



2022-2024

# Gender Equality Plan



**FACHHOCHSCHULE  
WIENER NEUSTADT**  
University of Applied Sciences – Austria



**FOTEC**  
Forschungsunternehmen  
-der FH Wiener Neustadt-

# Gender Equality Plan

At the Wiener Neustadt University of Applied Sciences, we live and support equal opportunities, diversity and inclusion, and the compatibility of work and family life. As an employer, education partner, and in our HEI missions of research, teaching and engagement, we contribute to implementing the UN Sustainable Development Goals.

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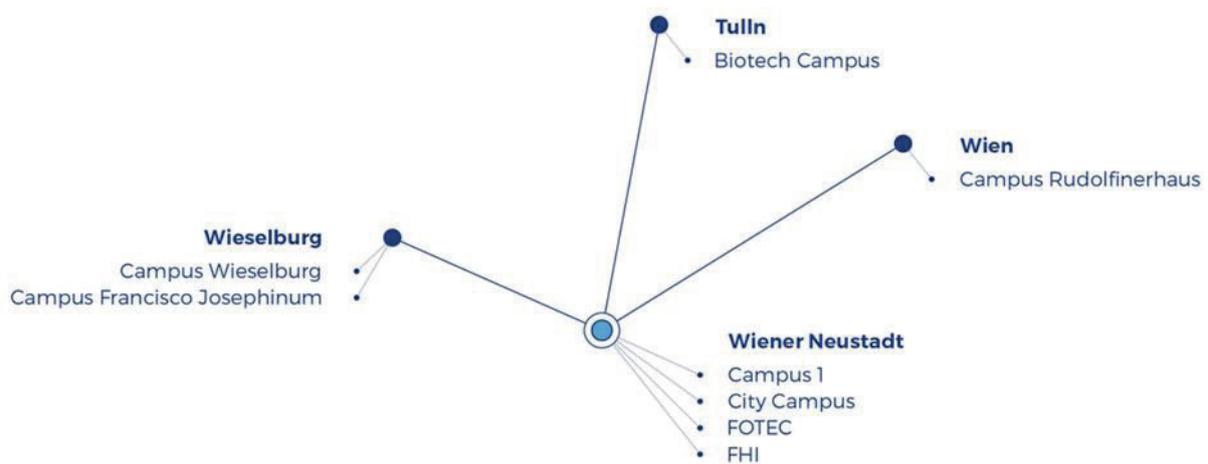
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# Introduction

FH Wiener Neustadt, founded in 1994, was the first University of Applied Sciences in Austria and is currently the largest of its kind in Lower Austria, offering more than 40 bachelor and master studies at five faculties (Business, Engineering, Health, Sport and Security) in four different locations (Wiener Neustadt, Wieselburg, Tulln and Vienna).

In 1998 the research subsidiary FOTEC Forschungs- und Technologietransfer GmbH was founded. The mission of FOTEC is to support the technical-oriented FH Wiener Neustadt study programmes in initiating and implementing research and development projects.



/ Figure 1: Network of FH Wiener Neustadt

The whole network of FH Wiener Neustadt (see figure 1) is committed to gender equality, equal treatment and diversity and has implemented their promotion in its culture, processes and structures.

The Gender Equality Plan (GEP) at hand for the whole network of FH Wiener Neustadt aims at

- conducting impact assessment of procedures and practices to identify gender biases;
- identifying and implementing innovative strategies to correct any biases;
- setting targets and monitoring progress via indicators<sup>1</sup>.

After an initial context analysis describing the external and internal framework, existing data will be analysed according to the topic areas:

- work-life balance and organisational culture;
- gender representation in leadership and decision-making;
- gender equality in recruitment and career progression;
- integration of gender dimensions into research and teaching content;
- measures against gender-based violence including sexual harassment.

<sup>1</sup><https://eige.europa.eu/gender-mainstreaming/toolkits/gear/what-gender-equality-plan-gep>



Finally, measures to achieve the aims identified as well as the monitoring process will be described.

Inspiration and guidance for the development of this GEP has been taken from the European Commission Communication on “A Reinforced European Research Area Partnership for Excellence and Growth” (COM(2012) 392 final), publications of EIGE, rules and regulations for participation in Horizon Europe as well as the work of the FH Wiener Neustadt’s working group and the representative on gender & diversity.

The following stakeholders have been engaged in the development of the document at hand:

- the gender and diversity representative (overall coordination, provision of data on students, information and input regarding measures planned)
- the “Arbeitsausschuss für Gleichstellung und Diversität“ (Goals and measures)
- student representation (with input from the FH department for the ÖH, the Austrian students’ Union)
- the Board Committee on didactics and international issues
- the FHWN Human Resource Department (provision of general data, information on the audit “university and family” as well as on recruitment procedures)
- FOTEC (providing data related to their organisation, input).





# Context analysis

## Description of external framework

Within Europe, **Austria ranks 13th** out of 28 countries with 66.5 out of 100 points, which is 1.4 points lower than the EU's average score in the 2020 edition of the **Gender Equality Index**<sup>2</sup>. This clearly indicates that much more can and should be done to approach gender equality in Austria.

One of the first milestones in Austria was "**The Equal Treatment Act of Women and Men with regard to Remuneration Act**", which was adopted in **1979**. In 1993, the Federal Equal Treatment Act came into force.

When the Universities Act came into force in 2002 (UG 2002<sup>3</sup>), responsibility for the development of gender equality policy (and explicitly "the advancement of women") in higher education in Austria shifted to the universities. It aimed at three different goals: the integration of women in all areas and at all hierarchy levels, the removal of structural barriers for women and the integration of the gender issue into research programmes and teaching. Universities of Applied Sciences are, however, governed by the **University of Applied Sciences Studies Act** (FHG)<sup>4</sup>. § 2 of the Act stipulates that the operator shall "give regard to gender equality". It also stipulates that they "shall strive for a balanced representation of women and men on their bodies and committees" and shall specifically address these aspects in their respective development plans (§ 8 (2) 1, FHG). Unlike universities, the tasks and functions of bodies responsible for gender equality at universities of applied sciences are not stipulated by law.

As of July 1, **2004**, the new **Equal Treatment Act** (GIBG 2004<sup>5</sup>), integrating the Directive 2000/43/EC (Anti-Racism Directive) and Directive 2000/78/EC (Equal Treatment Framework Directive) into the already ratified equal treatment laws, replaced these acts. The core of the law, applicable for the private sector and other areas, is the principle of equal treatment, which **obliges employers and employees to ensure equal treatment in their sphere of activity**. It also clarifies terms such as sexual harassment, general harassment in the workplace and discrimination, as well as accompanying measures, and lists important or typical case constellations as special facts, including among others, the application and establishment of an employment relationship, access to professional training and further education, professional advancement, and termination of the employment relationship.

Although improvements to reduce the gender wage gap have been implemented in recent years, Austria still has the third largest wage gap between women and men of 30 countries assessed. According to Eurostat, the **gender pay gap** in Austria was **19.9 percent in 2019**<sup>6</sup>, well above the EU average (EU-27) of 14.1 percent.<sup>7</sup>

In a 2018 study commissioned by the Austrian Federal Ministry of Education, Science and Research (BMBWF) on "Gender Equality in Science and Research in Austria", the authors state for example that "the gender pay gap in Aus-

<sup>2</sup><https://eige.europa.eu/gender-equality-index/2020/country/AT>

<sup>3</sup><https://betriebsrat.tuwien.ac.at/fileadmin/t/br/ap/Rechtliches/universitaetsgesetz2002.pdf>

<sup>4</sup><https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10009895>

<sup>5</sup>[https://www.ris.bka.gv.at/Dokument.wxe?Abfrage=BgblAuth&Dokumentnummer=BGBLA\\_2004\\_I\\_66](https://www.ris.bka.gv.at/Dokument.wxe?Abfrage=BgblAuth&Dokumentnummer=BGBLA_2004_I_66)

<sup>6</sup>Unadjusted gender pay gap, defined as the difference between average gross hourly earnings of male and female employees (as % of male gross earnings)

<sup>7</sup>[https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Gender\\_pay\\_gap\\_statistics#Possible\\_causes\\_of\\_the\\_unadjusted\\_gender\\_pay\\_gap](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Gender_pay_gap_statistics#Possible_causes_of_the_unadjusted_gender_pay_gap)



tria is appreciably lower in science and research than it is in the economy as a whole”.<sup>8</sup>

Regarding participation in the workforce, the study states that “[i]n Austria, two thirds of all female scientists and researchers work in the higher education sector, compared to only 42% of their male counterparts. In contrast, the corporate sector plays a far bigger role for men in this field: slightly more than half of men but only a quarter of women working in science and research are employed in the corporate sector”<sup>9</sup>.

Looking at all **universities of applied sciences in Austria**<sup>10</sup>, the ratio of women and men among all employees (research personnel and other) is still not equal. 58% of all employees are men and 42% women. Their share drops even further when examining the full-time equivalents: Only 37% of full-time staff are women, slightly more than a third of the workforce. These numbers exemplify that working part-time is still predominately a female circumstance in Austria. Despite the fact that “women have formed the majority among students in Austria since the end of the 1990s”<sup>11</sup>, this is unfortunately also true (even slightly more so) for the research personnel at such institutions: 60% of staff are male, but 64% of full-time equivalents belong to that gender. In contrast, 40% of research personnel are women, but only 36% of full-time equivalents.

## Description of internal framework

With regard to the common definition of gender equality as ensuring the same rights, resources, opportunities and protections for men and women, the University of Applied Science Wiener Neustadt enjoys a rather advanced status quo. Gender is only one of several diversity dimensions, and thus the title “gender & diversity” is used by the relevant departments at the FH Wiener Neustadt to demonstrate the aspiration to cover equality in its broadest form. The organisation strives to embrace such a wide definition of equality, and mentions gender and diversity explicitly in its mission statement<sup>12</sup> and in article 1 of its statutes as of October 12, 2017: “The University of Applied Sciences Wiener Neustadt actively promotes equal opportunities for all (potential) students and all (potential) employees irrespective of age, disabilities, origin, gender, religion, sexual orientation or belief.”

There are specific measures to support these statements<sup>13</sup>.

By signing the **Diversity Charter**<sup>14</sup> in February 2017, the university has committed itself to actively promote the recognition, appreciation and integration of diversity within and outside of its sphere of activity, respecting all mem-

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<sup>8</sup> “Gender Equality in Science and Research in Austria”, Wroblewski, A., Striedinger, A. u.a.; Institute for Advanced Studies HIS; Study commissioned by the Austrian Federal Ministry of Education, Science and Research, 2018, p102

<sup>9</sup> Ibid. p14

<sup>10</sup> [http://www.statistik.at/web\\_en/statistics/EnergyEnvironmentInnovationMobility/research\\_and\\_development\\_r\\_d\\_innovation/r\\_d\\_in\\_all\\_economic\\_sectors/057580.html](http://www.statistik.at/web_en/statistics/EnergyEnvironmentInnovationMobility/research_and_development_r_d_innovation/r_d_in_all_economic_sectors/057580.html)

<sup>11</sup> “Gender Equality in Science and Research in Austria”, Wroblewski, A., Striedinger, A. u.a.; Institute for Advanced Studies HIS; Study commissioned by the Austrian Federal Ministry of Education, Science and Research, 2018, p11

<sup>12</sup> <https://www.fhwn.ac.at/en/about-us/mission-statement>

<sup>13</sup> <https://www.fhwn.ac.at/en/about-us/gender-diversity>

<sup>14</sup> <https://www.charta-der-vielfalt.de/en/>



bers of society, regardless of their gender, age, origin and skin colour, sexual orientation, religion or belief, or any physical or mental disability. The Diversity Charta

- increases awareness of the broad benefits of diversity in business and society,
- promotes discourse between interest groups,
- fosters learning based on best practice examples,
- sets quality standards in diversity management,
- removes taboos with regard to people and groups who are still economically and socially disadvantaged,
- increases mutual respect, tolerance and appreciation in companies and organisations,
- stimulates the formation of new networks and collaborations, and
- allows for benchmarking.

In 2011, the Academic Board of the university established **a gender and diversity representative** as contact person, who has since 2016 been supported by a **gender and diversity working group** composed of at least five individuals (one representative of each the faculties of engineering, health and business, plus a representative from the human resource department, as well as a student representative). In recent years, this working group has been enlarged by representatives of both the faculties of sport and security, the head of marketing as well as the contact person for students and applicants with disabilities and mental illnesses. The working group meets at least once per semester.

The tasks of the gender and diversity representative and the supporting working group are:

- the development and implementation of measures related to gender and diversity,
- advising the university management with regard to gender and diversity matters,
- supporting the human resources department with gender and diversity projects,
- networking and cooperation with institutions involved in gender equality and the promotion of women.

The resources for the position of the gender and diversity representative are allocated each year in a performance agreement. For the current study year 2021/22, the representative has 400 working hours at their disposal to fulfil the mandate. In addition, a small financial budget is available.

In November 2017, the FH Wiener Neustadt was awarded the basic certificate for having passed the **“university and family” audit**. Three years later, in November 2020, the continued efforts of the University of Applied Sciences have been rewarded with the full audit certificate. For more details please refer to the subchapter *work-life balance and organisational culture* below.

Since the summer semester 2017, a dedicated section of the Intranet informs employees from A - Z about family-friendly measures, offers and services available. These measures are open to all genders. Information for students is accessible on the homepage.

In October 2021, an addition to the existing company agreement was signed by the Chief Operating Officer and the representative of the work council, covering the **provisions for home office** even after the COVID-19 pandemic, allowing all employees regardless of the extend of their weekly working time to perform up to 50% of their working hours in a location other than on the FH Wiener Neustadt’s premises. Similar provisions for home office have been granted at FOTEC.



By end of 2021, a **“Arbeitsausschuss für Gleichstellung und Diversität”** was established, providing strategic advice to the academic board and the owner of the University of Applied Sciences in all matters relating to gender equality, in particular with regard to the maintenance and update of the gender equality plan at hand. The members of this working committee have been selected from the five faculties and various departments within FH Wiener Neustadt.





# Data analysis

Human resource management at FH Wiener Neustadt collects gender-specific data on staff members with regard to their -

- age
- nationality
- affiliation within the FH (general organisation, faculty, study programme etc.)
- career level
- extend of working hours related to the full-time equivalent; distribution of working hours between teaching and research (where applicable).

Gender is recorded in the database in a purely binary manner (this will be changed with the new database solution), based on an official residence registration form or identity card.

In the following, some basic information about FH Wiener Neustadt is presented, with additional details to be found in successive subchapters. Unless otherwise stated, data has been collected from November 15, 2020 onwards, and covers employees, students and external lecturers at the University of Applied Sciences.

As of November 15, 2020, there were 553 people directly employed at FH Wiener Neustadt, 41% of which are men and 59% women.

Concerning the FH's **research personnel**, it can be said that gender equality has been accomplished. 51% of the 232 research staff employed are female (119 individuals) while 49% (113 individuals) are male. This is particularly noteworthy, and can be compared with the above-mentioned 2019 statistics for research personnel at all Austrian universities of applied sciences (i.e. 60% male, 40% female). However, 53% of full-time equivalents are male, while only 47% are female.

Among the **administrative personnel**, two thirds are women (150 out of 229), while one third (79) are men. Similar to the research personnel, when looking at full-time equivalents, these numbers change in favour to men: 37% of full-time equivalents are male and 63% are female, the change in percentage being exactly the same as for research personnel (+/-4%). The family- friendly work-environment at FH Wiener Neustadt presumably fosters this rather low difference between the genders, compared to the overall Austrian workforce.

A total of 2005 **external lecturers** supported teaching at the university of applied sciences in the study year 2020/21. Of these, 690 were female (34%) and 1315 male (66%). Table 1 below shows the division by gender for each of the five faculties, displaying major differences between the faculties.



| Faculty      | No of women | % women    | No of men   | % men      | Total       |
|--------------|-------------|------------|-------------|------------|-------------|
| Health       | 308         | 57%        | 237         | 43%        | 545         |
| Security     | 11          | 11%        | 89          | 89%        | 100         |
| Sports       | 8           | 21%        | 30          | 79%        | 38          |
| Engineering  | 99          | 18%        | 441         | 82%        | 540         |
| Business     | 255         | 33%        | 515         | 67%        | 770         |
| Other        | 9           | 75%        | 3           | 25%        | 12          |
| <b>Total</b> | <b>690</b>  | <b>34%</b> | <b>1315</b> | <b>66%</b> | <b>2005</b> |

/Table 1: External lecturers by faculty and gender, as of November 2020

In the same teaching year, there were 4371 active **students** enrolled at the university, 55% of them female and 45% male. Table 2 below shows the division by gender for each of the five faculties.

| Faculty      | No of women | % women    | No of men   | % men      | Total       |
|--------------|-------------|------------|-------------|------------|-------------|
| Health       | 551         | 81%        | 133         | 19%        | 684         |
| Security     | 19          | 18%        | 86          | 82%        | 105         |
| Sports       | 45          | 32%        | 96          | 68%        | 141         |
| Engineering  | 312         | 28%        | 804         | 72%        | 1116        |
| Business     | 1482        | 64%        | 843         | 36%        | 2325        |
| <b>Total</b> | <b>2409</b> | <b>55%</b> | <b>1962</b> | <b>45%</b> | <b>4371</b> |

/Table 2: Students by faculty and gender, as of November 2020

Looking at the university of applied sciences as a whole, women are slightly overrepresented among students (55%). In two of the five faculties, however, they constitute a clear majority: 81% in the faculty of health and 64% in the faculty of business. At the same time, they are clearly underrepresented in the teaching body. Taking together the in-house and external lecturers, only 36% of lecturers are female. The faculty of health is the only division where women are overrepresented among teaching staff (58%, both internal and external lecturers).

However, it should be noted that in all faculties, the percentage of female lecturers is lower than the percentage of female students; most significantly so in the two faculties with the highest percentage of female students (health and business). This fact points to the typical “leaky pipeline”, as found in the most recent “She figures” publication of November 2021<sup>15</sup>, with the representation of women decreasing with every additional step up the career ladder. The “She Figures” publications, first released in 2003 and updated every three years, present data on gender equality objectives in the field of R&I policy. In the context of the above renewed and strengthened policy commitments, “She Figures” 2021 provides data and analysis for approximately 88 indicators in order to monitor the state of gender equality in R&I across Europe.

<sup>15</sup> She figures 2021: Gender in Research and Innovation. Statistics and Indicators; study commissioned by the European Commission Directorate-General for Research and Innovation; November 2021



**FOTEC Forschungs- und Technologietransfer GmbH** is the University of Applied Sciences Wiener Neustadt's research subsidiary. FOTEC was founded in 1998 with the task of supporting the technical-oriented study programmes of FH Wiener Neustadt in initiating and implementing research and development projects. The company employs 48 staff members, 10 of which are female (21%) and 38 of which are male (79%). As the rate of part-time staff is high, the 48 employees represent 32,6 full-time equivalents. The rate of full-time vs. part-time working employees is approximately the same for both genders: 30% of female and 36,8% of male employees work full-time at FOTEC, while 70% of female and 63,2% of male employees work part-time.

## Organisational culture and work-life balance



In November 2017, FH Wiener Neustadt was for the first time awarded the **audit certificate “university and family”**, issued by the then Federal Ministry of Family Affairs. The audit process is specifically designed to assist universities in creating a family-friendly environment for students and staff alike. The certificate acknowledges the measures taken to support the compatibility of career/study requirements and family commitments. It is an important instrument to regularly assess, evaluate, reconsider and improve existing activities in this regard, advocating the image of a modern family with a strong alignment to different phases in our lives. The criteria catalogue to check measures is very detailed and covers the following areas:

- Study organisation
- Science & Teaching
- Workplace
- Working time
- Work organisation
- Qualification & Leadership
- Leave management
- Health & Employability
- Service for Families
- Childcare
- Nursing Care
- Financial Engagement
- Information and Communication Policy

When the basic certificate was awarded in 2017, the University of Applied Sciences Wiener Neustadt received great praise for the steps that had already been taken. The measures implemented were quite broad and relevant for all genders – ranging from summer-holiday camps for kids aged 6 to 13 years to information events about nursing care. Since then, additional measures and initiatives have been identified and implemented, such as:

- Definition of contact persons - for both students and employees - who provide information on services for reconciling work and family life or studying
- Flexible working hours
- Flexibilisation of the compulsory attendance for students with care responsibilities
- Expansion of care leave (irrespective of whether the person to be cared for lives in the same household or not)
- Expansion of a family-friendly infrastructure



The last measure becomes quickly apparent when observing the infrastructure at Campus 1 and at the City Campus of the FH Wiener Neustadt. For example, changing tables, toy rucksacks and high-chairs in the cafeteria are now part of everyday life at the university for applied sciences.

In March 2020, a **re-audit workshop** was conducted, reviewing the measures implemented in the last three years, developing suggestions for measures for the next three years and prioritising them. A number of qualitative interviews complemented the workshop. Asked how family-friendly participants perceive the university, they expressed high satisfaction with measures for staff and a slightly lower level for students. A target agreement lists eleven measures to be realised before the end of 2022. The focus will be placed on students, the campuses at Tulln and Wieselburg as well as addressing the topic of compatibility as part of the manager training.

The reviewer explicitly highlighted the fact that the university had started from a very good level three years previously, praising not only the great commitment and enthusiasm of the people responsible for the topic at the university as well as the existing sensibility for the topic, but also the detailed, comprehensive and high-quality documents provided.

On its website, the state-owned audit company responsible - **Familie & Beruf Management GmbH** - states that the signalling effect of such a certificate can be measured by, for example, raising the attractiveness as an employer (on average 10% more applications per vacancy), resulting in increased motivation and loyalty of staff members<sup>16</sup>.

Additions, agreed in October 2021, to an existing company agreement covering the **provisions for home office**, independent of the COVID-19 pandemic, further supports the work-life balance. It allows all employees to agree with their superiors to perform up to 50% (in exceptional cases up to 100%) of their contractual weekly working time in locations other than on the employer's premises. This measure helps all genders to improve their work-life balance according to their individual needs.

Personnel without lecturing obligations at the university enjoy flexible working hours (Monday to Friday 6 am - 10 pm, Saturday 7 am – 8pm), with core hours defined according to different working-hour models in their respective company agreements. At FOTEC, working times can generally be chosen by employees at their own discretion between 7 am and 8 pm, provided that customer appointments, meetings etc. are agreed in the team.

## Gender representation in leadership and decision-making

The top management of the FH Wiener Neustadt is occupied exclusively by men.

As of January 2022, the academic board of the FH Wiener Neustadt is composed of 11 (73%) male and 4 (27%) female members.



<sup>16</sup> <http://www.familieundberuf.at/zertifizierungen/zertifizierung-hochschuleundfamilie>



Similarly, as mentioned above, the top hierarchy level (head of faculty) consist of four men (80%) and one woman (20%). That ratio is more balanced at the level of institutes, where six heads (60%) are women and four (40%) are men. Among the other 75 leading positions at the University of Applied Sciences (head of study programme, competence centre, facility management, IT, human resources, corporate communication etc.), 28 (37%) are hold by women and 47 (63%) by men.

With regard to research project management, gender equality is fully implemented at the FH Wiener Neustadt. 51% of the 51 research projects implemented by November 15, 2020 were managed by a female project leader (26 projects) and 49% by a male project leader (25 projects), which relates exactly to the share of the overall research staff (119 females, 51% vs. 113 males, 49%).

Of the overall research staff, 9% of women (11 individuals) and 12% of men (13 individuals) lead research projects. This is because among the women, one is responsible for a total of eleven projects, while for the men, the maximum is responsibility for four research projects. The average age of project leaders is also lower for women: 37 years vs. 42 years for their male counterparts.

These findings correlate with the fact that in Austrian universities women are still mainly represented at the mid-academic level, while men continue to dominate the higher hierarchical levels. At the same time, numbers indicate that a transformation process is already underway. While gender equality is more easily realised among younger people without care obligations (early career stages), it needs a family-supportive overall culture as described in the chapter work- life balance and organisational culture above to foster its implementation in later career stages.

## Gender equality in recruitment and career progression

The official “Horizon Europe Guidance on Gender Equality Plans”<sup>17</sup> states that “Recruitment, selection and career progression measures aim to ensure that women and men get equal chances to develop and advance their careers. Critically reviewing existing selection processes and procedures at all stages and remedying any biases are important steps for ensuring gender equality in academic and research careers in higher education organisations and other RPOs.”



Following the same rational, the management and the head of the Academic Board modified the statutes in 2017: “The University of Applied Sciences strives to achieve and maintain a balanced ratio of women and men at all levels, in all functions and in all committees, as well as among students in all courses. In all application and staffing procedures, but also in the selection of part- time lecturers, attention is to be paid to diversity (primarily gender and migration background), both in the approach and in the implementation of the procedure.”<sup>18</sup> The main aims are to raise the level of the underrepresented gender in each case by actively preferring it in case of equal qualification and to implement targeted advancement of women in technical courses. In the same year, a process description for the selection of personnel was issued.

<sup>17</sup> <https://op.europa.eu/en/publication-detail/-/publication/ffc06c3-200a-11ec-bd8e-01aa75ed71a1/language-en/format-PDF/source-232129669,2021,p38>

<sup>18</sup> Kundmachung GZ2-63-4\_GP2-8, 2017, p3



Table 4 below compares some of the initial data collected in 2018 and 2020, respectively, with regard to the percentage of women for selected indicators. There is a positive trend for most of the indicators, though not surprisingly, it is still small. However, for students admitted as a result of relevant vocational qualifications, the percentage of women rose considerably (+19%, with women in 2020 constituting the majority of these students). It is important to note that for two major indicators, i.e. the total number of active students as well as the number of teaching and research staff - the vast majority of people at the FH Wiener Neustadt - gender equality has been achieved (and women are even slightly overrepresented among active students).

| Percentage of women   | 2018 | 2020 | Difference |
|---|------|------|------------|
| Active students   | 56%  | 55%  | -1%        |
| Students admitted due to relevant vocational qualifications | 36%  | 55%  | +19%       |
| Teaching and research staff                                 | 50%  | 50%  | +/-0%      |
| Part-time lecturers   | 31%  | 36%  | +5%        |
| Course management   | 41%  | 39%  | -2%        |
| Academic Board  | 29%  | 33%  | +4%        |
| Administrative staff  | 65%  | 66%  | +1%        |
| Management level administration                             | 30%  | 31%  | +1%        |

/Table 4: Percentage of women for selected indicators

The three **managing directors** as well as the **head** and the **deputy of the Academic Board** are male. Of the **heads of the five faculties**, four are men (80%) and one is a woman (20%).

Among the **heads of the ten institutes** (as of end of the study year 2020/21), which provide cross-faculty and interdisciplinary services for teaching and research, six (60%) are women and four (40%) are men. This percentage is significantly better than both the average of 23.6% in EU higher education institutions and the 26.8% average in Austria.<sup>19</sup> An interesting aspect is that the age range is much wider for the male heads of institute (being between 31 and 60 years old) than for their female counterparts, which are between 40 and 51 years old.

The numbers of students by faculty and gender are already given in table 2 above. Table 3 below shows the differences in the **ratio between men and women at the level of bachelor and master degree for the five faculties** at the FH Wiener Neustadt. Although within the faculties for business and engineering the percentages of female master's students is approximately the same as at the bachelor's level, this share declines significantly in the faculties for sport and health. Only in the faculty for security is the share of female master's students higher than that of female bachelor's students.

<sup>19</sup> She figures 2021: Gender in Research and Innovation. Statistics and Indicators; study commissioned by the European Commission Directorate-General for Research and Innovation; November 2021, p.198



|             | Male   |            | Female |            | Total  |
|-------------|--------|------------|--------|------------|--------|
|             | Number | Percentage | Number | Percentage | Number |
| Health      | 133    | 19%        | 551    | 81%        | 684    |
| BA          | 101    | 17%        | 503    | 83%        | 604    |
| MA          | 32     | 40%        | 48     | 60%        | 80     |
| Security    | 86     | 82%        | 19     | 18%        | 105    |
| BA          | 70     | 84%        | 13     | 16%        | 83     |
| MA          | 16     | 73%        | 6      | 27%        | 22     |
| Sport       | 96     | 68%        | 45     | 32%        | 414    |
| BA          | 61     | 64%        | 35     | 36%        | 96     |
| MA          | 35     | 78%        | 10     | 22%        | 45     |
| Engineering | 804    | 72%        | 312    | 28%        | 1116   |
| BA          | 451    | 73%        | 166    | 27%        | 617    |
| MA          | 353    | 71%        | 146    | 29%        | 499    |
| Business    | 843    | 36%        | 1482   | 64%        | 2325   |
| BA          | 460    | 37%        | 795    | 63%        | 1255   |
| MA          | 383    | 36%        | 687    | 64%        | 1070   |

/Table 3: Students by faculty, gender and level, as of November 2020

## Integrating the gender dimension into research and teaching content

Until 2022 none of the then 47 study programmes had a module with a gender focus<sup>20</sup>. In the following years, however, several courses with a broad focus on diversity were offered as further education for the employees of the FH Wiener Neustadt:



2018/2019

- Use Diversity at University in a Profitable Way (cancelled due to lack of registrations)
- Lateral Thinking

2019/2020

- Intercultural Communication and Cooperation (cancelled due to lack of registrations)

2020/2021

- Language as the Medium of Instruction (two participants in the winter semester, cancelled in the summer semester)

<sup>20</sup> "Gender Equality in Science and Research in Austria", Wroblewski, A., Striedinger, A. u.a.; Institute for Advanced Studies HIS; Study commissioned by the Austrian Federal Ministry of Education, Science and Research, 2018, p92



2021/2022

- Intercultural Communication
- Language as the Medium of Instruction (cancelled in the winter semester)

The apparent lack of interest in these courses will have to be identified in order to be able to offer relevant teaching content. Gender, diversity, and inclusion are also relevant for teaching. Being part of sustainability issues, these topics have to be integrated at least in courses with sustainability content.

The gender dimension is one of nine criteria according to which proposals submitted to the internal funding programme FHWN Fonds (supporting internal researchers and teaching personnel apply for external funds for research projects) are evaluated.

## Measures against gender-based violence, including sexual harassment



It is part of FH Wiener Neustadt's organisational culture to foster an open and tolerant (research) community which respects the integrity and core values of each person in any social interaction.

However, as several thousand people work and study at the University of Applied Sciences and there is a classical power imbalance between students and lectures, it is not surprising that there have been **some cases reported** in recent years (about one case per year). Despite this, no **statistical evidence** has been gathered so far as to the characteristics of these incidents.

In addition, there is a lack of standardized procedures for reporting and monitoring of gender- based violence. Cases have been reported by students to one of the following bodies:

- the gender & diversity representative
- the head of the study programme
- the students' representative.

Heads of study programmes are usually close to the students, which might result in either a relationship of trust or one of unequal power. In addition, due to a lack of standardized procedures for monitoring and handling cases of gender-based violence, their treatment of such cases varied widely.

Cases of gender-based violence including sexual harassment among employees of the FH Wiener Neustadt have been reported either to the works council or the gender & diversity representative.

Since the gender and diversity representative was featured on the university's website in 2019, direct contacts increased. This independent position means that there is no power gap to the person reporting such incidents. If the person reporting so wished, the person accused of gender- based violence was contacted and the incident was discussed together.



# Monitoring processes and procedures

The gender equality plan at hand establishes the baseline situation in relation to gender equality in the organisation, against which progress can be monitored on a regular basis. The data collected, presented and analysed will be updated and compared annually<sup>21</sup>. The gender equality plan is a strategic document that is owned by the Academic Board and the owner of the FH Wiener Neustadt. The Academic Board and the owner have full responsibility for the implementation of the commitments set out in the gender equality plan.

The “Arbeitsausschuss für Gleichstellung und Diversität” will be the executive organ for the evaluation and further development of the gender equality plan and will provide consultation to the Academic Board and the owner with regard to the topic.

The “Arbeitsausschuss für Gleichstellung und Diversität” will assess the indicators necessary in collecting relevant data to evaluate the effectiveness of measures taken. The data will be collected by Accounting and Controlling Department.

Measures for FOTEC are transferred annually in March to the FOTEC management for implementation by the General Assembly. Prioritisation and weighting are carried out, which take into account the size of the company and the corporate purpose of FOTEC. The measures are transferred to the general list of measures (Maßnahmen, Fehler & Ursachen YYYY.xlsx) for implementation by FOTEC. The monitoring of the implementation and the effectiveness control are carried out by both the persons responsible for the implementation and within the framework of annual internal and external audits for the ISO 9001:2015 certification. During these audits, special attention is always paid to the above-mentioned general list of measures and in particular to the individual measures.

## Dedicated resources

The FH Wiener Neustadt commits to provide the needed financial and time resources to implement the gender equality plan and its planned measures over the entire gender plan cycle. The members of the “Arbeitsausschuss für Gleichstellung und Diversität” provide a source of expertise for the development and implementation of the gender equality plan.

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<sup>21</sup> Analysis of data collected with deadline November 15 each year by end of January the following year.



# Aims for the next two years

## Suggested aims and interventions per topic covered:

### All aims should be reached until 31.5. 2024

#### Data collection (mandatory process-related requirement for Horizon)

- The relevant data/indicators for the gender equality plan are available
  - Selection of meaningful indicators necessary for data collection and calculation process (e.g. educational or parental leaves)
  - The stakeholders know the status quo of the gender equality indicators

#### Organisational culture and work-life balance (recommended content-related area for Horizon)

- The university has implemented all measures agreed in the target agreement for the “university and family” audit 2020, aiming at continued re-certification
  - Evaluating the measures taken during the audit process
  - The need for childcare is repeatedly assessed
  - Handing over a Baby-Welcome Package to employees
  - Installing a family-friendly infrastructure in Wieselburg and Tulln
  - Creating a room for parents and their kids at Campus 1
  - Addressing the compatibility of family and profession in management training
  - Launching focus groups to regularly evaluate the needs of students
- All relevant stakeholders are part of the equality plan process
  - Get input from any persons who wants to add to the gender equality plan
  - Conduct focus groups to diversity aspects in the university of applied sciences
  - Find and assess potential stakeholders and define their roles for the equality plan
- The stakeholders have a shared understanding of gender equality
  - Develop and impliment together with all stakeholders a minimum of 2 measures to reach a common understanding of gender equality
- The stakeholders have agreed on the gender equality plan for the next period
  - The stakeholders decide which aims and measures will be included in the gender equality plan
- Annual reports and evaluation of progress and outcomes (mandatory process-related requirement for Horizon)
  - Write and disseminate the annual report
  - The university sets further concrete steps towards an inclusive and diverse public image (e.g. in its marketing materials and online presence)
- The gender equality plan is signed by top management, published on the institution’s website, and disseminated through the institution (mandatory process-related requirement for Horizon)
  - development of an internal and external communication strategy for dissemination



### **Gender balance in leadership and decision-making (recommended content-related area for Horizon)**

- Increased share of women in leadership and decision-making positions
  - There are a minimum of 2 measures to increase the share of women in leadership and decision-making positions

### **Gender equality in recruitment and career progression (recommended content-related area for Horizon)**

- All employees in leading positions have veritable knowledge of implicit bias (training is a mandatory process-related requirement for Horizon)
  - mandatory face-to-face training of all employees in leading positions on implicit bias
- In all appointment committees men and women need to be represented by at least 30% committee members of their gender
  - Include at least 30% representatives of each gender in all appointment committees for leading positions

### **Integrating the gender dimension into research and teaching content (recommended content-related area for Horizon)**

- Researchers know the gender dimension of their research projects
  - Assessment of specific gender-related research questions in the research projects implemented at the FHWN
  - Finding measures to integrate the gender dimension into research projects
  - Define an advising person for integration of the gender dimension into research projects
- Each new or revised curricula includes gender as a teaching content in a minimum of one course (training is a mandatory process-related requirement for Horizon)
  - Assess each curriculum if gender is a teaching content
  - Include gender as a teaching content in a minimum of one course in each new or revised curricula
- When selecting external lecturers, the gender component is taken into account
  - Development of a process to sensitize the persons in charge of the selection process for external lectures

### **Measures against gender-based violence, including sexual harassment (recommended content-related area for Horizon)**

- Staff and students know preventive measures and procedures to handle gender-based violence
  - Development of preventive measures to handle gender-based violence
  - - Development of a procedure to handle gender-based violence



# Gender Equality Plan

May 2022

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