

GENDER EQUALITY PLAN 2022-2024



MATE

MAGYAR AGRAR- ÉS
ÉLETTUDOMÁNYI EGYETEM

APPROVED

The Gender Equality Plan 2022-2024 for the Hungarian University of Agriculture and Life Sciences was approved by the Rector of the Hungarian University of Agriculture and Life Sciences, Prof. Dr. Csaba Gyuricza, on the 27th of January 2022.

Signature:

A handwritten signature in blue ink is written over a circular official stamp. The stamp is blue and contains the text "Magyar Agrár- és Élettudományi Egyetem" around the top edge and "82." at the bottom. In the center of the stamp is a detailed illustration of a building with a tower, likely a university building.

Gödöllő, 2022

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INTRODUCTION

The current document describes the Hungarian University of Agriculture and Life Sciences' gender Equality plan. The document provides an overview of the current status of gender equality at the University-considering different aspects, including employees and students; identifies the needs and measures which should be determined during the implementation period, and finally envisage an action plan to promote progress towards the proposed goals.

Gender equality in European R&I

Gender equality is a fundamental value of the European Union and is one of the UN's sustainable development goals (SDGs). Gender equality in research and learning ensures that R&I systems support democratic and equal societies. Furthermore, a positive correlation between the innovation capacity of a country and the gender equality index in that country has also been observed. Whilst the reasons for this correlation might be multifactorial, gender equality benefits research and innovation in several ways.

Gender Equality:

- helps to improve the quality and impact of research and innovation by helping to ensure it is reflective of and relevant to the whole of society;
- creates better working environments that enable good quality research and learning and help maximise the potential and talents of all staff and students;
- helps to attract and retain talent by ensuring that all staff can be confident that their abilities will be valued and recognised fairly and appropriately.

Whilst there has been progressing toward gender equality in R&I in Europe through a range of EU, national and institutional policies and measures, there is still much work to be done. Statistics for various reports show that for universities and research institutes it is important to address gender equality. The Figures 2021 publication reports only limited progress compared to the situation presented in The Figures 2018. An EIT Food study (2020) on gender equality shows significant gender differences in agri-food entrepreneurship. Both reports highlight the persistence of significant gender inequality across Europe in a range of key areas. For example:

- 32.8% of researchers were women in 2018;
- Women made up 26.2% of grade A (full professorship or equivalent) academic positions in 2018;
- The proportion of women heads of institutions in higher education was 23.6% in 2019;
- Women made up 31.1% of the members of scientific boards in 2019;
- Between 2015 and 2019, only 1.8 % of all publications addressed a sex or gender dimension of a topic;
- There were twice as many men than women among authors of scientific publications between 2013 and 2017;
- Between 2013 and 2017 only 20% of international patent applications included a woman and 47% of inventors' teams were all men.¹
- 75% of respondents in the study have experienced negative gender bias in their life and/or career as entrepreneurs. 19% of them state that such bias holding them back professionally.

¹ Horizon Europe Guidance on Gender Equality Plans

- 85% of respondents who have experience raising investment report Having encountered negative gender bias when pitching to investors.

The above prevents women innovators from bringing their ideas to market. The exclusion of women from agri-food research and innovation causes gendered innovation, scarcely responsive to their needs.

EU defined three objectives that underpin the European Commission's strategy on gender equality in research and innovation policy:

1. fostering equality in scientific careers;
2. ensuring gender balance in decision-making processes and bodies;
3. integrating the gender dimension in the research and innovation context²

As one of the largest agricultural-oriented, multidisciplinary tertiary institutions in Central Europe, our University must meet the EU's expectations and follow its guidelines, therefore needs to pursue active policies for equality between women and men, as well as recruitment policies that ensure diversity and equal rights for all." Strategy 2022-2024 defines an important part of MATE's goals and profile as follows: "The academic culture must be characterized by critical reflection, power critique, debate, freedom from bias and objectivity. The University must therefore have a working and learning community based on equality, respect and transparency. MATE's gender equality policy is translated into concrete goals in its Gender Equality Plan for gender equality, gender balance and diversity. The work on the included action plan and measures is anchored in the management at MATE.

To be able to comply with the EU's defined three main objectives, MATE has assessed the status of Gender Equality at the institution. Based on its results the GEP team designed the first MATE Gender Equality Plan (GEP), for two academic years. The GEP with Gender Equality Workplans included sets 4 main goals and provides details on MATE's objectives in 5 defined gender equality priority areas.

Data, analysis, management

Collecting data on gender equality is extremely important in assessing how areas and what interventions are needed to make gender equality as equal as possible to a greater extent. In the current plan, some of the existing data, and in the future, the relevant data will be made available in advance. The data collected will be systematised and the resulting data will be analysed continuously.

To ensure that MATE can continuously monitor the implementation of the Gender Equality Plan, a Gender Equality Group has been set up, consisting of two women and two men appointed by the Rector.

Gender equality, gender balance and diversity are the responsibility of the management and must be pursued at management meetings and in management dialogues with the units. The Gender Equality Coordination Group is responsible for raising strategic questions and ensuring the action plan is followed up, by setting priorities and raising issues at meetings. Gender equality, gender balance and diversity are important viewpoints that are to be integrated into all management training and other training at MATE.

² GEAR TOOL

The University seeks to apply the principle of preferential treatment for the following groups of University citizens:

- preference is given to women
- workers over forty,
- students,
- people with reduced working capacity,
- parents raising young children,
- parents raising their child alone,
- workers with a permanently sick or disabled child.

Follow-up and implementation

This plan provides direction for the work to ensure gender equality, gender balance and diversity at MATE in the period 2022-2024. Staff members and students in the units are to be made aware of this action plan.

Goals in the period of 2022-2024

The following 4 main goals will be the top priority in the action plan period:

- Higher rate of women in academic positions and academic management positions
- Better gender balance in research and innovation areas
- Strengthening the work on diversity at MATE
- Increased ambitions to hold back harassment with the main focus on sexual harassment

The Gender Equality Plan for MATE responds to needs in the following priority areas:

The five Priority Areas



KEY PRIORITY AREAS

1. Work-life balance and organisation culture

Family-friendly policies and measures

Family-friendly measures at MATE have mainly targeted the University employees, while the family-friendly infrastructural developments serve both the students and employees with (young) children.

The Institutional Development Plan considers to take into account the working hours of women in the case of management positions, and the time needed for academic development. We will review where necessary to try to create flexible working conditions and assuring the possibility of working from home office.

Family friendly policies is about equality for both genders and giving reasonable consideration to carer responsibilities; whether somebody has young children, or elderly parents, or a partner to care for. Something in personal life shouldn't affect work to the point where one can't progress.

Our University try to bring the focus into the quality of work and milestones one has achieved. That is much more important than the number of hours clocked-in. Moving meetings into core hours (10am to 4pm) ensures that those who have got caring duties can be at meetings and don't have to feel guilty for not turning up at 5pm; and that's what empowers people to progress.

The University's small and large-scale infrastructure developments are sometimes hampered by the lack of resources and the complexity of planning and implementing similar investments.

Nevertheless, the University is endeavouring to progressively improve the quality of its campus and other buildings to provide facilities with certain infrastructure elements for students or working parents with their (young) children. The main Campus will be completely renovated outside and inside including the heating and electrical installations, and to ensure barrier-free access. The accessibility of University buildings and dormitories is not just for students, employees or visitors with reduced mobility, but also for those arriving with a pushchair is an important issue. Accessibility options vary from campus to campus and from building to building, but overall, it can be concluded that the development of barrier-free accessibility will continue to require significant investment in the future. The concept of a family-friendly University requires further develop its family-friendly infrastructures such as the development of family-friendly offices and future services. (e.g. the development of a qualified childcare system, working time benefits, possibility of teleworking, courses, counselling (couples counselling, child-rearing counselling, health services, the possibility of individual student examinations), and the services and opportunities available, monitoring their use and ensuring that they are assessing the demand for additional services and facilities (through targeted satisfaction surveys).

The introduction of flexible working arrangements and home office opportunities for parents with young children, for both men and women, and continued support for parents returning from maternity leave is also important for the University. There is a possibility not only for women but also men to stay home for maternity leave and come back to work as full time or part-time workers. Flexible work arrangements offer a modified schedule or other alternatives to the standard hours or location of a workplace, while workers continue to fulfil their job responsibilities. This can enable them to meet personal or family needs and achieve a better work-life balance. Flexibility should be viewed in the context of the employer's legitimate

requirements to ensure business continuity (e.g., timely delivery of tasks) and can be designed to create a win-win working relationship that simultaneously recognizes and realizes the needs of both employers and workers.

Nursery and kindergarten service are also provided for the University's employees by Catholic Church of Premontrei and Council in Gödöllő and, which is constantly being reviewed. Nursery and kindergarten provide several number of places for university staff to apply for each year.

Promoting equal access to training programmes

To increase the number of skilled workers, the employer will provide lifelong learning opportunities for all University students and employees. To this end, participation in training that supports job performance and contributes to career advancement is provided regardless of age, gender, marital status or health status.

The institution shall continuously review the learning and training needs of its employees and shall align them with its interests. The University promotes language training and seeks to facilitate the transition to retirement for its employees.

We will offer specific training to our female early-career researchers on topics such as self-confidence and professionalism in scientific presentations; building and maintaining professional contacts and conflict management in an academic context. Tailor-made one-to-one coaching will help the participants analyze their strengths and weaknesses and develop a career plan.

Actions will also include awareness-raising and training actions on gender equality. These activities will engage the whole organisation and be an evidence-based, ongoing and long-term process. Activities will cover unconscious gender biases training aimed at employees and decision-makers and can also include communication activities and gender equality training that focuses on specific topics or addresses specific groups. These mentioned activities will be continuously monitored and adapted to all the necessary needs received from all employees.

2. Gender balance in leadership and decision-making

Diagnosis

The starting point for the analyses aimed at the development of the Gender Equality Plan for MATE was the verification of the gender distribution of people working in research and innovation, following recommendations included in the European Charter for Researchers, and taking academic degrees and positions into account.

According to the data, it may be claimed that the gender distribution among academic researchers is even; however, significant disproportions may be observed in individual positions. The number of men among those holding the title of full professor and associate professor at the Hungarian University of Agriculture and Life Sciences is not significantly higher. In the case of adjunct lecturers, the gender proportion is close to equal, whereas the number of women among assistant lecturers is higher. This may indicate that the paths for promotion and scientific careers are not the same for women and men.

The goal is the higher rate of women in academic positions and academic management positions

Equality is a matter of fairness, democracy, quality and gender balance. Women and men must be given equal opportunity to participate in the research community, and the research community needs the contributions of both sexes. Better gender balance will lead to greater reflection on diversity in the population, and this will strengthen research credibility. Gender balance is thus an end in itself, but also a means to reduce indirect discrimination and ensure greater individual fairness. The principle of fairness implies that the gender distribution at one position level should be reflected in the transition to the next, while the principle of equality implies that the under-represented gender should have its proportion increased. MATE has an overall, long-term ambition for a 50/50 distribution of women and men at the University. Nevertheless, realistic goals must be set based on the current gender distribution.

Target numbers:

- Increase the proportion of women in permanent academic positions to over 50% (47% in 2021)
- Increase the proportion of women in professor positions to 30% (25% in 2021)
- Increase the proportion of women in academic management positions to 40% (36% in 2021)

Academics, researchers, teachers and education and research support staff are shown in the table and graphs below at the University level in 2021.

	Male	%	Female	%	Total
number of colleagues (employees)	1086	44%	1369	56%	2455
researchers	574	53%	503	47%	1077
>lecturer	407	56%	322	44%	729
>teacher	23	40%	34	60%	57
>researcher	144	52%	132	48%	276
>>first grade researcher	44	42%	61	58%	105
>>recognized researcher	37	54%	32	46%	69
>>senior researcher	45	58%	33	42%	78
>>top grade researcher	18	75%	6	25%	24
administrative staff	229	24%	708	76%	937
other (e.g. repairman, maintainer)	283	64%	158	36%	441
Students					
PhD students (assigned in a doctoral school)	481	51%	466	49%	947
Pre-docs (finished the doctoral school, not defended yet)	29	30%	51	70%	80
Highest education of Researcher					
with PhD	450	58%	327	42%	777
with MSc	124	44%	161	56%	285
with BSc	0	0%	15	100%	15
Highest education of administrative staff					
with PhD	0		0		0
with MSc	92	29%	227	71%	319
with BSc	68	28%	179	72%	247
Leaderships					

project leader	161	76%	52	24%	213
department leader	144	64%	80	36%	224
department deputy leader	34	64%	19	36%	53
director of institution	16	80%	4	20%	20
deputy director of institution	25	67%	12	33%	37

The data above shows that, in general, a higher proportion of lecturers-researchers are men, while the number of women teachers is higher at the University.

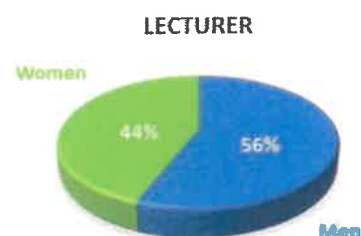
The proportion of female lecturers and researchers is high more than 40%, which reflects the gender segregation of the labour market as well.

The gender distribution of University students was 49% female and 51% male, while among University lecturers and researchers, the proportion of women was reversed to around 40%.

However, only 25% of professors are women 75% of professors are men. Therefore the GEP will help to change the ratio and increase the number of women professors.

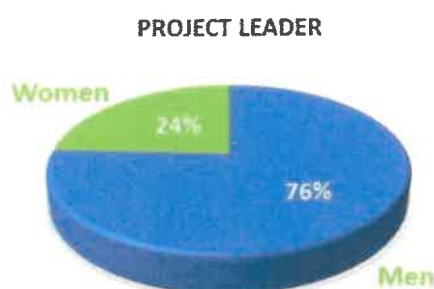
The proportion of associate professors is close to being balanced between women and men. Concerning lower-ranking adjunct professors and assistant professors, it is more likely that more evenly balanced.

However, the percentage of women in managerial positions is lower than men in the same position or deputy positions. This proportion is 36% while men's ratio is in the same position 64%. However, the agricultural focus of the University must be taken into account.



The analysis of numerical data has shown that:

Men more often receive grants and scholarships; they hold functional positions far more often than women do, both at the level of Department Head and at the level of Professor (among which there are a lower ratio of women);



- a critical stage in women's careers the period between the defence of one's doctoral dissertation, the award of a habilitation degree, and the stage of obtaining a professorship.

Based on surveys and also on international data, in the above-identified moments, women's careers slow down. The reason is that more women stay home for longer maternity leave than men and have more than one child. After giving birth the women change their minds and continuing their research career won't be the number of priority for them anymore. Our University – in agreement with national laws - gives the opportunity for men too to stay home with children so the women can continue their careers. The University provides information and promotes these possibilities among the employees and students.

The qualitative research revealed the following problems:

- Combining work and family life – some of the phenomena mentioned refer to both women and men, but women more often declare that they are responsible for the majority of family duties.
- In the case of researchers, there is a problem with “never-ending work”;
- the requirement of availability (for work in a laboratory) in some areas of scientific research is difficult to balance with child care;
- the expectation of international mobility is difficult to reconcile with taking care of children and other dependents, especially in the absence of institutional support;
- the importance of gender roles outside of work which affect performance– women do more housework; maternal responsibilities delay academic work and discourage women from taking up administrative positions;
- women with children do not take long trips abroad, they publish less, become less involved in the social life of the faculty, and less frequently decide to take up administrative positions.

Survey on employee recognition and payment

The European Commission's "EU strategy for tackling the gender pay gap 2017-2019 Action Plan" and the European Parliament's report of 30 January 2020 on the implementation of the EU Action Plan to tackle gender pay resolution on the gender pay gap (2019/2870(RSP) called for the Member States to create wage transparency. As a follow-up, the European Commission proposed a Directive on pay equity between men and women for equal work or work of equal value transparency and enforcement mechanisms" in 2021. The Directive on pay transparency of pay within organisations, which will enable employees to detect and prove gender pay differentials.

In the higher education system, salaries are determined based on the civil service wage scale and are and the occupation of positions based on academic degrees, as well as the seniority of the post. It is therefore important to quantify the gender pay gap (if any) by performing a salary survey (including research and administrative staff and research support staff, by gender, and by gender distribution).

Following the University conversion, a major salary adjustment was implemented in two stages (in 2021 and 2022) in all categories, irrespective of the ratio of women to men.

Researchers and academics involved in specific projects and proposals

Participation in specific projects and competitions offers a major opportunity for academic researchers to increase their income, even significantly. It is important to understand that women and men can participate in such income-enhancing projects and whether the women are excluded by family and home responsibilities from participating in such proposals.

This assessment is also important because it is the basis on which the work-life balance can be judged reconciliation and family-friendly measures.

This is also important because international funding opportunities, in particular, already classify researchers into four categories

- Top grade researcher
- Senior researcher
- Recognized researcher
- First stage researcher

	Male	%	Female	%
First stage researcher	44	42%	61	58%
Recognized researcher	37	54%	32	46%
Senior researcher	45	58%	33	42%
Top grade researcher	18	75%	6	25%

In 2021, top-grade researchers 25% are women, 75% are men, in the senior category the 42% of women, 58%-a men, recognized researcher 46% of women, 54% men and first stage researcher 58% women, 42% men.

MATE wants to increase the proportions in women ratio and will therefore set up a professional working group team to encourage participation in the national and international grants, taking into account the proportion of women and men and monitoring it continuously.

3. Gender equality in recruitment and career progression

Recruitment initiatives

Advertisement of positions: open and transparent procedure

Steps that will be made and monitored accordingly:

- There are sector-specific differences and difficulties at the agriculture-focused University. In different sectors, the differences are smaller, for example, in economics than in agriculture or engineering. Therefore, sector-specific plans will be developed, based on the 2022-2024 strategy.
- The University is committed to respecting the requirement that the selection of candidates should be based on their abilities and skills as selection criteria.

Recruitment initiatives	Responsible department
In order to safeguard the gender perspective in new recruitment, all permanent academic positions are to be discussed at the local level before formal announcement of the vacancy	Department of Human Resources
In order to ensure gender-balanced new recruitment, the main rule is that permanent academic positions are to be announced as associate professorships. The announcement of chairs and associate professorships/professorships must have special grounds	Department of Human Resources
Active use of application committees to ensure gender balance and diversity among the candidate base and contribute to the appointment of top quality staff, gender balance in senior academic positions and diversity in academia. MATE's recruitment policy for academic positions	Department of Human Resources
Work to recruit female applicants to permanent academic positions	Department of Human Resources
Work to recruit female applicants to academic management positions, for example by actively encouraging women to apply and stand for election	Department of Human Resources
Develop guidelines on use of nominations to ensure gender balance	Department of Human Resources
Make greater use of the opportunity to apply moderate gender quotas when two candidates are equally or approximately equally qualified	Department of Human Resources
Develop better training and guidance for assessment committees to raise awareness about implicit prejudice as regards gender and diversity	Department of Human Resources

Career initiatives

Career initiatives	Responsible department
Identify obstacles to gender equality to develop measures and target efforts to achieve better gender balance	Department of Human Resources
Continue to announce funding for qualification grants for female associate professors who wish to apply for promotion to professor	Department of Human Resources
Continue to offer training about applications for promotion and regulations related to this	Department of Human Resources
Continue to offer mentoring programmes for female post-doctoral positions	Department of Human Resources

Strengthening the work on diversity at MATE

Diversity can refer to a variety of factors such as gender, ethnicity, disability, gender identity, sexual orientation, socio-economic background, age, etc. At MATE, it is important to emphasize that there is to be equal opportunity to influence and participate in the workplace for everyone –regardless of affiliation or background. Inclusion is a matter of recognition, respect and understanding of differences to ensure equal opportunity and fair treatment, as well as taking advantage of the positive effects of a diverse University. As an inclusive workplace, MATE adheres to guidelines on adaptation and inclusion in working life to ensure the accommodation of employees with a temporary or permanent illness or disability. MATE also provides adapted study situations for students with special needs. MATE has a dedicated seniors policy. The overall goal of the action plan period is to increase awareness about diversity and improve the knowledge base, to identify the diversity challenges MATE has and provide direction for targeted, long-term measures and activities.

Activities	Responsible department
Establish a network for administrators working with diversity-related projects and work areas, the overall goal, which will also ensure that diversity issues are highlighted at the management level.	Department of Human Resources
Develop a better knowledge base about staff members with minority backgrounds.	Department of Human Resources
Offer training courses and seminars in the fields of diversity recruitment, inclusion, discrimination, intersectionality, gender diversity, diversity management and implicit prejudice.	Department of Human Resources
Identify the diversity challenges the faculty/unit has to develop measures, target efforts and ensure proactive diversity recruitment.	Department of Human Resources

Breakdown of students by gender and department

Our university has a total of 13278 students in basic, masters, PhD and post-doctoral programmes. Out of these numbers, 6066 are men and 7212 are women and 1958 foreign students. Out of the foreign students numbers 1028 men 930 women.

a) Gender breakdown of students by institution

Name of Doctoral School	Male	%	Female	%
Doctoral School of Environmental Sciences	44	50%	44	50%
Doctoral School of Animal Biotechnology and Animal Sciences	5	42%	7	58%
Doctoral School of Animal Sciences	40	47%	45	53%
Doctoral School of Biological Sciences	18	40%	27	60%
Doctoral Training in Food Science	38	39%	60	61%
Festetics Doctoral School	26	51%	25	49%
Doctoral School of Business and Management	98	59%	68	41%
Doctoral School of Economics and Regional Sciences	47	55%	38	45%
Doctoral School of Horticulture	33	39%	51	61%
Doctoral School of Engineering	56	88%	7	12%
Doctoral School of Plant Sciences	36	43%	48	57%
Doctoral School of Regional Sciences	20	59%	14	41%
Doctoral School of Landscape Architecture and Ecology	19	38%	31	62%

b) Gender distribution of student representation

The ratio of male and female students at our university is 50%-50%.

PhD students (assigned in a doctoral school)	481	51%	466	49%	947
Pre-docs (finished the doctoral school, not defended yet)	29	30%	51	70%	80

Disabled workers, workers with reduced working capacity and gender equality for disabled and special needs students

MATE will pay close attention to and develop targeted policies to create the students and employees with disabilities and staff with disabilities equality. In this context, the gender equality of MATE citizens with disabilities will be examined in detail. Stereotypes against people with disabilities persist in society, and both sexes, but in addition to the general negative attitudes towards women with disabilities other forms of discrimination result from social and biological gender roles social and gender discrimination. The concept of disability is linked to the issue of gender equality. While the proportion of boys with disabilities in childhood is higher than in working age, the proportion of boys with disabilities in age and older, with women accounting for more than half of the disabled population. of the disabled population. Gender inequality among people with disabilities is found in several areas and is, therefore, a phenomenon of multiple discrimination both in the UN (CEDAW Convention) and in the Council of Persons with Disabilities. Women with disabilities have a lower rate of marriage, "the in single-parent families with disabilities, 82% of women are breadwinners" (Keveházi 2016, 35).

According to 2016 microcensus data, less than 16% of Hungarians with disabilities in Hungary the employed. If persons with a disability are included, even then only 28.8% of people with disabilities are employed. Most of them work in accredited or sheltered employment and have low open labour market employment. The data show that among women employment is 0.8% higher for women than for men. At the same time, tertiary education is 0.6% higher for men with disabilities than for women, and for women with disabilities, average wages for women disabilities are also lower. People with disabilities have very little decision-making power, and family and social power relations, they tend to be in a suppressed role (Könczei 2017). Women with disabilities have an even higher proportion of very low power structures status in positions of power and the minimal possibility to decide their own fate. Persons with disabilities women with disabilities are almost exclusively in leadership positions in advocacy associations positions.

There are currently no data available on how many disabled people at MATE and persons with a disability work at the University. An important task is to collect and analyse the situation of disabled people with disabilities, with a particular focus on gender equality.

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

Doing research wrong costs lives and money. Gender bias also leads to missed market opportunities. In engineering, for example, considering short people (many women, but also many men) "out-of-position" drivers leads to greater injury in automobile accidents (see Inclusive Crash Test Dummies). In computer vision, facial recognition trained on biased datasets may not recognize women as well as men or darker skinned persons as well as those with lighter skin, meaning that darker skinned women may not be recognized at all (see Facial Recognition). Facial recognition may also not be able to recognize transgender individuals, especially during periods of transition.

Integrating the gender dimension in education and research often confused with gender balance in research teams, whilst it is not well evaluated. (European Commission, 2017).

Gender-sensitive teaching pays attention to gender differences both in creating syllabus and in class conduct. It means introducing students to gender dimension of the presented contents, including publications that take gender-sensitive approach into the courses readings, and giving homework

assignments that demand from students to think about gender dimension of the subject. Gender-sensitive approach to teaching provides equal opportunity to both female and male teaching staff across disciplines, attracts students of different genders, and is inclusive for transgender individuals as well. Gender-sensitive teaching is thus more inclusive, while stimulating critical thinking.

Integrating the gender dimension in education refers to fostering gender knowledge in all areas. It includes measures to mainstream gender issues in higher education curricula to enhance awareness and sensitivity as well as initiatives to foster specific gender programmes for researcher training, e.g. by creating collaborative alliance between different actors to establish new content and teaching/learning methods.

MATE intends to apply good practices of European Universities by developing new knowledge and training methods for students and researchers in fields where sex and gender analysis is of special relevance (e.g. Karolinska Institute in health and biomedical research) and collecting and publicising research that has successfully integrated sex and/or gender perspectives (LERU, 2015).

Integrating the gender dimension in research content involves mainstreaming sex and gender analysis throughout all stages of research process, from research questions and design, carrying out research, to its dissemination. Gender-sensitive research takes into account the differences between men and women in all aspects of the research, from an initial idea, formulating research questions, objectives and methodologies to the outcomes and presentation of results. It takes into account transgender and transsexual population as well.

Incorporating gender and sex in the research process, in science knowledge making, and in the science value system is considered a key challenge to improve the quality and excellence of scientific endeavours. The benefits of integrating the gender dimension can also be extended to the field of knowledge and technology transfer, where its integration can help produce globally marketable transfer products (Best et al., 2016; Bühler & Schraudner, 2010; European Commission, 2011, 2013a; Ranga & Etkowitz, 2010). Research integration can be a review of a product or service from a gender perspective, but also guidelines for research and practice, or developed research methods and new gender-sensitive products and services. Innovations developed as a result of integrating the gender dimension can create a range of new products, services and methods of production that not only better reflect the user base, but can also “expand the realm of the technologically and commercially possible (European Commission, 2013b)” (Best et al., 2016, p4).

Agricultural innovations tend to impact women and men differently. Most innovations focus on resolving technical problems, such as raising yields, with standing environmental stress and managing poor soil or seeds. Such innovations often fail to account for: 1) how gender norms influence the implementation of technical solutions; or 2) how the implementation of technical solutions will influence gender norms. Consequently, innovations may not reach women and may even amplify gender inequality (Rola-Rubzen et al., 2020; Quisumbing et al., 2014, Lawless et al., 2017, Bock & van der Burg, 2017). Our University as a research oriented organization will focus on particular research strengths and priorities to foster gender-sensitive.

MATE as a Knowledge Center can be defined as a complex constellation of ideas, scientific findings, and production methods involving research institutions, industry and the public, so innovations reflect public preferences, thereby ensuring they are more accessible, useful, and appealing. Diverse groups should be involved in such processes to ensure that innovations incorporate and reflect diverse needs, preferences and perspectives and therefore must include men and women (Best et al., 2016; European Commission, 2013a).

Measures and actions:

- create modules or specific courses on the gender perspective and women in each academic discipline;
- train staff in the gender perspective;
- anchor gender studies and research to a specific discipline, because it increases their impact, by first adding to discipline specific knowledge and thinking and second by improving the methodological toolkit of gender research and studies;
- higher number of female versus male authors in curricular bibliographies;
- strengthen the work of women researchers and their participation in research groups;
- make visible women contributions in scientific and technical fields;
- implement a networking platform between researchers and practitioners in order to exchange up-to-date gender specific research findings and possibilities of their application;
- awards in the field of gender research;
- integrate of gender content into projects in the field of R&I and curricula;
- develop and promote gender critical teaching in all degree programmes: introducing optional modules in “feminist science-gender studies” as well as an extension curriculum in “gender studies with certificates. The certificate is well regarded by students as it acts as an additional qualification in the labour market. Both the extension curricula and the optional subject are accessible for students of all disciplines and programmes;
- Establishment of a gender knowledge hub that is comprised of gender experts who carry out research and training on gender equality and the gender dimension throughout the University. Members must demonstrate gender expertise (professional, methodological, social and self-competence) helping scientific project teams.

With above actions MATE wishes to overcome implementing obstacles:

- lack of academic recognition of gender studies, since gender is not a regular subject according to ISCED classification of study fields which first limits its visibility, second discriminates the subject in the allocation of resources and third limits the visibility of outcomes and impacts as these are typically attributed to a parent institute/faculty.
- gender studies does not stand as a subject on its own but relies on the inputs, perspectives, and questions raised by different disciplinary problems.

As consistently advocated by European Commission¹ within FP5, FP6 and FP7, implementing its GEP, MATE will introduce a gender-sensitive approach that makes research and teaching of higher quality and validity by:

- helping in making research results more relevant for society;

- enabling development of new research, teaching, and career progress paradigms in research institutions;
- enabling researchers to write more competitive proposals.

Because:

- a gender-balanced research teams perform better and attract toplevel researchers;
- gender-sensitive approach induces researchers to use more sensitive research methodology in general;
- gender equality is an overarching principle of the Horizon 2020 programme.²

In terms of successful implementation, top-level institutional commitment is identified as a key factor.

5. Gender-based violence, sexual harassment

Sexual harassment

MATE does have a reasonably good policy addressing harassment cases. However, the procedures of reporting are inefficient and relatively unknown within the community. Also, the absence of training on the topic prevents victims from coming forward with their complaints. In the community-wide survey we will conduct within the project to see the number of reported incidents of sexual harassment how many cases we have. These include cases characterized by various degrees of severity, ranging from repeated invasion of personal space to sexual assault or rape. We will see in the survey, reaches how many cases. This points to a serious problem of underreporting. We need to assess by the survey if the fear of retaliation and mistrust in the institutional response was common reasons given by respondents for not reporting these cases.

Actions that will be taken into account

- Develop a new institutional system with an additional informal complaint procedure to complement the formal one in place.
- Set up a centralized digital recording system for both formal and informal complaints.
- Define guidelines for monitoring of number and severity of complaints, and responsibility for statistical analysis and feedback into the procedure.
- Provide specific training on sexual harassment to the people receiving complaints and to MATE counsellors
- Regularize yearly monitoring.

Raise awareness about sexual harassment:

- Provide bystander training to the entire community.

- Incorporate info-sessions on MATE Harassment policy in all on-boarding processes (students and employees).
- Incorporate information on harassment in the head of unit training.
- Run communication campaigns on sexual harassment.

Code of ethics, ethics committees, student disciplinary code, etc. and, where necessary, new complaints procedures will be established.

OBJECTIVES, ACTIVITIES, AND INDICATORS

This section describes the objectives, related activities and defined indicators of the institutional GEP plan taking into account the 4 main goals and 5 priority areas.

- Higher rate of women in academic positions and academic management positions
- Better gender balance in research and innovation areas
- Strengthening the work on diversity at MATE
- Increased ambitions to hold back harassment with the main focus on sexual harassment

1. Raising awareness of the importance of equality issues and strengthening positive attitudes towards diversity.

Goal: Strengthening the work on diversity at MATE

Priority area: Gender equality in recruitment and career progression, Measures against gender-based violence, including sexual harassment

Activities	Indicator	Responsible person(s)
Workshop meetings for men and women lecturers on anti-discrimination in teaching	Three meetings of this type for employees during the academic year	GEP Coordination Group
Training for men and women employees (academic and administrative), as well as men and women students and doctoral candidates, developing knowledge about discrimination phenomena (including discriminatory language), violence (including that based on prejudice or gender), harassment, and sexual harassment; developing skills related to identifying and responding to these phenomena	Increase anti-discrimination awareness measured in OR surveys every 2 year All new male and female employees are to be trained as of 2022 Men and women first-year students of the first and second cycle programmes trained – training available to interested persons at each unit in 2020; in 2023 – training will be obligatory	GEP Coordination Group
The introduction of an electronic tool on the Website of MATE	An increased number of visits to the website and increased number of	GEP Coordination Group

supporting information and education and introducing an email account for reporting of sexual harassment and discrimination	interventions after reporting discrimination and sexual harassment	Rector
Distributing knowledge about existing equality guides at MATE	An increased number of downloads of the Anti-Discrimination Guidebook from the institutional website An increased number of visits to the website with information on procedures Evaluation of the Anti-Discrimination Procedure 3 years after its introduction	GEP Coordination Group

2. Supporting the development of women's academic careers

Description: this activity is aimed at supporting those whose careers slow down for systemic reasons. It is aimed at combating the phenomenon of women stopping or giving up at certain stages of their academic careers (defence of the doctoral dissertation, promotion to the position of assistant lecturer, the award of the habilitation).

Goal: Higher rate of women in academic positions and academic management positions

Priority area: Gender equality in recruitment and career progression

Activities	Indicator	Responsible person(s)
Networking groups for women doctoral candidates: including women doctoral candidates in the network of contacts with male and female researchers, and organisation of lectures with invited women lecturers on careers of women in science, in Hungary, and abroad (e.g., managers of international grants); setting up a mailing group	Arranging three events a year.	Doctoral Schools; Office for Doctoral and Post-Qualification Education
Doctoral Schools gather statistical data by gender on those starting doctoral dissertation procedures and defences of doctoral dissertations and submit this data.	The equalisation of the percentage of men and women starting doctoral dissertation procedures and defending their doctoral dissertations	Doctoral Schools Chief Equality Officer
Launching a research and development programme for young women researchers and teaching employees – mentoring: limiting the phenomenon of 'losing' women during the process of their academic career development. More detailed analysis of needs of young women employees, to support of their academic career development. Supporting a group of young women research employees in the development of their scientific and teaching careers, in cooperation with men and women mentors. Training on self confidence, presentation skills and mental health (work-life balance). Promotion of the idea of young talent development in the area of research and teaching.	Launching the first edition of the programme for at least 10 persons, establishing a programme board prepared to promote the idea of women's career development in research and teaching.	Chief Equality Officer Representative of the Rector in charge of HR Management Development Human Resources Officer

<p>Popularisation of good practices related to supporting women's careers, applied at departments and units – transfer of information on solutions being used at organisational units to the Chief Equality Officer.</p>	<p>Regular publication on the website</p>	<p>Chief Equality Officer</p>
<p>Systematic monitoring of the participation of women and men in contests for grants, projects, and financial support, plus publication</p>	<p>The equalisation of the percentage of applications for grants submitted by women and man, increasing the participation of women researchers in grants at an early stage of their career</p>	<p>Chief Equality Officer</p>

3. Providing gender equality in the recruitment of women and men employees, and the doctoral schools

Gender equality in the recruitment of female and male employees, and the doctoral schools. Talent acquisition, accounting for gender underrepresentation in particular areas of science.

Goal: Higher rate of women in academic positions and academic management positions

Priority area: Gender equality in recruitment and career progression

Activities	Indicator	Responsible person(s)
<p>Using good practices, soft instruments (incentives) in the case of the underrepresented sex: promotional campaigns, appropriate language, visualisation promoting women starting scientific careers in masculinised areas and men in feminised areas;</p> <p>providing information on the contest to the widest possible group of potential men and women candidates, accounting for gender</p> <p>active search for women candidates for positions in masculinised areas and men candidates in feminised areas;</p> <p>recruitment announcements including transparent criteria, clear guidelines for the evaluation of achievements, disclosure of applications, possible consultation with men and women external experts</p>	<p>A campaign launched by 2023</p>	<p>Chief Equality Officer in cooperation with the Human Resources Office and Doctoral Schools; Human Resources Officer</p>
<p>In the case of candidates having the same qualifications, it is suggested to select the person from the underrepresented sex / from the underrepresented</p> <p>To this end, it is necessary to: draw up a clear procedure; obtain acceptance of and support for the implementation of the procedure at certain units; distribute information on recruitment principles – taking affirmative action into account – along with the recruitment announcement, to ensure</p>	<p>No contest with more than one candidate and only candidates of one gender at particular units. In 2021: the gender proportion of candidates of at least 2:1, aimed at 1:1 at the level of the University and its organisational unit</p>	<p>Chief Equality Officer</p>

that everybody is aware of the principles from the very beginning.		
Gender-balanced contest committees and others or committees comprising representatives of both genders – development of a guideline	A report 2 years after implementation.	Persons responsible for recruitment at organisational units; Chief Equality Officer
The contest committees should be chaired by men and women alternately (change after every term of office)	Indicator In 2020-2021, half of all chairpersons should be men, and the other half – women	Persons responsible for recruitment at the organisation
Development of the policy of remuneration and other employee benefits, transparently determining principles of remuneration for a particular position Monitoring remunerations and other employee benefits, including the gender criterion and the criterion of employment based on flexible employment forms and/or flexible working time Men/women employees employed in the same positions and/or with similar scopes of tasks, duties and employment terms receive similar remunerations	Reports on the Gender Pay Gap issued every two year	Gender Equality Officer, HR officer

4. The balanced combination of work and family life

Solutions that support combining work or study and family life are available at the University

Goal: Higher rate of women in academic positions and academic management positions

Priority area: Work-life balance and organisational culture

Activities	Indicator	Responsible person(s)
Separating the scope of activities of combining work or study with family life, and MATE activity areas in this respect	Appointing a representative in charge of the family at MATE	Gender Equality Officer, Rector, Hr officer
Development of the care infrastructure at the University: Will be reviewed the possibility of extending the offer of the nursery and kindergarten service provided by the Catholic Church and Council of Gödöllő	An increase in the number of children of employees, women doctoral candidates and women students looked after in care facility	Representative in charge of the family; Rector
Formulating recommendations concerning the hours of meetings of Scientific Councils, Teaching Councils and Faculty Councils, to support a work and family life	Recommendations sent to all departments and Doctoral Schools	Representative in charge of the family
Introducing home office opportunities and flexible working hours for men and women administrative employees. Introduction of an individual work schedule, task-based working time, and other flexible forms that facilitate combining work and family life The diagnosis of the needs of persons coming back to research and teaching work after parental leave, concerning support from the University	Carrying out consultations and surveys; publishing the results by 2023 as part of the activities related to the next Gender Equality Plan	Gender Equality Officer HR officer

5. Increasing balanced gender representation concerning chairpersons University committees, management, expert, reviewer teams, and scientific and popularisation events

Balanced gender representation with men and women acting as chairpersons of:

- projects, and scientific and popularisation events held at the University;
- expert and reviewer committees and teams;
- University committees, and management

Goal: Strengthening the work on diversity at MATE

Priority area: Gender balance in leadership and decision-making

Activities	Indicator	Responsible person(s)
Formulating recommendations concerning balanced gender representation at events arranged at MATE, expert and reviewer committees, University committees and management, and popularising them at the level of all unit	Implementation of guidelines by 2022	Chief Equality Officer
Formulating and implementing guidelines on percentages for representation of women and men in expert, reviewer and examination teams, and committee	Reaching the proportion of at least 40% women by 2023	Chief Equality Officer, HR Officer
Formulating and implementing guidelines on appointing both women and men as chairpersons of decision-making authorities.	Reaching the proportion of at least 40% women by 2023 from 36%	Chief Equality Officer, HR Officer

PLANNING PROCESS

The GEP cycle

The following steps in the lifecycle of a GEP will be followed:

Audit phase: Elements of this phase should include the collection of sex-disaggregated and/or gender-disaggregated data and a review of practices to identify gender inequalities and their causes. It should also include review of relevant national and regional laws, regulations, or funding requirements.

Planning phase: MATE will set the objectives and targets for the GEP alongside a roadmap of actions and measures. This phase also includes allocating resources and responsibilities for the delivery of the GEP and agreeing timelines for implementation for the first 2 years.

Implementation phase: In this phase, MATE will set up working groups to develop and implement new policies and procedures. This phase will include awareness raising and training efforts to achieve buy-in and build capacity and support for the GEP across the organisation, as well as give visibility internally and externally to the institutional GEP.

Continuous monitoring and evaluation phase: Monitoring of the delivery of the plan and progress against its aims and objectives. Ongoing review of findings and progress will also require for learning and feedback to enable adjustments and improvements to interventions.

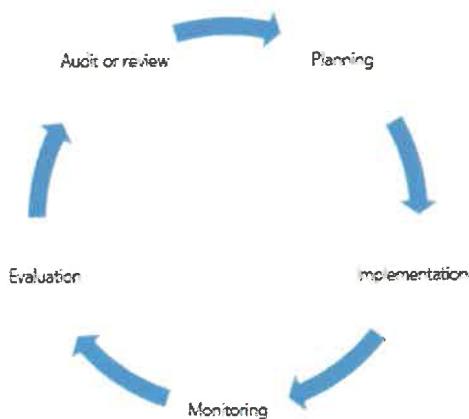


Figure: Horizon Europe Guidance on Gender Equality Plans



Timeline