

Katalin Tardos – Veronika Paksi

**What Do Equality Plans Reveal about Workplace  
Equality and Diversity in Higher Education  
and Research Performing Organisations?  
– A Content Analysis Approach\***

## **Introduction**

In the last two decades implementing Equality/Equal Opportunities/Diversity and Inclusion Plans have been becoming more and more widespread across both private and public organisations (Konrad–Linnehan 1995; Edwin 2001; Kalev–Kelly–Dobbin 2006; Coast 2013; Ali–Konrad 2017). Moreover, as a consequence of internationalisation, globalisation, and growing pressures for excellence, higher education institutions and research performing organisations (RPOs) had to tackle the challenges of growing student and faculty diversity, while addressing dimensions of diversity and inclusion driven by the moral obligation and forces of social justice, and the obligation to comply with legislation of non-discrimination and equal treatment, for protected characteristics such as gender, race, ethnicities, etc. Thus organisations in the research, development and innovation sector (RDI) started putting increasing emphasis on issues of equality and diversity (Otten 2003; Milem–Chang–Antonio 2005; Edwards 2015), and within their efforts of managing equality and diversity, setting up and implementing equality and diversity plans, too (Tandé 2017). Furthermore, in the European context, the European Commission has made important commitments to enhance gender equality in the European Research Area with the concrete objectives to remove barriers to the recruitment, retention and career progression of female researchers, to address gender imbalances in decision-making processes, and finally to integrate the gender dimension in research and innovation content (European Commission 2012, 2019). In the framework of the Horizon 2020 funding programme a large number of higher education institutions gained funds to implement Gender Equality Plans (GEPs) and therewith to induce structural change in the organisations. Introducing GEPs in higher education and research performing organisations became a driving force for the diversity efforts in the European RDI sector in the past decade. However, more research is necessary on how the content and the quality of equality or diversity plans in the RDI sector influence the potential for structural change in higher education and research performing organisations for becoming more diverse and inclusive.

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This paper aims to examine and evaluate the content of Equality Plans available in higher education institutions and research performing organisations in Hungary. The novelty of the research carried out is that it investigates the value of equality, equal opportunity and diversity and the potential for future structural change for the RDI employers, namely higher education institutions and Research Centres of the Eötvös Loránd Research Network (previously affiliated with the Hungarian Academy of Sciences), through the assessment of their legally compulsory equal opportunity plans (hereafter Equality Plans (EPs) using the method of content analysis. We aim to answer the research questions: 1. What do Equality Plans reveal about workplace equality and diversity policies in both public and private higher education institutions and public research performing organisations? 2. What are the implications for sustainable structural change in RDI institutions based on the characteristics of Equality Plans? We postulate that Equality Plans aim for legal compliance and not institutional social change related to protected groups, thus in most cases, they cannot be considered a driving force for workplace equality and diversity in the Hungarian RDI sector.

## **The Hungarian context and theoretical background**

As part of the legislative harmonisation process with the requirements towards the new member states of the European Union, Hungary introduced the Act on Equal Treatment and Promotion of Equal Opportunities\* as of January 2004. The new act was not only progressive because it identified 19 protected characteristics for which breaching the imperative of equal treatment could lead to legal sanctions for employers, but also it has initiated a new compulsory practice for public sector organisations employing more than 50 employees, namely to prepare and implement Equality Plans.

In a representative survey conducted one year after the introduction of the Equal Treatment Act, it was revealed that the majority of public sector institutions complied with the new legal requirements and 82% of them possessed an Equality Plan (Fővárosi Közhatalnok Foglalkoztatási Szolgálat Kht. 2005). Additionally, some organisations mentioned having an alternative to the document, including sections on non-discrimination and equality, such as a Code of Ethics, a Diversity Strategy, an Equal Opportunity Policy document or a Collective Agreement. In 2005, 13% of the surveyed organisations did not have any equality-related document in Hungary.

Another research project, funded by the Hungarian Equal Treatment Authority in 2013 (Niederfiringer–Soltész 2013), assessed the impact of equality plans. According to the survey, the most important motivation for designing the Equality plan was legal compliance in the public sector (83%); secondly, the intention to access the European Union's financial funding on calls, finally, for foreign-owned firms complying with the expectations of the headquarters was also a driving force

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\* Act CXXV of 2003 on Equal Treatment and Promotion of Equal Opportunities.

to implement Equality Plans. Content-wise, most typically, Equality Plans focused on the needs of people with disabilities, employees with young children, and older employees aged 40-45+ years old. Only one-fifth of the respondents declared to have implemented any good practices of workplace equality. Concerning the impact assessment of Equality Plans, Niederfiringer and Soltész (2013) indicated that the existence of Equality Plans did not reduce the rate of perceived discrimination within the workplace. On the contrary, in organisations where the manager declared the existence of an Equality Plan, employees tended to perceive a higher percentage of discrimination cases. Thus, the knowledge about the existence of an equality document supported the process of reducing the latency of discrimination cases. On the other hand, when employees did not have any information about the existence of the Equality Plan, they also tended to perceive higher rates of discrimination. Moreover, no relationship was found between the employment of disadvantaged group members and the existence of an Equality Plan in the organisation. Inclusive attitudes among leaders did not correlate with the existence or non-existence of an Equality Plan in the organisations. Finally, employee satisfaction and the accurate knowledge about the existence of the Equality Plan only yielded positive results in the for-profit sector, while results were mixed in the public and non-profit sectors. Although the Niederfiringer and Soltész research is the most comprehensive in Hungary so far, the impact assessment of the Equality Plans did not assess the content and details of the implementation of the plans.

Impact assessment and monitoring the outcomes of diversity and equality initiatives is generally an underdeveloped practice within organisations in Hungary and other countries (Tardos–Paksi 2018). However, it is an essential building block in most of the frameworks used in Diversity Management (DM), whether in general DM models or more specialised models focusing on gender equality. One of the classic models of Diversity Management, the “Strategy Web”, has been set up by Kandola and Fullerton (Kandola–Fullerton 1998). The authors argue that for diversity initiatives to be effective in organisations, seven key organisational processes have to be followed: 1. diversity needs to be part of the organisational vision, 2. top management commitment has to be clear for organisational members, 3. auditing and assessment of needs, 4. clarity of objectives, 5. effective communication, 6. co-ordination activity, and finally 7. evaluation. Similarly, the process of evaluating and monitoring is the final phase of the GEAR Tool designed by the European Institute for Gender Equality. The Toolkit for Gender Equality in Academia and Research, the so-called GEAR Tool, stresses four indispensable steps in implementing gender equality plans, namely 1. analysis, 2. planning, 3. implementation, and 4. monitoring.

Brookes et al. (2018) propose a four-item framework for implementing diversity plans in higher education institutions as part of “institutional transformation projects”: Accountability, Infrastructure, Incentives, and Resources (AIIR).” They stress that diversity plan implementation has to be based on accountability systems across the institutions at differing levels, coupled with the allocation of budget and explicit priority in policies, and horizontal committees and agents of

change as the project's infrastructure. Additionally, incentives have to be set up for leaders to drive change and resource allocation and financial investments have to be made to drive the diversity efforts (Brooks et al. 2018). Additionally, Kalpazidou, Schmidt and Ovseiko (2020) argue that complexity should be used as a frame of reference for design, implementation and impact assessment of diversity and gender equality interventions, because evaluating the impact of such complex interventions is problematic when uniquely based on attribution and linear causality, thus not taking into consideration the complex nature of gender norms and the various types of intervening factors.

To achieve sustainable structural change through gender equality plans in higher education institutions, Claveros and Galligan stress the importance of approaching gender inequality as a problem of justice and gendered power relations and necessitate paying more attention to the role of organisational culture in the perpetuation of gender inequalities (Clavero–Galligan 2021). Bencivenga and Drew (2021) confirm the crucial role of senior leaders in making structural change for gender equality possible in higher education institutions, and they also conclude that national and EU initiatives could be better harmonised and streamlined to promote gender equality in the future (Bencivenga–Drew 2021).

## Methods

We aim to analyse the Equality Plans of all higher education institutions in Hungary and all Research Centres affiliated with the Hungarian Academy of Sciences (now the Eötvös Loránd Research Network). The total number of institutions targeted included 65 higher education organisations and 15 research centres, thus amounting to 80 institutions. We conducted the data collection process in Autumn 2018. On the one hand, we checked the Internet page of each organisation whether the Equality Plan was available online, and in case it was not, we contacted the Equality Officer or the Secretariat of the institution's top management to inquire about the existence of the Equality Plan and request sharing it for the research project.

From the 80 institutions, we could get access to the equality plans of 45 institutions within the RDI sector, leading to a response rate of 56%. The Research Centres' response rate was somewhat higher than that of higher education institutions (66% versus 54%). Results showed that the response rate also significantly differed by sectorial affiliation of the institutions. Among state-owned institutions, including the state-owned universities, colleges and all the research centres (overall 43 organisations), the response rate was 79%. In contrast, in the non-state-owned sector, including religious and private-owned higher education institutions (overall 37 organisations), the response rate was not higher than 30%. Overall, from the 80 institutions 19% did not have an Equality Plan, while 25% of the institutions did not answer our inquiry in any way despite several rounds of emails and telephone calls. (*Table 1 and 2*)

*Table 1: Composition of the sample by type of institution and response rate*

	Higher education institutions	Research Centres of the Eötvös Lóránd Research network (previously affiliated with the Hungarian Academy of Sciences)	Total
Number of equality plans in the sample	35	10	45
Total number of institutions	65	15	80
Response rate	54%	66%	56%

*Table 2: Composition of the sample by sector of the institution and response rate (%)*

	State sector	Non-state sector (religious and private)	Total
The Equality Plan exists and is available on the website of the institution	56	14	36
The Equality Plan exists but is not public, however, it was made available for the research project	23	16	20
The Equality Plan does not exist	9	30	19
No response	12	40	25
Total	100% (N=43)	100% (N=37)	100% (N=80)

We used the method of content analysis to assess the characteristics of the Equality Plans. A mixture of quantitative and qualitative content analysis has been applied using a deductive category application approach based on the theoretical literature of diversity management and implementing diversity and equality plans (Mayring 2000; Cross et al. 2018). Data linked to the identified categories in the Equality Plans have been coded in the SPSS software.

# Results

## *Length and duration of the Equality Plans*

The length of the Equality Plans can indicate the level of detail and the range of equality measures and initiatives included in the document. The examined Equality Plans were rather long documents and consisted of 10 pages on average. However, the shortest Equality Plan document consisted of not more than one page, while the longest amounted to 44 pages. Moreover, most typically, the Equality Plans had not more than six pages.

There is no single best way to define the duration of equality plans. Both shorter and longer durations can have advantages as well as disadvantages. The Equality Plans are typically designed for two years and close to a quarter have an even longer duration. However, almost one-third of the documents do not have any timeframe at all, signalling the problem of whether the Equality documents are practical plans or policy documents. (Figure 1)

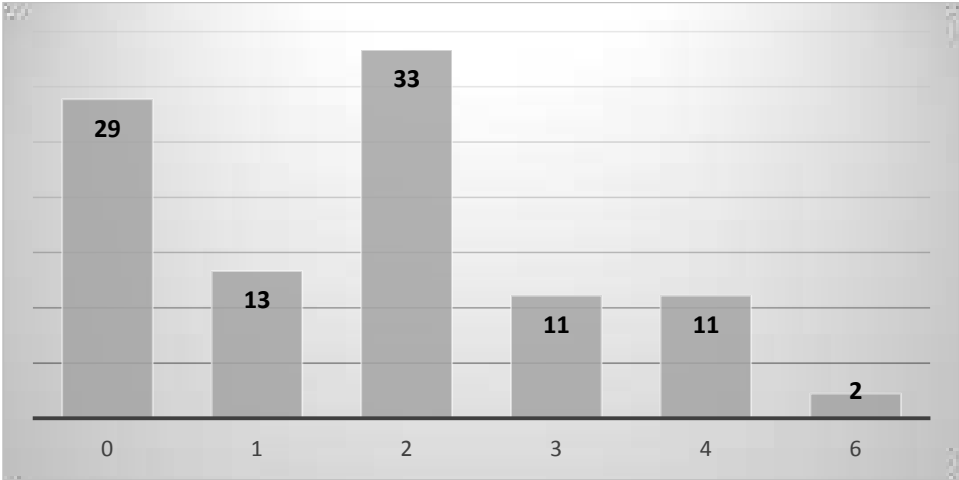


Figure 1: Distribution of the Equality Plans by the duration of the document (%)

Another issue to consider is if those Equality Plans that included an official starting and ending date were outdated or not at the time of data collection. Equality Plans with an outdated timeframe can be an indicator of them not being “live documents”, that is, being monitored and updated at the end of the implementation period. From the 71% of the Equality Plans including a timeframe, only 40% were officially in action at the time of data collection. Nearly one-third of them were outdated, and, as mentioned earlier, a similar ratio did not have any timeframe at all. (Figure 2)

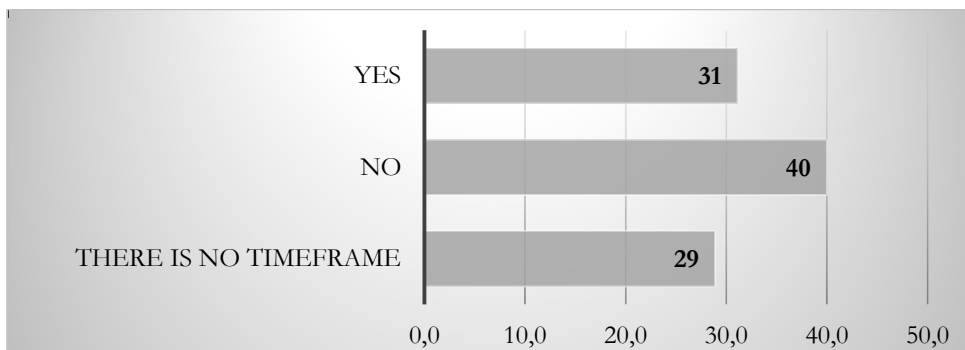


Figure 2: Distribution of the Equality Plans being in effect or outdated (%)

The Equality documents accessed in the sample can be categorised into basically three main types: 1. Equality Plans per se, 2. Equality Policy and Regulations, and 3. Disability policy and regulations. The first two types focus on the employees of the RDI institutions. At the same time, the Disability Policy and regulation documents' targeted stakeholders are students with disabilities, therefore these cannot be considered true Equality Plans or Policy documents, despite the fact that they were presented as such. Interestingly, only a few higher education organisations handled employees and students as integrated within the Equality Plan. (Figure 3) Additionally, it was an emerging trend among higher education institutions to change their Equality Plans to Equality Policy and Regulation documents.

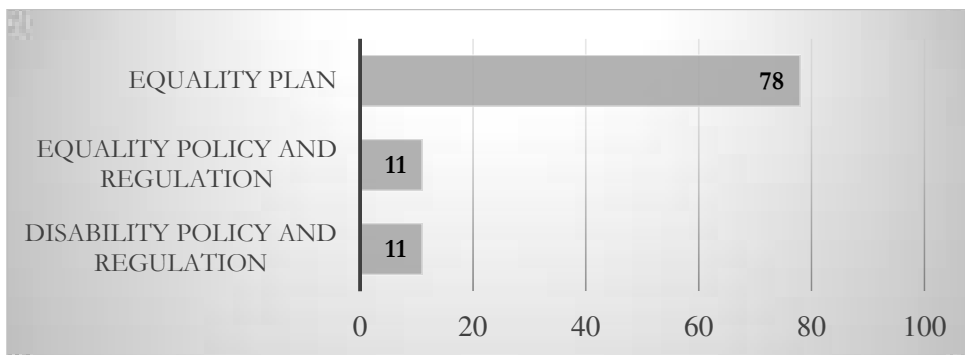


Figure 3: Distribution of the three types of Equality documents (%)

### *Legal terms & regulations, state of the play, and protected groups*

One of the most common and standard characteristics of the examined Equality Plans was that they comprised legal terms, references to legal regulations, definitions of concepts used, and basic principles of equality. This aspect of the plans very much hints to their reader that it is essentially a legal document. (Figure 4)



Figure 4: Frequency of legal terms, regulations and basic principles of equality in the Equality Plans (%)

Planned models of organisational change typically include an assessment of the organisation's state-of-play and a needs assessment before identifying concrete objectives, measures and initiatives for change. Conducting such an assessment of the state of play in any organisation is fundamental to setting up realistic and relevant goals for change. Following the methodological recommendations for Equality Plans after introducing compulsory equality plans for the state sector organisations in 2004 was a widely respected practice. Based on our results, the majority of Equality Plans (60%) had a section on the state-of-play, but most of these were composed of only elementary statistics related to the composition of the workforce. It was an infrequent practice to conduct an employee survey in which the perception of important issues and the needs assessment of employees could be evaluated. Moreover, only a quarter of the Equality Plans developed concrete goals and initiatives on the presented state-of-play included in the plan. (Figure 5) This result indicates that in most cases, including a section on the state-of-play is merely a formal piece of information not leading to any practical implications.

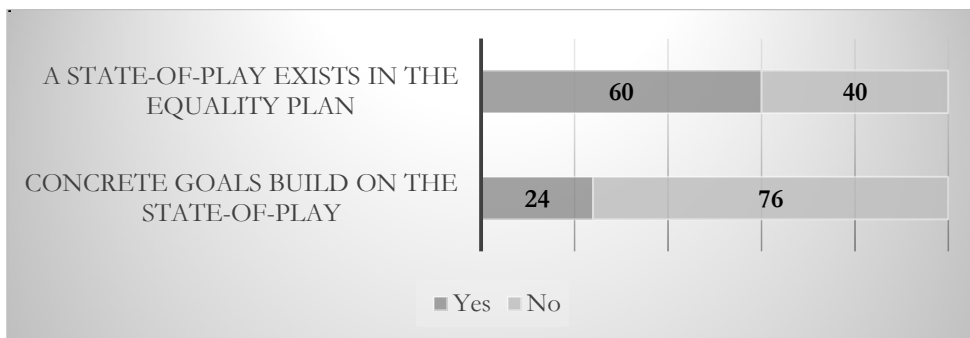


Figure 5: Frequency of a state-of-play section included in the Equality Plans and developing concrete goals based on it (%)



The vast majority (84%) of the Equality Plans mention protected groups within the plan. This practice is also a heritage of the recommendations put forward after introducing compulsory Equality Plans for the state sector in 2004. Listing protected groups is equally observable in Equality Plans that do not have a timeframe and can be considered as policy documents. Initially, in 2004, the five recommended protected groups for organisations to consider were people with disabilities, parents with young children, women, older employees and Roma people. Our results suggest that these recommendations were maintained for a more extended period, and the same protected groups are considered a priority for the organisations in the RDI sector today, too. Namely, the same groups are represented in the six most frequently mentioned protected groups of the Equality Plans with a frequency between 47% and 76%. (Figure 6) Except for single parents (49%), other protected groups mentioned in the Equality Plans have a much lower frequency ranging from 1 to 22%. We may note that none of the RDI institutions mentioned LGBTQ people as a targeted protected group. Furthermore, it is striking that young people and school-leavers are not at the forefront of priorities in RDI institutions either.

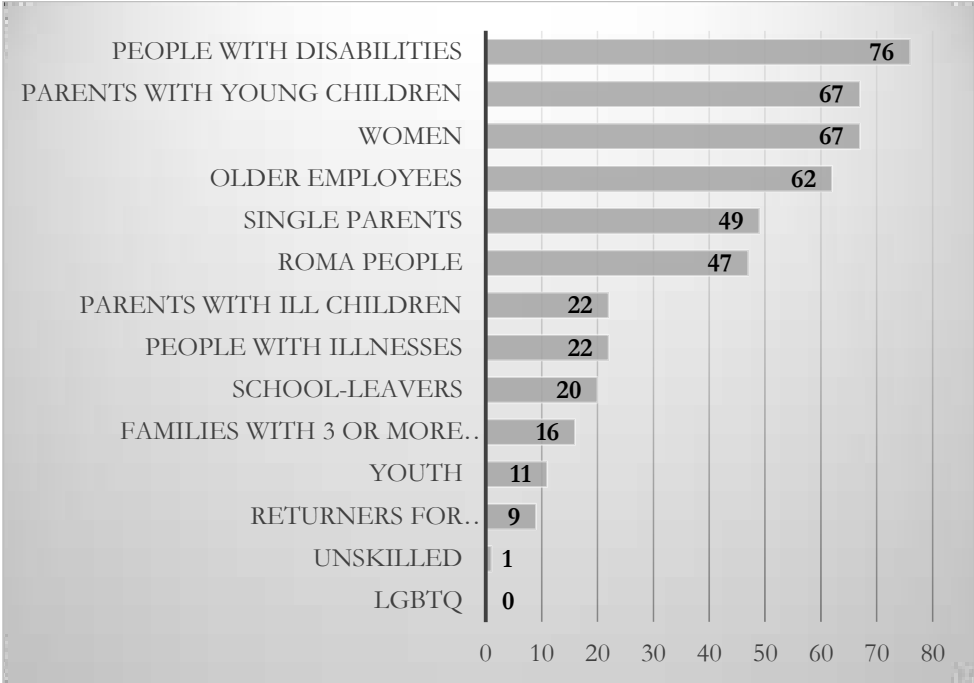


Figure 6: Frequency of various protected groups mentioned in the Equality Plans (%)

Additionally, a small proportion of the Equality Plans referred to the European Union’s definition of disadvantaged groups based on the Commission Regulation (EC) No 68/2001 of 12 January 2001 in which a “disadvantaged worker” means 1. a young person under 25 who has not previously obtained his first regular paid employment, 2.

a person with severe disabilities which result from physical, mental or psychological impairments and yet capable of entering the labour market, 3. migrant worker who moves or has moved within the Community 4. a person wishing to re-enter working life after a break of at least three years, 5. a person older than 45 who has not attained an upper secondary educational qualification or its equivalent, 6. a long-term unemployed person, i.e. any person who was without work for 12 consecutive months.

Overall, we identified five different approaches and options in terms of identifying protected groups. Firstly, not mentioning any protected groups at all. Secondly, using the “traditional protected groups” recommended after the introduction of the Equal Treatment Law. Thirdly, broadening the “traditional list of protected groups” with new groups such as young people, returners from maternity/parental leave, and others. Fourthly, applying only the EU’s definition of disadvantaged workers, finally, adopting both the traditional list and the EU's definition. From these five approaches, using the “traditional protected groups” recommended after introducing the Equal Treatment Law remained the most common practice.

*Practical implementation of the Equality Plan*

*Strategic goals, concrete objectives and initiatives*

It was an essential question whether adopting a strategic approach to the development of the Equality Plans can be detected or not. The business and diversity management approach in terms of defining an equality and diversity strategy or setting up strategic goals with SMART\* objectives was practically non-existent, according to the results of our content analysis. However, formulating concrete objectives and listing several initiatives was a frequent practice included in the Equality Plans. (Figure 7) The average number of initiatives listed in the Equality Plans equalled eleven initiatives. However, more than a quarter of the Equality Plans (27%) did not have any practical initiative mentioned, while in a few cases, the number of initiatives exceeded twenty initiatives, with forty-four initiatives being at the maximum of the range.

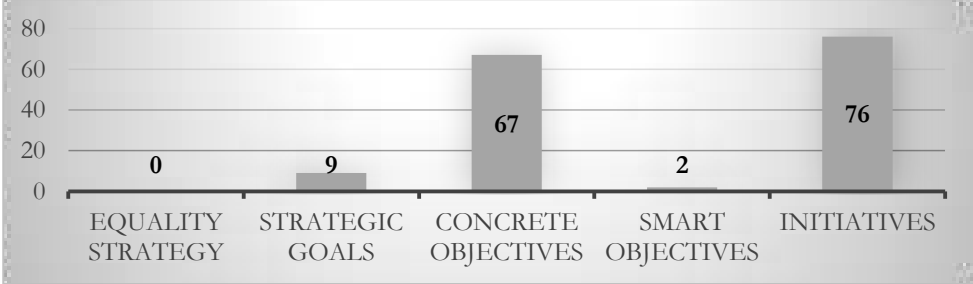


Figure 7: Frequency of equality strategy, strategic goals, concrete objectives, SMART goals, and initiatives with the Equality Plans (%)

\* Specific, measurable, achievable, relevant, and timely.

We categorised the initiatives listed in the Equality Plans into four groups: 1. those linked to HR processes, 2. protected groups, 3. institutions of equality, and finally 4. organisational culture. While approximately three-quarters of the Equality Plans had at least one initiative in the first three groups, only a tenth of the Plans mentioned any activities related to nurturing the organisational culture related to equality, diversity and inclusion. This blindness to organisational culture is undoubtedly one of the significant weaknesses of the Equality Plans in the Hungarian public RDI sector. (Figure 8) On the other hand, the institutionalisation of equality can be considered a strength of the Equality Plans, considering the relatively small size of organisations involved. More than half (56%) of the institutions have nominated an equality officer or a disability coordinator, close to two-thirds of the organisations (64%) have set up an equality committee, and more than three-quarters (78%) of the organisations have established a grievance procedure. However, the practical value of these equality institutions is hard to assess by analysing the documents in themselves; as a matter of fact, based on other sources of information, they can be considered primarily formal in nature.



Figure 8: Frequency of initiatives by categories (%)

Taking a closer look at how the practical initiatives are reinforced within the organisations, we can conclude that the controlling mechanisms are mostly missing during the implementation phase. Monitoring of results is mentioned only in one-third of the cases, accountability for tasks is set in less than one-third of the cases (31%), communicating the Equality Plan is present in 29% of the cases, choosing initiatives that are a good match for the profile of the organisation characterises merely 20% of the cases. Moreover, only 13% of the Equality Plans identified deadlines and milestones for their actions. Using “continuous deadlines” was a typical practice across the board. (Figure 9)

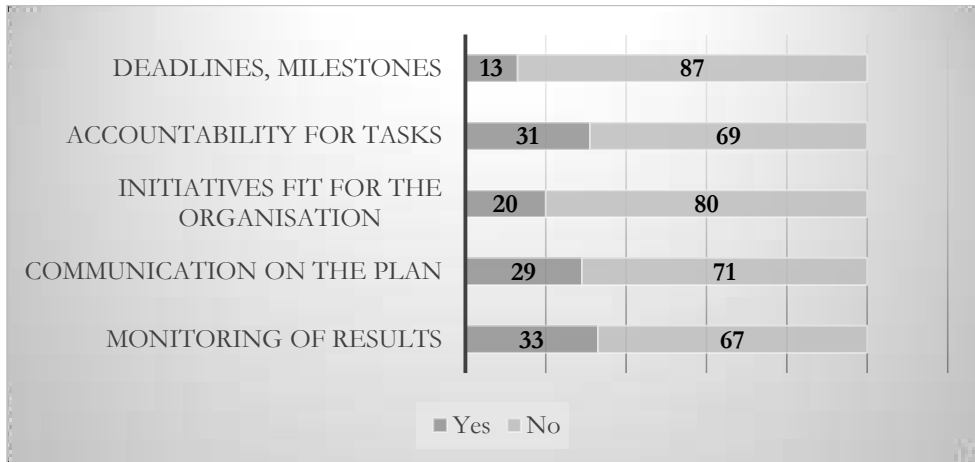


Figure 9: Frequency of practices reinforcing the practical implementation of Equality Plans (%)

### *Good practices*

Despite the various shortcomings identified so far, several good practices could be spotted through the content analysis of the Equality Plans. One innovative approach was to conceptualise equality and diversity within the corporate social responsibility (CSR) framework. Another innovative approach was integrating the equality plan for students and employees into one document, accompanied by two separate equality committees for both groups to cater to different needs. It could also be considered a good practice when the state-of-play was based on an employees' survey, thus including a data-driven needs assessment into the process of planning. Moreover, in some cases, we found a good fit of actions and initiatives to be implemented with the state-of-the-play and the nature of the organisation, including the choice of protected groups. For example, establishing a special price for women who succeed to obtain their PhD degrees with additional support initiatives or introducing quotas for women in top managerial positions. It is also commendable when organisations use the EU's broader definition of protected groups, including disadvantaged groups like migrants, people younger than 25 years old, the mentally ill, and the long-term inactive or unemployed. Moreover, it can be a good practice within the Hungarian higher education and research sector to apply measurable, SMART goals with concrete accountability to planned organisational changes. In a few cases, similar to trends in the business sector, higher education institutions introduced financial incentives for department heads to implement the equality and diversity goals of the organisation, primarily related to the employment of people with disabilities.

### *Approaches to equality*

The business approach to equality and diversity was not prevalent in the Hungarian higher education institutions and research centres. On the one hand, those institutions that have a higher number of initiatives listed in their Equality Plans typically increase the number of welfare benefits for their employees: support for purchasing a flat for

younger employees, an opportunity provided for visiting summer resorts, childcare facilities and a fitness room are available, extra health check-ups for older staff members, possibility to go for health check-ups during the working time, support for the transition into the pension, extra days-off for fathers after the birth of a child. On the other hand, the diversity management approach focusing on the business case of diversity was not frequently practised in the Hungarian RDI sector. Regarding the choice of terminology, not more than 9% of the Equality Plans contained the term “diversity”.

Workplace equality was most typically conceptualised as a “family-friendly workplace”. The most frequently used term was the “family-friendly workplace” concept (62%). Related to the family-friendly workplace approach, it was a positive trend when the variety of different forms of families were explicitly mentioned, and family care was not uniquely conceptualised as the task of women. Moreover, it can be considered a good practice when actions related to women are not simply reduced to the carer role of women, but the broader concept of gender equality was addressed separately from family-friendly policies. As the occurrence of the two concepts indicates, gender equality was only addressed explicitly in a minority of cases (27%). Thus, we cannot postulate that gender equality is a dominant approach to conceptualising workplace equality in RDI institutions. Furthermore, it is important to emphasise that previous research on the topic of family-friendly workplace and gender equality revealed that a family-friendly workplace approach does not necessarily suffice to improve gender equality in the distribution of decision-making positions between men and women (Tardos 2014). (Figure 10)



Figure 10: Frequency of the terms: family-friendly workplace, gender equality, and diversity in the Equality Plans (%)

## Discussion

Comparing the availability of Equality Plans in our sample created in Autumn 2018 and the first survey on the implementation of Equality Plans in Hungary in 2005 (Fővárosi Közhatalnok Foglalkoztatási Szolgálat Kht. 2005), we found similar rates of compliance with the law. In 2005, 82% of the public institutions responding in the survey had an Equality Plan or related document, while the rate for public RDI institutions responding in our sample was 79% in Autumn 2018. Moreover, in 2005, 13% of the surveyed organisations did not have any type of Equality Plan related

document in Hungary, whereas in our research, the rate for public RDI institutions was of similar order (9%). Therefore, we can assume that compliance with the law in the last one-and-a-half decade remained comparable for Equality Plans in Hungary. Moreover, consistently with the research of Niederfringer and Soltész (2013), where legal compliance was identified as the number one motivation factor for Equality Plans, the results of our research show that the most common and standard characteristics of the examined Equality Plans were that they comprised legal terms, references to legal regulations, definitions of concepts, and basic principles of equality.

The content analysis of the Equality Plans revealed several pieces of evidence demonstrating that the majority of the Equality Plans were not effectively directing attention towards institutional social change on improving organisational processes linked to equality and diversity. On the one hand, almost one-quarter of the documents analysed were policy documents and not plans per se. Around one-third of the documents were outdated, and another 29% had no time frame. On the other hand, comparing our results with the so-called “Strategy web model” (Kandola–Fullerton, 1998), it became clear that an equality strategy and vision was primarily absent in the Equality Plans of RDI institutions, top managerial commitment could not be traced in the documents and nurturing the organisational culture to become more inclusive was relatively rare in opposition with recommendations made by Claveros and Galligan (2021). While a section on the state-of-play existed in the majority of the Equality Plan documents, these could hardly be considered an “audit and assessment of needs” as they mostly lacked the inputs of the employees or a more sophisticated organisational survey. Furthermore, in less than one-quarter of cases could the concrete goals and initiatives included in the Equality Plan be linked to the state-of-play itself. Therefore, in the majority of the examined cases, the initiatives indicated in the plan were not tailored to the needs of the organisation. Though two-thirds of the Equality Plans comprised some concrete objectives, they were not SMART objectives. Similarly, only a minority of the Equality Plans indicated any methods for communicating the Equality Plan within the organisation. Related to the co-ordination of tasks, accountability was included in less than one-third of the cases, whereas deadlines and milestones were mostly missing, as well. The final step of the Strategy Web model, the evaluation of the plan’s implementation, was explicitly mentioned in one-third of the cases, thus monitoring the impact of the Equality Plan before the provision of the following plan was mainly skipped by RDI institutions.

## Conclusions

This paper examined the content of Equality Plans available in higher education institutions and research performing organisations in Hungary. We aimed to answer the research questions: 1. What do Equality Plans reveal about workplace equality and diversity policies in public and private higher education institutions and public research performing organisations? 2. What are the implications for sustainable structural change in RDI institutions based on the characteristics of Equality Plans?

Through the content analysis of 45 Equality Plans, we demonstrated that Equality Plans aim for legal compliance and not institutional social change related to protected groups, thus in most cases, cannot be considered a driving force for workplace equality and diversity in the Hungarian RDI sector. Consequently, Equality Plans mainly fulfil an external legitimisation and legal compliance function in accordance with our original assumptions. This is also represented by the trend of becoming a policy and regulation document instead of a practical guide for organisational change.

We demonstrated that workplace equality is conceptualised in a relatively narrow manner in the Hungarian RDI institutions, mainly as the “family-friendly workplace”. Neither the business-oriented “diversity management” approach nor the “gender equality” focus was significant. We have also revealed the “living” heritage of the original recommendations of the Equal Treatment Authority published after introducing the new requirement to develop Equality Plans in public organisations in 2004.

A limitation of the research was that we could not explicitly identify the impact of Equality Plans in the RDI sector. Nevertheless, we demonstrated that the methodology in developing Equality Plans needs to be upgraded to reach sustainable organisational change. Moreover, the new expectations of the European Commission and the Horizon Europe research funding scheme to introduce Gender Equality Plans (GEPs) in higher education institutions and research performing organisations will most probably bring Equality Plans into the spotlight in the Hungarian RDI sector, too.

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