

**GENDER EQUALITY PLAN 2022-2025  
BUDAPEST UNIVERSITY OF TECHNOLOGY  
AND ECONOMICS**

## INTRODUCTION

Budapest University of Technology and Economics (BME) is committed to providing equal opportunities for its employees and students. As an implementation of this commitment, BME published its Equal Opportunities Plan in July 2021 in Hungarian (see [A BME Esélyegyenlőségi Terve 11/2021. \(07.24.\)számú Rectori és Kancellári közös Utasítás](#)). These values were reinforced in the Institutional Development Plan (2021–2025) (Intézményi Fejlesztési Terv) and were also constituted as a key element in the Rector's Program (coming into effect following the inauguration in July, 2021). The Gender Equality Plan (BME GEP) developed in 2021 October in line with the existing university regulatory framework and national and European policies further strengthens the commitment of the university towards an inclusive institutional culture and countering any type of gender-based discrimination.

Beyond the university regulations the BME GEP incorporates recommendations of the European Institute of Gender Equality ([EIGE Toolkits](#)), 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.). Toolkits and guidelines developed in European projects, like the GEAR or the EQUAL-IST toolboxes and international best practices acquired in the CESAER and EELISA framework have also been taken into account when preparing this document. This version is also based on the following GEPs as examples: [Alma Mater Studiorum University Di Bologna](#), [Universita degli Studi Mediterranea de Reggio di Calabria](#), [Cracow University of Technology](#), [University of Warsaw](#), [University of Bergen](#), [University of Helsinki](#)

The BME GEP is a strategic document and will be supplemented by annual Action Plans that define priorities and timelines of actions for the respective coming year. The BME GEP defines objectives and activities in the following five main areas (Key Intervention Areas):

1

**Fostering gender equality in recruitment and career progression**

*Objective 1.1.* Ensuring that all phases of recruitment are gender-sensitive

*Objective 1.2.* Increasing and stimulating women's involvement in scientific career

2

**Supporting work-life balance**

*Objective 2.1.* Adjusting work obligations to child-care responsibilities

*Objective 2.2.* Providing family-friendly university infrastructure and services

*Objective 2.3.* Supporting the reintegration of employees after maternal/paternal leave

3

**Achieving gender-balance in leadership, decision-making and representation**

*Objective 3.1.* Increasing the number of applications among women for leadership positions

*Objective 3.2.* Ensuring that women and men are fairly represented in all the university committees, boards and outreach events

*Objective 3.3.* Ensuring that the participants of both genders can equally fulfil their assigned responsibilities

4

**Applying measures against gender-based violence, supporting inclusive institutional culture**

*Objective 4.1.* Providing efficient channels for resolving cases of gender-based violence and discrimination

*Objective 4.2.* Means to further strengthen pro-equity attitudes and fighting stereotypes, implicit and explicit gender bias

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**Integration of gender dimensions in the research and teaching content.**

*Objective 5.1.* Implementing gender aspects in research, with special attention to STEM fields

*Objective 5.2.* Implementing gender-inclusive teaching practices

## Regarding each Key Intervention Area existing initiatives are reinforced, and new programmes launched for employees supporting gender equality in the respective field.

The Gender Equality Plan will be implemented through the engagement of the entire organization with the involvement of all faculties, boards and committees. Some units will be assigned specific tasks in the implementation of the GEP:

Main units involved	Types of activities
<b>Scientific Committee headed by the vice rector of Science and Innovation</b>	main responsible body for setting up and reviewing the GEP Action Plans yearly and defining the training programme for the respective upcoming year
<b>Gender Equality Advisor</b>	supporting the work of the Scientific Committee, collecting and analyzing feedback from the university community on the content and implementation of the GEP, helps designing data collection and indicators in accordance with the European Commission's "She figures" report
<b>Egyenlő Bánásmód Bizottság / Equal Opportunities Committee</b>	analyzing data, setting up diagnosis, advisory for the Scientific Committee, developing recommendations, advising the Scientific Committee on designing trainings
<b>Humán Erőforrás Igazgatóság / HR Directorate</b>	data collection, tasks related to the non-discriminatory nature of the recruitment process, monitoring promotion and performance assessment regulations, disseminating information
<b>Rectorate</b>	decision-making on providing infrastructure and services, setting up the position of the Gender Equality Advisor
<b>Chancellery</b>	decision-making on providing infrastructure and services
<b>Tehetségsegítő Tanács / Talent Support Board</b>	advising the Scientific Committee, supporting peer networking, counselling activities and training development
<b>OMIKK / National Technical Information Centre and Library</b>	monitoring of the involvement of women authors in scientific publications
<b>Secretary of TDK Committee</b>	monitoring of the involvement of women in competitions
<b>PR Office</b>	providing for balanced representation in visuals, organizing and promoting awareness-raising programs
<b>Pályázati és Projektigazgatóság / Grants Office</b>	scanning for grant opportunities for BME to support the implementation of the GEP
<b>FIEK / Center for University-Industry Cooperation (Horizon Europe)</b>	providing access to relevant European documents and project results, organizing training on gender-inclusive research
<b>Members of the EELISA and CESAER committees and task forces</b>	disseminating information and good practices for the Scientific Committee and the university community
<b>PhD and DLA Student Union</b>	integrating training activities in the training programme

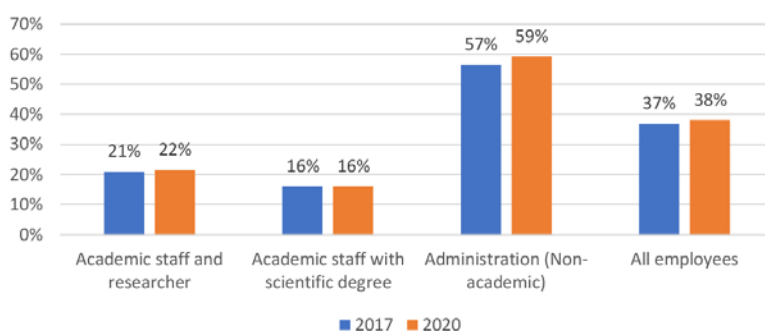
# KEY INTERVENTION AREAS, OBJECTIVES, ACTIVITIES

## KEY INTERVENTION AREA 1:

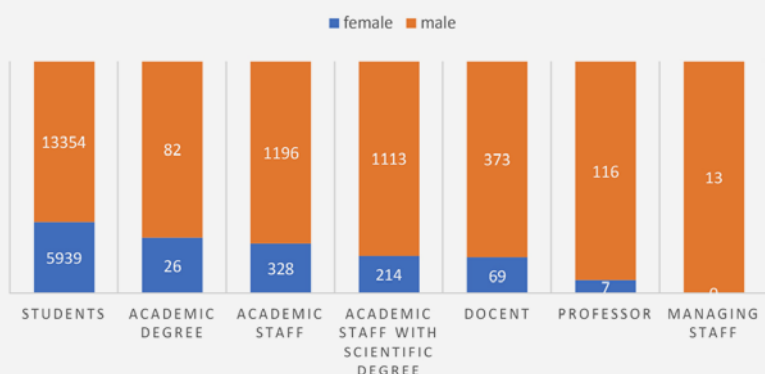
### GENDER EQUALITY IN RECRUITMENT AND CAREER PROGRESSION

The following figures show the male/female ratio with regard to the entire BME community and specifically the academic staff and researchers.

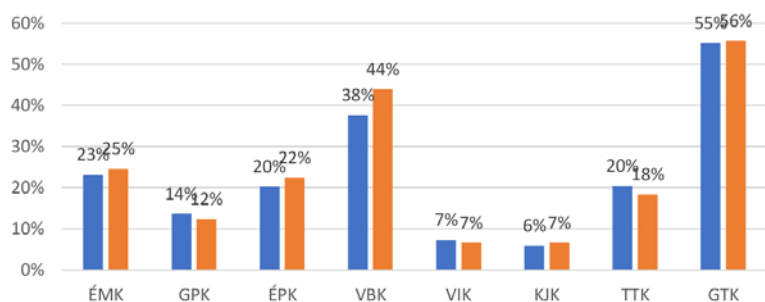
PROPORTION OF WOMEN AMONG  
EMPLOYEES (2017; 2020)



FEMALE AND MALE RATIO AT BME



PROPORTION OF WOMEN AMONG  
ACADEMIC STAFF BY FACULTIES (2017;  
2020)



The recruitment procedure of BME as a public institution guarantees equal opportunities for all applicants as regulated by national law and university rules. The following activities aim at providing additional support in order to achieve better gender balance in employment positions.

## OBJECTIVE 1.1.

### Ensuring that all phases of recruitment are gender-sensitive

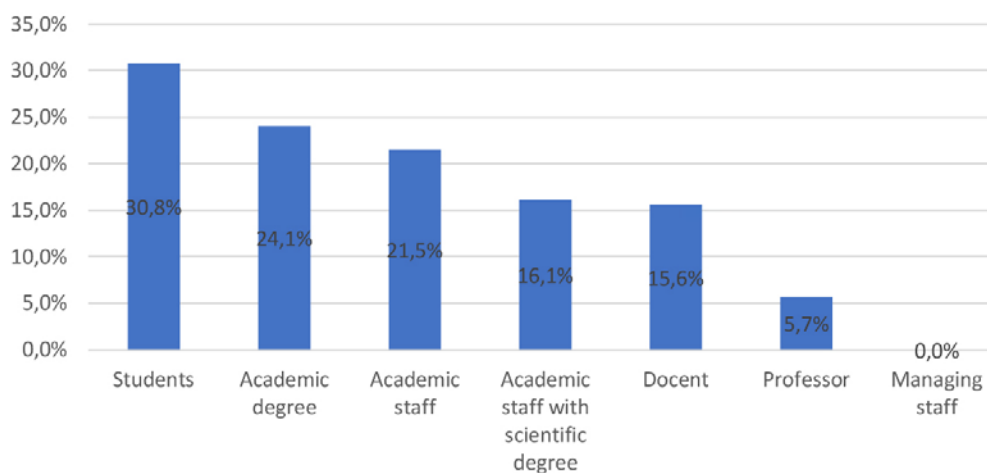
Activities	Actors involved
Phrasing job applications in a way to show the commitment of the university towards equal opportunities in the recruitment and employment process	<b>All faculties</b> <b>Humán Erőforrás Igazgatóság / HR Directorate</b>
When possible, highlighting benefits in job announcements that support work-life balance and child-care duties	<b>All faculties</b> <b>Humán Erőforrás Igazgatóság / HR Directorate</b>
Collecting and analyzing data on the number of candidates and people selected	<b>Humán Erőforrás Igazgatóság / HR Directorate</b> <b>Equal Opportunities Committee</b>
Disseminating information on how the university supports equal opportunities and work-life balance during the new employee's entry process	<b>All faculties</b> <b>Humán Erőforrás Igazgatóság / HR Directorate</b>

## OBJECTIVE 1.2.

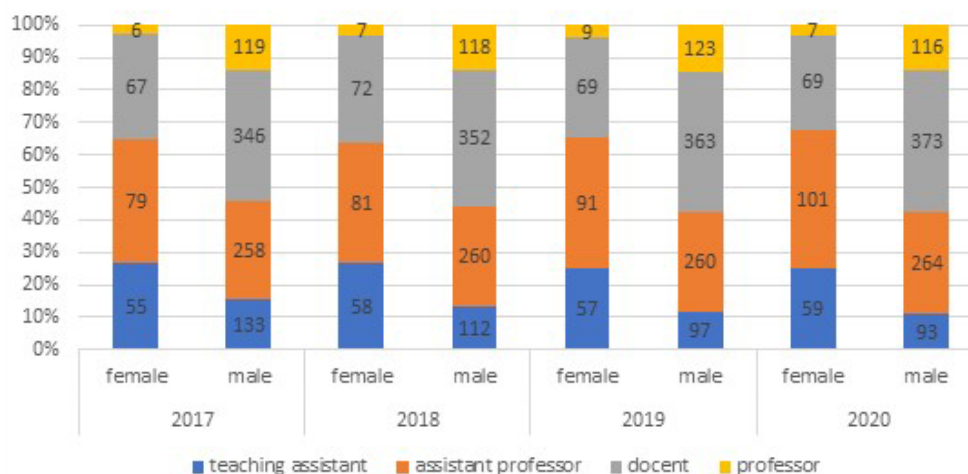
### Increasing and stimulating women's involvement in scientific careers

As the figures show, the gender ratios for academics and students are aligned. However, there are significant disparities in individual positions both at the university management levels and among research staff. Men prevail, both among those in managerial positions and among those with the title of full professors. This may mean that the path of promotion and scientific career does not go the same way for women and men.

PROPORTION OF WOMEN AT BME



## FEMALE AN MALE RATIO BY ACADEMIC POSITIONS(2017-2020)



As BME is facing a risk of losing talented women from the research and teaching staff, it is crucial to mend the “leaky pipeline”: to understand the reasons behind this phenomenon and to act against those conditions that hinder personal and professional growth.

Activities	Actors involved
Systematic monitoring of the participation of women and men in grant competitions, projects, financial support and publications	<b>All faculties</b> <b>Secretary of OTDK Committee OMIKK / National Technical Information Centre and Library</b>
Diagnosing drop-out rates and obstacles to promotion	<b>Equal Opportunities Committee</b> <b>All faculties</b> <b>Rectorate</b> <b>Scientific Committee</b>
Dissemination of good practices related to the promotion and support of the women’s career across faculties	<b>All faculties</b> <b>Equal Opportunities Committee</b>
Monitoring whether child-care responsibilities are considered in the promotion and performance assessment procedures	<b>Humán Erőforrás Igazgatóság / HR Directorate</b>
Organizing career counselling for women	<b>Tehetségsegítő Tanács / Talent Support Board</b>
Participating in international and national campaigns that promote successful careers (i.e. #thislittlegirlisme)	<b>PR Office</b> <b>All faculties</b>
Continuous support and reinforced promotion for already existing university initiatives (i.e. “Lányok Napja”)	<b>PR Office</b> <b>All faculties</b>

## KEY INTERVENTION AREA 2:

### SUPPORTING WORK-LIFE BALANCE

During the analysis period (2017-2020), the proportion of women stagnated or increased slightly, despite the decrease in the number of university staff.

#### Employees' data at BME

Data description	2017. 04. 26		2020. 02. 05	
	Person	%	Person	%
All employees	2 630	100,00%	2646	100%
Women	982	37,34%	1008	38,10%
Academic staff	1340	50,95%	1309	49,47%
Women at academic staff level	260	19,40%	274	20,93%
Parents raising young child (under 10)	606	23,04%	619	23,39%
Parents raising child (under 16)	813	30,91%	843	31,86%
Parents raising more children (under 16)	548	20,84%	503	19,01%
Employees working atypical way (part-time, working form home etc.)	308	11,71%	439	16,59%
Employees coming back to work from maternity/paternity leave	9	0,34%	16	0,60%
Employees working during maternity / paternity leave	1	0,04%	21	0,79%
Employees on maternity / paternity leave	-	-	54	2,04%

Given the significant number of parents with young children among employees, reconciling work and family life should be an important consideration in the design of working conditions. Usage of the tools needed to achieve a family-friendly workplace and work-life balance benefits both the employee and employer. Therefore, the University considers it an important goal to help its employees with children to fulfil their family and work responsibilities.



## OBJECTIVE 2.1.

### Adjusting work obligations to child-care responsibilities

Activities	Actors involved
Allowing flexible working hours and/or home-office opportunities for those, who have child-care responsibilities	<b>All faculties</b>
Adjusting working hours and scheduling meetings (including meetings, trainings etc.) to opening hours of child-care institutions and schools	<b>All faculties</b>
Allowing the adjustment of annual leave with school holidays	<b>All faculties</b>

## OBJECTIVE 2.2.

### Providing family-friendly university infrastructure and services

Activities	Actors involved
Providing baby care facilities in building "K" (nappy-changing and breastfeeding room)	<b>Rectorate Chancellery</b>
Developing a plan to create short term child-care space facilities on campus	<b>Rectorate Chancellery</b>
Factoring child-care and baby care aspects in planning new buildings	<b>Rectorate Chancellery</b>
Monitoring "Családbarát munkahely"/Family-friendly workplace grant possibilities	<b>Pályázati és Projektigazgatóság / Grants Office</b>
Extension of in-house medicinal services	<b>Rectorate Chancellery</b>

## OBJECTIVE 2.3.

### Supporting the reintegration of employees after maternal/paternal leave

Activities	Actors involved
Providing easy access to information about university benefits via university homepage or Intranet	<b>Pályázati és Projektigazgatóság / Grants Office Humán Erőforrás Igazgatóság / HR Directorate</b>
Keeping the employees on parental leave in the communication loop	<b>All faculties</b>
Diagnosing the needs of employees planning to return to work through consultations, channeling this information in the revision process of the GEP	<b>Tehetségsegítő Tanács/ Talent Support Board</b>
Fostering the setup of peer networking groups (allowing for less formal contacts) via organization of mailing groups, Teams-channels	<b>Tehetségsegítő Tanács/Talent Support Board All faculties</b>

## KEY INTERVENTION AREA 3:

### GENDER-BALANCE IN LEADERSHIP, DECISIONMAKING AND REPRESENTATION

Even though equal opportunities are provided for men and women employees to participate in leadership, decision-making committees and bodies of representation, the number of women participating in these positions is low as the figures demonstrate.

#### Gender ratios in the management of BME

	2017					2020				
	female	male	sum	f%	m%	female	male	sum	f%	m%
<b>Central Level</b>										
Senate	1	26	27	3,7%	96,3%	5	23	28	17,9%	82,1%
<b>Rectorate/Chancellery Level</b>										
Chancellery	0	1	1	0,0%	100,0%	0	1	1	0,0%	100,0%
Vice-Chancellery	0	2	2	0,0%	100,0%	0	1	1	0,0%	100,0%
Rectorate	0	1	1	0,0%	100,0%	0	1	1	0,0%	100,0%
Vice-Rectorates	1	5	6	16,7%	83,3%	0	3	3	0,0%	100,0%
DiRectorates	7	11	18	38,9%	61,1%	5	11	16	31,3%	68,8%
<b>Faculty Level</b>										
Deans	0	8	8	0,0%	100,0%	0	8	8	0,0%	100,0%
Vice-Deans	6	27	33	18,2%	81,8%	3	25	28	10,7%	89,3%
Leaders of Doctorate schools	0	12	12	0,0%	100,0%	1	11	12	8,3%	91,7%
Head of Departments / Institutes	15	92	107	14,0%	86,0%	16	100	116	13,8%	86,2%

The following activities aim at understanding the reasons behind the low-rate of representation of women and providing support for them in all phases of leadership activities from the application to the effective fulfillment of their obligations. These initiatives do not only aim at achieving better ratio of male-female participants in the governing bodies, but also at balanced representation at the university outreach events.

## OBJECTIVE 3.1.

### Increasing the number of applications among women for leadership positions

Activities	Actors involved
Collecting and analyzing data on the number of candidates and people selected	<b>All committees and their supervising leaders</b>
Launching promotion campaigns, ensuring that the widest possible range of candidates are reached	<b>All committees and their supervising leaders</b>
Developing clear selection procedures showing how the gender aspect is taken into account	<b>All committees and their supervising leaders</b>
Ensuring that both men and women are represented in the application review committees	<b>All committees and their supervising leaders</b>
Designing a set of soft skill-development activities for women for taking leadership positions (training, counselling)	<b>Tehetségsegítő Tanács/ Talent Support Board</b>
Showcasing examples of women taking leadership position in the university	<b>PR</b>

## OBJECTIVE 3.2.

### Ensuring that women and men are fairly represented in all the university committees, boards and outreach events

Activities	Actors involved
Developing recruitment guidelines on: in the case of candidates with identical qualifications, member of the under-represented gender group should be favored.	<b>Equal Opportunities Committee</b>
Formulating and implementing guidelines on rotation of women and men as chairpersons (where possible)	<b>All committees and their supervising leaders</b>
Collecting and analyzing data on the ratio of men and women in leadership, decision-making and representation	<b>All committees and their supervising leaders</b>
Inviting diverse panel of speakers for university events	<b>All faculties</b>

## OBJECTIVE 3.3.

**Ensuring that the participants of both genders can fulfil their assigned responsibilities equally**

Activities	Actors involved
Developing recommendations to eliminate implicit gender-bias in language and communication (i.e. addressing the titles equally of both male and female members in official correspondence)	<b>Equal Opportunities Committee</b>
Raising awareness for gender-stereotypes and habits in the operation of committees (i.e. assignment of administrative and substantive tasks)	<b>All committees and their supervising leaders</b>
Family-friendly timing of meetings and events, scheduling practices that allow for planning in advance	<b>All committees and their supervising leaders</b>

## KEY INTERVENTION AREA 4:

### MEASURES AGAINST GENDER-BIASED VIOLENCE SUPPORTING INCLUSIVE INSTITUTIONAL CULTURE

*BME has already adopted a policy of zero-tolerance towards sexual harassment and discrimination in the Equal Opportunities Plan. The following activities reinforce and operationalize this commitment towards the employees. Countering stereotypes, strengthening pro-equity attitudes and sensitizing the community for potential explicit and implicit gender bias are also of primary importance.*

## OBJECTIVE 4.1.

**Providing efficient channels for resolving cases of gender-based violence and discrimination**

Activities	Actors involved
Identifying advisors/contact points at university level	<b>Equal Opportunities Committee</b>
Operating a clear, transparent and safe complaint procedure	<b>Equal Opportunities Committee</b>
Operating means of conflict-resolution, involving expert counselling if needed	<b>Equal Opportunities Committee</b>
Communicating and reinforcing the commitment of the university management towards zero tolerance towards gender-based violence and discrimination	<b>Equal Opportunities Committee</b>

## OBJECTIVE 4.2.

**Means to further strengthen pro-equity attitudes and fighting stereotypes, implicit and explicit gender bias**

Activities	Actors involved
Establishing the position of the Gender Equality Advisor within the Equal Opportunities Committee	<b>Rectorate</b>
Revision of Ethics rules and procedures to reflect gender equality aspects	<b>Rectorate</b>
Ensuring that the contribution of women is appropriately represented in the communication of the university, including university and faculty homepages, fostering the use of inclusive visuals	<b>All faculties</b>
Support and promote the successful university initiative: „Lányok Napja”/ „Girls’ day”	<b>All faculties</b>
Making relevant tools developed in European projects easily accessible (i.e. GEAR Toolbox, the EQUAL-IST Toolkit)	<b>FIEK / Center for University-Industry Cooperation (Horizon Europe)</b>
Active participation in the EELISA Gender Equality Working Group and the EELISA InnoCore project WP1, disseminating experiences obtained in the EELISA University Alliance and the CESAER Diversity, Equality and Inclusion Task Force	<b>Members of the relevant bodies</b>

## KEY INTERVENTION AREA 5:

### INTEGRATION OF GENDER DIMENSION INTO RESEARCH AND TEACHING CONTENT

#### OBJECTIVE 5.1.

##### Implementing gender aspects in research, with special attention to STEM fields

*The objective of the following activities is to start discussion why gender aspect integration in research design is relevant, showing its importance in the STEM-fields as well and to support researchers in its practical implementation.*

Activities	Actors involved
Identifying strategic research areas in the university portfolio in which gender aspects are especially important (i.e. robotics, AI, mobility), creating channels of discussions with researchers	<b>All faculties</b> <b>Vice-Deans for Science and Innovation</b>
Supporting lecturers to include gender-aspects in the syllabuses of the above-mentioned areas by training or by inviting external experts	<b>All faculties</b>
Training and presentation on what gender-inclusive research means in Horizon Europe	<b>FIEK / Center for University-Industry Cooperation (Horizon Europe)</b>
Organizing webinars and discussions, dissemination of best practices of other universities	<b>FIEK / Center for University-Industry Cooperation (Horizon Europe)</b> <b>Members of the EELISA and CESAER committees and task forces</b>

#### OBJECTIVE 5.2.

##### Implementing gender-inclusive teaching practices

*Raising awareness for teaching and communication practices that eliminate explicit or implicit gender-bias in class thus contribute to an inclusive atmosphere.*

Activities	Actors involved
Raising awareness for gender-sensitive communication practices in teaching (i.e. abandoning discriminatory language and jokes)	<b>All faculties</b>
Including gender-sensitive communication and teaching practices in the training portfolio offered for PhD-students and doctoral candidates	<b>Egyetemi Doktorandusz Képviselet / PhD and DLA Student Union</b>

## IMPLEMENTATION

In order to ensure the implementation and the sustainability of the BME GEP, analysis, monitoring, discussion, evaluation and review is needed on a recurrent basis in cooperation involving the university community.

Data will be collected in lines with the following indicators of measuring progress corresponding to the **“She Figures”** reports of the European Commission

- ▶ gender composition at all levels and fields of the workforce
- ▶ gender composition of governing bodies
- ▶ recruitment and promotion
- ▶ leave and flexibility.

The Scientific Committee headed by the Vice-Rector for Science and Innovation will be the main responsible body for setting up and reviewing GEP Action Plans yearly with the Gender Equality Advisor. Based on the directions and activities defined in the BME GEP, the Action Plans will set priorities and timelines for the respective coming year. The Scientific Committee supported by the Gender Equality Advisor will revise the progress according to the data collected and decide on continuing with existing programmes and/or adding new actions and designing the training programme for the upcoming year. Adopting the yearly Action Plans will be on the agenda of the Committee in February-March each year.

In order to channel the feedback and suggestions of the university community, a dedicated [gep@bme.hu](mailto:gep@bme.hu) e-mail account will be established and handled by the Gender Equality Advisor. The feedback from the university community will be considered during the development of the yearly Action Plans.

In 2025 the GEP is expected to undergo a major revision process and a new plan will be launched for the 2026-2029 period.