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GENDER EQUALITY PLANNING AS AN INTEGRATED ELEMENT OF FACULTY-LEVEL EQUALITY & DIVERSITY ENDEAVOURS

Gender Equality Planning the the Faculty of Economics and Business Administration

Why the faculty level? (1) The university has not created a GEP
(2) GEP emerged as a natural element of the faculty endeavours

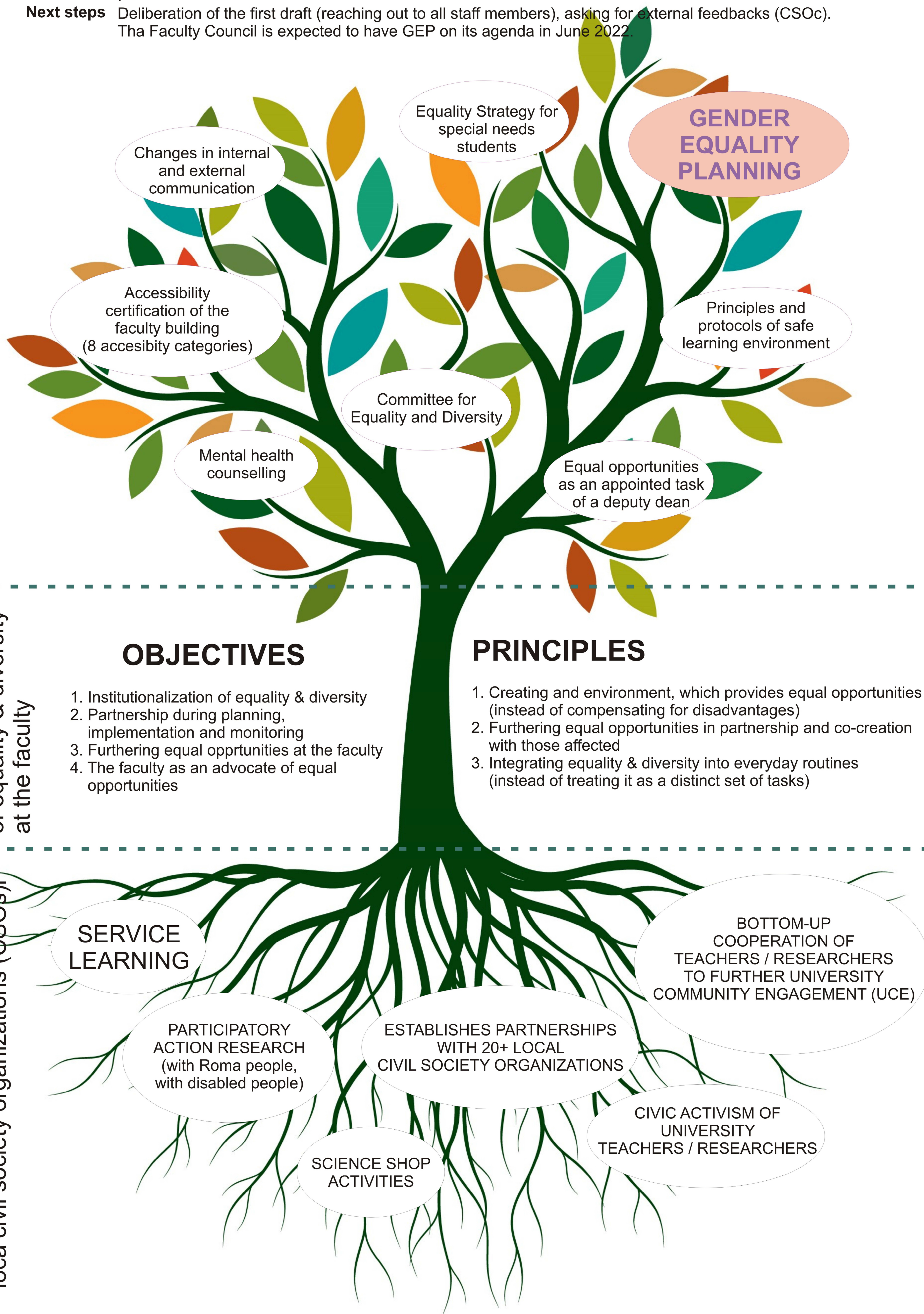
About the process Planning strated in 2020. It involved gathering quantitative and qualitative data, problem-identification and goal-setting workshops with faculty staff, discussions with the faculty management, opportunities for individual feedbacks for any staff memebers

Next steps Deliberation of the first draft (reaching out to all staff members), asking for external feedbacks (CSOc). Tha Faculty Council is expected to have GEP on its agenda in June 2022

Since 2020
Institutionalizing equality & diversity,
creating organizational change

Since 2018
Establishing principles
and overall objectives
of equality & diversity
at the faculty

Since 2011
Engaging in social justice issues,
establishing partnership with
loca civil society organizations (CSOs))



OBJECTIVES

1. Institutionalization of equality & diversity
2. Partnership during planning, implementation and monitoring
3. Furthering equal opprtunities at the faculty
4. The faculty as an advocate of equal opportunities

PRINCIPLES

1. Creating and environment, which provides equal opportunities (instead of compensating for disadvantages)
2. Furthering equal opportunities in partnership and co-creation with those affected
3. Integrating equality & diversity into everyday routines (instead of treating it as a distinct set of tasks)

MAIN ARGUMENTS

1. THE INTEGRATED BOTTOM-UP APPROACH PROVIDES NUMEROUS ADVANTAGES

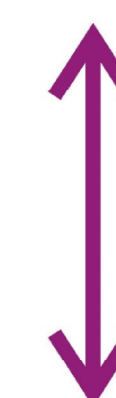
- Synergies in creating legitimacy for equality & diversity issues
- More time for trust building (e.g. colleagues are used to discuss equality & diversity issues; openness towards gender equality issues)
- Room to tacke intersectionality (e.g. it is not always obvious / should not be presumed, which hierarchies are the most relevant for those affected by an equality challenge
- Established partnerships
- Engaged core team

2. CO-CREATING CHANGE WITH THOSE AFFECTED IS KEY FOR FURTHERING EQUAL OPPORTUNITIES

- The opportunity to act as agents is an element of equal opportunities
- In order to tackle (in)equality challenges different sources of knowledge and forms of knowing must be combined
- Co-creating change results in more reliable and workable knowledge (e.g. better understanding the working of a system when attempting to change it)
- Co-creation is a way to transform certain hierarchies (however in itself is not a guarantee for that)

3. THE UPTAKE DILEMMA

We would like to have impact on higher organizational levels and on other faculties



We are concerned about these processes being co-opted (there is an on-going struggle to have power over discourses / to get to define concepts such as: equality, responsibility, sustainability, engagement)

A core team (6 researchers of the faculty) has been involved in almost all of these activities, and had key role in initiating partnerships, creating legitimacy, plan and implement actions

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