



## CSFK Gender Equality Plan (2022 - 2026)

The Research Centre for Astronomy and Earth Sciences (Csillagászati és Földtudományi Kutatóközpont, CSFK) is part of the Eötvös Loránd Research Network (Eötvös Loránd Kutatási Hálózat, ELKH) established in 2019 as the largest publicly funded independent research network in Hungary. The CSFK itself is composed of three different institutes: the Astronomical Institute (Csillagászati Intézet, CSI; traditionally known as Konkoly Observatory in English), the Geographical Institute (Földrajztudományi Intézet, FTI) and the Institute for Geological and Geochemical Research (Földtani és Geokémiai Intézet, FGI). Major funding is provided by the ELKH, with further funding obtained via competitive schemes at both national (e.g., the National Office for Research, Development and Innovation Office; Nemzeti Kutatási, Fejlesztési és Innovációs Hivatal, NKFIH) and European and international level (e.g., the European Research Council, Horizon Europe). The CSFK is based in Budapest and has roughly 200 employees. Its basic management structure is composed of the Director General (DG), the Financial Director, and the three institute directors.

### Introduction

The three institutes (CSI, FTI, and FGI) were joined together into the CSFK in 2012, while still part of the Hungarian Academy of Sciences (Magyar Tudományos Akadémia, MTA). Because of their research focus and different history prior to 2012, some differences are present among them in relation to gender incorporation in research, gender representation, and workplace culture. For example, on the one hand, the gender dimension has been previously integrated into the research of the FTI but has never been considered within the CSI and the FGI. On the other hand, an ethics and anti-harassment committee (EC) does exist already, established in 2021, only within the CSI. Formal procedures are in place to deal with potential occurrences of harassment in the workplace, as well as a specific code of conduct for conferences and events hosted by the CSI. **One of the main aims of the present GEP is therefore to homogenize resources and experiences in the three different institutes** and create common procedures and a general training program. To prepare the present GEP, a special Task Force was established (the GEP-TF) starting from the current CSI EC and by an open call to join it addressed to all the CSFK employees. The current GEP TF comprises 10 people of roughly equal gender distribution. One of the first activities in the timeline of the GEP is to formally establish the GEP-TF as a permanent resource within the CSFK.

### Aims and tasks

The current early 2022 gender situation in the CSFK shows a general balance when considering all the employees (see attached statistics document). However, it is important to consider that the whole workforce is broadly separated into two categories: research staff (A) and administration and support staff (B). The female fraction in Category B is roughly 70%, and in Category A roughly 30%. The imbalance in Category A is mostly driven by the three top higher-level positions of staff in Category A (which also typically correspond to permanent positions, rather than fixed term). In these three top levels the female percent is roughly 25%, while in the lower positions the female staff is roughly 50% or higher, with minor differences between the three



institutes. This clearly indicates that stronger formal support is needed for female researchers to progress in their career, as well as a workplace culture that would facilitate such retainment of female colleagues. The latter can be built via training and discussion, for example, on the topics of unconscious biases, discrimination, and anti-harassment policies. **Our 10-year goal is to strive for increasing the percent of women in the top three higher research positions.** The statistics also show that female researchers are less successful in acquiring research funds. More mentoring in general and especially in the topic of grant application would support both female researchers and the whole research center in general, as also concluded from analysis of the preliminary survey described below.

An initial survey sent to all the CSFK staff (with roughly 50% of the total staff answering, of which approximately half male and half female, and therefore representative in this respect) showed that around 65% of all the staff have heard about the GEP and 80% think it is an important or very important document. Roughly 80% think that gender equality is respected, and according to 75% it is fostered at the CSFK. Approximately 80% of respondents believe that colleagues of different gender have equal opportunities to advance their career in the workplace, and most (again 80%) have not experienced gender discrimination. However, about 25% and 17% of the staff experienced unequal treatment or harassment, respectively. Most of them could not or decided not to report it. The majority (~85%) of the respondents think that a family friendly workplace environment is important, as well as career mentoring. However, more than half of them do not know about any activities and/or policies within the CSFK on these topics. Therefore, we need to strive for **more communication about existing and future policies** (e.g., the CSFK EC). The survey revealed that there is a **high demand for mentoring**, which is currently imbalanced, unorganized, and unsatisfactory according to 50% of the respondents. Thus, mentoring needs to be addressed in a dedicated strategy, with a set of achievable short- and long-term goals, including the clear and efficient communication of responsibilities and opportunities.

The table below lists the GEP activities, with their specific aims and actions. Since we are starting the process from scratch, we plan to introduce activities in a staggered way during a period of 3-4 years, during which we plan to also permanently monitor the workload of the GEP-TF. Therefore, while activities are to be started in different years, their indicators will be monitored and reported annually. The setting up of resources is the most urgent Activity (Point 1. in the table below) and much of it will need to be accomplished within the first 6 months of the implementation of the GEP.

Following the overall aim of the GEP requirement, here we start to address concretely and specifically the significant gender inequality that still persists, here and in Europe overall, between men and women. We expect that in the long term, activities aimed at addressing this inequality will also benefit other potentially disadvantaged people with minority background, disabilities, low socio-economic status, as well as members of the LGBTIQ community. For example, addressing organizational culture via the training on recognizing unconscious biases will also help to ensure that all staff feel valued and welcomed at work.

### **Benefits and legal requirements**

The establishment and implementation of Gender Equality Plans led to tangible and significant improvements in academia and higher education throughout the world. Lower barriers for underrepresented groups and more equal representation fosters more talents and leads to a more successful institution and more successful



individual careers in a competitive environment. It also creates a healthier environment in the workplace in terms of mutual respect, diversity, and work-life balance.

The issue of gender equality is also governed by multiple levels of legislation. The broadest set of rules are defined by the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), adopted in 1979 by the UN General Assembly, which defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination. On the EU level, gender discrimination is broadly prohibited by the European Charter of Fundamental Rights and the European Social Charter and legislated through various binding Directives. Finally, equality between men and women as well as the right for equal treatment and opportunities are codified in the Fundamental Law of Hungary and regulated by the Law for Equal Treatment and Opportunities (CXXV. law of 2003). The actions proposed in this GEP are, therefore, in accordance with the broader legislative environment and aim to achieve the expected benefits.

This document conforms to the GEP requirements defined by the European Commission, has been agreed upon and signed by the Director General and all Directors of the CSFK, and it is publicly available on the csfk.org website and formally launched with a special event at the CSFK level.

**Budapest, 07/07/2022**

**Kiss László**

Director General

Research Centre for Astronomy and Earth Sciences



**Megyes Jenő**

Head of Finances

Research Centre for Astronomy and Earth Sciences

**Demény Attila**

Director

Institute for Geological and Geochemical  
Research of the CSFK

**Szabó Róbert**

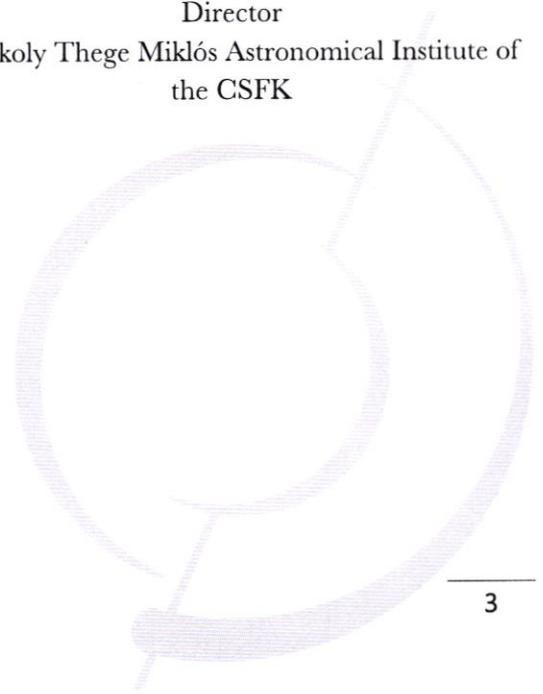
Director

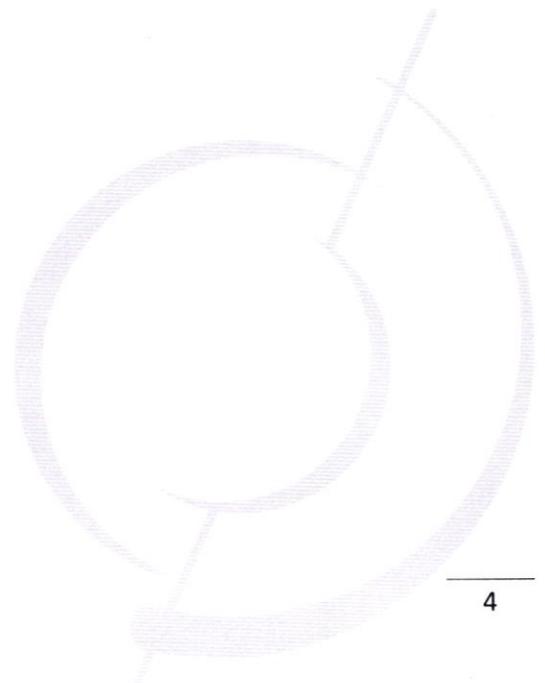
Konkoly Thege Miklós Astronomical Institute of  
the CSFK

**Kocsis Károly**

Director

Geographical Institute of the CSFK





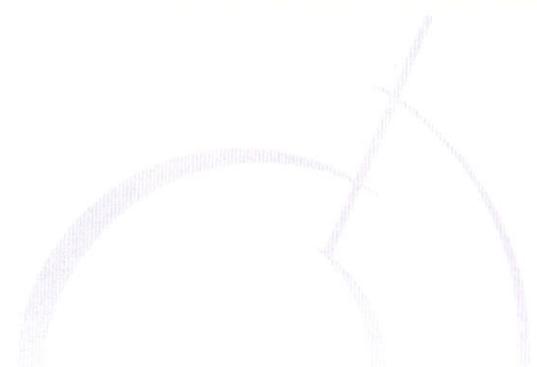
**Gender Equality Plan (GEP) 2022-2026: List of Activities**

Aim of activity	Requirements and/or Area of relevance	Description of Actions	Target Group	Persons/Units responsible for implementation	Indicators	Timeline
<p><b>1. Set up the resources needed to implement and follow the GEP process</b></p>	<p>Dedicated resources;</p> <p>Measures against gender-based violence, including sexual harassment</p>	<p>1. Define the members, the roles, and the timeline of their service in the GEP-TF.</p> <p>2. Starting from the CSI EC case, establish a CSFK EC, select its members, discuss the current policy and documentation as well as the Code of Conduct for conferences and meetings starting. Raise awareness on this (Point 3.3).</p> <p>3. Find support on the GEP processes from expertise external to the CSFK itself, for example, in the form of advice by an external expert (a Gender Equality Advisor GEA), and/or via coordination with resources potentially available</p>	<p>The whole CSFK</p>	<p>The current GEP-TF and CSI EC with the help of the Ds and the DG</p>	<p>The permanent GEP-TF and CSFK EC and the rules of how they work are established; Connections are made with a potential GEA.</p>	<p>To be done by the end of 2022, although Point 1.3 may take more time.</p>

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		at the ELKH level and at the NKFI.				
<b>2. Data monitoring and analysis process</b>	Data collection and monitoring	<p>1. Repeat current collection of gender disaggregated data at the end of every year, distribute it to the whole CSFK, and make it public on the CSFK website</p> <p>2. Add further indicators to the current list of data to be collected, after reasoned discussion of which numbers would be the most significant for the CSFK</p> <p>3. Design a survey at the end of every year to measure how issues related to gender are perceived and what people see as priorities and try to increase/maximize the participation of CSFK employees.</p>	The whole CSFK	The GEP-TF with the help of its HR members	Recurrent data collection; improvement every year in the quantity, clarity and/or graphical presentation of the data.	Start of each year



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<p><b>3. Define awareness-raising and training activities aimed at creating a culture where gender issues are open and discussed</b></p>	<p>Training; Measures against gender-based violence, including sexual harassment</p>	<p>1. Set up specific training for all staff to raise awareness against sexual and gender-based violence and the system for reporting acts of discrimination and violence (Point 1.2), plus specific training for managers and members of the CSFK EC.</p> <p>2. Select general training materials on gender issues (such as unconscious bias, etc), and offer them to the whole staff.</p> <p>3. Select more specific training for the GEP-TF, group leaders, directors, researchers versus administrative staff, members of hiring committees.</p>	<p>The whole CSFK, and staff in specific roles such as the CSFK EC, group leaders, members of hiring committees</p>	<p>The GEP-TF with the help of a GEA and other resources (Point 1.3 above)</p>	<p>Staff have attended at least one training session per year</p>	<p>Point 3.1 to start by the end of 2022;</p> <p>Point 3.2 to start by the end of 2023;</p> <p>Point 3.3 to start by end of 2025</p>
<p><b>4. Raise awareness and expand existing (informal) policies related to gender issues and work-life balance, identify areas where more policies will be useful and</b></p>	<p>Work-life balance and organisational culture</p>	<p>1. Recruit mentors and set up a formal mentoring structure - with specific features for all newcomers arriving to the institute, as well as staff coming back after parental leave. For example, students and postdocs can choose a mentor and ask for help in terms of career choices, grant applications, work-life balance, etc. Training days can</p>	<p>The whole CSFK</p>	<p>The directors and the GEP-TF with open discussion with all the CSFK members</p>	<p>At least one new policy document is prepared and made public every year. Measure the impact of the mentor program by specifically asking the people involved for their experience and suggestions.</p>	<p>By the end of 2022 start the set-up of the mentoring process of Point 4.1;</p> <p>By the end of 2023 start to consider Points 4.2 and 4.3;</p> <p>By end of 2024 have Point 4.4 ready</p>

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<p><b>prepare the relevant documents</b></p>		<p>also be organized on different topics.</p> <p>2. Formalize and expand to the whole CSFK the current CSI Mental Health Program (consider impact of Covid).</p> <p>3. Define best practices for helping parents of young children (consider impact of Covid) and a family-friendly work environment.</p> <p>4. Prepare a Code of Conduct for research groups serving as a guideline for responsibilities of group leaders, seniors, juniors, authorship and data usage rules, research policies, etc.</p>				
<p><b>5. Increase the number of female researchers at senior level, group leader, permanent positions</b></p>	<p>Gender equality in recruitment and career progression; Gender balance in leadership and decision-making</p>	<p>1. Target female scientists in fixed-term researcher positions (within and outside the institute) with a specific mentoring program to help them achieve the requirement needed to move up to senior level/group leader positions.</p> <p>2. Formalise that each panel for job interviews should include at</p>	<p>Female researchers at research fellow level positions and potential applicants from outside the institute</p>	<p>The directors and the GEP-TF</p>	<p>Number of females at senior level permanent positions</p>	<p>Start Point 5.1 as part of 4.1 by end of 2022; organize panels by end of 2025; Discussion of Point 5.3 at the end of every year (with 2.2)</p>

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		<p>least one member of the CSFK EC</p> <p>3. Analysis of the numbers (see also Point 2.2 above) every year and identification of potential improvements and/or barriers.</p>				
<p><b>6. Analyze the specifics of the three different institutes in relation to gender dimension in research</b></p>	<p>Integration of the gender dimension into research and teaching content</p>	<p>1. Our three institutes have different research baselines that could be more or less integrated with a gender dimension. In some cases, this integration has started already, in other cases it needs to be thought, for example, as a topic in the history of the field and/or within education</p>	<p>All the researchers</p>	<p>Driven by the GEP-TF with bottom up discussion</p>	<p>Definition of relevant research topics and access to funding to pursue such topics.</p>	<p>To be started in 2025</p>

