

**Pécsi Tudományegyetem  
Nemi Egyenlőségi Terv**

**University of Pécs  
Gender Equality Plan (GEP)**

**2021.**

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## **Preamble**

The University of Pécs (hereinafter referred to as "UP") is the oldest institution of higher education in Hungary, with its history dating back to 1367. The UP is one of the four largest universities in Hungary and a leading research and higher education institution in the Transdanubian region. The institution has approximately 20,000 students, 7,300 employees, including 1,700 lecturers and researchers. The university offers academic courses at a total of ten faculties.

In its previous policy decisions the UP has been firmly committed to ensure equal opportunities in various fields and to support their practical implementation for all university citizens. This commitment is demonstrated at the organisational level by the establishment of the Equal Opportunities Committee, which operates alongside the Senate, and the first ever University Ombudsman at the UP.

Such sensitivity of the UP is declared in its mission statement as follows:

"...We wish to achieve our goals by educating and training outstanding professionals, scholars and artists, bringing our brightest minds home, combining traditional and innovative elements of scientific research, and building an outstanding and accepting community at our University."  
(source: <https://international.pte.hu/university/mission-statement>)

This document, the Gender Equality Plan (hereafter abbreviated and referred to as "GEP") further explores, assesses and plans for ways to increase equal opportunities within the institution. Its aim is to assess the situation of the UP in terms of gender equality and equity and to plan various interventions over time, based on the assessment of the situation. By adopting this document, the leadership of the University expresses its commitment to the implementation of the GEP in order to reduce potential gender inequalities.

## **Policy history**

The study and research of the gender inequalities in research institutions in the European Union became a central effort after the European Technology Assessment Network (ETAN) report (Osbornetal, 2000), which found that the gender of the individual plays a disproportionately large role in terms of access, retention and successful progression in the scientific community (Rees, 2001, p. 256). Since 2015, the European Union has recommended and actively promoted the preparation and implementation of Gender Equality Plans (GEPs) in higher education and research institutions as a means of a structural change.

The European Commission's strategy for gender equality in research and innovation policy is based on three key objectives: (1) promoting equality in scientific careers; (2) ensuring gender balance in the decision-making processes and bodies; (3) integrating a gender dimension into the content of research and innovation (EIGE, 2016).

On promoting gender equality, the Council of Europe, in its proposal developed for European research units, and to the National Action Plans for the period 2016-2020, has set out the need to promote sustainable cultural and institutional changes at the level of both member states and research institutions. The Council also urges the EU member states and research funding organisations to encourage higher education institutions and research organisations to develop and review gender equality strategies and/or plans and to mobilise adequate resources for their development.

## **Legislative environment <sup>1</sup>**

Gender equality and the obligation to treat men and women equally is duly declared by Hungary - in accordance with the legal standards of the European Union and the spirit of the relevant international conventions - at different levels of the legal hierarchy and in the most important of the regulated areas of law. Thus, the Fundamental Law of Hungary, which serves as Hungary's Constitution, contains a generic rule, which states in general terms that "Women and men shall have equal rights", a provision that imposes a direct obligation not only on citizens and other law enforcers, but also on legislators themselves, guaranteeing in principle that no provision of any legal norm, nor the practical implementation and application of the law may result in discrimination between the genders.

Although adopted in a similarly general approach, Act V of 2013 on the Civil Code, adopted as the most important regulator of civil law relations, also declares in Section 2:43 (c) that discrimination against a person shall be construed as a violation of personality rights.

In accordance with the Fundamental Law, Act CXXV of 2003 on Equal Treatment and the Promotion of Equal Opportunities (Ebtv) expressly declares, inter alia, the unlawfulness of discrimination against natural persons and, although it does not specify the category of women and men, the norm clearly treats discrimination between genders that cause disadvantage as a violation of the prohibition under Article 8 (a).

It is also very important to note that the provisions of Article 21 also mention typical cases of discrimination in employment.

However, the detailed regulation of employment is most directly and immediately set out in Act I of 2012 on the Labour Code, which, besides the aforementioned provisions of the Ebtv., in Article 12 (1), in addition to the general prohibition of discrimination, also explicitly lays down the principle of equal treatment in the determination of the remuneration.

## **Legal overview of sexual harassment in the workplace**

The workplace, as a special setting for the cooperation of people, requires all its participants to comply with certain legal and moral rules, since work as an activity typically implies a subordinate-supervisor, controlling relationship between the persons working together, which on one hand places responsibility on the managers of the workplace, and on the other hand results in the vulnerability of the subordinates. Therefore these legal and moral rules determine the individual's freedom of action and, in principle, create impenetrable limits to the field of action.

Anyone who is familiar with the concept of good morals can recognize without hesitation that sexual harassment is not lawful and moral, on the basis of the common meaning of the words alone. Accordingly, the law also contains prohibitive and punitive provisions to reduce the likelihood of this act occurring, since it has long been recognised in the developed world that such acts are - by their very nature - violent, discriminatory, dangerous to society and that they have, inter alia, negative

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<sup>1</sup>For a full analysis of the legislation in force in Hungary, see Annex A. The overview of the legislative environment was prepared by Dr. Dániel Pál, Ombudsman of the University of Pécs.

psychological and physical effects on the individual and negative economic and social effects on the community.

Although not exclusively confined to employment and unfortunately not including all forms of manifestation, the Act C of 2012 on the Criminal Code includes a definition of sexual harassment under the heading of sexual coercion in Section 196 (1), as follows. „Any person who forces another person to perform or tolerate sexual activities is guilty of a felony punishable by imprisonment between one to five years." and in subsection (2) (b) the Code defines it as an aggravating circumstance of the sexual coercion if the harasser is in a position of authority over the victim.

Addressing harassment in the workplace is a priority obligation of the employer, as the principle of equal treatment in the employment relationship must be upheld, as well as the integrity of the workplace collective and, ultimately, the potential liability for damages and other economic interests of the employer. In practice, however, it is extremely difficult to combat this phenomenon in the vast majority of cases, as it is typically carried out invisibly to others, in the presence of the harasser and the victim alone.

The university ombudsman's powers and scope of action in this matter also includes the use of classic ombudsman tools, therefore in a case submitted to him, he can, if the aggrieved party wishes so, help to communicate the problem to the other party, hear out the parties involved, mediate in order to reach an amicable settlement, inform the parties of the legal options available to them, and, if he perceives a systemic problem, propose changes to the university's internal regulations or to the practices of an operative board.

## **Situation analyses**

In order to explore the situation regarding gender inequalities, we analysed databases and collected data through questionnaires. The methods and results of each data analysis/data collection are outlined separately below.

### ***Analysis of the labour data of the university***

The situation analysis of gender inequalities is based on the data of the employees of the UP - provided by the Directorate of Economics and Controlling - of which data covers the period from January 2019 to December 2020.

In accordance with the requirements of the European Commission, the data were analysed for all employees who were employed by the academic, research and administrative departments of the UP during the aforementioned period, but for the future, we believe it is important to extend the data collection to the employees of the Clinical Centre as well.

The analysis of the established database aims to reveal the male/female ratio of UP employees and the characteristics of the different genders. The situational analysis will shed light on the areas of inequality that require intervention from a gender equality perspective.

Main findings: (detailed data tables can be found in Annex C, which are briefly summarised below:

1. **Differences in base wages between men and women are negligible.** This is due to the relatively rigid remuneration system within the university sector. Since the average income data are not controlled by full-time and part-time employment, the small differences are due to the differences between these, whether there is a male or a female advantage.
2. Differences in managers' wages can already be detected in terms of basic wages, although it should be noted that the main reason for this is that basic status is accompanied by a managerial mandate, so differences in basic status may account for the gender differences seen in managers.
3. **The gender differences are more prominent after benefits,** which suggests that the persons in the respective positions at the surveyed organisational units have different access to the potential benefits. While this results in most cases in women being paid less than their male colleagues, there are some outliers where the income advantage for women is significant.
4. In several cases, there **were positions within the faculties where only one gender was represented.** Prominent among these is that there are no women in senior positions at KTK according to 2020 data.
5. In terms of gender distribution, there is a near equal number of female-majority units compared to male-majority units. Women are particularly represented at the faculties of humanities and social sciences, medicine/health and administration, and less so at the faculties of sciences, arts and engineering.
6. By the type of employment, it is notable that women are over-represented among those employed on GYES/GYED/GYET in all units. This suggests that, in line with the national context, **women's careers are more affected by having children than men's.**
7. The proportion of women in certain positions within the faculties present a complex picture. **In several cases, the proportion of women decreases as we move up the career ladder** (assistant lecturer -> associate professor, see ÁJK, ÁOK, BTK, KTK, TTK). In some faculties (ETK, GYTK, MIK, MK, TTK), no more than a tenth of the professors are women, while in others the proportion is higher (ÁJK, ÁOK, BTK, KTK), and finally, in the case of KPVK, women account for three-quarters of the professors.
8. Women are clearly in the majority in the economic and technical staff.

### *Questionnaire data breakdown by faculties*

The questionnaire sent to the deans of all faculties of the UP in September 2021 - using tables requesting statistical data and open-ended questions - aimed to explore the characteristics of the workforce at each faculty, both in terms of the male/female ratio for the faculty as a whole and for the management positions separately. It also sought to identify procedures and good practices that could work towards gender equality. The questionnaire contained a total of eight questions (Annex D.1), the first two of which required the completion of data tables, while the following six questions required a short text response.

The gender breakdown of employees is detailed in Annex D.2. Summarising the data at the university level (Table 1), it can be concluded that the proportion of men (58-59%) is higher than the proportion of women (42-41%) in fields requiring academic qualifications (lecturers, researchers). Women are over-represented in jobs that are not related to academic classification (teachers 67%, administrative employees 79%, other employees 58%).

1. Table - Gender distribution of the employees of the university

UP	Lecturers		Researchers		Teachers		Administrative employees		Other		In total	
	persons	%	persons	%	persons	%	persons	%	persons	%	persons	%
<b>Man</b>	966	58%	160	59%	17	33%	145	21%	132	42%	1420	47%
<b>Woman</b>	706	42%	111	41%	34	67%	539	79%	183	58%	1573	53%
<b>In total</b>	1672	100%	271	100%	51	100%	684	100%	315	100%	2993	100%

The number of employees (lecturers, researchers, teachers) performing educational and research tasks at the university is 1 714, of which 56.65% are men and 43.35% are women. Breakdown by faculty (Annex C.2) shows that the difference between employees in these roles is greatest at MIK (72.7% men, 27.3% women). This is followed by TTK, MIK and ÁJK with a decreasing difference. The male-female ratio for ETK, ÁOK, KTK shows a small difference of 10% in favour of men. Three faculties - BTK, GYTK and KPVK - have a lower ratio of men: the first two faculties with a difference of 6% and 9% respectively, while KPVK has the highest ratio of women (63%). This may be explained by the training profile of the faculties concerned.

When looking at all employees in faculty management positions, the aggregated data show that 18.65% of men and 11.21% of women hold management positions (Table 2). The lower management positions (heads of institutes, deputy heads of institutes, heads of departments, deputy heads of departments) are held by men one and a half times more than by women (15.42% of men and 10.41% of women). The difference is fourfold in the senior faculty management positions (dean, deputy dean) (3.2% men, 0.8% women). It should also be noted that only four out of 10 faculties (ÁOK, ETK, GYTK, MIK) have women in the senior faculty management, and only one woman holds a dean's position.

2. Table - Male-female ratio of management positions by faculty

FACULTY	Percentage of people in managerial positions		Difference in the ratio of men to women in managerial positions
	Man	Woman	
<b>ÁJK</b>	42,86%	4,55%	9,43
<b>ÁOK</b>	5,09%	3,90%	1,31
<b>BTK</b>	25,95%	14,00%	1,85
<b>ETK</b>	48,94%	65,79%	0,74
<b>GYTK</b>	25,93%	15,63%	1,66
<b>KPVK</b>	58,82%	17,24%	3,41
<b>KTK</b>	12,99%	0,00%	not countable
<b>MIK</b>	17,82%	18,42%	0,97
<b>MK</b>	20,45%	14,29%	1,43
<b>TTK</b>	30,97%	10,64%	2,91
<b>PTE total</b>	18,65%	11,21%	1,66

There is a wide variation between faculties in the gender distribution of managers and, in the extent to which the gender distribution of the managers is representative of the gender ratio of the teaching/research staff in the faculty (Annex C.3). The situation is most evenly balanced at MIK, where the gender ratio of the faculty barely differs from the gender ratio of those in management positions (Table 2). This data is particularly interesting, as the student composition - due to the profile of the



faculty - is over-represented by male students (Annex D.2). Only at ETK is the proportion of women in the management higher than the gender distribution of the faculty's teaching and research employees. The proportions for the faculties of ÁOK, MK, GYTK, BTK are close to the overall proportions (1.66), showing that these faculties have a 1.31-1.81 times chance of having a male head. The proportion of male leaders is several times higher for TTK (2.91) and KPVK (3.41), while the highest leap can be observed at ÁJK and KTK. In most faculties, we can identify a phenomenon known in the academic literature as the 'glass ceiling effect', which masks invisible barriers that prevent women from advancing to the highest positions in organisations (Teelken et al., 2019). However, the large disparities between faculties also indicate that a shift towards a more proportional representation in leadership is possible through collective intervention, by placing the inequalities of gender opportunities in focus.

In the following, we will look at faculty characteristics beyond the data analysis, based on a summary of the answers to the open-ended questions of the Dean's questionnaire (N:10) and content analysis. The ten faculties of the university gave a uniformly negative answer to the question of whether the gender of the employee appears in the recruitment/appointment criteria for a particular position or for a managerial position (Annex C.1) Among the responses, it is noted that senior appointments in the faculties are made in compliance with the protocol of the University and the legislation, which does not include the consideration of the gender ratio.

*"The main criteria for appointments are professional and scientific competence and aptitude, as well as the ability to realistically implement the leadership vision contained in the proposals."*

When asked about the measures, actions and good practices in order to prevent and to address gender discrimination and sexual harassment, there were 5 specific and 5 general responses from the faculties. The specific responses include those that highlighted some professional material or good practice on the prevention and management of gender discrimination and sexual harassment. Among the professional materials, the Student Discipline and Compensation Policy of the UP<sup>2</sup>, the Communication and Conduct Manual<sup>3</sup> and the Code of Ethics<sup>4</sup> were cited by the respondents. In total, two faculties mentioned good practices in the surveys.

*"The Faculty of Humanities and Social Sciences, as the faculty that hosts the teacher training programme, prepares all the students training in teaching in the pedagogy of gender equality. Thus, students and employees of the Faculty are in a continuous educational environment."*  
and *"Open communications, regular opportunities for personal discussions, workshops/trainings"* (MIK)

The faculty questionnaire also assessed the extent to which the gender analysis is incorporated into research materials at each faculty. Of the 10 faculties of the UP, at 7 faculties the respondents indicated

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<sup>2</sup> Student Discipline and Compensation Policy of the UP:

[https://adminisztracio.pte.hu/sites/pte.hu/files/files/Adminisztracio/Szabalyzatok\\_utasitasok/PTE\\_SZMSZ/8mell-hallgatoifegyelmiszabalyzat\\_20181220.pdf](https://adminisztracio.pte.hu/sites/pte.hu/files/files/Adminisztracio/Szabalyzatok_utasitasok/PTE_SZMSZ/8mell-hallgatoifegyelmiszabalyzat_20181220.pdf)

<sup>3</sup> Communication and Conduct Manual:

[https://adminisztracio.pte.hu/sites/pte.hu/files/files/Adminisztracio/Szabalyzatok\\_utasitasok/KoMaKe/magatartasikezikonyv20151001.pdf](https://adminisztracio.pte.hu/sites/pte.hu/files/files/Adminisztracio/Szabalyzatok_utasitasok/KoMaKe/magatartasikezikonyv20151001.pdf)

<sup>4</sup> For faculty codes of ethics, visit:

KTK: <https://ktk.pte.hu/sites/ktk.pte.hu/files/uploads/szabalyzatok/Etikai%20K%C3%B3dex.pdf>

TTK: [https://www.ttk.pte.hu/files/kari\\_szabalyzatok/etikai\\_iranyelvek\\_26082019\\_mod\\_jav.pdf](https://www.ttk.pte.hu/files/kari_szabalyzatok/etikai_iranyelvek_26082019_mod_jav.pdf)

BTK:

[https://btk.pte.hu/sites/btk.pte.hu/files/dokumentumtar/kari\\_szabalyzat/pte\\_btk\\_etikaikodex\\_20150504.pdf](https://btk.pte.hu/sites/btk.pte.hu/files/dokumentumtar/kari_szabalyzat/pte_btk_etikaikodex_20150504.pdf)

that the subject was not included in research content. In two cases it appears as an aspect but not as a focal point (ETK, KTK).

*"There are no studies specifically on biological sex, but it is taken into account in sociodemographic factors in our research."* (ETK)

*"The Faculty of Economics does not carry out studies on biological sex, but one of the characteristic features of scientific research, especially market research, is the sex of the subject of the interview or questionnaire, which is of course based on self-declaration."* (KTK)

Only in one instance has gender been the focus of research (ÁOK, in the case of the Horizon Europe tender related to this topic).

*"The only initiative of this kind is a recently submitted Horizon Europe proposal involving 19 countries, with the Institute of Transdisciplinary Research of the ÁOK of the UP as the consortium leader."* (ÁOK)

Training and courses on gender at the faculties, and the integration of gender analysis and content in education are less characteristic of the institution. 8 out of 10 faculties do not have such courses, one faculty (KTK) had them in their training profile but since then they have been cancelled.

*"At the Faculty of Economics there were courses related to the subject of biological gender equality, but due to the lack of student enrolment and lack of instructors, they have not been launched in recent years. Gender impact in business: (included in the 2014 Master's degree full-time sample curriculum), 3 credits, 2 hours per lecture, lecturer: Dr. Ferencné Farkas, the courses were carried out between 2015-2018, with 20-30 students. Women in business: it was part of the 2001 model curriculum, but not in the 2006 model curriculum."* (KTK)

In one faculty's training portfolio (BTK) gender appears in courses:

*"In the training portfolio of the Faculty, the subject of gender is present at the following majors: History, Art History, Psychology, Political Sciences, Pedagogy, Archaeology, Social Work, Sociology."* (BTK)

The last question of the questionnaire examined the family-friendly climate of the organisational units, the good practices (measures, support programmes) and the infrastructure. In total, 8 faculties listed in the questionnaire good practices that help to create a family-friendly workplace. Including the following:

#### **Measures:**

- *"Returning to work after GYES, GYED, GYET"* (ÁJK);
- *"The Faculty as a whole strives to help students as much as possible. Young people with children are individually assessed in their training, during examinations, and in practice courses"* (BTK);
- *"The Faculty management offers to its employees the possibility of flexible working hours, adapted to the needs of their families, with the possibility of home office work if required"* (KTK);
- *"In consultation with the direct supervisor, family circumstances are taken into account."* (MIK);
- *"We help them [the parents] to deal with the day-to-day problems of parenting in relation to working time and work."* (TTK)

#### **Attitude:**

- *"The management of the Faculty has a completely open attitude towards the employees. The management is supportive and helpful to employees in all obstacles related to childcare" (BTK);*
- *"What could better demonstrate the family-friendly attitude of our Faculty than the #ETKFamily hashtag we have chosen and use" (ETK);*
- *"We are in constant contact with the employees who are away for a longer period of time to raise children" (KTK);*
- *"We are a family-friendly organisation in the sense that we are flexible with employees who have children." (TTK)*

#### **Infrastructure:**

- *"Institutions for children - preserving, maintaining and modernising them " (ÁJK);*
- *"Minor measures (e.g. providing baby changing facilities for events)" (ÁOK);*
- *"The faculty is barrier-free and has an elevator, therefore students with small children can take care of their affairs at the faculty with a stroller. If required, individual timetables can be provided for students with children" (KPVK);*
- *"The Faculty of Economics is barrier-free and family-friendly. In the course of the infrastructure development projects in 2020-2021, we have paid special attention to students and colleagues with children, so we have created on the ground floor a baby-mother room with a changing room " (KTK);*
- *"We are in the process of creating a baby-mother room. The administrative employees have flexible working hours." (MIK)*

#### **Programmes to promote a family atmosphere and work-life balance:**

- *"Family programmes (e.g. Teddy Bear Family Day)" (ÁOK);*
- *"Supporting colleagues by organising thematic summer camps for children" (BTK);*
- *"Faculty Santa Claus celebrations, Family Day, Easter Celebrations, various summer camps" (ETK);*
- *"We organise family-friendly activities. E.g. Family Academy series" (KPVK);*
- *"Regular family events for faculty members and their families and children, e.g. sport events, Santa Claus celebrations" (KTK);*
- *"We organise summer camps for children of all ages, especially for the children of our employees and students. We also organise family events for our employees." (MIK);*

#### **Infrastructure gaps:**

- *"The current infrastructure is not suitable for students with children" (ÁOK);*
- *"We do not have the appropriate infrastructure at the present, but we are constantly looking for possible sources of funding" (ETK);*
- *"The infrastructure design is not suitable for students with children." (TTK)*

Two faculties made statements that they do not meet the family-friendly institutional criteria:

*"The infrastructure of the GYTK and the courses offered at the faculty do not allow for the accommodation of children." (GYTK)*

*"Based on the academic and administrative burden, the MK is not a family-friendly workplace. However, we try to facilitate the balance between family, personal and work commitments. Children are not allowed to be on campus as it can be dangerous for them."* (MK)

### **Summary of findings**

- The recruitment process and the promotion system at the faculties are based on legislation, although it should be considered to introduce measures to support the career development and management representation of women.
- Updating and clarifying professional policies identified in the questionnaire responses may be necessary to reduce gender discrimination and sexual harassment.
- Gender differences in research and educational content are incorporated in low levels, so research and educational content should be developed accordingly.
- In creating a family-friendly workplace, faculties have a number of good practices that can serve as a basis for further improvements in strategic planning. In line with this, existing measures and programmes should be strengthened. There may also be a need to create a forum to ensure the exchange of experience between faculties, which could facilitate the success of the interventions.
- Infrastructure was identified by a high number of faculty leaders as an area for improvement, therefore the strategic plan should provide guidance in this respect.

### ***Student characteristics based on the UP Neptun database***

In order to create the GEP of the University of Pécs, it is important to analyse the students of the University.<sup>5</sup> The sample of our analysis included those students for whom gender data were available in the Neptun database. There is a gap in the gender data, with 85,905 of the 87,273 training courses from the Neptun database being assigned a gender. The missing data is due to errors in data recording, and in our analysis we exclude the training courses linked to the missing student data. The analysis focuses on all courses at the UP for the period 2010-2019, and the presented data tables include the gender assigned to courses (Annex E). The course-based analysis is justified by the high proportion of students at the university during the period in question who, for one reason or another, have more than one course (e.g. cancelled course, change of course, starting postgraduate studies, etc.).

### **Main findings:** (detailed data tables in Annex E)

- In most faculties of the university (ÁJK, BTK, ETK, GYTK, KPVK, KTK, MK, IGYK), there is a higher representation of women, while only two faculties (MIK, TTK) have a higher representation of men.
- At several faculties, although the representation of women is higher at the faculty, it decreases at higher levels of training. This indicates that there may be a need for further support for female students in their academic progression.
- A more in-depth analysis of the produced data tables may provide an opportunity to further support the UP students in translating equity among students into practice. This could lead to

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<sup>5</sup> The analysis was based on the PTE Inclusive University Programme 2020 complex survey database.

a reduction in drop-out rates and the pursuit of higher levels of education, thus contributing to the sustainability of the university.

### *Summary of the situation analysis*

Aspects of the data provision: A number of sources have been compiled during the situation assessment, but the sustainability of the interventions will require the provision of continuous and centrally defined regular data once the Plan is in place. It will be essential to systematically collect and process data in the future to assess the effectiveness of the strategic actions described below.

Aspects of the current practice: The situation analysis conducted at the faculties of the UP revealed that there is ambition and a variety of solutions to promote equal opportunities and family-friendly workplaces. As a starting point, the strategic planning needs to build on good practices that are working in isolation but smoothly at the individual faculties, allowing for their expansion. In addition, it should be highlighted that ÁOK submitted a Horizon Proposal - which is the focus of this strategy - before the GEP was established. Thus - in the event of a successful tender - resources will be available for the introduction of further good practices. Overall, there is a need to develop, extend and integrate existing good practices into the everyday practices of the university.

Aspects of differentiation: The different organisational units of the UP have different characteristics according to the aspects of the plan. These differences may lead to different intervention strategies for each department, and it is therefore necessary to deepen the analysis of the situation in order to formulate appropriate proposals.

Below we highlight the main findings of the situation analysis according to the strategic guidelines of the GEP.

1. Work-life balance in the organisational culture
  - Good practices are emerging at the university, senior management is dedicated to create a family-friendly workplace, but there is a need to establish a Forum for sharing and disseminating practices.
  - According to the Dean's questionnaire, infrastructural improvements are needed to ensure accessibility.
2. Gender balance in university leadership and decision-making
  - The distribution of management mandates does not only lead to under-representation in decision-making, but also to differences in wages.
  - The gender gap is most pronounced after benefits, suggesting that individuals in particular faculty positions at particular faculties have different access to potential benefits.
3. Gender equality in recruitment and career development
  - UP faculties follow the legislation in force for recruitment and the appointment/selection of management
  - In terms of gender distribution, there are almost equal numbers of female-majority units as male-majority units.
  - In line with national norms, women's careers are more affected by having children than men's.
  - In several cases, it can be concluded that the proportion of women decreases as they move up the career ladder

- The representation of female students at higher levels of training is decreasing, equity interventions can lead to further education at higher levels of training and thus contribute to the sustainability of the university.
- 4. Integrating a gender perspective into research and education content
  - Research and educational content on this topic need to be explored and broadened.
- 5. Preventing sexual abuse and harassment and eliminating gender bias and stereotypes
- 6. Updating of the professional policy materials identified in the Dean's questionnaire and related policies with a similar function.

## Going forward

### Vision

The University of Pécs aspires to be among the best universities in Europe. In order to achieve this goal, the University values and seeks to capitalise on the knowledge of its employees and students, and to enable all employees and students to fulfil their potential and contribute their different perspectives to the creative environment of learning, education and research in university life, based on their own experiences, ambitions and abilities.

The University of Pécs values the diversity of its employees and students, and proclaims that an inclusive and respectful university environment and gender equality lead to a better quality of university life. Gender equality policies in higher education depend on the support of the leadership and address the institution as a whole. The leadership of the University of Pécs is committed to building on the discourses of diversity and inclusion in its organisational units and research groups and to learning from European good practices. The University of Pécs intends to make a conscious effort to integrate inclusion and gender equality in the institution's regulations and, through them, in its everyday research and educational practice. For this purpose, an institutional gender situation analysis was carried out in the autumn of 2021 and a strategic plan based on this analysis was prepared, which the institution's management aims to implement.

### Objectives

The **Gender Equality Plan (GEP) of the University of Pécs**, taking into account the recommendations of the Horizon 2020 research and innovation programme supported by the European Union and based on the results of the analysis of our baseline data, focuses on the following thematic areas and aims to achieve progress through systematic monitoring:

1. Work-life balance in the organisational culture
2. Gender balance in university leadership and decision-making
3. Gender equality in recruitment and career development
4. Integrating a gender perspective into research and education content
5. Preventing sexual abuse and harassment and eliminating gender bias and stereotypes

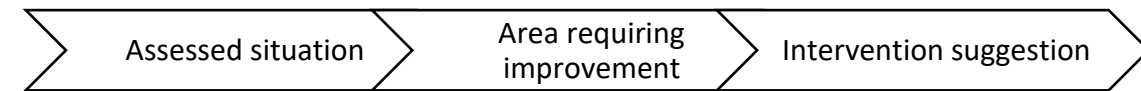
### *Strategic plans*

1. **In order to improve work-life balance and organisational culture**, UP intends to create a forum for sharing family-friendly good practices between faculties and to develop a family-friendly and gender-neutral infrastructure in the university buildings.

2. **In the area of gender balance in the university leadership and decision-making**, UP will strive to achieve gender balance in recruitment and employment. In career development, UP will seek to promote gender equality. The University intends to discuss the underlying issues of gender inequality at the Forum established for this purpose.
3. **In the area of gender equality in recruitment and career development**, UP will launch trainings and consultations to promote these aspects. During the implementation of the strategic plan, the University will continuously monitor employee data in order to identify further interventions.
4. **The integration of the gender dimension in research and education content** is an objective at PTE. As part of this, the University will examine the curricula of all the programmes offered and discuss at an institutional forum the role of a gender equality dimension.
5. **The prevention of sexual abuse and harassment and the elimination of gender bias and stereotypes** are an integral part of the strategic material. As part of the strategic intervention, the University will review and update its existing relevant policy materials. UP will strive for a transparent communication in this area.

## *Institution-specific plans based on the situation assessment*

### **1. Work-life balance in organisational culture**



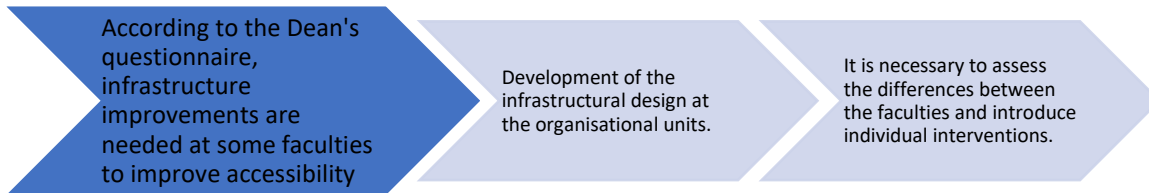
Existing good practices function independently on campus.

Establishing a Forum for disseminating good practices and coordinating interventions.



The faculties of the UP have different characteristics.

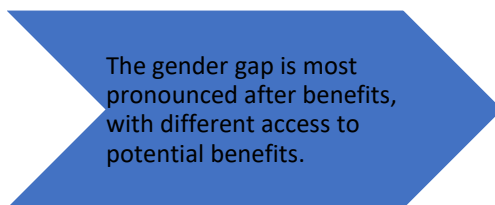
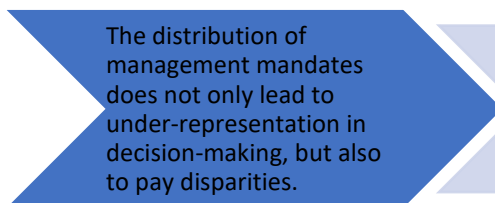
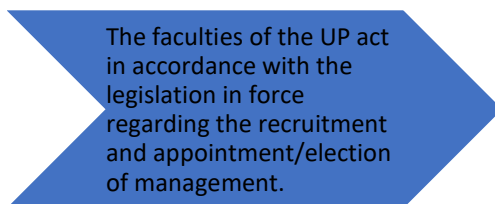
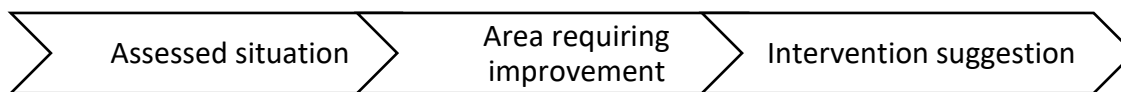
It is necessary to assess the differences between the faculties and introduce individual interventions.



Development of the infrastructural design at the organisational units.

It is necessary to assess the differences between the faculties and introduce individual interventions.

### **2. Gender balance in leadership and decision-making**



Area requiring improvement

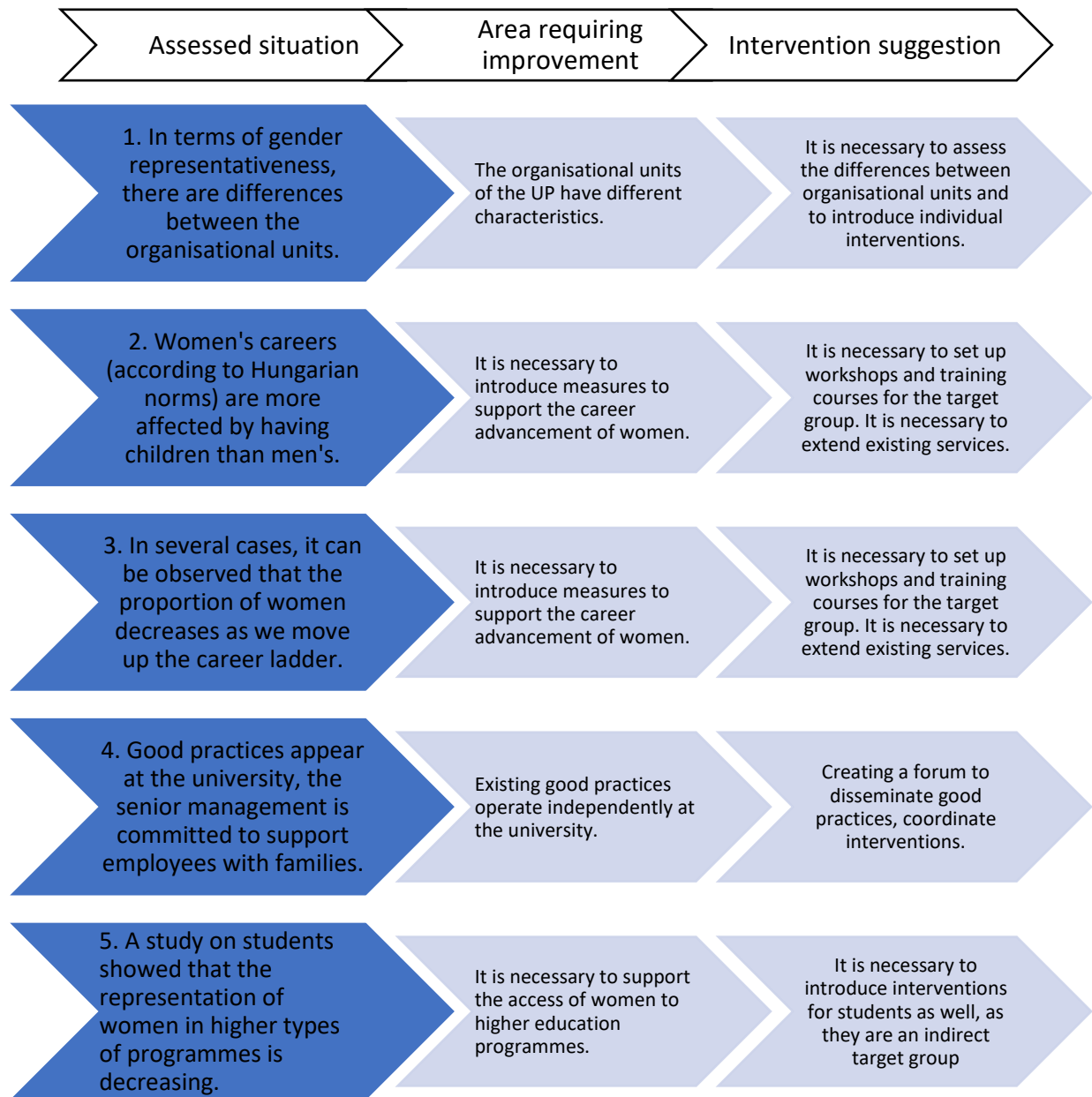
It is necessary to introduce measures to support women's career advancement and representation in management

Intervention suggestion

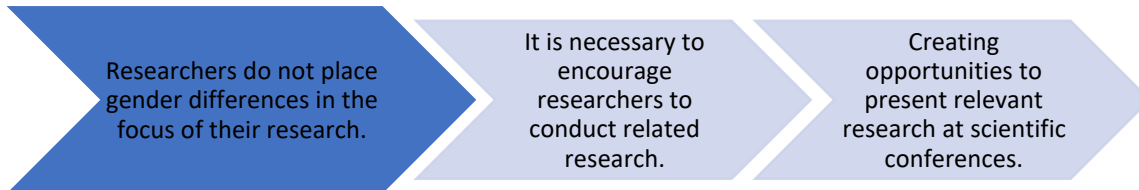
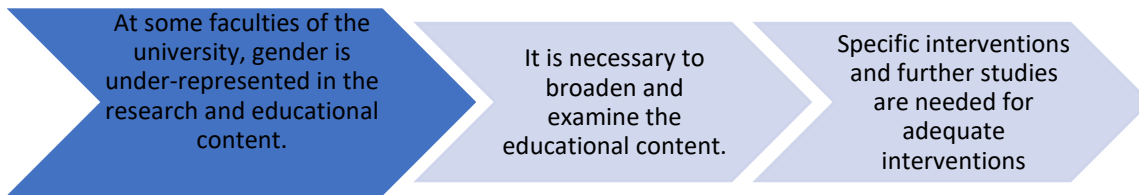
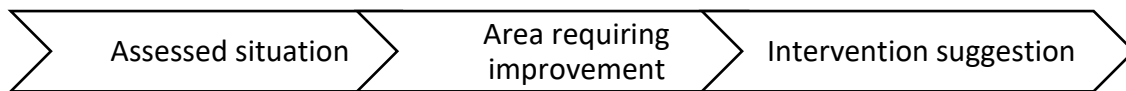
Training on the pursuit of gender equality. Incentive payments for employees that are linked to management training.

### **3. Gender equality in recruitment and career development**

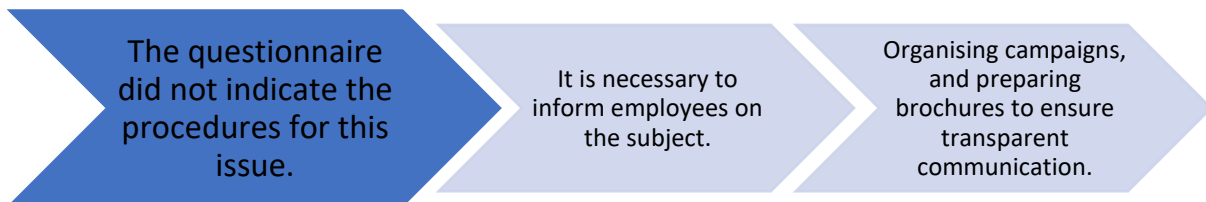
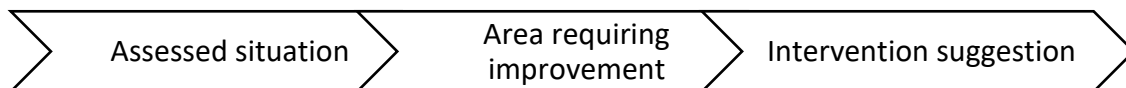




#### 4. Integrating the gender dimension into research and education content



#### 5. Preventing sexual abuse and harassment and eliminating gender bias and stereotypes



*Structural guarantees*

**Structure of the units responsible for the implementation of the plan**

**Senior Management**

**Human Resources  
Department**

**Equal Opportunities  
Committee**

**Secretariat of the  
Rector's Cabinet**

***Task:***

Preparing employment reports  
Maintaining contact with the office

***Function:***

Decision making  
Forum

***Members:***

Equal Opportunities  
Committee  
Research Group  
University Ombudsman  
Research Group

***Tasks:***

Organising and convening a Forum.  
Collecting and sorting half-yearly reports and HR data, summarising reports  
Keeping contact with the Forum members and the Research Group.  
Collect, acquire and assign professional materials to employees.  
Organising training courses and campaigns.  
Running a website.

**Inclusive Excellence  
Research Group**

***Function:***

Conducting research  
Recommendations

***Tasks:***

Preparing a report for the Committee  
Monitoring the progress of the indicators through scientific evaluations  
Creating intervention suggestions to the Committee

## **Structural guarantees working in each GEP strategic area:**

1. **The structural guarantee of work-life balance in the organisational culture** is provided by the Equal Opportunities Committee and the Secretariat of the Rector's Cabinet. The Secretariat of the Rector's Cabinet is responsible for organising the Equal Opportunities Forum (hereinafter referred to as "the Forum"), which is composed of the members of the Equal Opportunities Committee and advisers called upon by the Equal Opportunities Committee. The Forum has decision-making powers and its decisions are implemented by the heads of the relevant organisational units. Progress towards the set objectives is monitored by the Inclusive Excellence Research Group.
2. **The structural guarantee of gender balance in management and decision-making** is provided by the Secretariat of the Rector's Cabinet, the data is provided by the Human Resources Department and the analysis of the collected data is conducted by the Inclusive Excellence Research Group. The Secretariat of the Rector's Cabinet is responsible for implementing the decisions and proposed interventions of the Committee.
3. **The structural guarantee of gender equality in recruitment and career development** is provided by the Secretariat of the Rector's Cabinet, the data is provided by the Human Resources Department and the analysis of the collected data is conducted by the Inclusive Excellence Research Group. The Secretariat of the Rector's Cabinet is responsible for implementing the decisions and proposed interventions of the Committee.
4. **The implementation of the objective of integrating the gender equality dimension into the content of research and education** is examined by the Equal Opportunities Committee Forum members in their organisational units and the implementation of the interventions is monitored. The Secretariat of the Rector's Cabinet is responsible for implementing the decisions on areas of intervention. The scientific quality guarantee is provided by the Inclusive Excellence Research Group and by the research and teaching employees of the faculties of the UP.
5. **In order to prevent sexual abuse and harassment and to eliminate gender bias and stereotypes**, the Equal Opportunities Committee adopts decisions on the basis of the Situation Analysis and the recommendations of the Inclusive Excellence Research Group. The Secretariat of the Rector's Cabinet is responsible for coordinating the organisation's communication.

## ***Substantive interventions***

### **1. Work-life balance within the organisational culture**

- Creating a Forum for disseminating good practices and coordinating interventions
- Assessing faculty differences, introducing individual interventions
- Infrastructural development (creating a baby/mother/lactation room; creating multi-purpose toilets for people with disabilities and special needs)
- Training/workshop on work-life balance
- Childcare on request during national and international conferences

### **2. Gender balance in leadership and decision-making**

- Training for lecturers, other employees, and management on the pursuit of gender equality in higher education and in research institutions
- Incentive payments to employees for their participation in relevant workshops in order to increase the representation of women in management

### **3. Gender equality in recruitment and career development**

- Systematic data provision and statistical analysis by gender, using data from faculties and organisational units, as well as from the Chancellery, the Chancellery Office, the Directorate for Economics and Controlling, with the involvement of expert statisticians
- Creating a Forum to disseminate good practices and coordinate interventions.
- Assessing organisational unit differences, introducing individual interventions
- Expanding existing services
- Training/workshop on gender bias and stereotypes for HR personnel and management
- Launching a programme for women guest lecturers, guest researchers
- Introducing interventions for students as they are an indirect target group

### **4. Integrating the gender equality dimension in research and education**

- Conducting further faculty research to develop specific interventions for each faculty
- Examining educational content based on the content of the faculty courses
- Encouraging research activity by organising a conference for all faculties of the university

### **5. Prevention of sexual abuse and harassment and the elimination of gender bias and stereotypes**

- Updating the relevant policies
- Organising campaigns on the issue
- Employee and student training and workshops on sexual harassment
- Production and distribution of an informative brochure

#### **+1 Substantive interventions for the indirect target group**

The University of Pécs is at the forefront in welcoming students from diverse backgrounds, therefore the situation analysis covered all citizens of the University of Pécs. Two of the substantive interventions apply to students of the University:

- Ongoing assessments will also cover UP students.
- Professional materials shared with lecturers and other employees will also be shared with UP students, making the relevant content available to them as well.

#### ***Features of a two-phase intervention***

Based on the situation assessment and following the development of the strategic plans, it can be concluded that the University's organisational units with different characteristics require different intervention systems. However, it should also be emphasised that the incorporation of a new organisational structure is essential for the launch and sustainability of the GEP, and therefore it is necessary to split the four-year cycle of the GEP into two phases:

Phase „A”	
Preparation/ Introduction	Phase „A” takes place during the first 1 year
	The reason for the separation of the phase is justified by the interventions that summarise the functioning activities
	In phase A, UP develops the organisational structure
	The execution of the phase focuses on the assessment of the differences between the organisational units
	In this phase, the Inclusive Excellence Research Group establishes the research methodology for the efficiency assessment
	By the end of the phase, the University evaluates the specificities of the organisational units, and the needs of the employees within them
	By the end of the phase, based on the findings, differentiated development of the organisational units will be possible
Phase „B”	
Implementation	Phase B takes place in the next 3 years, after the preparatory phase (phase A)
	During the implementation of phase B, the interventions are carried out for the benefit of direct (employees) and indirect (students) target groups
	Interventions are implemented on the basis of the assessments and in line with the objectives of the GEP
	During the second phase, annual surveys and feedback on the success and progress of the interventions are conducted using the PDCA methodology
	During this phase, further specific interventions are identified on the basis of a process review

## *Indicators*

### **First Phase - Preparation/introduction:**

- Indicator A.1.: Establishing and operating the necessary organisational structure in order to implement the GEP.
- Indicator A.2.: Appointing the persons responsible for the organisational structure
- Indicator A.3.: Good practices at the UP are gathered through the Forum.
- Indicator A.4.: Assessment of the differences between the organisational units, suggestions for the implementation of interventions.
- Indicator A.5.: Development of a research methodology to measure the effectiveness of the GEP.

### **Second Phase - Implementation:**

#### **1. Work-life balance in the organisational culture**

- Indicator B.1: Development of an employee questionnaire to assess the effectiveness of the relevant training/workshop in terms of employer and employee compliance regarding working hours
- Indicator B.2: Effectiveness of infrastructure improvements at the UP, broken down by organisational units
- Indicator B.3: Existing good practices in this area, which were previously isolated, and now extended to other organisational units (e.g. childcare facilities at conferences), indicating the success of the Forum

#### **2. Gender balance in leadership and decision-making**

- Indicator B.4: Number and gender distribution of employees who have participated in sensitivity training
- Indicator B.5: Take-up rate and gender distribution of employees who have received the incentive payments
- Indicator B.6: Analysis of macro-statistics, gender breakdown of employees who have progressed in their career and have been appointed to a new position
- Indicator B.7: Analysis of macro statistics, gender breakdown of positions in management bodies

### **3. Gender equality in recruitment and career development**

- Indicator B.8: Existing good practices in this area, which were previously isolated, and now extended to other organisational units (e.g. childcare facilities at conferences), indicating the success of the Forum
- Indicator B.9: Participation rate and gender distribution of participants in the guest lecturer programme
- Indicator B.10: Breakdown of the employees recruited and job applicants by gender in the given year
- Indicator B.11: Number and gender breakdown of employees who participated in gender equality training

### **4. Integrating the gender dimension into research and education content**

- Indicator B.12: Proportion per department, per programme of the courses on gender dimensions of the society, and on courses with such component
- Indicator B.13: Faculty and gender distribution of the speakers at conferences organised by the organisational unit
- Indicator B.14: Faculty and gender distribution of the guests at conferences organised by the organisational unit

### **5. Prevention of sexual abuse and harassment and elimination of gender bias and stereotypes**

- Indicator B.15: Updating the relevant University policies
- Indicator B.16: Popularity indicators (social media impact) of campaigns on this issue
- Indicator B.17: Number and gender distribution of the employees and students who have participated in sensitivity training
- Indicator B.18: Proportion and gender distribution of employees/students who have contacted the University Ombudsman. Reasons for and resolution of the issue.



Summary tables of the strategic plans

<b>1.1 Work-life balance in the organisational culture</b>					
<b>Main questions/ Problems</b>	<p>What measures can help the UP to further develop its family-friendly quality?</p> <p>How could our institution become more inclusive for students and employees with young children?</p> <p>Proposals on respecting the right to individual privacy.</p>				
<b>Strategic Plan/ Priorities</b>	<p>In addition to flexibility towards employees and students, and strengthening existing family-friendly programmes, UP aims to respect a healthy work-life balance and improve the family-friendly infrastructure of the campus buildings:</p> <ul style="list-style-type: none"> <li>● It plans to provide at least one stroller-accessible lactation room with changing facilities and a baby-chair in campus buildings.</li> <li>● It plans provide wheelchair-accessible, multi-purpose toilets with automatic doors and locks in the main buildings to cater for special needs.</li> <li>● To respect work-life balance, employees are encouraged to use electronic mail and mobile phones during only the working hours.</li> <li>● Childcare provided on request during the University's academic programmes at national and international level.</li> </ul>				
<b>Interventions planned</b>	<b>Areas of responsibility</b>	<b>Timeline</b>	<b>Objectives</b>	<b>Indicators</b>	<b>Resources</b>
<b>Creating a Forum</b>	<i>Assignment: the leadership of the University</i>	First phase	Expanding isolated good practices.	Indicator A.1. Indicator A.2. Indicator A.3. Indicator A.4.  Indicator B.3.	Secretariat of the Rector's Cabinet
<b>Creating a baby-mother/ lactation room</b>	<i>Assessment of needs: Secretariat of the Rector's Cabinet, representatives of the organisational units</i>  <i>Implementation: Head of the</i>	Second phase	Improving the accessibility of the organisational units	Indicator B.2.	<ul style="list-style-type: none"> <li>○ University budget</li> <li>○ Grant funding</li> <li>○ External organisation</li> </ul>

	<i>organisational unit</i>				
Creating multi-purpose toilets for people with disabilities and special needs	<i>Assessment of needs:</i> <i>Secretariat of the Rector's Cabinet, representatives of the organisational units</i>  <i>Implementation:</i> <i>Head of the organisational unit</i>	Second phase	Improving the accessibility of the organisational units	Indicator B.2.	University budget Grant funding External organisation
<b>Training/ Workshop</b> on work-life balance	<i>Secretariat of the Rector's Cabinet</i>	First phase: preparation  Second phase: organised annually	- Assessment of employee needs - min. 1 training session every year	Indicator B.1.	<i>Secretariat of the Rector's Cabinet</i>
<b>Childcare</b> on demand during national and international conferences	<i>Assessment of needs:</i> <i>Secretariat of the Rector's Cabinet, representatives of the organisational units</i>  <i>Implementation:</i> <i>the organisers of the event</i>	Second phase, periodical	- Assessment of employee needs - Organising childcare if required	Indicator A.3.  Indicator B.3.	<i>Secretariat of the Rector's Cabinet, Organisational Units, Conference organisers</i>

## 1.2 Gender balance in university leadership and decision-making

Main questions/ Problems	Problem is that analysis of the UP data shows a clear gender imbalance. The data reveals that men dominate in senior professor positions and in senior decision-making roles.				
Strategic Plan/ Priorities	<ul style="list-style-type: none"> <li>● Striving for gender balance in recruitment and employment</li> <li>● Introducing career development initiatives for women</li> </ul>				
<b>Interventions planned</b>	<b>Areas of responsibility</b>	<b>Timeline</b>	<b>Objectives</b>	<b>Indicators</b>	<b>Resources</b>
<b>Training on gender equality</b> in higher education and research institutions for employees, lecturers and management	Secretariat of the Rector's Cabinet	Second phase: Annually	Increasing the representation of women in management bodies	Indicator A.5. Indicator B.4.	Secretariat of the Rector's Cabinet
Incentive payments linked to <b>management training</b> for employees	Senior Management	Second phase	Increasing the representation of women in leadership training	Indicator A.5. Indicator B.5.	Funding of the benefit
Analysis of the gender distribution of management bodies	Inclusive Excellence Research Group	First phase: Developing a methodology  Second phase: Conducting annual assessments	Continuous analysis of gender representation	Indicator A.5. Indicator B.6. Indicator B.7.	Periodic mandate of the Inclusive Excellence Research Group

<b>1.3 Gender equality in recruitment and career development</b>					
Main questions/ Problems	Analysis of the recruitment procedure by gender. How can the gender pay gap situation be improved?				
Strategic Plan/ Priorities	<ul style="list-style-type: none"> <li>• Training and consultation on gender equality.</li> <li>• Development of data collection and analysis in this area, based on the baseline data, and the automation of data provision at the system level, taking into account data protection rules.</li> </ul>				
<b>Interventions planned</b>	<b>Areas of responsibility</b>	<b>Timeline</b>	<b>Objectives</b>	<b>Indicators</b>	<b>Resources</b>
<b>Professional and systematic data provision and statistical analysis by gender on the basis of data from faculties and organisational units, the Chancellery, the Chancellery Office, the Directorate of Economics and Controlling</b>	Assignment: Senior management Providing data: PRE HR Conducting the assessment Inclusive Excellence Research Group	First phase: Developing a methodology  Second phase: Conducting annual assessments	Data collection in the following details: <ul style="list-style-type: none"> <li>- by gender (non-binary?)</li> <li>- birth data</li> <li>- position applied for</li> <li>- income and salary grade.</li> <li>- organisational unit</li> <li>- who is the employer?</li> <li>- faculty/department</li> </ul>	Indicator A.5.  Indicator B.10.	Periodic mandate of the Inclusive Excellence Research Group
<b>Training on gender bias, prejudice and stereotypes for HR and management</b>	<i>Secretariat of the Rector's Cabinet</i>	First phase: Preparation  Second phase: annual organisation	Holding and conducting training courses	Indicator B.11.	<i>Secretariat of the Rector's Cabinet</i>
<b>Launching a " Guest Professor " and Guest Researcher programme</b>	Joint proposal of the Senior Management and the <i>Secretariat of</i>	Second phase	Increasing the inclusive excellence of UP  Expanding research, educational activities	Indicator B.9.	University budget  Grant funding

	<i>the Rector's Cabinet</i>				
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<b>1.4. Integrating the gender dimension into research and educational content</b>					
Main questions/ Problems	<p>Gender equality is not getting enough attention, there are no dedicated departments or research institutes at the UP.</p> <p>As a consequence, this dimension is not or only minimally represented in the portfolio of research and educational materials of the UP. Based on the assessment of the situation, the educational and research content needs to be developed at the faculties of the university.</p>				
Strategic Plan/ Priorities	<ul style="list-style-type: none"> <li>• After the examination of the faculty departments, the curricula of all recommended courses should be discussed at the Equal Opportunities Forum in relation to what role the gender dimension can play.</li> <li>• Providing an opportunity for researchers and PhD students to present their research on this topic.</li> </ul>				
<b>Interventions planned</b>	<b>Areas of responsibility</b>	<b>Timeline</b>	<b>Objectives</b>	<b>Indicators</b>	<b>Resources</b>
Assessment of the courses at the UP, at faculty and departmental level	<p>Collection of the survey data:</p> <p>Secretariat of the Rector's Cabinet</p> <p>Examination of the survey:</p> <p>Inclusive Excellence Research Group</p>	<p>First phase:</p> <p>Data collection and processing; Proposals</p> <p>Second phase:</p> <p>Implementation of interventions</p>	Increasing the coverage of the subject in university courses.	<p>Indicator A.4.</p> <p>Indicator A.5.</p> <p>Indicator B.12.</p>	<p><i>Secretariat of the Rector's Cabinet</i></p> <p>Periodic mandate of the Inclusive Excellence Research Group</p>
Training on the subject of "gender equality in research"	<i>Secretariat of the Rector's Cabinet</i>	<p>First phase:</p> <p>Preparation</p> <p>Second phase:</p> <p>annual organisation</p>	Holding and conducting training courses	Indicator B.11.	<i>Secretariat of the Rector's Cabinet</i>
Organising a conference to present research focusing on gender equality	<i>Secretariat of the Rector's Cabinet</i>	<p>First phase:</p> <p>Preparation</p> <p>Second phase:</p> <p>annual organisation</p>	Holding and conducting a conference	<p>Indicator B.13.</p> <p>Indicator B.14.</p>	<i>Secretariat of the Rector's Cabinet</i>

<b>1.5. Preventing sexual abuse and harassment and eliminating gender bias and stereotypes</b>
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Main questions/ Problems					
Strategic Plan/ Priorities	<ul style="list-style-type: none"> <li>Establishing a safe protocol to prevent sexual abuse and harassment in the workplace. Striving to ensure that the UP follows European academic good practices in the prevention of gender-based violence.</li> </ul>				
<b>Interventions planned</b>	<b>Areas of responsibility</b>	<b>Timeline</b>	<b>Objectives</b>	<b>Indicators</b>	<b>Resources</b>
Updating existing university regulations and policy materials	Proposal: Equal Opportunities Committee  Implementation: Senior Management	First phase	Updating of the information material	Indicator B.15.  Indicator B.18.	<i>Secretariat of the Rector's Cabinet</i>  Convocation of the Equal Opportunities Committee
Organising online, awareness-raising campaigns	<i>Secretariat of the Rector's Cabinet</i>	First phase: Preparation  Second phase: Implementation	Raising awareness on the issue, opening a transparent communication channel	Indicator B.16.  Indicator B.18.	<i>Secretariat of the Rector's Cabinet</i>
Employee and student training on sexual harassment	<i>Secretariat of the Rector's Cabinet</i>	First phase: Preparation  Second phase: Implementation	Holding and conducting training courses	Indicator B.17.  Indicator B.18.	<i>Secretariat of the Rector's Cabinet</i>
Creating an informative brochure	<i>Secretariat of the Rector's Cabinet</i>	First phase: Preparation  Second phase: Implementation	Brochure produced and distributed via university forums.	Indicator B.16.  Indicator B.18.	<i>Secretariat of the Rector's Cabinet</i>

The Gender Equality Plan of the University of Pécs shall enter into force on 1 January 2022.  
We hereby adopt the Gender Equality Plan of the University of Pécs.

Date: 20 December 2021, Pécs, Hungary.

Dr. Attila Miseta  
Rector

István Decsi s.k.  
Chancellor