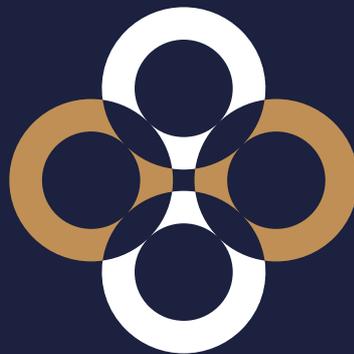


# **GENDER EQUALITY PLAN, 2022–2024**

**Corvinus University of Budapest**

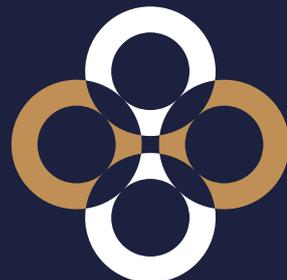


# CONTENT

|   |           |
|---|-----------|
| <b>INTRODUCTION</b> .....   | <b>3</b>  |
| <b>OVERALL OBJECTIVES AND ACTIONS<br/>OF CORVINUS GAP BY KEY INTERVENTION AREAS<br/>(2022-2024)</b> .....                   | <b>5</b>  |
| <b>Key Intervention Area (1)<br/>    Gender equality in recruitment and career progression</b> .....                        | <b>6</b>  |
| <b>Key Intervention Area (2)<br/>    Gender-Balance in Leadership and decision-making</b> .....                             | <b>8</b>  |
| <b>Key Intervention Area (3)<br/>    Work-life balance and inclusive organizational culture</b> .....                       | <b>10</b> |
| <b>Key Intervention Area (4)<br/>    Measures against gender-based violence</b> .....                                       | <b>11</b> |
| <b>Key Intervention Area (5)<br/>    Integration of gender dimension in the research<br/>    and teaching content</b> ..... | <b>12</b> |
| <b>IMPLEMENTATION OF CORVINUS GEP</b> .....   | <b>13</b> |



# INTRODUCTION



Corvinus University of Budapest (hereinafter: Corvinus) is strongly committed to securing equal opportunities for its staff (both academic and non-academic) and students, as clearly defined earlier in its Equal Opportunity Regulation (adopted in 2016), with a special focus on gender equality issues. This commitment is reflected in its new, “*Corvinus Renewal Program, 2021-2024*”, which has been supported by the University Senate, and approved by the Board of Trustees of the Maecenas Universitatis Corvini Foundation, as the new maintainer of the transforming university in 2021.

The Corvinus Gender Equality Plan (hereinafter: Corvinus GEP), as a highly important part of the process of reviewing and updating its policies, rules and organization, has been developed in late 2021 and early 2022 in line with the updated university regulations and current national and European policies and recommendations, such as the European Commission (Horizon Europe General Annexes, Horizon Europe guidance on gender equality plans September 27, 2021.) and the National Research, Development and Innovation Office (Recommendation, July 14, 2021.). Corvinus GEP is also based on the following university GEPs as best practices: University of South Denmark, Budapest University of Technology and Economics, Central European University, Eötvös Loránd University, Semmelweis University.

The Corvinus GEP is a strategic document and will be supplemented by annual Action Plans that define priorities, responsible stakeholders, KPIs and timelines of actions. The Corvinus GEP covers the following five **Key Intervention Areas**:

- ▶ GENDER EQUALITY IN RECRUITMENT AND CAREER PROGRESSION (1)
- ▶ GENDER-BALANCE IN LEADERSHIP AND DECISION-MAKING (2)
- ▶ WORK-LIFE BALANCE AND INCLUSIVE ORGANIZATIONAL CULTURE (3)
- ▶ MEASURES AGAINST GENDER-BASED VIOLENCE (4)
- ▶ INTEGRATION OF GENDER DIMENSION IN THE RESEARCH AND TEACHING CONTENT (5)

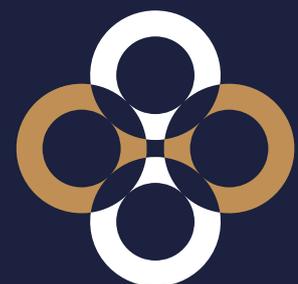
Regarding each Key Intervention Area, current best practices and procedures are reinforced, and new actions and initiatives shall be launched for academic and non-academic staff and students supporting gender balance and equality in the respective field.

The Corvinus GEP will be implemented through the engagement of the entire organization with the involvement of all relevant units and committees, following the basic principles of dialogue, participation, cooperation, and networking. Some units will be assigned specific responsibilities in the development and implementation of the GEP, such as:

- ▶ PRESIDENTIAL COMMITTEE, SENATE
- ▶ ETHICS, RESPONSIBILITY AND SUSTAINABILITY (ERS) HUB, SUPERVISED BY THE VICE RECTOR FOR ACADEMIC DEVELOPMENT
- ▶ CORVINUS GEP PROJECT TEAM, INCLUDING EXPERTS AND STUDENTS
- ▶ EQUAL TREATMENT COMMITTEE, EQUAL TREATMENT REFERENT
- ▶ INSTITUTES, DEPARTMENTS, RESEARCH CENTRES
- ▶ STRATEGY, HR, STUDENT SERVICES, LAW, ADMINISTRATION AND REGULATION, COMMUNICATION
- ▶ TRADE UNION, EMPLOYEES COUNCIL, STUDENTS UNION, DOCTORAL STUDENT UNION



**OVERALL OBJECTIVES AND  
ACTIONS OF CORVINUS GAP  
BY KEY INTERVENTION  
AREAS (2022-2024)**



# Key Intervention Area (1)

## GENDER EQUALITY IN RECRUITMENT AND CAREER PROGRESSION

Among the members of the non-academic staff, there is a gender imbalance, with 70.4% female employees, and there is an absence of clear paths for career advancement for them. The academic staff is slightly gender imbalanced, with 44.5% female faculty, and here the new Academic Career Model (2020) defines in detail the career paths and development for the faculty. At the level of all employees, the proportion of female staff is 57%.

The following tables show the overall proportion of females among the Corvinus academic and non-academic (support, service and administrative) staff, and the proportions by their organizational units.

**Table 1.1. Proportion of females among the academic and non-academic staff (Jan 2022, FTE)**

|                           | Academic staff              | Non-academic staff          | All employees               |
|---------------------------|-----------------------------|-----------------------------|-----------------------------|
| Proportion of females (%) | (234,5/527)<br><b>44.5%</b> | (324/460,1)<br><b>70.4%</b> | (558,5/987,2)<br><b>57%</b> |

**Table 1.2. Proportion of females among academic staff by institutes/research centres (Jan 2022, FTE)**

| Institute, research centre                    | Proportion of females (%) |
|---|---------------------------|
| Economic and Public Policy                    | <b>33%</b>                |
| Information Technology                        | <b>48%</b>                |
| Communication and Sociology                   | <b>57%</b>                |
| Economics                                     | <b>28%</b>                |
| Marketing                                     | <b>65%</b>                |
| Mathematical and Statistical Modelling        | <b>47%</b>                |
| International, Political and Regional Studies | <b>41%</b>                |
| Finance, Accounting and Economic Law          | <b>43%</b>                |
| Business Economics                            | <b>66%</b>                |
| Enterprise Development                        | <b>39%</b>                |
| Management                                    | <b>49%</b>                |
| Corvinus Institute for Advanced Studies       | <b>41%</b>                |
| Regional Centre for Energy Policy Research    | <b>38%</b>                |

**Table 1.3. Proportion of females among non-academic staff by support and service units (Jan 2022, FTE)**

| Organizational unit                        | Proportion of females (%) |
|--|---------------------------|
| Student Services                           | 77%                       |
| HR   | 86%                       |
| Law, Administration, Regulation            | 100%                      |
| Communication                              | 88%                       |
| International Relations and Accreditations | 64%                       |
| Strategy                                   | 43%                       |
| Business and Institutional Relations       | 43%                       |
| Procurement                                | 50%                       |
| Campus Services                            | 30%                       |
| Economic and Labour Law                    | 69%                       |
| IT   | 21%                       |
| Finance                                    | 96%                       |

In the academic and non-academic recruitment procedure Corvinus intends to guarantee equal opportunities and equal treatment for all applicants in line with national and institutional regulations. Nevertheless, the data reflect significant differences among institutes/research centres regarding gender equality: ranging from 28% to 66% at the two gender imbalance extremes, but also with cases close to being gender-balanced (between 40 – 60%), as far as the proportion of women is concerned. There are bigger gender imbalances regarding the non-academic staff, ranging from 21% to 100% at the two gender imbalance extremes with regard to the proportion of female employees. There are only three units with close to being gender-balanced cases (between 40 – 60%) from the twelve units.

Corvinus formulates the overall objectives and actions in order to reduce the gender imbalance in these fields.

**Table 1.4. Overall objectives and actions in Key Intervention Area (1)**

| Objectives  | Actions  | 2022 | 2023 | 2024 |
|---|--|------|------|------|
| Approach gender balance among -academic and -non-academic staff | ▶ Put in place measures to improve gender equality across academic paths     |      | X    | X    |
|   | ▶ Define clear non-academic career paths with a focus on gender equality     | X    | X    |      |
|   | ▶ Clearly communicate these actions to employees                             | X    | X    | X    |
| Make the recruitment procedure more gender-sensitive            | ▶ Formulate clear gender-sensitive recruitment guidelines                    | X    | X    |      |
|   | ▶ Develop and provide training on gender-sensitive recruitment for employers |      | X    | X    |

# Key Intervention Area (2)

## GENDER-BALANCE IN LEADERSHIP AND DECISION-MAKING

Women play a moderate role in leadership and decision making at Corvinus. The composition of the main bodies and committees of Corvinus shows some gender imbalances.

The following tables summarize the proportion of females in Corvinus leadership positions and main committees.

**Table 2.1. Proportion of females in leadership positions (Jan 2022, FTE)**

| Leadership position                                    | Proportion of females (%) |
|--|---------------------------|
| Board of Trustees                                      | 0%                        |
| Senate   | 33%                       |
| University Doctoral Council                            | 20%                       |
| Presidential Committee (President, Rector, Chancellor) | 0%                        |
| Senior Management (Vice Rectors, Deans)                | 44%                       |
| Head of Institutes and Research Centres                | 15%                       |
| Head of Doctoral Schools                               | 25%                       |
| Head of Support and Service Units                      | 42%                       |

**Table 2.2. Proportion of females in the main university committees (Jan 2022, FTE)**

| University committee       | Proportion of females (%) |
|----------------------------|---------------------------|
| Education Committee        | 46%                       |
| Research Committee         | 33%                       |
| International Committee    | 60%                       |
| Academic Carrier Committee | 44%                       |

Although in principle equal opportunities are provided for male and female employees to participate in leadership and committees, the proportion of females in these positions is still significantly low, ranging from 0% to 60%. Only in one case does the proportion of females exceed 50% (International Committee), but in all other cases, it is below 50%. Although in principle gender equality is supported by the university management, there is a lack of gender balance in leadership positions: one can observe only two cases (Senior Management, Head of Support and Service Units) from eight to be close to gender balance (40 – 60%). Nevertheless, the situation is better regarding committee membership: only the Research Committee from the four bodies is gender imbalanced and falls out of the 40 – 60 % range.

The following overall objective and actions aim at providing full support for women to get into leadership positions and committee membership positions.

**Table 2.3. Overall objective and actions in Key Intervention Area (2)**

| Objectives   | Actions   | 2022 | 2023 | 2024 |
|--|---|------|------|------|
| Approach gender balance in leadership and committee membership | ▶ Reach closer to gender balance situation in the Senate and committees | X    | X    | X    |
|  | ▶ Appoint leadership members considering also gender aspects            | X    | X    | X    |
|  | ▶ Develop/support leadership capacity for women                         | X    | X    | X    |

# Key Intervention Area (3)

## WORK-LIFE BALANCE AND INCLUSIVE ORGANIZATIONAL CULTURE

The commitment by Corvinus' leaders to support work-life balance has not been communicated too effectively in recent years. Arranging family-related issues is sometimes left to informal agreements between the employer and the employees, rather than regulated in relevant institutional policies and rules. Different support schemes should be developed for Hungarian and international students tailored to their special needs on maternity or parental leave.

Moreover, there is also a need to devise measures to strengthen pro-equity attitudes and to fight gender stereotypes and discrimination in order to develop a more inclusive organizational culture.

In order to improve the conditions for work-life balance and a more gender-sensitive organizational culture, Corvinus defines the following objectives and actions:

**Table 3.1. Main objectives and actions in Key Intervention Area (3)**

| Objectives   | Actions   | 2021 | 2022 | 2023 |
|--|---|------|------|------|
| Communicate more effectively the commitment of Corvinus to become a family-friendly work/study place | ▶ Refresh employees and (international) students onboarding materials with regard to work-life balance                            | X    | X    |      |
|  | ▶ Review and update website information on work-life balance support for faculty, staff and students (e.g. restroom availability) | X    | X    |      |
| Develop a more family-friendly organizational culture  | ▶ Adjust work obligations considering childcare responsibilities  |      | X    | X    |
|  | ▶ Support the reintegration of employees after maternal/paternal leave  | X    | X    | X    |

# Key Intervention Area (4)

## MEASURES AGAINST GENDER-BASED VIOLENCE

Procedures for reporting gender-based violence and sexual harassment cases have not yet been established, the lack of data from reporting makes it difficult to assess the scale of cases and general attitudes of the community members of Corvinus. Furthermore, the absence of training on the topic prevents victims from coming forward.

Internal policies and clear-cut resolutions mechanisms need to be established in the organization to facilitate safe reporting for victims. In order to make progress in this area, the following objectives and actions have been formulated:

**Table 5.1. Main objectives and actions in Key Intervention Area (4)**

| Objectives   | Actions  | 2022 | 2023 | 2024 |
|--|--|------|------|------|
| Devise efficient complaint channels for reporting cases of gender-based violence and sexual harassment | ▶ Set up a digital recording system for complaints   |      | X    |      |
|  | ▶ Define guidelines for monitoring the number and severity of complaints                               |      | X    |      |
| Raise awareness about gender-based violence  | ▶ Provide training to the entire Corvinus community (faculty, staff and students)                      | X    | X    | X    |
|  | ▶ Incorporate info-sessions on harassment policy in the on-boarding processes (students and employees) |      | X    | X    |
|  | ▶ Run communication campaigns on sexual harassment   |      | X    | X    |

# Key Intervention Area (5)

## INTEGRATION OF GENDER DIMENSION IN THE RESEARCH AND TEACHING CONTENT

At Corvinus, the gender dimension appears sporadically in different research projects and study programs and needs to become a general and systematic approach in academic activities.

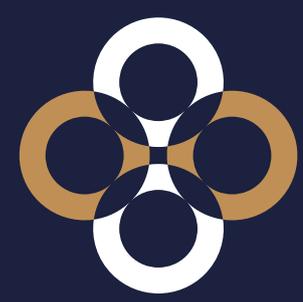
To accomplish a better integration of the gender dimension into this area, the objectives and actions below were determined:

**Table 5.1. Main objectives and actions in Key Intervention Area (5)**

| Objectives   | Actions  | 2022 | 2023 | 2024 |
|--|--|------|------|------|
| Increase the presence of the gender dimension in teaching/learning activities    | ▶ Develop and implement gender-sensitive teaching methodology  |      | X    | X    |
|  | ▶ Collect and use international guidelines for improving gender aspects in curricula                                       | X    | X    |      |
| Increase the presence of the gender dimension in research/publication activities | ▶ Review the current research projects at Corvinus, and identify the fields where the gender dimension can be incorporated | X    | X    | X    |
|  | ▶ Support gender research projects/researchers   | X    | X    | X    |



# IMPLEMENTATION OF CORVINUS GEP



In order to implement the Corvinus GEP successfully, data collection and analysis, action and KPI monitoring, evaluation and review are required on a yearly basis in collaboration and dialogue with stakeholders inside and outside the university.

Data will be collected and analysed in line with the indicators used in the “She Figures” reports of the European Commission, such as:

- ▶ gender composition of academic and non-academic staff and students
- ▶ gender composition of decision-making bodies and committees
- ▶ recruitment and promotion

The Corvinus GEP Project Team of the ERS Hub will be responsible for setting up, implementing and reviewing GEP Action Plans. Based on the Key Intervention Areas, objectives and actions defined in the Corvinus GEP, the annual Action Plans will set annual priorities, responsible stakeholders and timelines. The Action Plans and the reviews will be approved by the Equal Treatment Committee.

The GEP Project Team will monitor and revise the progress according to the data collected, and will decide on:

- ▶ continuing with the defined objectives and actions,
- ▶ adding new ones,
- ▶ designing training sessions and workshops for the upcoming year.

Accepting the annual Action Plans will be on the agenda of the Equal Treatment Committee in March each year. In order to channel the feedback and suggestions of the university community, a dedicated [gep@uni-corvinus.hu](mailto:gep@uni-corvinus.hu) e-mail account will be established and handled by the Corvinus GEP Project Team. The feedback from the university community will be considered during the development of the yearly Action Plans.

### **The Corvinus GEP was**

- ▶ approved by the Equal Treatment Committee on 16 Febr 2022
- ▶ approved by the Presidential Committee (President, Rector, Chancellor) on 17 Febr 2022
- ▶ approved by the Senate on 8 March 2022

Budapest, 9 March 2022



**DR. ANTHONY RADEV**  
*President*



**PROF. DR. ELŐD TAKÁTS**  
*Rector*



**DR. ÁKOS DOMAHIDI**  
*Cancellor*



