Politechnika
Wrocławska

REKTOR

ZARZĄDZENIE WEWNĘTRZNE NR 47/2025

z dnia 24 kwietnia 2025 r.

w sprawie wprowadzenia Polityki równości, różnorodności i dobrostanu Politechniki Wrocławskiej na lata 2025-2028

Na podstawie art. 23 ust. 2 pkt 2 ustawy z dnia 20 lipca 2018 r. Prawo o szkolnictwie wyższym i nauce (t.j. Dz.U. z 2024 r. poz. 1571 z późn. zm.) zarządza się, co następuje:

§ 1

Wprowadza się na Politykę równości, różnorodności i dobrostanu Politechniki Wrocławskiej na lata 2025-2028, stanowiącą załącznik do niniejszego Zarządzenia.

§ 2

Traci moc Zarządzenie Wewnętrzne 143/2021 z dnia 22 listopada 2021 roku w sprawie Planu Równości dla Politechniki Wrocławskiej na lata 2022-2024.

§ 3

Zarządzenie wchodzi w życie z dniem ogłoszenia.

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Wrocław
University
of Science
and Technology

EQUALITY DIVERSITY AND WELL-BEING POLICY

OF WROCŁAW UNIVERSITY OF SCIENCE AND TECHNOLOGY FOR 2025-2028

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I. INTRODUCTION

Wrocław University of Science and Technology, as a Polish and European technical university, in accordance with the values enshrined in the Constitution of the Republic of Poland, the most important acts of the European Union and the basic internal documents, treats the issues of equality, tolerance, openness and diversity as fundamental to the development of a creative, friendly and sustainable academic environment.

The Statute of Wrocław University of Science and Technology[1] states that: "The University shapes ethical attitudes grounded in truth, tolerance, equality, openness, and intellectual freedom, which are indispensable for the sustainable development of the modern world."

The Strategy of Wrocław University of Science and Technology for 2023–2030[2] pemphasizes that the University: "support[s] the development of individuals who, based on knowledge, ethical standards and displaying sensitivity to the needs of society and global challenges, shape the future with courage and responsibility."

The community is also one of the five key strategic areas for the University's development.

Aware of the value of the academic community, fulfilling the obligations of the European Commission's award of the "HR Excellence in Research"[3] and meeting the requirements for the implementation of the Gender Equality Plan in research units[4], we hereby adopt this "Equality, Diversity and Well-being Policy".

The Policy aims to bring the University closer to achieving its strategic objectives, as well as to strengthen the sense of security, justice and belonging of all members of the Community.

1 https://pwr.edu.pl/fcp/zGBUKOQtTKlQhbx08SlkATxYCEi8pMgQGS38PRAobVm8PVhQsRgNtUjsSWHoBEG4CRAIfIS8MGQsGK0MLEgUPKB4/1/public/2021/docs/statute_2021.pdf

2 https://pwr.edu.pl/fcp/DGBUKOQtTKlQhbx08SlkTUhZeUTgtCgg9ACFDC0RBSHlBG1gnBVcoFW8SETZKHg/1/public/2023/docs/strategy_pwr_2023.pdf

3 https://pwr.edu.pl/en/university/european-human-resources-strategy-for-researchers/what-we-do-for-researchers-under-the-esr

4 https://eige.europa.eu/gender-mainstreaming/toolkits/gear

A. Summary of the implementation of the "Equality Plan of Wrocław University of Science and Technology for 2022-2024"

The Equal Opportunities Policy has been pursued at Wrocław University of Science and Technology for many years, but it was not until 2020 that it was systematized, strengthened and expanded to include anti-discrimination measures. By the Internal Order No. 113/2020, the University established the Equality Policy Team to develop the equality policy at Wrocław University of Science and Technology and to support its implementation.

Thanks to the efforts of the Team and the Rector's Representative for Anti-Discrimination, Prof. Karolina Jaklewicz, the "Equality Plan of Wrocław University of Science and Technology for 2022-2024" was adopted in 2021. As part of the anti-discrimination measures and implementation of the first equality plan, a number of initiatives were undertaken[5] , including:

- the Anti-Discrimination Commission was established and a secure whistleblowing procedure was implemented,
- support for people with special needs has been developed[6], including people in the gender transition process,
- gender-based salary monitoring was initiated,
- the possibility of using feminine forms (feminatives) was added to the statute,
- numerous training, workshops and equality initiatives were implemented,
- cooperation with public benefit organizations and local government units was developed.

A particularly important objective indicated by the European Union is to enable work-life balance (WLB) – this area has also proved important in the context of Wrocław University of Science and Technology. Its implementation, especially in the years 20232024, has resulted in a number of activities and structural changes at the University, including the creation of a new division and the position of the Vice-Rector for Community Development and Integration[7], the establishment of the Community Development Team and the preparation of the University's WLB policy.

Drawing on the experience and conclusions of previous years included in annual reports[8], we plan to continue previous activities and respond to new needs and challenges arising from further research and analysis.

5 https://rowna.pwr.edu.pl

6 https://dzd.pwr.edu.pl

7 https://wspolnota.pwr.edu.pl

8 https://rowna.pwr.edu.pl/dokumenty

B. A new perspective on equality policy

The European Union, pursuing an active equality policy, has adopted a series of laws in recent years aimed at ensuring equality not only in labor relations but, as far as possible, in all areas of life, decision-making and access to resources for all Europeans.

The new regulations and their implementation are intended to contribute to the complete elimination of legal and factual inequalities between the genders, and to draw attention to the needs of other groups. To this end, an intersectional perspective[9] – an approach that takes into account the overlap, intersection and interplay of different social categories, identities and affiliations – has been incorporated into equality policy analysis and planning.

With these objectives in mind, as well as the University's vision of a welcoming, stimulating and safe environment for all, new courses of action have been developed as part of this "Equality, Diversity and Well-being Policy." They represent an important step toward a more comprehensive approach to equality.

The new Plan is based on the belief that equality policies should respond to the diverse needs of people representing different groups and with different experiences. The objectives and actions set are intended to enable the entire academic community to function more efficiently and equitably. Creating such a social, cultural and physical space is not only a strategic objective of the University, but also a response to global challenges promoting openness, understanding and inclusivity.

II. GENDER EQUALITY PLAN

Overarching objective

Provision of equal opportunities for scholarly, professional and educational development to all members of the Community, regardless of gender, other identity characteristics and diverse experiences affecting their situation at the University.

Specific objectives

1. Equal opportunities in employment, career development and education.

Actions:

1.1. Conducting research and disseminating recommendations on barriers to professional and educational development, including the employment of people from underrepresented groups.

1.2. Regular analysis of recruitment, promotions and access to development programs with regard to gender and other identity characteristics.

1.3. Development and implementation of guidelines for recruitment and competition committees,

9 https://www.gov.pl/web/ncbr/plany-rownosci-plci-gep-w-horyzoncie-europa

supporting equal opportunity and anti-discrimination.

1.4. Introduction of mentoring programs for people from underrepresented groups.

1.5. Organization of information and promotional campaigns to break stereotypes about educational and professional choices.

2. Equal working and studying conditions, including fair remuneration.

Actions:

2.1. Identification of barriers (physical, organizational and social) to studying and the development of plans to eliminate them.

2.2. Ensuring of equal conditions for the use of work and study spaces, including infrastructure accessibility, ergonomics and room neutrality.

2.3. Development of rules for equitable distribution of teaching and administrative duties.

2.4. Annual analysis of the structure of remuneration and benefits with regard to gender differences, and the publication of reports.

3. Equal participation in management and decision-making.

Actions:

3.1. Monitoring of the composition of collegiate bodies by gender and other relevant characteristics and the dissemination of the results.

3.2. Supporting of balanced gender representation in specific task teams and decision-making bodies.

3.3. Ensuring of transparency and inclusiveness of appointment procedures for expert and managerial positions.

3.4. Organisation of leadership and decision-making training, especially for people from underrepresented groups.

4. Recognition of caregiving roles and supporting flexible career and education pathways.

Actions:

4.1. Inclusion of care leaves in procedures for performance evaluation and professional promotion.

4.2. Development of flexible forms of work organization and education.

4.3. Development of a support system for employees combining caregiving responsibilities with work or studying, including access to information, training and promotional campaigns.

5. Incorporation of a gender perspective and addressing diversity and intersectionality in research, teaching and organizaonal cultur e.

Actions:

5.1. Development of recommendations for creating new teaching content and promotional materials in terms of language and representation of different social groups and identities.

5.2. Development and implementation of guidelines and criteria to support the inclusion of these perspectives in educational research and projects.

5.3. Organisation of training for academic and project staff on gender perspectives, diversity and intersectionality in teaching, research and grant applications.

5.4. Development and promotion of materials on women's contributions to the history and development of the University.

Implementation and evaluation

The implementation of the measures included in the "Gender Equality Plan" is supported by the systemic solutions described in the section "Good management practices" for the entire "Equality, Diversity and Well-being Policy".

III. DIVERSITY AND ANTI-DISCRIMINATION PLAN

Overarching objective

Creation of an academic environment free of discrimination and inappropriate behaviour, based on principles of equal treatment, respect, safety and inclusion with regard to the complexity of identity, experiences and diversity of all members of the Community.

Specific Objectives: counteracting discrimination and creating a safe environment

1. Strengthening of anti-discrimination knowledge, competence and sensitivity.

Actions:

1.1. Organization of anti-discrimination training and webinars from the intersectional perspective.

1.2. Organization of training on intergenerational differences, with special emphasis on teacher-student relations.

1.3. Development of materials and tools to support academic and administrative staff in incorporating principles of equal treatment and diversity into daily practice.

1.4. Expansion of the bilingual website rowna.pwr.edu.pl with educational content on discrimination, diversity and intersectionality.

1.5. Conducting research on the experiences of people at the intersection of different identities – to identify their barriers and needs.

1.6. Development and dissemination of recommendations based on the results of research into intersectionality.

2. 2. Development of systems to prevent and respond to discrimination and inappropriate behaviour.

Actions:

2.1. Training for senior managerial and supporting staff (e.g., deans, representatives) in recognizing and responding to situations of discrimination and exclusion.

2.2. Expansion of the scope of the Anti-Discrimination Commission to include reports of inappropriate

behaviour regardless of its legal qualification.

2.3. Consideration of complex and intersectional forms of discrimination in the work of the Anti-Discrimination Commission.

2.4. Revision and updating of codes of ethics and internal regulations for more adequate implementation of the principles of equality and diversity.

2.5. Development of catalogues of appropriate and inappropriate behaviour in academic relations, including between academic staff and students and doctoral students.

2.6. Support for people in the transition process by applying and improving procedures to enable data change in university systems.

3. Ensuring of equal access to the University's space, infrastructure and tools.

Actions:

3.1. Revision of the accessibility of the University's physical and digital spaces and development of recommendations for their adaptation to the needs of different groups, including people with disabilities and neurodiverse people.

3.2. Consideration of universal principles in the planning, modernization and use of university infrastructure.

3.3. Adaptation of the university's information systems and forms to meet the needs of people with diverse gender and linguistic identities.

3.4. Development and implementation of accessibility standards for university events with regard to linguistic, cognitive and organizational needs.

3.5. Facilitating the reporting of barriers, including through an accessible online form and a clear path for submitting reports to the relevant units.

4. Promotion of a culture of equality, diversity and respect in the academic community.

Actions:

4.1. Organisation of information and education campaigns to promote equality, diversity and inclusivity.

4.2. Annual organization of events dedicated to diversity and inclusion as a space for dialogue and celebration of the community.

4.3. Collaboration with social and expert organizations working for human rights, equal treatment and support of people exposed to discrimination in terms of education, counselling and joint initiatives.

4.4. Consideration of the values of equality and diversity in the University's information and promotional materials.

4.5. Promotion of attitudes of respect and social responsibility through activities involving various groups in the Community in building a culture of openness.

Specific Objectives: support for groups vulnerable to discrimination and exclusion

5. Inclusion in the academic life of the University and integration of people with special needs, including people with disabilities and neurodiversity.

Actions:

5.1. Conducting surveys among candidates for the University regarding their needs, barriers and expectations as people with disabilities or special needs (including neurodiverse people).

5.2. Cooperation with secondary schools, local governments and non-governmental organizations to promote opportunities for people with special needs to study and work at the University.

5.3. Organization of periodic workshops and training on the needs and barriers of people with disabilities or special needs (including neurodiverse people) with regard to the practical nature of the classes and the participation of so-called experts by experience.

5.4. Translation of basic information about the University and selected materials on the Accessibility Department's website into the Polish Sign Language, ensuring live interpretation and translation of key information materials into the Polish Sign Language at important events.

5.5. Supporting of the activities of the team of Accessibility Leaders in terms of individual assistance and promoting the idea of accessibility and inclusiveness.

6. Ensuring of equal treatment and development of a support system for foreigners studying or working at the University.

Actions:

6.1. Conducting research to identify the needs, barriers and expectations of foreign women and men studying or working at the University.

6.2. Evaluation of internal legal acts and procedures and development of recommendations for their adaptation to the principles of equal treatment of foreign women and men.

6.3. Development and dissemination of a set of standardized instructions and materials to support the services offered to foreign women and men.

6.4. Supporting of the development of intercultural and linguistic competence among community members, including through training and outreach activities.

6.5. Encouragement and support for people from different cultural backgrounds to actively contribute to the academic and social life of the University.

7. 7. Supporting of caregivers of dependent persons and preventing their exclusion from professional, scientific and academic activities.

Actions:

7.1. Conducting research on the needs, barriers and expectations of people who combine work or study with care for dependents.

7.2. Development and implementation of organizational solutions to support people who combine caregiving roles with professional, scientific and educational activities.

7.3. Increasing the availability of information on support options for caregivers, including leave, flexible work and study, and psychological support.
7.4. Promotion of gender-neutrality in caregiving roles, including through information campaigns and activities that reinforce equal involvement in caregiving.

8. Providing access to psychological support for all members of the Community, including students, doctoral students and employees.
Actions:
8.1. Development of a psychological support system for students – including individual consultations, workshops and support groups related to challenges in the course of study.
8.2. Expansion and promotion of the offer of psychological assistance for employees and doctoral students in dealing with occupational stress, burnout and relational difficulties.
8.3. Conducting mental health education and prevention activities for the entire academic community.
8.4. Promotion of psychological accessibility, including the support in foreign languages and offer of various forms of assistance adapted to different needs.

9. Supporting of older employees with regard to their specific needs, concerns and potential.
Actions:
9.1. Conducting research to diagnose the needs, barriers and expectations of older people working at the University.
9.2. Development and implementation of recommendations to improve the working conditions and well-being of the elderly – including organizational flexibility and the use of their experience and knowledge.
9.3. Development of psychological support for the elderly with a focus on countering isolation and promoting mental well-being.
9.4. Promotion of a positive image of aging and professional activities of older employees in the University's materials and communications.

10. Ensuring equal treatment and integration of technical and manual workers.
Actions:
10.1. Conducting research to diagnose the needs, barriers and expectations of those employed in technical and manual positions.
10.2. Implementation of solutions to increase communication, digital and organizational accessibility with regard to the type of work and employment environment.
10.3. Increasing the availability of training and outreach activities by adjusting the language, forms and hours of delivery.
10.4. Promotion of active participation of technical and physical workers in community integration activities.

Implementation and evaluation

The implementation of the activities included in this "Diversity and Anti-Discrimination Plan" is supported by the systemic solutions described in the "Good Management Practices" section of the entire "Equality, Diversity and Welfare Policy."

IV. WORK-LIFE BALANCE PLAN

Overarching objective

Creation of an academic environment conducive to work-life balance and well-being with regard to the needs of individuals and specific groups.

Specific objectives

1. Promotion of the well-being of working and studying people.

Actions:

1.1. Creation and sharing of knowledge on mental well-being.

1.2. Organization of campaigns to inform and promote healthy lifestyles, particularly in the areas of mental health, physical activity and preventive health care.

1.3. Development and promotion of the catalogue of good practices for individual use of digital tools.

1.4. Organization of workshops and training on mental well-being.

1.5. Introduction of the offer of psychological support and personal development groups.

1.6. Introduction of the offer of individual support in personal and professional development.

1.7. Organization and promotion of participation in sports and cultural events.

2. Building of a sustainable culture of cooperation.

Actions:

2.1. Development and promotion of the catalogue of good practices for communication and cooperation in work teams.

2.2. Training for managerial staff in time management, team organization, empathetic communication and mediation.

2.3. Training for employees in the use of modern work tools.

2.4. Support of the use of flexible work organisation, including flexible start and end times and remote working, wherever possible and consistent with the nature of the duties.

3. Building of a sustainable study culture.

Actions:

3.1. Recognition of didactic and examination workload and development of recommendations for scheduling classes and sessions in a way that supports the well-being of students and doctoral students.

3.2. Promotion of principles of supportive didactics, including open communication, feedback and respect for time limits.
3.3. Organization of training and workshops for students and doctoral students on time management, stress management and building habits that promote life balance.

4. Development of infrastructure to support well-being.
Actions:
4.1. Diagnosis of needs and expectations for infrastructure conducive to rest and regeneration.
4.2. Designing and adaptation of common spaces to functions that support well-being, integration and life balance.
4.3. Promotion of the principles of using common spaces with regard to ergonomics, regeneration and mutual respect.
4.4. Recognition of the needs of different groups in the processes of space planning and modernization.
4.5. Development and promotion of available sports infrastructure and areas conducive to physical activity.

5. Support in special life situations.
Actions:
5.1. Ensuring dedicated psychological support for people in difficult life situations.
5.2. Initiation and promotion of good practices of peer and community support.
5.3. Promotion of attitudes of empathy and solidarity in the academic community in the context of life's difficulties.

Implementation and evaluation

Implementation of the measures included in this "Work-Life Balance Plan" is supported by the systemic solutions described in the "Good Management Practices" section of the entire "Equality, Diversity and Well-being Policy."

V. GOOD MANAGEMENT PRACTICES

Overarching objective

Ensuring consistent, ethical, and equitable principles of governing the University based on transparency of decisions, fair promotion proceedings, equal access to development, and fostering of an inclusive academic community.

Specific objectives

1. Provision of resources and conditions for equality activities and teamwork.

Actions:

1.1. Offer of financial support to groups and individuals initiating activities to ensure equality and inclusion at the University.

1.2. Development and adaptation of common spaces that foster cooperation, integration and teamwork.

2. Ensuring of equality and transparency in promotions and appointments to functions.

Actions:

2.1. Development of recommendations for internal promotion rules based on transparent and fair criteria.

2.2. Review of the rules of appointment to functions at the University in terms of equality and diversity.

2.3. Implementation of updated rules for appointments to functions, based on accessibility, transparency and inclusion.

3. Ensuring of equality in access to professional development and training.

Actions:

3.1. Ensuring of equal access to professional development and training with regard to gender, organizational unit and diverse social groups.

3.2. Designing and implementation of training and mentoring programs to support individuals from underrepresented groups or facing barriers to development.

4. 4. Strengthening of ethical and responsible management principles.

Actions:

4.1. Review of rules and regulations for transparency and fairness in the allocation of resources and rewards.

4.2. Dissemination of access to information on financial statements and other aspects of the University's management.

4.3. Strengthening of mechanisms to prevent conflicts of interest.

4.4. Organisation of training for managerial staff on ethical leadership, equality and inclusive management.

4.5. Promotion of the principles of academic integrity, including activities to educate and counteract unethical practices, especially in the area of publication and co-authorship.

VI. IMPLEMENTATION AND MONITORING OF UNDERTAKEN ACTIONS

The Rector of Wrocław University of Science and Technology, with the support of the Vice-Rector for Community Development and Integration, is responsible for the implementation of the "Equality, Diversity and Well-being Policy."

The actions specified herein will be coordinated and supported by:

- Rector's Representative for Anti-Discrimination,
- Rector's Representative for Accessibility,
- Community Development Team,
- Anti-Discrimination Commission,
- other units of the University – in accordance with their powers and responsibilities.

The University undertakes to prepare and publish annual reports on the implementation of the Policy. Proper implementation of this process is monitored and supervised by the above-mentioned authorities and teams, in cooperation with the relevant administrative departments.

Wrocław
University
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APPENDIX 1

PLAN IMPLEMENTATION SCHEDULE

OBJECTIVE	ACTION	DEADLINE	TARGET GROUP
GENDER EQUALITY PLAN			
1. Equal opportunities in employment, career development and education.	1.1. Conducting research and disseminating recommendations on barriers to professional and educational development, including the employment of people from underrepresented groups.	End of 2027	University community
	1.2. Regular analysis of recruitment, promotions and access to development programs with regard to gender and other identity characteristics.	End of the Plan period	
	1.3. Development and implementation of guidelines for recruitment and competition committees, supporting equal opportunity and anti-discrimination.	End of Q2. 2026	
	1.4. Introduction of mentoring programs for people from underrepresented groups.	End of 2026	
	1.5. Organization of information and promotional campaigns to break stereotypes about educational and professional choices.	End of the Plan period	
2. Equal working and studying conditions, including fair remuneration.	2.1. Identification of barriers (physical, organizational and social) to studying and the development of plans to eliminate them.	End of 2027	University community
	2.2. Ensuring of equal conditions for the use of work and study spaces, including infrastructure accessibility, ergonomics and room neutrality.	End of the Plan period	
	2.3. Development of rules for equitable distribution of teaching and administrative duties.	End of 2027	
	2.4. Annual analysis of the structure of remuneration and benefits with regard to gender differences, and the publication of reports.	End of the Plan period	
3. Equal participation in management and decision-making.	3.1. Monitoring of the composition of collegiate bodies by gender and other relevant characteristics and the dissemination of the results.	End of the Plan period	University community
	3.2. Supporting of balanced gender representation in specific task teams and decision-making bodies.		
	3.3. Ensuring of transparency and inclusiveness of appointment procedures for expert and managerial positions.		
	3.4. Organisation of leadership and decision-making training, especially for people from underrepresented groups.		

OBJECTIVE	ACTION	DEADLINE	TARGET GROUP
4. Recognition of caregiving roles and supporting flexible career and education pathways.	4.1. Inclusion of care leaves in procedures for performance evaluation and professional promotion.	End of the Plan period	Caregivers of dependent persons
	4.2. Development of flexible forms of work organization and education.		
	4.3. Development of a support system for employees combining caregiving responsibilities with work or studying, including access to information, training and promotional campaigns.		
5. Incorporation of a gender perspective and addressing diversity and intersectionality in research, teaching and organizational culture.	5.1. Development of recommendations for creating new teaching content and promotional materials in terms of language and representation of different social groups and identities.	End of 2026	University community
	5.2. Development and implementation of guidelines and criteria to support the inclusion of these perspectives in educational research and projects.		
	5.3. Organisation of training for academic and project staff on gender perspectives, diversity and intersectionality in teaching, research and grant applications.	End of the Plan period	Academic staff
	5.4. Development and promotion of materials on women's contributions to the history and development of the University.	End of 2025	University community

DIVERSITY AND ANTI-DISCRIMINATION PLAN			
Countering discrimination and creating a safe environment			
1. Strengthening of anti-discrimination knowledge, competence and sensitivity.	1.1. Organization of anti-discrimination training and webinars from the intersectional perspective.	End of the Plan period	University community
	1.2. Organization of training on intergenerational differences, with special emphasis on teacher-student relations.	End of the Plan period	Employees
	1.3. Development of materials and tools to support academic and administrative staff in incorporating principles of equal treatment and diversity into daily practice.	End of 2026	Employees
	1.4. Expansion of the bilingual website rowna.pwr.edu.pl with educational content on discrimination, diversity and intersectionality.	End of the Plan period	University community
	1.5. Conducting research on the experiences of people at the intersection of different identities – to identify their barriers and needs.	End of Q2 of 2026	
	1.6. Development and dissemination of recommendations based on the results of research into intersectionality.	End of 2026	

OBJECTIVE	ACTION	DEADLINE	TARGET GROUP
2. Development of systems to prevent and respond to discrimination and inappropriate behaviour.	2.1. Training for senior managerial and supporting staff (e.g., deans, representatives) in recognizing and responding to situations of discrimination and exclusion.	End of the Plan period	Managerial staff
	2.2. Expansion of the scope of the Anti-Discrimination Commission to include reports of inappropriate behaviour regardless of its legal qualification.	End of Q2 of 2025	University community
	2.3. Consideration of complex and intersectional forms of discrimination in the work of the Anti-Discrimination Commission.	End of the Plan period	
	2.4. Revision and updating of codes of ethics and internal regulations for more adequate implementation of the principles of equality and diversity.	End of Q2 of 2026	
	2.5. Development of catalogues of appropriate and inappropriate behaviour in academic relations, including between academic staff and students and doctoral students.	End of 2025	
	2.6. Support for people in the transition process by applying and improving procedures to enable data change in university systems.	End of the Plan period	
3. Ensuring of equal access to the University's space, infrastructure and tools.	3.1. Revision of the accessibility of the University's physical and digital spaces and development of recommendations for their adaptation to the needs of different groups, including people with disabilities and neurodiverse people.	End of 2026	University community
	3.2. Consideration of universal principles in the planning, modernization and use of university infrastructure.	End of the Plan period	
	3.3. Adaptation of the university's information systems and forms to meet the needs of people with diverse gender and linguistic identities.	End of the Plan period	
	3.4. Development and implementation of accessibility standards for university events with regard to linguistic, cognitive and organizational needs.	End of 2025	
	3.5. Facilitating the reporting of barriers, including through an accessible online form and a clear path for submitting reports to the relevant units.	End of 2025	

OBJECTIVE	ACTION	DEADLINE	TARGET GROUP
4. Promotion of a culture of equality, diversity and respect in the academic community.	4.1. Organisation of information and education campaigns to promote equality, diversity and inclusivity.	End of the Plan period	University community
	4.2. Annual organization of events dedicated to diversity and inclusion as a space for dialogue and celebration of the community.	End of the Plan period	
	4.3. Collaboration with social and expert organizations working for human rights, equal treatment and support of people exposed to discrimination in terms of education, counselling and joint initiatives.	End of the Plan period	
	4.4. Consideration of the values of equality and diversity in the University's information and promotional materials.	End of the Plan period	
	4.5. Promotion of attitudes of respect and social responsibility through activities involving various groups in the Community in building a culture of openness.	End of the Plan period	
Support for groups vulnerable to discrimination and exclusion			
5. Inclusion in the academic life of the University and integration of people with special needs, including people with disabilities and neurodiversity.	5.1. Conducting surveys among candidates for the University regarding their needs, barriers and expectations as people with disabilities or special needs (including neurodiverse people).	End of the Plan period	University environ-ment
	5.2. Cooperation with secondary schools, local governments and non-governmental organizations to promote opportunities for people with special needs to study and work at the University.	End of the Plan period	
	5.3. Organization of periodic workshops and training on the needs and barriers of people with disabilities or special needs (including neurodiverse people) with regard to the practical nature of the classes and the participation of so-called experts by experience.	End of the Plan period	University community
	5.4. Translation of basic information about the University and selected materials on the Accessibility Department's website into the Polish Sign Language, ensuring live interpretation and translation of key information materials into the Polish Sign Language at important events.	End of the Plan period	People with special needs
	5.5. Supporting of the activities of the team of Accessibility Leaders in terms of individual assistance and promoting the idea of accessibility and inclusiveness.	End of the Plan period	People with special needs

OBJECTIVE	ACTION	DEADLINE	TARGET GROUP
6. Ensuring of equal treatment and development of a support system for foreigners studying or working at the University.	6.1. Conducting research to identify the needs, barriers and expectations of foreign women and men studying or working at the University.	End of 2025	Foreigners
	6.2. Evaluation of internal legal acts and procedures and development of recommendations for their adaptation to the principles of equal treatment of foreign women and men.	End of 2026	
	6.3. Development and dissemination of a set of standardized instructions and materials to support the services offered to foreign women and men.	End of 2026	
	6.4. Supporting of the development of intercultural and linguistic competence among community members, including through training and outreach activities.	End of the Plan period	University community
	6.5. Encouragement and support for people from different cultural backgrounds to actively contribute to the academic and social life of the University.	End of the Plan period	Foreigners
7. Supporting of caregivers of dependent persons and preventing their exclusion from professional, scientific and academic activities.	7.1. Conducting research on the needs, barriers and expectations of people who combine work or study with care for dependents.	End of 2026	Caregivers of dependent persons
	7.2. Development and implementation of organizational solutions to support people who combine caregiving roles with professional, scientific and educational activities.	End of Q2 of 2027	
	7.3. Increasing the availability of information on support options for caregivers, including leave, flexible work and study, and psychological support.	End of the Plan period	
	7.4. Promotion of gender-neutrality in caregiving roles, including through information campaigns and activities that reinforce equal involvement in caregiving.	End of the Plan period	University community

OBJECTIVE	ACTION	DEADLINE	TARGET GROUP
8. Providing access to psychological support for all members of the Community, including students, doctoral students and employees.	8.1. Development of a psychological support system for students – including individual consultations, workshops and support groups related to challenges in the course of study.	End of the Plan period	Students
	8.2. Expansion and promotion of the offer of psychological assistance for employees and doctoral students in dealing with occupational stress, burnout and relational difficulties.	End of the Plan period	Employees and doctoral students
	8.3. Conducting mental health education and prevention activities for the entire academic community.	End of the Plan period	University community
	8.4. Promotion of psychological accessibility, including the support in foreign languages and offer of various forms of assistance adapted to different needs.	End of the Plan period	Persons with special needs and foreigners
9. Supporting of older employees with regard to their specific needs, concerns and potential.	9.1. Conducting research to diagnose the needs, barriers and expectations of older people working at the University.	End of Q2 of 2026	Older employees
	9.2. Development and implementation of recommendations to improve the working conditions and well-being of the elderly – including organizational flexibility and the use of their experience and knowledge.	End of 2026	
	9.3. Development of psychological support for the elderly with a focus on countering isolation and promoting mental well-being.	End of the Plan period	
	9.4. Promotion of a positive image of aging and professional activities of older employees in the University's materials and communications.	End of the Plan period	University community
10. Ensuring equal treatment and integration of technical and manual workers.	10.1. Conducting research to diagnose the needs, barriers and expectations of those employed in technical and manual positions.	End of 2026	Persons employed in technical and manual positions
	10.2. Implementation of solutions to increase communication, digital and organizational accessibility with regard to the type of work and employment environment.	End of the Plan period	
	10.3. Increasing the availability of training and outreach activities by adjusting the language, forms and hours of delivery.	End of the Plan period	
	10.4. Promotion of active participation of technical and physical workers in community integration activities.	End of the Plan period	

OBJECTIVE	ACTION	DEADLINE	TARGET GROUP
WORK-LIFE BALANCE PLAN			
1. Promotion of the well-being of working and studying people.	1.1. Creation and sharing of knowledge on mental well-being.	End of Q2 of 2025	University community
	1.2. Organization of campaigns to inform and promote healthy lifestyles, particularly in the areas of mental health, physical activity and preventive health care.	End of the Plan period	
	1.3. Development and promotion of the catalogue of good practices for individual use of digital tools.	End of 2025	
	1.4. Organization of workshops and training on mental well-being.	End of the Plan period	
	1.5. Introduction of the offer of psychological support and personal development groups.	End of 2025	
	1.6. Introduction of the offer of individual support in personal and professional development.	End of 2025	
	1.7. Organization and promotion of participation in sports and cultural events.	End of the Plan period	
2. Building of a sustainable culture of cooperation	2.1. Development and promotion of the catalogue of good practices for communication and cooperation in work teams.	End of 2025	Employees
	2.2. Training for managerial staff in time management, team organization, empathetic communication and mediation.	End of the Plan period	Managerial staff
	2.3. Training for employees in the use of modern work tools.	End of the Plan period	Employees
	2.4. Support of the use of flexible work organisation, including flexible start and end times and remote working, wherever possible and consistent with the nature of the duties.	End of the Plan period	

OBJECTIVE	ACTION	DEADLINE	TARGET GROUP
3. Building of a sustainable study culture.	3.1. Recognition of didactic and examination workload and development of recommendations for scheduling classes and sessions in a way that supports the well-being of students and doctoral students.	End of 2026	Students and doctoral students
	3.2. Promotion of principles of supportive didactics, including open communication, feedback and respect for time limits.	End of the Plan period	
	3.3. Organization of training and workshops for students and doctoral students on time management, stress management and building habits that promote life balance.	End of the Plan period	
4. Development of infrastructure to support well-being.	4.1. Diagnosis of needs and expectations for infrastructure conducive to rest and regeneration.	End of Q2 of 2025	University community
	4.2. Designing and adaptation of common spaces to functions that support well-being, integration and life balance.	End of the Plan period	
	4.3. Promotion of the principles of using common spaces with regard to ergonomics, regeneration and mutual respect.	End of the Plan period	
	4.4. Recognition of the needs of different groups in the processes of space planning and modernization.	End of the Plan period	
	4.5. Development and promotion of available sports infrastructure and areas conducive to physical activity.	End of the Plan period	
5. Support in special life situations.	5.1. Ensuring dedicated psychological support for people in difficult life situations.	End of the Plan period	University community
	5.2. Initiation and promotion of good practices of peer and community support.	End of the Plan period	
	5.3. Promotion of attitudes of empathy and solidarity in the academic community in the context of life's difficulties.	End of the Plan period	
GOOD MANAGEMENT PRACTICES			
1. Provision of resources and conditions for equality activities and teamwork.	1.1 Offer of financial support to groups and individuals initiating activities to ensure equality and inclusion at the University.	End of the Plan period	University community
	1.2 Development and adaptation of common spaces that foster cooperation, integration and teamwork.	End of the Plan period	

OBJECTIVE	ACTION	DEADLINE	TARGET GROUP
2. Ensuring of equality and transparency in promotions and appointments to functions.	2.1. Development of recommendations for internal promotion rules based on transparent and fair criteria.	End of 2026	Employees
	2.2. Review of the rules of appointment to functions at the University in terms of equality and diversity.	End of 2025	
	2.3. Implementation of updated rules for appointments to functions, based on accessibility, transparency and inclusion.	End of 2026	
3. Ensuring of equality in access to professional development and training.	3.1. Ensuring of equal access to professional development and training with regard to gender, organizational unit and diverse social groups.	End of the Plan period	Employees
	3.2. Designing and implementation of training and mentoring programs to support individuals from underrepresented groups or facing barriers to development.	End of the Plan period	
	3.3. Ensuring of equal access to professional development and training with regard to gender, organizational unit and diverse social groups.	End of the Plan period	
4. Strengthening of ethical and responsible management principles.	4.1. Review of rules and regulations for transparency and fairness in the allocation of resources and rewards.	End of 2026	Employees
	4.2. Dissemination of access to information on financial statements and other aspects of the University's management.	End of the Plan period	
	4.3. Strengthening of mechanisms to prevent conflicts of interest.	End of the Plan period	
	4.4. Organisation of training for managerial staff on ethical leadership, equality and inclusive management.	End of the Plan period	Managerial staff
	4.5. Promotion of the principles of academic integrity, including activities to educate and counteract unethical practices, especially in the area of publication and co-authorship.	End of the Plan period	Academic staff, doctoral students and students



Wrocław
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APPENDIX NO. 2

GENDER STRUCTURE AT WROCŁAW UNIVERSITY OF SCIENCE AND TECHNOLOGY

(AS OF 31.12.2024)

1. Analysis of the participation of women and men in decision-making bodies

Authorities of Wrocław University of Science and Technology

The position of Rector of Wrocław University of Science and Technology is held by a man, while the positions of vice-rectors are held by two women (28.5%) and five men (71.5%).

Senate

The University's Senate comprises seventeen women (28.3%) and forty-three men (71.7%).

University Council

The University's Council comprises three women (33%) and six men (67%).

Authorities of faculties

Among the authorities of faculties and the doctoral school at Wrocław University of Science and Technology, men outnumber women by about twice. Out of 15 deans, 12 are men (80%) and three are women (20%). However, taking into account both deans and vice-deans, the ratio is 67.1% (53 men) to 32.9% (26 women).

Faculties of WUST	Architecture	Civil Engineering	Chemistry	Information and Communication Technology	Electrical Engineering	Geoengineering, Mining and Geology	Environmental Engineering	Management	Mechanical and Power Engineering	Mechanical Engineering	Fundamental Problems of Technology	Electronics, Photonics and Microsystems	Pure and Applied Mathemacs	Medicine	Doctoral School	SUM
Dean	F	M	M	M	M	M	M	F	M	F	M	M	M	M	M	3F 12M
Vice-Dean for Education	M	M	F			F	F	F	M F		F					6F 3M
Vice-Dean for Research and International Cooperation	F															1F
Vice-Dean for Student Affairs and External Relations	M															1M

Faculties of WUST	Architecture	Civil Engineering	Chemistry	Information and Communication Technology	Electrical Engineering	Geoengineering, Mining and Geology	Environmental Engineering	Management	Mechanical and Power Engineering	Mechanical Engineering	Fundamental Problems of Technology	Electronics, Photonics and Microsystems	Pure and Applied Mathemacs	Medicine	Doctoral School	SUM
Vice-Dean for External Relations			M													1M
Vice-Dean for Staff Development and Social Affairs			M													1M
Vice-Dean for General Affairs			M	M		F				F		M	M	M		2F 5M
Vice-Dean for General and Social Affairs	M															1M
Vice-Dean for Cooperation and Development		F														1F
Vice-Dean for Research and Scientific Cooperation		M														1M
Vice-Dean for Didactics										4M		M				5M
Vice-Dean for Education and Didactics				1F 2M												1F 2M
Vice Dean for Student Affairs		F	W	M		M		M	M	M	F	2M	F			4F 7M
Vice Dean for Student Affairs and Didactics														F		1F
Vice-Dean for Cooperation												M	M			2M
Vice-Dean for Social Affairs								F								1F

Faculties of WUST	Architecture	Civil Engineering	Chemistry	Information and Communication Technology	Electrical Engineering	Geoengineering, Mining and Geology	Environmental Engineering	Management	Mechanical and Power Engineering	Mechanical Engineering	Fundamental Problems of Technology	Electronics, Photonics and Microsystems	Pure and Applied Mathemacs	Medicine	Doctoral School	SUM
Vice-Dean for Development and Cooperation								M								1M
Vice-Dean for Cooperation and Science									M							1M
Vice-Dean for Organization		M														1M
Vice-Dean for Full-time Studies					M											1M
Vice-Dean for Part-time Studies and International Programs					M											1M
Vice-Dean for Research and External Relations					M											1M
Vice-Dean for Research and Development						F										1F
Vice-Dean for Student Affairs, Publicity and Community Development					M											1M
Vice-Dean for Organization of Didactics											F					1F
Vice-Dean for Financial and Organizational Affairs							M									1M

Faculties of WUST	Architecture	Civil Engineering	Chemistry	Information and Communication Technology	Electrical Engineering	Geoengineering, Mining and Geology	Environmental Engineering	Management	Mechanical and Power Engineering	Mechanical Engineering	Fundamental Problems of Technology	Electronics, Photonics and Microsystems	Pure and Applied Mathemacs	Medicine	Doctoral School	SUM
Vice-Dean for Research and Cooperation							M									1M
Vice Dean for Student and Social Affairs							F									1F
Vice-Dean for General and Financial Affairs											M					1M
Vice-Dean for Teaching													M			1M
Vice-Dean for Clinical Research and Education														M		1M
Vice-Dean for Internationaliza-tion and Social and Economic Relations															F	1F
Vice-Dean for Doctoral Studies															F	1F
Director of Doctoral Studies											F					1F
OGÓŁEM	**2F 3M**	**2F 4M**	**2F 4M**	**1F 5M**	**5M**	**3F 2M**	**2F 3M**	**3F 2M**	**1F 4M**	**2F 5M**	**4F 2M**	**6M**	**1F 4M**	**1F 3M**	**2F 1M**	**26F 53M**

Councils of Scientific Disciplines

Among the members of the Councils of Scientific Disciplines at Wrocław University of Science and Technology, there are more than twice as many men as women. Women make up 29% (151) and men 71% (363) of the composition of the councils of all disciplines.

DISCIPLINE	WOMEN		MEN	
	NUMBER	PERCENT	NUMBER	PERCENT
Architecture and Urban Planning	19	61%	12	39%
Automation, Electronics, Electrical Engineering and Space Technologies	4	7%	53	93%
Information and Communication Technology	3	6%	48	94%
Biomedical Engineering	6	46%	7	54%
Chemical Engineering	18	69%	8	31%
Civil Engineering, Geodesy and Transport	4	15%	22	85%
Materials Engineering	4	33%	8	66%
Mechanical Engineering	10	18%	47	82%
Environmental Engineering, Mining and Energy	24	38%	39	62%
Mathematics	4	11%	31	89%
Chemical Sciences	20	42%	28	58%
Physical Sciences	9	19%	38	81%
Management and Quality Studies	16	66%	8	33%
Medical Sciences	10	42%	14	58%
TOTAL	**151**	**29%**	**363**	**71%**

The disciplines with the largest differences are Automation, Electronics, Electrical Engineering and Space Technologies and Information and Communication Technology (less than 10% women in the discipline councils), and on the other hand, Chemical Engineering and Management and Quality Sciences (about 30% men on councils).

2. Analysis of the share of women and men in the employment structures of academic teachers

Among academics, women account for 34.1% and men for 65.9%, with the largest differences in favour of men when considering the level in the academic hierarchy (degree and title) and some faculties. The most masculinized are: Faculty of Electrical Engineering (11% of female academics), Faculty of Mechanical and Power Engineering (13.5%), Faculty of Information and Communication Technology (about 15%) and Faculty of Civil Engineering (16%). In contrast, the Faculty of Management (54% women) and the Faculty of Chemistry (54%) are the most feminized.

FACULTY	FULL PROFESSORS (FEMALE/MALE)	ASSOCIATE PROFESSORS (FEMALE/MALE)	DIDACTIC PROFESSORS (FEMALE/MALE)	ASSISTANT PROFESSORS (FEMALE/MALE)	LECTURERS (FEMALE/MALE)	ASSISTANTS (FEMALE/MALE)
Architecture	4F 2M	15F 12M	1F 5M	38F 41M	2F 2M	4F 3M
Civil Engineering	1F 15 M	4F 21M	2F 3M	17F 78M	0F 4M	7F 23M
Chemistry	13F 23M	30F 24M	3F 1M	79F 50M	0F 0M	10F 10M
Information and Communication Technology	3F 17M	4F 42M	1F 9M	18F 146M	1F 6M	22F 56M
Electrical Engineering	1F 8M	0F 21M	0F 5M	7F 37M	0F 1M	3F 14M
Geoengineering, Mining and Geology	1F 7M	8F 8M	2F 2M	27F 24M	0F 1M	18F 12M
Environmental Engineering	4F 5M	10F 6M	0F 0M	32F 32M	0F 0M	2F 1M
Management	3F 6M	14F 7M	1F 4M	41F 36M	2F 0M	5F 3M
Mechanical and Power Engineering	1F 7M	3F 18M	0F 2M	8F 56M	0F 1M	1F 6M
Mechanical Engineering	2F 14M	9F 38M	0F 2M	51F 125M	0F 0M	11F 34M
Fundamental Problems of Technology	5F 15M	11F 36M	1F 6M	35F 47M	0F 1M	12F 12M

FACULTY	FULL PROFESSORS (FEMALE/MALE)	ASSOCIATE PROFESSORS (FEMALE/MALE)	DIDACTIC PROFESSORS (FEMALE/MALE)	ASSISTANT PROFESSORS (FEMALE/MALE)	LECTURERS (FEMALE/MALE)	ASSISTANTS (FEMALE/MALE)
Electronics, Photonics and Microsystems	1F 14M	3F 22M	0F 0M	22F 81M	0F 1M	13F 19M
Pure and Applied Mathematics	1F 13M	3F 22M	1F 2M	15F 36M	0F 1M	1F 5M
Medicine	8F 14M	6F 10M	1F 5M	20F 23M	0F 0M	10F 4M
OGÓŁEM	**48F (23%) 160 M (77%)**	**120F (30%) 287M (70%)**	**13F (22%) 46M (78%)**	**410F (34%) 812M (66%)**	**5F (22%) 18M (78%)**	**119F (37%) 202M (63%)**

3. Analysis of the proportion of women and men in academic administration and service structures

Among the 2,512 people employed in positions of academic administration and service – specialists, administrative managers, technicians, manual workers – there are 1,651 (65.7%) women and 861 (34.3%) men. The distribution of managerial and non-managerial positions shows a slightly different proportion: there are 154 (70.6%) women and 64 (29.6%) men working in managerial positions at the University. In contrast, there are 1,497 (65%) women and 797 (35%) men working in non-managerial positions (specialist, administrative, technical, auxiliary, manual and others).

4. Analysis of female and male participation in the Doctoral School

DISCIPLINE	WOMEN		MEN	
	NUMBER	PERCENT	NUMBER	PERCENT
Architecture and Urban Planning	30	57,7%	22	42,3%
Automation, Electronics, Electrical Engineering and Space Technologies	18	22%	64	78,%
Information and Communication Technology	20	22,5%	69	77,5%
Biomedical Engineering	14	66,7%	7	33,3%

DISCIPLINE	WOMEN		MEN	
	NUMBER	PERCENT	NUMBER	PERCENT
Chemical Engineering	36	57,1%	27	42,9%
Civil Engineering, Geodesy and Transport	6	15,8%	32	84,2%
Materials Engineering	7	58,3%	5	41,7%
Mechanical Engineering	33	30,6%	75	69,4%
Environmental Engineering, Mining and Energy	38	45,2%	46	54,8%
Mathematics	9	31%	20	69%
Chemical Sciences	58	63,7%	33	36,3%
Physical Sciences	25	44,6%	31	55,4%
Management and Quality Studies	12	41,38%	17	58,62%
TOTAL	**306**	**40,6%**	**448**	**59,4%**

There are 40.6% women and 59.4% men studying in the Doctoral School. There is a clear difference in the proportion by the scientific discipline chosen.

5. Analysis of the participation of female and male students in first and second-cycle programmes

FACULTY	WOMEN		MEN	
	NUMBER	PERCENT	NUMBER	PERCENT
Architecture	907	78,6%	247	21,4%
Civil Engineering	732	42%	1012	58%
Chemistry	847	63,6%	484	36,4%
Information and Communication	682	14,7%	4022	85,3%
Electrical Engineering	109	7,9%	1274	92,1%
Geoengineering, Mining and Geology	327	39,6%	499	60,4%
Environmental Engineering	323	51,6%	303	48,4%
Management	507	46,5%	584	53,5%
Mechanical and Power Engineering	236	21,3%	871	78,7%
Mechanical Engineering	733	24,8%	2218	75,2%
Fundamental Problems of Technology	556	56,1%	435	43,9%
Electronics, Photonics and Microsystems	237	12,7%	1629	87,3%
Pure and Applied Mathematics	302	42,6%	407	67,4%
Medicine	61	61%	39	39%
TOTAL	**6569**	**31,9%**	**14024**	**68,1%**

6. Summary of gender structure

In relation to the state as of 31/12/2021, we observe:
7.9% increase in the proportion of women in the authorities of faculties (from 25% to 32.9%),
4% increase in the proportion of women in the Councils of Disciplines (from 25% to 29%),
2% increase in the employment of women among academic teachers (from 32% to 34%),
7% increase in the number of women with the title of full professor (from 16% to 23%),
2% increase in the number of women in the Doctoral School (from 38.4% to 40.6% compared to 1.10.2022, the date of establishment of the Doctoral School).
Most indicators of the gender structure in different groups are slowly changing in favour of balance. In the conditions of a technical university, this means that more and more women are developing their research and teaching careers, and more and more women are holding positions and leadership roles in the group of academic teachers. Among students, there were no significant differences in the number of men and women, nor did the proportions of the gender structure in the faculties change significantly.

7. Expanded support for various groups

In order to build an open and responsive community, it is important to provide support that, in addition to gender, takes into account belonging to different groups and different experiences. Equality and anti-discrimination activities undertaken in 2021-2024 have led to the identification of groups that require dedicated support. Based on the range of problems reported to the Anti-Discrimination Commission, reports from the Psychological Counselling Centre, internal research on work-life balance, interviews and team workshop reports, the groups to be covered by this Plan have been identified. These are: people with disabilities and special needs (including neurodiversity), older employees, young parents and caregivers of dependent persons, foreigners, manual workers, and people in need of psychological support. Special support for these groups does not preclude caring for the entire academic community and providing equal opportunities for all people studying and working at Wrocław University of Science and Technology.

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