

2022 ANNUAL GENDER EQUALITY REPORT



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Foreword

I am pleased to present the 2022 Gender Equality Report in its first 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 of the Hungarian University of Agriculture and Life Sciences.

The main goal of the University during the first year of GEP implementation is to evaluate the requirements and identify effective practices, mentoring, and resources for commencing the procedure implementation. Therefore, as a primary objective, a CSA application for the HORIZON-WIDERA-2022-ERA-01-81 project was prepared and submitted under the Horizon Europe program.

GEP responsible

Why it matters?

Every year since 2013, the "She Figures" report, which analyses the situation of women in science and higher education in all EU countries, has been published. This analysis shows a marked lag in the so-called "widening" countries that joined the EU later and whose R&D performance is typically below the EU average. In order to promote faster progress in this area, the EU has removed the gender chapter from the institutional equal opportunity plans/strategies and will make the existence of a separate gender equality plan (GEP) and the monitoring of its implementation mandatory from 2022 onwards for research and higher education institutions (RPOs) as a condition for applying for and contracting under Horizon Europe (HE), with mandatory content units. The five mandatory areas are 1) work-life balance and organisational culture, 2) gender balance in leadership and decision-making, 3) gender equality in recruitment and career development, 4) gender mainstreaming in research and education content, and 5) gender-based violence and sexual harassment.

Therefore, the ERA aims to help the widening countries develop and implement this action plan through targeted calls for proposals and the provision of resources.

MATE, a higher education and research institution from a widening country, has submitted a call for proposals with Czech and Slovenian partner institutions to take advantage of this funding opportunity to implement its own GEP and learn and adopt best practices from more advanced Institutions in the field.

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The main objective of the AGRIGEP project is to provide a comprehensive assessment of the current status of RPOs regarding the implementation of the GEP. Once the assessment is completed, inclusive GEPs will be developed and implemented to reflect the RPOs' needs and lead to long-term institutional reforms. In addition, this project is working to integrate GE issues into the educational systems of RPOs and the professional training of students.

Achievements of 2022 at MATE:

- GEP implementing core team was set up.
- GEP Officer was nominated from the HR department with a temporary mandate for 6 months.
- A decision was made to submit a Horizon Europe proposal with the coordination of the University for a GEP implementation supporting action.
- A working team was established, and the AGRIGEP project was submitted to the HORIZON-WIDERA-2022-ERA-01-81 call (submitted on April 20th, 2022).
- Data collection was started according to the needs of the GEP-strategy.
- Mental health counselling for students was established on all Campuses of MATE, both for Hungarian students and foreign students (in the English language)
 - for Hungarian students: <https://uni-mate.hu/ment%C3%A1lhiqi%C3%A9n%C3%A9s-tan%C3%A1csad%C3%A1s>;
 - for foreign students in English: <https://ed.uni-mate.hu/mental-health-counselling>

- MATE joined the national Universities' GEP network coordinated by the National Research, Development and Innovation Office (NRDI Office).
- In August of 2022, the University received a positive evaluation of the submitted ERA proposal, and the grant agreement procedure was started. As a result, the project will start on the 1st of 2023 and run until the end of 2025.

In 2023, the University aims to achieve the following:

- *GEP Officer nomination*
- *The "Organisational and operational rules of MATE" document modification and the GEP Officer position initialisation with roles and responsibilities.*
- *Preparing and launching an institutional HR portal, including a reporting possibility for all forms of abuse (harassment, sexual harassment)*
- *Establishing the Campus coordinators with the lead of the GEP Officer*
- *Providing awareness-raising events*
- *Promote the GE and AGRIGEP project and its goals at different university events for both employees and students.*

Target a 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, strengthening 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.

The tables and graphs below show academics, researchers, teachers, and education and research support staff at the University level in 2022. Furthermore, students and PhD students (by Doctoral School) are also presented.

Table 1: Gender distribution of MATE employees in 2021-2022

Categories	Male				Female				Total employee numbers	
	Data		%		Data		%		2021	2022
	2021	2022	2021	2022	2021	2022	2021	2022		
Number of colleagues (employees)	1086	1095	44%	44%	1369	1388	56%	56%	2455	2483
Researchers and Teachers	574	559	53%	52%	503	512	47%	48%	1077	1071
<i>University lecturer</i>	407	396	56%	55%	322	322	44%	45%	729	718
<i>Teacher (language, art or physical education teachers)</i>	23	25	40%	40%	34	37	60%	60%	57	62
<i>Researchers (all)</i>	144	138	52%	50%	132	137	48%	50%	276	275
<i>Research assistant</i>	44	19	42%	76%	61	6	58%	24%	105	25
<i>Scientific Research Fellow</i>	37	45	54%	57%	32	34	46%	43%	69	79
<i>Senior Research Fellow</i>	45	36	58%	49%	33	37	42%	51%	78	73
<i>Scientific advisor / Research professor</i>	18	38	75%	39%	6	60	25%	61%	24	98
Admin staff	229	260	24%	27%	708	720	76%	73%	937	980
Other staff	283	276	64%	64%	158	156	36%	36%	441	432
Highest education of Researcher										
PhD	450	443	58%	57%	327	331	42%	43%	777	774
MSc	124	116	44%	41%	161	165	56%	59%	285	281
BSc	0	0	0%	0%	15	16	100%	100%	15	16
Highest education of administrative staff										
PhD	0	5	0%	50%	0	5	0%	50%	10	10
MSc	92	99	29%	29%	227	243	71%	71%	319	342
BSc	68	69	28%	27%	179	185	72%	73%	247	254
Leaderships										
Leader	144	134	64%	64%	80	75	36%	36%	224	209
Deputy leader	34	12	64%	60%	19	8	36%	40%	53	20
Director of Institute	16	15	80%	75%	4	5	20%	25%	20	20
Deputy Director of Institute	25	22	67%	69%	12	10	33%	31%	37	32

Table 2: Gender distribution of MATE employees raising a child in 2022

Parents raising a child	Men	% of the total employee number	Women	% of the total employee number	Sum
1 child	181	7,3%	307	12,3%	488
2 children	166	6,6%	246	9,9%	412
3 children	71	2,8%	95	3,8%	166
4 children	13	0,5%	12	0,5%	25
5 children	1	-	1	-	2
6 children	2	-	0	-	2
Total	434		661		1095

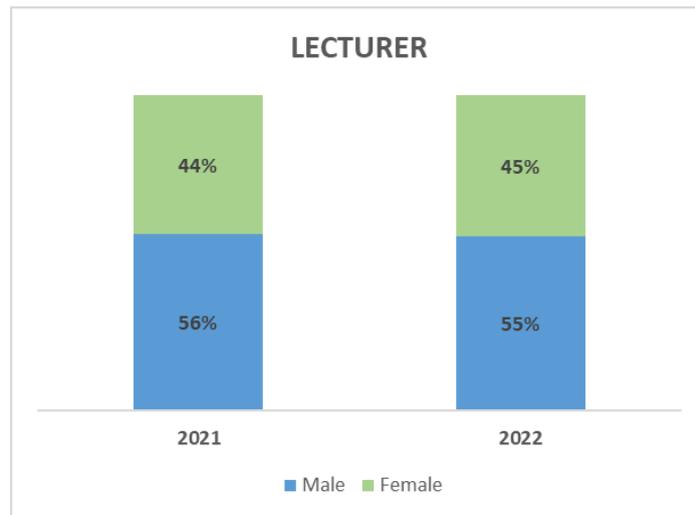


Figure 1. The number of women lecturers slightly increased during the period.

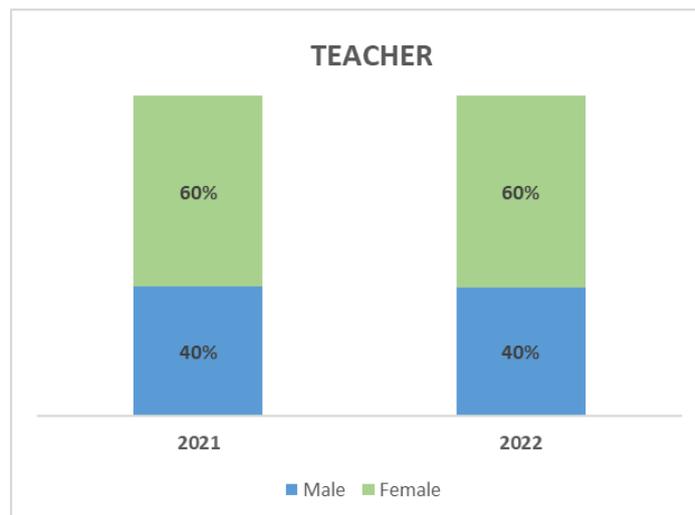


Figure 2. For teachers, the proportion of women remained unchanged between 2021 and 2022, still higher than man.

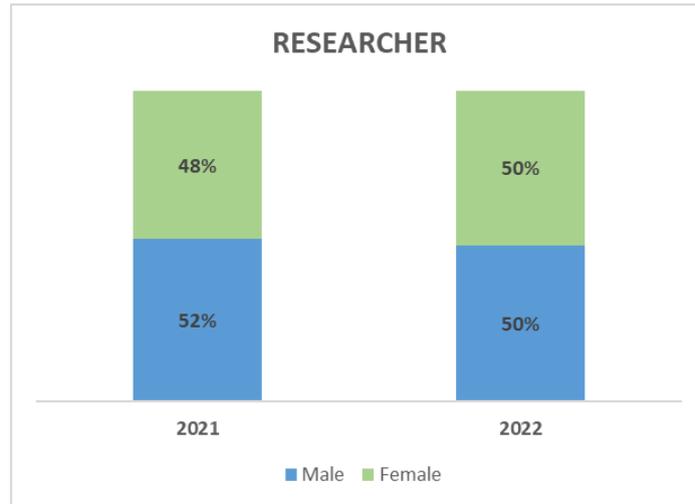


Figure 3. In the case of researchers (all, not comparing the different career stages), the ratio of genders shows a balanced picture in the examined years, with half and half of women and men working in this position at the university.

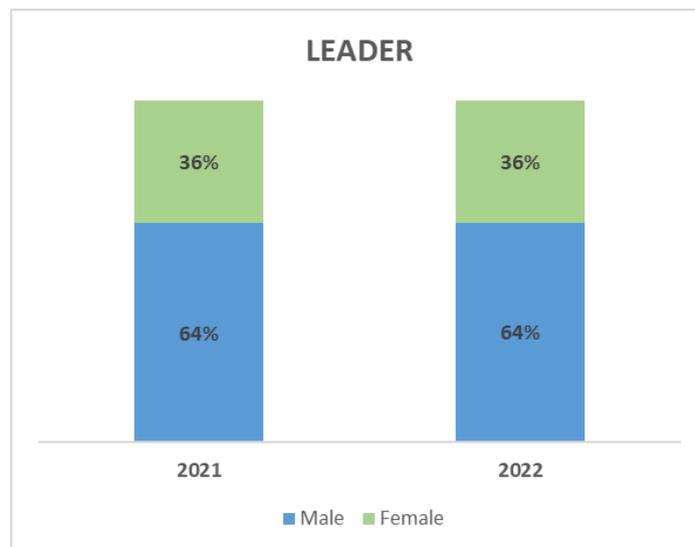


Figure 4. In the case of leaders, the gender distribution has remained unchanged over the period, with the proportion of women below 40%.

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

Table 4: Gender distribution of PhD students in 2021/2022 year

	Male	%	Female	%	Sum
PhD students (assigned in a doctoral school)	385	51%	364	49%	749
Pre-docs (finished the doctoral school, not defended yet)	76	50%	76	50%	152

Table 5: Gender breakdown of PhD students by Doctoral Schools of MATE in 2021/2022 year

Name of Doctoral School	Male	%	Female	%
Doctoral School of Animal Biotechnology and Animal Sciences	5	50%	5	50%
Doctoral School of Animal Sciences	1	25%	3	75%
Doctoral School of Biological Sciences	2	25%	6	75%
Doctoral of Food Science	10	77%	3	23%
Festetics Doctoral School	4	40%	6	60%
Doctoral School of Business Management and Regional Sciences	20	65%	11	35%
Doctoral School of Horticulture	3	30%	7	70%
Doctoral School of Engineering	9	100%	0	0%
Doctoral School of Plant Sciences	6	55%	5	45%
Doctoral School of Landscape Architecture and Ecology	5	45%	6	55%