

2023 ANNUAL GENDER EQUALITY REPORT



Prepared: 11.03.2024.

Foreword

It is with pleasure that Our University presents the 2023 Gender Equality Report, now in its second edition. This is a valuable document that allows us to understand the complexity of our community in terms of the differences that distinguish it and, above all, the gaps that still pervade it and to set targeted policies that help to implement the 2022-2024 Gender Equality Plan.

We are proud that our university is coordinating one of the ERA-NET projects, which supports implementing the GEP plan of the participating widening country-origin partners and transferring good practices. In January 2023, the implementation of the AGRIGEP project started, and our mentor partners continuously supported us in assessing our GEP implementation, performing capacity building, and revising our GEP to develop a new, tailor-made strategy for the next period.

Zsuzsanna Szabó
GEP Officer of MATE

Achievements of 2023 at MATE:

- The AGRIGEP project was started on the 1st of January, 2023.
- The GEP strategy implementation was continued in line with the AGRIGEP project:

1. Gender equality in recruitment and career progression

- **GEP Officer was nominated**
- **The “Organisational and operational rules of MATE”** document was modified, and the GEP Officer position is institutionalised with roles and responsibilities. (15/11/2023)
- **Launch of an institutional HR portal** (<https://hr.uni-mate.hu/home>), which provides basic information without login. However, for employees, after logging in, all HR-related information, including documents, is available.
- **The launch of the HR portal includes a reporting possibility for all forms of abuse** (harassment, sexual harassment) (<https://uni-mate.hu/belso-visszaeles-bejelentesi-rendszer>)
- **Campus coordinators are established** with the coordination of the Equality Committee Chairman
- **Awareness raising event** for researcher and teacher staff was organised (24/05/2023)
- **Different programs were organised where the scientific career and especially the STEM field was promoted** (e.g., Girls' Day; KÁN Napok, Researchers' Night, International get-together event, and enrolment events at Campuses)
- **Discussions started with representatives of MATE doctoral schools and doctoral students about their needs, how to build up the training, and how to introduce it into the curricula.**
- **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 units.
- **Equal Opportunities Committee regular meetings to evaluate equality issues**
- **Ethical Committees hold regular meetings (or on occasion, if required) to discuss ethical misconduct and non-appropriate behaviour-related cases.**

2. Work-life balance and organisational culture

- **Awareness raising event** for researcher and teacher staff was organised (24/05/2023)
- **Webinar series and round-table discussions:**
 - **Women role models in the agricultural sector: Family and career from women, not just for women!** (16/11/2023) was organised

3. Gender balance in leadership and decision-making

- The first version of **recommendations** was drafted **concerning balanced gender representation** at events arranged at MATE, expert and reviewer committees, University committees, and management, and popularised at the level of all units. The document has not yet been approved and is being discussed with representatives.
- Guidelines on the percentages of women and men represented in expert, reviewer, examination teams, and committees were developed. Responsible personnel and deadlines for the first draft were defined.
- Develop guidelines for appointing both women and men as chairpersons of decision-making authorities. Responsible personnel and deadlines for the first draft were defined.

4. Measures against gender-based violence, including sexual harassment

- Prepared the **institutional HR portal**, including a **reporting possibility** for all forms of abuse (harassment, sexual harassment) (<https://uni-mate.hu/belso-visszaeles-bejelentesi-rendszer>)
- **mental health counselling** – to be available for all 5 campuses of MATE for students

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

- **Awareness raising event** for researcher and teacher staff (24/05/2023)
- **Training on how to integrate Gender Equality in teaching** provided by a mentor - UPC (08/03/2024) within AGRIGEP project
- **Training material** for leaders (including middle and top management), teachers, researchers and other staff was started to be developed on Equality – including a Gender Equality module which will be included in the “starting” training package of new employees from 2025; and be part of the mandatory training (in ascending order, progressively) of all employees (such as data management and GDPR training) through and e-learning platform.

The HR department continuously collects and maintains **employee data**. In mid-2023, the GEP Officer started collecting GEP-related data twice a year at 6-month intervals, as the update of the data collection system is still under development.

Work of the Equal Opportunities Committee

The inaugural meeting of the Equal Opportunities Committee was held on 26.04.2023. The committee met six times in 2023, every month except for the two months of summer.

The committee processed and reviewed 52 applications for benefits and exemptions from students with different types of disabilities. The minutes of the meetings and the opinions on the students' applications were forwarded to the University Student Welfare Committee (<https://ed.uni-mate.hu/university-student-welfare-committee>).

The majority of the requests were for an extension of the time to prepare for examinations, exemption from language subjects, oral instead of written examinations or the opposite, depending on the type of disability, and the use of assistive devices. In some cases, the

request for a personal assistant was raised and could only be supported by the committee as far as possible, as the institutional framework for the provision of this service is still being developed. The committee also met and discussed the University's GEP plan and its implementation in the framework of the AGRIGEP project. Some members also participated in the briefing and training sessions during the project site visit.

Members of the Equal Opportunities Committee:

- Chair: HR Director,
- 1 to 1 Campus Equal Opportunities Coordinator proposed by the Director General of each campus (5 persons in total),
- the Head of the Department of Studies of the Directorate of Education,
- a lawyer delegated by the Head of the Legal and Public Procurement Directorate,
- the Head of the Training and Satisfaction Unit of the Directorate for Human Resources,
- a psychologist qualified in mental health counselling,
- 1 student delegated by the ETUC,
- 1 student delegated by the EDPUK

According to the Organisational and Operational Rules in force from 15.11.2023, the head of the department of the HR Directorate, which was abolished, was replaced by a member of staff delegated from the HR Directorate, and the gender equality officer was appointed to the Committee.

Students Welfare Committee of MATE

The responsibilities of the University Student Welfare Committee (USW Committee)

- In the case of students with disabilities, the USW Committee must request the opinion of the campus Equal Opportunity Coordinator.
- Decides on the allocation of student grants and the available budget in accordance with the rules of the Student Requirements System.
- Evaluate applications for assistance, exemptions and discounts from students with disabilities in accordance with the rules of the Student Requirements System, take care of the announcement and evaluation of applications for scholarships available at the University, and decide in the first instance on the scholarships that students may apply for.
- Make proposals for non-university scholarships and non-student normative scholarships to the decision-maker if explicitly authorised to do so by the Student Allowances and Reimbursements Regulations.
- Decides on the awarding of state grants to students, such as study grants, institutional, sports and cultural grants, and grants for socially deprived students;
- Proposes an instalment or reduction in the tuition fee payment based on a student's request.
- Prepares the documentation for exemptions and discounts that may be granted to students to meet their service payment obligations.
- Decides on issues referred to by law or university regulations.

The structure of the USW Committee

- a) the current chairman is the Director of the Educational Directorate;
- b) 2-2 people nominated by the Director General of each campus (10 people in total);
- c) 5 students delegated by the Students' Union;
- d) 1 student delegated by the University Doctoral Student Council.

These members shall be elected by the Senate on the basis of the nominations for the members set out in point (b). The President and the members of the Committee, whether by virtue of their office or by election by the Senate, are appointed by the Rector.

The USW Committee shall decide on its own rules of procedure, taking into account international, national, and university laws and regulations.

List the points that our University needs to consider while implementing the GEP actions:

- Clear indicators have to be revised
- Responsibility and timeframe better addressing
- More pronounced involvement of students and student organisation
- Challenge of involving stakeholders.
- GEP documentation, data collection, reporting, and other tools should be in Hungarian, and language barriers block broader consultation and involvement.

In 2024, the following actions are planned:

- Encouraging female researchers and teachers: showcasing successful women's career paths (mini-symposium and webinar series in participating countries)
- Mentor site visits: assess partners, train and expand mentoring to increase engagement and facilitate progress towards reforms and capacity building
- Training of trainers: support and training of GEP staff, developing their knowledge and skills, showcasing good practices, mentoring (training of HR team and post-tender team involved in GEP implementation)
- Information events: organising presentations on scholarship opportunities in the countries concerned, on how to apply for grants, how to write a grant application, and career planning (soft-skills training). Presenting the family support system, including sharing good practices between countries (for example, the Hungarian family support system, measures to help women return to work could be a good example).

The table and graphs below show academics, researchers, teachers, and education and research support staff at the University level in 2023, compared to previous years' data.

Table 1. Gender distribution of MATE employees in the 2021-2023 period

Categories	Male						Female						Total employee numbers		
	Data			%			Data			%			2021	2022	2023
	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023
Number of colleagues (employees)	1086	1095	897	44%	44%	41%	1369	1388	1267	56%	56%	59%	2455	2483	2164
Researchers and Teachers	574	559	507	53%	52%	52%	503	512	463	47%	48%	48%	1077	1071	970
<i>University lecturer</i>	407	396	362	56%	55%	54%	322	322	308	44%	45%	46%	729	718	670
<i>Teacher (language, art or physical education teachers)</i>	23	25	20	40%	40%	37%	34	37	34	60%	60%	63%	57	62	54
Researchers (all)	144	138	125	52%	50%	51%	132	137	121	48%	50%	49%	276	275	246
<i>Research assistant</i>	44	19	20	42%	76%	80%	61	6	5	58%	24%	20%	105	25	25
<i>Scientific Research Fellow</i>	37	45	41	54%	57%	57%	32	34	31	46%	43%	43%	69	79	72
<i>Senior Research Fellow</i>	45	36	34	58%	49%	49%	33	37	35	42%	51%	51%	78	73	69
<i>Scientific advisor / Research professor</i>	18	38	30	75%	39%	38%	6	60	50	25%	61%	63%	24	98	80
Admin staff	229	260	246	24%	27%	26%	708	720	692	76%	73%	74%	937	980	938
Other staff	283	276	144	64%	64%	56%	158	156	112	36%	36%	44%	441	432	256
Highest education of Researcher															
PhD	450	443	412	58%	57%	55%	327	331	332	42%	43%	45%	777	774	744
MSc	124	116	83	44%	41%	42%	161	165	114	56%	59%	58%	285	281	197
BSc	0	0	6	0%	0%	40%	15	16	9	100%	100%	60%	15	16	15
Highest education of administrative staff															
PhD	0	5	3	0%	50%	38%	0	5	5	0%	50%	63%	10	10	8
MSc	92	99	82	29%	29%	29%	227	243	198	71%	71%	71%	319	342	280
BSc	68	69	63	28%	27%	29%	179	185	153	72%	73%	71%	247	254	216
Leaderships															
Leader	144	134	130	64%	64%	63%	80	75	77	36%	36%	37%	224	209	207
Deputy leader	34	12	7	64%	60%	50%	19	8	7	36%	40%	50%	53	20	14
Director of Institute	16	15	16	80%	75%	80%	4	5	4	20%	25%	20%	20	20	20
Deputy director of Institute	25	22	20	68%	69%	61%	12	10	13	32%	31%	39%	37	32	33

Table 2: Gender distribution of MATE employees raising a child in 2023

Parents raising a child	Men	%	Women	%	Sum
1 child	153	7,1%	300	13,9%	453
2 children	181	8,4%	338	15,6%	519
3 children	115	5,3%	108	5,0%	223
4 children	27	1,2%	36	1,7%	63
5 children	9	0,4%	7	0,3%	16
6 children	1	-	1	-	2
7 children	1	-	1	-	2
Total	487	22,5%	791	36,6%	1278

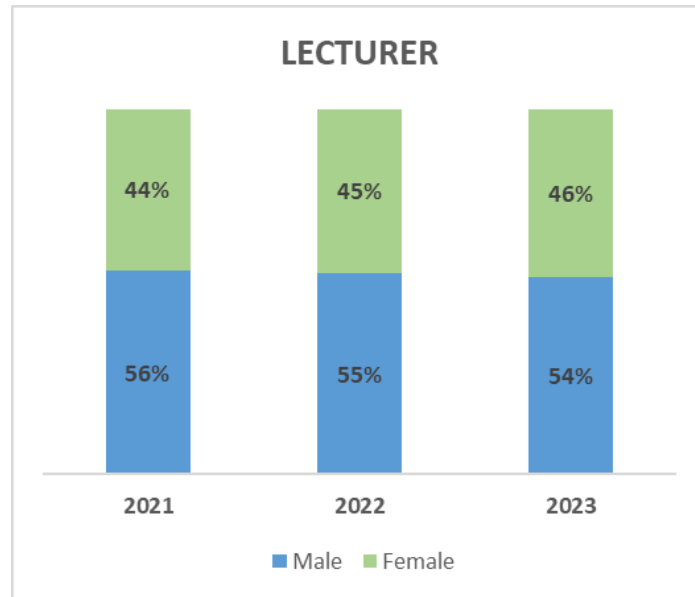


Figure 1. The number of women lecturers slightly increased in the period.

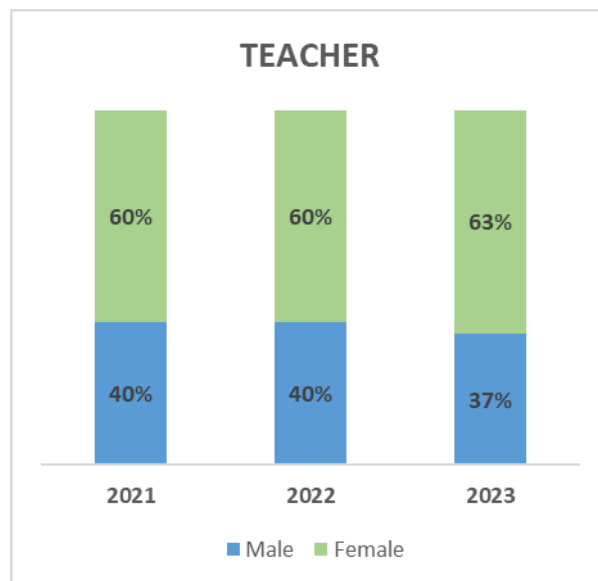


Figure 2. In the case of teachers, the proportion of women is on an upward trend, with 63% of women by 2023.

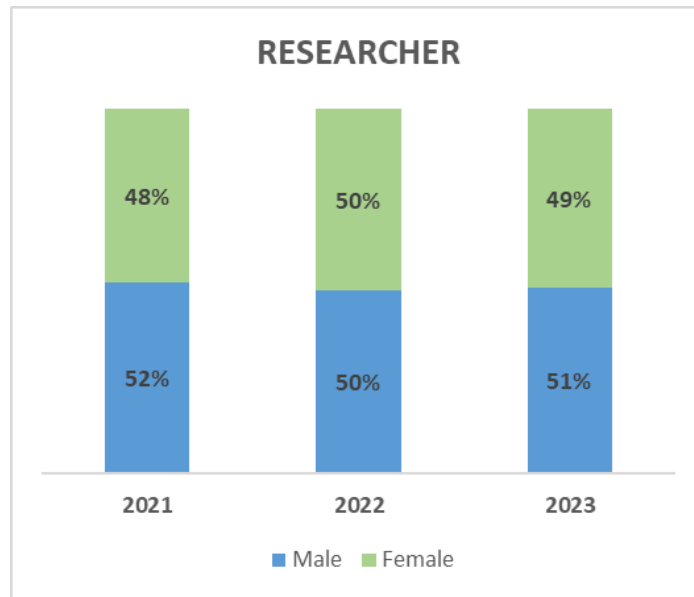


Figure 3. The ratio of genders in the examined years shows a balanced picture for researchers (all, not comparing the different career stages).

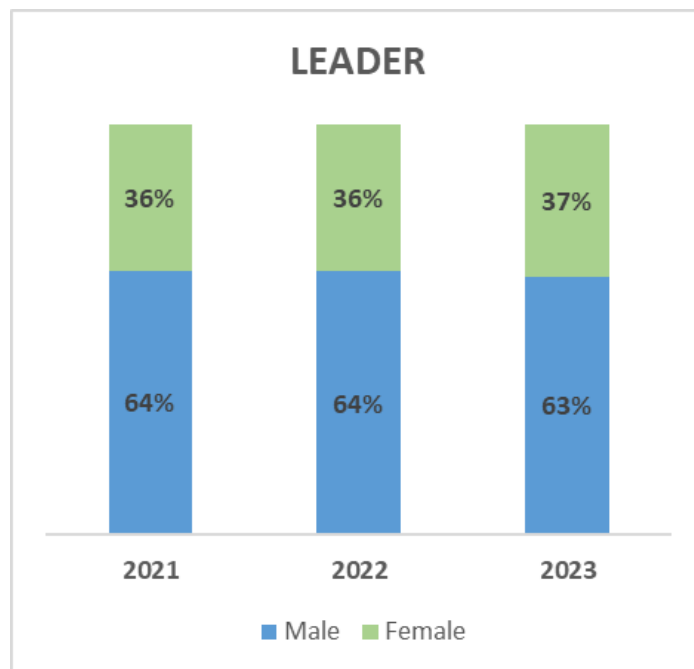


Figure 4. In the case of leaders, the gender distribution has remained almost unchanged for years, with the proportion of women below 40%.

Breakdown of students by gender

Table 3: Gender distribution of university students at MATE

Period	Male				Female				All students
	Foreign	Hungarian	Total	%	Foreign	Hungarian	Total	%	
2021/22 semester II.	1074	5136	6210	46,6%	966	6146	7112	53,4%	13322
2022/23 semester I.	1119	5431	6550	47,3%	971	6315	7286	52,7%	13836
2022/23 semester II.	965	4681	5646	47,5%	880	5354	6234	52,5%	11880
2023/24 semester I.	960	5341	6301	47,2%	926	6134	7060	52,8%	13361

Table 3: Gender breakdown of PhD students by doctoral Schools

Name of Doctoral School	Male	%	Female	%
Doctoral School of Environmental Sciences	6	67%	3	33%
Doctoral School of Animal Biotechnology and Animal Sciences	3	50%	3	50%
Doctoral School of Animal Sciences	1	50%	1	50%
Doctoral School of Biological Sciences	7	50%	7	50%
Doctoral Training in Food Science	1	14%	6	86%
Festetics Doctoral School	23	65%	8	35%
Doctoral School of Business and Management	3	37%	5	63%
Doctoral School of Economics and Regional Sciences	6	100%	0	0%
Doctoral School of Horticulture	5	50%	5	50%
Doctoral School of Engineering	1	17%	5	83%
Doctoral School of Plant Sciences	6	67%	3	33%
Doctoral School of Regional Sciences	3	50%	3	50%
Doctoral School of Landscape Architecture and Ecology	1	50%	1	50%

Table 4: Gender distribution of PhD students

	Male	%	Female	%	SUM
PhD students (assigned to a doctoral school)	364	50,3%	359	49,7%	723
Pre-docs (finished the doctoral studies, not defended yet)	81	52%	74	48%	155