, whilst in the other five, women form the majority. More men than women study at the Faculty of Applied Computer Science and Mathematics (76% men), Production Engineering (67% men), Wood Technology (67% men), and Agriculture and Ecology (63% men). Conversely, there are more female students than male students in the Faculty of Veterinary Medicine (79% women), Human Nutrition (78% women), Animal Breeding, Bioengineering and Conservation (77% women), Sociology and Pedagogy (76% women), Biology and Biotechnology (71% women), and Food Technology (70% women) (Figure 11).

Figure 11. Gender structure in individual faculties.



Source: compiled based on the POLON GUS S10 report (as at 31 December 2024).

Of the forty-two full-time degree programmes offered at the SGGW in Warsaw, the proportion of women is higher in twenty-five programmes, and that of men in seventeen, representing a 60:40 ratio. (Figure 12).

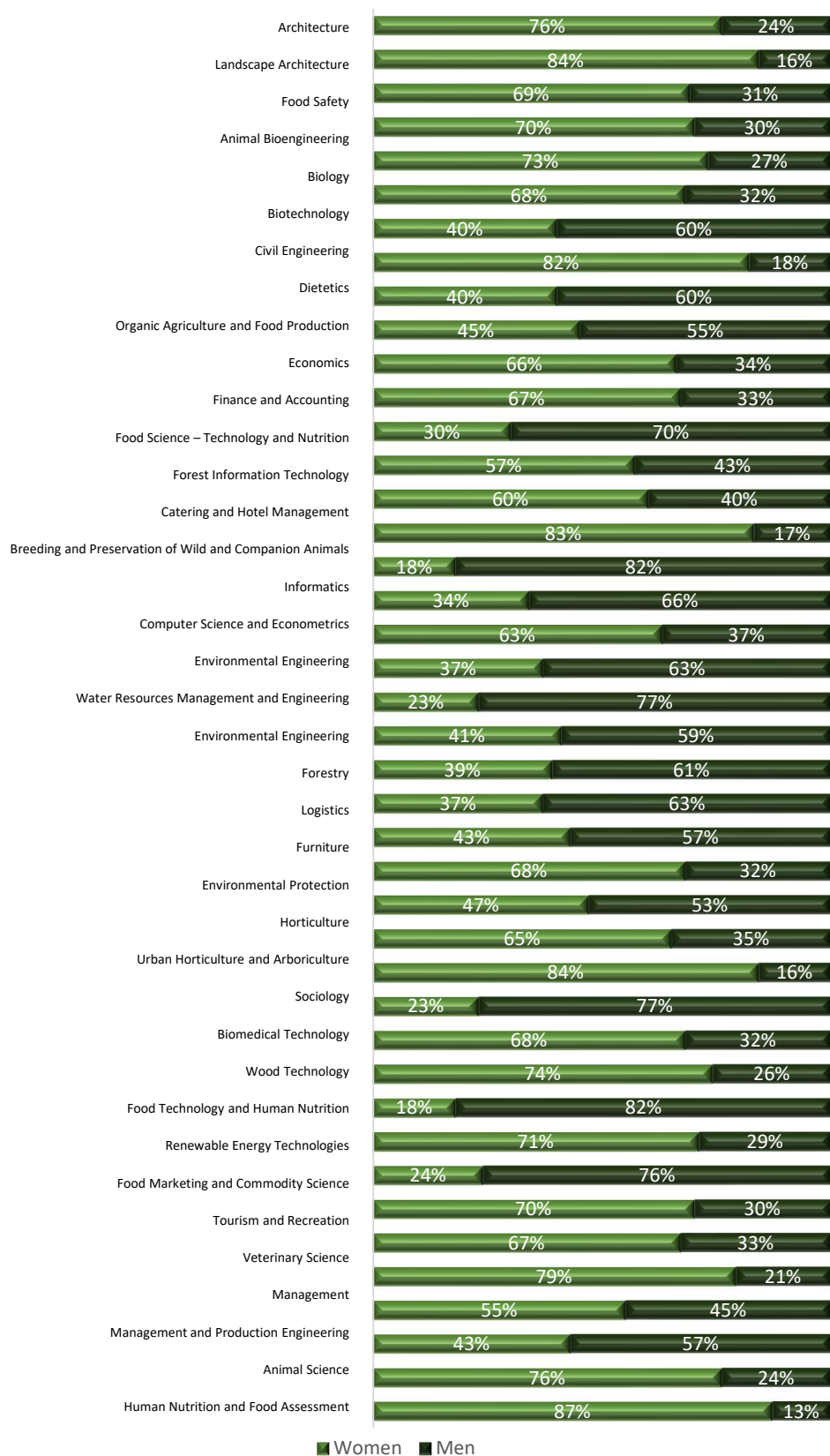
More women than men study on programmes such as: architecture, landscape architecture, food safety, animal bioengineering, biology, biotechnology, dietetics, finance and accounting, food science – technology and nutrition, catering and hotel management, spatial planning, breeding and preservation of wild and companion animals, environmental engineering, environmental protection, urban horticulture and arboriculture, pedagogy, sociology, biomedical technology, food technology and human nutrition, food science and marketing, tourism and recreation, veterinary science, management, animal science, and human nutrition and food evaluation.

More men than women, however, study subjects such as: construction, organic farming and food production, economics, forest information technology, computer science, computer science and econometrics, engineering and water management, engineering of biotechnical systems, environmental engineering, forestry, logistics, furniture, horticulture, agriculture, wood technology, renewable energy technologies, and production management and engineering (Figure 12).

The gender structure in part-time degree programmes is, in most cases, similar to that in full-time degree programmes (which are also offered part-time). A significant difference (a change of 10 percentage points or more) in the gender ratio, depending on the mode of study, can be observed in eight fields of study (Table 2):

- 1) finance and accounting – from 56% of women in full-time programmes to 79% in part-time programmes,
- 2) catering and hotel management – an increase from 54% of women on full-time courses to 64% on part-time courses,
- 3) environmental engineering – from 59% of women on full-time courses to 93% on part-time courses,
- 4) furniture – from 55% of men on full-time courses to 65% on part-time courses,
- 5) horticulture – from 53% of women in full-time courses to 38% in part-time courses,
- 6) agriculture – from 73% of men in full-time courses to 87% in part-time courses,
- 7) animal science – from 80% of women in full-time courses to 69% in part-time courses.

Figure 12. Gender structure by field of study at the SGGW.



Source: Compiled based on the POLON GUS S10 report (as at 31 December 2024).

Table 2. Gender structure in individual fields of study at the SGGW by mode of study.

Field of study	Full-time		part-time	
	F	M	K	M
Architecture	76%	24%		
Landscape Architecture	84%	16%		
Food Safety	69%	31%		
Animal Bioengineering	70%	30%		
Biology	73%	27%		
Biotechnology	68%	32%		
Civil Engineering	44%	56%	37%	63%
Dietetics	85%	15%	78%	22%
Organic Agriculture and Food Production	40%	60%		
Economics	43%	57%	52%	48%
Finance and Accounting	56%	44%	79%	21%
Food Science – Technology and Nutrition	67%	33%		
Forest Information Technology	30%	70%		
Catering and Hotel Management	54%	46%	64%	36%
Spatial Planning	58%	42%	66%	34%
Breeding and Preservation of Companion and Wild Animals	85%	15%	81%	19%
IT	21%	79%	13%	87%
Computer Science and Econometrics	36%	64%	29%	71%
Environmental Engineering	59%	41%	93%	7%
Water Resources Management and Engineering	37%	63%		
Engineering of Biotechnical Systems	23%	77%		
Environmental engineering	43%	57%	38%	62%
Forestry	42%	58%	35%	65%
Logistics	40%	60%	31%	69%
Furniture Technology	45%	55%	35%	65%
Environmental protection	68%	32%		
Horticulture	53%	47%	38%	62%
Urban Horticulture and Arboriculture	65%	35%		
Pedagogy	84%	16%	84%	16%
Agriculture	27%	73%	13%	87%
Sociology	69%	31%	63%	37%
Biomedical Technology	74%	26%		
Wood Technology	20%	80%	13%	87%
Food Technology and Human Nutrition	71%	29%	70%	30%
Renewable Energy Technologies	24%	76%		
Food Marketing and Commodity Science	70%	30%		
Veterinary Science	79%	21%		
Management	57%	43%	51%	49%
Management and Production Engineering	43%	57%		
Animal Science	80%	20%	69%	31%
Human Nutrition and Food Assessment	87%	13%	86%	14%

Source: Compiled based on the POLON GUS S10 report (as at 31 December 2024).

Gender breakdown in postgraduate studies at SGGW

In the 2024/2025 academic year, the number of postgraduate students was 1,935, of whom 65% were women and 35% were men.

Gender structure at the SGGW Doctoral School

In the 2024/2025 academic year, 293 people were enrolled at the SGGW Doctoral School, of whom 62% were women and 38% were men. 31 December 2024 was the last day of the doctoral programme, which is why data on it is no longer included in the report.

Conclusions:

Based on the analyses carried out, it can be concluded that:

- Women account for over half of the students enrolled in full-time and part-time degree programmes at the SGGW, nearly two-thirds of postgraduate students, and over 60% of students at the SGGW Doctoral School. The gender ratio of students at the SGGW mirrors the national average – in Poland, 58% of students are women and 42% are men⁷,
- The gender ratio is equal among part-time students, whilst among full-time students it varies.
- The gender ratio is similar across four faculties: the Faculty of Civil and Environmental Engineering, the Faculty of Forestry, the Faculty of Economics, and the Faculty of Horticulture. However, it varies across ten faculties: in five, there are more female students, and in the other five, more male students.
- A significant change in the gender ratio based on the mode of study across eight degree programmes;
 - an increase in the number of women on full-time courses in the following fields: animal science, agriculture, environmental engineering, finance and accounting; a decrease in the number of women on part-time courses in the fields of furniture technology, catering and hotel management, and horticulture;
- Of the 42 degree programmes offered, 25 have more female than male students,
- There is a clear division between 'female' and 'male' fields of study, i.e. fields where the majority of students belong to one gender; for example, 79% of veterinary medicine students are women, whilst 76% of students in applied computer science and mathematics are men.

⁷ GUS 2025

https://www.bing.com/search?q=studenci+w+polsce+w+2024+roku+ile+kobiet+ile+m%C4%99%C5%B4Czyzn&gs_lcrp=EgRIZGdlKgclABBFGMIDMgcIABBFGMIDMgcIARBFGMIDMgcIAhBFGMIDMgcIAxBFGMIDMgcIBBBFGMIDMgcIBRBFGMIDMgcIBhBFGMIDMgcIBxBFGMID0gEKMTg00DQ3ajBqOagCCLACAQ&FORM=ANAB01&PC=U531

1.2. WOMEN AND MEN AT SGGW 2022–2025 – RESULTS AND CONCLUSIONS OF THE MONITORING AND EVALUATION OF ACTIVITIES IMPLEMENTED UNDER THE GENDER EQUALITY PLAN 2022–2025

1.2.1 Results and conclusions of the monitoring of gender structure at SGGW – comparative analysis of 2020/2021 and 2024/2025

As part of the activities carried out under the SGGW Gender Equality Plan for 2022–2025, data on the gender structure at SGGW was systematically analysed based on data provided annually by university departments such as: the Human Resources and Payroll Office, the Student Affairs Office, the Science Services Office, the National Projects Office, the International Research Projects Office, the Structural and Investment Projects Office, the Doctoral School, and the Rector's Committee for the Quality of Education. This data was analysed primarily by gender, but also by position, study form, and other discriminatory factors. Detailed monitoring covered, among other things, the gender balance in management staff within individual units, in decision-making bodies, expert and project teams, and in research and academic activity (promotion procedures, academic promotions, participation in competitions and projects), as well as the pay of women and men. Annually, reports were prepared based on these analyses and submitted to the university authorities. The reports are available on the website dedicated to equal treatment: 'Gender Kaleidoscope at SGGW'.

The results and conclusions of the comparative analysis of data from the 2020/2021 academic year – before the introduction of the Gender Equality Plan – and data from the 2024/2025 academic year – 2025 being the final year of its implementation – are presented below. The first sub-section presents the results of a comparative analysis of gender proportions in governing bodies and in terms of positions, academic ranks and titles in 2020/2021 and 2024/2025, whilst the second presents the conclusions from a comparative analysis of gender proportions broken down by employees, students and doctoral candidates at the SGGW Doctoral School. The following sub-sections contain the conclusions from the analysis of the monitoring of women's and men's pay, the conclusions from research into the issue of discrimination carried out at the end of the implementation of the Gender Equality Plan for the SGGW (Warsaw University of Life Sciences) for the years 2022–2025, and the conclusions from the evaluation of corrective measures undertaken under this Plan.

1.2.1.1. Results of the comparative analysis of gender proportions in governing bodies and in terms of positions, academic ranks and titles in 2020/2021 and 2024/2025

The analysis, presented in a comparative table, was prepared based on annual analyses reported in the SGGW gender structure reports.

The analysis of changes in gender distribution by position indicates significant shifts in gender proportions. In 2020/2021, the greatest gender imbalance was observed in the position of professor; currently, the gender ratio is similar – there has been a 10 percentage point increase in the proportion of women in this position (from 36% to 46%). The gender ratio for the position of university professor is also similar. In the position of assistant professor with a postdoctoral qualification, there has been an increase in the number of women – the proportion rose by 4 percentage points (from 53% to 57%), whilst at the assistant professor level the proportion of women fell by 9 percentage points (from 69% to 60%), and the gender imbalance has narrowed. The proportions also evened out for the position of assistant lecturer with a PhD – the proportion of men rose by 16 percentage points (from 31% to 47%) and the proportions became equal. A higher proportion of women was observed in the assistant position with a master's degree, with a difference of 16 percentage points (Table 3).

Table 3. Gender structure of staff at SGGW by position in 2020/2021 and 2024/2025

	2020/2021		2024/2025		change in percentage points	
	K	M	K	M	K	M
Professors	36%	64%	46%	54%	+10	-10
SGGW professors	54%	46%	52%	48%	-2	+2
Assistants with a Postdoc degree	53%	47%	57%	43%	+4	-4
Assistants	69%	31%	60%	40%	-9	+9
Assistants with a PhD	69%	31%	53%	47%	-16	+16
Assistants with a Master's degree	59%	41%	58%	42%	-1	+1

Source: analysis based on data from the HR and Payroll Office of SGGW.

The situation is similar for academic degrees and titles. It has not changed during the period analysed – a higher proportion of women was, and continues to be, found among those holding a PhD, whilst a higher proportion of men remains among those holding the title of professor. The gender ratio among postdoctoral degree holders remains similar. (Table 4).

Table 4. Gender structure of staff at the SGGW by academic title and degree for the period 2020/2021 – 2024/2025.

	2020/2021		2024/2025		change in percentage points	
	F	M	K	M	K	M
Professor	36%	64%	43%	57%	+7	-7
Doctor with a Postdoc degree	53%	47%	52%	48%	-1	+1
Doctor	59%	41%	58%	42%	-1	+1

Source: compiled based on data from the HR and Payroll Office at SGGW.

The gender balance has shifted towards parity in one of the key bodies of SGGW, namely the University Council, with the proportion of women increasing by 25 percentage points (from 4% to 29%). An even more dramatic change occurred in the Praesidium of the University Student Self-Government, where the proportion of women rose by 53 percentage points (from 4% to 57%). Conversely, a decline was observed among the Rector's Representatives. During the period analysed, the proportion of women fell by 14 percentage points (from 50% to 36%). No changes were recorded in the gender composition of the Senate or among the Vice-Rectors (Table 5).

Table 5. Gender structure in the University Authorities and the Praesidium of the Student Self-Government at SGGW in 2020/2021 and 2024/2025

Position, role	2020/2021		2024/2025		change in percentage points	
	F	M	F	M	F	M
Rector	0%	100%	0%	100%	-	-
Vice-Rectors	25%	75%	25%	75%	-	-
Academic Senate of SGGW	43%	57%	43%	57%	-	-
Members of the University Council	4%	96%	29%	71%	+25	-25
Rector's Representatives	50%	50%	36%	64%	-14	+14
RUSS SGGW Praesidium	4%	96%	50%	50%	+46	-46

Source: compiled based on data from the SGGW Organisational Office and the SGGW Student Self-Government.

During the period analysed, the gender imbalance was eliminated in the aggregate group of institute directors, heads, and unit directors, with the proportion of women increasing by 15% (from 33% in 2020/2021 to 48% in 2024/2025). The overall proportion of women in the positions of deputy directors of institutes, heads and directors of units also increased – a rise of 11 percentage points (from 50% to 61%). A similar gender ratio was maintained among heads of departments, independent departments, and laboratories. The gender ratio among deans and vice-deans also remained largely unchanged – the position of dean is more often held by men, and that of vice-dean by women (Table 6).

Table 6. Gender structure in the management of SGGW units

	2020/2021		2024/2025		change (percentage points)	
	F	M	F	M	F	M
Deans	36%	64%	36%	64%	-	-
Vice-Deans	70%	30%	68%	32%	- 2	+2
Institute Directors, Heads and Directors of Units	33%	67%	48%	52%	+15	-15
Deputy Directors of Institutes, Heads of Departments, Directors of Units	50%	50%	61%	39%	+11	-11
Heads of Departments, Heads of independent Departments and Laboratories	46%	54%	48%	52%	+2	-2

Source: compiled based on data from the HR and Payroll Office of SGGW.

Positive changes were recorded in the most senior management positions within institutes, the administration and university-wide units. A change in the gender ratio occurred among institute directors – the proportion of women increased by 7 percentage points (from 26% to 33%), whilst among deputy institute directors, the gender ratio remained equal. A significant change occurred in the case of directors and deputy directors in university-wide units and central administration – the proportion of women in the former increased by 34 percentage points (from 25% to 59%) in director positions and by 12 percentage points (from 53% to 63%) in deputy director positions.

Table 7. Gender structure of management staff – Institutes.

	2020/2021		2024/2025		change in percentage points	
	F	M	F	M	F	M
Directors of Institutes	26%	74%	33%	67%	+7	-7
Deputy Directors of Institutes	50%	40%	50%	50%	-	-

Source: compiled based on data from the HR and Payroll Office of SGGW.

Table 8. Gender structure of management staff – University-wide units.

	2021		2024		change in percentage points	
	F	M	F	M	F	M
Directors	25%	75%	59%	41%	+34	-34
Deputies	53%	47%	63%	35%	+12	-12

Source: compiled based on data from the HR and Payroll Office at the SGGW.

1.2.1.2. Conclusions from a comparative analysis of the gender structure among staff at SGGW in 2020/2021 and 2024/2025

During the period analysed, the number of employees at SGGW increased from 2,481 to 2,641 (an increase of 160 employees). The gender ratio of employees remained similar – female employment rose from 1,471 to 1,559 (an increase of 88) and male employment from 1,010 to 1,082 (an increase of 72)- and did not significantly affect changes in the gender ratio within the analysed periods. The following trends were observed as a result of the analyses carried out:

- The gender structure among staff at the SGGW remained unchanged during the period under review and showed diversity.
- The gender imbalance among administrative staff increased in the comparison – the proportion of women rose by 3 percentage points (from 59% in 2020/2021 to 62% in 2024/2025).
- The gender imbalance among staff in research and teaching, research-only or teaching-only roles has increased, with the proportion of women rising by 4 percentage points (from 52% in 2020/2021 to 56% in 2024/2025).
- The gender ratio among deans and deputy deans remained unchanged.
- The gender imbalance in the position of institute director has decreased slightly, whilst the gender balance in the positions of deputy director has been maintained.
- In central administration, women continue to hold managerial positions more frequently than men. An increase was also observed in the proportion of women in the positions of director and deputy director in university-wide units.
- The gender imbalance in the position of professor has decreased: the proportion of women and men is now similar (an increase in the proportion of women in this position by 10 percentage points, from 36% in 2020/2021 to 46% in 2024/2025).
- Gender parity in the position of university professor – an increase in the proportion of women in this position by 2 percentage points (from 36% in 2020/2021 to 38% in 2024/2025).
- Changing the gender balance in the position of associate professor with a postdoctoral qualification – an increase in the proportion of women by 4 percentage points (from 53% in 2020/2021 to 57% in 2024/2025).
- Balancing the gender ratio among postdoctoral research assistants – an increase in the proportion of men by 16 percentage points (from 31% in 2020/2021 to 47% in 2024/2025).
- No change in gender proportions among project leaders – an increase in the number of women leading projects was recorded, although the gender proportion is similar to that of 2020 – women more often lead national projects than men, whilst men lead structural projects.
- A shift in the gender ratio in the awarding of academic degrees and titles in favour of women – in the 2024/2025 academic year, more women than men were awarded the title of professor and the degree of habilitated doctor.

1.2.1.3. Conclusions from a comparative analysis of the gender structure among students at SGGW and those enrolled in the SGGW Doctoral School in 2020/2021 and 2024/2025

During the period analysed, the number of students fell from 15,736 to 15,324 (a decrease of 412). Meanwhile, the number of female students fell from 9,313 in 2020/2021 to 8,665 in 2024/2025 (by 648), whilst the number of male students rose from 6,423 to 6,659 (an increase of 236). This change in numbers is linked to a shift in the gender ratio within the analysed periods. At the SGGW Doctoral School, however, the ratio increased. The analyses revealed the following changes:

- 1) The difference in the proportion of women and men among the total student population has decreased – a decrease in the proportion of women among students by 2 percentage points (from 59% in 2020/2021 to 57% in 2024/2025). There was a slight change in the gender ratio for full-time study programmes – a decrease in the proportion of women by 2 percentage points (from 61% in 2020/2021 to 59% in 2024/2025),
- 2) The gender balance in part-time study programmes has evened out – a decrease in the proportion of women by 8 percentage points (from 58% in 2020/2021 to 50% in 2024/2025).
- 3) The gender balance in full-time first-cycle programmes has levelled out – a decrease in the proportion of women by 8 percentage points (from 56% in 2020/2021 to 48% in 2024/2025).
- 4) Change in the gender ratio in full-time second-cycle degree programmes – a decrease in the proportion of women by 5 percentage points (from 66% in 2020/2021 to 61% in 2024/2025).
- 5) Change in the gender ratio in part-time second-cycle degree programmes – a 2 percentage point decrease in the proportion of women (from 56% in 2020/2021 to 54% in 2024/2025).
- 6) An increase in the number of faculties with a similar gender ratio. In 2020/2021, there was one such faculty. In 2025/2026, there are four such faculties, with the proportion of women increasing at the Faculty of Civil and Environmental Engineering and the Faculty of Forestry, and the proportion of men increasing at the Faculty of Economics and the Faculty of Horticulture.
- 7) No change in the gender ratio among students at the SGGW Doctoral School – despite an increase in student numbers from 120 in 2020/2021 to 293 in 2024/2025, the gender ratio remained unchanged – the proportion of women fluctuated between 62% and 63% during the period analysed.

1.2.2. Conclusions from the comparative analysis of gender pay gaps for the period 2022–2025

As part of the measures planned in the Gender Equality Plan for the SGGW for 2022–2025 to prevent gender-based pay discrimination, in cooperation with the Human Resources and Payroll Office, systematic monitoring of gender pay gaps across job categories, place of employment and roles performed. Based on these analyses, annual “SGGW Fair Pay” reports have been produced from 2022 to 2025⁸. The conclusions from the comparative analyses of gender pay gaps for the period 2022–2025 are presented below. Based on the analyses carried out, it was established that:

- 1) The average pay for both women and men in specific positions at the SGGW in Warsaw increased

⁸ Analysis based on annual reports analysing the gender pay gap at SGGW:

- ‘SGGW Fair Pay’ Report. Analysis of gender pay gaps within job categories in the 2021–2022 academic year, compiled by Dorota Derewiaka and Emilia Paprzycka, 2022;

- “SGGW Fair Pay” Report. Analysis of gender pay gaps within job categories in the 2022–2023 academic year, prepared by the Human Resources and Payroll Office, 2023.

- “SGGW Fair Pay” Report. Analysis of gender pay gaps within job groups in the 2023–2024 academic year, compiled by Dorota Derewiaka and Emilia Paprzycka, 2022;

- “SGGW Fair Pay” Report. Analysis of gender pay gaps within job groups in the 2024–2025 academic year, compiled by Dorota Derewiaka and Emilia Paprzycka, 2022;

during the period under review.

- 2) The increase in average pay among men employed as professors, university professors and teaching assistants was slightly higher than for women in the same positions. However, for women, the pay increase was slightly higher than for men in the same positions, including assistant professors with a postdoctoral qualification, assistant professors, and teaching assistants.
- 3) An analysis of data on pay gaps between men and women indicates that, across different job roles, the gaps are significantly smaller and occur less frequently among men than among women. However, over the four years covered by the study, the pay gaps have decreased to the detriment of women. In employee groups such as assistant professor with a postdoctoral qualification, assistant professor with a PhD, research assistant with a PhD, research assistant and teaching assistant, a clear narrowing of the pay gap between women and men employed in these positions was observed.

Based on the analyses carried out, it can be concluded that there is still a need to address pay gaps to reduce the disparity in pay between women and men in the same positions, to reduce pay gaps between women and men in selected employee groups, and to limit pay gaps within individual employee groups, particularly among university professors.

1.2.3. Conclusions from research into discrimination and bullying at SGGW in 2024/2025

A study on equal treatment at the University and experiences of discrimination, including harassment, sexual harassment, and bullying, was conducted by the Inclusivity Research Team, appointed by the Rector, between June and July 2025. The research aimed to gather the opinions and experiences of those working and studying at SGGW, and of those enrolled in the Doctoral School, regarding equal treatment at the University, and to assess how the procedures and measures introduced to combat discrimination and workplace bullying at the University are functioning. The purpose of gathering this information was to identify the needs for developing further systemic solutions to improve working and learning conditions, and to diagnose the aforementioned problems to appropriately allocate actions in the new Gender Equality Plan for SGGW for the years 2026–2031. As the plan envisages measures to support the reconciliation of professional or educational roles with family responsibilities, the survey also asked about certain aspects of private life and well-being. To enhance the accuracy and reliability of the survey, separate questionnaires were prepared for four groups: those working in research and teaching or teaching roles; those working in administration and other units; students; and those undertaking doctoral studies. The structure and questions addressed the same issues, but the possible answers were formulated to be relevant to the University's activities.

The survey was conducted online and designed using quota-stratified sampling based on the number of women and men in individual institutes, the administration and other units, individual faculties, and the Doctoral School, as of 31 December 2024. The aim was to achieve representativeness, but because participation in the survey was voluntary, the sample was ad hoc and based on the availability of respondents. Consequently, the survey results and conclusions do not allow generalisations and should be treated as indicative of respondents' experiences rather than the entire community. A total of 846 people took part in the research, including 376 SGGW employees, 428 students, and 42 doctoral students at the SGGW Doctoral School. The conclusions from the research, drawn from detailed research reports, are presented below⁹.

⁹ *Problem dyskryminacji i mobbingu oraz przeciwdziałania tym zjawiskom w uczelni. Raport z badań osób pracujących w SGGW*, E. Paprzycka, Sz. Wielgosz, D. Stangierska-Mazurkiewicz, M. Herudzińska, A. Kampka; *Problem dyskryminacji i mobbingu oraz przeciwdziałania tym zjawiskom w uczelni. Raport z badań osób studiujących i kształcących się w szkole doktorskiej w SGGW*, M. Herudzińska, D. Stangierska-Mazurkiewicz, D. Stangierska, A. Kampka; „*Na podwójnym etacie*” - analiza potrzeb rodziców pracujących, studiujących i kształcących się w Szkole Doktorskiej w SGGW, E. Paprzycka, M. Herudzińska, A. Kampka, D. Stangierska-Mazurkiewicz, Sz. Wielgosz.

Characteristics of the respondents

The survey involved 232 people working in research and research-teaching roles, representing all the Institutes. 57.4% were women, 31.9% were men, and 1 in 10 preferred not to answer the gender question. The largest group consisted of those with longer service at SGGW – more than 11 years – employed as assistant professors (over half), most often aged over 40 – with the largest group being those aged 40–49 (45%). Among the 144 administrative staff who took part in the survey, 66% worked in central administration, 19.4% in faculty/institute administration, and 14.4% in other units. 79.9% were women, 15.3% were men, and 4.9% preferred not to answer the gender question. The largest groups were those with shorter service (35.4%) and longer service at SGGW – more than 11–19 years (25.7%)- most often aged over 40, with the largest group being those aged 40–49 (47.2%). Among the students who took part in the survey, women were the most numerous (67%), as were those in their first and second years of a first-cycle degree. Students at the SGGW Doctoral School who took part in the survey were mostly women, aged 25–29 (62%), followed by those aged 30–34 (14%), and least frequently those over 35 and under 25.

Unequal treatment and experiences of discrimination, and efforts to combat it

The majority of those working, studying and undertaking postgraduate studies at the SGGW Doctoral School have not experienced unequal treatment at the University over the last few years. Less than a third of respondents in each of the surveyed groups reported feeling they were treated unequally.

Among the respondents who reported feeling unequally treated, the most frequently cited reasons for this perceived unequal treatment were: for research staff, research and teaching staff, and teaching staff: their skills (21.7%), academic title/degree (19.4%), role/position held (19%), gender (18.3%), age (14.5%), family situation (12.2%) and length of service (10.6%), and among those working in administration: role/position held, gender, family situation, illness. In contrast, among students, gender (22%) and skills possessed (15.7%), and among those studying at the Doctoral School, gender (23.8%).

Respondents who felt they had been treated unfairly most frequently cited the following situations with feelings of unequal treatment most frequently cited: in the case of research, research-teaching or teaching staff – their views and opinions being ignored (29.7%), the awarding of prizes (20.9%), remuneration for work (19.4%), teaching workload (18.6%) and questioning of skills and knowledge (17.5%). In the case of administrative staff: being burdened with additional duties, remuneration for work, awarding of prizes, ignoring of views and opinions, questioning of skills and knowledge, and the possibility of remote working. Among students, the perception of unequal treatment most frequently concerned the questioning of skills and knowledge (23.4%) and the assessment of work (21.7%), whilst among those studying at the SGGW Doctoral School, unequal treatment was most frequently perceived in relation to existing skills (33.3%), questioning of skills and knowledge (33.3%), and ignoring of views/opinions (33.3%). Respondents who felt they had been treated unfairly most frequently identified the following as the perpetrators of such treatment. In the case of research, research-teaching or teaching staff, the most common responses were the supervisor (38%) and individuals with a higher academic rank or title (22.1%). For administrative staff, the most common targets were the line manager and colleagues in similar positions within the University's structure. Among students, lecturers were most frequently identified (38.6%), and the classroom was the most frequently cited location (36.7%). women (28.6%), and the most frequently identified location was the teaching room (23.8%). Among respondents studying at the Doctoral School, women were most frequently identified as experiencing unequal treatment (28.6%), and the most frequently cited location where this occurred was teaching rooms (23.8%). Doctoral students identified fieldwork (54.7%) and one-to-one conversations, e.g. during consultations (42.9%), as the

places where unequal treatment in connection with third-cycle studies most frequently occurs.

The majority of students and doctoral candidates at the SGGW Doctoral School state that they have not witnessed discrimination in the last few years. Less than half of respondents in academic, academic-teaching, or teaching roles share this experience, and less than a third of those in administration do. The most common reaction of respondents in such a situation was to offer support to the person being discriminated against, as well as to draw the discriminator's attention to the issue. The most frequently cited reasons for not reacting when witnessing discrimination were fear of the consequences (across all surveyed groups) and a lack of consent from the person who experienced it (among working groups).

According to the respondents, those most frequently exposed to unequal treatment in the academic environment are, according to those working in research and teaching, teaching or research roles: young people, those with lower levels of education or academic qualifications, holders of academic titles, parents of young children and women; whilst, according to those working in administration, they are: people with lower levels of education, parents of young children and women. In contrast, according to students at the SGGW Doctoral School, all women (54.8%) and those with lower levels of education/academic degrees or titles (47.6%) are vulnerable to unequal treatment in the academic environment. According to the surveyed students, this primarily affects people of a different nationality (41.6%), as well as – though somewhat less frequently – people of a different sexual orientation (33.4%), people with disabilities (33.2%) and women (31.1%).

The vast majority of respondents working at the SGGW, students and those enrolled in the Doctoral School stated that, over the past few years, they had not experienced any behaviour at the University that could be considered sexual harassment. Among the behaviours classified as sexual harassment, the most frequently mentioned were inappropriate jokes with sexual undertones made, for example, during a meeting or lecture, intended to lighten the atmosphere, as well as comments and remarks concerning sexuality.

Most respondents working at the SGGW and studying at the Doctoral School know where to report a case of discrimination at the University, and most also know where to find information on anti-discrimination measures. Most of the respondents employed at SGGW have also participated in training on combating discrimination. Most of the respondents who work at the University state that they also know where to report a case of workplace bullying and where to find information on the subject. Among students, over half of those surveyed say they do not know where to report a case of discrimination at the University, and nearly three-quarters do not know where to find information on anti-discrimination measures. Over a quarter of the students surveyed stated they had not participated in training on combating discrimination, and 40.2% could not recall whether they had attended such training. Among respondents studying at the SGGW Doctoral School, the majority know where to report a case of discrimination at the University and where to obtain information on the subject, and have attended the anti-discrimination training course.

The significance of gender for academic career development

Whilst the majority of respondents working in administration expressed the view that gender is irrelevant to one's professional career, as the University offers equal opportunities for academic development and promotion, the majority of respondents employed in research, research-teaching and teaching positions (77%) agreed with the statement that gender is a significant factor in academic career development. However, respondents most frequently (40.6%) agreed with the statement that gender matters for careers at certain stages of academic development due to the associated career breaks resulting from parental responsibilities, and over a third (36.4%) supported the view that gender matters for the course of women's academic careers due to women's roles in society and the family. The view that gender is irrelevant to academic careers, given that the University offers equal opportunities for academic development and promotion were reported by 23% of respondents.

According to respondents from the group employed in research, research-teaching and teaching positions, the unfavourable situations at the University that women more frequently experience than men include having their skills and knowledge questioned, having their career development opportunities questioned, and having their personal lives commented on. According to the

respondents, women are more often than men assigned labour-intensive, but less prestigious, tasks (e.g., organisational) at the University. Over half of the respondents also agree with the statement that women are more likely to have fewer opportunities for an academic career or good academic performance if they have children, are more likely to postpone the decision to start a family due to work or study requirements, and are more likely than men to experience difficulties in their personal lives due to work or study requirements.

The research shows that among the problems associated with the conflict between the roles of mother and researcher, respondents working in research-teaching, teaching and research positions most frequently (62.5%) identify, among women working at the SGGW, the problem of a prolonged career progression due to family circumstances (maternity leave, caring for young children). The second most common problem, observed by almost half (43.7%) of respondents, is the difficulty of balancing responsibilities arising from the specific nature of work at the University (international cooperation, mobility periods and placements). The third issue, identified by over a third (36.4%) of respondents, is the demands associated with career progression that do not account for the different situations of women and men due to their family roles and responsibilities.

Well-being at the University

Most respondents working at SGGW (from both groups surveyed) are satisfied with their work and duties and feel secure in their jobs, whilst over half feel motivated to work. Most also state that they feel supported in their work by the people they work with; almost half feel supported by their superiors, but less than half feel they are assessed fairly. Only a third of respondents feel appreciated for their organisational activities and treated fairly when organisational tasks are allocated, and less than a third feel that the requirements for promotion motivate them to develop. Over half experience work-related stress and the consequences of the atmosphere and tensions within the team; nearly half feel burnt out and also find it difficult to balance work and family life, whilst one-third of respondents are increasingly thinking about changing jobs. Most people working in research, research-teaching, and teaching roles feel they are treated with respect, but among respondents working in administration, less than half say the same. Most people working in research, research-teaching, and teaching roles state that they wish to develop their academic career at SGGW and derive satisfaction from their teaching work, whilst, among those working in administration, the majority wish to develop their professional career at SGGW.

As regards the well-being of the respondents studying and training at the Doctoral School, the vast majority wish to continue developing, and most also feel they can do so at SGGW. The vast majority feel supported by their fellow students and treated fairly in class. Almost two-thirds feel satisfied with their studies. Over half feel they are treated fairly in assessment and assessed appropriately, and that their lecturers support them. Less than half of the respondents feel that their contributions are appreciated.

Proposed measures to promote equal treatment and prevent undesirable behaviour at the University

Respondents were asked, in the form of an open-ended question, to suggest measures that could be taken at the University to promote equal treatment and prevent undesirable behaviour. The suggestions from respondents across the four groups are presented below.

People suggested the following measures: training for management on the principles of equal treatment, good staff management practices, the development of soft skills, and an emphasis on good and effective communication within teams; the introduction of fixed terms of office for managerial positions in administration; the introduction of an appraisal system for administrative staff and an appraisal system for those in managerial roles. Clear promotion criteria and defined career paths. Transparency in the selection and actions of management, taking employee ethics into account in the process of appointing managerial roles, providing honest assessments of candidates for managerial roles and taking into account the views of subordinates, as well as the need to assess those appointed to managerial positions in terms of soft skills, and their emotional and psychological aptitude for

leading a team. Those working in research, research-teaching, and teaching roles proposed the introduction of allowances for organisational activities, i.e., the roles of institute or faculty coordinators performed by those employed in research-teaching positions.

Administrative staff called for increased availability of remote working, greater flexibility in granting permission for it, the opportunity for promotion and access to additional funding/training opportunities/benefits associated with projects funded from external sources for all staff, a change to the remuneration system, the allocation of bonuses/awards, etc., and promotions, linking these to commitment, skills and contribution to the organisation's development, rather than solely to experience; the introduction of a uniform incentive scheme for all administrative staff, without distinguishing between central administration and the rest of the administration; the establishment of an anonymous system for reporting undesirable situations, a swift and reliable response to reports (while maintaining confidentiality and protecting the reporter), monitoring of unit managers in cases of discrimination. and bullying on their part, and better promotion of anti-bullying measures and training.

Students, meanwhile, additionally highlighted the need for education and the organisation of training – primarily for academic staff – as well as structural changes and procedures (including: standardised and fair assessment/examination procedures, improved communication, the introduction of equal access to elective modules, compensation for irregularities in the teaching process, adaptation of infrastructure for people with disabilities, greater opportunities for the development of research societies and better access to grants for students, and the creation of clear regulations and codes of ethics); introducing penalties and taking action against perpetrators of undesirable behaviour – replacing or removing problematic individuals or dismissing them from their posts); supervision and monitoring (including: monitoring of lecturers, conducting and analysing surveys and analysing reports, class observations – unannounced visits/inspections of classes, monitoring of the lecturer following a complaint and the formulation of recommendations, psychological tests for staff).

Doctoral students also mentioned promoting equal representation of women and men in managerial positions within institutes and bodies, and equal opportunities in activities, enabling participation in various activities, programmes, symposia and conferences without age restrictions; training and skill development, including training on communication and equal treatment for all, as well as training in teaching methods and mentoring support for supervisors and lecturers.

Concerning the support provided by the University to parents of young children, based on the analyses carried out, three categories of responses concerning needs can be identified:

- no need for change, continuation of the benefits offered and recognition of the support provided by the University as sufficient;
- a need for changes to existing arrangements, e.g. replacing Christmas hampers with gift vouchers, employing better staff in the nursery, introducing free nursery places on the SGGW campus for university staff, and employing more specialists at the clinic;
- the need to introduce new forms of support. The most frequently mentioned were those that would genuinely help combine professional and parental roles, namely the implementation of systemic parenting support solutions in the form of a permanent, accessible service for parents of young children. These solutions would cover: the possibility of remote working, including in teaching roles, or hybrid working; for those working in administration – simplifying the application procedure, allowing remote working for 4–6 days a month, and the option to request remote working on an ad hoc basis (with documents to be submitted retrospectively). Individual solutions for parents of children with disabilities were also highlighted, such as flexible working hours and the employment of women with young children on a part-time basis. Concerning those working in research and teaching or teaching roles, the possibility of reducing the teaching load for parents of young children, e.g. in the first year after the birth of a child, taking parental roles into account in work when planning lessons and the allocation of organisational tasks; the provision of feeding areas, the creation of a crèche or 'childcare corner' where children can stay for a few hours under adult supervision, support for childcare through the organisation of social events for children, the option to bring children to work, and subsidies for nursery and extra-curricular activities. Students also highlighted the need for changes to the timetable, financial

support (loans), the granting of leave, housing assistance – particularly for married couples with a young child (this was also highlighted by those studying at the Doctoral School) – respect for sick leave taken to care for a child, and psychological support.

1.2.4. Conclusions from the evaluation of the Gender Equality Plan for the SGGW for 2022–2025

Measures outlined in the Gender Equality Plan for the Warsaw University of Life Sciences in Warsaw for 2022–2025, introduced in December 2021, by Ordinance No. 141 of the Rector of SGGW dated 31 December 2021 on the introduction of the “Gender Equality Plan for the Warsaw University of Life Sciences for 2022–2025” – centred on three objectives:

- 1) raising awareness among the entire SGGW community regarding the principle of equal treatment and discrimination, including gender-based discrimination.
- 2) ensuring equal opportunities and the full development of women’s potential.
- 3) ensuring gender balance and diversity in university, institute and faculty decision-making bodies, as well as in expert, review and project teams, and within individual positions and recruitment processes.

The establishment of an institutional structure and the development of procedures (20 legal acts) created a framework for implementing most of the planned activities.

The objectives of the Gender Equality Plan were twofold: awareness-raising and structural. In both these dimensions, key objectives were achieved, enabling the effective implementation of measures to create and maintain working and learning conditions that respect the diversity of the academic community.

Concerning the first objective (the awareness-raising dimension), a series of activities were carried out to raise awareness of equal treatment and the prevention of discrimination. Five educational and information campaigns were conducted (promoting equality initiatives such as *‘Równi-Różni; #Dyskryminacja to obciach, “#nie wyrażam zgody”* on sexual harassment), and six anti-discrimination guides were prepared and made available on the website. The range of educational and informational materials on discrimination and anti-discrimination was systematically expanded on the website dedicated to equal treatment, and information on actions taken to promote equality and combat discrimination was disseminated. An initiative combining awareness-raising and institutional measures was a series of training sessions tailored to various target groups: compulsory training for all (students, doctoral candidates and staff at SGGW) covering knowledge of discrimination, gender-based discrimination, harassment and sexual harassment, skills related to recognising and responding to these phenomena, and the procedures adopted by the University. This awareness-raising was accompanied by specific institutional measures providing tools to combat discrimination. A procedure for reporting and responding to cases of discrimination at SGGW was prepared and implemented; the Rector’s Committee for the Prevention of Discrimination and the Academic Ombudsman were appointed, as was the Secretariat of the Disciplinary Ombudsman for Academic Staff and the Anti-Bullying Ombudsman and the Rector’s Representative for Equal Treatment, as well as the Inclusivity Research Team. Methods for directly or indirectly reporting various breaches of the principle of equal treatment have been developed and publicised (website). Maintaining these structural and organisational solutions is essential for the continued implementation of pro-equality and anti-discrimination measures.

As part of the second objective of the Gender Equality Plan, a series of activities and projects were carried out to promote women’s participation and support the development of their potential. These included both meetings and campaigns showcasing examples of women achieving success in various fields (a series of 10 Women’s Lab webinars, attended by over 300 people), working for the SGGW (the Prof. Maria Joanna Radomska Competition, 2 editions, in which over 2,700 people were involved, voting for 21 candidates), promoting the results of research conducted by women (FemLibrary – nearly 70 articles, approx. 2,300 page views), as well as support activities (JesteśMy – a networking group for female PhD students; the *‘Perspektywy [dla] kobiet’* mentoring programme; participation in the *‘Dziewczyny do nauki’* project).

An important element of the activities aimed at achieving the third objective was analytical and monitoring work. Systematic analysis of data on students and workers resulted in regularly published reports on the gender pay gap (4 reports) and the gender structure of students and staff (4 reports). Systematic monitoring of the implementation of the Gender Equality Plan (annual implementation reports) and of compliance with equal treatment of students was carried out through tools for improving and ensuring the quality of education at SGGW – Results of the Student Survey on the Evaluation of Teaching Activities.

Of the five planned actions, three were replaced by others that arose from both current needs and constraints (e.g., a lack of staff capacity at SGGW to deliver the planned diversity management training). However, the measures relating to two aspects – support for career planning and development at various stages (as emphasised by the European Charter for Researchers) and measures enabling the reconciliation of research work with family life, particularly for parents of young children and carers of those in need of support – were partially implemented. In the first case, these measures are implemented as part of the HR Excellence in Research Strategy for SGGW; in the second case, they relate to regulations introduced at the national level, namely the introduction of preferential rules for applying for remote work for employees with young children (Article 67¹⁹§ 6 and Article 188¹ of the Labour Code) and the introduction of the Remote Working Regulations at SGGW – Ordinance No. 22 of the Rector of SGGW dated 6 April 2023 on the introduction of the Regulations on Remote Work at the Warsaw University of Life Sciences.

In the context of the EU Council Resolution on a strategic framework for European cooperation in the field of education and training for a European Education Area and in a broader perspective (2021–2030) (2021/C 66/01) and the resulting guidelines for higher education institutions in Member States and European Universities, the collection and analysis of data enabling the monitoring of gender inclusion and equality in education should be continued to maintain efforts to raise awareness of gender issues in educational processes, eliminate gender stereotypes, take into account growing diversity, and ensure the inclusion of people from disadvantaged and particularly vulnerable groups. Further work is also needed to achieve an appropriate gender balance in management positions, enhance management staff's skills in creating an inclusive educational and working environment, and raise awareness of the opportunities available at SGGW to respond to and prevent discrimination.

FROM ASSESSMENT TO OBJECTIVES

The objectives of the Gender Equality Plan for SGGW address the issues and needs identified in the Assessment and were developed following proposals and consultations with the Coordinators for the SGGW Gender Equality Plan for 2022–2025, as well as with representatives of SGGW staff, students, and doctoral candidates. The Plan was also consulted with representatives of the University's governing bodies, the Equal Treatment Coordinators in the various units, the Rector's Anti-Discrimination Committee, the SGGW Academic Ombudsman, as well as the Human Resources and Payroll Office, the Student Affairs Office and the International Relations Office. A key reference item for the formulation of the Gender Equality Plan for SGGW was the new European Charter for Researchers and the results of the audit by the HR Excellence in Research committee.

The result of this work is a new Gender Equality Plan for the SGGW, whose objectives are primarily aimed at increasing the University's openness and accessibility by promoting values such as diversity, equality of needs and inclusivity, and by harnessing their potential in everyday practices relating to education, research and the functioning of the University as an organisation – that is, in management and communication. This plan also aims to raise awareness of the significance of bias in day-to-day operations. It also aims to integrate the gender dimension into all aspects of the University's operations, not only to eliminate gender-related inequalities but also to improve the quality and relevance of research by taking into account the diverse perspectives and experiences of women and men.

OBJECTIVES, ACTIONS, INDICATORS

2. OBJECTIVES, ACTIONS, INDICATORS

The Gender Equality Plan for the SGGW, in line with the objectives of the new researcher's charter, the HR Excellence in Research for SGGW, and in accordance with the findings of research into discrimination at the University and the results of the evaluation of the Gender Equality Plan 2022–2025, addresses the following needs:

- to raise awareness of the importance of diversity, equality and inclusivity for the University's openness and accessibility,
- promoting the value of diversity in governing bodies, decision-making teams and project teams,
- enhancing the skills of management staff in managing diverse teams, particularly in aspects related to communication and motivation, taking into account diverse needs,
- raising awareness and developing skills in preventing and responding to undesirable behaviour, in particular discrimination, harassment and bullying, and disseminating knowledge about the procedures for countering these phenomena in place at SGGW,
- incorporating a gender perspective in research and education,
- supporting staff at SGGW in balancing family and professional roles (work-life balance), in particular women and men who are parents of young children, in the ability to continue their academic careers after periods of leave resulting from caring for dependents (e.g. parents requiring care, children with disabilities),
- supporting women in their academic career development, with particular emphasis on academic careers following a PhD and post-doctoral degree of doctor habilitated, and supporting those embarking on an academic career and working at the university.

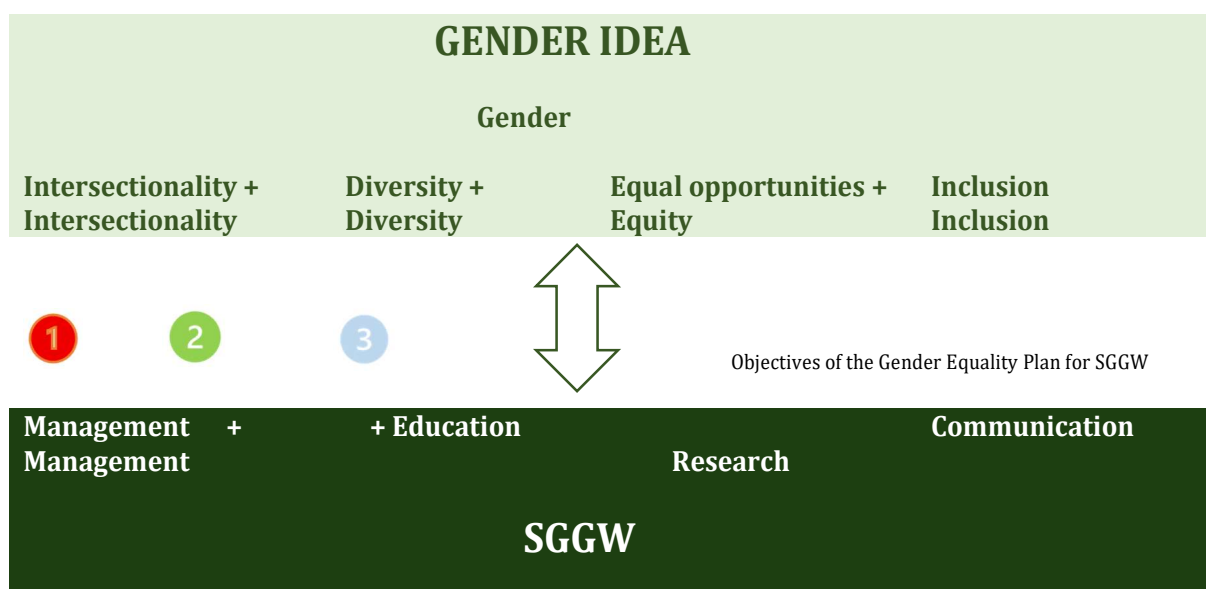
OBJECTIVES OF THE GENDER EQUALITY PLAN FOR SGGW FOR THE YEARS 2026–2031:

- 1) Raising awareness of the importance of equal opportunities, diversity and inclusivity, and their practical application across all aspects of the university's operations, management, research, teaching and communication, taking into account the intersectionality of various forms of discrimination (*GENDER IDEA*).**
- 2) Incorporating a gender perspective from an intersectional perspective into activities related to career development, including the need to balance work and private life.**
- 3) Incorporating a gender perspective into research processes and teaching content (*gender dimension*).**

The SGGW Gender Equality Plan 2026–2031 aims to achieve objectives that will enable the university to be an even more open and accessible place for all members of its community. These objectives aim to raise awareness of the importance of DEI (Diversity, Equity, Inclusion) values for the development of the university and individual academic, professional, or educational careers, particularly from an intersectional gender perspective. The guiding principle of the Plan in this sense is GENDER IDEA (Gender, Intersectionality, Diversity, Equity, Acceptance – Inclusion); therefore, it focuses on activities aimed at raising awareness of the importance of these values in the University's day-to-day practices, i.e. in teaching, research, management and communication (Figure 1). In the context of management, it also refers to the ideas and principles of sustainable human resource

management (SHRM)¹⁰. It also envisages integrating the gender dimension into all aspects of the University's operations, particularly those related to career development, including the need to balance professional and private life. It also proposes measures to strengthen the integration of gender equality into research and innovation activities. Its aim is not only to eliminate inequalities, but also to improve the quality of research by taking into account the diverse perspectives and experiences of women and men.

Figure 1. Concept for the implementation of GENDER IDEA in the Gender Equality Plan for the SGGW (Warsaw University of Life Sciences) for 2026–2031



Source: own compilation.

The objectives set out in the Gender Equality Plan for SGGW will be implemented on two levels – institutionally and individually – through changes in awareness. Their implementation is intended to produce a synergistic effect: changes in awareness should lead to changes in practices across the university's management, education, research, and communication. Accordingly, the planned activities focus primarily on raising awareness and enhancing skills – through training, workshops, webinars and promotional campaigns – but also on changing procedures and improving existing ones, as well as on monitoring changes and identifying and analysing the needs of the entire SGGW community in this regard.

The objectives of the new Gender Equality Plan, as defined above, enable the full realisation of the mission and values of SGGW set out in the SGGW Strategy to 2030: “The University regards people as its greatest asset, fosters good interpersonal relationships based on mutual respect, and promotes intellectual development (...). By educating and nurturing its students, SGGW strives to foster an open-minded outlook and respect for all people (...).

¹⁰ Sustainable human resource management (SHRM) is a strategic HR approach that combines economic and social objectives, aiming for the company's long-term success whilst ensuring employee well-being, fairness and environmental responsibility. The company's growth is achieved by investing in employee development, motivation and retaining talent, treating employees as individuals, ensuring decent working conditions, safety, development and work-life balance, attracting diverse talent, building an inclusive environment, investing in continuous learning and the development of employees' skills, personalising health and wellbeing support, utilising AI and digital tools for more effective process management, and implementing flexible working arrangements, including remote working, to improve work-life balance.

OBJECTIVE 1

RAISING AWARENESS OF THE IMPORTANCE OF EQUAL OPPORTUNITIES, DIVERSITY AND INCLUSIVITY, AND THEIR PRACTICAL APPLICATION IN ALL ASPECTS OF THE UNIVERSITY'S OPERATIONS – MANAGEMENT, RESEARCH, EDUCATION, COMMUNICATION – TAKING INTO ACCOUNT THE INTERSECTION OF DIFFERENT FORMS OF DISCRIMINATION (*GENDER IDEA*).

This objective will be achieved through:

- promotional, informational and, above all, educational activities aimed at raising awareness of the importance of gender equality, equal opportunities, diversity and inclusivity, taking into account the diversity of needs and communication skills in this area,
- activities aimed at implementing elements of sustainable management by enhancing the skills of management staff,
- monitoring and collecting data on the implementation of the principle of equal treatment at the University,
- implementing procedures to improve the University's accessibility and openness, and enhancing the effectiveness of existing procedures.

Type of activity designated by the objective	ACCESSIBILITY AT THE UNIVERSITY BASED ON DEI STANDARDS AND UNIVERSITY PROCEDURES – e-learning training (in Polish and English)
Action 1	Compulsory training on the values of diversity, equality, inclusion and accessibility; how to create conditions conducive to their realisation; how to foster an attitude of openness and tolerance; and how to communicate effectively in international teams.
Target audience	The entire SGGW community
Planned implementation period	SGGW staff – academic year 2025/2026 – by the end of June 2026, with the training requirement continuing for recruits. SGGW students – academic year 2026/2027 – until the end of June 2027, with the requirement to complete the training continuing for those starting their studies. Doctoral students – academic year 2026/2027 – until the end of June 2027, continuation of the obligation to take training for those commencing their studies.
Indicator	Number of participants who took part in the training (number of passed tests and completion certificates). Ordinances on compulsory participation in training for specific groups: working people, students and those studying at the SGGW Doctoral School.
Responsible unit	Rector's Representative for Equal Treatment, WePoint, IT Centre, Education Support Office

Type of activity designated by the objective	INTERGENERATIONAL COMMUNICATION – “TWO SIDES OF THE MIRROR” – webinar
Activity 2	Online training session with an expert on communication in intergenerational relationships: the relationship between a doctoral student and a lecturer, best practices in communication, inclusive communication, and preventing prejudice in relationships. Co-facilitated by a doctoral student and a lecturer.
Target audience	Lecturers, doctoral students
Planned implementation period	Winter term, academic year 2026/2027
Indicator	Link to the webinar, the webinar recording available on the website dedicated to combating discrimination, and the number of participants in the webinar.
Responsible unit	Gender Equality Plan Coordinators. Promotion Office

Type of activity designated by the objective	“INEQUALITY? WHAT CAN YOU DO?” – webinar
Activity 3	Training session (online) on discrimination, self-discrimination and prejudice – case study: recognising signs of discrimination, exclusion and harassment; examples of how such situations affect those involved; how to respond to signs of discrimination, exclusion and harassment; best practices, preventing prejudice in relationships.
Target audience	Teachers, students, doctoral students
Planned duration	Summer term, academic year 2026/2027
Indicator	Link to the webinar, availability of the webinar recording on the website dedicated to combating discrimination, and the number of participants in the webinar.
Responsible unit	Gender Equality Plan Coordinators. Promotion Office

Type of activity designated by the objective	“SUSTAINABLE MANAGEMENT” – a series of workshops
Activity 4	A series of workshops on team management with elements of SHRM 1) “Team management in the context of change and employer branding” – scope: – equality as an element of the university’s strategy and image – change management, stages of the change process and common employee concerns – inclusive leadership, bias-free decision-making – building teams based on diversity – best practices in transparent management – employer brand ambassadorship within the team – trust in the employer branding process 2) “Communication that supports inclusion” – scope: – conducting trust-building conversations – creating a safe space for expression – communication practices that foster integration

	– NVC (non-violent communication) – guidelines for email/online communication 3) “Work-life balance in academia” – scope: – solutions to help balance professional and personal responsibilities – the role of supervisors in ensuring an appropriate workload – good practices regarding flexibility and well-being 4) “Diversity as a value in the academic environment” – scope: – promoting diversity within teams – mechanisms for equal access and equal opportunities – a culture of respect for different experiences 5) “Responding to inappropriate behaviour and conflict management” – scope: – group processes and their dynamics – early recognition of signs of inappropriate behaviour and conflict – effective managerial intervention at the first point of contact – conducting restorative conversations and de-escalating tensions – protecting those experiencing violations and safe reporting of irregularities – conflict management based on the university’s values and standards – restoring balance and strengthening the team after difficult situations 6) “Stress and mental well-being in professional relationships” – scope: – types and sources of stress and how to identify them – ways of coping with stress – well-being, its dimensions and development – Strengthening areas of well-being – stress in the work of an academic teacher
Target audience	SGGW management
Planned implementation period	From the 2026/2027 academic year to 2028/2029, in accordance with the training schedule
Indicator	Number of workshops held, number of participants (training schedule).
Responsible unit	Gender Equality Plan Coordinators, Human Resources and Payroll Office, management and psychology specialists working at the SGGW

Type of activity designated by the objective	SPEAKING APPROPRIATELY – training
Action 5	Training on communication in workplace relationships, conflict resolution and mediation, and the support services available at the university in these areas.
Target audience	Management staff (compulsory training), staff at SGGW
Planned implementation period	2027/2028
Indicator	Number of training sessions conducted, number of participants

Responsible unit	Training delivered by the SGGW Academic Ombudsman
Type of activity designated by the objective	PREVENTING BULLYING IN THE ORGANISATION - workshops using the “Mobbusters” game
Activity 6	The workshop aims to provide knowledge about bullying, its mechanisms, and its impact on the organisation. The workshop is conducted as a simulation game on management within an organisation. During the game, participants take on managerial roles, including making personnel decisions, assigning tasks, and experiencing the impact of bullying on the organisation’s functioning. Scope: – diagnosing workplace bullying situations, – prevention of workplace bullying, i.e. what the victim and management can do, – causes of workplace bullying, – stages of bullying, – profile of the victim and the bully – the consequences of workplace bullying for the organisation
Target audience	Management and staff at SGGW
Planned implementation period	From the 2026/2027 academic year onwards, on an ongoing basis until 2029/2030
Indicator	Number of training courses delivered, number of participants
Responsible unit	Rector’s Representative for Equal Treatment, Anti-Bullying Ombudsman, Implementation: certified trainer of the “Mobbusters” simulation game.
Type of activity designated by the objective	PREVENTING PREJUDICE - information and educational activities
Activity 7	Educational and awareness-raising activities promoting inclusive communication, providing information on prejudice and its various forms, highlighting good practices in combating discrimination, and offering guidance.
Target audience	The entire SGGW community
Planned implementation period	Regular publication of materials from the 2026/2027 academic year
Indicator	Number of promotional activities, link to the website containing information and educational materials.
Responsible unit	Gender Equality Plan Coordinators, Promotion Office, Equal Treatment Coordinators in units, SGGW Self-Government
Type of activity designated by the objective	EQUAL-DIVERSE PIECES - SUPPLEMENTAL INFORMATION ON EQUALITY AND DIVERSITY - information and educational activities
Activity 8	Special supplement to the Newsletter containing a range of information on equal treatment, equality-promoting activities and procedures at the SGGW, ways to combat discrimination and harassment, good practices, inclusive language, guides, interviews, etc.
Target audience	The entire SGGW community

Planned implementation period	Systematically and continuously throughout the duration of the Gender Equality Plan 2026–2031
Indicator	Number of newsletter supplements
Responsible unit	Gender Equality Plan Coordinators, Promotion Office, SGGW Television

Type of activity designated by the objective	OUR BEST – BEST FEMALE BOSS, BEST MALE BOSS – a university-wide competition promoting equal treatment and DEI values in management
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Activity 9	A university-wide competition promoting equal treatment and DEI in management, the aim of which is to recognise, on an annual basis, members of the management team who are regarded as team leaders and whose leadership is characterised by collaboration, a focus on the needs and development of their subordinates, fairness and respect. The aim is also to motivate management staff to develop their skills in sustainable management. Through a university-wide vote, the competition will select individuals in managerial roles who are particularly highly regarded – in two categories: a woman and a man from the group of staff employed in the Faculties (Deans, Vice-Deans, Heads of Departments, Heads of Units and Centres), and a woman and a man from the group of staff employed in administration and other units (Directors, Managers). The winners will receive an award from the Rector during the SGGW Days ceremony, and their work will be promoted as best practice through interviews with the winners on the university's competition website and in the newsletter.
Target audience	SGGW staff
Planned implementation period	Annual competition from the 2026/2027 academic year
Indicator	Number of candidates, number of voters, competition website
Responsible unit	Gender Equality Plan Coordinators, Equal Treatment Coordinators in units, Organisational Office, Legal Advisers' Team, Promotion Office, IT Centre

Type of activity designated by the objective	PROFESSOR MARIA JOANNA RADOMSKA AWARD FOR OUTSTANDING ACHIEVEMENTS IN PROMOTING OPENNESS, ACCESSIBILITY AND THE DEVELOPMENT OF SGGW – promoting good practices and equal treatment, encouraging career development in conjunction with the university's development
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Initiative 10	The Rector's Award is presented annually to one woman and one man employed at SGGW in two categories: 1) those working in research and teaching, teaching or research positions, 2) administration and other units (a total of four awards each year, two in each group). The award is granted at the discretion of the Award Committee (the Rector's Council, the Chancellor, after consulting the Deans and Directors of university-wide units) in recognition of outstanding achievements in transforming SGGW into a better, more open and accessible university. This initiative aims to recognise organisational efforts undertaken by staff at SGGW, promote good practices and role models, encourage career development linked to the University, and inspire the implementation of DEI values at SGGW.
Recipients	SGGW staff

Planned completion date	An annual award to be presented from the 2027/2028 academic year onwards
Indicator	Rector's ordinance, number of recipients
Responsible unit	University authorities – Rector's Council, Chancellor, Legal Advisers' Team.

Type of activity designated for the objective	PROSTO – IF IT WERE UNEQUAL – information and promotional activities
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Activity 	Flowcharts outlining the response pathways for dealing with undesirable behaviour at the University. Development of a procedure for reporting breaches of the principle of equal treatment in the form of a flowchart available on the anti-discrimination website and on the Faculties' websites, along with an information campaign—action aimed at increasing awareness of existing procedures and response options, and simplifying communication in this regard.
Target audience	The entire SGGW community
Planned implementation period	Academic year 2028/2029
Indicator	Rector's Ordinance, website
Responsible unit	Rector's Representative for Equal Treatment, SGGW Academic Ombudsman, Anti-Bullying Ombudsman, Gender Equality Plan Coordinators, Equal Treatment Coordinators in units, Promotion Office

Type of action designated by the objective	INCLUSIVE TRANSFORMATION – inclusive actions
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Action 	Inclusive activities aimed at increasing the University's openness and accessibility to people undergoing gender reassignment, focused on adaptation whilst respecting the special needs arising from the gender reassignment process. This objective will be achieved through: 1) Developing guides on inclusive practices for the Student Affairs Office, Deans and staff working in the Dean's Office, lecturers and students. 2) Developing support procedures for such individuals following the admissions process and providing a set of information on support measures available at the University. 3) Implementation of identity overlays available in the USOS system is planned for implementation
Target audience	The entire SGGW community, including individuals undergoing gender reassignment
Planned implementation timeframe	Development of procedures and guides in the 2027/2028 academic year; implementation of identity overlays – no later than one year after the implementation of the USOS system at the University
Indicator	Rector's ordinances, guides and information on the website regarding equal treatment, identity overlays in the USOS system
Responsible unit	Rector's Representative for Equal Treatment, Coordinators for the gender equality plan, Coordinators for equal treatment in units, IT Centre, Student Affairs Office,

OBJECTIVE 2

GENDER MAINSTREAMING TAKING INTO ACCOUNT DIVERSE NEEDS IN ACTIVITIES RELATED TO CAREER DEVELOPMENT, INCLUDING THE NEED FOR A BALANCE BETWEEN WORK AND PRIVATE LIFE

This objective will be achieved through:

- measures to support, particularly women, in their career development at various stages,
- the introduction of procedures to help parents of young children and those caring for dependents in the family to balance work and family responsibilities,
- educational initiatives on effective planning of academic careers whilst maintaining a work-life balance,
- monitoring and collecting data on the academic careers and promotions of women and men working at the SGGW, as well as the gender balance in decision-making bodies and management.

Type of activity designated by the objective	FLEXIBLE UNIVERSITY – measures supporting the reconciliation of family and professional responsibilities
Action 	Development and implementation of regulations on remote working and flexible working hours for parents of young children and those caring for dependents within the family.
Target group	People working at SGGW who are caring for young children or dependent family members
Planned implementation date	From the 2027/2028 academic year
Indicator	Rector's Ordinance
Responsible unit	Human Resources and Payroll Office, Legal Advisory Team

Type of activity designated for the objective	SGGW NEW TALENT DATABASE – promoting those embarking on a new stage in their academic careers
Action 	Creation of an online talent platform in Polish and English, accessible via the University's website, presenting the CVs of early-career researchers interested in collaborating with other entities on projects, engaging with the business community and undertaking expert activities. Creation of a standardised form available for self-editing and updating by interested individuals with diverse skills, broken down by gender. The initiative aims to promote staff employed at the SGGW, in particular women, who are starting their academic careers and those who have recently obtained a new academic degree.

Target audience	People working at the SGGW, students at the Doctoral School
Planned implementation period	Academic year 2027/2028
Indicator	Creation of the platform, number of people promoted
Responsible unit	Promotion Office, Press Office, IT Centre, SGGW Knowledge Base, Research Support Office

Type of activity designated by the objective	BEZ PAUZY – career advice for women at various stages of their careers
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Activity 	An initiative aimed at supporting women of all ages in actively shaping their career paths, taking into account their family planning and family circumstances, e.g. following a career break or slowdown caused by the challenges of family life, including childcare, or in connection with starting a career at the SGGW or the need to change careers due to other life-cycle-related needs. As part of this initiative, plans have been made to appoint a career advisor – a person who advises on shaping an academic career at SGGW and supports the development of a personalised career path, including an academic one, taking into account diverse needs and constraints and counselling using the 'reverse recruitment' method, which allows us to focus first and foremost on women's needs and tailor professional development strategies to them.
Target audience	Women working at SGGW.
Planned implementation period	Academic year 2028/2029
Indicator	Appointment of an advisor, and the number of people benefiting from the advisor's support
Responsible unit	Human Resources and Payroll Office

Type of action designated by the objective	FOCUS ON HER AND HIM – promoting equal treatment in the selection for managerial positions
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Action 	Development of a procedure to ensure that, at the first stage of the recruitment/selection process for managerial positions and other roles at the SGGW, both a female and a male candidate are nominated in each instance, on the basis that the decision to appoint a person to the position is made solely based on superior skill, including interpersonal skills.
Target audience	Staff working at SGGW.
Planned implementation date	From the 2028/2029 academic year
Indicator	Procedure, Rector's Ordinance
Responsible unit	Equal Treatment Officer, Human Resources and Payroll Department

Type of activity designated for the purpose	A BETTER START – GUIDE TO SGGW – an initiative supporting careers at SGGW in the early stages of employment
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Activity	Implementation of a procedure within Faculties/Departments to appoint a mentor whose activities would support newly recruited
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5	staff in planning their careers at SGGW, and above all, facilitate their integration into the work system and the research, organisational and teaching activities carried out within the Faculties/Departments.
Target audience	Staff working at SGGW in research and teaching roles,
Planned implementation period	From the 2028/2029 academic year
Indicator	Ordinance, Number of appointed supervisors
Responsible unit	Deans, Vice-Deans, Heads of Departments

Type of action designated for the objective	WHAT IS OUR PLAN? Needs assessment regarding the career development of women and men working at SGGW
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6	Conducting a survey aimed at identifying the needs of women and men working at SGGW at various stages of their careers, planning and pursuing individual academic careers while maintaining a work-life balance, and to identify the need for support in this area from the University. The survey results would form the basis for planning actions in the next Gender Equality Plan for SGGW and complement the actions implemented under the Excellence in Research Strategy for SGGW.
Target audience	Staff working at SGGW.
Planned implementation period	Academic year 2028/29
Indicator	Research report
Responsible unit	Inclusivity Research Team at SGGW

Type of activity designated by the objective	IT WORKS – educational activities and those focused on inter-university cooperation.
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7	An activity involving cooperation with other entities, aimed at identifying best practices and solutions to promote equal treatment and combat discrimination in higher education, including study visits to universities that have successfully implemented such measures for many years, e.g., the University of Warsaw, and cooperation within networks such as the Academic Safety Network.
Target audience	People working, studying or undertaking training at the SGGW Doctoral School, particularly those interested in issues of equal treatment in higher education institutions and/or responsible for activities aimed at promoting equal treatment and countering undesirable behaviour at SGGW.
Planned implementation period	From the 2026/2027 academic year
Indicator	Number of meetings and initiatives
Responsible unit	The Rector's Representative for Equal Treatment, Gender Equality Plan Coordinators, the Academic Ombudsman, the Anti-bullying Ombudsman, and Equal Treatment Coordinators appointed within the units.

Type of action designated	GENDER AT SGGW – collection of data on gender proportions
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by the objective	and monitoring activities
Action 	Monitoring and collecting data on the gender balance among staff, students and doctoral candidates, as well as on the academic careers and promotions of women and men working at the Warsaw University of Life Sciences (SGGW), the gender balance in decision-making bodies and management, the participation of women and men in grant competitions, university, national and EU projects, and the salaries of women and men, taking into account positions, academic ranks, and mobility. Data will be collected annually, whilst analyses and reports will be prepared every two years.
Target audience	People working, studying and undertaking training at the SGGW Doctoral School,
Planned implementation period	Data collection from the 2026/2027 academic year, reports in 2028 and 2030
Indicator	Database, reports published on the Kalejdoskop Płci website. at SGGW.
Responsible unit	Rector's Representative for Equal Treatment, Coordinators for the Gender Equality Plan, Human Resources and Payroll Office, Student Affairs Office, Research Office, Structural Projects and Investment Office, International Research Projects Office, National Projects Office, International Relations Office, Doctoral School

OBJECTIVE 3

INTEGRATING A GENDER PERSPECTIVE INTO RESEARCH PROCESSES AND TEACHING CONTENT.

This objective will be achieved through:

- information and educational activities concerning the application of the gender perspective in research, and training on the application of the gender dimension in research projects,
- promoting, monitoring and collecting data on projects and research in which the gender perspective is applied, in particular projects incorporating the gender dimension,
- activities concerning the integration of the gender perspective in research and the application of DEI values in management and teaching materials.

Type of activity designated by the objective	GENDER ON THE HORIZON – educational and information activities on the application of the gender dimension in projects
Activity ①	Regularly organised training sessions and webinars on the application of the gender perspective in research, aimed at: – to raise awareness of the gender dimension and the impact of applying this perspective on securing funding for research and innovation projects, with particular emphasis on HE and its successors, – to explain the possibilities of applying this perspective in research across various fields of knowledge, – to convey knowledge on how incorporating a gender perspective into scientific research enhances its quality, reliability and social impact.
Target audience	Individuals working in research and teaching and research roles at the SGGW.
Planned completion date	Regularly, starting from the 2026/2027 academic year.
Indicator	Number of training sessions and webinars, number of participants in training sessions and webinars
Responsible unit	International Research Projects Office

Type of activity designated by the objective	GENDER IN RESEARCH AT SGGW – monitoring and promotional activities
Activity ②	Monitoring the number of works and collecting data on research projects, doctoral theses and publications that incorporate a gender perspective, as well as gender as a significant variable—comparative mid-term evaluation and promotion of works and projects applying the gender dimension.
Target audience	Staff in research and teaching positions at the SGGW, students at

	SGGW and those at the SGGW Doctoral School
Planned implementation period	From the 2026/2027 academic year
Indicator	Number of theses, annual summary reports, mid-term evaluation reports
Responsible unit	Gender Equality Plan Coordinators, Equal Treatment Coordinators in units

Type of activity designated by the objective	GENDER IN RESEARCH – educational activities
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Action 	Introduction of teaching modules within the UZO system and optional modules at the SGGW Doctoral School on the gender perspective in research and projects (gender dimension), opportunities for application and good practices.
Target audience	Students at SGGW and those studying at the SGGW Doctoral School
Planned implementation period	From the 2028/2029 academic year
Indicator	Courses on gender perspectives in research and projects within the UZO's teaching programme and the Doctoral School's curriculum
Responsible unit	Gender Equality Plan Coordinators, teaching staff at SGGW, and the Director of the SGGW Doctoral School

Type of activity designated by the objective	TAKE THE EXAMPLE: GENDER IN SCIENTIFIC RESEARCH AS A KEY TO INNOVATION – awareness-raising activities
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Activity 	Information activities regarding projects and calls for proposals, as well as projects implemented with a gender dimension, are published in the project offices' newsletter, the university newsletter and the university's social media.
Target audience	People working in research and teaching and research positions at SGGW, students at SGGW and those studying at the SGGW Doctoral School
Planned implementation period	From the 2026/2027 academic year
Indicator	Number of items in the design studios' newsletter, the university newsletter and the university's social media.
Responsible unit	International Research Projects Office, International Relations Office, Structural and Investment Projects Office, National Projects Office, Promotion Office

Type of activity designated by the objective	SUSTAINABLE MANAGEMENT AND DEI VALUES IN ORGANISATIONAL MANAGEMENT – educational activities
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Activity 	Introduction of teaching modules within the UZO system and optional modules at the SGGW Doctoral School on sustainable management and DEI values in organisational management
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Target audience	Students at SGGW and those studying at the SGGW Doctoral School
Planned implementation period	From the 2028/2029 academic year
Indicator	Courses included in the UZO teaching programme and the Doctoral School curriculum
Responsible unit	Gender Equality Plan Coordinators, teaching staff at SGGW, and the Director of the SGGW Doctoral School

OVERVIEW AND TIMETABLE

3. Discussion

3.1. managing the implementation and funding of activities (budget)

To ensure the implementation of the activities planned in the SGGW Gender Equality Plan, university funds will be allocated to all planned activities, including those requiring remuneration for the preparation and delivery of training, and conducting research, analyses and reports, as well as temporary task-based allowances for the completion of tasks and for increasing administrative support through an additional post, within the scope of which applications will be prepared to secure external funding to support the planned activities, monitoring and evaluation of the planned activities will be carried out, reports will be prepared, and training sessions will be organised. The budget for the Gender Equality Plan is planned annually to meet the needs arising from the activities set out in the schedule. The administration of the activities set out in the Plan is carried out as part of the operations of a unit operating within the university's structure.

3.2 Monitoring and reporting

Compliance with the principle of equal treatment and the issue of discrimination at the university will be monitored, as will the implementation of measures set out in the Gender Equality Plan. Reports on these matters will be prepared annually based on data from the Equal Treatment Coordinators' reports across the various units, the register of reported cases and processed reports, and the Gender Equality Plan Coordinators' reports. The results of the analyses will be reported annually to the Rector, whilst reports on disclosed cases of discrimination at the University will enable measures to combat discrimination to be tailored to the real-life challenges faced by students and staff at SGGW. In line with the objectives and assumptions, the gender structure at the University will be systematically monitored during the implementation of the plan, in particular the employment structure, including positions, academic ranks/titles, and the remuneration of women and men working at SGGW. Data will be collected annually, whilst analyses and reports will be prepared every two years. Publications and theses applying a gender perspective in research will also be monitored. Data on such work within individual faculties will be submitted annually by the Equal Treatment Coordinators in the units, and the analysis will be carried out annually, with the analysis report compiled in a comparative format in the final year of the Plan's implementation.

3.2. Evaluation

The SGGW Gender Equality Plan, and in particular the measures implemented on the basis thereof, will be subject to evaluation, including: 1) an ex-post evaluation scheduled for 2031 to assess the implementation of the Plan, 2) a mid-term evaluation in 2029, after three years of implementation, to assess the actions carried out and their effectiveness, and to plan any additional or alternative measures due to other identified current needs, 3) an ongoing evaluation conducted annually during the implementation of the Plan to monitor progress, identify issues and make any necessary adjustments. The Gender Equality Plan Coordinators will carry out the evaluation, and an evaluation report will be drawn up on this basis; the annual evaluation will take place before the end of each academic year, and the evaluation report will be submitted to the Rector's Representative for Equal Treatment by the end of June, whilst the 2028 evaluation will also take into account changes in regulations, national and international legislation that may be introduced during that period.

3.3. Responsibility for implementation

The Rector is responsible for the implementation of the Gender Equality Plan at the Warsaw University of Life Sciences, whilst the Rector's Representative for Equal Treatment oversees its implementation. The coordination of the implementation, execution, monitoring and evaluation of activities is entrusted to Gender Equality Plan Coordinators appointed for this purpose. The Coordinators are responsible for implementing the activities outlined in the Plan, with each Coordinator responsible for activities related to the university's operational areas (management, education, research, communication) within the framework of each objective. The implementation of the SGGW Gender Equality Plan is supported by the university's existing organisational structure and the structure established under the equal treatment policy: the Rector's Representative for Equal Treatment, the Rector's Commission for Combating Discrimination and the Equal Treatment Coordinators appointed within the units, as well as the existing organisational units identified in the Plan as responsible for implementing specific measures. For the purposes and activities arising from the SGGW Gender Equality Plan, special structures also operate in the form of organisational arrangements at university level, i.e. a website at www.sggw.edu.pl dedicated to equal treatment and the promotion of activities carried out under the Gender Equality Plan: the *SGGW Gender Kaleidoscope* database and a form for reporting cases of discrimination, as well as online training on discrimination and how to combat it for students and staff. The activities of the 'JesteśMy' networking group for female PhD students and the Inclusivity Research Team, which were established under the Gender Equality Plan for SGGW for 2022–2025, will also continue. Regulations and procedures will also be introduced with the support of senior management (the Rector, Vice-Rectors, Directors and Heads of Units, and the Committee). Both internal and external stakeholders will be informed about activities under the SGGW Gender Equality Plan via the website.

3.4. Organisational arrangements and objectives of the groups involved in the SGGW Gender Equality Plan

ORGANISATIONAL ARRANGEMENTS AND OBJECTIVES OF GROUPS INVOLVED IN THE IMPLEMENTATION OF THE SGGW GENDER EQUALITY PLAN FOR 2026–2031

Structures established to achieve the objectives of the Gender Equality Plan

Coordinators for the implementation and execution of the Gender Equality Plan

Appointment of coordinators to ensure the efficient implementation, execution, and evaluation of the actions planned in the Gender Equality Plan, and to ensure the timely implementation of these actions with the active participation of all responsible parties.

Expert from the SGGW Legal Advisory Team

Appointment of a member of the Legal Advisory Team to support the activities outlined in the Gender Equality Plan regarding the development and implementation of new procedures, improving existing ones, and consulting on problematic situations.

SGGW NEW TALENT DATABASE

An online platform in Polish and English available on the University's website, presenting the CVs of early-career researchers, focusing on collaboration with other entities within projects, the business environment, and expert activities. Creation of a standardised form available for self-editing and updating by interested individuals with diverse skills, broken down by gender. The initiative aims to promote SGGW staff, particularly women, who are starting their research careers

NO PAUSE – career guidance for women at various stages of their careers	or have recently obtained a new academic degree. Appointment of a career adviser or advisers – a person who advises women of all ages on actively shaping their career paths using the ‘reverse recruitment’ method, which allows us to focus first and foremost on women’s needs and tailor career development strategies to them.
FLEXIBLE UNIVERSITY	Regulations on remote and flexible working hours for parents of young children and those caring for dependents.
“BEST OF THE BEST” COMPETITION	A university-wide competition promoting equal treatment and DEI in management, aimed at annually recognising members of the management team who are assessed as team leaders, and whose leadership is characterised by cooperation, a focus on the needs and development of their subordinates, fairness and respect. The aim is also to motivate management staff to develop their skills in sustainable management. In the competition, through a university-wide vote, individuals holding managerial positions who are held in high regard will be selected, in two categories: a woman, and a man in the group of staff employed at the Faculties (Deans, Vice-Deans, Heads of Departments, Heads of Units and Centres), and a woman and a man in the group of staff employed in the administration and other units (directors, managers). The winners will receive an award from the Rector during the SGGW Days ceremony, and their work will be promoted as best practice through interviews with the winners on the university’s competition website and in the newsletter.
THE PROF. MARIA RADOMSKA AWARD	The Rector’s Award is presented annually to a woman and a man from among those working at SGGW in two categories: 1) those working in research and teaching, teaching or research positions, 2) administration and other units (a total of four awards each year, two in each group). The award is granted at the discretion of the Award Committee (Rector’s Council, Chancellor) in recognition of outstanding achievements in making SGGW a better, more open and an accessible institution. This initiative aims to recognise organisational efforts undertaken by SGGW staff, promote good practices and role models, encourage career development linked to the University, and inspire the implementation of DEI values at SGGW.
INCLUSIVE TRANSFORMATION	Support procedures for individuals undergoing gender reassignment during the initial stage of their studies at SGGW – following the admissions process – and identity overlays in the USOS system

Existing structures at SGGW are established to combat discrimination and bullying and are integrated into the implementation of the SGGW Gender Equality Plan's objectives.

The Rector’s Representative for Equal Treatment	The tasks of the Rector’s Representative for Equal Treatment include: – Implementing and supervising the implementation within the University of equal treatment and anti-discrimination standards applicable in the European Union, including in the field of higher education, and those arising from the mission of the Warsaw
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	University of Life Sciences (SGGW). – Initiating and coordinating systemic measures to promote equal treatment addressed to the entire University community. – Developing and implementing procedures for identifying, reporting and responding to cases of discrimination against staff and studying at the SGGW in Warsaw. – Initiating and coordinating preventive measures at the University through information and educational activities aimed at enhancing the anti-discrimination skills of the entire academic community. – Initiating and coordinating the activities of Equal Treatment Coordinators appointed in the Institutes and the Doctoral School. – Developing an action plan for the Equal Treatment Body and regulations concerning the prevention of discrimination and equal treatment at the University, – Monitoring and evaluating anti-discrimination activities.
Secretariat of the Rector's Representative for Equal Treatment	The Secretariat provides administrative support for the activities of the Rector's Representative for Equal Treatment and for initiatives related to the implementation of the Gender Equality Plan, such as data collection, drafting regulations and procedures, organising training sessions and competitions, and facilitating cooperation between the entities involved in carrying out specific activities, etc.
Equal Treatment Coordinators appointed within units	The tasks of the Equal Treatment Coordinators include: – Implementing, within the unit in which they have been appointed, the standards of equal treatment and anti-discrimination applicable in the field of higher education and arising from the mission of the SGGW in Warsaw. – Coordinating, within the unit in which they have been appointed, the implementation of systemic measures to promote equal treatment and combat discrimination within the University. – Initiating and coordinating, within the Unit to which he has been appointed, preventive measures through information and educational activities aimed at enhancing anti-discrimination skills among staff and students. – Monitoring the University's offerings related to academic development aimed at staff and students regarding compliance with anti-discrimination regulations. – Implementing, within the Unit to which they have been appointed, the University's established procedure for reporting and responding to cases of discrimination, as well as monitoring and evaluating anti-discrimination measures. – Cooperation with the Rector's Representative for Equal Treatment regarding measures undertaken at the University.
Ombudsman for Bullying	The Ombudsman's remit includes, in particular: – receiving and registering reports, – conducting a preliminary analysis of reports and holding initial interviews with staff reporting mobbing and with interested parties, – gathering the information and documents necessary to consider the reports, – submitting reports to the Committee, together with a complete set of collected documents and a report containing the status of the case and its assessment, – submitting annual reports on their activities to the Rector. The Ombudsman is obliged to take steps to identify the underlying causes

**SGGW Academic
Ombudsman**

of the conflict giving rise to the report and to mediate between the parties concerned, with a view to encouraging them to reach an agreement by eliminating the causes of the conflict which, in the opinion of the person making the report, led to the occurrence of mobbing. If the parties concerned fail to reach an agreement, the Ombudsman shall refer the report to the Committee.

The Academic Ombudsman is an independent and neutral figure to whom staff and students at SGGW may turn informally and confidentially for assistance in matters concerning the university and its community. The Ombudsman's role is independent of the management structure.

The Ombudsman's remit includes, in particular:

- supporting staff and students at SGGW in resolving conflicts,
- analysing and clarifying problematic issues, intervening in the event of breaches of law or procedures,
- resolving issues at the mediation stage.

**Inclusivity Research
Team**

Continuing the work of the team researching discrimination and bullying at the SGGW, as well as the staff's career needs.

**GENDER
KALEIDOSCOPE**

Continuing the operation of the database, reports and analyses concerning women and men studying and working at SGGW and making them available on the website dedicated to equal treatment: "Gender Kaleidoscope at SGGW" (see overview).

JesteśMY

Continuing to run networking groups for female PhD students – a platform facilitating contact and support from female researchers, organising meetings with women who lead grants carried out not only at the SGGW and with project leaders

3.5. Framework timetable for the implementation of actions under the objectives of the Gender Equality Plan at SGGW for the years 2026–2031

Objective	Action	Planned completion date
1 RAISING AWARENESS OF THE IMPORTANCE OF EQUAL OPPORTUNITIES, DIVERSITY AND INCLUSIVITY, AND THEIR PRACTICAL APPLICATION IN ALL ASPECTS OF THE UNIVERSITY'S OPERATIONS – MANAGEMENT, RESEARCH, EDUCATION, COMMUNICATION, TAKING INTO ACCOUNT THE INTERSECTION OF DIFFERENT FORMS OF DISCRIMINATION (GENDER IDEA).	ACCESSIBILITY AT THE UNIVERSITY BASED ON DEI STANDARDS AND UNIVERSITY PROCEDURES – e-learning training (in Polish and English)	2025/2026 – 2026/2027
	INTERGENERATIONAL COMMUNICATION – ‘TWO SIDES OF THE MIRROR’ – webinar	2026/2027
	“UNEQUAL? WHAT CAN YOU DO?” – webinar	2026/2027
	“SUSTAINABLE MANAGEMENT” – series of workshops	2026/2027 – 2028/2029
	TALKING THE RIGHT WAY – training	2027/2028
	PREVENTING BULLYING IN THE ORGANISATION – workshops using the “Mobbusters” game	2026/2027 – 2029/2030
	PREVENTING PREJUDICE – information and educational activities	from 2026/2027
	EQUAL-DIVERSE PIECES – SUPPLEMENTAL INFORMATION ON EQUALITY AND DIVERSITY – information and educational activities	from 2026/2027
	OUR BEST – BEST FEMALE BOSS, BEST MALE BOSS – university-wide competition promoting equal treatment and DEI values in management	from 2026/2027
	PROFESSOR MARIA JOANNA RADOMSKA AWARD FOR OUTSTANDING ACHIEVEMENTS IN PROMOTING OPENNESS, ACCESSIBILITY AND THE DEVELOPMENT OF SGGW – promoting good practices and equal treatment, encouraging career development in conjunction with the university's development	From 2027/2028
2 INTEGRATING A GENDER PERSPECTIVE, TAKING INTO ACCOUNT DIVERSE NEEDS IN ACTIVITIES RELATED TO CAREER DEVELOPMENT, INCLUDING THE NEED FOR A BALANCE BETWEEN WORK AND PRIVATE LIFE.	PROSTO – IF THERE WERE INEQUALITY – information and promotional activities	2028/2029
	INCLUSIVE TRANSFORMATION – inclusive activities	2027/2028
	FLEXIBLE UNIVERSITY – measures to support the reconciliation of family and professional responsibilities	2027/2028
	SGGW NEW TALENT POOL – promoting individuals embarking on a new stage of their academic career	from 2027/2028
	NO PAUSE – career guidance for women at various stages of their careers	2028/2029
	FOCUS ON HER AND HIM – promoting equal treatment in the selection of managerial positions	from 2028/2029
	A BETTER START – A GUIDE TO SGGW – a scheme supporting careers at SGGW in the early stages of employment	from 2028/2029
	WHAT IS OUR PLAN? – needs assessment regarding the career development of women and men working at SGGW	2028/2029
	IT WORKS – educational activities and initiatives focused on inter-university cooperation.	from 2026/2027
	GENDER AT SGGW – collection of data on gender proportions and monitoring	from 2026/2027

	activities	reports 2028 and 2030
3 INTEGRATING THE GENDER PERSPECTIVE INTO RESEARCH PROCESSES AND TEACHING CONTENT (GENDER DIMENSION).	GENDER ON THE HORIZON – educational and awareness-raising activities on the application of the gender dimension in projects	from 2026/2027
	GENDER IN RESEARCH AT SGGW – monitoring and promotional activities	from 2026/2027
	GENDER IN SCIENTIFIC RESEARCH – educational activities	from 2028/2029
	TAKE A CLOSER LOOK: GENDER IN RESEARCH AS A KEY TO INNOVATION – awareness-raising activities	from 2026/2027
	SUSTAINABLE MANAGEMENT AND DEI VALUES IN ORGANISATIONAL MANAGEMENT – educational activities	from 2028/2029

3.6. Detailed timetable for the implementation of activities under the objectives of the Gender Equality Plan at the SGGW for the years 2026–2031

activities	Objective and planned	Planned implementation date				
1 RAISING AWARENESS OF THE IMPORTANCE OF EQUAL OPPORTUNITIES, DIVERSITY AND INCLUSIVITY, AND THEIR PRACTICAL APPLICATION IN ALL ASPECTS OF THE UNIVERSITY'S OPERATIONS – MANAGEMENT, RESEARCH, EDUCATION, COMMUNICATION, TAKING INTO ACCOUNT THE INTERSECTION OF DIFFERENT FORMS OF DISCRIMINATION (GENDER IDEA).	Type of action designated for the period	2026/2027	2027/2028	2028/2029	2029/2030	2030/2031
	ACCESSIBILITY AT THE UNIVERSITY BASED ON DEI STANDARDS AND UNIVERSITY PROCEDURES – e-learning training (in Polish and English)	X				
	INTERGENERATIONAL COMMUNICATION – ‘TWO SIDES OF THE MIRROR’ – webinar	X				
	“INEQUALITY? WHAT CAN YOU DO?” – webinar	X				
	“SUSTAINABLE MANAGEMENT” – a series of workshops	X	X	X		
	SPEAKING APPROPRIATELY – training		X			
	PREVENTING BULLYING IN THE ORGANISATION – workshops using the ‘Mobbusters’ game	X	X	X	X	
	PREVENTING PREJUDICE – information and educational activities	X	X	X	X	X
	EQUAL-DIVERSE PIECES – SUPPLEMENTAL INFORMATION ON EQUALITY AND DIVERSITY – information and educational activities	X	X	X	X	X
	OUR BEST – BEST FEMALE MANAGER, BEST MALE MANAGER – a university-wide competition promoting equal treatment and DEI values in management	X	X	X	X	X
	THE PROFESSOR MARIA JOANNA RADOMSKA AWARD FOR OUTSTANDING ACHIEVEMENTS IN PROMOTING OPENNESS, ACCESSIBILITY AND THE DEVELOPMENT OF SGGW – promoting good practices and equal treatment, encouraging career development in conjunction with the university's development		X	X	X	X
	PROSTO – IF IT WERE UNEQUAL – information and promotional activities			X		
	INCLUSIVE TRANSFORMATION – inclusive activities		X			

2

GENDER MAINSTREAMING, TAKING INTO ACCOUNT DIVERSE NEEDS IN ACTIVITIES RELATED CAREER DEVELOPMENT, INCLUDING THE NEED FOR A BALANCE BETWEEN WORK AND PRIVATE LIFE.

Type of action designated by the objective	2026/2027	2027/2028	2028/2029	2029/2030	2030/2031
FLEXIBLE UNIVERSITY – measures to support the reconciliation of family and work responsibilities		X			
SGGW NEW TALENT POOL – promoting those embarking on a new stage of their academic career			X	X	X
NO PAUSE – career advice for women at various stages of their careers			X		
FOCUS ON HER AND HIM – promoting equal treatment in the selection of managerial positions		X	X	X	X
A BETTER START – A GUIDE TO SGGW – a career support initiative at SGGW for those starting in their careers			X	X	X
WHAT'S THE PLAN? – a needs assessment regarding the career development of men and women working at SGGW			X		
IT WORKS – educational activities and initiatives focused on inter-university cooperation.	X	X	X	X	X
GENDER AT SGGW – collection of data on gender proportions and monitoring activities	X	X	X	X	X

3

INTEGRATING THE GENDER PERSPECTIVE INTO RESEARCH PROCESSES AND TEACHING CONTENT (GENDER DIMENSION).

Type of activity designated by the objective	2026/2027	2027/2028	2028/2029	2029/2030	2030/2031
GENDER ON THE HORIZON – educational and awareness-raising activities on the application of a gender perspective in projects	X	X	X	X	X
GENDER IN RESEARCH AT THE SGGW – monitoring and promotion activities	X	X	X	X	X
GENDER IN SCIENTIFIC RESEARCH – educational activities			X	X	X
TAKE A LEAF OUT OF THEIR BOOK: GENDER IN RESEARCH AS A KEY TO INNOVATION – awareness-raising activities	X	X	X	X	X
SUSTAINABLE MANAGEMENT AND DEI VALUES IN ORGANISATIONAL MANAGEMENT – educational activities			X	X	X

Sources:

Updates on the requirements for Gender Equality Plans in the Horizon Europe programme – National Contact Point [Updates on the requirements for Gender Equality Plans in the Horizon Europe programme – National Contact Point](#)

DIRECTIVE 2006/54/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 5 July 2006 on the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation <https://eur-lex.europa.eu/legal-content/PL/TXT/PDF/?uri=CELEX:32006L0054&from=RO>

GUS 2025 https://www.bing.com/search?q=studenci+w+polsce+w+2024+roku+ile+kobiet+ile+m%C4%99%C5%BCczyzn&gs_lcrp=EgRlZGdlKgcIABBBFGMIDMgcIABBBFGMIDMgcIARBFGMIDMgcIAhBFGMIDMgcIAxBFGMIDMgcIBBBFGMIDMgcIBRBFGMIDMgcIBhBFGMIDMgcIBxBFGMID0gEKMTg00DQ3ajBqOagCCLACAQ&FORM=ANAB01&PC=U531

Horizon Europe Guidance on Gender Equality Plan <https://op.europa.eu/en/publication-detail/-/publication/ffcb06c3-200a-11ec-bd8e-01aa75ed71a1/language-en>

Human Resources Management Strategy for Researchers and Action Plan at the SGGW in Warsaw based on the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers <https://www.sggw.edu.pl/nauka/hr-excellence-in-research/Strategy-SGGW-until-2030.pdf>